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 (DMD, MD, JD, Ph.D., DVM)

2. Request submitted by (Department or Program Name):
   - Artie McFerrin Department of Chemical Engineering

3. Course prefix, number and complete title of course:
   - CHEN 656 Advanced Process Chemical Optimization I

4. Catalog course description (not to exceed 50 words):
   Course covers state-of-the-art optimization based techniques for process synthesis, process design and process operability; emphasis is placed on mathematical modeling via mixed integer and continuous optimization formulations and application to heat integration problems; will learn how to use a modeling/optimization software systems.

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

6. Cross-listed with:
   - CHEN 456

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

7. Is this a variable credit course?
   - [ ] Yes
   - [ ] No
   - If yes, from ______ to ______

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

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

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

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

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

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

   MS, PhD in Chemical Engineering

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) | Lect. | Lab | Other | SCH | CIP and Fund Code | Admin. Unit | Acad. Year | FICE Code
   --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | ---
   CHEN | 656 | Adv Process Chem Opt I | 3.00 | 0.00 | 0.00 | 3.00 | 140701000 | 0590 | 17 | - | 18 | 0 | 0 | 3 | 6 | 3 | 2

Approval recommended by:

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

Chair, College Review Committee / Date

Dean of College / Date

Submitted to Coordinating Board by:

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
CHEN 456/656

Advanced Process Chemical Optimization - Part I
Fall 2017
3 Lecture Hours (3 Credits)

Course Description and Prerequisite
Covers state-of-the-art optimization based techniques for process synthesis, process design and process operability; emphasis is placed on mathematical modelling via mixed integer and continuous optimization formulations and there application to heat integration problems; will learn how to use a modelling/optimization software systems.

Prerequisite
Graduate classification; or senior classification; or approval of instructor

Learning Objectives
By the end of the course the students should be able to:
1. Optimize non-linear systems:
   a. Unconstrained
   b. Constrained
2. Model with binary variables
3. Optimize mixed integer problems:
   a. Linear form
   b. Non-linear form
4. Synthesis, design and optimization
   a. Heat exchanger network problem
5. Design of utility systems.

Instructor: Professor Stratos Pistikopoulos FReig
Class Schedule: TBD
Class room: TBD
Office Hours: (By appointment)
Contact Information: Tel. 979.845.3401, Email: stratos@tamu.edu
Teaching Assistant: Nikolaos Diangelakis, office (3rd Floor ERB), Email: nikos@tamu.edu
Office hours: TBD
Course website: Can be accessed through http://ecampus.tamu.edu/
Grading Policies

<table>
<thead>
<tr>
<th>Component</th>
<th>% of Total Points</th>
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<tbody>
<tr>
<td>Project</td>
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<tr>
<td>Final Examination</td>
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Grading (subject to general performance)

<table>
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<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>90 – 100</td>
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<tr>
<td>B</td>
<td>80 – 89.99</td>
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<td>C</td>
<td>70 – 79.99</td>
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<tr>
<td>D</td>
<td>60 – 69.99</td>
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<tr>
<td>F</td>
<td>&lt; 60</td>
</tr>
</tbody>
</table>

Attendance and make policies

Attendance is strongly recommended though not enforced. However, you are responsible for obtaining class notes, handouts, and instructions about assignments from another class member. The rules of excused absence can be found at [http://student-rules.tamu.edu/rule7.htm](http://student-rules.tamu.edu/rule7.htm). It is the student’s responsibility to provide satisfactory evidence of excused absence to the instructor.

Fall 2016 Tentative Calendar of Course Topics, Activities, and Assignments

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Reference</th>
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<tbody>
<tr>
<td>1–2</td>
<td>Review of Nonlinear Algebra and Systems of Nonlinear Equations</td>
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<tr>
<td>3–5</td>
<td><strong>Nonlinear Optimization</strong></td>
<td></td>
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<tr>
<td></td>
<td>Basic concepts in optimization</td>
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<td></td>
<td>Optimal points</td>
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<tr>
<td></td>
<td>Feasible region</td>
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<td></td>
<td>Convexity</td>
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<td></td>
<td>Unconstrained optimization</td>
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<tr>
<td></td>
<td>Constrained optimization</td>
<td></td>
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<tr>
<td></td>
<td>Optimality conditions – Active set strategies</td>
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<tr>
<td></td>
<td>SQP and reduced gradient method</td>
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<tr>
<td>6–7</td>
<td><strong>Mixed Integer Linear Programming</strong></td>
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<td></td>
<td>Process Synthesis representation</td>
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<tr>
<td></td>
<td>Modelling with binary variables</td>
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<tr>
<td></td>
<td>Branch-and-Bound Method</td>
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<tr>
<td>8–9</td>
<td><strong>Mixed Integer</strong></td>
<td></td>
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<tr>
<td></td>
<td>Generalized Benders Decomposition Method</td>
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<tr>
<td>Nonlinear Programming</td>
<td>Outer-Approximation Method</td>
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<tr>
<td>10 – 13</td>
<td></td>
<td></td>
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<tr>
<td>Heat Exchanger Network Synthesis</td>
<td>Minimum utility cost</td>
<td></td>
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<tr>
<td></td>
<td>MILP Transhipment Model</td>
<td></td>
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<td></td>
<td>Superstructure-based NLP Synthesis</td>
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<tr>
<td>14 – 15</td>
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<tr>
<td>Utility System Optimization</td>
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</table>

Reference List


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.”
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 (DVM, MDS, DMD, DDS, DVM)
2. Request submitted by (Department or Program Name): Artie McFerrin Department of Chemical Engineering
3. Course prefix, number and complete title of course: CHEN 676, Sustainable Design through Process Integration
4. Catalog course description (not to exceed 50 words):
Systematic and state-of-the-art techniques for the sustainable design of chemical processes; emphasis on holistic and systematic approaches using process integration for the conservation of natural resources and the enhancement of process performance; a variety of visualization, algebraic, and mathematical optimization approaches are presented.

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
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)
   No
b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)
   Yes (M.S., Ph.D. in CHEN)

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

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

13. Prefix | Course # | Title (excluding punctuation)
   CHEN 676 | SUST DES PROC INTG

<table>
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<th>Lab</th>
<th>Other</th>
<th>SCH</th>
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<th>Admin. Unit</th>
<th>Acad. Year</th>
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</tbody>
</table>

Approval recommended by:

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

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

Associate Director, Curricular Services

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

☑ Curricular Services – 07/14

RECEIVED
JUN 09 2016

ESSAP
APR 26 2016
CHEN 676
SUSTAINABLE DESIGN THROUGH PROCESS INTEGRATION
FALL 2017
(3 Credits)

Lecture hours: M 9:00 – 11:40 a.m.
Instructor: Mahmoud El-Halwagi, Professor and Holder of the McFerrin Professorship
Office: 229 Jack E. Brown Hall
Office hours: MW 12:00 – 2:00 p.m.
Phone: 845-3484
E-mail: El-Halwagi@tamu.edu
Web Page: Please check the VNET web site
This site will be used to communicate as needed. Students should check frequently.

Teaching Assistant


Prerequisites: Graduate Classification or approval of Instructor

Catalog Course Description: Systematic and state-of-the-art techniques for the sustainable design of chemical processes; emphasis on holistic and systematic approaches using process integration for the conservation of natural resources and the enhancement of process performance; a variety of visualization, algebraic, and mathematical optimization approaches are presented.

Course Outline:

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction to sustainability, sustainable design, and process integration</td>
</tr>
<tr>
<td>2</td>
<td>Benchmarking process performance through overall mass targeting</td>
</tr>
<tr>
<td>3</td>
<td>Direct-recycle networks: A graphical approach</td>
</tr>
<tr>
<td>4</td>
<td>Synthesis of mass-exchange networks: A graphical approach</td>
</tr>
<tr>
<td>5</td>
<td>Combining mass-integration strategies</td>
</tr>
<tr>
<td>6</td>
<td>Heat integration</td>
</tr>
<tr>
<td>7</td>
<td>Integration of combined heat and power systems</td>
</tr>
</tbody>
</table>
8  Algebraic approaches to process integration
9  Introduction to the formulation and solution of optimization problems
10 Optimization software
11 Mathematical programming approaches for mass integration
12 Synthesis of heat-exchange networks: an optimization approach
13 Macroscopic systems, environmental impact assessment, and life cycle analysis
14 Putting it all together: launching sustainable-design initiatives
15 Final Exam

Grading Policy:
Homework (10%), research assignments (15%), term project (25%), midterm (20%), and final exam (30%)

Grading:
\[
\begin{array}{|c|c|}
\hline
\text{Grade} & \text{Score} \\
\hline
A & 90 - 100 \\
B & 80 - 89.99 \\
C & 70 - 79.99 \\
D & 60 - 69.99 \\
F & < 60 \\
\hline
\end{array}
\]

Attendance:
Class attendance is important for this course. A student with a documented excused absence will be allowed to make up missed work in accordance with the Student Rules. The rules of excused absence can be found at [http://student-rules.tamu.edu/rule7.htm](http://student-rules.tamu.edu/rule7.htm). It is the student’s responsibility to provide to the instructor satisfactory evidence of excused absence.

Email:
Class updates and frequent announcements regarding class meetings, homework, and exams will be transmitted via email. You are responsible for checking your university email account on a regular basis.

APA 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 discuss with Student Affairs or the instructor.

Academic Integrity:
"An Aggie does not lie, cheat, or steal or tolerate those that do" is the lead statement of the Aggie Honor Code. Please refer to the Honor Council Rules and Procedures on the web at: [http://www.tamu.edu/aggiehonor](http://www.tamu.edu/aggiehonor).
Texas A&M University
Departmental Request for a New Course
Undergraduate + Graduate + Professional
• Submit original form and attach a course syllabus.
  1. Course request type: Undergraduate ✓ Graduate □ First Professional (DDS, ABD, JD, PharmD, DVM)
  2. Request submitted by (Department or Program Name): Select or Type Department/Program Name: Entomology
  3. Course prefix, number and complete title of course: ENTO 626 Methods in Vector-Borne Disease Ecology
  4. Catalog course description (not to exceed 50 words):
Methodological understanding of how vector-borne diseases are studied in the field and the laboratory; hands-on exploration of the ecology disease systems in a one health framework; concepts of design, execution, and presentation of research projects; outdoor field work and bio-safety level 2 laboratory
  5. Prerequisite(s): Graduate Classification or Approval of Instructor
Cross-listed with: VIBS 626 Stacked with: ENTO/VIBS 426
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 programs(s) (e.g., B.A. in history)
     b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)
 MS/PhD programs across the University
  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)
ENTO 826 Methods Vector-Borne Diseases
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Approval recommended by:
David Ragusa
Department Head or Program Chair (Type Name & Sign) Date
Chair/ College Review Committee Date
Evelyn Tiffany-Castiglioni
Department Head or Program Chair (Type Name & Sign) Date
(if cross-listed course)
Dean of College Date

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

Associate Director, Curricular Services Date

Questions regarding this form should be directed to Sandra Williams at 845-6201 or sandra-williams@tamu.edu.
Curricular Services – 07/14
Overview

Vector-borne diseases (VBDs) represent one of the fastest growing threats to human and animal population health. Patterns of climate change, global travel, urbanization, and species invasions suggest that VBDs will continue to challenge populations in both developed and developing countries. The One Health initiative calls for a synergy of efforts to protect human, animal, and ecosystem health, utilizing approaches from veterinary and human medicine, environmental science, and other disciplines. Because vectors and the pathogens they transmit often bridge humans, wildlife, and domestic animals, a One Health approach provides a useful framework for their research and management. In this course, we aim to equip future medical practitioners, public health officials, entomologists, disease ecologists, and biomedical researchers with a methodological understanding of how VBDs are studied in the field and laboratory. The emphasis will be hands-on activities to explore the ecology of disease systems, and we will utilize a One Health framework to guide lectures, field labs, and research projects. Students will apply course concepts to design, conduct, and present small group research projects.

Prerequisites: Undergraduate students must be Junior or Senior classification. No graduate prerequisites.

Learning Outcomes - ENTO/VIBS 426

- Identify and compare the morphologic features and the ecology of the major vectors of disease in Texas, including mosquitoes, ticks, and triatomines.
- Demonstrate the use of field methods to study vector-borne disease by collecting biological specimens at local field sites.
- Follow protocols for serological and molecular processing of samples in a biosafety level 2 laboratory; organize experiments in a lab notebook.
- Design, conduct, and evaluate a research project from 'start to finish', including data collection in the field and lab and dissemination of results.

Additional Learning Outcomes - ENTO/VIBS 626

- Critically review published studies in a research area.
- Summarize research findings in a manuscript that is suitable for peer-review and publication in a scientific journal.

Co-Instructors

Gabriel L. Hamer MS PhD
Clinical Assistant Professor
http://hamerlab.tamu.edu
Dept. Entomology
Email: ghamer@tamu.edu
Office: 319 Heep Center
Phone: (979) 862-4067

Sarah A. Hamer MS PhD DVM
Assistant Professor
vetmed.tamu.edu/faculty/hamer-lab
Dept. Veterinary Integrative Biosciences
Email: shamer@cvm.tamu.edu
Phone: (979) 847-5693

Enrollment

Due to enrollment capacity of 15, enrollment is exclusively though an application process. Instructors will select enrollees based on:

1. Ratio of undergrad/graduate students to facilitate projects
2. Diversity of majors to provide complementary expertise and allow a focus on One Health
3. Career aspirations
4. Flexibility to participate in activities outside lecture/lab

Materials

Required Text: None
Readings: Available electronically through eCampus website
Notebooks: Two notebooks are required (one for field, one for lab)
Disease Detective Course Project
Students will select one of three pre-determined research topics and engage in hypothesis generation and study design, field-based sample collection, lab-based molecular diagnostics, and data analysis throughout the semester. Projects will be conducted in small groups with a graduate student leader. Teams will prepare an oral presentation to deliver at the end of the semester. Additionally, graduate students will prepare a manuscript including literature review. In some cases, these manuscripts could be submitted for publication, pending contributions of students beyond the expectations of the semester-long course.

Field Research Experiences
A series of field-based experiences are planned to expose students to vector and host populations in their natural environments. Because these experiences will include hands-on processing of vertebrate species (wild birds, rodents, etc.), all students will be required to complete animal use training as required by the TAMU Institutional Animal Use and Care Committee (IACUC). Due to activity patterns of vectors and hosts, and travel to various field sites, not all such experiences can be attained within the restraints of regularly-scheduled class periods. Accordingly, some experiences will require meeting at night, early morning, or during weekends. Prior to any off-campus activity, students will be required to complete travel authorization forms with emergency contact information, and instructors will attain approval of department heads. Additionally, students will register with the Biosafety and Occupational Health Program and complete Blood-borne Pathogen Training.

Photo Policy
We want you to enjoy the hands-on field and lab work we will conduct this semester, and we invite you to take photographs of your experiences to share with others. While all the work we do will uphold to strict protocols and humane treatment of animals, some photos taken out of context may be confusing to those not involved with our class. Therefore, you must obtain oral or written consent from instructors before distributing or posting to social media any photos taken of class activities.

Laboratory Research Experiences
Analysis of field-collected biological specimens in vector-borne disease ecology research often occurs within the laboratory. Students will gain proficiency with common research techniques and laboratory equipment used to study vectors and pathogens. Because the biological samples with which we will work pose health risks, all students will be required to complete Biosafety Level 2 training.

Career Opportunity Guest Lectures
Guest lectures are planned to feature different professionals who focus in vector-borne diseases. Invited speakers may include medical entomologists or zoonosis control veterinarians from the state health department, military entomologists, academic researchers with expertise in particular disease systems, or others. Each guest speaker will show the real-world application of the concepts learned in class, and asked to share their educational background and career path.

Evaluation: A=90–100%; B=80–89%; C=70–79%; D=60–69%; F=<60%

ENTO/VIBS 426: A total of 200 points are available
ENTO/VIBS 626: A total of 300 points are available

- Attendance and participation in class discussions (25 pts). Students will receive 0.5 pts for attending each session and 0.5 pts for participating in each session. Participation includes discussion, engaging with guest lecturers, asking and answering questions, and hands-on work in the field and lab.
- Quizzes (50 pts) and maintenance of field/lab notebooks (25 pts)
- Disease Detective course project (100 pts)
- The additional requirement of graduate students will be a manuscript (100 pts)

The Policy: Late assignments will have a 10% deduction in points for up to 1 week, after which no credit will be issued, except in the case of a University excused absence.

Attendance
Both the university and instructors view class attendance as an individual student responsibility. Your grade will be based in part by attendance and participation. After four absences for lectures or labs, students will have five points deducted from the attendance points for each additional absence. Make-up experiences/assignments for class activities that occur outside the scheduled meeting times will be available in the event of a University approved excuse. No Makeup work is accepted without a University approved excuse. Absences will be excused as per TAMU Student Rule #7 (http://studentrules.tamu.edu/rule07).

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

Academic Integrity Statement
The Texas A&M University Honor Code, based on the long-standing affirmation that “An Aggie does not lie, cheat, or steal or tolerate those who do” is fundamental to the value of the A&M learning experience and requires that Aggies will not involve themselves in any form of academic dishonesty. According to the Office of the Aggie Honor System, academic dishonesty consists of cheating, fabrication, falsification, multiple submission, plagiarism, and multiplicity. Clarification of each of actions may be found at the Aggie Honor System website at https://aggiehonor.tamu.edu/. This list, however, is not exclusive of any other acts that may reasonably be termed academic dishonesty. The penalty for a violation of academic dishonesty in this class shall be an “F” in the course and filing of an Honor Code Violation Report with the Office of the Aggie Honor System. Less severe penalties may be imposed if the circumstances warrant.
<table>
<thead>
<tr>
<th>Week</th>
<th>Lecture/Lab Topics</th>
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<td>group project</td>
<td>Animal Use training:</td>
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<td>topics</td>
<td>‘Working with the IACUC’ course</td>
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<td>• Compliance</td>
<td>in CITI website; see eCampus for</td>
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<td>• BSL2 training</td>
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<td>• Animal Use</td>
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<td>2</td>
<td>• Vector sampling</td>
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<td><strong>Field Trip</strong> to</td>
<td>Meet at Lick Creek Park instead</td>
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<td>Lick Creek Park</td>
<td>of coming to class. Time/car</td>
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<td>for avian mist-</td>
<td>pool to be determined.</td>
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<td><strong>Guest Lecture:</strong></td>
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<td>Texas Department</td>
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<td>• Vertebrate host</td>
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<td>4</td>
<td><strong>Field Trip</strong> to</td>
<td>Evening- set mammal traps at</td>
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<td>Biodiversity</td>
<td>BRTC. Meet at BRTC instead of</td>
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<td>coming to class. Time/car pool</td>
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<td>5</td>
<td><strong>Identification</strong></td>
<td>Grackle trapping in Kroger</td>
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<td>of major arthropod</td>
<td>parking lot</td>
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<td>5</td>
<td>• Quiz 1</td>
<td>Grackle trapping</td>
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<td>• Vector-borne</td>
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<td>diagnostics</td>
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<td>6</td>
<td><strong>Field Trip</strong> to</td>
<td>Camp at Stubblefield Recreation</td>
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<td>Sam Houston</td>
<td>Area, Sam Houston NF,</td>
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<td>National Forest</td>
<td>Huntsville, TX</td>
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<td>6</td>
<td><strong>NO CLASS</strong></td>
<td>Grackle trapping</td>
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<td>7</td>
<td>• Blood meal</td>
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<td>Analysis</td>
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<td>7</td>
<td>• Spatial</td>
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<td></td>
<td>Epidemiology</td>
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<td>7</td>
<td><strong>Guest lecture/lab:</strong> Harris County Public Health &amp; Environmental Services: Geographic Information Systems</td>
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<tr>
<td>8</td>
<td>Flex time; topic</td>
<td>Grackle trapping</td>
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<td>to be determined</td>
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<tr>
<td>8</td>
<td><strong>Guest Lecture:</strong> State Medical Entomologist, Texas Department of State Health Services</td>
<td>Camp at Stubblefield Recreation Area</td>
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</table>

*SPRING BREAK*
<table>
<thead>
<tr>
<th>Day</th>
<th>Activity</th>
<th>Location/Notes</th>
</tr>
</thead>
</table>
| 9   | Course updates  
  Selected hot topics in vector-borne disease epi  
  Chemical immobilization of wildlife | Grackle Trapping | Camp at Stubblefield Recreation Area |
|     | **Guest Lecture:** Wildlife Disease Ecology |               |                      |
| 10  | **Quiz 2**  
  Epidemiological modeling  
  Vectorial capacity | Grackle Trapping and mosquito trapping at roosts |               |
|     | Group planning/writing time. Draft Introduction section of manuscript due via email by end of class  
  Mosquito identification from various traps deployed the night before. | Subset of students collect mosquito traps during class time |               |
| 11  | **Dedicated Lab Time: Sam Houston group**  
  Tick ID and photography  
  DNA extractions from ticks, ear biopsies, blood  
  PCRs for tick-borne pathogens  
  *Borrelia* genus  
  *Rickettsia* genus  
  *Ehrlichia* genus  
  Gel electrophoresis  
  DNA sequence preparation  
  Sequence analysis | Overnight trip to Mad Island Marsh Preserve in Matagorda Co. (plan to camp; bunk house if needed)  
  • Assessment of exotic ticks arriving on spring migratory birds  
  • Small mammal trapping  
  • Saturday evening field guest lecture |               |
|     | **Dedicated Lab Time: Grackle Hemoparasite group**  
  Staining and screening of blood films  
  DNA extractions from blood  
  PCRs for hemoparasites  
  • Filarial nematodes  
  • Trypanosomes  
  • Avian malaria  
  Gel electrophoresis  
  DNA sequence preparation  
  Sequence analysis | Grackle and mosquito trapping with Komar  
  Subset of students to collect mosquito traps, identify mosquitoes |               |
| 12  | **Guest Lecture:** CDC-NCEZID Division of Vector-borne Disease, Ft. Collins, CO |               |                      |
| 12  | **Dedicated Lab Time: Grackle WNV group**  
  • ELISA for WNV antibody detection |               |                      |
| 13  | **Guest Lecture, 9am start time:** US Army Medical Command at Fort Sam Houston, TX.  
  Revised Introduction, Draft Methods, outline of Results and Discussion of manuscript due via email by end of day |               |                      |
| 13  | Insect Radio-telemetry!  
  **Bring large bugs to class as candidates for transmitters!**  
  ***Glue on radio-transmitters; release around Heep Center | Students and instructors will attempt to relocate the bugs using telemetry |               |
| 14  | **Quiz 3**  
  Revised Introduction, Draft Methods, outline of Results and Discussion due via email by end of day | Telemetry, opportunistically |               |
| 14  | LAST CLASS: Course Evaluations; Presentation of Disease Detective Research Projects; Food party  
 Prep/Reading Days: No class meeting |               |                      |

***There will be NO FINAL EXAM during finals week for ENTO/VIBS 426/626***
31 March 2016

MEMORANDUM

To: Dr. David Ragsdale, Head

From: Evelyn Tiffany-Castiglioni, Head and Assoc. Dean for Undergraduate Education

Subject: Joint course offering VIBS-ENTO 426/626.

