1. **Approval of November 2013 Minutes**

2. **Discussion Items**
   a. Curricular Request Processing
   b. Graduate Council Bylaws

3. **New Course Requests:**
   a. AGEC 639 Comparative Global Standard in Food Systems *(tabled at Nov. 2013 meeting)*
   b. ANTH 608 Skills in Maritime Archaeology
   c. CVEN 612 Tools for Highway Materials and Pavement Design
   d. ECEN 764 Medical Imaging
   e. ECON 675 Capstone for Financial Economics/Financial Econometrics
   f. HISP 668 Modern Latin American Poetry from 1850-2010
   g. NUEN 640 Severe Accident Analysis of Nuclear Facilities
   h. PETE 658 Energy and Sustainability *(tabled at Nov. 2013 meeting)*
   i. PHIL 624 Latin American Philosophy
   j. PLPA 604 Plant Bacterial Diseases
   k. PLPA 605 Molecular Plant Virology
   l. PLPA 606 Fungal Biology
   m. PLPA 607 Pathogen Strategies
   n. PLPA 608 Pathogen Perception and Signaling
   o. PLPA 609 Defense Hormone Signals
   p. PSAA 619 U.S. Urban Policy and Management
   q. SEFB 630 Practicum in Applied Behavior Analysis
   r. SEFB 631 Intensive Practicum in Applied Behavior Analysis

4. **Course Change Requests:**
   a. CVEN 601 Environmental Engineering Processes III
   b. CVEN 620 Environmental Engineering Processes II
   c. ECEN 681 Seminar
   d. ENGL 697 Pedagogy
   e. HISP 600 Introduction to Hispanic Studies
   f. HISP 601 Research Theory and Writing
   g. HISP 606 Spanish in the United States
   h. HISP 607 Seminar in Spanish Linguistics
   i. HISP 614 Spanish Dialectology
   j. HISP 618 Hispanic Folklore and Popular Culture
   k. HISP 620 Studies in Critical Thinking
   l. HISP 630 Studies in Latin American Literature
   m. HISP 640 History of Ideas in the Hispanic World
   n. HISP 646 Cultural Encounter and Borders from Baroque to the Present
   o. HISP 650 Methods of Study in Spanish Linguistics
   p. HISP 660 Reading and Research in Hispanic Cultural Studies
   q. HISP 664 Hispanic Theatre
   r. HISP 665 Studies in Spanish Literature
   s. HISP 667 Hispanic Genre Studies
   t. HISP 670 Studies in U.S. Hispanic Literature
   u. HISP 672 Hispanic Film and Performance Arts
   v. HISP 685 Directed Studies
   w. HISP 689 Special Topics in
x. HISP 691 Research
y. MARS 620 International Environmental Business Transactions
z. MARS 675 Environmental Management Strategies for Scientist

5. **Special Consideration Items:**
   a. Proposal for New MS in Maritime Archaeology and Conservation (*Approved at Nov.2013 Meeting*)
   b. HISP Graduate Program Reform
   c. Joint Degree Program with Environmental Geosciences and Oceanography
   d. 5-Year BS/MS in Economics Degree Proposal
   e. 5-Year Degree Program MARA/MMAL
   f. Degree Proposal for Master of Maritime Administration and Logistics
New Courses
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

Form Instructions

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

2. Course prefix, number and complete title of course: AGEC 639 Comparative Global Standards in Food Systems

3. Catalog course description (not to exceed 50 words): Laws, regulations and standards governing the production, distribution, processing, and marketing of food across regions of the world; international standard setting bodies and risk assessment committees; regulatory equivalency and harmonization; product approval procedures; cost/benefits of global standards and trade agreements.

4. Prerequisite(s): None

   Cross-listed with: SCSC 635

   Stacked with: N/A

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

5. Is this a variable credit course? □ Yes □ No

   If yes, from _______ to _______

6. Is this a repeatable course? □ Yes □ No

   If yes, this course may be taken _______ times.

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

7. This course will:
   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

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

9. Prefix  Course #  Title (excluding punctuation)

   AGEC 639  Comparative Global Standards in Food Systems

   Lect. Lab SCH CIRP and Fund Code Admin. Unit Acad. Year FICE Code
   0 3 0 0 0 3 0 1 0 7 0 1 0 0 0 5 0 1 4 0 1 2 - 1 3 0 0 3 6 3 2

   Approval recommended by:

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

   Chair, College Review Committee

   Department Head or Program Chair (Type Name & Sign) Date
   (if cross-listed course) Edward Ritter for C. Parr Rosson

   Dean of College

   Submitted to Coordinating Board by:

   Associate Director, Curricular Services

   Date

   Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu
Curricular Services – 3/10
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

Form Instructions

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

2. Course prefix, number and complete title of course: AGEC 639 Comparative Global Standards in Food Systems

3. Catalog course description (not to exceed 50 words): Laws, regulations and standards governing the production, distribution, processing, and marketing of food across regions of the world; international standard setting bodies and risk assessment committees; regulatory equivalency and harmonization; product approval procedures; cost/benefits of global standards and trade agreements.

4. Prerequisite(s): None

Cross-listed with: SCSC 635
Stacked with: N/A

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

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

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

7. This course will be:
   a. required for students enrolled in the following degree 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)

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

9. Prefix Course # Title (excluding punctuation)

<table>
<thead>
<tr>
<th></th>
<th>Lect.</th>
<th>Lab</th>
<th>SCH</th>
<th>CHRR</th>
<th>CMP</th>
<th>GLOBAL</th>
<th>STD</th>
<th>FOOD</th>
<th>SYS</th>
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<tr>
<td>AGEC</td>
<td>6</td>
<td>39</td>
<td>COMP</td>
<td>GLOBAL</td>
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Admin. Unit: 12 - 13
Acad. Year: 2013
HCE Code: 63 32

Approval recommended by:

Dept. Chair or Program Chair (Type Name & Sign) Date

Chair, College Review Committee Date

Dean of College Date

Chair, GC or UCC Date

Submitted to Coordinating Board by:

Associate Director, Curricular Services Date

Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services – 3/10
Comparative Global Standards in Food Systems
AGEC 639/SCSC 635 | Fall 2012
Dr. Victoria Salin (v-salin@tamu.edu)

Instructor:
Dr. Victoria Salin, Associate Professor
Department of Agricultural Economics
Phone: (979) 845-1121
Fax: (979) 845-1389
E-mail: v-salin@tamu.edu

Dr. Tim Herrman, Professor
Department of Soil & Crop Sciences
State Chemist and Director Office of the Texas
State Chemist
Phone: (979) 845-1121
Fax: (979) 845-1389
E-mail: tjh@otsc.tamu.edu

Course Description:
Laws, regulations and standards governing the production, distribution, processing, and
marketing of food across regions of the world; international standard setting bodies and risk
assessment committees; regulatory equivalency and harmonization; product approval
procedures; cost/benefits of global standards and trade agreements.

Student Credit Hours: 3

Prerequisites: None

Course Goals:
After completing this course, students will possess a working knowledge of feed and food law,
regulations, and standards in different regions of the world including product approval
procedures. The course is intended to equip the student with breadth of knowledge needed to
make decisions about which standards apply and under which circumstances based on
economic, public health and safety, and quality management factors.

Key Topics:
This course will address the following topics:
  • Globalization and Standards Development
  • Principles of Standards Development
  • Food Laws and Regulations – by Region
    o European Union
    o Canada
    o Latin America
    o Australia
    o Asia
    o Africa
  • Impact of Food Law and Regulations on Trade, Food Security, and Food Protection
  • Emerging Issues
Course Tools:
Blackboard Learning Management System
All course materials and activities will be presented using the Blackboard Learning Management System. You access Blackboard by logging into http://elearning.tamu.edu
Before you access course materials, please perform Vista Browser Check by clicking on the Check Browser button.

Textbooks:
International Standards for Food Safety (2000)
Ensuring Global Food Safety [electronic resource]: exploring global harmonization/edited by Christine Boisrobert et al. (online)

Additional Readings:
Readings will be taken from other reference materials including government publications and standards. Most readings will be available in Blackboard in .pdf format. Other readings will be available online, with a hyperlink provided in Blackboard.

Presentations
Online slide presentations with audio or each module can be accessed from Blackboard. The slides for each presentation will be provided as a .pdf file which can be downloaded and printed. Participants will also receive a packet of materials, which includes course materials on CD, via mail.

Course Activities:
Every week, you will be expected to complete the following:
- View all presentations
- Complete all readings
- Participate in course discussion
- Submit quiz for the week’s readings and presentation

Quizzes: Each week there will be a short quiz on the week’s readings and presentation. All quizzes will be administered through the course management system.

Exams: There will be a midterm and final exam which will be administered through the course management system.

Projects/ Final Paper: Course projects include evaluating a global standard, how the Codex Alimentarius standard is developed (look at the organization and its relationship to the other stakeholders) and writing a white paper.

Discussions: Course discussions will be held on the discussion forum on the course management system. These discussions are good way for you to communicate with other students and the instructor and to share ideas and insights. If you need an immediate answer, please e-mail me directly.
Grading
Your grades will be determined as follows:

<table>
<thead>
<tr>
<th>Quizzes</th>
<th>20% of total grade</th>
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<tbody>
<tr>
<td>Exams</td>
<td>40% of total grade</td>
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<tr>
<td>Projects</td>
<td>40% of total grade</td>
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<td>D</td>
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Grading Policy
Class assignments, quizzes, and final exam must be completed on the dates set by the instructor on the course website unless prior approval has been granted by the instructor.

Attendance, Homework and Make-up Exam Policy
Due to the participatory nature of this Web-based class, regular log-in to the course Web site is expected. Excused absences are subject to TAMU rules and guidelines please see: http://student-rules.tamu.edu/rule7.htm for details.

Instructor/ Student Communication
Please send all e-mails to the email address: tih@otsc.tamu.edu. I will not be using the Blackboard Mail Tool.

Please post any questions you have about the material to the discussion board so other students can respond to it and/or benefit from the ensuing discussion. I will be reading the discussion board and will reply to messages when necessary.

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

Copyright
Course packets and all other materials generated and/or used during this course are copyrighted. Because these materials are copyrighted, you do not have the right to copy the course packets, unless the instructor expressly grants permission.

Academic Integrity Statement
"An Aggie does not lie, cheat, or steal or tolerate those who do." For more information, read the Honor Council Rules and Procedures at http://www.tamu.edu/aggiehonor
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
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<tr>
<td>1</td>
<td>Global Food Chain</td>
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<td>• Trade flows</td>
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<td>• Resource base</td>
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<td>• Population</td>
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<td>Public Health and Safety</td>
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<td>Codex Alimentarius and the role of</td>
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<td>• Harmonization</td>
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<td>• Equivalency</td>
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<td>• Transparency</td>
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<td>3</td>
<td>Legal systems</td>
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<td>• Liability orientation versus regulatory orientation</td>
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<td>• Precautionary principle</td>
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<td>• Science-based standards</td>
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<td>• Litigation-recent history in U.S. food system</td>
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<td>4</td>
<td>3rd party certification and audit</td>
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<td>• GFSI</td>
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<td>European Union</td>
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<td>European Union</td>
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<td>Canada, Latin America</td>
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<td>Australia</td>
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<td>China-Japan</td>
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<td>Africa</td>
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<td>11</td>
<td>Trade policy regimes</td>
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<td>• GATT-WTO</td>
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<td>12</td>
<td>Regional customs unions</td>
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<td>13</td>
<td>Regional customs unions</td>
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<tr>
<td>14</td>
<td>Global sourcing of food and feed ingredients</td>
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<tr>
<td>15</td>
<td>Final Exam</td>
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</tbody>
</table>
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

1. Request submitted by (Department or Program Name): Department of Anthropology
   ANTH 608: Skills in Maritime Archaeology

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

3. Catalog course description (not to exceed 50 words):
   Themes and tools of maritime archaeology. Topics covered include remote sensing and mapping as well as interpreting, recording, and storing data used in maritime archaeological surveys.

4. Prerequisite(s):
   Graduate Classification; Approval of Instructor
   Cross-listed with: Stacked with: 
   Cross-listed courses require the signature of both department heads.

5. Is this a variable credit course? ☑ No
   If yes, from ______ to ______

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

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

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

9. Prefix Course # Title (excluding punctuation)
   ANTH 608 SKILLS IN MARITIME ARCH
   Lect. Lab SCH CIP and Fund Code Admin. Unit Acad. Year 114-Code
   0 3 0 0 0 3 4 5 0 3 0 1 0 0 2 8 0 1 4 - 1 5 0 0 3 6 3 2
   Approval recommended by:
   Cynthia Warner
   Department Head or Program Chair (Type Name & Sign) Date
   Chair, College Review Committee Date
   Dean of College Date
   Chair, GC or UCC Date
   Submitted to Coordinating Board by:
   Associate Director, Curricular Services Date
   Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
Curricular Services – 3/10
Skills in Maritime Archaeology

ANTH 6XX (600)

SYLLABUS

SPRING 2016 <<DATE/TIME>>

ANTH 209 (CSFA Conference Room) & Harrington Tower Room XXX

Shelley Wachsmann, Ph.D.
Meadows Professor of Biblical Archaeology
Nautical Archaeology Program, Department of Anthropology, Texas A&M University

Office hours: Wednesdays 3:00-5:00 PM. Generally, I will be in my office (ANTH 121) on most weekday afternoons. Feel free to drop by. If you want to confirm a meeting, I can be reached by telephone (W) 979 847-9257, (M) 979 574-7693 or by e-mail (swachsmann@tamu.edu).

COURSE DESCRIPTION

Students seeking a future in maritime archaeology require a wide knowledge of techniques, tools and methods used in the field. This seminar is intended to introduce students to themes and tools in maritime archaeology. It will acquaint participants with remote sensing and mapping, interpreting, recording, and storing data used in maritime archaeological surveys. Students will study the theory pertaining to these topics and will also have opportunities to practice the required skills in exercises.

COURSE OBJECTIVES

Specifically, this course will familiarize students with the following: A) concepts associated with remote sensing, B) basic methodologies for mapping an archaeological site, C) basic software available to map and record an archaeological site, D) fundamental ethical questions and legislation related to the survey and excavation of submerged cultural resources, E) advanced methods of recording artifacts, F) the most common analysis and sciences associated with the interpretation of a submerged site.

Topics covered in this course include aspects of maritime museum curatorship, maritime cultural resource management and deep-submergence archaeology, as well as relevant technologies pertaining to field work and artifact study such as GIS, remote-sensing technologies, laws pertaining to maritime cultural resources, documentation tools (Faro Arm and X-ray fluorescence [XRF]) and methods. During Spring Break <<DATES>> there will be a remote-sensing field trip.

Some meetings will include practical training in handling equipment and recording archaeological sites, learning specific computer software, and developing a clear vision of the problems associated with underwater survey and excavation. Students will be required at the end of the course to submit a seminar paper and an essay.

During the course students will have the opportunity to interact directly with leaders in the various themes that compose the field of maritime archaeology as well as with experts in the technologies that makes this research possible. Some of these meetings will be
carried out via Texas A&M University's videoconferencing facilities, others will be presentations by visiting professionals. Approval of the instructor is a prerequisite for participation in this course.

PREREQUISITE
Graduate classification; approval of the instructor.

SYSTEM OF GRADING
Grades in this course will be based on your class participation (20 percent), on a seminar paper (50 percent) and an essay (30 percent). Students will be expected to give presentations in classes on select topics within the overall subject under discussion. In those classes in which we will be having presentations by external experts I will expect you to have read the references and to display a clear knowledge of the subject matter. Letter grades assigned will follow the standard TAMU scale: 100-90 = A, 89-80 = B, 79-70 = C, 69-60 = D, 59 and below = F.

PAPERS
Eighty percent of your grade will be based on your two papers:

*The research seminar paper.*—This paper, about 5,000 words/20 double-spaced pages, allows you to demonstrate your proficiency in one of the aspects of the course. The choice of a topic for your paper is yours and I am open to any and all reasonable proposals as long as they fit within the limits of the seminar: I recommend finding a topic in which you wish to develop an expertise or that you find particularly interesting. The paper should be carefully researched, using primarily original sources and focused on a well-defined topic. Use *American Journal of Archaeology (AJA)* reference style: download a copy of the style instructions here (http://www.jaonline.org/submissions). Whatever your choice, you must use Endnote for references. This program is free (https://software.tamu.edu/Default.aspx) from the Texas A&M University software store. See the tutorial that covers the basics of Endnote (http://endnote.com/training/tutorials/EndNote_Basics/EndNote%20Basics.html). Tutorials are also available on YouTube (http://www.youtube.com/endnotetraining). The *AJA* Endnote style is available on the endnote web site (http://www.endnote.com/support/enstyles.asp). Include a copy of your Endnote library on a CD with your seminar paper. Also list at least five keywords in each Endnote reference. With the exception of books, almost all the readings required for this course are available online at the Electronic Course Reserves and/or at specified URLs (see below). I encourage you to meet with me regularly outside of class hours to ensure that you are keeping up with the material and are on schedule to complete your course requirements.

*The essay.*—This paper, about 2,000 words/4 double-spaced pages, should be a thoughtful discussion of any aspect related to maritime archaeology. Essay topics may include, but are not limited to, for example, the significance of a particular shipwreck, aspects of maritime museum conservancy, technological issues, etc.

Note that your seminar paper and proposal cannot deal with the same topic
Topic selection and abstract.—As topic selection can be a difficult process, and lead to procrastination, I encourage you to look over the material that we will cover and select a topic early in the semester. Please drop by to discuss your topic ideas with me. To help you in selecting topics so that you will have time to work on them I require that you submit to me 250-word abstracts together with a preliminary bibliography for both the seminar paper and the essay (two abstracts) no later than our third meeting (<<DATE>>). Remember, deadlines are our friends. Note that these abstracts should be statements of intent that describe the topics and explain why they are important.

Due date.—Seminar papers and essays are due in my mailbox no later than 5 PM on the last day of class, (<<DATE>>). Late submissions will automatically be docked a letter grade. (If both papers are late, only one letter grade will be docked.) Given human nature, I highly recommend that you aim to submit your seminar paper and proposal a week or two earlier.

Notification of final grades.—At the conclusion of the semester each student will receive a letter with the student’s final grade and an evaluation of class work. No grades will be posted.

ACADEMIC INTEGRITY
An Aggie does not lie, cheat or steal, or tolerate those who do. For more information regarding academic integrity, please visit the Honor Council Rules and Procedures on the web: http://aggiehonor.tamu.edu).

THE AMERICANS WITH DISABILITIES ACT (ADA)
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Office of Support Services for Students with Disabilities in Room 126 of the Koldus Services Building, or call 845-1637.

STATEMENT ON DIVERSITY
Respect for cultural and human biological diversity is a core concept of Anthropology. In this course, each voice in the classroom has something of value to contribute to class discussion. Please respect the different experiences, beliefs and values expressed by your fellow students and instructor, and refrain from derogatory comments about other individuals, cultures, groups, or viewpoints. The Anthropology Department supports the Texas A&M University commitment to Diversity, and welcomes individuals of all ages, backgrounds, citizenships, disabilities, education, ethnicities, family statuses, genders, gender identities, geographical locations, languages, military experience, political views, races, religions, sexual orientations, socioeconomic statuses, and work experiences (See http://diversity.tamu.edu/).
SCHEDULE SPRING 2016

Week 1: Introduction

Week 2: Geographic Information Systems (GIS). Part I

Week 3: Geographic Information Systems (GIS). Part II

Week 4: Recording Artifacts. Applied Exercises with the FARO Arm

Week 5: Characterizing Artifacts. Introduction to X-Ray Fluorescence (XRF)

Week 6: Introduction to Underwater Remote Sensing

Week 7: Sidescan Sonar and Hypack software

Week 8: The Magnetometer

Week 9 (Spring Break): Remote-Sensing Field Trip

Week 10: Introduction to Deep Submergence Archaeology

Week 11: Laws Pertaining to Submerged Cultural Resources

Week 12: So You Want to Be a State Maritime Archaeologist

Week 13: Maritime Cultural Resource Management in the Oil Industry

Week 14: Curating a Maritime Museum

Week 15: Reports on Seminar Papers & Essays
READINGS

There is no specific textbook for this course: in the place of a textbook, we will use the following materials:

**Week 1: Introduction**

*On writing*


**Weeks 2-3: Geographic Information Systems (GIS). Parts I-II**

*General*

Getting Started with GIS
http://training.esri.com/gateway/index.cfm?fa=catalog.webCourseDetail&courseid=2500

The Geospatial Revolution
http://geospatialrevolution.psu.edu/trailer.php

ORBIS, the Stanford Geospatial Network Model of the Roman World
http://orbis.stanford.edu/

*GIS in Marine Archaeology*


The Titanic
http://storymaps.esri.com/stories/titanic/
http://edcommunity.esri.com/resources/arclessons/lessons/e/exploring_the_titanic_with_gis

**Week 4: Recording Artifacts. Applied Exercises with the FARO Arm**

*FARO ARM Users Manual.*

**Week 5: Characterizing Artifacts. Introduction to X-Ray Fluorescence (XRF)**

*XRF Users Manual.*

**Week 6: Introduction to Underwater Remote Sensing**


**Week 7: Sidescan Sonar and Hypack Software**

*Hypack Users Manual.*

**Week 8: The Magnetometer**


**WEEK 9 (SPRING BREAK): REMOTE SENSING FIELD TRIP**

**WEEK 10: INTRODUCTION TO DEEP SUBMERGENCE ARCHAEOLOGY**


WEEK 11: LAWS PERTAINING TO SUBMERGED CULTURAL RESOURCES


WEEK 12: SO YOU WANT TO BE A STATE MARITIME ARCHAEOLOGIST...


Little, B. and P. Shackel. eds. 2007. Archaeology as a Tool of Civic Engagement. Lanham, MD: AltaMira.


**WEEK 13: MARITIME CULTURAL RESOURCE MANAGEMENT IN THE OIL INDUSTRY**


**WEEK 14: CURATING A MARITIME MUSEUM**


**Week 15: Reports on Seminar Papers & Essays**
1. Request submitted by (Department or Program Name): Zachry Department of Civil Engineering
2. Course prefix, number and complete title of course: CVEN 612 Tools for Highway Materials and Pavement Design
3. Catalog course description (not to exceed 50 words): Theory and practice in pavement design; pavement performance; structural design of pavement layers; types of materials used in pavement layers; characterization of pavement layer materials; concepts of pavement management; hands-on application of pavement design computational tools.

4. Prerequisite(s):

Cross-listed with: CVEN 418

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

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

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

7. This course will be:
   a. required for students enrolled in the following degree 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)
   M.S., M.E., and Ph.D. in civil engineering

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

9. Prefix: CVEN
   Course #: 612
   Title (excluding punctuation): Tools for Pavement Design

   Lect. Lab SCH CP and Fund Code Admin Unit Acad Year FCL Code
   0 3 0 0 0 3 1 4 0 8 0 1 0 0 0 6 0 6 3 0 1 4 0 0 3 6 3 2

   Approval recommended by:

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

   Department Head or Program Chair (Type Name & Sign) Date
   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 – 3/10
Highway Materials and Pavement Design
/Tools for Highway Materials and Pavement Design

CVEN 418/612 (3 credit)
Every Spring Semester
Lecture 3 hrs /week

TEXAS A&M UNIVERSITY

YOUR INSTRUCTOR
Dr. Philip Park
Office: CE/TTI 503G
Phone: (979) 847-5690
E-mail: ppark@civil.tamu.edu (Use [CVEN 418] in your subject line)
Office Hours: TR 11:00 am – 12:00 pm, or by appointment

COURSE DESCRIPTION

This course addresses the theory and practice in pavement design, pavement performance, structural design of pavement layers, types of materials used in pavement layers, characterization of pavement layer materials. Concepts of pavement management will be introduced. Pavement design computational tools will be introduced and applied.

This course focuses on pavement design procedures currently available to practicing engineers, the concepts on which these procedures are based, and the factors that affect pavement performance. While the concepts will be applicable to airport and industrial facilities pavements, the discussions will be limited to roadway pavement design.

Students are expected to attend and participate in all lectures and discussions. The information discussed in class is critical for tests and assignments. Past experience has indicated that failure to attend class will result in a poor understanding of the topics covered, difficulty in completing assignments, and ultimately poor grades.

EXTRA WORK FOR CVEN 612: Students taking CVEN612 will be required to perform extra work (beyond the requirements of CVEN418). This extra work includes advanced application and sensitivity analysis of the Mechanistic-Empirical Pavement Design Guide (MEPDG) software. Additional information about this work will be provided during the semester.