We wish to verify our support and collaboration for seeking permanent course numbers for our joint venture in a course entitled *Methods in Vector-Borne Disease Ecology*. Based upon our records, course numbers 426 and 626 are currently unassigned and recommended by our respective departments. Drs. Sarah and Gabe Hamer were very successful in designing and conducting a Special Topics 489/689 cross-listed and stacked course in 2015 that is now more than ever, most timely to training and educating future scientists, educators and practitioners that will be investigating vector-borne disease systems and protecting humans and animals from infection. Please inform appropriate curriculum committees of our shared interest and efforts as our joint proposals move through the approval process.

Cc: Dr. Gabe Hamer, ENTO, Instructor of Record
    Dr. Sarah Hamer, VIBS, Instructor of Record
    Demetria Cooper, Administrative Assistant, Academic Advisor, VIBS
    Rebecca Hapes, Sr. Academic Advisor, ENTO
    Dr. Pete Teel, Assoc. Head for Academic Programs, Entomology
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  □ Master's, Ph.D., Pharm.D., D.V.M.

2. Request submitted by (Department or Program Name):
   Dwight Look College of Engineering
   ICPE 681 - Seminar

4. Catalog course description (not to exceed 50 words):
   Seminars and presentations on important developments and current research in energy; delivered by distinguished energy experts from academia, industry, and government.

5. Prerequisites:

   Graduate classification

   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  □ Pass/Fail
10. This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)
      M.S. in energy
   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 certify 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)
    ICPE  681  Research
    Lec.  Lab  Other  SCI  CIP and Fund Code  Admin. Unit  Acad. Year  FICE Code
    2.00  0.00  2.00  30.9999.04  16 - 17  0  3  6  3  2

Approval recommended by:

Christodoulos A. Fioudis
Department Head or Program Chair (Type Name & Sign)  05-09-16
Chair, College Review Committee  06/7/16

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

Dean of College  Date

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

Associate Director, Curricular Services  Date
Effective Date

Questions regarding this form should be directed to Sandra Williams at 345-9201 or sandra.williams@tamu.edu.
Curricular Services - 07/14
ICPE 681 SYLLABUS

Course title and number  ICPE 681 – Seminar
Term                  Fall 2016
Meeting times and location  Selected Wednesdays, 4:15 – 5:15 p.m., CHE 111 (Exact dates TBD)

Course Description and Prerequisites

Seminars and presentations on important developments and current research in energy, delivered by distinguished energy experts from academia, industry, and government.
Prerequisite: Graduate Classification

Instructor Information

Name                  Christodoulos A. Floudas
Telephone number      979-458-0253
Email address         floudas@tamu.edu
Office hours          By appointment
Office location       302D Williams Administration Building

Textbook and/or Resource Material

TBA, as appropriate.

Grading Policies

Grades will be assigned based on attendance. Attendance at all seminars will be mandatory. Students are responsible for providing satisfactory evidence to the instructor to substantiate any absence.

Course Calendar

Selected Wednesdays (Exact dates TBD)

Attendance

Attendance at all seminars will be mandatory. Students are responsible for providing satisfactory evidence to the instructor to substantiate any absence.
The attendance policy for this course will be administered in accordance with Student Rule #7 (http://student-rules.tamu.edu/rule07)

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

All students are expected to abide by the Aggie Honor Code. Students should be aware of all Honor Council Rules and Procedures. For additional information please visit http://aggiehonor.tamu.edu

"An Aggie does not lie, cheat, or steal, or tolerate those who do."
Texas A&M University

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

1. Course request type: □ Undergraduate  □ First Professional (PDM, MD, JD, PharmaD, DVM)  □ Graduate

2. Request submitted by (Department or Program Name): Department of Management / MS- Human Resource Management Program

3. Course prefix, number and complete title of course: MGMT 627- Developing Leadership Talent

4. Catalog course description (not to exceed 50 words): Understand role of leadership in careers; procedures for leadership development to drive organizational success for HRM; identify, analyze, and apply evidence-based approaches for developing leadership talent; leadership problem analysis.

5. Prerequisite(s):

   Graduate Classification
   Cross-listed with: N/A  Stacked with: N/A
   Cross-listed courses require the signature of both department heads.

6. Is this a variable credit course? □ Yes  □ 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)

   MS-HRM

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

13. Prefix  Course #  Title (excluding punctuation)
    MGMT  627  DEVELOPING LDRSHIP TALENT

   Lect.  Lab  Other  SCH  CIP and Fund Code  Admin. Unit  Acad. Year  FICE Code
   3.00  0.00  0.00  3.00  520213-16  1780  17 - 18  0 0 3 6 3 2

Approval recommended by:

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

Bala Shetty
Chair, College Review Committee  Date

SK Jones
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 345-9201 or sandra-williams@tamu.edu.
Curricular Services - 07/14
MGMT 627 “DEVELOPING LEADERSHIP TALENT”
FALL 2016

CLASS TIMES AND LOCATION
TTh 9:35a-10:50a
106 Wehner Building

INSTRUCTOR:
Dr. Stephen Courtright
Email: scourtright@mays.tamu.edu
Phone: (979) 862-3953

OFFICE HOURS:
F 10:00a-11:00a
Other times by appointment
Office: 483E Wehner Building

REQUIRED MATERIALS:
Course packet available for purchase starting Monday, August 24 at either
Textbook Solutions or at Barnes & Noble at the MSC. Lecture slides will be
posted on eCampus at least 24 hours prior to each class.

COURSE OVERVIEW AND OBJECTIVES

“One of the most universal cravings of our time is a hunger for compelling and creative
leadership.” (James McGregor Burns, Leadership, p. 1)

Billions of dollars are spent each year on leadership training and development because effective
leadership has the potential to improve and even revolutionize organizations. However, surveys
by Gallup and other organizations make it clear that many leaders do not earn the trust and
confidence of their employees. In turn, poor leadership, according to research done by myself
and others, is the leading cause of disengagement in organizations.

Most organizations are aware of the dangers of poor leadership, but relatively few have a clear
idea of how to develop leadership talent. This is where you come in! Leadership development
can and should be a critical role of HR that can truly add value to organization. However, an
alarmingly low number of HR practitioners are aware of or utilize the science behind leadership
training and development.

Given the need to effectively build and develop leadership talent, this class has as its primary
purpose to understand how organizations can identify and develop leadership talent and
capability. At the same time, the class is focused on helping you develop your own leadership capabilities.

The specific objectives of the course are as follows:

- Understand the role of leadership in your career and the role of leadership development as a critical driver of organizational success
- Understand and help others begin the process of learning how to lead
- Identify, analyze, and apply evidence-based approaches for developing leadership talent
- Improve your ability to analyze leadership problems and suggest realistic solutions
- Improve yourself as a leader and take charge of your own leader development

**ABOUT THE PROFESSOR**

Stephen Courtright is an assistant professor in the Department of Management at Mays Business School. He earned a Ph.D. in Business Administration from the University of Iowa and a B.S. in Accounting from Brigham Young University-Idaho (magna cum laude). Dr. Courtright’s research focuses on identifying organizational practices that improve or undermine leadership and teamwork. His research is published in leading scholarly journals and has been featured in *The Wall Street Journal, National Public Radio, Forbes, Bloomberg BusinessWeek, Yahoo! News, U.S. News & World Report*, and *Huffington Post*. He is the recipient of the 2014-2015 Montague-Center for Teaching Excellence Scholar Award in the Mays Business School, and was also named a Faculty Fellow for Innovation in High-Impact Learning Experiences by Texas A&M’s Center for Teaching Excellence. He has consulted for several organizations on issues related to team and leadership development. Prior to earning his Ph.D., Dr. Courtright worked as an accountant. Most importantly, he and his wife, Nicole, are the proud parents of four wonderful and rambunctious children.

**GENERAL EXPECTATIONS**

The success of this class depends in large part on your active involvement in the learning process. Thus, I have a set of expectations which, if followed, should result in this class being a fulfilling learning experience for you. I refer to these expectations as the “4 Ps”:

1. **Preparation.** I expect that you will complete the assigned readings before each class so that you will be prepared to participate in class discussions and better comprehend the course material. In particular, when we do a case study, I expect you to read and analyze the case prior to our discussion (for two of the cases, you will be required to do a case write-up). In turn, you can expect me to carefully prepare for each class both in terms of delivering lectures and facilitating activities meant to enhance your learning.

2. **Presence and Punctuality.** If you miss class, you will hinder your ability to learn the course material and the class will not benefit from your insights in class discussions. Thus, while I do not formally take attendance each day, you will find that by missing class, your grade will suffer (see more below). If you do end up having to miss class for a legitimate reason (e.g. illness, school-excused activity, death of a loved one, mandatory religious observance),
please contact me before class. In addition, my expectation is that you will be on time to class each day. I view entering the classroom late the same as showing up late for a scheduled meeting – disruptive and inconsiderate. In turn, you can expect me to end class right on time and keep you continually updated on news items related to the course.

3. Principle. Men and women of integrity are sorely needed in the world of business as well as in our universities. Cheating in any form hinders your ability to master the course material because you become dependent on someone else’s work rather than your own. It also diminishes and reflects a lack of self-esteem. Although more information on the ethics guidelines for this course is given below, suffice it to say here that I expect each student to uphold and defend the highest ethical standards in this class and in all related activities. In turn, you can expect me to treat you with fairness and the utmost respect.

4. Participation. Your participation in class discussions and group projects is essential to your learning and to the success of the class as a whole. It is my sincere belief that each of you has unique insights and skills to share in the class discussions and group projects that will enhance your learning and that of your peers. While more specifics about class and group participation are given below, let me mention one expectation related to class participation right now: sending text messages, using social media, surfing the web, shopping online, or any other similar activity with laptops, tablets, phones, or other electronic devices during class is strictly prohibited. In addition, doing work for other courses is also prohibited during class. In turn, you can expect me to strive to promote an environment that is both energizing and conducive to learning.

**COURSE ACTIVITIES AND GRADING GUIDELINES**

Your course grade will be based on a combination of individual and group efforts. This method of evaluation simulates performance evaluation and feedback systems in “real world” organizations and reinforces the notion that leadership is not simply an individual act but rather a social process that transcends any single individual. The weight associated with each requirement is given below.

<table>
<thead>
<tr>
<th>Individual Work:</th>
<th>Possible Points</th>
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<tbody>
<tr>
<td>Participation and Engagement</td>
<td>150 points</td>
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<tr>
<td>Executive Interview</td>
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<td>Final Exam</td>
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<th>Group Work:</th>
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<tr>
<td>Research Report and Presentation</td>
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<tr>
<td>Consulting Project:</td>
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<td>Needs Assessment and Training Plan</td>
<td>150 points</td>
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<tr>
<td>Training Evaluation Report and Reflection</td>
<td>150 points</td>
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<tr>
<td>Client Report</td>
<td>100 points</td>
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</table>

**Total Possible Points:** 1000 points
Class Participation and Engagement
Your attendance, participation, and engagement in class discussions and group projects—i.e., active learning—are essential to the success of the class. Accordingly, 15% of your grade will be based on participation and engagement. Your participation and engagement grade is based on the following broad criteria: (1) attendance, participation and engagement in class (i.e., quality and frequency of contributions in class discussion, ability to advance or sharpen in-class discussion and debate, respecting class members and their contributions), (2) contribution to group projects (as assessed by your teammates), and (3) completion of assigned surveys.

Executive Interview
You must interview a manager/entrepreneur who is at a high enough level to have significant leadership responsibility for his/her organization (e.g., owner/founder, CEO or other C-suite, Vice President/Director, senior line manager, etc.). This person may be associated with one of your former organizations or an organization in which you are now interested. The interview should focus on the leader’s process for learning to be a leader and on key lessons learned as a leader. You will be asked to submit a reflection paper about the insights you gained from the interview, including key discoveries and lessons learned. This assignment is due at the end of the semester and is worth 100 points. Additional details will be provided in a handout.

Research Presentation
One of the goals of this course is to introduce you to the science behind leadership development and to help you, as an HR professional, to incorporate evidence-based leader development practices in organizations. To help you do this, you will work in groups of three or four on reading and analyzing one research article on a particular topic of leadership training and development. The articles that will be assigned are listed in the course schedule (in italics) and also in the appendix. As a group, you will write a paper that summarizes the key findings, strengths, and limitations of the research. You will then make a 10-minute in-class presentation on your analysis. This assignment is worth 100 points. Additional details will be provided in a handout.

Consulting Project
As we will discuss in class, leadership is mostly learned through experience. The same is true for training and developing leaders. As such, we will be working on a semester-long consulting project for the Communications Lab at Mays Business School. The project will involve working in pairs to train and develop a student leader who works for the lab on skills needed to be successful in his/her job, such as interpersonal skills. There are several parts to the assignment, although there will be three main deliverables. The first deliverable is a needs assessment and training plan for the student whom you will be training. The second is a training evaluation report put together by your team as the instructor. The final deliverable will be a client summary report for Jeana Simpson, the Director of the Communications Lab. Cumulatively, this project accounts for 400 points, or 40% of your total grade. Additional details will be provided in a handout and announced in class. NOTE: There are two Monday evenings during the semester (Sept. 28 and Oct. 19) in which you must participate in tasks for to the consulting project. These are mandatory tasks, so please mark your calendars.
Final Exam
There will be a final exam at the end of the semester that is cumulative. The exam will consist of short-answer and essay questions. Questions will come from the lecture notes, assigned articles, and class activities. The final exam accounts for 25% of your total grade. I strongly encourage you to begin studying for each exam well in advance of the exam date.

Final Grade Evaluations
Your final grade will be based on the number of points you receive throughout the semester as follows:

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>900-1000</td>
<td>A</td>
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<tr>
<td>800-899</td>
<td>B</td>
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<tr>
<td>700-799</td>
<td>C</td>
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<tr>
<td>600-699</td>
<td>D</td>
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<tr>
<td>0-599</td>
<td>F</td>
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</tbody>
</table>

Electronic Communications
I will frequently send announcements and reminders via e-mail. I will use your Texas A&M e-mail addresses for these communications. In addition, important information such as lecture slides, articles, announcements, and grades will be posted on the course website on eLearning. Thus, you should check your e-mail and eCampus daily so that you are aware of this information.

Attendance Policy
Learning is best facilitated when you attend each class. Though I will not formally take attendance each day, there will be times when I conduct class activities for which I will take random attendance. If you are consistently not in class to participate in class activities, your grade will suffer.

That said, there may be times when an absence from class is justified. Such instances include the following:

1) Participation in a class-required activity that appears on the university authorized activity list.
2) Death or major illness in your immediate family.
3) Illness of a dependent family member (e.g., child, spouse).
4) Participation in legal proceedings or administrative procedures that require your presence.
5) Religious holy day.
6) Illness that is too severe or contagious to attend class.
7) Required participation in military duties.
8) Other absences may be excused at my discretion with prior notification.

With the exception of a religious holy day, you must notify me by e-mail before the start of class that you will be absent. In cases where advance notification is not feasible (e.g., accident or emergency), please notify me regarding the reason behind your absence within three days of the incident.

**Policy on Late Work**

Due dates for projects and assignments are noted in the course schedule and are turned in on the day of class noted in the course schedule. They must be turned in at the beginning of class or else they are considered late and will result in an automatic 50% penalty. An extra 10% will be taken off for each additional day past the deadline. Thus, it is essential that you plan ahead to ensure that the assignment is turned in on time. You will also be required to upload a digital copy of group project on eLearning.

**Policy on Cheating and Honor Code Violations**

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

Honesty and integrity are essential qualities of effective leadership. Therefore, I expect each student to uphold and defend the highest ethical standards in this class. Some implications of the high ethical standards for this course are as follows:

First, no student will give or receive unauthorized aid during completion of exams or quizzes. In other words, you must rely solely on your memory during the tests. Any verbal or non-verbal communication with other people or use of resources other than your memory (e.g. looking at the answers of a person sitting near you) during an exam will be considered cheating and will result in appropriate penalties (see below).

Second, I expect absolutely no cheating, plagiarism, or falsification of any work you turn in for this class. Academic misconduct includes, but is not limited to, such things as obtaining written case analyses online, looking at and copying ideas from online aids for the case analyses, falsely claiming to have done your fair share of group work without having done so, cutting and pasting to or from documents developed by other people, sharing analyses across groups, using notes from prior students to complete cases or assignments, or re-submitting papers and materials used previously for another class. Please note that I will use the tool "Turnitin" as one means to assess potential plagiarism.

Academic misconduct may result in penalties up to and including suspension or expulsion from school. More specifically, if I determine that an assignment was not written solely by the student(s) whose name(s) appears on the project, the student(s) will automatically receive a zero for the assignment and may receive an "F" in the class. Furthermore, any incident of cheating will result in an immediate referral to the Aggie Honor System Office. For additional information visit [http://aggiehonor.tamu.edu](http://aggiehonor.tamu.edu).
Please note that in relation to group projects, if someone in the group commits a dishonest act, the entire group may end up being held responsible for it. Therefore, groups should clearly document who contributes to what parts of the assignments and verify how group members are obtaining the material they are providing for the project.

**GRADE APPEALS PROCESS AND OTHER STUDENT CONCERNS**

If you have a concern about a grade that you receive on any assignment in this class, you are invited to submit a written appeal to me within one week of receiving the grade in question. This appeal should outline your specific concerns with the grade and the evidence you have to support why it should be changed. I will consider your written appeal and schedule a time to talk to you regarding the grade. Other concerns regarding this course should first be discussed with me, the instructor teaching this course. If we are unable to resolve the complaint, you may contact the Department Head of the Department of Management (Dr. Wendy Boswell, 979-862-3962, wboswell@mays.tamu.edu).

**SEXUAL HARASSMENT POLICY**

I am committed to providing students with an environment free from sexual harassment. One newspaper columnist observed that “Today, we expect sexual harassment laws to restrain coarse behavior. . . . But policemen and laws can never replace customs, traditions and moral values as a means for regulating human behavior.” In that vein, my sincere hope is that there will be no incidents of sexual harassment in my course because of a deep personal commitment to the highest ethical and moral standards. However, if you feel you have been harassed, I strongly encourage you to visit with the Office of the Dean of Student Life (Cain Hall, Suite B117; 979-845-3111).

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

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

**COURSE SCHEDULE (SUBJECT TO CHANGE)**

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPICS &amp; ACTIVITIES</th>
<th>READINGS/CLASS PREP</th>
<th>ASSIGNMENTS DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday,</td>
<td>Introduction to the Course</td>
<td></td>
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<tr>
<td>Tuesday, June</td>
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</tbody>
</table>

**Part I: Introduction**
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Read/Research</th>
</tr>
</thead>
</table>
| Thursday, September 3 | Overview of Leader and Leadership Development | Read: Groysberg & Cowen, "Developing leaders"
Research: Avolio, Reichard, Hannah, Walumbwa, & Chan, "A meta-analytic review of leadership impact research..." |
| Tuesday, September 8  | Leadership Competencies                   | Read: Kotter, "What Leaders Really Do"
Research: Mumford, Campion, & Morgeson, "The leadership skills strataplex..." |
| Thursday, September 10|                                          |                                                                               |
| Thursday, September 17|                                          |                                                                               |
| Tuesday, September 15 | Challenges of Leadership                  | Read: DeLong & DeLong, "Managing yourself: The paradox of excellence"
Research: Benjamin & O’Reilly, "Becoming a leader: Early career challenges faced by MBA graduates" |
| Thursday, September 24| Needs Assessments and Developmental Readiness | Read: Brown, "Training needs assessment..."
Research: McEnery & McEnery, "Self-rating in management training needs assessment..." |
| Monday, September 28  |                                          | CP: Initial meeting with clients (6:00pm)*                                    |
| Tuesday, September 29 | Training Design and Delivery              | Research: Taylor, Russ-Efti, & Chan, "A meta-analytic review of behavior modeling training"
Research: Sitzmann & Kraiger, "The comparative effectiveness of web-based and classroom instruction: A meta-analysis" |
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading/Research</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday, Oct 6</td>
<td>Training Evaluation and Transfer</td>
<td>Read: Garvin, Edmonson, &amp; Gino, “Is yours a learning organization?”</td>
<td>CP: Needs Assessment and Training Plan</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Research: Blume, Ford, Baldwin, &amp; Huang, “Transfer of training: A meta-analytic review”</td>
<td></td>
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<tr>
<td>Tuesday, Oct 13</td>
<td>Developmental Experiences</td>
<td>Read: McCall, “Leadership development through experience”</td>
<td></td>
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<tr>
<td>Thursday, Oct 15</td>
<td></td>
<td>Research: Courtright, Colbert, &amp; Choi, “Fired up or burned out...”</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Research: DeRue, Nahrgang, Hollenbeck, &amp; Workman, “A quasi-experimental study of after-event reviews and leadership development”</td>
<td></td>
</tr>
<tr>
<td>Monday, Oct 19</td>
<td></td>
<td>CP: Training Session (5:15-7:00pm)*</td>
<td></td>
</tr>
<tr>
<td>Tuesday, Oct 20</td>
<td>Developmental Experiences, cont.</td>
<td></td>
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<tr>
<td>Tuesday, Oct 27</td>
<td></td>
<td>Case: The Federal Reserve Bank of Chicago’s Mentoring Program</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Research: Lester, Hannah, Harms, Vogelgesang, &amp; Avolio, “Mentoring impact on leader efficacy development...”</td>
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<tr>
<td></td>
<td></td>
<td>Research: Heslin, Vandewalle, &amp; Latham, “Keen to help?...”</td>
<td></td>
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</tbody>
</table>
### Part III: Leadership Development

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Case</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thursday, October 29</td>
<td>Linking Leadership Development to Strategy</td>
<td><strong>Read:</strong> Ulrich &amp; Smallwood, &quot;Building a leadership brand&quot;</td>
<td><strong>Case:</strong> SuperValu, Inc: Professional Development Program</td>
<td></td>
</tr>
<tr>
<td>Tuesday, November 3</td>
<td>Building Competency Models</td>
<td><strong>Read:</strong> Campion, Fink, Ruggerberg, Carr, Phillips, &amp; Odman, &quot;Doing Competencies Well...&quot;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thursday, November 5</td>
<td>Developing a Leadership Pipeline</td>
<td><strong>Read:</strong> Conger &amp; Fulmer, &quot;Developing Your Leadership Pipeline&quot;</td>
<td></td>
<td>CP: Training Evaluation Report and Reflection</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Read:</strong> Griffin, &quot;Personalize your Management Development&quot;</td>
<td><strong>Case:</strong> Tichy, &quot;No ordinary boot camp&quot;</td>
<td></td>
</tr>
<tr>
<td>Tuesday, November 10</td>
<td>Developing Global Leaders</td>
<td><strong>Read:</strong> Gregersen, Morrison, &amp; Black, &quot;Developing leaders for the global frontier&quot;</td>
<td></td>
<td>CP: Client Report</td>
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<tr>
<td>Thursday, November 12</td>
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<tr>
<td>Thursday, November 19</td>
<td>CP: Visit from Jeana Simpson</td>
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</tr>
<tr>
<td>Tuesday, November 24</td>
<td>Developing Global Leaders, cont.</td>
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</tr>
</tbody>
</table>

### Part IV: Course Wrap-Up

<table>
<thead>
<tr>
<th>Date</th>
<th>Evaluation of Leadership Development Efforts</th>
<th>Case: Sales Force Training at Arrow Electronics</th>
<th>Executive Interview</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday, December 1</td>
<td>Evaluating Leadership Development Efforts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thursday, December 3</td>
<td>Taking Charge of Your Own Development and Leading Your Life</td>
<td><strong>Read:</strong> DeRue &amp; Ashford, &quot;Power to the people...&quot;</td>
<td><strong>Read:</strong> Christensen, &quot;How will you measure your life?&quot;</td>
</tr>
</tbody>
</table>
REFERENCES FOR RESEARCH REPORT AND PRESENTATION


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 (DVM, MD, JD, PharmD, DVM)

2. Request submitted by (Department or Program Name): Department of Management / MS- Human Resource Management Program

3. Course prefix, number and complete title of course: MGMT 629- Financial Analysis Modeling in HR

4. Catalog course description (not to exceed 50 words): Direct financial analysis techniques in context of HRM professionals; define, identify, and analyze common financial statement reports; apply finance concepts into HR operational decision making; business application modeling; Microsoft excel functionality.

5. Prerequisite(s): Graduate Classification

6. Cross-listed with: N/A

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

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

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

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

11. Will this course be submitted to the Core Curriculum Council? ☐ Yes ☑ No

12. How will this course be graded: ☑ Grade ☐ S/U ☑ P/F (CLHD)

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

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

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

16. Prefix | Course # | Title (excluding punctuation)

<table>
<thead>
<tr>
<th>Lect.</th>
<th>Lab</th>
<th>Other</th>
<th>SUIH</th>
<th>CIP and Fund Code</th>
<th>Admin. Unit</th>
<th>Acad. Year</th>
<th>FICE Code</th>
</tr>
</thead>
<tbody>
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<td>1780</td>
<td>17 - 18</td>
<td>0 0 3 6 3 2</td>
</tr>
</tbody>
</table>

Approval recommended by:

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

Bala Shetty
Chair, College Review Committee Date

Ell Jones
Dean of College Date

Submitted to Coordinating Board by:

Chair, GC or UCE Date

Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services – 07/14
Financial Analysis Modeling in HR
MGMT 629
MW 2:20 – 3:35
Spring 2016

Instructor: Tara Blasor
Office: 460G Wehner
E-mail: tblasor@mays.tamu.edu
Office hours: See ecampus page Contact Info/Office Hours

COURSE CLASSROOMS (Classroom locations are subject to change and location changes will be communicated in class and as an Announcement on the course website)
M: WCBA 442
W: WCBA 106

COURSE DESCRIPTION: Financial analysis techniques, including interpreting financial statement information, familiarity of key financial ratios, developing budgets, applying time value of money and cost-benefit techniques for HR operational and financial decision-making; use of business application modeling technology to develop confidence in commonly used software and awareness of technology risks with HR information.

COURSE OBJECTIVES: This course is intended to prepare you with common financial analysis techniques. Without a clear understanding of financial analysis, you may lack credibility with finance managers and business leaders you will interact with during your career. This class is taught with the viewpoint that technology is a tool to help meet the information needs for decision makers. However, using these tools present new risks of which you need to be aware. By the end of the semester, students should be able to:

1) Define, identify and analyze common financial statement reports. For example, but not limited to: Balance Sheet, Income Statement/P&L, Budgets, Cash Flows statements, Trial Balance/General Ledger. This course is not intended to focus on debits and credits. Instead, we will focus on the end results of financial statements and what they mean to organizations and HR strategy. We will research current company’s financial statements and familiarize with the layout of and common terms within the financial statements so that we can “talk the talk” when it comes to conversations centered around accounting and/or finance.

   Students should be able to locate publicly available financial statements and identify where HR may be discussed in the financials. Students should be able to use these financial statements to analyze performance in order to make HR decisions.

2) Apply finance concepts into decision-making. HR is constantly making decisions with a financial impact. We will use that information to develop realistic budgets and decisions to support future performance goals. Our budgets will factor in the impact of the time value of money. While the simple "return on investment" concept is important to understand, we will dig deeper into other financial measures that can be used in decision-making.

   Students should be able to apply time value of money techniques to financial data given or created by their own assumptions in order to make informed decisions.
3) **Demonstrate basic knowledge of Microsoft Excel functionality, including the ability to analyze data with these tools.** Each year, Mays surveys employers what skills they expect our students to have on the first day of the job and one answer is always given: Excel skills. This course assumes you have basic Excel skills and will build upon them. The first and second course objectives are illustrated through the use of realistic Excel assignments to prepare you for an internship or full-time position in HR. Information will include financial information as well as other information commonly used by HR professionals to make decisions.

Students should be able to design formulas for and create Excel documents that contain information. Students should be able to use basic functionality of these tools (for example, but not limited to: filters, lookups, and pivot tables) to interpret information.

4) **Articulate basic risks that the use of technology poses for HR professionals.** Technology is a part of your life and is now a huge part of supporting the operations of a business, too. This is relevant to HR majors. How? For example, if an IT system fails the company, revenue may be lost because customers can't interact with the company; HR records may be deleted and have to be manually replaced by an HR function; payroll data may be compromised by third party and the organization is then subject to fines and litigation. While some of the responsibility of protecting data rests with an IT function, HR personnel should also implement procedures to protect data relevant to their area.

Students should be able to articulate examples of how they could protect HR data that they maintain as part of their job responsibilities.

**MATERIALS:**

- Supplementary materials may be assigned throughout the semester and will be posted to the course website
- Ability to store computer files from lab (e.g. USB drive that has ~1 GB of space reserved for course files)

**COURSE WEBSITE:** It is your responsibility to actively check the course e-campus site (ecampus.tamu.edu). I will use it regularly to post announcements, assignments, slides, and other communications.

**ASSIGNMENTS/COURSE SCHEDULE:**

Assignments, including test dates, are detailed in the course Assignment Schedule which is posted on the course website. The due dates on the assignment schedule are firm; however, if changes to the due dates are necessary, I will communicate them within three class days' notice on the website through the schedule.

The overview of the conceptual material covered in the course, by week, is as follows:

<table>
<thead>
<tr>
<th>Week</th>
<th>Overview</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Introduction</td>
</tr>
<tr>
<td>Week 2-4</td>
<td>The Income Statement</td>
</tr>
<tr>
<td>Week 5-8</td>
<td>The Balance Sheet</td>
</tr>
<tr>
<td>Week 10-11</td>
<td>Cash Flow Statement/Financial Statement Analysis</td>
</tr>
<tr>
<td>Week 12-15</td>
<td>Time Value of Money &amp; Technology Risks</td>
</tr>
</tbody>
</table>

Technology-focused material (Excel) will be integrated into the conceptual material discussed that week.

**GRADING:** Letter grades will be determined from the following:

- Midterm Exam: 100 points
- Final Examination: 100 points
- Group project: 45 points
- Practical: 40 points
- Participation: 40 points
- Online Quizzes (best 5 out of 6): 25 points
- Assignments (10 equally weighted): 150 points
- Extra credit: 500 points
After each of these examinations, the average grade for all persons taking the exam is calculated. If an examination's average raw score is below 75%, "curve" points are added to bring the average score up to 75%. Scores are never curved down. At semester's end, the total points accumulated by each student will earn a letter grade based on the following scale:

- A: 450 points and higher
- B: 400 points up to and including 449.99
- C: 350 points up to and including 399.99
- D: 300 points up to and including 349.99
- F: below 300 points

If you believe that there has been a grading error on an exam or assignment, it is your responsibility to notify your instructor within one week since your exam/assignment was returned. In no case will these be re-graded after that time.

**IMPORTANT DATES:**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 18</td>
<td>Martin Luther King Day – no class today</td>
</tr>
<tr>
<td>March 9</td>
<td>Midterm Exam</td>
</tr>
<tr>
<td>March 14-18</td>
<td>Spring break – no class this week</td>
</tr>
<tr>
<td>March 25</td>
<td>Reading Day – no class today</td>
</tr>
<tr>
<td>April 21</td>
<td>Agile Muster</td>
</tr>
<tr>
<td>April 28</td>
<td>Computer Practical</td>
</tr>
<tr>
<td>May 2</td>
<td>Last day of class</td>
</tr>
<tr>
<td>May 9, 3:30 - 5:30 PM</td>
<td>Final Exam</td>
</tr>
</tbody>
</table>

**EXAMS:** Examinations will focus on the conceptual material of the course and may consist of multiple choice questions, essay questions, and problems applicable to the content covered in class prior to the exam. Role playing may also be expected. A computer-based practical will also be given during a portion of one assigned class period and students will use the allotted class time to complete the practical and submit their product at the end of class. The final exam will be cumulative.

**GROUP PROJECT:** You will be paired with a team to tackle a real-world HR challenge at an organization and develop a plan to address the problem using financial information to support your plan. A short class presentation will be required and detailed deliverables which will be turned in. More details will be provided in advance of the project.

**PARTICIPATION:** You are expected to participate in class to share your ideas with others. I focus on tracking attendance and participation on the days where we cover financial topics and guest speakers. I may note extraordinary participation on days where we cover Excel. Given below is a description of how I plan to assess your class contributions:

**Participation:**

- **Outstanding Contributor:** Contributions in class reflect thorough preparation. Ideas offered are usually substantive, provide one or more major insights as well as direction for the class. Arguments, when offered, are well substantiated and persuasively presented. If this person were not a member of the class, the quality of the discussions would be diminished significantly.

- **Good Contributor:** Contributions in class reflect through preparation. Ideas offered are usually substantive, provide good insights and sometimes direction for the class. Arguments, when presented, are generally well-substantiated and are often persuasive. If this person were not a member of the class, the quality of the discussion would be diminished considerably.

- **Adequate Contributor:** Contributions in class reflect satisfactory preparation. Ideas offered are sometimes substantive, provide generally useful insights, but seldom offer a major new direction for the discussion. Arguments are sometimes presented, and are fairly well substantiated and sometimes persuasive. If this person were not a member of the class, the quality of the discussions would be diminished somewhat.

- **Non-participant:** This person has said little or nothing in this class to date. Hence, there is not adequate basis for evaluation. If this person were not a member of the class, the quality of the discussions would not be changed. This category includes those that miss classes.

- **Unsatisfactory Contributor:** Contributions in class reflect inadequate preparation. Ideas offered are seldom substantive; provide few, if any, insights; and never a constructive direction for the class. Integrative comments and effective arguments are absent. Class contributions are, at
best, "cherry picking" efforts making isolated, obvius, or confusing points. If this person were not a member of the class, valuable air time would be saved.

GUEST SPEAKERS: To the extent possible, guest speakers will be invited to share real-world application of the material in their roles. The dress code on those class days will be business casual. I request that laptops, tablets, and other media are not used during those presentations. While you may normally use those devices to take notes, you must understand the perception you may give off when you use those devices (justified or not). Failure to adhere to the dress code or technology policies will affect your participation score in the course.

LATE WORK POLICY: Assignment due dates and times are posted on the course website and assignment schedule. I will accept late assignments within 24 hours of when they are due for 80% credit. Late work will not be accepted after 24 hours of the date/time due.

The makeup policy outlined below for exams applies to late assignments as well. When a university-excused absence is encountered during the semester, please discuss with me to determine a reasonable extension on the assignment due date. Please note that university approved absences do not include job/internship interviews. Assignments must be turned in electronically. Detailed instructions on how to submit assignments will be on the assignment schedule and also announced verbally in class and/or online.

MAKEUP POLICY: If an absence is excused, the student will be allowed to make up work (assignments or examinations) within 30 calendar days from the last day of the absence. Make-up exam dates and times will be determined by your professor on an individual basis. To be excused, the student must notify his or her instructor in writing (acknowledged e-mail message is acceptable) prior to the date of absence, and provide appropriate documentation for the absence. In cases where advance notification is not feasible (e.g. accident or emergency) the student must provide notification by the end of the second working day after the absence, including an explanation of why notice could not be sent prior to the class. The reasons absences are considered excused by the university are listed below. See Student Rule 7 for details (http://student-rules.tamu.edu/rule7.htm). 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.
ETHICS AND SCHOLASTIC DISHONESTY:
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 excuse any member of the Texas A&M
University community from the requirements or the processes of the Honor system. For additional
information please visit: www.tamu.edu/aggiehonor/
BUILDING: We have beautiful and state-of-the-art classrooms in the Wehner Building. We want to
maintain the outstanding quality condition of these classrooms for current and future years. Thus, it is
necessary for you to adhere to the firm policy of no beverages, food, or tobacco products within the
Wehner classrooms. Your understanding of the necessity for this policy and cooperation will be greatly
appreciated. This policy will be strictly enforced.
Americans with Disabilities Act (ADA) Please see me within the first two weeks of the semester if you
have an accommodation need for this course.
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
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, Plant ó, DVM)
2. Request submitted by (Department or Program Name): Department of Management
3. Course prefix, number and complete title of course: MGMT 657 Entrepreneurship: The Lean Startup Approach

4. Catalog course description (not to exceed 50 words):
Application of current lean startup methodologies working directly with existing student entrepreneurs and mentors in preparing for the launch of a real business at the student incubator (Startup Aggieland); act as advocates and consultants assisting with organizational structure, marketing and market validation, financial analysis and risk assessment. Prerequisites: Graduate classification and approval of instructor.

5. Prerequisite(s):
Graduate classification

Cross-listed with: Stacked with: MGMT 477

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 (CLAD)

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)

Any master's or doctoral program

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>
<thead>
<tr>
<th>MGMT 657</th>
<th>ENTRPRNSHIP: LEAN STARTUP APPROX</th>
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</thead>
<tbody>
<tr>
<td>Lec. Lab Other SCH CIP and Fund Code</td>
<td>Admin. Unit</td>
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</tbody>
</table>

Approval recommended by:
Wendy Boswell
Department Head or Program Chair (Type Name & Sign) Date 6/29/16
Bela Shetty
Chair, College Review Committee Date 6/24/16

Department Head or Program Chair (Type Name & Sign) Date 6/29/16
(If cross-listed course)

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

Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu
Curricular Services – 07/14
Instructor Record: Don Lewis  
E-mail: dlewis@mays.tamu.edu
Cell: 979-229-1022  
Office & Hours: T/TH 11-12 @ Startup Aggieland Suite 150 and by appoin
Assistant: Alex Stewart  
Email: a_stewart-95@tamu.edu
Assistant: Sophia Mora  
Email: sophia.mora@tamu.edu
Class Times:  T/TH 9:35-10:50 am

Note class is held at the new Startup Aggieland location, 1700 Research Parkway, Suite 150 in the Re is free. Bus 5 (Bush School) stops outside of building.

Course Materials:  
LaunchPad Central, a cloud-based course management application (available t launchpadcentral.com. Each student must create an account on current semes! Register at https://launchpadcentral.com/signup.  
Organization Code = see instructor

Steve Blank, The Startup Owner’s Manual  
Note: Kindle Reader version is available at Amazon.com

Alexander Osterwalder & Yves Pigneur, Business Model Generation

Recommended Text: Eric Ries, The Lean Startup

Class materials and content are based extensively on the ideas and course materials created t Bob Dorf. Learn more about Steve Blank and see examples of coursework using a similar sylla www.steveblank.com.

Class Website:  http://ecampus.tamu.edu  Startup Aggieland Website:  http://startupaggieland

Note for Graduate Students: Graduate students taking this course will be expected to participate in more exte interview sessions, develop more in depth product/market hypothesis/assumption deliverables and complete assignments including the optional ones.
Catalog Course Description: Application of lean startup principles in exploring a student or team’s potential core business idea. Students work with other entrepreneurs and mentors in searching for a scalable and repeatable completion of this course students have the option of applying as an entrepreneur to Startup Aggieland or as a Student (SBC) assisting other entrepreneurial teams with organizational structure, marketing and market validation, financial analysis, and assessment. Prerequisites: approval of instructor.

Expanded Description: This course will be focused on implementing the resources, curriculum and activities necessary for a repeatable and scalable business model. Student’s completing this course may potentially progress into the Aggieland. This course and associated programs will be designed and promoted as a hands-on experiential approach to its appeal serious about contemplating entrepreneurship and small business as a career or helping those individuals or teams. This course provides real world, hands-on learning on what it’s like to start a company. This class is not about the plan. It’s not an exercise on how well a student can use the library to research markets. And the end result is not a Powerpoint presentation. This is an experiential class – essentially a lab, not a theory or “book” class. Our goal, with classroom and a limited amount of time, is to create an entrepreneurial experience for you with all of the pressures and world in an early stage start up. You will be talking to customers, partners, and competitors, as you encounter the chaos a startup actually works. You’ll work in teams learning how to turn a great idea into a great company. You’ll learn how to brainstorm each part of a company and the customer development and market validation process to get out of the ch anyone other than you would want or use your product. Finally, based on the customer and market feedback you gather development to rapidly iterate your product to build something customers would actually use and buy.

Class Culture: Startups communicate much differently than inside a university or a large company. It is dramatically university culture most of you are familiar with. At times it can feel brusque and impersonal, but in reality is focused and immediate action in time- and cash-constrained environments. The instructors for this course have limited time and we expect you to question us in the hope you will quickly learn. The instructors will be direct, open, and tough – just like the real world. recognize that these comments aren’t personal, but part of the process.

We also expect you to question us, to challenge our point of view if you disagree, and engage in a real dialog with the team: approach may seem harsh or abrupt, but it is all part of our wanting you to learn to challenge yourselves quickly and objectively appreciate that as entrepreneurs you need to learn and evolve faster than you ever imagined possible.

Team Organization: This class is team-based. Working and studying will be done in teams. Team projects can be so product, or a service of any kind. The teams will self-organize and establish individual roles on their own. Besides the instructor, each team will be assigned an industry mentor. Each team will be required to meet weekly to conduct customer interviews at Central.
Amount of Work NOTE: This class requires a large amount of work on the part of every student. The intent of this class is to start entrepreneurial teams to launch a business so the workload will be more than in most classes. Getting out of the classroom is important. It’s not about the lectures. In fact, lectures will be provided outside of the actual class sessions, using online video materials. You will be spending a significant amount of time in between each of the class sessions talking to customers. This is what startups and entrepreneurship is like in the real world: chaos, uncertainty, impossible deadlines, insufficient time, cold calls, and many people push past their comfort zone. This is what startups are like. The pace and the uncertainty may increase as the class proceeds.

The Flipped Classroom: Unlike a traditional classroom where the instructor presents lecture material, our lectures are accessed through LaunchPad Central platform. A student can access these video lectures and more using their subscription to the platform. Watching the assigned lectures are part of your weekly homework. We expect you to watch the assigned lectures and come to class to discuss questions about the lecture material and progress/feedback on your business model search and product development.

Learning Objectives for the MGMT 689/489 Course
After Successful completion of this course students should be able to:

1) Describe: Customer Validation process and the guiding principles for startups deploying the Customer Development framework. The following activities/exercises may be employed to enhance these learning outcomes:
   - Utilization of Launchpad Central
   - Weekly Quizzes on E-Campus/Class Marker
   - Guest speakers in the field of entrepreneurship and Lean Startup Methodology
   - Lectures and other readings

2) Identify: The components of the Business Model Canvas and apply the concepts to a potential business opportunity. Students will be able to apply various techniques to facilitate customer interviews.

3) Locate, identify and efficiently use the West Campus Library (WCL) resources,

4) Identify faculty and programs at TAMU and within the Bryan College Station community that will further assist in the student’s entrepreneurial propensity.
   The following activities/exercises may be employed to enhance this learning outcome:
   1. Networking and community involvement,
   2. The value of information and the availability at TAMU
      - Location of and how to use them
      - Faculty assets and programs for entrepreneurship at TAMU
      - Professional writing and proofing resources (University Writing Center, Turnitin.com, other sources)
   3. Understanding and applying successful strategies for group collaboration
4. The importance of networking
   o Understanding the stakeholders
   o Meet local entrepreneurs
   o Brand your own legacy

Deliverables

- A data-supported go/no-go decision at the end of the course on whether or not to launch the startup/product.
- Teams building a physical product/service must show a minimal viable product.
- Teams building a web product need to build the site, create demand and have early-adopter customers use it.
- Your weekly entries on Launchpad Central are an integral part of your deliverables.
- Your team will present a weekly in-class summary of progress and lessons learned, as well as a final presentation.
- Overall, teams will experience and learn from a real world, hands-on experience on what it’s like to actually build and launch a product.

Grading Criteria: This course is team-based and 85% of your grade will come from your team progress and 20% grading criteria are broken down as follows:

20% Class participation -

1) Providing insightful comments and asking great questions
2) Quality peer feedback - as proven by entries in Launch Pad Central
3) Demonstration of great listening
4) Watching online videos and taking quizzes as indicated on syllabus and being prepared for class

Quantified through entries in LaunchPad Central (comments made in LPC with ranking marked) and connected class and noted by the TA’s. 20 points required throughout the course of the semester for full points.

Note: One half letter grade may be deducted for each unexcused absence. DO NOT MISS CLASS

35% LPC Progress Out-of-the-building progress as measured by entries into LaunchPad Central platform:

Using Launch Pad Central, team members must:
1) Update business model canvas weekly
2) Meet with 100+ customers by the end of the semester
   10 customer interviews required per presentation. Without the 10 customer interviews, team present their presentation to the class and their grade will be reflected.

Customer interviews must include experts in the field of the business idea. Note, projects
technically based must talk to a faculty member with expert experience in the field.

3) Detail what the team did each week in Launch Pad Central
4) End of semester complete peer evaluation of other team member’s participation.