COURSE LEARNING OBJECTIVES

Students will be able to:
1. Recognize the differences and similarities between empirical and mechanistic-empirical pavement design procedures
2. Identify and describe key performance indicators for pavements
3. Identify and describe primary factors that affect pavement performance
4. Determine appropriate values for climate, reliability, traffic, soil, and material design inputs
5. Design flexible and rigid pavements for roadways using common procedures and computational tools
6. Develop and evaluate alternative pavement designs for any given roadway project

PREREQUISITES
CVEN418: CVEN 307 and 342.
CVEN612: Classification of graduate student in civil engineering or approval of the instructor.
**COURSE OVERVIEW**

- **Design Considerations**
- **Materials**
- **Design Procedures**
- **Additional Topics**

**Performance Indicators**
- Traffic Inputs by AASHTO 1993
- Traffic Inputs by MEPDG
- Subgrade & Unbound Materials
- Rigid Pavement: PCC Materials
- Flexible Pavement: HMA Materials
- Flexible Pavement Design by AASHTO 1993
- Flexible Pavement Design by MEPDG
- Rigid Pavement Design by AASHTO 1993
- Rigid Pavement Design by MEPDG
- Pavement Design Reliability
- Tire Noise
- Pavement Surface Friction

**GRADING POLICY**

**Exams (60%)** There will be one mid-term exam and one final comprehensive exam. Mid-term exams will be held during one of the classes.

**Project (20%)** 5% for interim presentation and 15% for final report.

**Homework (15%)** Assignments are due at the beginning of class. Late submissions for homework without proper excuse will be penalized 20%. No homework will be accepted after the assignment has been graded and returned to other students. Be neat and show your work to justify your answers.

**Evaluation (5%)** The improvement, attendance, and efforts you put into meeting the course objectives will be evaluated by the instructor.

**GRADING SCALE**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>≥ 90</td>
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<tr>
<td>B</td>
<td>90 &gt;</td>
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<tr>
<td>C</td>
<td>80 &gt;</td>
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<td>D</td>
<td>70 &gt;</td>
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<td>F</td>
<td>60 &gt;</td>
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</tbody>
</table>

Midterm Exam 30%
Final Exam 30%
Project 20%
Homework 15%
Evaluation 5%

**COURSE MATERIALS**

No text currently available is completely adequate for this course. Extracts from several sources will be used and provided to students. These sources include:

- Washington State Department of Transportation (WSDOT) Pavement Guide.
- Texas Department of Transportation (TxDOT) Pavement Design Guide

Unless otherwise notified, eCampus (http://ecampus.tamu.edu/) will be used to communicate with students and post class materials (lectures, homework assignment, project requirements, etc.).
**Absences**

Some absences may be excused by reasons provided in Section 7 Attendance of the Student Rules (http://student-rules.tamu.edu/), but this does not relieve the student of the responsibility for understanding the material and completing assigned work. **Communication with the instructor by email** about any planned laboratory session conflict or excused absence will facilitate development of available options for making up the missed activity. Unexcused absences in laboratory sessions will result in a zero being assigned for the corresponding activity.

**Course Calendar (Subject to Change)**

<table>
<thead>
<tr>
<th>Date</th>
<th>Lecture Topic</th>
<th>HW</th>
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</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>NO CLASS</td>
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<tr>
<td>Week 2</td>
<td>Course introduction, overview of pavement types, and overview of pavement</td>
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<tr>
<td></td>
<td>design methods</td>
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<tr>
<td>Week 3</td>
<td>Pavement Performance Indicators: Distress Types, Surface Roughness, Skid</td>
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<td></td>
<td>Resistance, and Noise</td>
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<tr>
<td>Week 4</td>
<td>Traffic Inputs to AASHTO 1993 Procedure</td>
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<tr>
<td>Week 5</td>
<td>Traffic Inputs to MEPDG</td>
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<tr>
<td>Week 6</td>
<td>Review of Traffic Inputs and Analysis for Pavement Design</td>
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<tr>
<td>Week 7</td>
<td>Characterization of Subgrade and Unbound Materials</td>
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<tr>
<td>Week 8</td>
<td>Discussion of Class Project</td>
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<td>Week 9</td>
<td>Characterization of Portland Cement Concrete (PCC) Materials</td>
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<td>Week 10</td>
<td>Characterization of Hot Mix Asphalt (HMA) Materials</td>
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<tr>
<td>Week 11</td>
<td>Pavement Design using AASHTO 1993 Procedure</td>
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<tr>
<td>Week 12</td>
<td>Review for midterm exam (time permits)</td>
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<tr>
<td>Week 13</td>
<td>Midterm Exam</td>
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<tr>
<td>Week 14</td>
<td>Flexible Pavement Design using MEPDG</td>
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<tr>
<td>Week 15</td>
<td>Jointed Rigid Pavement Design using MEPDG</td>
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<tr>
<td>Week 16</td>
<td>HW 2 Due</td>
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<td></td>
<td>SPRING BREAK</td>
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<tr>
<td>Week 17</td>
<td>Discuss Solutions to Midterm Exam</td>
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<tr>
<td>Week 18</td>
<td>One-on-One Meetings with Project Teams</td>
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<tr>
<td>Week 19</td>
<td>Project Interim Presentations</td>
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<tr>
<td>Week 20</td>
<td>Flexible Pavement Design using MEPDG</td>
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<tr>
<td>Week 21</td>
<td>Jointed Rigid Pavement Design using MEPDG</td>
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<tr>
<td>Week 22</td>
<td>HW 3 Due</td>
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<tr>
<td>Week 23</td>
<td>Joint Design for Rigid Pavement</td>
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<tr>
<td>Week 24</td>
<td>Continuously Reinforced Concrete Pavement Design using MEPDG</td>
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<tr>
<td>Week 25</td>
<td>Pavement Design Reliability</td>
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<td>Week 26</td>
<td>Pavement-Tire Noise</td>
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<tr>
<td>Week 27</td>
<td>Pavement Surface Friction (Skid Resistance)</td>
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<tr>
<td>Week 28</td>
<td>HW 4 Due</td>
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<tr>
<td>Week 29</td>
<td>-418 &amp; 612 students: Submit Group Project Final Report (paper and electronic</td>
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<td>copies)</td>
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<tr>
<td>Week 30</td>
<td>-612 students: Submit individual term paper (paper and electronic copies)</td>
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<tr>
<td>Week 31</td>
<td>NO CLASS (Redefined Day)</td>
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</tbody>
</table>

**Notes:** 1) This schedule is tentative and may change during the semester. Revised schedule of topics and assignments will be posted on eLearning. 2) HW assignments are fairly comprehensive and somewhat long; make sure to start working on them as soon as possible.

**Midterm Exam:** TBD, 9:35-10:50 am  
**Final Exam:** As scheduled by University
ABET OUTCOMES ADDRESSED

The following established ABET outcomes are addressed in this course:

a. Ability to apply knowledge of mathematics through differential equations, science (including physics, chemistry, and one additional area of science), and engineering
b. Ability to design a civil engineering system, component, or process to meet desired needs while incorporating engineering standards and realistic constraints such as those based on economic, environmental, sustainability, constructability, ethical, health and safety, social, and political issues in more than one civil engineering context
c. Ability to identify, formulate and solve civil engineering problems
d. Ability to communicate effectively in oral and written forms
e. Ability to use modern tools, techniques, and computation methods necessary for civil engineering practice

OFFICIAL NOTICES

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

Academic Integrity Statement

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

Students are expected to understand and abide by the Aggie Honor Code presented on the web at: [http://aggiehonor.tamu.edu/](http://aggiehonor.tamu.edu/). No form of scholastic misconduct will be tolerated. Academic misconduct includes cheating, fabrication, falsification, multiple submissions, plagiarism, complicity, etc. These are more fully defined in the above web site. Violations will be handled in accordance with the Aggie Honor System Process described on the web site.

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

Cheating on quizzes and exams will not be tolerated. Cheating will be reported and handled in accordance with the Aggie Honor System Process. Some or all examinations will be closed book; "looking at another student's examination or using external aids (for example, books, notes, calculators, conversation with others, or electronic devices)" during these examinations is a violation of Texas A&M Aggie Honor Code, Cheating, unless specifically allowed in advance by the instructor.

Unless specifically allowed in advance by the instructor, all assignments and homework in this class are expected to be completed based on individual effort. Copying the work of others, including homework, is a violation of Texas A&M Aggie Honor Code, Cheating.
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

1. Request submitted by (Department or Program Name): Department of Electrical and Computer Engineering
   ECEN 764 Medical Imaging

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

3. Catalog course description (not to exceed 50 words):
   Physics and signals in medical imaging systems; focus on magnetic resonance imaging, x-ray computer
tomography, ultrasonography, nuclear medicine imaging, and optical imaging; includes system architecture, source
generation, energy-tissue interaction, image formation and clinical examples.

4. Prerequisite(s):
   ECEN 314 or equivalents, or approval by the instructor.

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

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

7. This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)
      None
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)
      M.S., Ph.D. in Electrical Engineering; Biomedical Engineering; Medical Physics; Nuclear Engineering

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

9. Prefix   Course #   Title (excluding; punctuation):
   ECEN 700 MEDICAL IMAGING

   Lect. Lab SCH CRT and Fund Code Admin. Unit Acad. Year HUC Code
   0 3 0 2 0 4 1 4 1 0 0 1 0 0 0 6 0 9 3 6 1 4 1 5 0 0 3 6 3 2

   Approval recommended by:

   C. Singh
   Department Head or Program Chair (Type Name & Sign) Date
   Chair, College Review Committee Date
   Dean of College Date
   Department Head or Program Chair (Type Name & Sign) Date
   (if cross-listed course)

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

   Associate Director, Curricular Services Date
   Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
Curricular Services – 3/10
ECEN 764
Medical Imaging

J. Ji
Fall 2014

Course Description:
This course covers major medical imaging systems, with a focus on magnetic resonance imaging, x-ray computer tomography, ultrasound, optical imaging and nuclear medicine. The students will learn the imaging system architectures, how external energy sources are injected as stimuli, how signals carrying biological information are generated, and how images are formed subsequently. The engineering principles and basic physics of the various imaging modalities will be described, with plenty of examples. Advantages/disadvantages of various imaging modalities will also be discussed in the context of clinical applications. In addition, selected topics on cutting-edge systems, algorithms, and applications will be introduced.

After this course, you are expected to be able to:
1. Describe the system and instrumentation of MRI, CT, Ultrasound, SPECT/PET, and optical imaging devices.
2. Explain the physical principles of, and the signal processing in, each modality.
3. Know how to process the data, reconstruct images, and extract information in each modality.
4. Understand the characteristics of each imaging modality and major applications of each imaging modality.

Instructor: Jim Ji, WEB 309E, (979) 458-1468 E-mail: jimi@tamu.edu
Teaching Assistant: TBD

Office Hours:
TA: TBD
Instructor: TBD
Stop by any time when I am in the WEB office. Some days I work in the Magnetic Resonance Systems Lab (http://mri.tamu.edu) at USB 109 or west campus. Email me or see me after class to make an appointment.

Lectures: TBD
Computer and Imaging Labs: TBD
MRI and Ultrasound lab tour: TBD

URL:
http://bi.tamu.edu
Grades will be posted on http://ecampus.tamu.edu. Use you neo id and passwd to get access.

Prerequisite:
ECEN 314 or ECEN 444 (or equivalents), or approval by the instructor.

Text:
Prince & Links, Medical Imaging: Signals and Systems, Prentice Hall
Classnote package (lecture slides) can be purchased from Texas Aggieland Bookstore on South Texas Avenue (next door to Copy Corner), or at the MSC Bookstore in the MSC for about $13.70 (tax included). Classnote will be needed for this class.

References:
- Smith and Webb, Introduction to Medical Imaging, Cambridge University Press  
- Shung, K.Kirk Ed. Principles of Medical Imaging
- Cho, Jones, and Singh, Foundations of Medical Imaging, Wiley & Sons
- Guy and Fflytche, An Introduction to the Principles of Medical Imaging, Imperial College Press  
  (Online book that you can download from TAMU Library: To access the online e-book, you 
  must be on campus network, either physically or through a VPN connection. You can setup 
  VPN on Windows computer by going to “add a new network connection”, or simply 
  logging into http://connect.tamu.edu. You can also add VPN to iPad). The book can be 
  located on website http://library.tamu.edu by searching “Introduction to the Principles of 
  Medical Imaging Guy”).

Text and References are reserved at Evans Library under ECEN 410

Groups:
You will form groups of 3-4 members each. Each group will have class discussion & quiz together.

Grading:
The final grade will be determined from the weightings

\[
\begin{align*}
\text{Exams + Quiz} & = 40 \% \\
\text{HWs, Matlab project, and Final Projects} & = 40 \% \\
\text{Computer labs} & = 20 \%
\end{align*}
\]

Guaranteed: 90-100 A, 80-89 B, 70-79 C, 60-69 D, Below 60 F.

Attendance and Make-up Policy:
Please see the student rule 7: http://student-rules.tamu.edu/rule07
One make-up opportunity will be provided for missed quizzes or labs due to allowed reasons 
showen in the rule. You must inform the instructor and TA via email before your absence, or within 
two days if it is an emergency to be eligible for the privilege.

Homework and Projects:
The hw will be assigned approximately each Tuesday, which will typically be due on the next 
Tuesday and must be handed in at the beginning of the class. NO LATE HW will be accepted 
except those covered under the University Policies on Excused Absences. Grades will be posted on 
E-campus.
You will have an opportunity to work on a short project on medical imaging and present it to the 
class (final project).
Test:
There will be two closed book exams. You are allowed to bring a two-sided 8.5 by 11-inch handwritten note to the first test and one additional note (totally two) to the final exam.
   Midterm 1: Thursday, October 3, 5:30-7:00pm
   Midterm 2: Thursday, November 14, 5:30-7:00pm

Topics:
- Overview of medical imaging technologies and applications (Week 1)
- Review of some basic math and physics (Week 1)
- Principle of tomographic imaging (Week 2)
- X-ray Computer Tomography (CT) (Week 3-4)
  a. CT imaging systems
  b. Mechanisms of absorption and scattering of x-rays in biological samples
  c. Backprojection reconstruction and iterative algebraic reconstruction
  d. Clinical applications
  e. Emerging CT technologies
  f. Computer labs
- Magnetic Resonance Imaging (Weeks 5-7)
  a. MRI systems & Applications
  b. Classical vector model of nuclear spin system
  c. Radio frequency excitation
  d. Free induction decay and echo
  e. Fourier imaging
  f. Contrast mechanism
  g. MRSL Lab tours
  h. Computer labs
- Ultrasound Imaging (Weeks 8-9)
  a. Instrumentations and systems
  b. Generation and propagation of acoustic waves
  c. Scattering, absorption and attenuation of ultrasound in biological samples
  d. Linear array and beam forming
  e. A-mode, B-mode and real time imaging
  f. Clinical applications
  g. Computer labs
- Nuclear Imaging (Weeks 10-11)
  a. Positron emission tomography (PET) and single photon emission computer tomography (SPECT) systems
  b. Radioactivity
  c. Tissue attenuation
  d. Biological activity and biodistribution of radio nuclides
  e. Applications
  f. Computer Labs
- Optical Imaging (notes) (Weeks 12-13)
  a. Optical imaging systems and principles: confocal microscope, optical coherent tomography
  b. Property of lights (coherence and diffraction)
c. Spectrum window of light in biological samples
d. Optical sources, detectors and modulators
e. Applications

- VetMed/TIPS lab tour (Week 13)
- Evaluation of quality: resolution, SNR, contrast and speed (Week 13)
- Literature review project presentation (Week 14)
- Course review (Week 14)

Aggie Integrity Statement and Policy:
An Aggie does not lie, cheat or steal or tolerate those who do.
Aggie Honor Code, Rules and Procedures for academic misconduct handling:
http://aggiehonor.tamu.edu

Students Needing Support Services:
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Classroom Behavior: Please be courtesy to your classmates and instructor. Setting your cellphone and beeper to mute mode is required in class.

Online Advising
Current students should also visit the advising course on eLearning to find out about scholarship, internship and research opportunities.

Login through: http://elearning.tamu.edu/ and navigate to:
Advising for Electrical Engineering Majors or
Advising for Computer Engineering Majors (EE – Track)
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

Form Instructions

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

2. Course prefix, number and complete title of course: ECON 675: Capstone for Financial Economics/Financial Econometrics

3. Catalog course description (not to exceed 50 words):
Students integrate the knowledge they have gathered in their coursework, including micro- and macro-economics, financial economics, econometrics, forecasting, and other analytical tools; culminates in the production of a major group research paper, utilizing professional literature, both printed and electronic, and published data.

4. Prerequisite(s): Graduate level; 2nd year master's student enrolled in the master's program in the department of economics.

cross-listed with: 

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

6. Is this a repeatable course? ☑ No
   Will this course be repeated within the same semester? ☑ Yes

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

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

9. Prefix | Course # | Title (excluding punctuation)
| ECON | 675 | CAPSTONE | FIN | ECON/ECONS |
| Lec. | Lab | SCH | CIP and Fund Code | Admin. Unit | Acad. Year | TICE Code |
| 0 | 3 | 0 | 0 | 3 | 4 | 5 | 0 | 6 | 0 | 1 | 0 | 0 | 1 | 0 | 8 | 1 | 0 | 1 | 3 | - | 1 | 4 | 0 | 0 | 3 | 6 | 3 | 2 |

Approval recommended by:

Timothy J. Grosberg 11/18/13
Department Head or Program Chair (Type Name & Sign) Date

Chair, College Review Committee 11/18/13

Dean of College 11/18/13

Submitted to Coordinating Board by:

Associate Director, Curricular Services

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

Effective Date
MASTER OF SCIENCE IN ECONOMICS
WITH A CONCENTRATION IN FINANCIAL ECONOMICS OR ECONOMETRICS

Capstone for Financial Economics and Econometrics
ECON 675
Class time: TBA
Location: ALLN 1002

Instructors:

Dr. Li Gan, Professor
Department of Economics
3035 Allen Building, TAMU 4228
Office: Allen 3086.
Phone: 862-1667
Office Hours: by appointment only
Email: gan@econ.tamu.edu

Course Description and Prerequisites

This class is restricted to graduate level; 2nd year master’s students enrolled in the master's program in the Department of Economics.

The course provides students the opportunity to work with the instructors in an examination of their earlier course work in both concentrations, financial economics and financial econometrics. As a capstone class, students will integrate the knowledge they have gathered in their coursework, including micro- and macroeconomics, financial economics, econometrics, forecasting, and other analytical tools. This work will culminate in the production of a major group research paper, utilizing professional literature, both printed and electronic, and published data.

Students in this class will be organized into groups of from 1 to 6 individuals to work on an approved research project. The optimal group size is 4-5 students. Although all students in a group are expected to work together on each project, every student must make their own contribution, and author a section of the final paper. At the end of the class, every student will make a presentation on his/her own work. Students are required to register their groups with Dr. Doug Eckel, Program Coordinator by [date TBA].

Student Learning Objectives

Students are expected to use many of the techniques and knowledge acquired through their coursework in the program in the capstone project. Upon completion of this course, the student will be able to:

1. Identify and clearly describe a research project’s objectives.
2. Identify the relevant & valid information/data sources to support an in-depth economic study.
3. Analyze the data and all background material effectively, using the skills and tools studied during program coursework, and generate valid report findings.
4. Organize a convincing summary description of study findings and/or conclusions.
5. Prepare professional written reports and presentations describing report findings, with well-designed visual aids and confident personal presentation skills, and
6. Exhibit excellent teamwork skills through the appropriate delegation and fulfillment of responsibilities, and the support of team morale and cohesiveness.

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<thead>
<tr>
<th>Date</th>
<th>Work Item</th>
<th>Percent of Course Grade</th>
<th>Description</th>
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<tbody>
<tr>
<td>Early Summer</td>
<td>Select topics, finalize groups, and file degree plans</td>
<td></td>
<td>Register a group, propose a topic, have it approved by the instructor no later than TBA.</td>
</tr>
<tr>
<td>First day of class</td>
<td>Two page proposal</td>
<td>10%</td>
<td>A description of the project and your own individual contribution to the project, related literature, and the sources of the data.</td>
</tr>
<tr>
<td>First Week of Class</td>
<td>Group meeting with Instructors</td>
<td></td>
<td>All students meet as a group to discuss their projects with the instructor.</td>
</tr>
<tr>
<td>Fifth Monday of Class</td>
<td>Mid-term report</td>
<td>10%</td>
<td>In addition to an updated description of the project and the literature, includes a review of the available data, the model or analysis that will be used, and the hypotheses or conjectures to be tested.</td>
</tr>
<tr>
<td>Following Week</td>
<td>Group meeting with Instructors</td>
<td></td>
<td>All students meet as a group to discuss their mid-term reports with the instructor.</td>
</tr>
<tr>
<td>Mid-November</td>
<td>Final Presentations</td>
<td>40%</td>
<td>All students are expected to participate in presenting their final paper.</td>
</tr>
<tr>
<td>Later in November</td>
<td>Final Paper</td>
<td>40%</td>
<td>See Description and Format below.</td>
</tr>
</tbody>
</table>

**Final Grade Scale:** 90% - 100% – A, 80% - 89% – B, 70% - 79% – C, below 70% – F.

**Description of Final Product:** Please refer to the grading rubric on the last two pages of the syllabus for a clear understanding of what we expect for the content of the report, your communication skills and your ability to work on a team.

**Report Length and Format:** Not less than 12 pages, NOT including the cover sheet. The cover sheet should include the title of the paper, the names of all of the students in the group, and the section(s) of the report for which they were primarily responsible. The paper MUST have margins that do not exceed one inch on all sides. The font size should not exceed 12 point and pages should be double-spaced. We will return as unacceptable any paper with spelling or grammatical errors, or that does not meet these formatting standards.

There is no final exam in this class; however, the final grade for the course will be based on the material and work you do on your capstone report.

**Suggested Research Topics**

**The exchange rate determination between US$ and China CNY**

**The effect of the TARP program on the US financial system**

Evidence of non-rational behavior in China’s and US stock market
Journal of Banking and Finance, January 2009
(a special issue about China’s banking and financial market)

A comparative study of housing markets in the US and China

China banking reform
Journal of Banking and Finance, January 2009
(a special issue about China’s banking and financial market)

China and US corporate cash saving

US and China household saving behavior

Purchasing-power-parity driven exchange rate and the Big-Mac-Index

Thick-tailed daily equity returns and price limits in China

Risk aversion and private information in insurance markets

Maritime studies on Chinese ports  (work with Professor Grace Wang at Texas A&M University, Galveston)

Course Policies and Instructor Expectations

- We expect you to have read the syllabus before you begin developing your group project.
- We always expect you to check your university email regularly and promptly read all messages from the department or the course instructors.
- If you experience any problems doing this assignment, or if you have any issues that might impact your completion of the requirements for this course, please contact the instructors immediately.