20% Team Presentations “Lesson Learned” as indicated on calendar.
25% Final Team Deliverable Lessons Learned Presentation and Product/Service

NOTE: Grading will be based upon a team member’s ability to demonstrably go through the process and customer and market validation. A failed business idea will not necessarily result in a low grade, and may still earn high marks

Final Grades: A=100-90  B=89-80  C=79-70  D=69-60  F=59-below

Attendance and Absences

Unexcused absences on the day of an assignment or examination will result in a grade of zero (0) for that exercise. 10% of any class assignment or exam without a university excused absence. This policy is strictly enforced.

Make-up Policy: If an absence is excused, the student will be allowed to make up work within 30 calendar days from absence. To be excused the student must notify his or her instructor in writing (acknowledged e-mail message is acceptable) date of absence, and provide appropriate documentation for the absence. In cases where advance notification is not possible (illness or emergency), the student must provide notification by the end of the following working day after the absence. Explanation of why notice could not be sent prior to the class. Excused Absences: The reasons for university-excused absences are listed on the following link (Student Rule 7) for details (http://student-rules.tamu.edu/rule07). The failure to notify and/or document properly may result in an unexcused absence. Falsification of documentation is a violation of academic honesty policy.

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

Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the responsibility for learning, and to follow the philosophy and rules of the Honor System. Students will be required to commit to honor code on examinations, research papers, and other academic work. Ignorance of the rules does not excuse failure to follow the rules. For additional information please visit: http://aggiehonor.tamu.edu/

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

Class Roadmap

Each week's class is organized around:
- Student team presentations on "lessons learned" from getting out of the building and iterating or pivoting
- Comments and suggestions from other teams, and the teaching team, on the lessons learned.
- An online lecture, viewed prior to each week's class, on one of the 9 building blocks of a business model. Lectures are available from LaunchPad Central
- Each team will capture their progression in learning by keeping a log of customer interviews, hypothesis testing and Central.

Culture:

1. A mindset of hypothesis-testing, (running a series of experiments outside the building, determining the insights from the experiments, and articulating the next steps to be taken,) not execution.
2. Active participation by all team members.
3. All members are held accountable for team performance.
4. High-speed pace and tempo.
5. Teams average 100 customer contacts (not including focus groups and surveys).
6. Bring your sense of humor—without it, you will suffer.

Agenda for Class Sessions (All Weeks)

Please be prepared to present your team's progress in every class session. Teams will present during each class session. We will break up into smaller groups to present. Every team will present each week. Each team will follow the same format of presenting the overall business model canvas, the hypothesis that was tested during results of the test, and the learning that came from that test. After the presentation, the teaching team will present the team's approach, methodology, execution, and conclusions. The teaching team may also request it from students.
Teaching Team

Dr. Richard Lester
Mays Business School
Office 430E Mays Business School ricster@mays.tamu.edu
979.862.7091

Professor Rodney Hill
Department of Architecture Office: Langford A #103
rchill@arch.tamu.edu
979-845-7058

Dr. Jorge A. Vanegas
Dean, College of Architecture Professor, Department of Architecture
And Research Professor,
Texas Engineering Experiment Station (TEES)
jvanegas@arch.tamu.edu
<table>
<thead>
<tr>
<th>Date/Area</th>
<th>In Class Lectures and Activities</th>
<th>Assignments/Homework</th>
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<tbody>
<tr>
<td>1</td>
<td><strong>Introduction to course</strong>&lt;br&gt;Background Overview Entrepreneurial Ecosystem at TAMU Startup Aggieland, CNVE, Startup LLC Initial Discussion Assignments and Grades Overview of Semester Assignments&lt;br&gt;1. Take a Business Idea thru Lean Startup Process</td>
<td><strong>Homework</strong>&lt;br&gt;1) Students need to have signed up for a LaunchPad Central (LPC) to sign up.&lt;br&gt;2) Students should have watched lecture videos #1, 1.5, and 2 locally.&lt;br&gt;3) Students need to have completed the quizzes that correspond to the marker.&lt;br&gt;4) On LPC Go to Resource HUB. Locate LPC Tutorial Videos and 5) Purchase text Books:&lt;br&gt; i. Business Model Generation&lt;br&gt; ii. The Startup Owner’s Manual</td>
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<td>2</td>
<td><strong>R Hill</strong>&lt;br&gt;Get to know your fellow students and start process of forming teams (speed dating)</td>
<td><strong>Homework</strong>&lt;br&gt;Read SOM&lt;br&gt;1) pp. 449: Intro to Customer Development and Customer 2) pp. 472: Market Size;&lt;br&gt;3) pp. 112-122 &amp; 457-458: Market Type,&lt;br&gt;4) pp. 123-124: Competitors.</td>
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<tr>
<td>3</td>
<td><strong>Guest Speaker</strong></td>
<td><strong>Homework</strong>&lt;br&gt;Review these power point and note: this is an example of the</td>
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<td>4</td>
<td><strong>Guest Speaker</strong></td>
<td><strong>Homework</strong></td>
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<td>5</td>
<td><strong>Sticky Notes on Canvas</strong>&lt;br&gt;Initial elevator pitch using BMC Make first business model hypotheses to test&lt;br&gt;Enter first data into LPC Demonstration on LPC Presentations</td>
<td><strong>Homework:</strong>&lt;br&gt;1. All Teams enter into LPC the initial entries of all nine boxes</td>
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</table>
3. Read BMG, pp. 77-107; Multisided & Freemium Market
4. pp. 127-133: Customer Insights
5. Read SOM, pp. 75-84: Value Proposition and MVP;
7. pp. 474: Product Features Checklist;
8. pp. 487: Contacts Checklist

7 Guest Speaker

Homework:
Videos to help students understand how to prepare and cond
Customer Interview Best Practices
Watch:
1) http://startupweekend.wistia.com/projects/zt618zz0r7
2) http://startupweekend.wistia.com/projects/8ss0rmu3pj
Read:
3) http://giffconstable.com/2010/07/12-tips-for-early-customer-d
4) http://www.cindyvalarez.com/communication/customer-devel-
you-should-be-learning

8 Customer Interview Workshop
Group Exercise on:
"Customer Interview Best Practices"
Class Discussion on Process
Mock Good and Bad Interviews
Preparation for First Customer Interviews
D Lewis

Homework: Customer Discovery
1) Watch LPC Lecture "Customer Discovery Best Practice"
2) Prepare for 1st Presentation on Value Proposition
3) Conduct and log 10 Customer Interviews into LPC by next

9 Presentation of First BMC Hypothesis
In class students offer peer-to-peer input on
all other team presentations as they are given.
Note: Class participation begins

Homework:
1) All Students Grade Each Team and provide feedback on LI
2) Log 10 customer interviews into LPC by next class
20% Class participation Points Earned By:
3) Insightful comments both in class and on LPC
4) Great questions
5) Quality peer feedback - as proven by an email to instructor from
6) Demonstration of great listening

10 Team Presentations Value Proposition
- Hypothesis: Here's What we Thought
- Experiments: Here's What we Did
- Results: Here's What we Found (Interviews)
- Action: Here's What we Are Going to do next

Homework: Customer Segments (10 Total Customer Intervie
1) All Students Grade Each Team and provide feedback on LI
2) Watch LPC Video Lecture 3 Customer Segments
3) Conduct and log 10 Customer Interviews into LPC by next
Optional Reading for Customer Segments:
4) BMG pp. 134-145: Ideation;
5) pp. 161-169: Prototyping;
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| 11 | **Guest Speaker** | **Homework:** Customer Segments Continued  
1) SOM pp. 260-266: Product- Market Fit  
2) pp. 476: Customer Segments Checklist  
3) Log customers interviews  
Optional Reading for Customer Segments:  
4) pp. 203-217: Problem Understanding; pp. 218-221:  
5) pp. 218-221: Gain Customer Understanding;  
6) pp. 222-226: Market Knowledge |
| 12 | **Team Presentations** Customer Segments  
-Hypothesis: Here’s What we Thought  
- Experiments: Here’s What we Did  
- Results: Here’s What we Found (interviews)  
- Action: Here’s What we Are Going to do next | **Homework:** Channels (20 Total Customer Interviews Due in  
1) All Students Grade Each Team and provide feedback on LI  
2) Watch LPC Video Lecture 4 Channels  
3) Conduct and log 10 Customer Interviews into LPC by next  
Optional Reading for Channels  
4) BMG pp. 147-159: Visual Thinking  
5) SOM pp. 98-111: Channels;  
6) pp. 243-244: Meet the Channel;  
7) pp. 332-343: Channel Roadmap;  
8) pp. 406-412: Distribution Channels;  
9) pp. 478: Channels Checklist |
| 13 | **Team Presentations** Channels  
-Hypothesis: Here’s What we Thought  
- Experiments: Here’s What we Did  
- Results: Here’s What we Found (interviews)  
- Action: Here’s What we Are Going to do next | **Homework:** Customer Relationships  
1) All Students Grade Each Team and provide feedback on LI  
2) Watch LPC Video Lecture 5 Customer Relationships  
3) Conduct and log customer Interviews  
Reading for Customer Relationships (Not Optional)  
4) SOM pp. 126-168: Customer Relationships Hypotheses;  
5) pp. 296-351: Get/Keep/Grow;  
6) pp. 480-482: Relationships Checklist;  
7) pp. 490: MVP Test |
<p>| 14 | <strong>Guest Speaker</strong> | <strong>Homework:</strong> Conduct and log 10 Customer Interviews into LPC |
| 15 | <strong>Guest Speaker</strong> | <strong>Homework:</strong> Customer interviews |
| 16 | <strong>Guest Speaker</strong> | <strong>Homework:</strong> Conduct and log 10 Customer Interviews into LPC |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Hypothesis: Here’s What we Thought</th>
<th>Action: Here’s What we are Going to do next</th>
<th>Homework: Revenue Models</th>
<th>Optional Reading for Revenue Model</th>
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<tbody>
<tr>
<td>18</td>
<td>Team Presentations Customer Relationships</td>
<td>Conduct and log 10 Customer Interviews into LPC by next Thu</td>
<td>- Results: Here’s What we Found (Interviews)</td>
<td>Homework: Partners 1) All Students Grade Each Team and provide feedback on Li 2) Watch LPC Video Lecture 7 Partners 3) Conduct and log 10 more Customer Interviews into LPC by</td>
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<tr>
<td>19</td>
<td>Guest Speaker</td>
<td>1) Review Mark Leslie slides: <a href="http://www.slideshare.net/mari">http://www.slideshare.net/mari</a></td>
<td>- Action: Here’s What we are Going to do Next</td>
<td>Homework: Resources Activities and Costs (Not Optional) 1) All Students Grade Each Team and provide feedback on Li 2) Watch LPC Video Lecture 8 Resources Activities and Costs 3) Conduct and log 10 Customer interviews into LPC by</td>
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<td>20</td>
<td>Team Presentations Revenue Model</td>
<td>Homework:</td>
<td>- Experiments: Here’s what we did 4) SOM pp. 169-175: Resources; 5) pp. 267-269: Can We Make Money; 6) pp. 437-456 review again: Metrics that Matter 7) pp. 528: Validate Financial Model</td>
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<td>21</td>
<td>Guest Speaker</td>
<td>Homework:</td>
<td>- Results: Here’s what we found</td>
<td>Homework: Resources Activities and Costs (Not Optional) 1) All Students Grade Each Team and provide feedback on Li 2) Watch LPC Video Lecture 8 Resources Activities and Costs 3) Conduct and log 10 Customer interviews into LPC by</td>
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<td>22</td>
<td>Team Presentations Partners</td>
<td>Homework:</td>
<td>- Action: Here’s what we are Going to do Next</td>
<td>Homework: Resources Activities and Costs (Not Optional) 1) All Students Grade Each Team and provide feedback on Li 2) Watch LPC Video Lecture 8 Resources Activities and Costs 3) Conduct and log 10 Customer interviews into LPC by</td>
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<tr>
<td>23</td>
<td>Team Presentations Resources, Activities Costs</td>
<td>Homework:</td>
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<td>Date</td>
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<td>24</td>
<td>Team Presentations</td>
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**Hypothesis:** Here's what we thought  
**Experiments:** Here's what we did  
**Results:** Here's what we found  
**Action:** Here's what we are going to do next | 1) All Students Grade Each Team and provide feedback on LF  
2) Watch Other Teams' Final Presentations: Go to [http://www](http://www)  
3) Review these power points these provides examples of the following |
| 25   | Intellectual Property TAMU Law School (guest) | |  |
| 26   | Guest Speaker | Prep for Deliverable | 1) Prepare final deliverable  
2) Conduct and log 10 Customer Interviews into LPC by Thursday |
| 27   | Presentation of Deliverable (1-3) | |  |
| 28   | Last Day of Class | Presentation of Deliverable (4-6)  
(100 Customer Interviews Should be Logged) | 1) Prepare final deliverable  
2) Finish logging Customer Interviews into LPC |
|      | Redefined Friday | | |
|      | Reading Day No Classes | | |
|      | Finals | | |
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 (DOS, MD, JD, PharmD, DVM)
2. Request submitted by (Department or Program Name): Department of Information and Operations Management
3. Course prefix, number and complete title of course: SCMT 650 - Applied Predictive Analytics for Business
4. Catalog course description (not to exceed 50 words): "Develop an understanding of the role of predictive analytics in shaping business outcomes; provide hands-on, practical approach to implementing predictive analytics tools for gaining competitive advantage in business."

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

6. Is this a variable credit course? □ Yes □ No If yes, from 1 to 3
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)

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)
   SCMT 650 Applied Predictive Analytics
   Lect. Lab Other SCH CIP and Fund Code Admin. Unit Acad. Year FICE Code
   3.00 0.00 0.00 3.00 521301-16 1634 17 - 18 0 0 3 6 3 2

Approval recommended by:
Rich Metters
Department Head or Program Chair (Type Name & Sign) Date

Submitted to Coordinating Board by:
Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services – 07/14
SCMT 650 Applied Predictive Analytics for Business
Course Syllabus – Spring 2017

Instructor: Dr. Michael Ketzenberg
Office: 320H Wehner Building
Office Hours: TBD or by appointment
Office Phone: 979.845.9541
E-mail: mketzenberg@tamu.edu
The BEST way to contact me is via email

COURSE DESCRIPTION

Predictive analytics involves the process of developing models that harness data to better understand, anticipate and shape business outcomes. The course combines lectures, interactive exercises, business case discussions, and student presentations in a holistic manner to develop the necessary skills for predictive modeling and to enhance the learning experience. As such, this course provides a hands-on, practical approach to implementing predictive analytics as a tool to gain competitive advantage. Some prominent examples include:

- Predict whether a patient, hospitalized due to a heart attack, will have a second heart attack. The prediction is to be based on demographic, diet and clinical measurements for that patient.

- Predict the price of a stock in 6 months from now, on the basis of company performance measures and economic data.

- Identify the numbers in a handwritten ZIP code, from a digitized image.

- Estimate the amount of glucose in the blood of a diabetic person, from the infrared absorption spectrum of that person’s blood.

- Identify the risk factors for prostate cancer, based on clinical and demographic variables.

The process of predictive analytics involves exploring relationships among explanatory variables extracted from historical data. It is used extensively in businesses to identify risks and opportunities associated with a set of conditions. The science of learning and prediction plays a key role in the fields of statistics, data mining, and artificial intelligence, intersecting with areas of engineering and other disciplines. As such, this course is about learning from data.

This course covers the two core paradigms that account for most business applications of predictive modeling: classification and prediction. In both cases, predictive modeling takes data where a variable of interest (a target variable) is known and develops a model that relates this
variable to a series of predictor variables, also called features. In classification, the target variable is categorical ("purchased something" vs. "has not purchased anything"). In prediction, the target variable is continuous ("dollars spent"). A key element to the course is learning how to explore and visualize the data in order to understand the variables and how they are related. The primary approach will entail ‘learning-by-doing’ with the use of the state-of-the-art software such as Tableaux. As a side-benefit, this course helps students develop proficiency in using R for manipulating data, making statistical inferences and implementing predictive models. Even so, the course is practically oriented with a primary focus on applying data analytic tools to help companies answer business questions such as who is likely to respond to a new advertisement, which customers are most likely to be default on a loan/payment, what transactions are most likely to be fraudulent, and what combinations of products are customers most likely to purchase at the same time.

Predictive methods such as linear and logistic regression, decision trees and random forests, neural networks, support vector machines, and others will be studied. The course will also cover how to combine different methods, into what are called ensembles, to increase predictive accuracy beyond that achieved by individual methods. Emphasis will be placed on understanding the differences among methods, including requirements, strengths, and limitations. Managerial and technical issues in development and deployment of business analytics will be discussed. Overall, this course demonstrates how to leverage business data to design, develop and implement predictive models to enhance decision-making throughout an organization.

COURSE OBJECTIVES

[1] Introduce key concepts and issues in predictive analytics in order to design, develop, and implement predictive models

[2] Develop proficiency in core statistical concepts and modeling techniques so that students can participate in, and lead predictive analytics-based projects

[3] Develop proficiency in common methods for prediction and classification so that students understand how to work with data and apply the appropriate modeling technique to predict outcomes related to business.

[4] Use state-of-the-art software tools and statistical methods to effectively model, measure, test, and compare alternative analytical methods.
LEARNING OUTCOMES

Upon completion of this course, students will be able to:

- Understand the theoretical and conceptual issues regarding predictive analytics
- Execute the process of predictive modeling
- Code and run predictive models in R
- Evaluate, test, and validate predictive accuracy
- Develop and test a wide variety of predictive models
- Compare and contrast different predictive methods in terms of requirements, strengths, and limitations

COURSE MATERIALS

The required text for this course is *Applied Predictive Modeling*, by Max Kuhn and Kjell Johnson, and is published by Springer, 2013, ISBN 978-1-4614-6849-3 (eBook). There are also several additional required articles and cases that will be made available in class or on the course website on eLearning. A tentative list of assigned readings is provided in course schedule, located within this syllabus.

The course website will be used extensively throughout the semester for announcements and the distribution of various materials that will include the syllabus, course notes, handouts, and other supplemental materials. The website is available through the TAMU eLearning website at [www.elearning.tamu.edu](http://www.elearning.tamu.edu). This site will be continually updated, so make sure you check it daily. If you have access problems or other technical difficulties, please contact the Help Desk.

CLASS ORGANIZATION & ACTIVITIES

The day-to-day class activities will vary, but these are some important regular elements of class:

- *Procedures and class business*: The beginning (and end) of each class is set aside to cover any questions or issues with regard to the syllabus, course administration, deliverables, and expectations.

- *Lecture*: I do not like to do straight lectures – at least not for very long. So lectures will be minimized and used only to the extent necessary. Moreover, I actively seek your help in making these “lecture” sessions interactive. Please share your ideas, questions, and experiences during or after any of our discussions.

- *Interactive Class Exercises*: Since I firmly believe in learning by doing, a significant amount of in-class time has been set aside for you to work on exercises in-class. Generally, when I introduce a new modeling concept or technique, I will work through an example problem and then pose a second example problem for you to work on
immediately. This offers you the opportunity to test yourself on new skills and provides me an opportunity to provide immediate feedback and guidance. After you have been given sufficient time to work through the problem, I will then walk through the solution step by step. From time to time, I will also conduct interactive demonstrations to help clarify significant course concepts.

GRADING AND ASSIGNMENTS

Your grade will be determined by your performance on a variety of assignments and class participation. Assignments include individual and team deliverables. Teams will consist of four or five students, although accommodations will be made for class size and special circumstances. Team and individual assignments are discussed more fully in the sections that follow.

Based on the assignments planned for this course, you will have an opportunity to earn a total of 800 points towards your final course grade (if assignments are added, deleted, or modified, the points will be adjusted accordingly). The final course grade will be computed based on five evaluation categories:

<table>
<thead>
<tr>
<th>Assignment/Deliverable</th>
<th>Points</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Homework</td>
<td>300</td>
<td>30%</td>
</tr>
<tr>
<td>2 Examinations (2)</td>
<td>400</td>
<td>40%</td>
</tr>
<tr>
<td>3 Course Project</td>
<td>200</td>
<td>20%</td>
</tr>
<tr>
<td>4 Participation</td>
<td>100</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Total Points Available</strong></td>
<td><strong>1000</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

The total points earned from the above activities will serve as an index to your course grade based on the total percentage of points earned. For example, if you should earn 420 total points (84.0%) then 84.0% serves as your index. The most likely scale for the index is A: 90% - 100%, B: 80% - 89%, C: 70% - 79%, D: 60% - 69%, F: <60%. Although I reserve the right to modify the scale downwards based upon my judgment. The four evaluation categories are discussed in the following sections.

**Participation (100 points):** I encourage student participation in all classes. The purpose of class lectures, discussions, and interactive exercises is to develop, as a class, a complete analysis of the course material and to address the full range of problems and issues. To get a discussion going, I may call upon a few students at random in each session. A thorough preparation of the assigned materials is all that is necessary to answer such questions. Your participation will be evaluated over the course of the semester.

There are a total of 100 points available for class participation and professionalism. Please note that the grading system is setup to reward class participation and it should be clear that in order to participate, it is necessary to attend class. I heartily encourage you to actively participate in the class sessions, particularly with respect to case discussions. For example,
• If you are not clear about a concept being discussed in the class, please ask a question. I consider asking relevant questions a very important form of class participation.

• If you have an interesting experience or insight that either supports or contradicts the concept being discussed, please share it with the class.

The classroom is a place for you to express and defend your ideas. The consequences of being wrong in class are very low compared to being wrong in the corporate world. Take advantage of this opportunity to develop your analytical and communication skills. Express your well-thought-out views and be prepared to defend them.

Carry yourself with dignity and care while in the classroom, and while in the presence of your peers and professor. Attention to detail, timeliness, good communication, constructive comments, consideration for others, and leadership are all elements of professionalism.

**Homework (300 points):** There will be several homework assignments to be completed outside of class. The general purpose of these individual assignments is to keep you up to date on the material and to serve as preparation for the exams so that they are not surprising or overwhelming. Note that homework assignments are designated as individual work. You are free to discuss homework assignments with friends and colleagues. However, when preparing an assignment, **do your own work.** This means:

- You **may** discuss problems with one another
- You **may** help one another through difficulties and roughs spots
- You **may** compare solutions with one another
- You **may not** copy work from one another
- You **may not** share computer files
- You **may not** submit assignments jointly (as a team)
- When you put pencil to paper, or fingers to keyboard, the work you do must be your own
- If you have questions, please ask...

**Examinations (400 points):** There will be two examinations. The exams are not designed to be cumulative, yet it should be clear that a competent understanding of the material covered later in the semester will rely on competence of material covered earlier in the semester. There will be no make-up for any exam, except for university qualified excused absences. For such cases, see the section entitled MAKEUP POLICY below in this document. Exams are closed-book, closed-notes. Any necessary formulas will be provided to you on the examination booklet.