Academic Honesty

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

ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities, in Cain Hall or call 845-1637.
<table>
<thead>
<tr>
<th>Component</th>
<th>Sophisticated (10 points)</th>
<th>Competent (8 points)</th>
<th>Not yet Competent (6 points)</th>
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<tbody>
<tr>
<td><strong>Research &amp; Report Design</strong></td>
<td></td>
<td></td>
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<tr>
<td>Identifies and clearly describes project objectives</td>
<td>All important major and minor questions in the research are identified and clearly described.</td>
<td>All major questions are identified but one or two considerations are missing or poorly outlined.</td>
<td>Major study questions are not identified, and those identified are either unimportant or not clear.</td>
</tr>
<tr>
<td>Identifies relevant &amp; valid information/data sources to support study.</td>
<td>All relevant information/data is obtained and all data sources are valid.</td>
<td>Sufficient information is obtained and most sources are valid.</td>
<td>Insufficient information is obtained and/or sources lack validity.</td>
</tr>
<tr>
<td>Shows competence in selecting and utilizing analytical tools</td>
<td>The report analysis and the use of all tools is appropriate and correct and conclusions flow directly from the research.</td>
<td>Appropriate analyses and tools are selected but analyses include some errors</td>
<td>Inappropriate analyses are selected and/or major procedural and conceptual errors are made.</td>
</tr>
<tr>
<td>Generates and reports valid conclusions and/or findings</td>
<td>The report summary links analysis back to problem identification, and answers the major and minor questions identified.</td>
<td>The report summary is mostly reasonable; further analysis of some of the data or findings might impact the conclusions. Only brief reference to report introduction.</td>
<td>Limited conclusions are offered or obvious findings ignored or incompletely analyzed. Summary does not reference the introductory problem statement.</td>
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<tr>
<td><strong>Communication</strong></td>
<td></td>
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<tr>
<td><strong>Written Communication</strong></td>
<td>Report is well organized and clearly written. The underlying logic is clearly articulated and easy to follow. Words are chosen that precisely express the intended meaning and support reader comprehension. Diagrams or analyses enhance and clarify presentation of ideas. Sentences are grammatical and free from spelling errors.</td>
<td>Report is organized and clearly written for the most part. In some areas the logic or flow of ideas is difficult to follow. Words are well chosen with some minor exceptions. Diagrams are consistent with the text. Sentences are mostly grammatical and only a few spelling errors are present but they do not hinder the reader.</td>
<td>Report lacks an overall organization. Reader has to make considerable effort to understand the underlying logic and flow of ideas. Diagrams are absent or inconsistent with the text. Grammatical and spelling errors remain in the text.</td>
</tr>
<tr>
<td><strong>Presentation</strong></td>
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<tr>
<td>Visual Aids</td>
<td>Slides are error-free and logically present the main components of the process and recommendations. Material is readable and the graphics highlight and support the main ideas.</td>
<td>Slides are error-free and logically present the main components of the process and recommendations. Material is mostly readable and graphics reiterate the main ideas.</td>
<td>Slides contain errors and lack a logical progression. Major aspects of the analysis or recommendations are absent. Diagrams or graphics are absent or confuse the audience.</td>
</tr>
<tr>
<td>Oral Presentation</td>
<td>Body Language</td>
<td>Team Work</td>
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<tr>
<td>Speakers are audible and fluent on their topic, and do not rely on notes to present or respond. Speakers respond accurately and appropriately to audience questions and comments.</td>
<td>Body language, as indicated by appropriate and meaningful gestures, eye contact with audience, and confident movements, demonstrates a high level of comfort and connection with the audience.</td>
<td>(Based on peer evaluation, observations of group meetings and presentation)</td>
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<td></td>
<td>Body language, as indicated by a slight tendency to repetitive and distracting gestures (e.g., tapping a pen, wringing hands, waving arms, clenching fists, etc.) and breaking eye contact with audience, demonstrates a slight discomfort with the audience.</td>
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<td></td>
<td></td>
<td>Responsibilities delegated fairly. Each member contributes in a valuable way to the project. All members always attended meetings and met deadlines for deliverables.</td>
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<tr>
<td>Delegation and fulfillment of Responsibilities</td>
<td></td>
<td>Some minor inequities in the delegation of responsibilities. Some members contribute more heavily than others but all members meet their responsibilities. Members regularly attend meetings with few absences, and deadlines for deliverables were met.</td>
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<tr>
<td>Team morale and cohesiveness</td>
<td></td>
<td>Major inequities in delegation of responsibilities. Group has obvious freeloaders who fail to meet their responsibilities or members who dominate and prevent others from contributing. Members would often miss meetings, and/or deadlines were often missed.</td>
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<tr>
<td></td>
<td>Team worked well together to achieve objectives. Members enjoyed interacting with each other and learned from each other. All data sources indicated a high level of mutual respect and collaboration.</td>
<td>Team worked well together most of the time, with only a few occurrences of communication breakdown or failure to collaborate when appropriate. Members were mostly respectful of each other.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Team did not collaborate or communicate well. Some members would work independently, without regard to objectives or priorities. A lack of respect and regard was frequently noted.</td>
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**Report Sections Required Outline:** Background - *Problem Statement*, Literature Review (with all in text citations), Model, Hypotheses, Description of Data - Summary Statistics, Scatter Plots, stationarity and cointegration (Engle and Granger, 1987) and other relevant specification tests, Results - models across top, variables down the side of the tables, Conclusions (include: *Economic Intuition*), and Works Cited (see citation formats next slide).

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

Form Instructions

1. Request submitted by (Department or Program Name): Hispanic Studies

2. Course prefix, number and complete title of course: HISP 668 Modern Latin American Poetry from 1850-2010

3. Catalog course description (not to exceed 50 words): Study of poetry written in Latin America between 1850 and 2010 with particular emphasis on "poesía gauchesca", Romanticism, Modernism and avant-garde, along with neobaroque, barroccó, language poetry, and cyber textual poetry.

4. Prerequisite(s): Graduate classification

Cross-listed with: Stacked with:

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

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

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

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

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

   NA

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

   Ph.D. in Hispanic Studies

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

9. Prefix: Course #: Title (excluding punctuation)

<table>
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<tr>
<th>Lec</th>
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<th>Fund Code</th>
<th>Admin Unit</th>
<th>Acad Year</th>
<th>HICE Code</th>
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</table>

Approval recommended by:

Maria Irene Moyna □ Yes □ No 1/19/13
Department Head or Program Chair (Type Name & Sign) Date

Patricia A. Hurley 11/26/13
Chair, College Review Committee

Patricia A. Hurley 11/25/13
Dean of College

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

Submitted to Coordinating Board by:

Chair, GC or UCC Date

Associate Director, Curricular Services Date

Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services – 3/10
HISP 668: MODERN LATIN AMERICAN POETRY FROM 1850-2010

Dr. Eduardo Espina  ACAD 322B  845-2125  Fall 2014  edespina@tamu.edu
Office hours: TR 11:30 - 12:30 and by appointment

Prerequisites: Graduate classification

Policy on equal access:

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

Policy on plagiarism:

Academic integrity is essential to the academic life of this or any university. For that reason, the rules of academic integrity will govern the conduct of this course. Students at Texas A & M University assume the important responsibility of promoting the Aggie Honor Code. The ideals of the Code refer to cheating, one of the worst of academic violations. If you have any questions about cheating or other forms of scholastic dishonesty and the consequences of breaches of integrity, please consult the Aggie Honor System web site at http://www.tamu.edu/aggiehonor/.

Course description:

This class studies poetry written in Latin America between 1850 and 2010. One of the objectives is to develop the interpretative and analytical capacity of students in reference to poetic language. It focuses on the study of rhetorical strategies which were considered radical for their times and which impose a formal rapture with the poetry of their times. This class studies the different tendencies of lyrical writing which develop during the historical period indicated such as poesía gauchesca, Romanticism, Modernismo and avant-garde. It also studies the most recent original aesthetic practices among which include neobaroque, barrococó, language poetry, and cybertextual poetry. Among the theoretical topics to be included figure: modernization, off the margin lyrical writing, paratactic/avant-gardes, neo/modernity, and trans-territorialization. The class will give priority to those poems that challenge the active participation of reason and logical linear thinking.
Objectives of the course: At the end of this course, the student should be able to

- demonstrate knowledge and understanding of modern Latin American poetry
- identify lyrical strategies
- describe the process of poetry writing and interpretation
- write a publishable paper on poetry (20 pages long)

Books/Readings (on reserve at Evans Library):


Student responsibilities: The following components will enter into the determination of a final course grade.

- One final paper 70%
- One oral presentation 30%

Attendance policy: Weekly class attendance is expected and required except in the case of a university-excused absence. University rules related to excused and unexcused absences are located on-line at: http://student-rules.tamu.edu/rule07.

Make-up guidelines: Make-up work will only be assigned or accepted in the case of a university-excused absence.

Grading scale:

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

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CALENDAR

Week 1  The romantic failure, a success

Week 2  Bartolomé Hidalgo; Hilario Ascasubi; José Hernández; Estanislao del Campo: “language is a virus” (the free oral enterprise of “Gauchesca” poetry)

Week 3  José Martí: Poetry must speak in a different way or remain mute

Week 4  Rubén Darío: the electrician and the short circuit; others (Julián del Casal, Manuel Gutiérrez Nájera)

Week 5  Julio Herrera y Reissig; first avant-garde poet (the dispute with Lugones, the dispute with language); Delmira Agustini: something is fine with the body

Week 6  César Vallejo (Trilce), Vicente Huidobro (Altazor): language just wants to talk about itself; the experience of syntax

Week 7  Pablo Neruda (Residencia en la tierra); Surrealism (César Moro, Enrique Molina, Olga Orozco, other styles)
Week 8  José Lezama Lima (*Muerte de Narciso*) y José Gorostiza (*Muerte sin fin*): Last baroque poets or first neo-baroque? The wrong answer is the correct answer

Week 9  Oliverio Girondo: poetry is everything that is not, and more

Week 10  Octavio Paz ("Nocturno de San Ildefonso"), Marosa di Giorgio; modernity fabricated the disassembly of language

Week 11  Gerardo Deniz, Enrique Lihn, Rodolfo Hinojosa: something happened in our times, or just in language?

Week 12  Neobaroque

Week 13  Language Poetry

Week 14  Cybertextual Poetry
Texas A&M University  
Departmental Request for a New Course  
Undergraduate • Graduate • Professional  
• Submit original form and attach a course syllabus. •

1. Request submitted by (Department or Program Name): Department of Nuclear Engineering  
2. Course prefix, number and complete title of course: NUEN 640 Severe Accident Analysis of Nuclear Facilities  
3. Catalog course description (not to exceed 50 words):  
Severe accident phenomena from initial fuel heat up to the source term; complexity of accident progression and safety issues; severe accident codes with respect to the modeling philosophy, techniques, assumptions and limitations; development of skills in analysis methodologies/techniques.

<table>
<thead>
<tr>
<th>Graduate classification in the college of engineering or approval of instructor</th>
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4. Prerequisite(s):  
Cross-listed with:  
Stacked with:  
Cross-listed courses require the signature of both department heads.

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

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

7. This course will be:  
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)  
      None  
   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

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

9. Prefix | Course # | Title (excluding punctuation) |
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<tbody>
<tr>
<td>NUEN</td>
<td>640</td>
<td>Severe Accident Analysis of Nuclear Facilities</td>
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<tr>
<th>Lect.</th>
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<th>SCH</th>
<th>CIP and Fund Code</th>
<th>Admin Unit</th>
<th>Acad. Year</th>
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<td>2 3 0 1 0 0 6 2 0 9 0 1 4 - 1 5 0 0 3 6 3 2</td>
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Approval recommended by:  
Yasmin A. Hassan
Department Head or Program Chair (Type Name & Sign)  
Date  
Chair, College Review Committee  
Date  

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

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

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services – 3/10
Course title and Number: NUEN 640 Severe Accident Analysis of Nuclear Facilities
Term (e.g., Fall 200X): Spring 2014
Meeting times and location: MWF, 10:20-11:10am, Room TBA

Course Description and Prerequisites
This course will be offered as a 3-credit graduate-level course. Severe accident phenomena will be introduced starting with initial fuel heat up and following hypothetical event progression out to the source term. Published experimental programs will be discussed to provide an understanding of the complexity of severe accidents, the safety issues and the phenomena themselves. To aid in synthesis of the course material, lectures will be included to cover the TMI-2, Chernobyl and Fukushima Dai-ichi event sequences. Finally, severe accident codes will be described with respect to the modeling philosophy, techniques, assumptions and limitations. A class project requiring the students to develop their own analysis methodologies/techniques for open-ended problems will be assigned. This thinking exercise is intended to equip students with the analytical capabilities and creativity needed to promote new reactor designs and address unforeseen safety issues.

Graduate student in College of Engineering or consent of the instructor.

Learning Outcomes or Course Objectives
1. Basic comprehension of severe accident phenomena and their implications
2. Familiarity with severe accident analysis tools, their capabilities and limitations
3. Ability to choose and/or develop appropriate modeling methods and tools
4. Intellectual flexibility and creativity to find solutions to new problems

Instructor Information
Name: Karen Vierow
Telephone Number: 458-0600
Email address: vierow@tamu.edu
Office Hours: Monday through Friday, mornings
Office Location: Zachry 335S

Textbook and/or Resource Materials
Textbook: None. Reading assignments will be provided during the semester.

Resource Materials:
Technical journals such as Nuclear Engineering and Design and Nuclear Technology


NRC website for online data including Code of Federal Regulations, Regulatory Guides, NUREG’s.
http://www.nrc.gov/reading-rm.html

NRC ADAMS data collections.
http://www.nrc.gov/reading-rm/adams.html
deadline due to illness or a religious holiday, a reasonable accommodation will be made upon request. In all such cases, a student will be expected to submit a "Texas A&M University Explanatory Statement for Absence from Class" form available at http://attendance.tamu.edu.

**Americans with Disabilities Act (ADA)**

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For additional information please visit: 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.

Form Instructions:

1. Request submitted by (Department or Program Name): Petroleum Engineering

2. Course prefix, number and complete title of course: PETE 658-Energy and Sustainability

3. Catalog course description (not to exceed 50 words): Overview of energy resources and use with emphasis on long-term sustainability; considers fossil, nuclear, and alternative energy sources, electricity and transportation, energy conversions, energy efficiency, energy security, energy policy, and environmental impact.

4. Prerequisite(s): Graduate classification

Cross-listed with: Stacked with: PETE 458

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

5. Is this a variable credit course? □ Yes □ No

If yes, from _______ to _______

6. Is this a repeatable course? □ Yes □ No

If yes, this course may be taken _______ times.

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

7. This course will be:

a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)

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

M.S., M.E., or Ph.D. in Petroleum Engineering or related Engineering

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

9. Prefix Course # Title (excluding punctuation) S U S T A I N A B I L I T Y

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</table>

Approval recommended by:

A. D. Hill
Department Head or Program Chair (Type Name & Sign) Date

Chair, College Review Committee Date

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

Dean of College Date

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

Associate Director, Curricular Services Effective Date

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

Curricular Services – 3/10
Course title and number: Energy and Sustainability – PETE 458/658  
Term (e.g., Fall 200X): Spring 2014  
Meeting times and location: MW, 1:50-3:50 p.m., RICH 308

Course Description and Prerequisites
Overview of energy resources and use with emphasis on long term sustainability; considers fossil, nuclear, and alternative energy sources, electricity and transportation, energy conversions, energy efficiency, energy security, energy policy, and environmental impact.

Learning Outcomes or Course Objectives
The outcomes of the course are for students to be able to:

1. Find and use scholarly information about energy and the environment.
2. Apply energy conversions to comparing energy resource and use options.
3. Quantify energy and environment costs and benefits for fossil fuels and alternative energy sources.
4. Quantify the potential energy security implications of various energy options.
5. Quantify the potential costs and benefits of carbon constraints.

Instructor Information
Name: Dr. Christine Economides  
Telephone number: (979) 458-0797  
Email address: caee@tamu.edu  
Office hours: TBD  
Office location: 710F Richardson Building

Occasional guest lecturers

Textbook and/or Resource Material

Grading Policies
Undergraduates:

Examinations (2) ............................................................ (40%)
Project ........................................................................ (30%)
Homework/Other ......................................................... (20%)
Class Participation ....................................................... (10%)
Total ........................................................................... (100%)
Graduates:

Examinations (2) ..........................................................(40%)
Project .............................................................................(30%)
Homework/Other ..........................................................(20%)
Class Participation .........................................................(10%)
Total ...............................................................................(100%)

The class will meet twice per week with one day focused on discussion of assigned reading material and the other day focused on presentation and discussion of homework assignments. Project work and homework will be done in teams. For the Class Participation and Homework parts of the grade individual students will be asked to present homework in class and to participate in class discussion. The homework grade will be based on student readiness to present homework when requested in class after the specified homework due date. The class project work will be done over the course of the semester and will require a written report at the end of the semester. For any team including at least one graduate student the team project report must be suitable for meeting or journal publication. Undergraduate team report requirements will be less demanding. Examinations will be the same for both undergraduate and graduate students and based on individual (not team) efforts.

Late Work Policy

Because the class requires student participation in discussion and homework presentations, students must alert the professor when they know they will be unprepared for class. If this occurs more than 3 times during the semester, class participation and homework grades will be discounted.

Attendance Policy

Students must attend class and must have homework ready on time. The student is expected to alert the professor beforehand when he/she will be unable to come to a class, and will be required to bring a doctor’s note when missing class because of illness.
See: http://student-rules.tamu.edu/rule07

Grading Scale

A .......................................................... 90-100%
B .......................................................... 80-89%
C .......................................................... 70-79%
D .......................................................... 60-69%
F .......................................................... 0-59%
Course Topics, Calendar of Activities, Major Assignment Dates

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topic</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>January 13 and 15</td>
<td>Energy and sustainability</td>
</tr>
<tr>
<td>2</td>
<td>January 20 and 22</td>
<td>Engineering fundamentals</td>
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<tr>
<td>3</td>
<td>January 27 and 29</td>
<td>Fossil energy</td>
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<tr>
<td>4</td>
<td>February 3 and 5</td>
<td>Nuclear Energy</td>
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<tr>
<td>5</td>
<td>February 10 and 13</td>
<td>Biomass</td>
</tr>
<tr>
<td>6</td>
<td>February 17 and 19</td>
<td>Exam 1</td>
</tr>
<tr>
<td>7</td>
<td>February 24 and 26</td>
<td>Hydroelectric and geothermal</td>
</tr>
<tr>
<td>8</td>
<td>March 3 and 5</td>
<td>Ocean energy storage</td>
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<tr>
<td>9</td>
<td>March 10 and 12</td>
<td>Wind energy</td>
</tr>
<tr>
<td>10</td>
<td>March 17 and 19</td>
<td>Solar energy</td>
</tr>
<tr>
<td>11</td>
<td>March 24 and 26</td>
<td>Exam 2</td>
</tr>
<tr>
<td>12</td>
<td>March 31 and April 1</td>
<td>Energy carriers</td>
</tr>
<tr>
<td>13</td>
<td>April 7 and 9</td>
<td>Energy management</td>
</tr>
<tr>
<td>14</td>
<td>April 14 and 16</td>
<td>Informed energy choices</td>
</tr>
<tr>
<td>15</td>
<td>April 21 and 23</td>
<td>Final project reports</td>
</tr>
</tbody>
</table>

Other Pertinent Course Information

This course will be approved as a substitute for the ENGR 101 course for undergraduate students enrolled in the Energy Engineering Certificate, and enrollment will be guaranteed to those in the certificate program. The course will be offered simultaneously to graduate students enrolled in the Energy Sustainability Certificate. Undergraduates will have the option to form teams of undergraduates or to participate in teams involving graduate students.

Americans with Disabilities Act (ADA)

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

Academic Integrity

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

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

1. Request submitted by (Department or Program Name):
   Philosophy and Humanities

2. Course prefix, number and complete title of course:
   PHIL624 Latin American Philosophy

3. Catalog course description (not to exceed 50 words):
   Students will read and examine the philosophical writings of some of the most important Latino/as (or Hispanic) contributors to the history of philosophy

4. Prerequisite(s):
   none

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

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

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

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

9. Prefix  Course #  Title (including punctuation):

<table>
<thead>
<tr>
<th>PHIL</th>
<th>624</th>
<th>LATIN AMERICAN PHILOSOPHY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lect</td>
<td>Lab</td>
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<tr>
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</tr>
</tbody>
</table>

Approval recommended by:

Gary Varner  11/26/13
Department Head or Program Chair (Type Name & Sign)  Date

Chair, College Review Committee

Dean of College

Submitted to Coordinating Board by:

Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 845-2720 or sandra-williams@tamu.edu.
Curricular Services – 3/10
PHIL 624: Latin American Philosophy
2:20 pm-3:35 pm
YMCA 115

Dr. Gregory F. Pappas

Office- YMCA 413

Office Hours- 11:00-12:30 TTH and by appointment.

E-mail: goyo_pappas@sbcglobal.net

Course Description:

In this course, we will read the philosophical writings of some of the most important contributions of Latino/as (or Hispanics) to the history of philosophy. Latin American philosophers have presented and defended philosophically plausible and unique answers to: 1) some of the fundamental problems of philosophy, and 2) philosophical problems that have arisen out of their unique historical circumstances. These philosophers constitute a tradition with its own historical development. We will consider this development and examine the views of Latin American philosophers on the nature of reality, humans, philosophy, values, identity, and other issues that have faced them from the colonial period to the present day.

The emphasis in this course will be on 20th Century thought and philosophical issues. However, some texts will require that we become acquainted with the common historical circumstances that have shaped the experience of Hispanics in Latin America and the United States. In other words, we will combine a historical and a thematic approach. Moreover, the focus will be of evaluating philosophically the positions considered and determining their contemporary relevance.

Course Prerequisites:

None

Course Objectives:

1. To demonstrate awareness of the scope and variety of works in Latin American philosophy (EEO 1).

2. To understand the values of Latin American Philosophers as expressions of their historical circumstances (EEO 2).

3. To respond critically to works in Latin American philosophy and appreciate their relevance for today (EEO 3).

Required Texts:


Jose Ortega Y Gasset, *Some Lessons in Metaphysics* (W W Norton & Co Inc (Np); New Ed edition (June 1976)


Packet of readings (available at Notes & Quotes, University Ave.) (Identified in outline as ‘P’)

**Outline of the Course:**

**Week 1: Pre-Colonial Philosophies, Scholasticism, and Latin American Positivism**

James Maffie “Pre-Colombian Philosophies” (P)

“Scholasticism”, “Positivism”, pp.179-193 (N)

“Sor Juana”, pp.51-60 (G)

José Enrique Rodó selections from “Ariel” (P)

Leopold Zea “Positivism in Mexico” (P)

**Week 2-3: Philosophy of Life and Metaphysics**

Jorge Gracia “Metaphysics in Latin America” (P)

Jose Ortega Y Gasset *Some Lessons in Metaphysics*

Miguel de Unamuno “Tragic Sense of Life” (P)
John Haddox, "Carlos Vaz Ferreira: Uruguayan Philosopher" (Journal of Inter-American Studies, Vol. 8, No. 4, Special Issue: Argentina - Uruguay (Oct., 1966), pp. 595-600)

Samuel Ramos, selections from “Hacia un Nuevo Humanismo” (P)

Risieri Frondizi, selections from “El Punto de Partida de la Filosofía” (P)

**Week 4: Philosophical Anthropology (on Human Nature)**

Romero “A Theory of Man” (P)

Samuel Ramos selections from “Hacia un Nuevo Humanismo” (P)

Risieri Frondizi, THE NATURE OF THE SELF: A FUNCTIONAL INTERPRETATION

**Week 5-6: Value Theory**

Introduction, pp.161-166 (G)

Risieri Frondizi, WHAT IS VALUE?: AN INTRODUCTION TO AXIOLOGY

Alejandro Korn, pp. 167-180 (G); Alejandro Deustua, pp.181-192 (G)

**Week 7-8: Identity: Race and Ethnicity**

Vasconcelos, “The Cosmic Race Introduction”, pp.219-229 (G)

Jorge J. E. Gracia, selections from “Hispanic/Latino Identity: A Philosophical Perspective” (P)


Gloria Anzaldúa “From Borderlands”(P)

Ofelia Schutte, pp.335-354 (G)

Linda Martin Alcoff, pp.311-334 (G)

**Week 9: Philosophy of education and of religion**

Gutiérrez, selections from “A Theology of Liberation”; “Homilies of Romero” (P)
Paulo Freire "Pedagogy of the Oppressed" (P)

**Week 10-14: Socio-Political Philosophy: Justice, Democracy, and the Philosophy of Liberation**

Jose Carlos Mariategui, pp. 257-265 (G)


Enrique Dussel, *Philosophy of Liberation*

Mendieta, ed. *Latin American Philosophy: Currents, Issues, Debates*

**Evaluation:**

Minimum grades: 89=A, 79=B, 69=C, 58=D.

30% 5 Critical Reactions: These are short essays (try to keep it no longer than 1 page) by means of a list group on the Internet.

10% Participation: includes attendance, contributions to in-class, and cyberspace discussion. Attendance will be taken every class period. If you exceed four unexcused absences, your final grade will be lowered up to one full letter grade for each additional absence. See http://studentrules.tamu.edu/rule07 for more information, including about university-excused absences.

20% 1 Report: There are two components to the report:

1. a brief outline of what is (are) the main argument or points made by the author.

2. some critical questions (or general evaluation) with the goal of opening a class discussion.

40% Final paper (10 to 15 pages). This is your own personal inquiry about some issue or philosopher relevant to the class. You are welcome to consult with me early in the semester to see if I can guide you regarding the research or general outline of your paper.

Americans with Disabilities Act (ADA) Policy Statement: The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 845-1637. For additional information visit http://disability.tamu.edu.
Academic Integrity Statement: “An Aggie does not lie, cheat, or steal or tolerate those who do.” For rules concerning academic dishonesty, see that section under “Academic Rules” at http://student-rules.tamu.edu/.
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
* Submit original form and attach a course syllabus.

Form Instructions

1. Request submitted by (Department or Program Name): Department of Plant Pathology and Microbiology

2. Course prefix, number and complete title of course: PLPA 604, Plant Bacterial Diseases

3. Catalog course description (not to exceed 50 words): Bacterial diseases of fruit and vegetable crops, field crops and ornamental plants; structure and function of plant pathogenic bacteria; dissemination of bacterial pathogens and methods of control

4. Prerequisite(s): Introduction to Plant Pathology PLPA 301/601

Cross-listed with:

Stacked with:

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

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

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

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

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

   Ph.D. Plant Pathology

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

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

9. Prefix: PLPA Course #: 604 Title (excluding punctuation): PLANT BACTERIAL DISEASES

   Lect. Lab Sci CIP and Fund Code Admin. Unit Acad. Year THU Code
   0 1 0 0 1 1 1 1 0 5 0 0 5 2 3 1 8 1 4 - 1 5 0 3 6 3 2

   Approval recommended by:

   [Signature]

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

   [Signature]

   Chair, College Review Committee Date

   [Signature]

   Dean of College Date

   [Signature]

   Chair, GC or UCC 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 – 3/10
Course title and number: Plant Bacterial Diseases, PLPA 604
Term: Spring 2014
Meeting times and location: TR 11:10-12:25, 308 L.F. Peterson Bldg

Course Description and Prerequisites

Bacterial diseases of fruit and vegetable crops, field crops and ornamental plants; structure and function of plant pathogenic bacteria, dissemination of the pathogen and methods of control.