**Course Project (200 points):** The course project is a team based (group) exercise that consists of both an oral presentation and a written report. You will be requested to form teams of three or four student. Although the preferences of individual students will be honored where possible, I reserve the right to alter the team membership by adding or deleting team members to accommodate class size.
The team signup sheet (available at the end of this document) is due by the end of the third class session. Your name should only be listed on one signup sheet. Incomplete team submissions of less than three students will be accommodated to the extent possible by combining with other incomplete teams. That is, I will assure that all students are members of a team. Teamwork consists primarily of the course project, but may include certain other class activities and exercises.

The course project will allow students to apply the predictive modeling techniques learned in this course to a real world data set. During the semester, each team will choose or be assigned a data set to serve as the basis of the course project. Critical to your success will be your creativity, ability to selectively apply course concepts, and of course, professionalism. Here is the procedure to be used:

1. The team will meet to determine availability for meeting times and places. In addition, the team should assess interests. Ideally, your project will be able to obtain a data set from a business or other institution of mutual interest. However, if a team is not able to agree or obtain a satisfactory data set, one will be provided for you.

2. Each team should submit a proposal for their course project that identifies and describes the data and the objectives of the project. The due date for the project proposal is provided in the course schedule below. I will approve the proposal to assure that a) the project is suitable and b) there is no duplication between teams.

3. Oral presentations will be scheduled during the last two class sessions. Each presentation should be no longer than 20 minutes in length. Obviously, in this short time you cannot inform the class of everything you learned so you should confine your presentation to a short description of the problem you addressed, your approach to addressing it, and results. Your written report should contain more detailed information. The due date for the written report is the last day of class. Of course, reports may be turned in earlier.

4. Once teams have been formed, there will be additional handouts providing greater detail on the course project.

**Peer Evaluations:** It is expected that all members of a team will carry a fair, and more-or-less equal, share of the work on group assignments. However, each team member will be allowed to provide a peer evaluation of other team members before the end of the semester. An individual student's grade will be a composite of the team grade and peer evaluations. **Note that by composite, your peer evaluations can impact your course grade by as much as a full letter grade — up (positive) or down (negative).** Please keep this in mind when you consider your participation and attendance at team meetings, not to mention the quality of your participation.
REGRADING POLICY

If you feel that your performance has been under-evaluated on any course deliverable, please resubmit your work, along with a written statement directly to me within three business days (M-F) after receiving your grade, explaining clearly why you feel that your grade should be adjusted. In order to prevent “cherry-picking”, the entire assignment or exam will be re-graded and this may result in a lower grade.

ATTENDANCE POLICY

Please attend class. We have a great deal of material to cover so it is important that you are present and prepared for class. It will not only significantly aid your learning, but it will also enable you to be a productive member on team activities. If you should have to miss a class, it is your responsibility to determine what you have missed from your classmates, and take appropriate action. There will be NO make-up work, except for University Approved Absences.

If you arrive late, please take a seat near an aisle to avoid disrupting the class. If you find you must leave class early, please do your fellow students (and me) the courtesy of:

- informing me of that need before class begins, AND
- sitting conveniently close to the aisle and door so your exit will cause minimal disruption.

All assignments are due at the beginning of the class on the day that they are assigned. Late work will not be accepted, unless excused. The definition of the term “late” is at any time past 5 minutes of the start of the class session. If you will miss a class on a day an assignment is due (or will be arriving late), either turn it in early or have a classmate do it for you.

MAKE-UP POLICY

If an absence is excused, the student will be allowed to make up work within 10 calendar days from the last day of the absence. To be excused the student must notify his or her instructor in writing (acknowledged e-mail message is acceptable) prior to the date of absence, and provide appropriate documentation for the absence. In cases where advance notification is not feasible (e.g. accident or emergency) the student must provide notification by the end of the second working day after the absence, including an explanation of why notice could not be sent prior to the class. The reasons absences are considered excused by the university are listed below. See Student Rule 7 for details (http://student-rules.tamu.edu/rule7.htm). The fact that these are university-excused absences does not relieve the student of responsibility for prior notification and documentation. Failure to notify and/or document properly may result in an unexcused absence. Falsification of documentation is a violation of the Honor Code.

1) Participation in an activity that is required for a class and appears on the university authorized activity list.
2) Death or major illness in a student's immediate family.
3) Illness of a dependent family member.
4) Participation in legal proceedings or administrative procedures that require a student’s presence.
5) Religious holy day.
6) Illness that is too severe or contagious for the student to attend class.
   a) Injury or illness of three or more class days -- student will provide a medical confirmation note from his or her medical provider within one week of the last date of the absence (see Student Rules 7.1.6.1)
   b) Injury or illness of less than three class days – student will provide [one or both of these at instructor’s discretion] the following within one week of the last date of the absence: (i.)Texas A&M University Explanatory Statement for Absence from Class form available at [http://shs.tamu.edu/forms.htm](http://shs.tamu.edu/forms.htm), or (ii.) Confirmation of visit to a health care professional affirming date and time of visit
7) Required participation in military duties.
8) Other absences may be excused at the discretion of the instructor with prior notification and proper documentation.

**STUDENT CONDUCT**

*Computers:* You may use computers for note taking, interactive class exercises or calculations during class. If you have something else that MUST be done during class, please do not attend. If you are observed using your computer for non-class related activities (either by me or another member of the class), it will be taken into account in your participation and professionalism grade.

*Arrival to Class:* Classes will start at their scheduled start time. Please arrive promptly and take a seat towards the front of the room so that we may start on time.

*Personal Electronics:* Cell phones, pagers, etc. Please turn these devices to “off” or “stun” position during the class. If you are expecting emergency notification, contact me ahead of time so we can anticipate your departure from class and minimize disruption to the class.

*Conversations:* Do not carry on conversations with your fellow students during class.

*Written Assignments:* Spelling, punctuation, and correct word usage are necessary elements of professional written communications; they are as important as the message you are trying to communicate, and will be criteria in the grading of your work. Sloppy, crumpled, unstapled, torn, ripped, illegible, or otherwise degraded deliverables will be more than commensurately down graded.

**STUDENTS WITH 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

ACADEMIC INTEGRITY

Aggie Honor Code: “An Aggie does not lie, cheat, or steal or tolerate those who do.” Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning and to follow the philosophy and rules of the Honor System. Ignorance of the rules does not exclude any member of the Texas A&M University community from the requirements or the processes of the Honor System. For additional information please visit: www.tamu.edu/aggiehonor/

You are expected to maintain the highest standard of academic integrity. Academic honesty includes, but is not limited to, accurate and appropriate citation of sources, acknowledging the help of others, preparing one’s own work, calling attention to deception, responding with directness and demonstrating the all-around diligence required of a student scholar. The honest student is acutely aware of the value of an education founded on attention to values and ethics. An education based on such a firm and unwavering foundation serves the student throughout life.

Academic dishonesty includes, but is not limited to acts of fraud or deception on an examination, project, paper or class assignment; acts of forgery or unauthorized alteration of any official academic record or document; and attempts to gain credit for work with the student has either not actually performed or has copied from another person’s work.

Plagiarism is defined as the act of taking ideas and writings from another person and passing them off as his/her own work. To avoid it, quotation marks, page numbers and author reference are required for adequate acknowledgment of word-for-word copying of another’s work. An author reference is sufficient acknowledgment for rephrasing in your own words the work of another person. Other forms of plagiarism include reproducing someone else’s paper in whole or in part and obtaining a paper from a paper preparation service. Furthermore, submitting any paper for academic credit in more than one course without the instructor’s permission is considered as an act of academic dishonesty and a form of deception.

The failure of any student to meet these standards may result in suspension or expulsion from the university and/or other sanctions, including an “F” on the assignment or in the course (based on the instructor’s discretion in consideration of the violation). Violations of academic integrity include, but are not limited to, cheating, fabrication, tampering, plagiarism or facilitating such activities. In all cases, academic integrity violations will be reported to university officials.
INFO STUDENT SERVICES COMMUNICATIONS PORTAL

The INFO Student Services Office (SSO) communicates with all INFO students (undergraduate and graduate) via eLearning. Students are made aware of important deadlines, scholarship and job opportunities, announcements of student activities and CMIS events, etc. through the INFO Student Services Communications portal in eLearning (http://elearning.tamu.edu/).

When accessing the INFO Student Services Communications portal through eLearning, students will see the following folders in the Course Content area: Announcements, Internships, Full-Time Jobs, and Local Part-Time Jobs. Information from the Department will be posted in the appropriate folders, and all INFO students will be able to access the posted content at any time.

In addition, there are four separate distribution groups within this portal: MS-MIS students, PPA-MIS students, Undergrad MIS students, and Undergrad SCM students. The same information that is posted in the folders will be sent to students through the e-mail function within eLearning; however, the messages will be sent only to the students for whom they are directly relevant.

In summary, all messages posted to the folders of this course will be available at any time to all INFO students. The students for whom a specific message is directly relevant will also receive the same information via e-mail.

It is recommended that students set the auto forward option in the eLearning system in order to forward any e-mails received from the SSO to their tamu.edu accounts.

If a student is not receiving messages from the SSO, he/she should contact the SSO at INFOStudentServices@mays.tamu.edu to request to be added to the distribution list.

MAYS FOOD & BEVERAGE POLICY

We have beautiful and state-of-the-art classrooms in the Wehner Building and Cox Hall. We want to maintain the high quality of these classrooms for the students in future years. Thus, it is necessary for you to adhere to the established policy of no beverages, food, tobacco products, or animals (unless approved) within the Wehner Building and Cox Hall classrooms. Your assistance is greatly appreciated.
## Tentative Class Schedule

(Subject to Change)

<table>
<thead>
<tr>
<th>Class</th>
<th>Date</th>
<th>Topic</th>
<th>Assigned Reading</th>
<th>Deliverables</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1/17</td>
<td>Course Introduction and Overview</td>
<td>Syllabus</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>1/19</td>
<td>R Boot Camp: Manipulating Data</td>
<td>Appendix B</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>1/24</td>
<td>R Boot Camp: Manipulating Data</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>1/26</td>
<td>R Boot Camp: Manipulating Data</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>1/31</td>
<td>R Boot Camp: Manipulating Data</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>2/2</td>
<td>Visualizing and Describing Data</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>2/7</td>
<td>Visualizing and Describing Data</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>2/9</td>
<td>Visualizing and Describing Data</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>2/14</td>
<td>Linear regression</td>
<td>Chapter 6</td>
<td>Homework 1</td>
</tr>
<tr>
<td>10</td>
<td>2/16</td>
<td>Linear regression</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>2/21</td>
<td>Training, testing, and validating</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>2/23</td>
<td>Logistic regression</td>
<td>Chapter 12</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>2/28</td>
<td>Logistic regression</td>
<td></td>
<td>Project Proposal</td>
</tr>
<tr>
<td>14</td>
<td>3/2</td>
<td>Model performance and assessing accuracy</td>
<td>Chapter 11</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>3/7</td>
<td>Factors that affect model performance</td>
<td>Chapter 20</td>
<td>Homework 2</td>
</tr>
<tr>
<td>16</td>
<td>3/9</td>
<td>Midterm examination</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>3/21</td>
<td>Decision trees</td>
<td>Chapters 8, 14</td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>3/23</td>
<td>Pruning, bagging, and boosting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>3/28</td>
<td>Random forests and ensemble techniques</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>3/30</td>
<td>Naïve Bayes</td>
<td>Chapter 13</td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>4/4</td>
<td>Naïve Bayes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>4/6</td>
<td>Support vector machines</td>
<td>Chapter 7</td>
<td>Homework 3</td>
</tr>
<tr>
<td>23</td>
<td>4/11</td>
<td>Support vector machines</td>
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</tr>
<tr>
<td>24</td>
<td>4/13</td>
<td>Neural networks</td>
<td>Chapter 7</td>
<td></td>
</tr>
<tr>
<td>25</td>
<td>4/18</td>
<td>Neural networks</td>
<td></td>
<td></td>
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<tr>
<td>26</td>
<td>4/20</td>
<td>Course Project Presentations</td>
<td></td>
<td>Homework 4</td>
</tr>
<tr>
<td>27</td>
<td>4/25</td>
<td>Course Project Presentations</td>
<td></td>
<td>Project Report 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 (DDS, MD, JD, PharmD, DPM)
2. Request submitted by (Department or Program Name):

   Department of Soil and Crop Sciences
   SCSC 644 Physiological Basis of Crop Improvement

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

4. Catalog course description (not to exceed 50 words):
The course considers the underlying physiological basis of past, current and future crop improvement including the
associated molecular mechanisms. Traits considered include root and shoot architecture, radiation use efficiency,
flowering time, floral development and sex, high density planting tolerance, stress tolerance, crop-microbe interactions
and yield.

5. Prerequisite(s):
   SCSC 307 or approval of the instructor.

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

7. Is this a repeatable course? □ Yes  □ No
7. 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)


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

13. Prefix Course # Title (excluding punctuation)

   SCSC 644 Physiol Basis Crop Improv

   Lect.  Lab  Other  SCH  CIP and Fund Code  Admin. Unit  Acad. Year  FICE Code
   3.00  0.00  0.00  3.00  01.1102.00  2620  17-18  0 0 3 6 3 2

Approval recommended by:

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

Chair, College Review Committee Date

Dean of College Date

Submitted to Coordinating Board by:

[Signature]
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
The Physiological Basis of Crop Improvement

Course prefix and number
SCSC: 644

Term
Fall 2016

Meeting times and location
Lecture: TBA

Credit Hours
(3-0) Credit 3

Course Description and Prerequisites

The course considers the underlying physiological basis of past, current and future crop improvement including the associated molecular mechanisms. Traits considered will include: flowering time, root and shoot architecture, high density planting tolerance, radiation use efficiency, stress tolerance, crop-microbe interactions and yield.

Prerequisites: SCSC 307, or approval of instructor.

Learning Outcomes

Demonstrate comprehensive knowledge of the importance of selected key traits for modern agriculture, and of the physiological/molecular mechanisms that affect these traits.

- Describe and explain the goals of modern breeding for agriculture.
- Describe and explain the importance of root architecture, and the mechanisms targeted by breeding.
- Describe and explain the importance of shoot architecture including the mechanistic basis of stature, branching and leaf form/function/display, and the mechanisms targeted by breeding.
- Describe and explain the importance of photosynthesis and radiation use efficiency and the mechanisms targeted by breeding.
- Describe and explain the importance of flowering time, the mechanistic basis of flowering time regulation, and the mechanisms targeted by breeding.
- Describe and explain the importance of floral development, sex and selective sterility, and the mechanisms targeted by breeding.
- Describe and explain the importance of high density planting tolerance, and the mechanisms targeted by breeding.
- Describe and explain the importance of stress tolerance, and the mechanisms targeted by breeding.
- Describe and explain the importance of crop-microbe interactions, and the mechanisms targeted by breeding.
- Describe and explain the importance of yield and composition and the mechanisms targeted by breeding.
- Describe and explain potential targets for future breeding efforts, and the
mechanisms that may be involved.

- Describe and explain the methodologies used to study the physiological basis of crop improvement,

**Apply knowledge of the methods and principles of the physiological basis of crop improvement to novel problems or situations.**

- Predict the physiological basis of various crop traits.
- Provide rational approaches to the improvement of various traits, and explain the physiological mechanisms involved.

**Communicate effectively in speaking and writing.**

- Demonstrate effective communication among diverse stakeholders, policy makers, and professional peers.

**Solve problems using scientific reasoning and critical thinking.**

- Apply learned concepts to the solution of problems.

**Instructor Information**

<table>
<thead>
<tr>
<th>Name</th>
<th>Dr. Scott A. Finlayson</th>
</tr>
</thead>
<tbody>
<tr>
<td>Telephone number</td>
<td>979-847-9287</td>
</tr>
<tr>
<td>email address</td>
<td><a href="mailto:sfinlayson@tamu.edu">sfinlayson@tamu.edu</a></td>
</tr>
<tr>
<td>Office hours</td>
<td>By appointment</td>
</tr>
<tr>
<td>Office location</td>
<td>220B Heep Center</td>
</tr>
</tbody>
</table>

**Textbook and/or Resource Material**

Current literature, no book required

**Grading Policies**

**Grading System:** No letter grade will be assigned to any assignment, only a numerical one. If there is an error in the grading of your paper, please see the instructor immediately as no grades will be changed after one week from the date the assignment is returned. You are responsible for reading assignments and lecture material. Assignments handed in late will receive a grade of zero, with exceptions given for a University authorized excuse.

Students will write two exams and make one or two short presentations on a topic negotiated with the instructor. A written assignment on a topic negotiated with the instructor will be due on the last day of class.

**Assessment Method:**

Exam 1 25 points
Exam 2 25 points
Written Assignment 25 points
Oral Presentation(s) 25 points
Total 100 points
Grading Scale:
90 - 100%    A
80 - 89%     B
70 - 79%     C
60 - 69%     D
Below 60%     F

Make-up policy:
Missed assignments can only be made up in the case of a University Excused Absence.

Schedule of topics

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>The goals of modern breeding for agriculture. Germination and seedling establishment.</td>
</tr>
<tr>
<td>2</td>
<td>Root architecture.</td>
</tr>
<tr>
<td>3</td>
<td>Shoot architecture- structure and stature.</td>
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<tr>
<td>4</td>
<td>Shoot architecture- branching.</td>
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<tr>
<td>5</td>
<td>Shoot architecture- leaf form/function/display.</td>
</tr>
<tr>
<td>6</td>
<td>Photosynthesis and radiation use efficiency.</td>
</tr>
</tbody>
</table>
| 7    | Flowering time.                                                       | Exam 1
| 8    | Floral development, sex and sterility.                                |
| 9    | High density planting tolerance.                                      |
| 10   | Stress tolerance- water deficit.                                      |
| 11   | Stress tolerance- temperature extremes.                               |
| 12   | Crop-microbe interactions.                                            |
| 13   | Crop-microbe interactions- Thanksgiving.                              |
| 14   | Yield and composition.                                                |
| 15   | Anticipated future traits of interest.                                | Exam 2

Attendance Policy

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

The Americans with Disabilities Act

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

Academic Integrity Statement

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

Upon acceptance of 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 of the processes of the Honor System. For additional information please visit: http://aggiehonor.tamu.edu/Students/.
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 (Edu, Med, Pharm, P.E.)
2. Request submitted by (Department or Program Name):  
   Department of Sociology
3. Course prefix, number and complete title of course:  
   SOCI 610: Reproduction, Birth, and Power
4. Catalog course description (not to exceed 50 words):  
   An examination of topics related to reproductive practices, experiences, and ideologies and of the constructed and contested meanings surrounding womanhood, motherhood, sexuality, reproductive freedom, and eugenics.

5. Prerequisite(s):
   Graduate classification
   Cross-listed with:  
   WGST 610
   □ Yes  ☐ No  If yes, from ________ to ________

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

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

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

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

10. Will this course be submitted to the Core Curriculum Council?  
    ☐ Yes  ☑ No

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

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 Sociology

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. 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>
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<tbody>
<tr>
<td>SOCI</td>
<td>610</td>
<td>REPRODUCTION, BIRTH, AND POWER</td>
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<th>Admin. Unit</th>
<th>Acad. Year</th>
<th>FICE Code</th>
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Approval recommended by:

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

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

Submitted to Coordinating Board by:

Associate Director, Curricular Services

Leroy G. Dorsey  
Chair, College Review Committee  
Date

Pamela R. Matthews  
Dean of College  
Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.  
Curricular Services – 07/14
SOCI 610: REPRODUCTION, BIRTH, AND POWER

Spring 2017
Texas A&M University
Location: TBD
Meeting Times: TBD

Dr. Theresa Morris
Academic, 416
Office Hours: TBD & by appt.
theresa.morris@tamu.edu

COURSE DESCRIPTION: An examination of topics related to reproductive practices, experiences, and ideologies and of the constructed and contested meanings surrounding womanhood, motherhood, sexuality, reproductive freedom, and eugenics. This course is stacked with SOCI 410.

PREREQUISITES: Graduate Classification

LEARNING OUTCOMES:

- Students will be able to describe concepts, theories, methods, and perspectives used by sociologists in the study of reproduction and birth.
- Students will be able to critically analyze and evaluate academic research on reproduction and birth.
- Students will be able to apply theories and concepts learned in class to their community learning experiences.
- Students will be able to synthesize and discuss course materials.

BOOKS:

Required:


Recommended:
There will also be required readings distributed on the Library Course Reserves site.

**SERVICE LEARNING EXPERIENCE:** This course includes a service-learning component for undergraduates students. Undergraduate students are required to complete a volunteer assignment of at least 20 hours over the semester with an organization that deals with reproduction. Graduate students will each be assigned a group of undergraduates who they will shepherd through this experience. [At this point, these organizations are tentative and have not been finalized.]

**Organizations:**
Baylor Scott and White Health  
Brazos Valley Women’s Center  
College Station Medical Center  
Jubilee Birth Center  
The Prenatal Clinic  
St. Joseph Hospital  
The Advanced Fertility Center of Texas  
The Physicians Centre Hospital

**COURSE GRADES:**

**Attendance and Oral Communication (10%)**:
This seminar is student-driven, and thus you, the students, bear the responsibility for keeping it going. I will not lecture in this course, but rather we will use our time together engaging in discussions, debates, and theoretical and conceptual applications. It is important to come to every class meeting prepared to discuss the assigned materials. Students will be graded each class on a 4-point scale in which both attendance and engagement in classroom discussion and activities are assessed: 0 (absent); 1 (present, limited/no participation through oral communication); 2 (present, participates through oral communication with prompting); 3 (present, participates through oral communication actively).

**Discussion-Leader and Paper (25%)**:
On days that we discuss readings, one or two graduate students will lead class discussion. The student(s) will present an overview of the issues and questions derived from the readings and will lead class discussion. **When you are discussion leader, you are required to submit a four-to-five page summary and analysis of the readings and 5-10 questions you will present to the class to stimulate discussion.** Your paper should discuss the main ideas of the readings and briefly analyze them from a critical perspective. What other questions do they lead to? Are there any contradictions in the readings? How do these readings tie to other ideas we’ve explored in the class? These
are just a few ideas to get you started. You will be a discussion leader two times during the semester. Your grade will be an equal combination of your preparation and performance as discussion leader and your paper. On days for which there are two leaders, the leaders may collaborate on the questions, but not on the. The paper must be turned into Dr. Morris at the end of class for which the student serves as discussion leader.