Prerequisite: Intro to Plant Pathology (PLPA 301/601). The course is available to graduate students in any area of life sciences. Undergraduates welcome, with approval of instructor.

Learning Outcomes or Course Objectives

Course Objectives: Students will learn about the diversity of plant pathogenic bacteria and the diseases they cause. To ensure that students understand important principles in plant-pathogen interactions, students will study bacterial cell structure and function. This will lead to an overview of the major genera of plant pathogenic bacteria with an emphasis on their ecology using examples of significant bacterial diseases in the USA.

Key Course Learning Outcomes:
1. You will master current principles for plant-associated bacteria relevant to their ecology, physiology, and pathogenicity.
2. You will understand concepts unique to the cell biology of plant pathogenic bacteria.
3. You will continue your development of critical thinking skills through critiques of current literature.
4. You will exercise good social practice through team participation exercises.

Instructor Information

Name
Telephone No.
Email address
Office hours
Office location

Dr. Dennis C. Gross
979-458-0637
d-gross@tamu.edu
Mon, Wed. 2:00-3:00 pm
202E, L.F. Peterson

Textbook and/or Resource Material

None: Contemporary literature will be assigned and distributed electronically by the instructor.

Grading Policies

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<thead>
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<th>Grading Policy</th>
<th>Percentage</th>
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<td>80%</td>
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<td>Literature Reviews and Participation</td>
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<td>60-69%</td>
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<td>59 and below</td>
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</table>

**Exams:**

Exam #1 (80%)  Exam covering all aspects of the course, given in the final meeting of the class.

**Regrades:**

Regrade requests must be made in writing no later than one week after the exam is handed back. The entire exam will be subject to regrade, not just a specific problem. No regrades will be accepted after that time.

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

**Week 1:**

Tues:  Introduction to plant bacteria; bacterial structure

Thurs:  Bacterial structure; bacterial growth and nutrition

**Week 2:**

Tues:  *Agrobacterium* and crown gall

Thurs:  *Erwina* and related species; fire blight of pome fruit trees

**Week 3:**

Tues:  Soft rot diseases caused by *Pectobacterium* and *Dickeya*

Thurs:  *Pseudomonas* pathovars (leafspot and canker pathogens); *Ralstonia* (bacterial wilt) and *Burkholderia*

**Week 4:**

Tues:  *Xanthomonas* pathovars and *Xylella*; citrus canker

Thurs:  Gram-positive plant pathogenic bacteria; ring rot disease of potato

**Week 5:**

Tues:  Mollicute plant pathogens (*Spiroplasma* and phytoplasmas); *Liberibacter*

Thurs:  Final exam

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**Academic Integrity**

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

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

Departmental Request for a New Course
Undergraduate • Graduate • Professional

* Submit original form and attach a course syllabus.*

Form Instructions
1. Request submitted by (Department or Program Name): Department of Plant Pathology and Microbiology

2. Course prefix, number and complete title of course: PLPA 605, Molecular Plant Virology

3. Catalog course description (not to exceed 50 words): Focus on biology and molecular genetics of plant viruses; historical information and recent developments discussed to illustrate how viruses establish an infection; control measures presented; use as tools in biotechnology.

4. Prerequisite(s): PLPA 301/601

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

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

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

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

9. Prefix Course # Title (excluding punctuation)

<table>
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<tr>
<th>PLPA</th>
<th>605</th>
<th>MOLECULAR PLANT VIROLOGY</th>
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<td>Lab</td>
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Approval recommended by:

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

[Signature]
Chair, College Review Committee Date

[Signature]
Dean of College Date

Submitted to Coordinating Board by:

[Signature]
Associate Director, Curricular Services Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Course title and number: PLPA 605 Molecular Plant Virology
Term: Spring 2014
Meeting times and location: TR 11:10 – 12:25, Room 308 L.F.Peterson Bldg

Course Description and Prerequisites

The topics of this course focus on the biology and molecular genetics of plant viruses. Historical information and recent developments will be discussed in order to provide insight on how viruses establish an infection and can possibly be controlled, or used as tools in biotechnology.

Prerequisites

Prerequisite: Intro to Plant Pathology (PLPA 301/601). The course is available to graduate students in any area of life sciences. Undergraduates welcome, with approval of instructor.

Learning Outcomes or Course Objectives

1. Become familiar with the most important plant viruses
2. Be able to explain virus structure
3. Be able to explain how viruses replicate and express genes
4. Develop a good understanding of virus movement, silencing and suppression
5. Comprehend how viruses can be controlled or used as tools in biotechnology

Instructor Information

Name: Herman B. Schlothof
Telephone number: (979) 862-1495
Email address: herscho@tamu.edu
Office hours: upon appointment
Office location: 117 B Peterson Bldg

Textbook and/or Resource Material

Recommended Resource Material
ICTV Virus Taxonomy (will be provided as e-copy)
Comparative Plant Virology by Roger Hull. Academic Press. Available in classroom
Plant Virology by Roger Hull. Academic Press. Available in classroom
General Scientific articles, as suggested during the course

Grading Policies

The course will be graded according to the following percentages:

Quiz 1: 15%
Quiz 2: 15%
Exam: 70%

Total %: <59=F; 60-69=D; 70-79=C; 80-89=B; 90-100=A.
Course Topics, Calendar of Activities, Major Assignment Dates

**Week 1:**
- Tues: Overview
- Thurs: Virus structure
- Self-study: Structure for assigned viruses (AVs)

**Week 2:**
- Tues: Viral strategies and examples
- Thurs: Replication and gene expression
- Self-study: Replication and gene expression strategy for AVs

**Week 3:**
- Tues: 15 min quiz on properties of AVs week 1-2 Transcription/Translation
- Thurs: Movement
- Self-study: Movement strategy for AVs

**Week 4:**
- Tues: Silencing and Suppression
- Thurs: Transmission and Control
- Self-study: Suppressor mode of action for AVs Transmission of AVs species

**Week 5:**
- Tues: 15 min quiz on properties of AVs week 3-4 Giruses, Viroids, Subviral Agents, and Tools
- Thurs: Exam

**Other Pertinent Course Information**

**Self-Study Instruction on Assigned Viruses (AVs)**

- Using the e-distributed ICTV *Taxonomy of Viruses* reference textbook, you have to learn the basics listed under self-study for the assigned viruses (AVs) below. You are certainly allowed to obtain the information from alternative sources (for instance the Hull textbook); but when using online resources, make sure you are consulting reliable information.

- You will generate your own "virus property sheet" and build on it each week.

- The name in italics is the family and the acronym represents the species. You need to be familiar with the full name of each and know which one belongs to which family.

<table>
<thead>
<tr>
<th>Family</th>
<th>Species</th>
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<tr>
<td>Bromoviridae</td>
<td>BMV</td>
</tr>
<tr>
<td>Virgaviidae</td>
<td>TMV</td>
</tr>
<tr>
<td>Closteroviridae</td>
<td>CTV</td>
</tr>
<tr>
<td>Potyviridae</td>
<td>PYV</td>
</tr>
<tr>
<td>Luteoviridae</td>
<td>BYDV</td>
</tr>
<tr>
<td>Caulimoviridae</td>
<td>CaMV</td>
</tr>
<tr>
<td>Geminiviridae</td>
<td>TYLCV</td>
</tr>
<tr>
<td>Rhabdoviridae</td>
<td>PYDV</td>
</tr>
<tr>
<td>Bunyaviridae</td>
<td>TSWV</td>
</tr>
</tbody>
</table>

- For movement and suppression you will likely have to consult recent literature in addition to the ICTV reference book.

**Americans with Disabilities Act (ADA)**

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

If you are caught cheating on an exam, or plagiarizing any portion of your writing assignments you will receive a zero for that assignment and will be reported for scholastic dishonesty. As commonly defined plagiarism consists of claiming the ideas, words, writings etc. of another person as your own work. This means you are committing plagiarism if you copy another person and turn it in as your own, even if you have permission of that person. Plagiarism is one of the worst academic sins. If you have any questions regarding plagiarism, please consult the latest issue of the Texas A&M University Student Rules, under the section: Scholastic Dishonesty". 
Texas A&M University
Departmental Request for a New Course
Undergraduate * Graduate * Professional
* Submit original form and attach a course syllabus. *

Form Instructions

1. Request submitted by (Department or Program Name): Department of Plant Pathology and Microbiology

2. Course prefix, number and complete title of course: PLPA 606, Fungal Biology

3. Catalog course description (not to exceed 50 words): Morphological and molecular systematic survey of kingdom of Fungi; emphasis on modern concepts and disease control.

4. Prerequisite(s): PLPA 301/601

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

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

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

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

9. Prefix Course # Title (excluding punctuation)
   PLPA 606 Fungal Biology

   Lect. Lab S/U CP and Fund Code
   0 1 0 0 0 1 0 1 1 0 5 0 0 0 5 2 3 1 8 1 4 - 1 5 0 0 3 6 3 2

   Approval recommended by:
   [Signature]
   Date

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

   Chair, College Review Committee
   Date

   Dean of College
   Date

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

   Submitted to Coordinating Board by:
   [Signature]
   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 – 3/10
Course title and number: Fungal Biology, PLPA 606
Term: Spring 2014
Meeting times and location: TR 11:10-12:25, 308 L.F. Peterson Bldg

Course Description and Prerequisites

Morphological and molecular systematic survey of kingdom Fungi with emphasis on modern concepts.

Prerequisite: Intro to Plant Pathology (PLPA 301/601). The course is available to graduate students in any area of life sciences. Undergraduates welcome, with approval of instructor.

Learning Outcomes or Course Objectives

Course Objectives: This course is designed to introduce advanced students to the Kingdom Fungi. Topics include taxonomy, phylogenetics, and classification schemes used by contemporary mycologists based upon the NSF funded Fungal Tree of Life Project. Although students will be exposed to the entire kingdom Mycota, each phylogeny will be covered to only a limited extent. Therefore, I intend to focus on the conceptual framework of modern research in fungal biology rather than a comprehensive exploration of mycology nomenclature and systematics.

Key Course Learning Outcomes:
1. You will master current high level classification schemes that will allow you to be conversant in fungal systematics
2. You will understand concepts unique to the cell biology of fungi.
3. You will continue your development of critical thinking skills through criticism of current literature
4. You will exercise good social practice through team participation exercises.

Instructor Information

Name: Dr. Brain D. Shaw
Telephone number: 862-7518
Email address: bdshaw@tamu.edu
Office hours: Wed. 1:00-3:00 pm
Office location: 302B L.F. Peterson

Textbook and/or Resource Material

Contemporary literature will be assigned and distributed electronically by the instructor.

Grading Policies

<table>
<thead>
<tr>
<th>Grading Policy</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Exam 1 (Taxonomy/Systematics)</td>
<td>90%</td>
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<tr>
<td>Participation</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Grade Scale

- 90-100% A
- 80-89% B
- 70-79% C
- 60-69% D
- 59 and below F
Exams:
Exam #1 (90%)  Exam covering all aspects of the course, given in the final meeting of the class.

Regrades:
Regrade requests must be made in writing no later than one week after the exam is handed back. The entire exam will be subject to regrade, not just a specific problem; No regrades will be accepted after that time.

Course Topics, Calendar of Activities, Major Assignment Dates

Taxonomy / Systematics
Week 1:  Class 1 Introduction: What is a fungus?

Class 2 Overview of higher level classification of fungi. Classification schemes are based on: Hibbett et al. 2007. A higher-level phylogenetic classification of the Fungi. Mycological Research 111: 509-547 (We will discuss only pages 509-515 today. (Please try to save a tree and not to print this paper, unless you really want a printed copy) Also. Stajich et al. The Fungi. Current Biology. Volume 19, Issue 18, 29 September 2009, Pages R840–R845.

Week 2:  Class 3 Survey of the Former Chytridiomycota
Including: Chytridiomycota, Blastocladiomycota

Class 4 Survey of the Former Zygomycota
Including: Mucoromycotina, and Glomeromycota.

Week 3:  Class 5 Survey of Ascomycota
Including Pezizomycotina

Class 6. Survey of Ascomycota continued
Including all other ascomycetes

Week 4:  Class 7 Mitosporic fungi and the Anamorph/Teleomorph concept. Implications of One Fungus, One Name.

Class 8 Survey of Basidiomycota
Including: Agaricomycotina

Week 5:  Class 9 Survey of Basidiomycota continued
Including: Pucciniomycotina and Ustilaginomycotina

Class 10 Exam

Americans with Disabilities Act (ADA)
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Academic Integrity

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

Form Instructions:

1. Request submitted by (Department or Program Name): Department of Plant Pathology and Microbiology

2. Course prefix, number and complete title of course: PLPA 607, Pathogen Strategies

3. Catalog course description (not to exceed 50 words): Molecular mechanisms that pathogens use of overcome innate immunity of the host plant; molecular events associated with the disease cycles of pathogens; pathogen-host-coevolution; pathogen virulence factors; pathogen countermeasures to plant defense mechanisms

4. Prerequisite(s): PLPA 301/601

Cross-listed with: Stacked with:

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

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

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

Will this course be repeated within the same semester? ❌ Yes

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

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

9. Prefix Course No. Title (excluding punctuation)
   PLPA 607 Pathogen Strategies

<table>
<thead>
<tr>
<th>Lect</th>
<th>Lab</th>
<th>S.H</th>
<th>CIIP and Fund Code</th>
<th>Admin</th>
<th>Inst</th>
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<td></td>
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</tr>
</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:

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 – 3/10
Course title and number  Pathogen Strategies, PLPA607
Term  Fall 2014
Meeting times and location  Tu/Thur 11:10-12:25, 308 L.F. Peterson Bldg.

Course Description and Prerequisites
Pathogen Strategies in Plant-Microbe Interactions. This course is designed to introduce students to the key molecular mechanisms that pathogens employ to overcome innate immunity of the host plant and the molecular events associated with the disease cycles of pathogens. Includes consideration of pathogen-host co-evolution, pathogen virulence factors, and pathogen countermeasures to plant defense mechanisms. Considers fungal, bacterial, and viral pathogens.

Prerequisites: Intro to Plant Pathology (PLPA 301/601). The course is available to graduate students in any area of life sciences. Undergraduates welcome, with approval of instructor.

Learning Outcomes or Course Objectives

Key Course Learning Outcomes
1. Students will memorize key examples of phytotoxins and their mechanisms of action gain insight into the strategies employed to block host defense.
2. Students will understand the strategy, and memorize examples of, pathogen avoidance of and counter-measures against passive and active host defense.
3. Students gain insight about delivery of pathogen virulence factors and memorize examples of such delivery systems and the pathogens that utilize them.
4. Students will be able to explain mechanisms pathogens use for dissemination, adhesion to the host, penetration, establishment of infection, host colonization, and developmental pathways/stages involved in reproduction.
5. Students will assess examples of the evolutionary selective pressure associated with pathogenesis and bioinformatics approaches for detecting signatures of positive selection.
6. Students will evaluate primary literature and synthesize hypotheses to explain the basis for plant-pathogen interactions.

Instructor Information
Name  Professor Daniel Ebbole
Telephone number  845-4831
Email address  d-ebbole@tamu.edu
Office hours  By appointment
Office location  321 Peterson

Textbook and/or Resource Material

Notes and references provided by instructor.

Grading Policies
Grades will be based on a scale of >90% = A, 80-89 = B, 70-79 = C, 60-69 = D. >60 = F.

Grades will be based on one mid-term exam and one oral final exam, each worth 50% of the grade.

Course Topics, Calendar of Activities, Major Assignment Dates

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
</tr>
</thead>
</table>
| 1    | Pathogen toxins as virulence determinants  
      | Non-selective and host-selective toxins and secondary metabolites |
| 2    | Overcoming physical and chemical barriers of the host  
      | Defense against pre-formed antimicrobials and phytoalexins |
Pathogen effectors in disease
Delivery and host targets

Pathogen life cycle: a molecular perspective

Origin of plant pathogens and co-evolution with host

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Texas A&M University

Departmental Request for a New Course
Undergraduate + Graduate + Professional

Submit original form and attach a course syllabus.

1. Request submitted by (Department or Program Name): Department of Plant Pathology and Microbiology
2. Course prefix, number and complete title of course: PLPA 608, Pathogen Perception and Signaling
3. Catalog course description (not to exceed 50 words): Molecular and biochemical basis of pathogen recognition; pathogen signaling initiation and transduction in hosts

4. Prerequisite(s): PLPA 301/601

5. Is this a variable credit course? ☐ Yes ☒ No

6. Is this a repeatable course? ☐ Yes ☒ No

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

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

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

Submitted to Coordinating Board by:
Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
Curricular Services – 3/10
Course title and number: Pathogen Perception and Signaling, PLPA 608
Term: Fall 2014
Meeting times and location: Tu/Thr 11:10-12:25, 308 L.F. Peterson Bldg

Course Description and Prerequisites:
This course is designed to provide graduate students with most updated advance on the molecular and biochemical basis of pathogen recognition and signaling initiation/transduction in hosts.
Prerequisite: Intro to Plant Pathology (PLPA 301/601). The course is available to graduate students in any area of life sciences. Undergraduates welcome, with approval of instructor.

Learning Outcomes or Course Objectives:
- Master principles and general concepts of non-self-recognition and signaling mechanisms in host-microbe interaction.
- Define key molecular, biochemical, genetic and genomics concepts used in plant-microbe interaction.
- Comprehend the experimental approaches necessary for molecular plant-microbe interaction research.
- Develop comprehensive view of current status of molecular plant-microbe interaction.
- Develop a better understanding of the process of scientific inquiry
- Foster curiosity and critical thinking

Instructor Information:
Name: Libo Shan
Telephone Number: 979-845-8818
Email address: lshan@tamu.edu
Office hours: By appointment only
Office location: Rm 136A, Norman E. Borlaug Center

Textbook and/or Resource Material:
The course will be based on the recent literature and there are no designated textbooks required. The instructor will correspond with students by email. All students must therefore have email access, and check for messages from the instructor periodically. The reading materials should be downloaded from the scientific journals or distributed to the class by email attachment.

Grading Policies:
Grading Policy
Exam 1 (Comprehensive close-book exam on microbial sensing and signal transduction) 90%
Class Participation 10%
Total 100%

Grade Scale
90-100% A
80-89% B
70-79% C
60-69% D
59 and below F
Course Topics, Calendar of Activities, Major Assignment Dates

Class Schedule:

(Note: Detailed subject of each lecture is subjected to update with the most recent advance in host-microbe interaction research)

Week 1:  
Class 1 Introduction: Microbial sensing, non-self recognition and signaling  
Class 2 Elicitors, effectors, PAMPs and DAMPs

Week 2:  
Class 3 Plant plasma-membrane immune receptors  
Class 4 Signal transduction in PAMP-triggered immunity

Week 3:  
Class 5 Plant cytoplasmic immune receptors  
Class 6 Signal transduction in effector-triggered immunity

Week 4:  
Class 7 Divergence and convergence of plant PTI and mammalian TLR signaling  
Class 8 Comparison of plant ETI and mammalian NOD signaling

Week 5:  
Class 9 Modulation of immune signaling by pathogens.

Class 10 Exam

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

Form Instructions

1. Request submitted by (Department or Program Name): Department of Plant Pathology and Microbiology

2. Course prefix, number and complete title of course: PLPA 609, Defense Hormone Signals

3. Catalog course description (not to exceed 50 words): Molecular and biochemical mechanisms of plant hormone-mediated defense responses to pathogen invasion; major classes of defense-related proteins, phytoalexins and antibacterial secondary metabolites and signal transduction pathways

4. Prerequisite(s):
   Cross-listed with: PLPA 301/601
   Stacked with:

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

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

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

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

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

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

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
Curricular Services – 3/10
Course title and number: Defense Hormone Signaling, PLPA 609
Term: Fall, 2014
Meeting times and location: Tu/Thur 11:10-12:25, 308 L.F. Peterson Bldg

Course Description and Prerequisites
This course is designed to provide graduate students with most critical review of the most current literature on molecular and biochemical mechanisms of plant hormone-mediated defense responses to pathogen invasion; overview of major classes of defense-related proteins, phytoalexins and antibacterial secondary metabolites and signal-transduction pathways such as those mediated by reactive oxygen species (ROS), salicylic acid (SA), nitric oxide (NO), brassinosteroids, abscisic acid (ABA), ethylene- and lipid-derived compounds such as jasmonic acid (JA).

Prerequisite: Intro to Plant Pathology (PLPA 301/601). The course is available to graduate students in any area of life sciences. Undergraduates welcome, with approval of instructor.

Learning Outcomes or Course Objectives
- Gain knowledge of pathogen induced biosynthesis of major defense hormones and signal transduction pathways regulated by specific hormones.
- Comprehend the concept and complexity and the cross-talk between defense hormones and the hormones involved in growth and development.
- Comprehend the experimental approaches necessary for molecular plant-microbe interaction research.
- Develop comprehensive view of current status of our knowledge of signaling events downstream of pathogen perception.
- Develop a better understanding of the process of scientific inquiry.

Instructor Information
Name: Mike Kolomiets
Telephone number: 979-548-4624
Email address: kolomiets@tamu.edu
Office hours: By appointment only
Office location: Rm 308, Peterson bldg.

Textbook and/or Resource Material
The course will be based on the recent literature and there are no designated textbooks required. The instructor will correspond with students by email.

Grading Policies
Grading Policy: Exam 1: (Comprehensive close-book exam) 90%
Class Participation: 10%

Total 100%
Grade Scale

90-100% A
80-89%  B
70-79%  C
60-69%  D
59 and below F

Course Topics, Calendar of Activities, Major Assignment Dates

Class Schedule:

(Note: Detailed subject of each lecture is subjected to update with the most recent advance in host-microbe interaction research)

Week 1:
Class 1 Introduction: Overview of host biochemical defense
Class 2 Salicylic acid biosynthesis and signal transduction

Week 2:
Class 3 Reactive oxygen species and nitric oxide synthesis and signaling
Class 4 Lipid-mediated signaling

Week 3:
Class 5 Jasmonic acid biosynthesis and signal transduction
Class 6. Ethylene biosynthesis and signal transduction

Week 4:
Class 7 Abscisic acid, brassinosteroids, and auxin
Class 8 Auxin, cytokinins, and gibberellic acid

Week 5:
Class 9 Cross-talk of defense hormones.

Class 10 Exam

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

Form Instructions

1. Request submitted by (Department or Program Name): Bush School of Government and Public Service

2. Course prefix, number and complete title of course: PSAA 619: U.S. Urban Policy and Management

3. Catalog course description (not to exceed 50 words): Overview of U.S. urban policy, management and institutions; theory and research on governmental functions and policies; exposure to actual policymakers and jurisdictions; for students who anticipate careers in regional or local levels of U.S. government.

4. Prerequisite(s): Graduate Classification Only; PSAA 601, PSAA 611 or approval of instructor or department head.

Cross-listed with: Stacked with:

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

5. Is this a variable credit course? No

If yes, from _____ to _____

6. Is this a repeatable course? No

If yes, this course may be taken _____ times.

Will this course be repeated within the same semester? Yes

No

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

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

   Master of Public Service and Administration Program

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

9. Prefix Course # Title (excluding punctuation)
   PSAA 619 U.S. Urban Policy and Management

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

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

   Dean of College Date

   Submitted to Coordinating Board by:

   Associate Director, Curricular Services Date

   Chair, GC or UCC Date

   Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
Curricular Services – 3/10
I have had the Department Head in LAUP review the proposal and they have no objection.

Thanks!

Leslie Feigenbaum
Assistant Dean for Academic Affairs
College of Architecture
Texas A&M University
979-845-7886

Leslie,

I spoke with you at our last GOC meeting. You indicated that you forwarded our proposal to the appropriate department head and that person gave their support. I just want to confirm this in writing. Let me know if this is incorrect.

Thanks for the help with this.

Leonard

Leonard Bright, Ph.D.
Associate Professor
Assistant Dean of Graduate Education

Bush School of Government and Public Service
Texas A&M University
College Station, TX
lbright@tamu.edu
Phone: 979-862-3028

Leslie,
My apologies for this late request. The Bush School’s MPSA program is proposing a new course on “U.S. Urban Policy and Management” (See Attached). I would like to know if you have any concerns and if we have your support. It would be great if you can let me know by the end of the day tomorrow. Again, I apologize for the lateness of this request.

Leonard,

________________________________________

Leonard Bright, Ph.D.
Associate Professor
Assistant Dean of Graduate Education

Bush School of Government and Public Service
Texas A&M University
College Station, TX
lbright@tamu.edu
Phone: 979-862-3028
U.S. Urban Policy and Management  
PSAA 689  
Spring 2014  
1107 Allen Building

Instructor: Dr. Ann Bowman  
Office: Allen 1089  
Office Hours: Tuesday 1-3, Wednesday 2-4, and by appointment  
Contact Information: E-mail: annbowman@tamu.edu Phone: 979 862 4779

Course description:  
This course offers a comprehensive overview of the field of U.S. urban policy and management. Policy is a central focus, but we will address institutions and management of localities as well. Therefore, the class is useful for MPSA students, regardless of track.