**Virtual Guest Speaker Questions and Discussion (10%)**: We will have three virtual guest speakers over the course of the semester. For each speaker, one group (including undergraduates and graduate students) will be responsible for collaborating on Google Docs to develop 6-8 questions over the speaker’s book and to facilitate the discussion (The questions should be designed to encourage discussion). Graduate students are responsible for creating the document and sharing it with all students in the group and Dr. Morris. Note: the graduate student will be responsible for reading the speaker’s entire book, while the undergraduates will read a few chapters. Graduate students are responsible to ensuring the quality of the questions and for submitting the final question to course reserves at least two days before the virtual guest speaker will be in class. Note that you will need to complete the reading earlier than usual when you are a facilitator for a virtual guest speaker. Your grade will be an equal combination of the quality of your questions and your facilitation of discussion. I will also ask each group member to rate the performance of the other group members to ease the free rider problem that sometimes happens with group assignments.

**Guest Speakers (10%)**: We will have a variety of guest speakers over the semester, and listening to these speakers provides students with an opportunity to learn about reproduction from a variety of perspectives. All students are expected to come to these class meetings prepared to listen and to ask informed questions. This is an incredible opportunity and I expect you each to take full advantage. Graduate Students are required to find an outside source deals some how with the speakers topic. For example, if the speaker talks about the difficulty of obtaining abortions in rural areas, you might discuss an article that looks at other constraints on abortion access or how access in rural areas has changed over time. Then, in 500 words or less briefly summarize the main points of the guest speaker’s talk and your outside source. The outside reading and your summary must be submitted on eCampus by 5 p.m. on the day after the guest speaker’s visit.
Service Learning Responses (10%):
*Undergraduate students* are required to write a response to Service Learning experiences two times during the semester. These responses should be about 5 double-spaced pages and should focus primarily on how the readings from at least one class meeting relate to your Service Learning organization and the experiences they have had at the organization; although they may use readings from more than two class meetings in the same paper if appropriate. For example, what experiences in the organization relate to these readings? How do the readings illuminate their experiences? And, conversely, how can they use their experiences to better understand the readings? How do the readings and their experiences further their overall understanding of the sociological study of reproduction, pregnancy, and/or birth? They may also share any overall feelings that emerge as they think and write about their experiences. A hard copy of the first paper must be submitted to your graduate leader by March 9th. The second paper must be submitted to their graduate leader by Thursday, April 13th. *Graduate student leaders* will provide feedback to students by email within one week. **Dr. Morris must be CCed on this email.** Undergraduate students must then integrate that feedback and turn in the papers to Dr. Morris on e-Campus. The first paper must be submitted by Tuesday, March 28th for the first paper and by Thursday, April 27th for the second paper. *Graduate students:* It is your responsibility to guide your assigned undergraduate students in through the service-learning responses. Before they begin volunteering, provide ideas about questions they might want to ask, or things they should carefully observe. You might provide your own experiences about volunteering or participant-observations. Help them formulate their own links about their experiences to the readings. Class time will be regularly set aside for you to discuss serving learning with your group. You will also be responsible for reading the two papers your undergraduates will turn in. You will provide feedback and recommendations on structure, grammar and content for each student. Your feedback is due back to the undergraduates and Professor Morris within one week after they submit a paper to you.

Research Proposal (35%)
*Graduate Students* will produce a 15-20 page research proposal based on a topic or reading discussed in class. PLEASE CONTACT DR. MORRIS TO APPROVE YOUR TOPIC BY THURSDAY, FEBRUARY 13TH. Treat this like the early stages of a research project. You will do all but gather the data. Your proposal will include a hypothesis, the theory guiding your research, a literature review, and your methods of data collection and analysis. Please cite in ASA format.
In sum, your course grade will be based on:

<table>
<thead>
<tr>
<th>Attendance &amp; Oral Communication</th>
<th>10%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Leader Papers</td>
<td>25%</td>
</tr>
<tr>
<td>Virtual Guest Speaker Q &amp; Discussion</td>
<td>10%</td>
</tr>
<tr>
<td>Guest Speakers Papers</td>
<td>10%</td>
</tr>
<tr>
<td>Service Learning Responses</td>
<td>10%</td>
</tr>
<tr>
<td>Research Proposal</td>
<td>35%</td>
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<tr>
<td></td>
<td>100%</td>
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</table>

**Semester Grades will be based on your course average**

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<thead>
<tr>
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<th>Course Average</th>
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<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
</tr>
<tr>
<td>B</td>
<td>80-89%</td>
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<tr>
<td>C</td>
<td>70-79%</td>
</tr>
<tr>
<td>D</td>
<td>60-69%</td>
</tr>
<tr>
<td>F</td>
<td>59% and below</td>
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</tbody>
</table>

**COURSE POLICIES:**

**ATTENDANCE:** Students are required to attend class on a regular basis. Seminars simply don’t work if everyone is not committed to attending each class. Class attendance will be taken at the beginning of each class. Poor attendance will be reflected in one’s attendance and oral communication grade.

**MAKE-UP POLICY:**
If an absence is excused, the instructor will either provide the student an opportunity to make up any work that contributes to the final grade or provide a satisfactory alternative by a date agreed upon by the student and instructor. The make-up work must be completed in a timeframe not to exceed 30 calendar days from the last day of the initial absence. The student is responsible for providing satisfactory evidence to the instructor to substantiate the reason for the absence. Among the reasons absences are considered excused by the university are the following (see Student Rule 7 for details http://student-rules.tamu.edu/rule07). The fact that these are university-excused absences does not relieve the student of responsibility for prior notification and documentation. Failure to notify and/or document properly may result in an unexcused absence. Falsification of documentation is a violation of the Honor Code.

- Participation in an activity that is required for a class and appears on the university authorized activity list at https://studentactivities.tamu.edu/app/sponsauth/index
- Death or major illness in a student’s immediate family.
• Illness of a dependent family member.
• Participation in legal proceedings or administrative procedures that require a student's presence.
• Religious holy day. NOTE: Prior notification is NOT required. Accommodations sought for absences due to the observance of a religious holiday can be sought either prior or after the absence, but not later than two working days after the absence.
• Injury or illness that is too severe or contagious for the student to attend class.
  o Injury or illness of three or more class days: Student will provide a medical confirmation note from his or her medical provider within one week of the last date of the absence (see Student Rules 7.1.6.1).
  o Injury or illness of less than three class days: Student will provide one or both of these (at instructor's discretion), within one week of the last date of the absence:
    ▪ Texas A&M University Explanatory Statement for Absence from Class form available at http://attendance.tamu.edu
    ▪ Confirmation of visit to a health care professional affirming date and time of visit.
    ▪ An absence for a non-acute medical service does not constitute an excused absence.
• Required participation in military duties.
• Mandatory admission interviews for professional or graduate school that cannot be rescheduled.
• Mandatory participation as a student-athlete in NCAA-sanctioned competition.
• In accordance with Title IX of the Educational Amendments of 1972, Texas A&M University shall treat pregnancy (childbirth, false pregnancy, termination of pregnancy and recovery therefrom) and related conditions as a justification for an excused absence for so long a period of time as is deemed medically necessary by the student's physician. Requests for excused absence related to pregnancy should be directed to the instructor.
• Other absences may be excused at the discretion of the instructor with prior notification and proper documentation. In cases where prior notification is not feasible (e.g., accident or emergency) the student must provide notification by the end of the second working day after the absence, including an explanation of why notice could not be sent prior to the class.

OUT OF CLASS HELP: Students are encouraged to see Dr. Morris about questions or concerns regarding the course. Please do not hesitate to visit during office hours or contact by telephone or email. Also, please feel free to set up an appointment for a time other than during our office hours.

ACADEMIC INTEGRITY STATEMENT AND POLICY:
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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 excuse any member of the TAMU community from the requirements or the processes of the Honor System. For more information on the Aggie Honor Code and Honor Council Rules and Procedures, please go to http://aggiehonor.tamu.edu or http://student-rules.tamu.edu.

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Schedule of Topics and Readings

➢ Denotes readings only assigned to graduate students

Tuesday January 17
Introduction to the Course and Service Learning

No reading


Thursday January 19
How Reproduction and Birth Happens-The Basics

- Our Bodies, Ourselves Chapters 1-4, 10 (course reserves)

➢ Birth “In the Beginning” and Chapters 1 and 3 (course reserves)

- Guest Speaker: [Doula/Childbirth Educator]

Tuesday, January 24
Theoretical and Historical Approaches to Reproduction


**Thursday, January 26**

Stratified Reproduction: Who Should Have Babies?
Part I: Gay and Lesbian Parents

❖ Before class, view *Daddy and Papa* (Media Matrix)

• *Reproduction and Society*, Chapters 13 and 14


**Tuesday, January 31**

Stratified Reproduction: Who Should Have Babies?
Part I: Gay and Lesbian Parents (Continued)

• Guest Speaker(s): [Lesbian or Gay parents]

**Thursday, February 2**

Stratified Reproduction: Who Should Have Babies?
Part II: Race and Class

❖ Before class, view *No Más Bebés* (Media Matrix)

• *Reproduction and Society* 3, 24, 26,

• *Our Bodies Our Crimes*, Chapters 1-4

**Tuesday, February 7**

Stratified Reproduction: Who Should Have Babies?
Part II: Race and Class
➢  Our Bodies Our Crimes, Chapters 4-8

Thursday, February 9  Stratified Reproduction: Who Should Have Babies?
   Part II: Race and Class (Continued)

   •  Virtual Guest Speaker: Jeanne Flavin

Tuesday, February 14  Abortion

   •  Reproduction and Society, Chapters 5, 6, and 7

   ➢  Willing and Unable, Chapters 1-4

Thursday, February 16  Abortion (Continued)

   ➢  Willing and Unable, Chapters 5-7

   •  Reproduction and Society, Chapter 8

Tuesday, February 21

   •  Virtual Guest Speaker: Lori Freedman

Thursday, February 23  Planned Parenthood and Reproductive Health

   •  Guest Speaker: [Planned Parenthood Rep]

Part II: A Focus on Reproductive Practices

Tuesday, February 28  Contraception

   •  Reproduction and Society, Chapters 1, 2, 4


Thursday, March 2  Pregnancy

   •  Reproduction & Society, Chapters 17, 18, 19

   ➢  Han, Sallie. 2013 Pregnancy in Practice: Expectation and Experience in the Contemporary United States, Berghan. Pp. 59-75. (course reserves)

Tuesday, March 7 
Contemporary Childbirth in the United States

- Reproduction and Society, Chapters 21,


Thursday, March 9 
Contemporary Childbirth in the United States

- Fieldtrip to local hospital L&D Unit

March 13-17 
Spring Break

Tuesday, March 21 
Contemporary Childbirth

Guest Speaker 
[Nurse or Doctor]

Thursday, March 23 
Assisted Reproductive Technologies/Prenatal Diagnostic Testing

➢ Before this class, view Eggsploitation (Media Matrix)

- Reproduction and Society, Chapters 11 and 12


Tuesday, March 28 
Assisted Reproductive Technologies/Prenatal Diagnostic Testing

- NPR Audio Files (course reserves)
• CDC ART Information (course reserves)

• Guest Speaker: [Reproductive Endocrinologist]

Thursday, March 30  The Role of Men in Reproduction

➢ Exposing Men, entire book

Tuesday, April 4  The Role of Men in Reproduction (continued)

• Virtual Guest Speaker: Cynthia Daniels

Thursday, April 6  Reproductive Aging


➢ Friese, Carrie, Gay Becker, and Robert Nachtigall. 2006. “Rethinking the Biological Clock: Eleventh-Hour Moms, Miracle Moms, and Meanings of Age-Related Infertility.” Social Science & Medicine 63:1550-60. (course reserves)


Tuesday, April 11  Maternal Mortality

➢ Before this class, view Dead Mums Don’t Cry (Media Matrix)

• Reproduction and Society, Chapter 16

• Peruse “The Safe Motherhood Quilt Project” course reserves http://rememberthemothers.org/

Thursday, April 13  Maternal Mortality

• Guest Speaker: Christine Morton (CMQCC)

Tuesday, April 18  Reproductive Justice

➢ Reproduction and Society, Chapters 22-23, 25-26, and 29-30
Thursday, April 20    CLI Work Day

- Come to class prepared to help undergraduates with any concerns or questions they have about their CLI project or paper.

Tuesday, April 25    Undergraduate CLI Project Presentations

Thursday, April 27   Undergraduate CLI Project Presentations

Last Class Day Thursday, April 27th

Tuesday, May 2nd, Spring Classes Redefined Day: Students attend Friday Classes
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 (O.D., M.D., J.D., Pharm.D., D.V.M)
2. Request submitted by (Department or Program Name): Department of Veterinary Integrative Biosciences
3. Course prefix, number and complete title of course: VIBS 626 Methods in Vector-Borne Disease Ecology

4. Catalog course description (not to exceed 50 words):
Methodological understanding of how vector-borne diseases are studied in the field and the laboratory; hands-on exploration of the ecology of disease systems in a one health framework; concepts of design, execution, and presentation of research projects; outdoor field work and bio-safety level 2 laboratory

5. Prerequisite(s): Junior or Senior classification or approval of instructor; Graduate Prerequisite: None
Cross-listed with: ENTO 626 Stacked with: VIBS/ENTO 426

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)

   BS across the University

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)

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Approval recommended by:

Evelyn Tiffany-Castrapoloni
Department Head or Program Chair (Type Name & Sign) Date

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

Submitted to Coordinating Board by:
Chair, College Review Committee Date
Dean of College Date
Chair, GC or UCC Date

Associate Director, Curricular Services Date

Questions regarding this form should be directed to Sandra Williams at 845-6201 or sandra.williams@tamu.edu.
Curricular Services - 07/14
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

Form Instructions
1. Course request type: □ Undergraduate ☑ Graduate □ First Professional (MD, JD, PharmD, DVM)
2. Request submitted by (Department or Program Name): Women's & Gender Studies
3. Course prefix, number and complete title of course: WGST 610 Reproduction, Birth, and Power
4. Catalog course description (not to exceed 50 words):
   An examination of topics related to reproductive practices, experiences, and ideologies and of the constructed and contested meanings surrounding womanhood, motherhood, sexuality, reproductive freedom, and eugenics.
5. Prerequisite(s):
   Graduate Classification
   Cross-listed with: SOCI 610
   Stacked with: WGST 410/SOCI 410
   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 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)
   WGST Graduate Certificate; M.S. and Ph.D. in Sociology
10. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.
11. □ I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpr.tamu.edu/resources/export-controls/export-controls-basics-for-distance-education).
12. □ [Coordinating Board]

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Approval recommended by:
Marian Eide
Department Head or Program Chair (Type Name & Sign) Date

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

Submitted to Coordinating Board by:
Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu
Curricular Services – 07/14
WGST 610/SOCI 610: REPRODUCTION, BIRTH, AND POWER

Spring 2017
Texas A&M University
Location: TBD
Meeting Times: TBD

Dr. Theresa Morris
Academic, 416
Office Hours: TBD & by appt.
theresa.morris@tamu.edu

COURSE DESCRIPTION: An examination of topics related to reproductive practices, experiences, and ideologies and of the constructed and contested meanings surrounding womanhood, motherhood, sexuality, reproductive freedom, and eugenics. This course is stacked with SOCI 410.

PREREQUISITES: Graduate Classification

LEARNING OUTCOMES:

- Students will be able to describe concepts, theories, methods, and perspectives used by sociologists in the study of reproduction and birth.
- Students will be able to critically analyze and evaluate academic research on reproduction and birth.
- Students will be able to apply theories and concepts learned in class to their community learning experiences.
- Students will be able to synthesize and discuss course materials.

BOOKS:

Required:


Recommended:

There will also be required readings distributed on the Library Course Reserves site.

SERVICE LEARNING EXPERIENCE: This course includes a service-learning component for undergraduates students. Undergraduate students are required to complete a volunteer assignment of at least 20 hours over the semester with an organization that deals with reproduction. Graduate students will each be assigned a group of undergraduates who they will shepherd through this experience. [At this point, these organizations are tentative and have not been finalized.]

Organizations:
Baylor Scott and White Health
Brazos Valley Women’s Center
College Station Medical Center
Jubilee Birth Center
The Prenatal Clinic
St. Joseph Hospital
The Advanced Fertility Center of Texas
The Physicians Centre Hospital

COURSE GRADES:

Attendance and Oral Communication (10%):
This seminar is student-driven, and thus you, the students, bear the responsibility for keeping it going. I will not lecture in this course, but rather we will use our time together engaging in discussions, debates, and theoretical and conceptual applications. It is important to come to every class meeting prepared to discuss the assigned materials. Students will be graded each class on a 4-point scale in which both attendance and engagement in classroom discussion and activities are assessed: 0 (absent); 1 (present, limited/no participation through oral communication); 2 (present, participates through oral communication with prompting); 3 (present, participates through oral communication actively).

Discussion-Leader and Paper (25%):
On days that we discuss readings, one or two graduate students will lead class discussion. The student(s) will present an overview of the issues and questions derived from the readings and will lead class discussion. When you are discussion leader, you are required to submit a four-to-five page summary and analysis of the readings and 5-10 questions you will present to the class to stimulate discussion. Your paper should discuss the main ideas of the readings and briefly analyze them from a critical perspective. What other questions do they lead to? Are there any contradictions in the readings? How do these readings tie to other ideas we’ve explored in the class? These
are just a few ideas to get you started. You will be a discussion leader two times during the semester. Your grade will be an equal combination of your preparation and performance as discussion leader and your paper. On days for which there are two leaders, the leaders may collaborate on the questions, but not on the. The paper must be turned into Dr. Morris at the end of class for which the student serves as discussion leader.

Virtual Guest Speaker Questions and Discussion (10%): We will have three virtual guest speakers over the course of the semester. For each speaker, one group (including undergraduates and graduate students) will be responsible for collaborating on Google Docs to develop 6-8 questions over the speaker’s book and to facilitate the discussion (The questions should be designed to encourage discussion). Graduate students are responsible for creating the document and sharing it with all students in the group and Dr. Morris. Note: the graduate student will be responsible for reading the speaker’s entire book, while the undergraduates will read a few chapters. Graduate students are responsible to ensuring the quality of the questions and for submitting the final question to course reserves at least two days before the virtual guest speaker will be in class. Note that you will need to complete the reading earlier than usual when you are a facilitator for a virtual guest speaker. Your grade will be an equal combination of the quality of your questions and your facilitation of discussion. I will also ask each group member to rate the performance of the other group members to ease the free rider problem that sometimes happens with group assignments.

Guest Speakers (10%):
We will have a variety of guest speakers over the semester, and listening to these speakers provides students with an opportunity to learn about reproduction from a variety of perspectives. All students are expected to come to these class meetings prepared to listen and to ask informed questions. This is an incredible opportunity and I expect you each to take full advantage. Graduate Students are required to find an outside source deals some how with the speakers topic. For example, if the speaker talks about the difficulty of obtaining abortions in rural areas, you might discuss an article that looks at other constraints on abortion access or how access in rural areas has changed over time. Then, in 500 words or less briefly summarize the main points of the guest speaker’s talk and your outside source. The outside reading and your summary must be submitted on eCampus by 5 p.m. on the day after the guest speaker’s visit.
Service Learning Responses (10%):
_Undergraduate students_ are required to write a response to Service Learning experiences _two_ times during the semester. These responses should be about 5 double-spaced pages and should focus primarily on how the readings from at least one class meeting relate to your Service Learning organization and the experiences they have had at the organization; although they may use readings from more than two class meetings in the same paper if appropriate. For example, what experiences in the organization relate to these readings? How do the readings illuminate their experiences? And, conversely, how can they use their experiences to better understand the readings? How do the readings and their experiences further their overall understanding of the sociological study of reproduction, pregnancy, and/or birth? They may also share any overall feelings that emerge as they think and write about their experiences. A hard copy of _the first paper must be submitted to your graduate leader by March 9th_. _The second paper must be submitted to their graduate leader by Thursday, April 13th_. _Graduate student leaders_ will provide feedback to students by email within one week. _Dr. Morris must be CCed on this email_. Undergraduate students must then integrate that feedback and turn in the papers to Dr. Morris on e-Campus. The first paper must be submitted by _Tuesday, March 28th_ for the first paper and by _Thursday, April 27th_ for the second paper. _Graduate students_: It is your responsibility to guide your assigned undergraduate students in through the service-learning responses. Before they begin volunteering, provide ideas about questions they might want to ask, or things they should carefully observe. You might provide your own experiences about volunteering or participant-observations. Help them formulate their own links about their experiences to the readings. Class time will be regularly set aside for you to discuss serving learning with your group. You will also be responsible for reading the two papers your undergraduates will turn in. You will provide feedback and recommendations on structure, grammar and content for each student. Your feedback is due back to the undergraduates and Professor Morris within one week after they submit a paper to you.

Research Proposal (35%)
_Graduate Students_ will produce a 15-20 page research proposal based on a topic or reading discussed in class. PLEASE CONTACT DR. MORRIS TO APPROVE YOUR TOPIC BY _THURSDAY, FEBRUARY 13TH_. Treat this like the early stages of a research project. You will do all but gather the data. Your proposal will include a hypothesis, the theory guiding your research, a literature review, and your methods of data collection and analysis. Please cite in ASA format.
In sum, your course grade will be based on:

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<td>Discussion L. Papers</td>
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<td>Virtual Guest Speaker Q &amp; D.</td>
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<td>Research Proposal</td>
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Semester Grades will be based on your course average

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COURSE POLICIES:

ATTENDANCE: Students are required to attend class on a regular basis. Seminars simply don’t work if everyone is not committed to attending each class. Class attendance will be taken at the beginning of each class. Poor attendance will be reflected in one’s attendance and oral communication grade.

MAKE-UP POLICY:
If an absence is excused, the instructor will either provide the student an opportunity to make up any work that contributes to the final grade or provide a satisfactory alternative by a date agreed upon by the student and instructor. The make-up work must be completed in a timeframe not to exceed 30 calendar days from the last day of the initial absence. The student is responsible for providing satisfactory evidence to the instructor to substantiate the reason for the absence. Among the reasons absences are considered excused by the university are the following (see Student Rule 7 for details http://student-rules.tamu.edu/rule07). The fact that these are university-excused absences does not relieve the student of responsibility for prior notification and documentation. Failure to notify and/or document properly may result in an unexcused absence. Falsification of documentation is a violation of the Honor Code.