Course prerequisites:  
Graduate classification only.

Course objectives:  
This course is designed for students who anticipate careers at the regional or local levels of government. The objective is to gain knowledge and acquire skills that will enhance student development. Therefore, it offers (a) relevant theory and background, (b) contemporary research on governmental functions and policies, (c) exposure to actual jurisdictions and policymakers, and (d) opportunities for students to develop and apply appropriate skills.

Texts (required):  


Class environment:  
1. Respect contributes to an effective learning environment. Please arrive on time and prepared for class. It’s a professional responsibility.

2. We will operate with a “screens down” approach to laptops during class, except as indicated by your instructor. Also, put away your cell phones during class.

3. All assigned readings are to be completed before the class for which they are assigned.
4. Please check email and e-campus regularly. I will communicate with you via email, both individually and as a class, and via the course website on e-campus. You are responsible for being aware of the information distributed through these media.

5. For writing assignments, use conventional fonts in either 11 or 12 point. All written work should be single-spaced, with normal margins, and comply with instructions and Bush School standards.

Assignments should be submitted electronically as Word documents to the e-campus website by 9:00 AM on Tuesday of the week they are due (except the Quick Turnaround Memos). Grade penalties will be assessed for late submissions.

Include your name in the document’s name for each assignment. Students are to work independently on all assignments, with the exception of the local government simulation.

**NOTE:** writing quality matters. Poorly-written papers of similar substance as well-written papers will receive lower grades.

**Assignments:**
The maximum number of points possible in this class is 100.

**Weekly Reading Synopses**
(22 points)
This assignment requires students to summarize the class readings each week. The summary does not require the use of outside sources and should be original to you. This is not group work. Synopses should be 2 pages in length.
Due dates: weekly beginning with Class 2 (but not classes 8 or 14)

**Discussion questions**
(10 points)
Each week, 2 students will prepare a list of 3 discussion questions (individually) related to the reading. They should be thoughtful, important, and not simply opinion-seeking. These questions are to be posted and published on the e-campus site by 9 AM on Tuesday of the assigned week. These questions will assist in guiding our in-class discussion of the readings.
Due dates: variable (see list on e-campus)

**Quick Turnaround Memo**
(12 points)
Each student will write a memo to a city manager on an actual hot-button issue (selected by your instructor) facing the city. You will have 24 hours to write the memo. Students should work independently, not as a group. The memo should identify the fault lines associated with the issue and advise the city manager on alternative courses of action. Consider the push back from various interests. Cite sources.
Paper length: 2 pages (plus Works Cited page).
Due dates: Class 10

**Paper: Mayors as policy leaders and managers**
(25 points)
Each student will select two major U.S. cities (populations > 500,000) and research the role of the mayor as a policy leader and manager. (Instructor approval of mayors/cities is required by Class 3.) Items to be covered include the city context, structure of city government (especially the mayor’s influence on city agencies), mayoral power (formal and informal), the current mayor’s policy agenda, the current mayor’s relationship to the city council, the current mayor’s portrayal in the media, and so on. An in-class power point presentation of the paper is required.
Simulation: Local government policy & management
(21 points)
Imagine a city government confronting a crisis of some kind. Students will be assigned a role to play as the city grapples with the situation. The roles include city council members, assistant city managers, city agency staffers, interest group members, media, and concerned citizens. Students will be given background material about the crisis and their roles. Evaluation will be based on how effectively a student functions in his or her role. Note: this assignment will require advance preparation, the development of background materials (to be submitted to your instructor), and interaction with like actors, if appropriate.
Simulation date: Class 14

Class contribution
(10 points)
Students are expected to participate in class. This means having read the week's readings and being prepared to take part in discussions about the readings. It also means bringing new (and relevant) issues and ideas into the discussion. Some students are more talkative than others, but all students should be engaged in the class and but our goal is to learn from everyone. In addition, students in PSAA 689 are expected to be active participants in Bush School brown-bags and presentations related to local government.

Grade standards:

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
<th>Standard / Benchmark</th>
</tr>
</thead>
<tbody>
<tr>
<td>90 - 100</td>
<td>A</td>
<td>Demonstrates consistently exceptional performance. Demonstrates a thorough understanding of the material. Assignments are professional, clear, concise, well written. Appropriately helps others to advance their learning. Supports class knowledge through positive interaction.</td>
</tr>
<tr>
<td>80 - 89.9</td>
<td>B</td>
<td>Meets requirements of the course. Solid performance demonstrates proficiency and understanding of the material. Assignments are written and edited at an acceptable level. Contributes to class discussions.</td>
</tr>
<tr>
<td>70 - 79.9</td>
<td>C</td>
<td>Demonstrates modest understanding of the material or satisfies the minimal requirements of assignments. Assignments may be poorly written or edited, or their logic may be faulty. Quality of work may be uneven.</td>
</tr>
<tr>
<td>60 - 69.9</td>
<td>D</td>
<td>Performance indicates a substandard understanding of the material. Most assignments lack the quality that is expected of a student in graduate school. Research is inadequate, as is the presentation of the ideas orally or in writing.</td>
</tr>
<tr>
<td>&lt; 60</td>
<td>F</td>
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## Course Schedule

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<thead>
<tr>
<th>Class</th>
<th>Date</th>
<th>Topic</th>
<th>Readings and Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Jan. 21</td>
<td>Development and spatial form of cities</td>
<td>1. O'Sullivan, chapters 1-4</td>
</tr>
<tr>
<td>3</td>
<td>Jan. 28</td>
<td>Changing urban economies</td>
<td>1. O'Sullivan, chapters 5-9</td>
</tr>
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<td>4</td>
<td>Feb. 4</td>
<td>Urban policy problems</td>
<td>1. O'Sullivan, chapters 10-13</td>
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<tr>
<td>5</td>
<td>Feb. 11</td>
<td>Tax &amp; spending policies of local governments</td>
<td>1. O’Sullivan, chapters 14-16</td>
</tr>
<tr>
<td>8</td>
<td>Mar. 4</td>
<td>Comparative mayors project</td>
<td><em>Presentations: Mayors as policy leaders and managers</em></td>
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<td></td>
<td><strong>SPRINGBREAK</strong></td>
</tr>
<tr>
<td>Class</td>
<td>Date</td>
<td>Topic</td>
<td>Readings and Assignments</td>
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<tr>
<td>11</td>
<td>Apr. 1</td>
<td>Local government: Public services II</td>
<td>1. Stenberg &amp; Austin, chapters 11-16.</td>
</tr>
<tr>
<td>12</td>
<td>Apr. 8</td>
<td>Case study: urban opportunity &amp; crisis</td>
<td>1. Erie, et al., chapters 1-4.</td>
</tr>
<tr>
<td>14</td>
<td>Apr. 22</td>
<td>City government simulation</td>
<td>Simulation : <em>City government decision making</em></td>
</tr>
</tbody>
</table>

**Academic Integrity Statement:** AGGIE HONOR CODE

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

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

For work submitted electronically in PSAA 689, please include this statement at the end of the assignment:

_In submitting this assignment I affirm that, on my honor as an Aggie, I have neither given nor received unauthorized aid on this academic work._

**Plagiarism**

The University Student Rules define plagiarism as "failing to credit sources used in a work product in an attempt to pass off the work as one's own. Attempting to receive credit for work performed by another, including papers obtained in whole or in part from individuals or other sources"(p. 19).

Plagiarism is an extremely serious form of academic dishonesty and could have severe consequences for any individual who engages in such practices including course failure and
dismissal from the Bush School and the university. It is critically important that each student understand the correct manner in which to cite material quoted or paraphrased from another source including material drawn from public or electronic sources.

If a student is uncertain as to where and how to acknowledge material drawn from another source, it is imperative that he or she obtain guidance from the appropriate faculty member or the Bush School writing consultant before making a presentation or submitting a paper that uses material from others. Students working together on team projects should be careful to make certain that other members of their group have conformed to correct citation practices. Failure to do so can make all members of the group responsible for a collectively submitted work. It is important that everyone understand that plagiarism is not only about academic integrity, it is also about intellectual property rights and respect for others.

**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 the Department of Student Life, Services for Students with Disabilities or call 845-1637. For additional information, visit [http://disability.tamu.edu](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. Request submitted by (Department or Program Name): Department of Educational Psychology

2. Course prefix, number and complete title of course: SEFB 630: Practicum In Applied Behavior Analysis

3. Catalog course description (not to exceed 50 words): University-supervised experience related to specializations in special education and behavior analysis

4. Prerequisite(s): Graduate Classification; SEFB 618; Approval of Department Head

   Cross-listed with: 

   Stacked with: 

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

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

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

7. This course will be:
   a. required for students enrolled in the following degree 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)
      This is an optional course for students seeking Applied Behavior Analysis certification. MED in Special Educaiton and PHD students in Educational Psychology and School Psychology are the target students.

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

9. Prefix  Course #  Title (excluding punctuation)
   S E F B 6 3 0  P R A C T I C U M  I N  A B A

   Lect.  Lab  SCH  CIP and Fund Code  Admin. Unit  Acad. Year  HCE Code
   0 0 0 9 0 3 1 3 1 0 1 3 0 0 0 4 0 9 2 0 1 4 - 1 5 0 0 3 6 3 2

   Approval recommended by:

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

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

   Submitted to Coordinating Board by:

   Mark Zoran, Ph.D.
   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 – 3/10
TEXAS A & M UNIVERSITY
DEPARTMENT OF EDUCATIONAL PSYCHOLOGY
SPECIAL EDUCATION PROGRAM

SYLLABUS: Practicum in Applied Behavior Analysis (Fall/Spring)
SEFB 630
(only graduate students who have begun BCBA coursework may enroll)

Dates/Time/Classroom: TBD

University Supervisor/Instructor: TBD
Instructor:
Office:
E-mail:
Phone:

*Supervisor will be one of the approved faculty members who offer the BCBA course sequence (doctoral level faculty)

Course Description

University-supervised experience related to specializations in special education and behavior analysis. Prerequisites:
Graduate classification; SEFB 618; approval of department head.

Course Objectives

- Students will be able to implement behavioral interventions correctly
- Students will be able to respond to corrective feedback by correcting errors in implementation of behavioral skills

Prerequisites

Onset of Experience: BCBA® applicants may not start accumulating experience until they have begun the coursework
required to meet the BACB coursework requirements.

This course is online. You will need to have access to the following equipment and have the following skills:
- Webcam, headset with microphone
- Computer with high-speed internet access
- Digital video recorder
- A scanner
- The ability to use eLearning tools, including uploading video and documents
- An email account that you check regularly and have forwarded messages from eLearning to that account, or check
eLearning regularly

Recommended Text Book


Attendance Policies/Hours for Credit

SEMINAR: Since this seminar will only meet for 45 min per week (minimum of 12 weeks) during this semester, it is
imperative that you attend each one. Seminars will be conducted online at the class’s scheduled meeting time. You must
log in at least 10 minutes ahead of time to ensure that you are in attendance for the entire hour. Lateness will result in
fewer hours accumulated toward your total. Please review the University attendance policy here: http://student-
rules.tamu.edu/rule07

PRACTICUM HOURS: A supervisory period is one week. In order to count experience hours within any given
supervisory period, you must be supervised at least once during that period for no less than 7.5 % of the total spent in
practicum. You must be at your practicum site for 20 hours per week. If you earned 20 hours of experience in that week, you must have at least 1.5 hours of supervision each week. When you must be absent (university excused only) and attend fewer than the set minimum hours, notify your university supervisor. You must be in your placement for a minimum of 240 practicum hours over the semester; however, no fewer than 10 hours but no more than 20 hours may be accrued per week (although the BACB allows larger numbers of hours per week, this limit is a requirement of this program).

Supervisees may accrue experience in only one category at a time (i.e., Supervised Independent Fieldwork or Practicum).

MAKE UP HOURS: Make up opportunities will only be allowed for University excused absences. Missing scheduled seminars, individual supervision appointments, or practicum hours will be very difficult to make up due to the compressed schedule and hours required for practica versus supervised independent fieldwork.

A passing grade requires a minimum of 9 hours of group meetings (seminar/supervised group experience), 9 hours of individual supervision, and 240 hours total/20 per week in practicum settings. The group meetings and individual supervision meetings schedules may be varied by the instructor at his or her discretion. For example, you may meet with the group every other week for 1.5 hours and the opposite weeks for individual supervision for 1.5 hr. No more than 50% of your supervision time may consist of group meetings.

The Behavior Analyst Certification Board, Inc.® has approved the TAMU practicum and intensive practicum among the requirements for eligibility to take the Board Certified Behavior Analyst Examination®. Applicants will have to meet additional requirements to qualify.

<table>
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<tr>
<th>Placements</th>
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<tr>
<td>FALL/SPRING PRACTICA: Students are responsible for acquiring their own placements via full-time employment or 20 hour volunteer work.</td>
</tr>
</tbody>
</table>

Professionalism must be displayed with all students in the public schools or other educational settings, school personnel, parents, university supervisors, and instructors. This includes but is not limited to appropriate attire, language, written and oral communication (including e-mails), and demeanor. A student choosing not to display professionalism while representing Texas A&M can be dismissed from the Special Education Program. While on the practicum site, students should adhere to the Behavior Analyst Certification Board Guidelines for Responsible Conduct for Behavior Analysts ©.

APPROPRIATE EXPERIENCE ACTIVITIES: The students' primary focus should be acquiring new behavior-analytic skills related to the BACB Third Edition Task List or the BACB Fourth Edition Task List as appropriate including:
- Conducting assessment activities related to the need for behavioral interventions (e.g., stimulus preference assessment, functional assessment, staff performance assessment),
- Designing, implementing, and systematically monitoring skill-acquisition and behavior reduction programs,
- Overseeing the implementation of behavior analysis programs by others,
- Training, designing behavioral systems, and performance management,
- Other activities normally performed by a behavior analyst that are directly related to behavior analysis such as attending planning meetings regarding the behavior analysis program, researching the literature related to the program, talking to individuals about the program; plus any additional activities related to oversight of behavioral programming such as behavior analyst supervision issues, or evaluation of behavior analysts' performance. The supervisor will determine if activities qualify.

Examples of activities that are NOT APPROPRIATE as experience activities include: attending meetings with little or no behavior analytic content, providing interventions that are not based in behavior analysis, doing non-behavior analytic administrative activities, and completing non-behavioral assessments (e.g., diagnostic assessments, intellectual assessments), paperwork, documentation, billing, or any other activities that are not directly related to behavior analysis.

If a portion of your employment involves inappropriate BCBA experiences, you must ensure that you will be engaged in appropriate experiences for the minimum required hours.
APPROPRIATE CLIENTS: Clients may be any persons for whom behavior analysis services are appropriate. However, the applicant may not be related to the client or the client’s primary caretaker. Applicants must work with multiple clients during the experience period.

<table>
<thead>
<tr>
<th>Assignments/Requirements</th>
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*Because this course is online, you will need access to a scanner so you can scan and upload all forms to turn in to your supervisor. You will also need to upload videos, so you will need to have access to a digital video recorder and be able to use the computer proficiently.*

DOCUMENTATION OF PRACTICUM HOURS: You will keep a log (see Practicum Hours Log attached) of your hours in attendance in your practicum throughout the semester. This log must document the number of hours required weekly (20/week in fall/spring). It must also be signed by your direct supervisor (e.g., principal, assistant principal, school director). This log must be turned in and be complete to earn credit for this course.

BACB FIELDF WORK AND PRACTICUM EXPERIENCE SUPERVISION FORM: You will receive a supervision hour form each week after seminars and after each individual meeting with your supervisor. You are responsible for keeping track of these forms. You must turn in these forms (signed by you and your supervisor) at the end of the semester and you must have the minimum required hours to receive credit for the course. Overall evaluations (see bottom of form) must be rated “satisfactory” to get full credit. Ratings of “needs improvement” will not result in significant point reduction if later supervision sessions result in improvement. Ratings of “unsatisfactory” will result in proportional final point reductions. Fall/Spring semesters: 18 hours required; 9 of group supervision, 9 of individual.

WEEKLY ASSIGNMENTS: You must prepare for each weekly seminar. These assignments must be posted on eLearning a minimum of 1 hour prior to class time.

1. Every other week case summaries: Every other week, summarize, briefly, a challenge you’ve had with a client in the past two weeks. Include (at a minimum), a name (pseudonym), brief description of the individual (age, functioning, diagnosis), objectively defined behavior of concern, intervention attempted. We will discuss some of these in seminar.

2. Videos (every week): You will prepare a video and upload it each week, at least 1 hour prior to seminar. You and your classmates will rotate showing your videos for the seminar, but you will need to prepare one per week for your individual sessions. When possible, record videos related to the case studies and other assignments. DUE DATES: Weekly, 1 hour prior to seminar.

3. Additional assignments:
   a. Ethics assignment: Have the parents/guardians of any students you will video record through the semester and turn these in to your supervisor. Write a short paper (about 1 page) describing how you apply the following ethical considerations to the clients with which you are working. Be specific on how these issues apply to your current clients (but maintain confidentiality).
      i. Preparation via professional development (e.g., give examples of conferences/workshops you have attended or journals you have read).
      ii. Practicing within your professional competency limits.
      iii. Ethical interventions (e.g., use of reinforcement versus punishment)
   b. Functional analysis
   c. Reinforcement Checklist: Complete a reinforcement checklist on at least one client/student. Your supervisor will post one online for your use or you may use your own.
   d. Collect baseline data (at least 5 data points) on a behavior of concern. Define the behavior in objective terms. Thoroughly describe your method of measurement (e.g., frequency, duration). Graph the data using Excel or other graphing software.
   e. Choose an appropriate intervention or environmental manipulation (must be a positive behavior intervention/support). Implement your intervention, thoroughly describe your intervention in writing and graph the data. This should be a continuation of your baseline data.
   f. Inter-rater reliability: You must have a second observer independently collect data along with you at least three times. Calculate your inter-observer agreement (IOA) and share your results. Be prepared to discuss difficulties in obtaining high IOA or why you were particularly successful.
   g. Provide a written analysis of the results of your intervention. Also, discuss the limitations of this design (AB) compared to more stringent designs (reversal, multiple baseline).
INDIVIDUAL SUPERVISION: You will view your video with your supervisor, who will provide you individual feedback on your skills, as well as discussing assignments submitted for seminar. You will individually schedule these meetings with your supervisor for 45 min per week. Alternatively, if you work locally, the supervisor may be able to observe you on-site.

| Grading Policy |

You must complete all of the required assignments to pass this course. If you have not completed all of the assignments, you will receive an F. If you complete all of the assignments, your grade will be calculated as follows:

GRADE SCALE:
A = 90-100%  B = 80-89%  C = 75-79%  D = 70-74%  F = <70%

<table>
<thead>
<tr>
<th>ASSIGNMENT</th>
<th>DUE DATE</th>
<th>PERCENTAGE</th>
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<tbody>
<tr>
<td>Practicum Hours Log</td>
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<tr>
<td>BACB Fieldwork and Practicum Experience Supervision Forms</td>
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<td>20%</td>
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<tr>
<td>Weekly Video Uploads</td>
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<td>20%</td>
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<tr>
<td>Every-Other-Week Case Summaries</td>
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<td>20%</td>
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<tr>
<td>Additional Assignments</td>
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<td>20%</td>
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</table>
Practicum Hours Log

You must complete this and have it signed weekly by a supervisor (e.g., principal, assistant principal, school director). You are responsible for completing and documenting the required hours for the semester. For Fall or Spring semesters, you must log 20 hours per week (240 for the semester). You may not count extra hours in a given week toward the total (for example, though you may work in a classroom for 35 hours/week, you will log 20 hours that week).

APPROPRIATE EXPERIENCE ACTIVITIES include:
- Conducting assessment activities related to the need for behavioral interventions (e.g., stimulus preference assessment, functional assessment, staff performance assessment),
- Designing, implementing, and systematically monitoring skill-acquisition and behavior reduction programs,
- Overseeing the implementation of behavior analysis programs by others,
- Training, designing behavioral systems, and performance management,
- Other activities normally performed by a behavior analyst that are directly related to behavior analysis such as attending planning meetings regarding the behavior analysis program, researching the literature related to the program, talking to individuals about the program; plus any additional activities related to oversight of behavioral programming such as behavior analyst supervision issues, or evaluation of behavior analysts' performance. The supervisor will determine if activities qualify.

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<table>
<thead>
<tr>
<th>Week of (Date):</th>
<th>Hours for the Week</th>
<th>Signature of Supervisor</th>
<th>Cumulative Total Hours</th>
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Video Permission Form

Dear Parents,

I am pleased to let you know that I am working toward my Board Certification in Behavior Analysis® (BCBA®). As part of the requirements for certification, I will be mentored and supervised by an individual with experience in applied behavior analysis. Part of this mentoring involves video recording myself working with clients/students.

I'm writing to ask your permission to video record myself working with your child to show to my mentor and a group of others who are working toward their BCBA® as part of a college course. I will use these videos to demonstrate my skills and discuss how I can improve.

I will likely video record various aspects and events that occur in our class. For example, one on one instruction, small group instruction, inclusion, social groups, language activities, and behavior management techniques. I am requesting to video each student in order to demonstrate a variety of teaching methods.

Videos will only be shown to my supervisor and BCBA® trainees. Once the videos have been shown and discussed, the videos will be deleted.

If you would like to grant me permission to video your child, please complete and return the bottom portion of this form.

Thank you and I appreciate your support!

Sincerely,

________________________________________________________________________

<
________________________________________________________________________

I authorize ________________________ to videotape my child during school hours and understand that these videos may be used for training purposes.

________________________________________________________________________

Child’s Name

________________________________________________________________________

Printed Parent’s Name       Signature       Date
ADA Statement: The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life, Disability Services in Room B118 of Cain Hall, or call 845-1637. Helpful information is located at http://disability.tamu.edu.

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

Copyright Statement: The materials used in this course are copyrighted. These materials include but are not limited to syllabi, quizzes, exams, lab problems, in-class materials, review sheets, and additional problem sets. Because these materials are copyrighted, you do not have the right to copy the handouts, unless permission is expressly granted.

Scholastic Dishonesty: Instances of scholastic dishonesty will be treated in accordance with Section 20 of the TAMU Student Rules. Please inform yourself on the student rules regarding cheating, plagiarism, fabrication of information, conspiracy at the new website www.tamu.edu/aggiehonor/.

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

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

Respect Statement: The faculty of the College of Education and Human Development value and respect diversity and the uniqueness of each individual. The faculty affirms its dedication to non-discrimination in our teaching, programs, and services on the basis of race, color, religion, gender, age sexual orientation, domestic partner status, ethnic or national origin, veteran status, or disability. The College of Education and Human Development at Texas A & M University is an open and affirming organization that does not tolerate discrimination, vandalism, violence or hate crimes. We insist that appropriate action be taken against those who perpetrate such acts. Further, the College is committed to protecting the welfare, rights, and privileges of anyone who is a target of prejudice or bigotry. Our commitment to tolerance, respect, and action to promote and enforce these values embraces the entire university community. In the spirit of shared responsibility, each University unit, student organization, and community member is encouraged to help make our campus, and this class, a welcoming place for all. Should you have any concerns related to respect for diversity or feel that you (or any others) are being discriminated against, please contact your departmental Ombudsperson, or the Department Head, or the College Ombudsperson.
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

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

2. Course prefix, number and complete title of course: SEFB 631: Intensive Practicum in Applied Behavior Analysis

3. Catalog course description (not to exceed 50 words): University-supervised intensive experience related to specializations in special education and behavior analysis

4. Prerequisite(s): Graduate Classification; SEFB 618; approval of department head

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

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

7. This course will be:
   a. required for students enrolled in the following degree 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)
      This is an optional course for students seeking Applied Behavior Analysis Certification. MED in Special Education and PHD students in Educational Psychology and School Psychology are the target students.

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

9. Prefix  Course #  Title (excluding punctuation)

<table>
<thead>
<tr>
<th>SEFB</th>
<th>631</th>
<th>INTENSIVE</th>
<th>PRAC</th>
<th>INA</th>
<th>ABA</th>
</tr>
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<tbody>
<tr>
<td>Lect</td>
<td>Lab</td>
<td>SCH</td>
<td>CLIP and Fund Code</td>
<td>Admin Unit</td>
<td>Acad Year</td>
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<td>092 014</td>
<td>- 1 5 0 0 3 6 3 2</td>
</tr>
</tbody>
</table>

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

Mark Zoran, Ph.D.
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 – 3/10
TEXAS A & M UNIVERSITY
DEPARTMENT OF EDUCATIONAL PSYCHOLOGY
SPECIAL EDUCATION PROGRAM

SYLLABUS: Intensive Practicum in Applied Behavior Analysis (Summer)
SEFB 631
(only graduate students who have begun BCBA coursework may enroll)

Dates/Times/Classroom: TBD

University Supervisor/Instructor* TBD
Instructor:
Office:
E-mail:
Phone:

*Supervisor will be one of the approved faculty members who offer the BCBA course sequence (doctoral level faculty)

Course Description

University-supervised intensive experience related to specializations in special education and behavior analysis.
Prerequisites: Graduate classification; SEFB 618; approval of department head.

Course Objectives

- Students will be able to implement behavioral interventions correctly
- Students will be able to respond to corrective feedback by correcting errors in implementation of behavioral skills

Prerequisites

Onset of Experience: BCBA® applicants may not start accumulating experience until they have begun the coursework required to meet the BACB coursework requirements.

This course is online. You will need to have access to the following equipment and have the following skills:
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Recommended Text Book


Attendance Policies/Hours for Credit

SEMINAR: Since this seminar will only meet for 45 min per week (minimum of 10 weeks) during this semester, it is imperative that you attend each one. Seminars will be conducted online at the class’s scheduled meeting time. You must log in at least 10 minutes ahead of time to ensure that you are in attendance for the entire hour. Lateness will result in fewer hours accumulated toward your total. Please review student rule 7 for information on the University attendance policy: http://student-rules.tamu.edu/rule07

INTENSIVE PRACTICUM HOURS: A supervisory period is one week. In order to count experience hours within any given supervisory period, you must be supervised at least twice during that period for no less than 10% of the total spent
in Intensive Practicum. You must be at your practicum site for 15 hours per week. If you earned 15 hours of experience
in that week, you must have at least 1.5 hours of supervision each week. When you must be absent (university excused
only) and attend fewer than the set minimum hours, notify your university supervisor. You must be in your placement for
a minimum of 150 practicum hours over the semester; however, no fewer than 10 hours but no more than 15 hours may be
accrued per week (although the BACB allows larger numbers of hours per week, this limit is a requirement of this
program).

Supervisees may accrue experience in only one category at a time (i.e., Supervised Independent Fieldwork or Practicum).

MAKE UP HOURS: Make up opportunities will only be allowed for University excused absences. Missing scheduled
seminars, individual supervision appointments, or practicum hours will be very difficult to make up due to the compressed
schedule and hours required for practica versus supervised independent fieldwork.

A passing grade requires a minimum of 7.5 hours of group meetings (seminar/supervised group experience), 7.5 hours of
individual supervision, and 150 hours total/15 per week in practicum settings. The group meetings and individual
supervision meetings schedules may be varied by the instructor at his or her discretion. For example, you may meet with
the group every other week for 1.5 hours and the opposite weeks for individual supervision for 1.5 hr. No more than 50% of
your supervision time may consist of group meetings.

The Behavior Analyst Certification Board, Inc.® has approved the TAMU practicum and intensive practicum among
the requirements for eligibility to take the Board Certified Behavior Analyst Examination®. Applicants will have to
meet additional requirements to qualify.

<table>
<thead>
<tr>
<th>Placements</th>
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| Summer Intensive PRACTICA: Students are responsible for acquiring their own placements via full-time employment or
15 hour volunteer work. |

Professionalism must be displayed with all students in the public schools or other educational settings, school personnel,
parents, university supervisors, and instructors. This includes but is not limited to appropriate attire, language, written and
oral communication (including e-mails), and demeanor. A student choosing not to display professionalism while
representing Texas A&M can be dismissed from the Special Education Program. While on the practicum site, students
must adhere to the Behavior Analyst Certification Board Guidelines for Responsible Conduct for Behavior Analysts ©.

APPROPRIATE EXPERIENCE ACTIVITIES: The students’ primary focus should be acquiring new behavior-analytic
skills related to the BACB Third Edition Task List or the BACB Fourth Edition Task List as appropriate including:
- Conducting assessment activities related to the need for behavioral interventions (e.g., stimulus preference
  assessment, functional assessment, staff performance assessment),
- Designing, implementing, and systematically monitoring skill-acquisition and behavior reduction programs,
- Overseeing the implementation of behavior analysis programs by others,
- Training, designing behavioral systems, and performance management,
- Other activities normally performed by a behavior analyst that are directly related to behavior analysis such as
  attending planning meetings regarding the behavior analysis program, researching the literature related to the
  program, talking to individuals about the program; plus any additional activities related to oversight of behavioral
  programming such as behavior analyst supervision issues, or evaluation of behavior analysts’ performance. The
  supervisor will determine if activities qualify.

Examples of activities that are NOT APPROPRIATE as experience activities include: attending meetings with little or no
behavior analytic content, providing interventions that are not based in behavior analysis, doing non-behavior analytic
administrative activities, and completing non-behavioral assessments (e.g., diagnostic assessments, intellectual
assessments), paperwork, documentation, billing, or any other activities that are not directly related to behavior analysis.

If a portion of your employment involves inappropriate BCBA experiences, you must ensure that you will be engaged in
appropriate experiences for the minimum required hours.
APPROPRIATE CLIENTS: Clients may be any persons for whom behavior analysis services are appropriate. However, the applicant may not be related to the client or the client's primary caretaker. Applicants must work with multiple clients during the experience period.

Assignments/Requirements

*Because this course is online, you will need access to a scanner so you can scan and upload all forms to turn in to your supervisor. You will also need to upload videos, so you will need to have access to a digital video recorder and be able to use the computer proficiently.

DOCUMENTATION OF INTENSIVE PRACTICUM HOURS: You will keep a log (see Intensive Practicum Hours Log attached) of your hours in attendance in your practicum throughout the semester. This log must document the number of hours required weekly (15/week in summer). It must also be signed by your direct supervisor (e.g., principal, assistant principal, school director). This log must be turned in and be complete to earn credit for this course.

BACB FIELDWORK AND INTENSIVE PRACTICUM EXPERIENCE SUPERVISION FORM: You will receive a supervision hour form each week after seminars and after each individual meeting with your supervisor. You are responsible for keeping track of these forms. You must turn in these forms (signed by you and your supervisor) at the end of the semester and you must have the minimum required hours to receive credit for the course. Overall evaluations (see bottom of form) must be rated "satisfactory" to get full credit. Ratings of "needs improvement" will not result in significant point reduction if later supervision sessions result in improvement. Ratings of "unsatisfactory" will result in proportional final point reductions. Summer semester: 15 hours required; 7.5 of group supervision, 7.5 of individual.

WEEKLY ASSIGNMENTS: You must prepare for each weekly seminar. These assignments must be posted on eLearning a minimum of 1 hour prior to class time.
1. Every other week case summaries: Every other week, summarize, briefly, a challenge you’ve had with a client in the past two weeks. Include (at a minimum), a name (pseudonym), brief description of the individual (age, functioning, diagnosis), objectively defined behavior of concern, intervention attempted. We will discuss some of these in seminar.
2. Videos (every week): You will prepare a video and upload it each week, at least 1 hour prior to seminar. You and your classmates will rotate showing your videos for the seminar, but you will need to prepare one per week for your individual sessions. When possible, record videos related to the case studies and other assignments. DUE DATES: Weekly, 1 hour prior to seminar.
3. Additional assignments:
   a. Ethics assignment: Have the parents/guardians of any students you will video record through the semester and turn these in to your supervisor. Write a short paper (about 1 page) describing how you apply the following ethical considerations to the clients with which you are working. Be specific on how these issues apply to your current clients (but maintain confidentiality).
      i. Preparation via professional development (e.g., give examples of conferences/workshops you have attended or journals you have read).
      ii. Practicing within your professional competency limits.
      iii. Ethical interventions (e.g., use of reinforcement versus punishment)
   b. Functional analysis
   c. Reinforcement Checklist: Complete a reinforcement checklist on at least one client/student. Your supervisor will post one online for your use or you may use your own.
   d. Collect baseline data (at least 5 data points) on a behavior of concern. Define the behavior in objective terms. Thoroughly describe your method of measurement (e.g., frequency, duration). Graph the data using Excel or other graphing software.
   e. Choose an appropriate intervention or environmental manipulation (must be a positive behavior intervention/support). Implement your intervention, thoroughly describe your intervention in writing and graph the data. This should be a continuation of your baseline data.
   f. Inter-rater reliability: You must have a second observer independently collect data along with you at least three times. Calculate your inter-observer agreement (IOA) and share your results. Be prepared to discuss difficulties in obtaining high IOA or why you were particularly successful.
   g. Provide a written analysis of the results of your intervention. Also, discuss the limitations of this design (AB) compared to more stringent designs (reversal, multiple baseline).
INDIVIDUAL SUPERVISION: You will view your video with your supervisor, who will provide you individual feedback on your skills, as well as discussing assignments submitted for seminar. You will individually schedule these meetings with your supervisor for 45 min per week. Alternatively, if you work locally, the supervisor may be able to observe you on-site.

Grading Policy

You must complete all of the required assignments to pass this course. If you have not completed all of the assignments, you will receive an F. If you complete all of the assignments, your grade will be calculated as follows:

GRADE SCALE:
A = 90-100%  B = 80-89%  C = 75-79%  D = 70-74%  F = <70%

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<td>Every-Other-Week Case Summaries</td>
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<tr>
<td>Additional Assignments</td>
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**Intensive Practicum Hours Log**

You must complete this and have it signed weekly by a supervisor (e.g., principal, assistant principal, school director). You are responsible for completing and documenting the required hours for the semester. For summer semester, you must log 15 hours per week (150 for the semester). You may not count extra hours in a given week toward the total (for example, though you may work in a classroom for 30 hours/week, you will log 15 hours that week).

**APPROPRIATE EXPERIENCE ACTIVITIES** include:
- Conducting assessment activities related to the need for behavioral interventions (e.g., stimulus preference assessment, functional assessment, staff performance assessment),
- Designing, implementing, and systematically monitoring skill-acquisition and behavior reduction programs,
- Overseeing the implementation of behavior analysis programs by others,
- Training, designing behavioral systems, and performance management,
- Other activities normally performed by a behavior analyst that are directly related to behavior analysis such as attending planning meetings regarding the behavior analysis program, researching the literature related to the program, talking to individuals about the program; plus any additional activities related to oversight of behavioral programming such as behavior analyst supervision issues, or evaluation of behavior analysts' performance. The supervisor will determine if activities qualify.

**APPROPRIATE CLIENTS:** Clients may be any persons for whom behavior analysis services are appropriate. However, the applicant may not be related to the client or the client's primary caretaker. Applicants must work with multiple clients during the experience period.

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Video Permission Form

Dear Parents,

I am pleased to let you know that I am working toward my Board Certification in Behavior Analysis® (BCBA®). As part of the requirements for certification, I will be mentored and supervised by an individual with experience in applied behavior analysis. Part of this mentoring involves video recording myself working with clients/students.

I'm writing to ask your permission to video record myself working with your child to show to my mentor and a group of others who are working toward their BCBA® as part of a college course. I will use these videos to demonstrate my skills and discuss how I can improve.

I will likely video record various aspects and events that occur in our class. For example, one on one instruction, small group instruction, inclusion, social groups, language activities, and behavior management techniques. I am requesting to video each student in order to demonstrate a variety of teaching methods.

Videos will only be shown to my supervisor and BCBA® trainees. Once the videos have been shown and discussed, the videos will be deleted.

If you would like to grant me permission to video your child, please complete and return the bottom portion of this form.

Thank you and I appreciate your support!

Sincerely,

__________________________________________________________________________

X

__________________________________________________________________________

I authorize ____________________________ to videotape my child during school hours and understand that these videos may be used for training purposes.

__________________________
Child’s Name

__________________________________    __________________________    _____________
Printed Parent’s Name                Signature                      Date
ADAI 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 the Department of Student Life, Disability Services in Room B118 of Cain Hall, or call 845-1637. Helpful information is located at http://disability.tamu.edu.

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

Copyright Statement: The materials used in this course are copyrighted. These materials include but are not limited to syllabi, quizzes, exams, lab problems, in-class materials, review sheets, and additional problem sets. Because these materials are copyrighted, you do not have the right to copy the handouts, unless permission is expressly granted.

Scholastic Dishonesty: Instances of scholastic dishonesty will be treated in accordance with Section 20 of the TAMU Student Rules. Please inform yourself on the student rules regarding cheating, plagiarism, fabrication of information, conspiracy at the new website www.tamu.edu/aggiehonor/.

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

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

Respect Statement: The faculty of the College of Education and Human Development value and respect diversity and the uniqueness of each individual. The faculty affirms its dedication to non-discrimination in our teaching, programs, and services on the basis of race, color, religion, gender, age sexual orientation, domestic partner status, ethnic or national origin, veteran status, or disability. The College of Education and Human Development at Texas A&M University is an open and affirming organization that does not tolerate discrimination, vandalism, violence or hate crimes. We insist that appropriate action be taken against those who perpetrate such acts. Further, the College is committed to protecting the welfare, rights, and privileges of anyone who is a target of prejudice or bigotry. Our commitment to tolerance, respect, and action to promote and enforce these values embraces the entire university community. In the spirit of shared responsibility, each University unit, student organization, and community member is encouraged to help make our campus, and this class, a welcoming place for all. Should you have any concerns related to respect for diversity or feel that you (or any others) are being discriminated against, please contact your departmental Ombudsperson, or the Department Head, or the College Ombudsperson.
Course Changes
Texas A&M University
Departmental Request for a Change in Course
Undergraduate ♦ Graduate ♦ Professional
* Submit original form and attachments *

1. Request submitted by (Department or Program Name): Zachry Department of Civil Engineering

2. Course prefix, number and complete title of course:
   CVEN 601 - Environmental Engineering Processes III

3. Change requested

   CHEN 222; CVEN301
   CVEN 301

   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 5; enter proposed course title and proposed course description in item 6. Complete item 7 for change in title.

   e. Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 7. Attach a course syllabus.

4. For informational purposes only, please indicate course number if this course will be stacked: __________________________

5. Complete current course title and current catalog course description:

6. Complete proposed course title and proposed catalog course description (not to exceed 50 words):

7. a. As currently in course inventory:

<table>
<thead>
<tr>
<th>Prefix</th>
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<th>Title (excluding punctuation)</th>
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<td>ENVIRONMENTAL ENGINEERING PROCESSES III</td>
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   b. Change to:

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</table>

   Approval recommended by:

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

   Scott Miller
   Chair, College Review Committee Date

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

   Scott Miller
   Dean of College Date

   Mark Zoran
   Chair, GC or UCC Date

   Submitted to Coordinating Board by:

   Associate Director, Curricular Services Date
   Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services – 02/11
October 8, 2013

TO WHOM IT MAY CONCERN

CVEN 601 ENVIRON ENG PROC III

Prerequisites: CHEN 222; CVEN 301 to remove CHEN 222 from prerequisites

CVEN 620 ENVIRON ENG PROC II

Prerequisites: CVEN 301; a course in organic chemistry

We are requesting for a change in the prerequisites of the above-mentioned courses as CHEN 222 is no longer offered as an option for undergraduate students in the environmental track under the Department of Civil Engineering. As such, a course in organic chemistry for CVEN 620 is also no longer a requirement for students to take the course.

Thank you.

Yunlong Zhang
Director of Graduate Studies
Texas A&M University

Departmental Request for a Change in Course
Undergraduate • Graduate • Professional
Submit original form and attachments

1. Request submitted by (Department or Program Name): Zachry Department of Civil Engineering

2. Course prefix, number and complete title of course: CVEN620 Environmental Engineering Processes II

3. Change requested

<table>
<thead>
<tr>
<th>CVEN301; course in organic chemistry</th>
<th>CVEN301</th>
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<tr>
<td>a. Prerequisite(s): From:</td>
<td>To:</td>
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<td>b. Withdrawal (reason):</td>
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<td>c. Cross-list with:</td>
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<tr>
<td>d. Change in course title and description. Enter complete current course title and current course description in item 5; enter proposed course title and proposed course description in item 6. Complete item 7 for change in title.</td>
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<td>e. Change in course number, contact hours (lab &amp; lecture), and semester credit hours. Complete item 7. Attach a course syllabus.</td>
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4. For informational purposes only, please indicate course number if this course will be stacked:

5. Complete current course title and current catalog course description:

6. Complete proposed course title and proposed catalog course description (not to exceed 50 words):

7. a. As currently in course inventory:

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Approval recommended by:

Yulong Zhang
Department Head or Program Chair (Type Name & Sign) Date: 10/09/13

Scott Miller
Chair, College Review Committee (for) Date: 11/19/13

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

Mark Zoran
Chair, GC or UCC Date: 11/15/13

Submitted to Coordinating Board by:

Effective Date

Associate Director, Curricular Services Date: 02/11

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Texas A&M University
Departmental Request for a Change in Course
Undergraduate ♦ Graduate ♦ Professional
Submit original form and attachments

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

2. Course prefix, number and complete title of course:
   ECEN 681 Seminar

3. Change requested
   a. Prerequisite(s): From: May not be taken for credit more than once in master's degree program.
      To: May be taken for credit up to three times. Graduate classification in electrical and computer engineering.
   b. Withdrawal (reason): Changed requirements
   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 5; enter proposed course title and proposed course description in item 6. Complete item 7 for change in title.

   e. Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 7. Attach a course syllabus.

4. For informational purposes only, please indicate course number if this course will be stacked:

5. Complete current course title and current catalog course description:
   Reports and discussion of current research and of selected published technical articles. May not be taken for credit more than once in master's degree program or twice in PhD program. Prerequisite: Graduate classification in electrical engineering.

6. Complete proposed course title and proposed catalog course description (not to exceed 50 words):
   Reports and discussion of current research and of selected published technical articles. May be taken for credit up to four times. Prerequisite: Graduate classification in electrical and computer engineering.

7. a. As currently in course inventory:

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   Approval recommended by:
   C. Singh
   Department Head or Program Chair (Type Name & Sign) 10/28/13
   Chair, College Review Committee 11/15/13
   Dean of College
   Date

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

   Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
   Curricular Services – 02/11
Texas A&M University
Departmental Request for a Change in Course
Undergraduate • Graduate • Professional
• Submit original form and attachments •

Form Instructions
1. Request submitted by (Department or Program Name): English
2. Course prefix, number and complete title of course: Engl 697/Pedagogy

Attach a brief supporting statement for changes made to items A thru D, and 6 below.

3. Change requested
   a. Prerequisite(s): From: Approval of Instructor To: None
   b. Withdrawal (reason):
   c. Cross-list with:

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

d. Change in course title and description. Enter complete current course title and current course description in item 5; enter proposed course title and proposed course description in item 6. Complete item 7 for change in title.

e. Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 7. Attach a course syllabus.

4. For informational purposes only, please indicate course number if this course will be stacked:

5. Complete current course title and current catalog course description:

6. Complete proposed course title and proposed catalog course description (not to exceed 50 words):

7. a. As currently in course inventory:

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b. Change to:

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

Nandini Bhattacharya 7/18/2013
Department Head or Program Chair (Type Name & Sign) Date

Chair, College Review Committee 11/5/13
Patricia O’Herron Date

Dean of College

Submitted to Coordinating Board by:

Chair, GC or UCC 11/5/13

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
Curricular Services – 02/11
Seminar in the Teaching of Rhetoric and Composition

697 Pedagogy. Theories of teaching literature, composition, or rhetoric; pedagogical approaches and methods; supervised teaching; evaluation of current research and its relation to pedagogical practice; designed to assist students in their first teaching experience.

Course Objectives

The course will focus on the history and theory of rhetoric and composition at the college level. Designed to prepare first-time teachers of college-level English, the course will explore the following questions. How has college-level instruction in writing, speaking, and critical thinking been conceived of and taught in American, British, and European universities past and present? How do these methods differ from teaching writing in the Middle East and Far East? In Euroamerican versus nonwestern classrooms, how have the relationships among speaking, reading and writing been conceived of and taught? How do concepts of literature affect theories of writing? How has and how does the teaching of writing in different periods shape literary and rhetorical practices? What practical movements in recent theory and curriculum have introduced significant changes in the way we think of and teach college composition? What differences distinguish teaching writing, from teaching literature? Among other themes, we will look at recent cross-cultural, and comparative, and contrastive studies of rhetoric and the teaching of writing. In addition to preparing GAT’s to teach the freshman English course, this course will provide useful background for all students who have no graduate coursework in rhetoric and composition and who plan one day to interview for jobs in English departments.

At the beginning of the semester students will be asked to compose a statement of their philosophy of teaching composition and rhetoric, and to build on that definition as the semester develops, including examples of essay assignments that might be constructed using that philosophy or one of the theories we will be discussing in class: product versus process focused writing pedagogy; formalism versus expressive writing; mergers of creative non-fiction with traditional essay writing. In addition to addressing these historical and pedagogical background materials, the course will provide one hour weekly small group workshops on the 104 course as it progresses: troubleshooting, problem solving, and stress reduction.

The writing assignments for this course will engage students in evaluation and interpretation of the readings, and application of their findings to practical teaching problems and situations. The three short reading notes and the final term project are intended to build upon one another, so that the final project reflects a distillation and
integration of the earlier papers. Oral presentations will cover the same points addressed in the reading notes: a synopsis/paraphrase of the content of the reading, an identification of the major points of interest and value, and a concluding statement of questions and applications. In addition to the required oral presentations, participation in class discussion is a requirement of the course.

**Required assignments and grade weighting:**

Reading notes on the Roskelly and Ronald, and Coursepack readings:  
1 page summary, 2 pages commentary, single-spaced. Samples will be provided. 30%

Three oral presentations: one on a reading, two prospectus presentations:  
of the preliminary and final Term Project. 15%

Class participation in discussion throughout the semester. 15%

One Term Project, 15-20 pages double-spaced, based entirely upon original research within the required readings and discussion topics. 40%

A=90-100  B=80-89  C=70-79  D=60-69  F=0-59

**Absence:**

The University views class attendance as the responsibility of an individual student. Attendance is essential to complete the course successfully. Absence is discouraged, but when necessary, requires prompt notification. University rules related to excused and unexcused absences are located on-line at:

[http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07)

**Required readings:**

Roskelly and Ronald, *Reason to Believe* (at MSC Bookstore)

Coursepack, at Notes and Quotes:

Swearingen, “Literate Rhetors and Their Illiterate Audiences: the Orality of Early Literacy”

Stock, “Ethics and the Humanities”

Turkle, “The Flight from Conversation”

Pew Study, “Teens, Smartphone, and Texting”

Elbow, “Embracing Contraries in the Teaching Process”

Royster, “When the First Voice You Hear is Not Your Own”

White, “How Theories of Reading Affect Responses to Writing”

Pratt, “The Arts of the Contact Zone”

*College Composition and Communication* 60:4 (2009) Special Issue on Chinese Rhetorics (excerpts)

Matalene, “Contrastive Rhetoric, an American Writing Teacher in China”

Swearingen, "Sincerity, Authenticity, Imitation, and Plagiarism:"
Augustine's Chinese Cousins
Hessler, River Town, "Teaching Shakespeare in China"
Stille, The Future of the Past, "War of Words, Oral Poetry, Writing, and Tape Cassettes in Somalia"

Weekly schedule of readings and assignments:

Week of:

August 27-29: introductions, self-descriptions, review of student information forms as a conversation starter, teaching philosophies. Reason to Believe Preface, Chapters 1 & 2
September 3-5: philosophies of learning, thinking, writing, and reading; the history of the use of reading to teach writing; writing as reading/reading as writing. RB Chapters 3-4, "Literate Rhetors", Stock, "Ethics and the Humanities"
September 10-12: "contraries" in student and teacher roles: the doubting game and the believing game, the judge versus the coach; "skills" and the doctrine of use. RB Chapters 5-6, "Embracing Contraries in the Teaching Process"
September 17-19: formalist, pragmatic, expressive, process, and multicultural pedagogies. RB Chapter 7, "How Theories of Reading Affect Responses to Writing"
September 24-26: persona and ethos within and across cultures, the problem of an authentic voice. "When the First Voice You Hear is Not Your Own". Reading Notes I due, on Reason to Believe, all chapters
October 1-3: Review, troubleshooting, and application to classroom problems and issues. Presentations of revisions to teaching philosophy
October 8-10: Multicultural and intercultural roles and identities, contact zones, engaging students in their speaking and writing voices. "The Arts of the Contact Zone"
October 15-17: What contrastive rhetoric can tell us about how to teach English in American colleges. Your classroom as an exercise in contact zones and contrastive rhetoric. "Contrastive Rhetoric"
October 22-24: Assumptions about thinking, speaking, writing, reading, literature, and rhetoric within and across cultures. CCC chapters by Mao and Swearingen. Reading Notes II due on coursepack readings by Swearingen i, Turkle, Pew, White, Elbow, Royster.
October 29-31: Review, troubleshooting, and applications; preliminary discussion of term project topics; follow up discussion of teaching philosophy revisions. "Shakespeare with Chinese Characteristics", "Augustine's Chinese Cousins"
November 5-7: Classroom communities and collective objectives, investing students in their own learning; revision strategies and models. "War of Words"; Preliminary Term Project Presentations
November 12-14: Term Project workshop; classroom troubleshooting issues: student resistance to teacher, to writing objectives, to larger purposes of a one-size-fits-all writing course for a diversity of major, most of them not English majors. What have been your main successes and primary headaches this semester? How can these be incorporated into your term project? Reading Notes III due on Pratt, CCC excerpts, Matalene, Swearingen ii, Hessler, Stille

November 19-21: Review of readings on the history of the teaching of rhetoric and writing: Stock, Swearingen, White, Roskelly and Ronald; major findings and applications.