- Participation in an activity that is required for a class and appears on the university authorized activity list at https://studentactivities.tamu.edu/app/sponsauth/index
- Death or major illness in a student's immediate family.
- Illness of a dependent family member.
- Participation in legal proceedings or administrative procedures that require a student's presence.
- Religious holy day. NOTE: Prior notification is NOT required. Accommodations sought for absences due to the observance of a religious holiday can be sought either prior or after the absence, but not later than two working days after the absence.
- Injury or illness that is too severe or contagious for the student to attend class.
  - Injury or illness of three or more class days: Student will provide a medical confirmation note from his or her medical provider within one week of the last date of the absence (see Student Rules 7.1.6.1).
  - Injury or illness of less than three class days: Student will provide one or both of these (at instructor’s discretion), within one week of the last date of the absence:
    - Texas A&M University Explanatory Statement for Absence from Class form available at http://attendance.tamu.edu
    - Confirmation of visit to a health care professional affirming date and time of visit.
    - An absence for a non-acute medical service does not constitute an excused absence.
- Required participation in military duties.
- Mandatory admission interviews for professional or graduate school that cannot be rescheduled.
- Mandatory participation as a student-athlete in NCAA-sanctioned competition.
- In accordance with Title IX of the Educational Amendments of 1972, Texas A&M University shall treat pregnancy (childbirth, false pregnancy, termination of pregnancy and recovery therefrom) and related conditions as a justification for an excused absence for so long a period of time as is deemed medically necessary by the student’s physician. Requests for excused absence related to pregnancy should be directed to the instructor.
- Other absences may be excused at the discretion of the instructor with prior notification and proper documentation. In cases where prior notification is not feasible (e.g., accident or emergency) the student must provide notification by the end of the second working day after the absence, including an explanation of why notice could not be sent prior to the class.

OUT OF CLASS HELP: Students are encouraged to see Dr. Morris about questions or concerns regarding the course. Please do not hesitate to visit during office hours or contact by telephone or email. Also, please feel free to set up an appointment for a time other than during our office hours.

ACADEMIC INTEGRITY STATEMENT AND POLICY:
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 more information on the Aggie Honor Code and Honor Council Rules and Procedures, please go to http://aggiehonor.tamu.edu or http://student-rules.tamu.edu.

ADA POLICY:
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.

Schedule of Topics and Readings

➢ Denotes readings only assigned to graduate students

Tuesday January 17    Introduction to the Course and Service Learning

No reading


Thursday January 19    How Reproduction and Birth Happens-The Basics

• Our Bodies, Ourselves Chapters 1-4, 10 (course reserves)

➢ Birth “In the Beginning” and Chapters 1 and 3 (course reserves)

• Guest Speaker: [Doula/Childbirth Educator]

Tuesday, January 24    Theoretical and Historical Approaches to Reproduction


**Thursday, January 26**  
**Stratified Reproduction: Who Should Have Babies?**  
**Part I: Gay and Lesbian Parents**

❖ Before class, view *Daddy and Papa* (Media Matrix)

• *Reproduction and Society*, Chapters 13 and 14


**Tuesday, January 31**  
**Stratified Reproduction: Who Should Have Babies?**  
**Part I: Gay and Lesbian Parents (Continued)**

• Guest Speaker(s): [Lesbian or Gay parents]

**Thursday, February 2**  
**Stratified Reproduction: Who Should Have Babies?**  
**Part II: Race and Class**

❖ Before class, view *No Más Bebés* (Media Matrix)

• *Reproduction and Society* 3, 24, 26,

• *Our Bodies Our Crimes*, Chapters 1-4

**Tuesday, February 7**  
**Stratified Reproduction: Who Should Have Babies?**  
**Part II: Race and Class**
Our Bodies Our Crimes, Chapters 4-8

Thursday, February 9  
Stratified Reproduction: Who Should Have Babies?  
Part II: Race and Class (Continued)

- Virtual Guest Speaker: Jeanne Flavin

Tuesday, February 14  
Abortion

- Reproduction and Society, Chapters 5, 6, and 7

- Willing and Unable, Chapters 1-4

Thursday, February 16  
Abortion (Continued)

- Willing and Unable, Chapters 5-7

- Reproduction and Society, Chapter 8

Tuesday, February 21

- Virtual Guest Speaker: Lori Freedman

Thursday, February 23  
Planned Parenthood and Reproductive Health

- Guest Speaker: [Planned Parenthood Rep]

Part II: A Focus on Reproductive Practices

Tuesday, February 28  
Contraception

- Reproduction and Society, Chapters 1, 2, 4


Thursday, March 2  
Pregnancy

- Reproduction & Society, Chapters 17, 18, 19

- Han, Sallie. 2013 Pregnancy in Practice: Expectation and Experience in the Contemporary United States, Bergham. Pp. 59-75. (course reserves)

**Tuesday, March 7**

Contemporary Childbirth in the United States

- *Reproduction and Society*, Chapters 21,

**Thursday, March 9**

Contemporary Childbirth in the United States

- Fieldtrip to local hospital L&D Unit

**March 13-17**

Spring Break

**Tuesday, March 21**

Contemporary Childbirth

Guest Speaker [Nurse or Doctor]

**Thursday, March 23**

Assisted Reproductive Technologies/Prenatal Diagnostic Testing

- Before this class, view *Eggsploration* (Media Matrix)
- *Reproduction and Society*, Chapters 11 and 12
- Pande, Amrita. 2010. Commercial Surrogacy in India: Manufacturing a Perfect Mother-Worker.” *Signs* 35-969-992. (course reserves)

**Tuesday, March 28**

Assisted Reproductive Technologies/Prenatal Diagnostic Testing

- NPR Audio Files (course reserves)
• CDC ART Information (course reserves)

• Guest Speaker: [Reproductive Endocrinologist]

Thursday, March 30    The Role of Men in Reproduction

➢ *Exposing Men*, entire book

Tuesday, April 4    The Role of Men in Reproduction (continued)

• Virtual Guest Speaker: Cynthia Daniels

Thursday, April 6    Reproductive Aging

• Waldby, Catherine. 2014. “‘Banking Time’: Egg Freezing and the Negotiation of Future Fertility” *Culture, Health & Sexuality*. Pp. 1-13 (course reserves)


➢ Friese, Carrie, Gay Becker, and Robert Nachtigall. 2006. “Rethinking the Biological Clock: Eleventh-Hour Moms, Miracle Moms, and Meanings of Age-Related Infertility.” *Social Science & Medicine* 63:1550-60. (course reserves)


Tuesday, April 11    Maternal Mortality

➢ Before this class, view *Dead Mums Don’t Cry* (Media Matrix)

• *Reproduction and Society*, Chapter 16

• Peruse “The Safe Motherhood Quilt Project” course reserves http://rememberthemothers.org/

Thursday, April 13    Maternal Mortality

• Guest Speaker: Christine Morton (CMQCC)

Tuesday, April 18    Reproductive Justice

➢ *Reproduction and Society*, Chapters 22-23, 25-26, and 29-30
Thursday, April 20        CLI Work Day

- Come to class prepared to help undergraduates with any concerns or questions they have about their CLI project or paper.

Tuesday, April 25        Undergraduate CLI Project Presentations

Thursday, April 27       Undergraduate CLI Project Presentations

Last Class Day Thursday, April 27th

Tuesday, May 2nd, Spring Classes Redefined Day: Students attend Friday Classes
Course Changes
Texas A&M University
Departmental Request for a Change in Course
Undergraduate • Graduate • Professional
Submit original form and attachments.

Form Instructions
1. Course request type:  
   ☐ Undergraduate  ☑ Graduate  ☐ First Professional (EdS, MEd, DEd, Ph.D., DPA)
2. Request submitted by (Department or Program Name):  Department of Soil and Crop Sciences
3. Course prefix, number and complete title of course:  SCSC 634 Regulatory Science Principles

Attach a brief supporting statement for changes made to items 4a thru 4d. and 10 below.

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

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

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

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

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

6. If grade type is changing for existing course, indicate the new grade type:  
   ☐ Grade  ☐ S/U  ☐ P/F (CLMS)

7. If this course will be stacked, please indicate the course number of the stacked course: ________________________________

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

8. Complete current course title and current catalog course description:
   Regulatory Science: Principles & Practices in Food Systems. (3-0). Credit 3. Regulatory tools, standards and approaches in production, processing and distribution of agricultural goods; development and implementation of regulations; interdependence of federal and state agencies, use of risk analysis.

10. Complete proposed course title and proposed catalog course description (not to exceed 50 words):
    Regulatory Science Principles (3-0). Credit 3. Regulatory tools, standards and practices to improve the protection and compliance of regulated systems; interdependence of regulatory agencies; models of risk analysis with emphasis on conducting a qualitative and quantitative risk assessment; and implications of compliance.

11. a. As currently in course inventory:

   Prefix  Course #  Title (excluding punctuation)
   
   Lect.  Lab  Other  SCH  CIP and Fund Code  Admin. Unit  FICE Code  Level
   
   b. Change to:

   Prefix  Course #  Title (excluding punctuation)
   
   Lect.  Lab  Other  SCH  CIP and Fund Code  Admin. Unit  Acad. Year  FICE Code  Level

   Approval recommended by:
   Wayne Smith
   Department Head or Program Chair (Type Name & Sign)  Date

   Chair, College Review Committee (if cross-listed course)
   Date

   Dean of College
   Date

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

   Associate Director, Curricular Services
   Date  Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services — 08/14
Course title and number  SCSC 634 Regulatory Science Principles
Term (e.g., Fall 200X)  Fall 2017
Meeting times and location  Online

Course Description and Prerequisites
Regulatory tools, standards and practices to improve the protection and compliance of regulated systems; interdependence of regulatory agencies; models of risk analysis with emphasis on conducting a qualitative and quantitative risk assessment; and implications of compliance.

Learning Outcomes
After completing this course, students will possess a practical knowledge of how to apply risk analysis to hazards in regulated products. The course is intended to equip students with the breadth of knowledge needed to participate in policy development and manage risk at a corporate and government level, as well as utilize standards to evaluate conformance based on regulatory science principles.

Key Topics
This course will address the following topics:
- Emerging Field of Regulatory Science
- Regulatory Policy
- Role of Risk Analysis in Regulatory Science
- Conducting a Risk Assessment
- Current Issues and Problems

Instructor Information
Dr. Tim Herrman, Professor
**Department of Soil & Crop Sciences**
**Texas A&M University**
State Chemist and Director **Office of the Texas State Chemist**
Telephone number  979-845-1121
Email address  tjh@otsc.tamu.edu
Office hours  By Appointment
Office location  Office of the Texas State Chemist, 445 Agronomy Rd, TAMU
# Course Topics, Calendar of Activities, Major Assignment Dates

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Assignments</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Unit 1 – Emerging Field of Regulatory Science</strong></td>
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</tr>
<tr>
<td>1</td>
<td>Aug. 31 – Sept. 6</td>
<td>What is Regulatory Science; Origins and Rationale behind US FDC Act;</td>
<td>Self-intro. Quiz</td>
</tr>
<tr>
<td>2</td>
<td>Sept. 7 - 13</td>
<td>Other US food safety agencies, laws, and regulations</td>
<td>Quiz</td>
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<tr>
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<td><strong>Unit 2 – Regulatory Policy</strong></td>
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<tr>
<td>3</td>
<td>Sept. 14 - 20</td>
<td>US Food Policy</td>
<td>Discussion</td>
</tr>
<tr>
<td>4</td>
<td>Sept. 21 - 27</td>
<td>Integrated Food Safety System; Globalization and Trade</td>
<td>Quiz</td>
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<td><strong>Unit 3 – Risk Analysis and Food Protection System</strong></td>
<td></td>
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<tr>
<td>5</td>
<td>Sept. 28 - Oct. 4</td>
<td>Risk and Uncertainty; Risk Analysis – FAO/WHO Model</td>
<td>Discussion</td>
</tr>
<tr>
<td>6</td>
<td>Oct. 5 - 11</td>
<td>Risk Analysis – OIE Model, NAS-NRC Model Risk Assessment - OIE</td>
<td>Quiz</td>
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<tr>
<td></td>
<td><strong>Unit 4 – Probability Distribution and Risk Assessment</strong></td>
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<tr>
<td>7</td>
<td>Oct. 12 - 18</td>
<td>Introduction to @ Risk Probability Principles Review Binomial Process</td>
<td>Homework</td>
</tr>
<tr>
<td>8</td>
<td>Oct. 19 - 25</td>
<td>Poisson and Hyper geometric Processes Normal Distribution, Central Limit Theorem</td>
<td>Homework</td>
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<tr>
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<td><strong>Unit 5 – Risk Assessment Modeling</strong></td>
<td></td>
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<tr>
<td>9</td>
<td>Oct. 26 – Nov. 1</td>
<td>Risk Assessment Modeling; Probabilistic Scenario Modeling; Introduction to Precision Tree</td>
<td>Homework</td>
</tr>
<tr>
<td>10</td>
<td>Nov. 2 – 8</td>
<td>Infectious Disease Modeling</td>
<td>Homework Class Project</td>
</tr>
<tr>
<td>11</td>
<td>Nov. 9 - 15</td>
<td>Dose Response</td>
<td>Homework</td>
</tr>
<tr>
<td>12</td>
<td>Nov. 16 - 22</td>
<td>Bootstrap and Bayesian Modeling</td>
<td>Discussion</td>
</tr>
<tr>
<td></td>
<td><strong>Unit 6 – Current Issues and Problems</strong></td>
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</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 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."
Texas A&M University
Departmental Request for a Change in Course
Undergraduate • Graduate • Professional
Submit original form and attachments

Form Instructions
1. Course request type: □ Undergraduate  ☑ Graduate  □ First Professional (MFT, OT, PT, Nursing, 1st Year)
2. Request submitted by (Department or Program Name): Department of Educational Psychology
3. Course prefix, number and complete title of course: SPED 630: Early Literacy for Students with Diverse Instructional Needs

Attach a brief supporting statement for changes made to items 4a thru 4d, and 10 below.

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

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

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

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

   Is this an existing core curriculum course? □ Yes  ☑ No

   If grade type is changing for existing course, indicate the new grade type: □ Grade  ☑ S/U  □ P/F (CLMD)

   If this course will be stacked, please indicate the course number of the stacked course:
   ☑ I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpr.tamu.edu/resources/export-controls/export-controls-basics-for-distance-education).

5. Complete current course title and current catalog course description:
   Early Literacy for Students with Diverse Instructional Needs: Theory, strategies, and techniques for consultation at the individual and system level; leadership systems, and interactions; problem solving, evaluation and use of researcher interventions, and evaluation of intervention outcomes; techniques for disseminating information

10. Complete proposed course title and proposed catalog course description (not to exceed 50 words):
    Reading: Research-based strategies to teach beginning reading and writing to pre-K through 4th grade students with disabilities and other diverse instructional needs; emphasis on current issues, assessment, prevention, and intervention.

11. a. As currently in course inventory:
    
    | Prefix | Course # | Title (excluding punctuation) |
    |--------|----------|-------------------------------|
    | SPED   | 630      | Early Lit Stud Div Instr      |
    
    | Lect.  | Lab      | Other | SCH  | CIP and Fund Code | Admin. Unit | FICE Code | Level |
    |--------|----------|-------|------|-------------------|-------------|-----------|-------|
    | 3.00   | 0.00     | 0.00  | 3.00 | 1310010004        | 0920        | 0 3 6 3 2 | 6     |

    b. Change to:
    
    | Prefix | Course # | Title (excluding punctuation) |
    |--------|----------|-------------------------------|
    | SPED   | 630      | Reading                       |
    
    | Lect.  | Lab      | Other | SCH  | CIP and Fund Code | Admin. Unit | Acad. Year | FICE Code |
    |--------|----------|-------|------|-------------------|-------------|------------|-----------|
    | 3.00   | 0.00     | 0.00  | 3.00 | 1310010004        | 0920        | 17 - 18    | 0 3 6 3 2 |

Approval recommended by:

Victor Wilson, Ph.D. 
Department Head or Program Chair (Type Name & Sign) Date
George Cunningham, Ph.D. 
Chair, College Review Committee Date
George Cunningham, Ph.D. 
Dean of College Date

Mark Zoran, Ph.D. 
Chair, GC or UCC Date

Submitted to Coordinating Board by:

Associate Director, Curricular Services Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
Curricular Services – 06/14
Special Consideration Items
Memorandum

July 25, 2016

To: Dr. Leonard Bright
Chair, Graduate Council
Assistant Dean of Graduate Education; Associate Professor

From: David Reed
Chair, Graduate Program Council
Associate Dean for Graduate Programs and Faculty Development

Re: Recreation, Park and Tourism Sciences (RPTS) Existing Degree Program CIP Code Change Request

This memo is to recommend approval for the RPTS Existing Degree Program CIP Code Change Request, per the College of Agriculture and Life Sciences Graduate Program Council who met July 20, 2016.
Texas Higher Education Coordinating Board

Existing Degree Program
CIP Code Change Request

Directions: Complete this form to request a change to the Classification of Instructional Programs (CIP) code of an existing degree program. The degree program must already be on your institution’s program inventory.

NOTE: This form requires the signature of the Provost or Chief Academic Officer.

Submit the Degree Program CIP Code Change Request via the Online Submission Portal: https://www1.thecb.state.tx.us/apps/proposals/

Information: Contact the Division of Academic Quality and Workforce at 512/427-6200.

Administrative Information

1. Institution: Texas A&M University

2. Current Degree Program Title — Show how the program appears on the Coordinating Board’s approval letter (e.g., Bachelor of Business Administration degree with a major in Accounting):
   • Master of Science in Recreation, Park and Tourism Sciences
   • Doctor of Philosophy in Recreation, Park and Tourism Sciences

3. Current Degree Program CIP Code: 31.0101

4. Contact Person: Provide contact information for the person who can answer specific questions about the degree program.
   
   Name: Dr. James Petrick
   Title: Professor and Associate Department Head for Graduate Programs
   E-mail: jpetrick@ag.tamu.edu
   Phone: 979-845-8806
Existing Program CIP Code Change
Page 2

Request for Change in CIP Code

Proposed Degree Program CIP Code: 52.0903

Implementation Date (MM/DD/YYYY): 08/01/2016

Reason for Change:
Describe why this change would be beneficial to students and/or the degree program.

The change will align the CIP codes of our BS program in Recreation, Park and Tourism Sciences with our academic graduate programs, and ensure that these programs are accurately classified in the CIP code organization. This change will also create consistency between our degree program classifications and the course-level CIP codes currently in place.

List of Similar Programs at Texas Public Institutions:
Provide the institution and program names for up to five examples of similar programs with the proposed CIP code.

The following list was pulled from the THECB program inventory. The only graduate degree program with this CIP is also in our college and department. We would like to maintain consistency between the CIP codes of our undergraduate programs and our graduate programs.

<table>
<thead>
<tr>
<th>Institution</th>
<th>Program Name</th>
<th>CIP Code</th>
<th>Award Given</th>
</tr>
</thead>
<tbody>
<tr>
<td>Texas A&amp;M University</td>
<td>COMMUNITY DEVELOPMENT 2019</td>
<td>52.0903.00</td>
<td>B</td>
</tr>
<tr>
<td>Texas A&amp;M University</td>
<td>RECREATION AND RESOURCES DEVELOPMENT</td>
<td>52.0903.00</td>
<td>M</td>
</tr>
<tr>
<td>Texas A&amp;M University</td>
<td>RECREATION, PARK AND TOURISM SCIENCES</td>
<td>52.0903.00</td>
<td>B</td>
</tr>
<tr>
<td>Texas A&amp;M University</td>
<td>RECREATION, PARK AND TOURISM SCIENCES-TOURISM MANAGEMENT 2020</td>
<td>52.0903.00</td>
<td>B</td>
</tr>
<tr>
<td>The University of Texas at San Antonio</td>
<td>SPORT, EVENT, AND TOURISM MANAGEMENT</td>
<td>52.0903.00</td>
<td>B</td>
</tr>
<tr>
<td>The University of Texas at San Antonio</td>
<td>TOURISM MANAGEMENT</td>
<td>52.0903.00</td>
<td>B</td>
</tr>
</tbody>
</table>
Signature of Compliance

I hereby certify that all of the above changes have been approved in accordance with the procedures required by my institution, system office, and Board of Regents, as applicable.

________________________________________  ________________________
Provost/Chief Academic Officer                Date
June 21, 2016

Memorandum

To: Karen Butler-Purry
   Associate Provost for Graduate and Professional Studies

From: Prasad Enjeti
      Associate Dean for Academic Affairs

Subject: Request to Waive Final Exam Requirement for select Master of Engineering Programs

The College of Engineering requests to exempt the final exam requirements for the select Master of Engineering programs listed below. The current process requires each student to submit the “Request for Exemption of the Final Examination” paperwork through their department and OGAPS. Automatically waiving the final exam will eliminate this paperwork; thus, allowing a more expedited process.

- Aerospace Engineering (AERO)
- Biomedical Engineering (BMEN)
- Computer Engineering (CECN, CEEN)
- Chemical Engineering (CHEN)
- Civil Engineering (CVEN)
- Electrical Engineering (ELEN)
- Industrial Engineering (INEN)
- Mechanical Engineering (MEEN)
- Materials Science and Engineering (MSEN)

Please contact me at enjeti@tamu.edu if there are any questions or additional information is needed.
July 18, 2014

To: Graduate Instruction Committee, COE

From: Dr. Andreas Klappenecker
Professor and Graduate Advisor

Through: Dr. John Criscione
Assistant Dean for Graduate Programs
College of Engineering

Re: Master of Computer Science

The Master of Computer Science program requests approval for the following change:

Allow students to be exempt from the final exam

The Master of Computer Science Degree no longer requires a final exam for the degree which is considered a terminal degree.
Scholastic Requirements
To maintain good academic standing and to be eligible for graduation, a Mays Professional MBA Program participant must maintain a cumulative 3.000 GPR in the Mays Professional MBA Program curriculum, and he/she must not have any unabsolved grades of D, F, or U on any course on his/her degree plan. To absolve deficient grades, the student must repeat the course at Texas A&M University attaining a final grade of C or better. A student failing to attain or maintain a cumulative 3.000 GPR by the end of the next term may be dismissed from the program. The Director of the Mays Professional MBA Program and the Associate Dean for Graduate Programs will evaluate all scholastic probation participants at the end of each of the program's terms and take appropriate action. When necessary, recommendations regarding the blocking of a student from further enrollment will be made to the Office of Graduate Studies.

A PMBA participant who withdraws or is dismissed from the Mays Professional MBA Program may not reenter the program. An exception may be granted in the case of voluntary withdrawal in good academic standing with prior written approval at the time of withdrawal from the Director of the Mays Professional MBA Program and the Associate Dean for Graduate Programs. A participant who withdraws or who is dismissed from the program after the deadline for refund will not receive any refund of tuition and fees.

GMAT and TOEFL Requirements
Students in the Mays Professional MBA Program are required to take the GMAT or GRE exam. International students are required to meet a minimum TOEFL score or receive a waiver.