November 26-28: Thanksgiving week, class does not meet. Individual student conferences.

December 3-5: **Final Term Projects due; Final Term Project Prospectus Presentations**

* * * * *

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

Academic Integrity Statement and Policy
“An Aggie does not lie, cheat or steal, or tolerate those who do.”
[http://aggiehonor.tamu.edu](http://aggiehonor.tamu.edu).
Texas A&M University
Departmental Request for a Change in Course
Undergraduate + Graduate + Professional
Submit original form and attachments

Form Instructions
1. Request submitted by (Department or Program Name): Hispanic Studies
2. Course prefix, number and complete title of course: HISP 600 Introduction to Hispanic Studies
3. Change requested
   a. Prerequisite(s): From: To:
   b. Withdrawal (reason):
   c. Cross-list with:
   d. Change in course title and description. Enter complete current course title and current course description in item 5, enter proposed course title and proposed course description in item 6. Complete item 7 for change in title.
   e. Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 7. Attach a course syllabus.
4. For informational purposes only, please indicate course number if this course will be stacked.
5. Complete current course title and current catalog course description: Introduction to Hispanic Studies. Examination from an interdisciplinary perspective of the cultural history of the Hispanic world, with particular emphasis on what the different disciplinary approaches reveal about literature, language, historical development and socioeconomic issues.
6. Complete proposed course title and proposed catalog course description (not to exceed 30 words): Introduction to Hispanic Studies. Interdisciplinary review of the linguistic, literary, theoretical, cultural, historical and socio-economic issues of the Hispanic world; study of the mechanics and ethics of scholarly procedure and bibliographical guidance on original research; Spanish-language writing practicum.
7. a. As currently in course inventory:
   Prefix  Course #  Title (excluding punctuation)
   HISP  600  INTRO TO HISPANIC STUDIES
   Lech.  Lab  SCHL  CRP and Fund Code  Admin. Unit  FICE Code  Level
   0 3 0 0 0 3 1 6 0 9 0 5 0 0 0 1 1 4 4 7 0 0 3 6 3 2 6
   b. Change to:
   Prefix  Course #  Title (excluding punctuation)
   Lech.  Lab  SCHL  CRP and Fund Code  Admin. Unit  Acc. Year  FICE Code
   Approval recommended by:
   Maria Irene Moya  20/11 13  Patricia O Hurlay  11/25/13
   Department Head or Program Chair (Type Name & Sign)  Date
   Chair, College Review Committee  Date
   Department Head or Program Chair (Type Name & Sign)  Date
   (if cross-listed course)
   Submitted to Coordinating Board by:
   Chair, GC or UCC  Date
   Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or swilliams@tamu.edu
Curricular Services - 02/11
Justification of proposed change: The new course combines and condenses the contents of HISP 600 and HISP 601 in the previous graduate program. Thus, the content proposed does not simply focus on the field of Hispanic studies from various perspectives, but now also includes the writing and research component that used to be included in HISP 601. This latter course is being withdrawn simultaneously, in a separate form.
HISP 600-600-13C

Instructor: Stephen Miller
Meeting time: T 5:30-8:20
Location: ACAD 224
Office: ACAD 300
Email: s-miller@tamu.edu
Office hours: MW 3-4 pm or by apt

HISP 600 Introductio to Hispanic Studies. (3-0). Credit 3. Interdisciplinary review of the
linguistic, literary, theoretical, cultural, historical and socio-economic issues of the Hispanic
world; study of the mechanics and ethics of scholarly procedure and bibliographical guidance on
original research; Spanish-language writing practicum. Prerequisite: Graduate classification.
[Taught collaboratively]

Required readings

Primary

Secondary (selections available through Evans Library Reserves)
Jorge Ramos – La ola latina: como los hispanos están transformando la política en Estados

Learning Outcomes
At the end of the semester, students will be able to:
1. Define and describe the main characteristics of the Spanish and Latin American canon.
2. Compare and contrast the Hispanic literary, cultural, and linguistic legacy with that of other
Western, especially English-speaking, traditions
3. Use the main search engines efficiently and confidently to locate bibliography pertinent to
Hispanic studies.
4. Design and write a thesis proposal using appropriate structure, argumentation, style, and
referencing.

Attendance Policy
Attendance at all class meetings is required. To miss one class meeting of this course is
the equivalent of missing one whole week of classes. Valid justifications are listed in the student
academic rules (http://student-rules/tamu.edu/rule7.htm) and must be documented in writing. If
due to unavoidable circumstances, a student must miss a class meeting, s/he should notify both
the instructor of record as well as the instructor listed for the module corresponding to the class meeting.

**Grading scale**

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<td>79 - 70%</td>
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<td>59 % or less</td>
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<td>69 - 60%</td>
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**Assessment**

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<tr>
<td>Participation</td>
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<td>Final Project (thesis proposal)</td>
<td>70%</td>
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<td>Total</td>
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**Participation**

Participation will be measured on the basis of attendance and attitude. Attendance points will be lost with each unexcused absence. Attitude will be based on how well prepared students come to class and how enthusiastically they participate in it.

**Final Project**

The final project in this class is an exercise meant to lead to the formulation of a preliminary dissertation proposal. It does not obligate the students to actually pursue this line of research after their preliminary exams, but is meant as a way to focus attention on their main interests. The proposal must include a title, an introduction to the problem with a literature review, a methodological section, a general outline of the work with subdivisions or sections, and a reference section that will include a bibliography which must follow an accepted citation style (e.g., MLA).

**Late work**

Deadlines are mandatory; half a point will be docked for each day of delay. No work will be accepted a week after its deadline, unless the delay was due to an excused absence. Please attach your excuse to the assignment.

**Incomplete policy**

The temporary grade of incomplete (I) will be given at the end of the semester only in cases where students have completed the coursework with the exception of some final item. An ‘I’ will only be given to a student who has missed a deadline due to an excused absence. No in completes will be given to students who have attended class but have failed to hand in assignments on time.

**Academic Integrity Statement and Policy**

"An Aggie does not lie, cheat or steal, or tolerate those who do." In other words, in this class, the highest standards of ethics are expected. In the final project and in any other assessment students must produce original work. Plagiarism or cheating will be penalized. Plagiarism involves the use of material taken from other authors (either in print or online) without clearly specifying the source of citations through standard punctuation conventions. Any
case of dishonesty will be referred to the Aggie Honor System Office. For further information, please refer to http://aggiehonor.tamu.edu.

Americans with Disabilities Act (ADA) Policy Statement

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

Tentative Calendar

WK 1  8/27  Introduction to the course: goals for the course, how the modules and collaborative teaching will function, how grading will be done.

The Ph.D. dissertation proposal
- General research area
- Particular topic of personal interest
- State of the question (what the relevant experts say)
- Title and thesis to be developed
- Plan (divisions, e.g. by chapter) and methodology
- Relevant bibliography (demonstrates that the question to be investigated falls within an active research field)

Article by Carlos Lozada (Outlook Editor, Washington Post): “¿Quién es latino?”

WK 2  9/3  CULTURE-I: Hispanic, Peninsular, Latin American, U.S. Hispanic and/versus Anglo American culture (Miller)

José Enrique Rodó - Ariel (1900) [Prologue + Ch. 1, 4]

WK 3  9/10  CULTURE-II: 9/3 cont’d. (Miller)
Ariel: [Ch. 5, 6 + Brotherton introduction]

WK 4  9/17  LINGUISTICS-I: (Imhoff)
WK 5  9/24  JOB CANDIDACY and SEARCH (Miller)
WK 6  10/1  RESEARCH TOOLS, BEST PRACTICES-I (TBA)
WK 7  10/8  LITERATURE-I: (Villalobos)
WK 8  10/15  LINGUISTICS-II (Moyna)
WK 9  10/22  LITERATURE-II: (Quintana)
WK 10  10/29  CULTURE-III: FILM, PERFORMANCE (Curry, Misemer)
WK 11  11/5  WRITING-I: Ph.D. Dissertation Proposal (Miller)
WK 12  11/12  LITERATURE-III (Miller)
WK 13  11/19  RESEARCH TOOLS, BEST PRACTICES-II (TBA)
WK 14  11/26  WRITING-II: Ph.D. Dissertation Proposal (Miller)
Departmental Request for a Change in Course
Undergraduate • Graduate • Professional
Submit original form and attachments.

1. Title of course change:
   Request submitted by (Department or Program Name): Hisp.Studies
   Course prefix, number and complete title of course: HISP 6121, Research, Theory, and Writing

2. Change requested:
   a. Prerequisites:
   b. Withdrawal (reason):
   c. Cross-list with:

3. Complete course title and description. Enter complete current course title and current course description in Item 7. Enter proposed course title and proposed course description in Item 9. Complete item 7 for change in title.

4. Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 7. Attach a course syllabus.

5. Complete current course title and current course catalog course description:

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As currently in course inventory:

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Approval recommended by: [Signature]

Submitted to Coordinating Board:

Date: [Signature] 11/25/13

Date: [Signature] 11/25/13

Date: [Signature] 11/25/13

Effect: Date
The contents of this course have now been incorporated into the syllabus of HISP 600, Introduction to Hispanic Studies.
Texas A&M University
Departmental Request for a Change in Course
Undergraduate • Graduate • Professional
* Submit original form and attachments *

From Institution:
1. Request submitted by (Department or Program Name): Hispanic Studies
2. Course prefix, number and complete title of course: HISP 606 Spanish in the United States

Attach a brief supporting statement for changes made to items 4 through 6 below:

3. Change requested:
   a. Prerequisites: From: Spanish 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 5; enter proposed course title and proposed course description in item 6. Complete item 7 for change in title.

   e. Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 7. Attach a course syllabus.

4. For informational purposes only, please indicate course number if this course will bestacked:

5. Complete current course title and current catalog course description:

b. Complete proposed course title and proposed catalog course description (limit to exceed 50 words):

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Approval recommended by:

Mani Irobe
Department Head or Program Chair (Type Name & Sign) Date 11/26/13

Department Head or Program Chair (Type Name & Sign) Date 11/26/13

Dean of C. Beige

Submitted to Coordinating Board by:

Chair, GC or UCC Date

Associate Director, Curricular Services

Effective Date
Justification for proposed change in prerequisites:
Since all the graduate courses in the Hispanic Studies graduate program require proficiency in Spanish, it is unnecessary to clarify that about any individual course.
Texas A&M University

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

Submit original form and attachments.

1. Request submitted by (Department or Program Name): Hispanic Studies

2. Course prefix, number and complete title of course: HISP 6407 Seminar in Spanish Linguistics

3. Change requested
   a. Prerequisites: From: HISP 6402 or approval of instructor   To: Graduate classification
   b. Withdrawal reason:
   c. Cross-listed with:

4. For informational purposes only, please indicate course number if this course will be stacked:

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

6. Change in course title and description: Enter complete current course title and current course description in item 5; enter proposed course title and proposed course description in item 6. Complete item 7 for change in title.

7. Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 7. Attach a course syllabus.

8. For informational purposes only, please indicate course number if this course will be stacked:

9. Complete current course title and current catalog course description: Seminar in Spanish Linguistics. Intensive investigation of an issue important to understanding historical linguistics, dialectology, sociolinguistics, developments in theoretical and applied linguistics. May be repeated for credit as content varies.

10. Complete proposed course title and proposed catalog course description (not to exceed 50 words):

11. As currently in course inventory:

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   Approval recommended by:

   [Signature]       [Date 1/5/13]

   [Signature]       [Date 11/25/13]

   Submitted to Coordinating Board by:

   [Signature]       [Date 11/25/13]
Justification for the proposed changes:

1) The change in prerequisites reflects a general trend in the graduate program toward allowing students to take courses at their own pace and in their own sequencing. There is nothing in the content of HIS 602 that justifies its being a prerequisite for HIS 607.

2) The change in the course description states explicitly how many times students may take the class for credit. This brings this course in line with others in the department.
Texas A&M University  
Departmental Request for a Change in Course  
Undergraduate • Graduate • Professional  
Submit original form and attachments.

Form Information:
1. Request submitted by (Department or Program Name):  Hispanic Studies
2. Course prefix, number and complete title of course:  HISP 614 Spanish Dialectology
3. Change requested:
   a. Prerequisite(s): From: Spanish To: Graduate classification
   b. Withdrawal reason:
   c. Cross-list with:
   d. Change in course title and description. Enter complete current course title and current course description in item 5; enter proposed course title and proposed course description in item 6. Complete item 7 for change in title.
   e. Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 7. Attach a course syllabus.
4. For informational purposes only, please indicate course number if this course will be stacked.
5. Complete current course title and current catalog course description:
   a. Complete proposed course title and proposed catalog course description (not to exceed 30 words):

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Approval recommended by:  

Submitted to Coordinating Board by:  
Associate Director, Curricular Services

Questions regarding this form should be directed to Sandy W.
Justification for proposed change in prerequisites:

Since all the graduate courses in the Hispanic Studies graduate program require proficiency in Spanish, it is unnecessary to clarify that for each individual course.
Texas A&M University
Departmental Request for a Change in Course
Undergraduate • Graduate • Professional
• Submit original form and attachments •

Form Instructions

1. Request submitted by (Department or Program Name): Hispanic Studies

2. Course prefix, number and complete title of course: HISP 618 Hispanic Folklore and Popular Culture

3. Change requested:
   a. Prerequisites: From: _______________ To: _______________
   b. Withdrawal reason: _______________
   c. Cross list with:

   Concluded courses require the signature of both department heads.

4. Change in course title and description: Enter complete current course title and current course description in item 5: enter proposed course title and proposed course description in item 6. Complete item 7 if change in title.

5. Change in course number, contact hours (Lab & Lecture), and semester credit hours. Complete item 7. Attach a course syllabus.

4. For informational purposes only, please indicate course number if this course will be stacked.

5. Complete current course title and current catalog course description: Hispanic Folklore and Popular Culture. An examination of popular literature and other cultural forms in the Hispanic world. Students will learn to appreciate, evaluate, and compare written and oral traditional forms, and acquire methods of analyzing language and cultural artifacts that reflect recent research trends.

As currently in course inventory:

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Approval recommended by:

[Signature]

[Date]

Submitted to Coordinating Board by:

[Signature]

[Date]

Questions regarding this form should be directed to: Sandra Williams 421 or 979-8821.
Justification for editorial changes:

Folklore is rapidly becoming outdated as a field of inquiry and its name potentially reflects a bias against rural beliefs and practices. The term has been replaced by ‘traditional culture’. Additionally, it has been made explicit that religion is one of the possible topics, which will make this class attractive to a broader audience of students in other departments and units.
From: Dox, Donnalee
Sent: Friday, September 13, 2013 2:10 PM
To: Kallendorf, Hilaire A
Cc: Annette Jackson
Subject: RE: cross-listed Hispanic Religion course

Dear Hilaire,

Thank you very much for this offering. If you are willing to offer an iteration of the course in English, I would be extremely happy to add it to the RELS curriculum.

This course does not duplicate or pose any conflict with existing RELS offerings.

Paperwork can go through Ms. Annette Jackson, copied here, who can contact me for my signature (I am in LAAH all day most days this year).

Donnalee
Texas A&M University

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

Submit original form and attachments.

Form Instructions:
1. Request submitted by (Department or Program Name): Hispanic Studies
2. Course prefix, number and complete title of course: HISP 620 Studies in Critical Theory

3. Change requested:
   a. Prerequisite(s): From: ___________________________ To: ___________________________
   b. Withdrawn prerequisite: ___________________________
   c. Cross-list with: ___________________________

   Additional courses require the signature of both department heads.

4. Change in course title and description. Enter complete current course title and current course description in item 5; enter proposed course title and proposed course description in item 6. Complete item 7 for change in title.
5. Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 7. Attach a course syllabus.
6. For informational purposes only, please indicate course number if this course will be stacked.


   Comprehensive examination of theories of criticism and their application to the study of literature and culture.

### Course Inventory:

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Approval recommended by:

Marianne Mahoney
Department head or program chair (type name & sign) 11/5/13

Chair, College Review Committee

Department Head or Program Chair (type name & sign) 1 (if cross-listed course)

Submitted to Coordinating Board by:

Chair, CC or UCC

Date

Questions regarding this form should be directed to Velvet Williams at 832-305-424 or Curricular Services, 22-11
Justification for the proposed change:

The new wording better reflects the department's emphasis not just on literary texts, but on cultural production more generally.
Texas A&M University  
Departmental Request for a Change in Course  
Undergraduate • Graduate • Professional  
* Submit original form and attachments.  

Form Instructions:  
1. Request submitted by (Department or Program Name): Hispanic Studies  
2. Course prefix, number and complete title of course: HISP 630 Studies in Latin American Literature  
3. Change requested:  
b. Cross-list with:  
c. Change in course title and description. Later complete current course title and current course description in item 5, enter proposed course title and proposed course description in item 6. Complete item 7 for change in title.  

d. Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 7. Attach a course syllabus.  

4. For informational purposes only, please indicate course number if this course will be stacked:  

5. Complete current course title and current catalog course description: Studies in Latin American Literature. Possible topics include colonial literature, the chronicles, Romanticism, Modernism, contemporary trends in the Latin American novel, the novel of the Mexican Revolution, Rubén Darío, contemporary Argentine fiction, the literature of the revolution in Latin America,  

Hispanic Caribbean literature. May be taken three times for credit.  

Complete proposed course title and proposed catalog course description (not to exceed 50 words): Seminar in Latin American Literature. Study of the literary production of Latin America from colonial times to the present; topics may include colonial literature, Romanticism, Modernism, the novel of the Mexican Revolution, contemporary trends in the Latin American novel,  

Hispanic Caribbean literature. May be taken three times for credit.  

6. As currently in course inventory:  

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Approval recommended by:  

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

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

Submitted to Coordinating Board by:  

Associate Director, Curricular Services  
Questions regarding this form should be directed to Sandra Williams at 432-2511 or  
Effective Date: Date  

Chair, COL or UCC  
Date
Justification of proposed change: By changing the name of the course from “Studies” to “Seminar” it becomes clearer that the course will be a selective exploration of some topics, rather than a survey. Additionally, the change brings this course in line with others in the program, since all courses with rotating topics are now called “Seminar.” The description of course content is now more succinct and eliminates mention of specific authors.
Texas A&M University
Departmental Request for a Change in Course
Undergraduate • Graduate • Professional
Submit original form and attachments.

1. Request submitted by (Department or Program Name):
   Hispanic Studies

2. Course prefix, number and complete title of course:
   HIS 640 History of Ideas in the Hispanic World

3. Change requested:
   a. Prerequisite(s): From: ___________________________ To: ___________________________
   b. Withdrawal (reason): ___________________________
   c. Cross list with: ___________________________

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

5. Change in course title and description: Enter complete current course title and current course description in item 5; enter proposed course title and proposed course description in item 6. Complete item 7 if change in title.

   a. Course title: ___________________________
   b. Course description: ___________________________

   c. Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 7. Attach a course syllabus.

6. For informational purposes only, please indicate course number if this course will be stacked:

   Course__Title: ___________________________

7. Complete current course title and current catalog course description: History of Ideas in the Hispanic World. Intensive study of cultural and ideological currents, especially as they are reflected in the works of Sorolla and other writers. Possible topics include Spain and European culture, European thought in Latin America, the Renaissance in Spanish literature, and social life, Spain and the Western tradition, the search for national identity in Mexico, U.S. Hispanic nationalism.

   a. As currently in course inventory:

   Prefix: Course # Title (excluding punctuation):
   HISP 640 History of Ideas in the Hispanic World

   b. Change to:

   Prefix: Course # Title (excluding punctuation):
   HISP 640 Seminar in History of Ideas in the Hispanic World. Study of cultural and ideological currents, as reflected in Spanish literature. Topics may include Spain and European culture, European thought in Latin America, the Renaissance in Spanish literature and society, Spain and the Western tradition, national identity, U.S. Hispanic nationalism. May be taken three times for credit as content varies.

   c. Approval recommended by:

   Maria (Signature) 11/6/13
   Department Head or Program Chair (Type Name & Sign) Date

   Patricia A. Hurley
   Dean of College
   (Type Name & Sign) Date

   Submitted to Coordinating Board by:

   Patricia A. Hurley
   Chair, OC or UCC

   Date

   Effective Date

   Questions regarding this form should be directed to Sandra Williams at Ext. 2141 or Ext. 2145.
Justification for change:

1) In line with other courses in the Hispanic Studies graduate program, this one has been given the name “Seminar”, since the topics rotate and the course may be taken more than once.

2) The description of the course is more succinct.
Texas A&M University
Departmental Request for a Change in Course
Undergraduate • Graduate • Professional

Form Instructions:
1. Request submitted by Department or Program: Hispanic Studies
2. Course prefix, number and complete title of course:
   HISP 646 Cultural Encounters and Borders, from Baroque to the Present
3. Change requested:
   a. Prerequisite(s): From: _____________________________ To: _____________________________
   b. Withdrawal (reason): _____________________________
   c. Cross-list with: _____________________________
   d. Change in course title and description: Enter complete current course title and current course description in item 5; enter proposed course title and proposed course description in item 6. Complete item 7 for change in title.
   e. Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 7. Attach a course syllabus.
4. For informational purposes only, please indicate course number if this course will be offered.
5. Complete current course title and current catalog course description: Cultural Encounters and Borders, from Baroque to the Present. Topics include literature of marginalization in medieval and colonial literature and the chronicles, Modernism, A significant novel, and contemporary trends in the Latin American novel, the novel of the Mexican Revolution. A Latin American literature, Spanish, Caribbean literature.
6. Complete proposed course title and proposed catalog course description (must not exceed 50 words): Seminar in Cultural Encounters and Borders. Study of cultural encounters across borders in geography, language, society, gender, and genre. May be taken three times for credit as content varies.

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Approval recommended by:

Maria I. [Signature] 11/5/13
Department Head or Program Chair (Type Name & Sign) Date

Chair, College Review Committee:

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

Dean of College:

[Signature] 11/25/13

Submitted to Coordinating Board by:

[Signature] Date

Questions regarding this form should be directed to Sandy Williams at wms@tamu.edu.
Justification of proposed change:

1) Since this course is a selective exploration of topics, and its contents may rotate, its name has been changed to "Seminar".

2) The representative list of topics has been eliminated so as not to limit potential subject areas to be explored.
Texas A&M University
Departmental Request for a Change in Course
Undergraduate • Graduate • Professional
• Submit original form and attachments •

Form Instructions
1. Request submitted by (Department or Program Name): Hispanic Studies
2. Course prefix, number and complete title of course: HISP 650 Methods of Study in Spanish Linguistics
3. Change requested
   a. Prerequisite(s): From: ____________________________ To: ____________________________
   b. Withdrawal (reason): ____________________________
   c. Cross-list with: ____________________________
   d. Change in course title and description. Enter complete current course title and current course description in item 5; enter proposed course title and proposed course description in item 6. Complete item 7 for change in title.
   e. Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 7. Attach a course syllabus.
4. For informational purposes only, please indicate course number if this course will be stacked:
5. Complete current course title and current catalog course description: Methods of Study in Spanish Linguistics. Examination of various methods of linguistic analysis such as transformational grammar, socio- and psycholinguistics in Spanish.
6. Complete proposed course title and proposed catalog course description (not to exceed 50 words): Research Methods in Linguistics. Examination of various methods of linguistics research and their application to issues in Hispanic linguistics; quantitative data collection (questionnaires, surveys, corpora) and statistical analysis; qualitative methods (ethnographic interviews, focus groups) and discourse analysis; mixed methods and triangulation.
7. a. As currently in course inventory:

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   Approval recommended by: Patricia A. Hurl
   Department Head or Program Chair (Type Name & Sign) 20/11/13
   Date 11/25/13
   Chair, College Review Committee
   Date
   Dean of College
   Date

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

   Associate Director, Curriculm Services
   Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
   Curricular Services – 02/11
Justification of proposed change: The course has been modified in content and title to reflect a new emphasis on empirical methods of investigation, rather than theories of linguistic analysis. Given the extensive nature of the changes in content, a syllabus is attached, even if not required.
HISP 650
Research Methods in Linguistics

Meeting times: TBD
Location: ACAD 224
Instructor: María Irene Moyna
Office: ACAD 302B
Email: moyna@tamu.edu
Office hours: TBD

Catalog description:

Research Methods in Linguistics. Credit 3. Examination of various methods of linguistic research and their application to issues in Hispanic linguistics; quantitative data collection (questionnaires, surveys, corpora) and statistical analysis; qualitative methods (ethnographic interviews, focus groups) and discourse analysis; mixed methods and triangulation.

Required Textbooks:

Course packet available through Evans Library Reserves (see Bibliography for details)

Course Objectives:
From its origins in the 19th century, modern linguistics has made remarkable strides in the description of world languages and in theoretical models that formulate increasingly sophisticated hypotheses about the nature of language. Partly as a result of this great success, linguistic researchers often take for granted the methods they use, and they forget to acculturate new researchers on the theoretical principles and the problems inherent in these methods.