Application for Degree
Graduate degrees are conferred at the close of each regular semester and 10-week summer semester. A candidate for advanced degree who expects to complete his/her work at the end of a given semester must apply for graduation by submitting the electronic application for degree to the Office of the Registrar and by paying the required graduation fee at the Fiscal Department no later than the Friday of the second week of the fall or spring semester or the Friday of the first week of the first summer term. Cancellations made after the application deadline will not receive a refund of the diploma fee. The electronic application for degree can be accessed via the student's Howdy portal.

Final Examination
A final oral examination is not required for the Professional Master of Business Administration degree.

The Degree of Master of Computer Science
The degree of Master of Computer Science (MCS) is a non-thesis degree, designed to complement the Master of Science degree in Computer Science. The degree requires the completion of a minimum of 30 hours of coursework and a satisfactory comprehensive final examination.
after the end of the semester in which it is taken. Graduate credit for coursework which
is more than seven calendar years old at the time of the final examination (oral or written)
may not be used to satisfy degree requirements.

Final Examination

The candidate must pass a final examination by dates announced each semester
or summer term in the “Office of Graduate Studies Calendar” unless the student has
been exempted from the examination. The Office of Graduate Studies must be
notified in writing of any cancellation. The candidate is eligible to petition for an
exemption from the final examination with departmental and committee approval.
The approved petition should be submitted to the Office of Graduate Studies by the
deadline announced for the student’s final semester (or semester of graduation) in
the Office of Graduate Studies Calendar. See Office of Graduate Studies website
ogs.tamu.edu/current-students/dates-and-deadlines/.

A request for permission to hold and announce the final examination must be
submitted to the Office of Graduate Studies a minimum of 10 working days in advance
of the scheduled date for the examination. Examinations which are not completed and
reported as satisfactory to the Office of Graduate Studies within 10 working days of the
scheduled examination date will be recorded as failures. A student may be given only
one opportunity to repeat the final examination for the master’s degree and that must be
within a time period that does not extend beyond the end of the next regular semester
(summer terms are excluded). The final exam cannot be held prior to the mid point of the
semester if questions on the exam are based on courses in which the student is currently
enrolled.

To be eligible to take the final examination, a student’s GPR must be at least 3.000
for courses on the degree plan and for all courses completed at Texas A&M which
are eligible to be applied to a graduate degree, and no unabsolved grades of D, F
or U can occur for any course listed on the degree plan. To absolve a deficient grade,
the student must have repeated the course at Texas A&M University and have achieved a
grade of C or better. All coursework on the degree plan must have been completed with
the exception of those hours for which the student is registered. Additionally, all English
language proficiency requirements must be satisfied prior to scheduling the examination.

The final examination covers all work taken on the degree plan and at the option
of the committee may be written or oral or both. The examination is conducted by the
student’s advisory committee as finally constituted. Persons other than members of the
graduate faculty may, with mutual consent of the candidate and the major professor,
attend final examinations for advanced degrees. Upon completion of the questioning of
the candidate, all visitors must excuse themselves from the proceedings. A positive vote
by all members of the graduate committee with at most one dissension is required to pass
a student on his or her exam. A department can have a stricter requirement provided
there is consistency within all degree programs within a department.

Exam results must be submitted with original signatures of only the committee
members approved by the Office of Graduate Studies. If an approved committee member
substitution (if only) has been made, his/her signature must also be submitted to the
Office of Graduate Studies.
Students who have completed all their degree requirements will not be allowed to cancel their graduation. The Registrar attempts each semester to balance the size of each ceremony. Thus, the makeup of the ceremony by colleges does change from semester to semester. Graduation times are posted each semester on the website of the Office of the Registrar. A student should check the website at graduation.tamu.edu to determine the date and time of his/her graduation ceremony.

Final Examination
A final oral examination is not required for the Professional Master of Business Administration degree.

The Degree of Master of Computer Science

The degree of Master of Computer Science (MCS) is a non-thesis degree, designed to complement the Master of Science degree in Computer Science. The degree requires the completion of a minimum of 30 hours of coursework. No final examination is required for the MCS degree.

Residence (See Residence Requirements, page 34.)
A student must complete 12 credit hours in resident study at Texas A&M University to satisfy the residence requirement for the Master of Computer Science degree.

Students who are employed full-time while completing their degree may fulfill total residence requirements by completion of less-than-full-time course loads each semester. In order to be considered for this, the student is required to submit a Petition for Waivers and Exceptions along with verification of his/her employment to the Office of Graduate and Professional Studies.

Student's Advisory Committee
After receiving admission to graduate studies and enrolling for coursework, the student will consult with the head of the department or the department head's designee (e.g. departmental graduate advisor) concerning appointment of the chair of his or her advisory committee. The student's advisory committee for the Master of Computer Science will consist of the departmental graduate advisor. The graduate advisor will serve as the student's committee chair or, the departmental graduate advisor may appoint/approve another departmental faculty member to serve as the appropriate chair of the student's advisory committee. Depending on the departmental policy, additional committee members may be required. If additional committee members are deemed necessary by the department, the chair, in consultation with the student, will select the remainder of the advisory committee. The student will interview each prospective committee member to determine whether he or she is willing to serve. Only graduate faculty members located on the campuses at College Station, Galveston, Qatar, Texas A&M University–Temple Campus or Institute of Biosciences and Technology–Houston may serve as chair of a student's advisory committee. Other graduate faculty members located off-campus may serve as a member or co-chair (but not chair), with a member as the chair. The chair of the committee, who usually has immediate supervision of the student's degree program, has the responsibility for calling meetings at any other time considered desirable.
Texas A&M University
New Certificate, Bachelors, Masters, or Doctoral Program
Undergraduate • Graduate • Professional
• Proposal Checklist •

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

Requested by the Department or Unit of:  Communication (Liberal Arts) and International Affairs (Bush School)

Program Type, Level, Designation, Title, Description, Hours

Program Type:  ☑ Certificate Program  □ Degree Program
Program Level:  □ UG Certificate  ☑ Grad Certificate  □ Bachelor  □ Master  □ Doctoral  □ Professional
Degree Designation (i.e., BS, BA, MA, MS, MAg, MEd, PhD, EdD, etc.)  International Communication and Public Diplomacy

Title of proposed program:  International Communication and Public Diplomacy

Proposed CIP Code (if known):  09.0907.00

Brief program description (provide a catalog description for undergraduate and graduate certificates):
The certificate allows students to explore the intersections of culture, media, and communication, with a particular emphasis on global media and public diplomacy. The certificate will also take a policy orientation, as an attempt to bridge the world of academic discourse about culture and communication, and apply it to the real world practice of public diplomacy.

Minimum program semester credit hours (SCH)  Certificates - 12 hours*  Bachelors - 120 hours  Masters - 30 hours

Proposed program hours:  12

*12 hours minimum to appear on transcript

Certificate Programs  ☑ Embedded  □ Standalone

Students take coursework that will result in a degree and certificate being earned at the same time. Non-degree seeking students take coursework to earn a certificate only (no degrees are awarded).

Off-Campus or Distance Delivery

% of Program a student can take off-campus or through Distance Education  Program Start Date  SACSCOC Approval**  When Provost needs to inform SACSCOC

□ 25%  ————  Notification Only
□ 50%  ————  Approval Required  6 months before first day of program
□ 80%  ————  Approval Required  6 months before first day of program
□ 100%  ————  Approval Required  6 months before first day of program

**Notification letter arranged through the Vice Provost for Academic Affairs and sent by TAMU President.

Program Delivery Mode

☑ On-campus
□ Broadcast / TTVN
□ Specific off-campus location***
□ Distance Education / Internet  □ In-State  □ Out-of-State  Start Date
□ Out-of-Country

Will this program be offered with another institution?  □ Yes  □ No

If yes, contact the Vice Provost for Academic Affairs for additional reporting requirements.

*□ Is this an approved SACSCOC location?  □ Yes  □ No
If no, a program prospectus must be sent to SACSCOC.
Approved locations as of March 2012: TAMU-Galveston, TAMU-Qatar, University Center-The Woodlands, CityCentre-Houston, Dubai and Saudi Arabia.

Program Funding
Texas A&M University
New Certificate, Bachelors, Masters, or Doctoral Program
Undergraduate • Graduate • Professional
• Proposal Checklist •

Has program funding been finalized at the department or college level? ☒ Yes ☐ No
If no, explain or attach budget: _____

Will new costs for the first five years of the program be under $2 million? ☒ Yes ☐ No
If new costs exceed $2 million, coordinating board approval is required.
**Submitted by (Contact Person):**

<table>
<thead>
<tr>
<th>Name</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Randy Kluver</td>
<td><a href="mailto:Rkluver@iamu.edu">Rkluver@iamu.edu</a></td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Title</th>
<th>Phone</th>
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</thead>
<tbody>
<tr>
<td>Associate Professor</td>
<td>979-255-5231</td>
</tr>
</tbody>
</table>

**Certification Statement**

By signing below, the Dean of the College certifies the proposed program complies with coordinating board standards. If the program is delivered through Distance Education, the Dean of the College certifies that they are following the *Principles of Good Practice for Academic Degree and Certificate Programs and Credit Courses Offered Electronically.*

*Use additional signature lines if program is between three or more departments or colleges.*

<table>
<thead>
<tr>
<th>Signature, Department Head or Interdisciplinary Program Chair</th>
<th>Date</th>
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<tbody>
<tr>
<td>Kevin Barge</td>
<td>5/31/16</td>
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<table>
<thead>
<tr>
<th>Chair, College Review Committee</th>
<th>Date</th>
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<tr>
<td></td>
<td>6/3/16</td>
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<tr>
<th>Signature, Department Head of Interdisciplinary Program Chair (if joint program)</th>
<th>Date</th>
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</thead>
<tbody>
<tr>
<td>Gregory Gause</td>
<td>7/19/16</td>
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<tr>
<th>Chair, University Curriculum Committee or Graduate Council</th>
<th>Date</th>
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<tr>
<td></td>
<td>7/14/16</td>
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<table>
<thead>
<tr>
<th>Dean of College</th>
<th>Date</th>
</tr>
</thead>
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<tr>
<td></td>
<td>7/14/16</td>
</tr>
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</table>

<table>
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<tr>
<th>Chair, University Curriculum Committee or Graduate Council</th>
<th>Date</th>
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</thead>
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Additional Approvals Required: Faculty Senate and President.
New Program Request Form for Certificate Programs

Directions: An institution shall use this form to propose a new bachelor’s or master’s degree program. In completing the form, the institution should refer to the document Standards for Bachelor’s and Master’s Programs, which prescribes specific requirements for new degree programs. Note: This form requires signatures of (1) the Chief Executive Officer, certifying adequacy of funding for the new program; (2) a member of the Board of Regents (or designee), certifying Board approval, and (3) if applicable, a member of the Board of Regents or (designee), certifying that criteria have been met for staff-level approval. NOTE: Preliminary authority is required for all engineering programs. An institution that does not have preliminary authority for a proposed engineering program shall submit a separate request for preliminary authority prior to submitting the degree program request form. That request shall address criteria set in Coordinating Board rules Section 5.24 (a).

Administrative Information

1. Institution:
Texas A&M University

2. Program Name – Show how the program would appear on the Coordinating Board’s program inventory (e.g., Bachelor of Business Administration degree with a major in Accounting):
Interdisciplinary graduate certificate in international communication and public diplomacy

3. Proposed CIP Code:

4. Brief Program Description – Describe the program and the educational objectives:
The proposed graduate Certificate in (International Communication and Public Diplomacy) is designed to prepare students for careers in government service, academia, and the non-profit world which draw upon the role of media and new media in diplomacy, statecraft, peace-making, and international conflict draws upon existing strengths in public policy, diplomacy, and international relations in the George Bush School of government and Public Service and the strength in global media studies, new media studies, and global communication in the Department of Communication.

This 12 credit hour, interdisciplinary certificate program would be open to students from any graduate degree program at Texas A&M University. It would provide participating graduate students with a menu of courses offered by various departments and colleges that in aggregate offer a more robust curriculum than is currently available in any single department. Because the certificate is designed as an interdisciplinary learning experience, no student would be permitted to include more than two courses from any one department as part of the certificate. No transfer credit from other institutions is allowed.

Number of Semester Credit Hours Required: 12

5. Administrative Unit – Identify where the program would fit within the organizational structure of the university (e.g., The Department of Electrical Engineering within the College of Engineering):
The program is a collaboration between the Department of International Affairs in the Bush School of Government and Public Service and the Department of Communication in the College of Liberal Arts. It will be governed by a faculty committee comprised of members of both departments.

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6. **Proposed Implementation Date** – Report the first semester and year that students would enter the program:

   Fall semester, 2016.

7. **Contact Person** – Provide contact information for the person who can answer specific questions about the program:

   Name: Randy Kluver
   
   Title: Associate Professor
   
   E-mail: rkluver@tamu.edu
   
   Phone: 979-255-5231

---

**Program Information**

**1. Need**

*Note: Complete I.A and I.B only if preliminary authority for the program was granted more than four years ago. This includes programs for which the institution was granted broad preliminary authority for the discipline.*

A. **Job Market Need** – Provide short- and long-term evidence of the need for graduates in the job market.

   This program is not a full degree, but rather a grad certificate and is designed to provide a competitive edge for our students going into diplomatic service or academia. Most advanced nations have developed outreach efforts in public diplomacy, “e-diplomacy,” and even “twitter-diplomacy,” and yet there are few schools which offer the types of training in media, international communication, and social media that are required. The US Department of State has developed a framework called “Diplomacy 2.0” which seeks to engage foreign publics by using the tools of internet communication. In addition, there are multiple institutions now preparing

B. **Student Demand** – Provide short- and long-term evidence of demand for the program.

   The Bush School and the Department of Communication have been working closely in this area for a number of years, with students cross-enrolling in courses that document this need. So we see evidence both from student request, as well as in emerging job opportunities in the US department of state and other organizations.

C. **Enrollment Projections** – Use this table to show the estimated cumulative headcount and full-time student equivalent (FTSE) enrollment for the first five years of the program. *(Include majors only and consider attrition and graduation.)*

<table>
<thead>
<tr>
<th>YEAR</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
</table>

Revised 01.14.2014
II. Quality

A. Certificate and Degree Requirements – Use this table to show the certificate and degree requirements of the program. *(Modify the table as needed; if necessary, replicate the table for more than one option.)*

<table>
<thead>
<tr>
<th>Category</th>
<th>Semester Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education Core Curriculum <em>(bachelor’s degree only)</em></td>
<td></td>
</tr>
<tr>
<td>Required Courses</td>
<td>12</td>
</tr>
<tr>
<td>Prescribed Electives</td>
<td>3</td>
</tr>
<tr>
<td>Free Electives</td>
<td>9</td>
</tr>
<tr>
<td>Other <em>(Specify, e.g., internships, clinical work)</em></td>
<td>(if not included above)</td>
</tr>
<tr>
<td>TOTAL</td>
<td>12</td>
</tr>
</tbody>
</table>

B. Curriculum – Use these tables to identify the required courses and prescribed electives of the program, and curriculum as it will appear in the undergraduate and graduate catalog. Note with an asterisk (*) courses that would be added if the program is approved. *(Add and delete rows as needed. If applicable, replicate the tables for different tracks/options as shown in the undergraduate catalog.)*

<table>
<thead>
<tr>
<th>Prefix and Number</th>
<th>Required Courses</th>
<th>SCH</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM XXX</td>
<td>International Communication and Public Diplomacy</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Prefix and Number</th>
<th>Prescribed Elective Courses</th>
<th>SCH</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM</td>
<td>Three hours from either:</td>
<td>3</td>
</tr>
</tbody>
</table>
C. Faculty – Use these tables to provide information about Core and Support faculty. Add an asterisk (*) before the name of the individual who will have direct administrative responsibilities for the program. (*Add and delete rows as needed.*)

<table>
<thead>
<tr>
<th>Name of Core Faculty and Faculty Rank</th>
<th>Highest Degree and Awarding Institution</th>
<th>Courses Assigned in Program</th>
<th>% Time Assigned To Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kluver, Randy</td>
<td>PhD in Communication</td>
<td>COMM XXX</td>
<td>25%</td>
</tr>
<tr>
<td>Kluver, Randy</td>
<td>University of Southern California</td>
<td>COMM 663</td>
<td></td>
</tr>
<tr>
<td>Gause, Francis G. Professor</td>
<td>PhD, Harvard University</td>
<td>INTA 664</td>
<td>25%</td>
</tr>
</tbody>
</table>

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New Program Request Form for
Certificate Programs, Bachelor’s and Master’s Degrees
Page 5

<table>
<thead>
<tr>
<th>Name of Support Faculty and Faculty Rank</th>
<th>Highest Degree and Awarding Institution</th>
<th>Courses Assigned in Program</th>
<th>% Time Assigned To Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wallis, Cara</td>
<td>PhD, Univ of Southern California</td>
<td>COMM 663, COMM 460, COMM 689</td>
<td>10%</td>
</tr>
<tr>
<td>Braman, Sandra</td>
<td>PhD, Univ of Minnesota</td>
<td>COMM 663</td>
<td>10%</td>
</tr>
<tr>
<td>Norris, Will</td>
<td>PhD, MIT</td>
<td>INTA 621, 673, 672</td>
<td>10%</td>
</tr>
<tr>
<td>Thornton, Gabriella</td>
<td>PhD, Univ of Miami</td>
<td>INTA 655, 661</td>
<td>10%</td>
</tr>
</tbody>
</table>

D. Students – Describe general recruitment efforts and admission requirements. How will students be accepted into the program? In accordance with the institution’s Uniform Recruitment and Retention Strategy, describe plans to recruit, retain, and graduate students from underrepresented groups for the program. Students will be informed of the possibility of this interdisciplinary certificate upon entry to the respective graduate programs of each of the departments. In addition, the certificate will be discussed in courses that are already offered by the departments that would count towards credit.

E. Library – Provide the library director’s assessment of library resources necessary for the program. Describe plans to build the library holdings to support the program. The library holdings are already sufficient to support this program, but core and supporting faculty will continue to inform library of new resources in this quickly emerging field.
F. **Facilities and Equipment** – Describe the availability and adequacy of facilities and equipment to support the program. Describe plans for facility and equipment improvements/additions.

No need for additional facilities or equipment.

G. **Accreditation** – If the discipline has a national accrediting body, describe plans to obtain accreditation or provide a rationale for not pursuing accreditation.

Not applicable.

H. **Evaluation** – Describe the evaluation process that will be used to assess the quality and effectiveness of the new degree program.

The certificate program will be evaluated on an ongoing basis by Drs. Kluver and Gause, based on student feedback, student placement, and course quality, using measures already in place.

I. **Administration of Program** – Describe how the program will be administered. Where will the program be administered (i.e., department, college)?

As an interdepartmental offering, the program will be administered by a joint faculty committee.

### III. Costs and Funding

**Five-Year Costs and Funding Sources** - Use this table to show five-year costs and sources of funding for the program.

<table>
<thead>
<tr>
<th>Five-Year Costs</th>
<th>Five-Year Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personnel(^1)</td>
<td>Reallocated Funds</td>
</tr>
<tr>
<td>Facilities and Equipment</td>
<td>Anticipated New Formula Funding(^3)</td>
</tr>
<tr>
<td>Library, Supplies, and Materials</td>
<td>Special Item Funding</td>
</tr>
<tr>
<td>Other(^2)</td>
<td>Other(^4)</td>
</tr>
<tr>
<td><strong>Total Costs</strong></td>
<td><strong>Total Funding</strong></td>
</tr>
<tr>
<td>$0</td>
<td>$0</td>
</tr>
</tbody>
</table>

1. Report costs for new faculty hires, graduate assistants, and technical support personnel. For new faculty, prorate individual salaries as a percentage of the time assigned to the program. If existing faculty will contribute to program, include costs necessary to maintain existing programs (e.g., cost of adjunct to cover courses previously taught by faculty who would teach in new program).
2. Specify other costs here (e.g., administrative costs, travel).
3. Indicate formula funding for students new to the institution because of the program; formula funding should be included only for years three through five of the program and should reflect enrollment projections for years three through five.
4. Report other sources of funding here. In-hand grants, "likely" future grants, and designated tuition and fees can be included.

*Revised 01.14.2014*
Signature Page

1. **Adequacy of Funding** — The chief executive officer shall sign the following statement:

   *I certify that the institution has adequate funds to cover the costs of the new program. Furthermore, the new program will not reduce the effectiveness or quality of existing programs at the institution.*

   
   [Signature]

   **Chief Executive Officer**

   
   [Date]

2. **Board of Regents or Designee Approval** — A member of the Board of Regents or designee shall sign the following statement:

   *On behalf of the Board of Regents, I approve the program.*

   
   [Signature]

   **Board of Regents (Designee)**

   
   [Date of Approval]

3. **Board of Regents Certification of Criteria for Commissioner of Assistant Commissioner Approval** — For a program to be approved by the Commissioner or the Assistant Commissioner for Academic Affairs and Research, the Board of Regents or designee must certify that the new program meets the eight criteria under TAC Section 5.50 (b): The criteria stipulate that the program shall:

   1. be within the institution's current Table of Programs;
   2. have a curriculum, faculty, resources, support services, and other components of a degree program that are comparable to those of high quality programs in the same or similar disciplines at other institutions;
   3. have sufficient clinical or in-service sites, if applicable, to support the program;
   4. be consistent with the standards of the Commission of Colleges of the Southern Association of Colleges and Schools and, if applicable, with the standards or discipline-specific accrediting agencies and licensing agencies;
   5. attract students on a long-term basis and produce graduates who would have opportunities for employment; or the program is appropriate for the development of a well-rounded array of basic baccalaureate degree programs at the institution;
   6. not unnecessarily duplicate existing programs at other institutions;
   7. not be dependent on future Special Item funding
   8. have new five-year costs that would not exceed $2 million.

   *On behalf of the Board of Regents, I certify that the new program meets the criteria specified under TAC Section 5.50 (b).*

   
   [Signature]

   **Board of Regents (Designee)**

   
   [Date]
Informational Items
July 14, 2016

MEMORANDUM

To: Sandra Williams
   Associate Registrar

Cc: Venesa Heidick
    Registrar

From: Maxine M. Harrington
      Associate Dean for Academic Affairs
      School of Law

Re: Revision of Special Topics variable credit range

On May 11, 2016, the School of Law faculty approved a .5 credit hour Professional Identity course required for all entering 1L law students beginning with the fall 2016 term. Course approval paperwork will be submitted shortly for this course. However, Special Topics, LAW-7900, must be used to enter this course in the fall 2016 schedule. Currently, LAW-7900 is a 1 – 4 hour variable credit course. The School of Law requests that the variable credits for LAW-7900 be revised to 0 – 4 so this course can be created for the fall 2016 term.
School of Law

Change in Course

LAW 7900. Special Topics.

Variable credit to include zero credit
  From:  Credit 1 to 4.
  To:    Credit 0 to 4.