This course considers the methods that have been developed in the field and that allow us to reach valid and reliable conclusions. We will explore quantitative methods through the use of questionnaires, surveys, corpora, and statistical analysis. We will also consider qualitative methods, such as discourse analysis, ethnographic interviews, and focus groups. We will discuss the use of mixed methods to study a given phenomenon. To give the course unity, the studies will focus on a single common theme, i.e., second person address forms in Spanish.

Learning Outcomes:
At the end of the course, you will be able to:
1. Define, describe, and exemplify the methodologies used in the various fields of linguistics.
2. Ask yourself a research question and evaluate whether it can be answered empirically.
3. Design a quantitative study based on data from a corpus, questionnaire, or survey.
4. Design a qualitative study based on ethnographic interview questions or discourse analysis.
5. Evaluate the methods employed by other researchers in their scientific work, and offer suggestions, expansions, and improvements to research design.
6. Design and execute a study on forms of address in Spanish, using appropriate quantitative or qualitative methods, and present that research in class and through a written paper (15-20 pages), using appropriate structure, argumentation, style, and referencing.

**Prerequisites:**
Graduate classification.

**Language Proficiency:**

This course is reserved for graduate students with an excellent oral and written command of Spanish. It will be taught in its entirety through the medium of Spanish, and students are expected to express themselves competently in this language. There will also be readings in English, though, so excellent reading comprehension in English is also required.

**Course Format:**
The course will be taught as a seminar, with constant student participation. In general, each class session will be divided into three sections. In the first part, the topic of the day will be introduced with the help of Powerpoint presentations. This will allow students to have copies of the slides before class (posted on WebCT). The second part will be a discussion of exercises or readings. Finally, the third part will be based on discussions by the students and it will deal with readings from the reading packet. Some days we will have visits by linguistics researchers who work in other departments (see calendar).

**Attendance Policy**
Please do your best to attend class and to arrive on time, for your own good and for the benefit of your classmates. Two unjustified absences will result in the loss of half a point in the final grade. Valid justifications are listed in the student academic rules (http://student-rules.tamu.edu/rule7.htm) and must be documented in writing.

**Grading Scale**

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

**Assessment**

- Article discussions (2) 20%
- Quantitative study design 10%
- Qualitative study design 10%
- Final project 20%
- Presentation of final project 10%
- Homework assignments 20%
- Attendance and participation 10%

**Article discussions**
Throughout the semester, and starting on week three, each student will be in charge of leading two discussions about the articles assigned for that week. The dates for these discussions
will be assigned on the second week of classes; please come prepared to choose a date. If several people want to present on the same day, dates will be given through a lottery. Before your discussion, talk to your instructor about what you would like to do to moderate it. Discussions should last approximately 20 minutes. More details will be provided in due course.

**Quantitative study design**

Using quantitative methods presented and discussed in class, students will design a study based on quantifiable data. The design will include a hypothesis, a detailed description of the methodology used to obtain data, including the questionnaire or other instruments, a description of the corpus used, the methods suggested for quantitative analysis (independent and dependent variables), and data presentation (table format, etc.). The proposed study will deal with a topic related to second person address forms in Spanish.

**Qualitative study design**

Using qualitative methods presented and discussed in class, students will design a study. The design will include research questions, a detailed description of the methodology used to obtained data, including questions to be asked in the interview, the text(s) to be analyzed, the methods suggested for analysis and presentation of data (diagrams, representative samples, taxonomies, etc.). The proposed study will deal with a topic related to second person address forms in Spanish.

**Homework assignments**

The best way to ascertain understanding of a topic is through exercises and practical application. We will do practical exercises every class; some of them may have to be prepared in advance as homework assignments. Working in groups on homework is acceptable, as long as each student prepares his/her own written version of the answers.

**Final project**

As soon as possible, students should define a topic of research in an area of their interest for the final project. The topic should focus on second person address forms in Spanish, but it may employ quantitative, qualitative, or mixed methods. The project will be divided into several stages and each one must be completed by a specific date (see calendar) and will be graded independently:

- Abstract: 0% (must be submitted for other components to be graded)
- Bibliographical search: 2%
- First draft: 8%
- Final version: 10%

**Attendance and participation**

Participation will be measured on the basis of attendance (5 points) and attitude (5 points). Attendance points will be lost with each unexcused absence. Attitude will be based on how well prepared students come to class and how enthusiastically they participate. Apart from the exercises and assignments mentioned above, there may be pop quizzes at any time. These quizzes will count towards the participation grade, so it is important to come to class.

**Presentation of Assignments:**
All assignments must be written in computer and handed in in class. Assignments sent as computer attachments will only confirm that they were completed in a timely fashion, and do not exempt the student from bringing a hard copy to class. Assignment and paper deadlines are mandatory; half a point will be docked for each day of delay. No work will be accepted a week after its deadline, unless the delay was due to an excused absence. Please attach your excuse to the assignment.

Incomplete Policy:
The temporary grade of incomplete (I) will be given at the end of the semester only in cases where students have completed the coursework with the exception of some final exam or project. An 'I' will only be given to a student who has missed and assignment or exam due to an excused absence. No incompletes will be given to students who have attended class but have failed to hand in assignments.

Academic Integrity Statement and Policy:
"An Aggie does not lie, cheat or steal, or tolerate those who do." In other words, in this class, the highest standards of ethics are expected. In homework assignments, in the final project, and in any other assessment, students must produce original work. Plagiarism and cheating will be penalized. Plagiarism involves the use of material taken from other authors (either in print or online) without clearly specifying the source of citations through standard punctuation conventions. Any case of dishonesty will be referred to the Aggie Honor System Office. For further information, please refer to http://aggiehonor.tamu.edu.

Behavior:
It is the teacher's responsibility to guarantee an atmosphere where all students feel comfortable and ready to learn. Therefore, mutual respect and collaboration are expected. Insulting and discriminatory comments will not be tolerated.

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 to persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 845-1637. For additional information, visit http://disability.tamu.edu.

Disabled students who require special accommodations must provide documentation from Disabled Student Services at their earliest convenience.

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<th>Topic</th>
<th>Readings</th>
<th>Assignment or evaluation</th>
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<td>Week 1</td>
<td>Introduction to the course. Getting to know each other. History of contemporary linguistic investigation.</td>
<td>Robins (1974)</td>
<td>Personal information sheet</td>
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<td>Week 2</td>
<td>Linguistic research questions. (Chapter 1, L)</td>
<td>Mason &amp; Nicely (1995)</td>
<td>Brown &amp; Gilman</td>
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<td>Quantitative methods. Data presentation. Introduction to statistical analysis (Chapter 4, L; Chapter 5, R) Exercise: Comparative analysis of data presentation formats. Article discussion # 3</td>
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<td>Qualitative methods. Interviews and focus groups (Chapter 8, L). Exercise: Use of interviews in studies related to forms of address Guest presenter # 4.</td>
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<td>Review and wrap-up. Article discussion # 5.</td>
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<td>Individual discussion of final projects</td>
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<td>Week 14</td>
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**Bibliography**


From: Britt Mize [bmize@tamu.edu]
Sent: Wednesday, September 04, 2013 8:57 AM
To: Kallendorf, Hilaire A
Cc: Moyna, Maria I
Subject: Re: support e-mail for HISP course

Dear Hilaire,

The course looks great to me, and I'm not aware of any significant conflict with graduate courses offered by our department.

All best,
Britt Mize

On Sep 3, 2013, at 3:01 PM, Kallendorf, Hilaire A wrote:

Dear Britt, I am writing to you to request a one-sentence statement of support for our substantially revised course, HISP 650 (Methods of Study in Spanish Linguistics). I attach here the course change form with a sample syllabus so you can see what changes Irene Moyna has made to the existing course. The dean's office has indicated that they would really like to see a support statement from one of the ENGL dept. linguists in order for our course change to be approved. Would you be so kind as to hit "reply" to this message, indicating that you have no objections to our offering this course in this form? I think the point is to avoid any possible overlap or conflict with any course you all might be teaching—not likely, since our courses are typically offered in Spanish.

Hope that summer treated you well.

Many thanks,

Hilaire

Hilaire Kallendorf, Ph.D.
Director of Graduate Studies

MS 4238, Academic Bldg 204C
Texas A&M University
College Station, TX
77843-4238
(979) 845-2125
fax (979) 845-6421
Hi Hilaire,

I support your changes to HISP 650 (Methods of Study in Spanish Linguistics) and your offering the course in general.

The most similar course I teach is LING 602 (Topics in Sociolinguistics). Both courses introduce the major areas of sociolinguistics but HISP 650 emphasizes different approaches and topics. Also, of course, HISP 650 focuses on Spanish and Hispanic contexts. Interested students could actually take both our courses because they complement each other well.

Best wishes,
Shari

___________________________

Shari Kendall, Ph.D.
Associate Professor
Linguistics & Discourse Studies
Department of English
Texas A&M University
skendall@tamu.edu
Dr. Irene Moyna  
Department of Hispanic Studies  
Texas A&M University  
College Station, TX  

May 13, 2013  

Dear Dr. Moyna:  

As the primary faculty member in Psychology who teaches/does research in psycholinguistics and bilingualism, I am writing this letter to express my support for the proposed change in focus of HISP 650 from an emphasis on traditional linguistic analysis methods to the study of linguistics to empirical methods in conducting research in linguistics. I note from the syllabus that the course will include a wide range of contemporary empirical methods, and that both qualitative and quantitative approaches will be covered.  

I believe this course will be extremely beneficial for graduate students in Hispanic Studies, psychology, or linguistics with an interest in Hispanic linguistics and that it will equip them with necessary tools that they will be able to apply in their graduate research and beyond.  

I therefore fully support and endorse the proposed course change.  

Sincerely,  

Jyotsna Vaid, Ph.D.  
Professor of Psychology  
Acting Director of Cognitive Training Area, Fall 2013
Texas A&M University
Departmental Request for a Change in Course
Undergraduate • Graduate • Professional
Submit original form and attachments.

Graduate Studies

Form Instructions:
1. Request submitted by Department or Program Name: Hispanic Studies
2. Course prefix, number and complete title of course: HISP 660 Reading and Research in Hispanic Cultural Studies
3. Change requested:
   a. Prerequisite(s): From: ____________________________ To: ____________________________
   b. Withdrawal (reason):
   c. Cross-list with: ____________________________
   d. Change in course title and description. Enter complete current course title and current course description in item 3c. Enter proposed course title and proposed course description in item 6. Complete item 7 for change in title.
   e. Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 7. Attach a course syllabus.
4. For informational purposes only, please indicate course number if this course will be stacked.
5. Complete current course title and current catalog course description:
   a. Reading and Research in Hispanic Cultural Studies
   b. Independent research in specialized subjects not normally or not often included in the regular course offerings. May be taken 3 times for credit as content varies.
   c. As currently course exists.

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Approval recommended by:

Date: 11/25/13

Submitted to Coordinating Board by:

Date: 11/25/13

Questions regarding this form should be directed to Sandra Williams at 843-9251 or smw2@vt.edu.
Justification of proposed change: With the old title and description, the course appeared to be too much like an individual independent study. The new title and description make it clear that the course has a seminar format, where students engage in individual research as part of an intensive group experience and collaboration with the instructor. In line with other courses in the Hispanic Studies graduate program, it has been given the name “Seminar,” since the topics rotate and the course may be taken more than once.
Texas A&M University
Departmental Request for a Change in Course
Undergraduate • Graduate • Professional
• Submit original form and attachments •

Form Instructions

1. Request submitted by (Department or Program Name): Hispanic Studies

2. Course prefix, number and complete title of course: HISP 664 Hispanic Theatre

3. Attach a brief supporting statement for changes made to items 3a through 3d and 6 below.

   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 5. Enter proposed course title and proposed course description in item 6. Complete item 7 for change in title.

   e. Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 7. Attach a course syllabus.

4. For informational purposes only, please indicate course number if this course will be stacked:

5. Complete current course title and current catalog course description: Hispanic Theatre. Topics include Golden Age drama and its antecedents, Neo-Classical movement in Spain, regionalized and criollo drama in Latin America, avant-garde and collective creation theatre, Teatro Campesino and Chicano movement drama, Hispanic performance artists.

6. Complete proposed course title and proposed catalog course description (not to exceed 50 words): Seminar in Hispanic Theatre. Study of Peninsular, Latin American, U.S. Hispanic, Afro-Hispanic theater and performance. May be taken three times for credit as content varies.

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Approval recommended by:

Patricia A. Hurley 11/25/13
Chair, College of Arts and Humanities

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

(If cross-listed course)

Submitted to Coordinating Board by:

Chair, UC

Date

Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 845-8251 or sandra.williams@tamu.edu.

Curricular Services

Date

Effective Date
Justification of proposed change:

1) By changing the name of the course from "Studies" to "Seminar" it becomes clearer that the course will be a selective exploration of some topics, rather than a survey.

2) Additionally, the change brings this course in line with others in the program, since all courses with rotating topics are now called "Seminar."

3) The proposed course description is more streamlined than the previous version. The British spelling of "Theatre" has been Americanized.
Texas A&M University
Departmental Request for a Change in Course
Undergraduate • Graduate • Professional
...Submit original form and attachments...

Laura Instrougan

1. Request submitted by (Department or Program Name): Hispanic Studies

2. Course prefix, number and complete title of course: HISP 665 Studies in Spanish Literature

3. Change requested
   a. Prerequisites: 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 5, enter proposed course title and proposed course description in item 6. Complete item 7 for change in title.

   e. Change in course number, contact hours (Lab & Lecture), and semester credit hours. Complete item 7. Attach a course syllabus.

4. For informational purposes only, please indicate course number of this course will be stacked.

5. Complete current course title and current catalog course description: Studies in Spanish Literature, Topics include El Cid, El Archipreste de Hita, El Romance, Spanish Renaissance poetry, Golden Age theater, Cervantes, Lope de Vega, Gongora and Gongorismo, eighteenth century essayists, Galdós, the Generation of '98, Romanticism, Miguel de Unamuno, the theater of García Lorca, contemporary Spanish poetry, Spanish literature since Franco.

Complete proposed course title and proposed catalog course description (not to exceed 50 words): Seminar in Spanish Literature, Study of Peninsular literary periods, genres, and authors from medieval to contemporary times. May be taken three times for credit as content varies.

a. As currently in course inventory:

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   Lect  Lab  SCI  CIP and Fund Code  Admin. Unit  Acad. Year  PICE Code  Level
   0      0     0     3        960            0      632      6

Approval recommended by:

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

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

11/26/13

Submitted to Coordinating Board by:

[Signature]
Chair, GC or UCC Date

Questions regarding this form should be directed to Sandy Williams at 455-9241 or sandy.williams@tamu.edu.

Curricular Services 21-1
Justification of proposed change: By changing the name of the course from “Studies” to “Seminar” it becomes clearer that the course will be a selective exploration of some topics, rather than a survey. Additionally, the change brings this course in line with others in the program, since all courses with rotating topics that may be taken more than once are now called “Seminar.”
Texas A&M University
Departmental Request for a Change in Course
Undergraduate • Graduate • Professional
* Submit original form and attachments *

From: Instruction
1. Request submitted by (Department or Program Name): Hispanic Studies
2. Course prefix, number and complete title of course: HISP 667 Hispanic Genre Studies

Change requested
a. Prerequisite(s): From: ________________________ To: ________________________

b. Withdrawal reason:

c. Cross-list with:

d. Change in course title and description. Enter complete current course, title and current course description in item 5; enter proposed course title and proposed course description in item 6. Complete item 7 for change in title.

e. Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 7. Attach a syllabus.

For informational purposes only, please indicate course number if this course will be stacking:

5. Complete current course title and current catalog course description: Hispanic Genre Studies. Selected topics in the works, authors, characteristics and classifications of a given genre cultivated by Hispanic writers. May be taken 3 times for credit as content varies.

6. Complete proposed course title and proposed catalog course description (not to exceed 50 words): Hispanic Genre Studies. Selected topics in the works, authors, characteristics and classifications of a given genre cultivated by Hispanic writers. May be taken 3 times for credit as content varies.

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Approval recommended by:

Maria Irene Moya
Department Head or Program Chair (Type Name & Sign) Date: 11/5/13

Chair, College Review Committee

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

Submitted to Coordinating Board by:

Chair, GC or UCC
effective Date: 11/25/13

Questions regarding this form should be directed to Stanley Williams at 845-251 or stanley_williams@tamu.edu

Curricular Services: 2229
Justification for the proposed changes:

The new wording is clearer and more succinct. Additionally, in line with other courses in the Hispanic Studies graduate program, this one has been given the name "Seminar", since the topics rotate and the course may be taken more than once.
Texas A&M University
Departmental Request for a Change in Course
Undergraduate + Graduate + Professional
- Submit original form and attachments -

Form Instructions:
1. Request submitted by (Department or Program Name): Hispanic Studies
2. Course prefix, number and complete title of course: HISP 670 Studies in U.S. Hispanic Literature

a. Change requested:
   a. Prerequisite(s): From: To:
   b. Withdrawal reason:
   c. Cross-listed 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 6. Enter proposed course title and proposed course description in item 7. Complete item 8 for change in title.
   e. Change in course number, contact hours (Lab & Lecture), and semester credit hours. Complete item 7. Attach a course syllabus.

3. For informational purposes only, please indicate course number if this course will be stacked:

Completed current course title and current catalog course description: Studies in U.S. Hispanic Literature. Topics include bilingual literature, Nuyorican literature, Cuban American literature, Chicano literature, the immigrant novel, ethnic autobiography, U.S. Hispanic theater, Chicano theater.

4. Complete proposed course title and proposed catalog course description (not to exceed 50 words): Seminar in U.S. Hispanic Literature. Study of the literary production of U.S. Hispanic authors; topics may include bilingual literature, Nuyorican literature, Cuban American literature, Chicano literature, the immigrant novel, ethnic autobiography, U.S. Hispanic theater, Chicano theater. May be taken three times for credit as content varies.

a. As currently in course inventory:

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Approval recommended by

Marcia I. Marmolejo 11/5/13
Department Head or Program

Department Head of Program

Submitted to Coordinating Board by

Associate Director: Curriculum

Questions:
Justification of proposed change: By changing the name of the course from "Studies" to "Seminar" it becomes clearer that the course will be a selective exploration of some topics, rather than a survey. Additionally, the change brings this course in line with others in the program, since all courses with rotating topics are now called "Seminar."
Texas A&M University
Departmental Request for a Change in Course
Undergraduate • Graduate • Professional
Submit original form and attachments.

Form Instructions
1. Request submitted by (Department or Program Name): Hispanic Studies
2. Course prefix, number and complete title of course: HISP 672 Hispanic Film and Performance Arts
3. Change requested:
   a. Prerequisite(s): From: ___________________________ To: ___________________________
   b. Withdrawal (reason): ___________________________
   c. Cross-list with: ___________________________
   d. Change in course title and description. Enter complete current course title and current course description in item 5. Enter proposed course title and proposed course description in item 6. Complete item 7 for change in title.
   e. Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 7. Attach a course syllabus.

For informational purposes only, please indicate course number if this course will be stacked.

5. Complete current course title and current catalog course description: Hispanic Film and Performance Arts. A theoretical and historical exploration of cinema and performance arts in the Hispanic world. The description and interpretation of films and performance arts such as flamenco and folkloric ballet with particular attention to history, ethnology, artistic trends, and tendencies and relationships to other arts.

6. Complete proposed course title and proposed catalog course description (not to exceed 50 words): Hispanic Film and Performance Arts: Theoretical and historical exploration of cinema and performance arts in the Hispanic world; description and interpretation of films and performance arts such as flamenco and folkloric ballet, with particular attention to history, ethnology, artistic trends and tendencies, and relationships to other arts.

7. a. As currently in course inventory:

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Approval recommended by:

[Signatures and dates]

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

Dean of College

Chair, College Review Committee

Submitted to Coordinating Board by:

[Signatures and dates]

Chair, G.C. or UCC Date

Effective Date

Questions regarding this form should be directed to S. Williams at x5-222 or williams@tamu.edu.
Justification for proposed changes: The changes proposed are merely editorial and intended to eliminate some ambiguity due to incorrect punctuation in the previous description.
Texas A&M University  
Departmental Request for a Change in Course  
Undergraduate • Graduate • Professional  
Submit original form and attachments •

Form Instructions:
1. Request submitted by (Department or Program Name): Hispanic Studies
2. Course prefix, number and complete title of course: HISP 685 Directed Studies
3. Change requested:
   a. Prerequisite(s):
   b. Withdrawal (reason):
   c. Cross-list with:
   d. Change in course title and description: Enter complete current course title and current course description in item 5; enter proposed course title and proposed course description in item 6. Complete item 7 for change in title.
   e. Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 7. Attach a course syllabus.

4. For informational purposes only, please indicate course number if this course will be stacked:

5. Complete current course title and current catalog course description: Directed Studies. Directed individual study of selected problems in the field of Spanish language or literature.

6. Complete proposed course title and proposed catalog course description (not to exceed 50 words): Directed Studies. Directed individual study of selected problems in the field of Hispanic linguistics, literature, or culture.

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

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Approval recommended by: 

[Signature]

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

[Signature]

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

Submitted to Coordinating Board by: 

Associate Director, Curricular Services Date

Questions regarding this form should be directed to Sandra Williams at (979) 862-5725 or swilliams@ag.tamu.edu

Curricular Services 2221  

RECEIVED  
NOV 26 2013  
GRADUATE STUDIES
Justification for proposed change in description:
The proposed change better reflects the specialties offered in the graduate program.
Texas A&M University
Departmental Request for a Change in Course
Undergraduate • Graduate • Professional
Submit original form and attachments.

Form Instructions:
1. Request submitted by (Department or Program Name): Hispanic Studies
2. Course prefix, number and complete title of course: HISP 689 Special Topics in
3. 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 5; enter proposed course title and proposed course description in item 6. Complete item 7 for change in title.
   e. Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 7. Attach a course syllabus.
4. For informational purposes only, please indicate course number if this course will be stacked:
5. Complete current course title and current catalog course description: Selected topics in an identified area of Spanish. May be repeated for credit.

   Complete proposed course title and proposed catalog course description (not to exceed 50 words): Selected topics in an identified area of Hispanic linguistics, literature, or culture. May be repeated for credit.

As currently in course inventory:

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Approval recommended by:

Madalena Moya
Department Head or Program Chair

Mona Khan
Department Head or Program Chair

Start Date: 11/25/13

Chair, College Review Committee

Submitted to Coordinating Board by:

Associate Director, Curricular Services

Date:

Questions regarding this form should be directed to Emily Williams at 458-227 or
Curricular Services 12-11
Justification for proposed change in description:
The proposed change better reflects the specialties offered in the graduate program.
Texas A&M University
Departmental Request for a Change in Course
Undergraduate • Graduate • Professional
• Submit original form and attachments •

Form Instructions
1. Request submitted by (Department or Program Name): Hispanic Studies
2. Course prefix, number and complete title of course: HISP 691 Research

Attach a brief supporting statement for changes made to items 3 through 6 below:

3. Change requested
   a. Prerequisite(s): From: Twelve hours of advanced courses in Spanish
   b. Withdrawal (reason):
   c. Cross-list with:

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

   d. Change in course title and description. Enter complete current course title and current course description in item 5; enter proposed course title and proposed course description in item 6. Complete item 7 for change in title.

   e. Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 7. Attach a course syllabus.

4. For informational purposes only, please indicate course number if this course will be stacked:

5. Complete current course title and current catalog course description:

6. Complete proposed course title and proposed catalog course description (not to exceed 50 words):

7. a. As currently in course inventory:

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Approval recommended by:
María Irene Moyano
Department Head or Program Chair (Type Name & Sign) Date
11/5/13

Chair, College Review Committee Date
11/26/13

Dean of College Date

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

Associate Director, Curricular Services Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services – 02/11
Justification for proposed change in description:
The proposed change in prerequisites better reflects the specialties offered in the graduate program.
Texas A&M University
Departmental Request for a Change in Course
Undergraduate • Graduate • Professional
Submit original form and attachments

1. Request submitted by (Department or Program Name):
   Marine Sciences Department/Program Name

2. Course prefix, number and complete title of course:
   MARS 620 International Environmental Business Transactions

3. 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 5; enter proposed course title and proposed course description in item 6. Complete item 7 for change in title.

e. Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 7. Attach a course syllabus.

4. For informational purposes only, please indicate course number if this course will be stacked:

5. Complete current course title and current catalog course description:
   International Environmental Business Transactions - This course is designed to provide an overview of those laws,
   regulations, and regimes involved in international environmental business transactions; and to identify those
   environmental regimes which are triggered when business is conducted internationally. The course includes topics
   in international law, regional law, and U.S. Federal law. Prerequisite: Approval of instructor; graduate status or
   special approval.

6. Complete proposed course title and proposed catalog course description (not to exceed 50 words):
   International Environmental Business Ethics: Ethical issues that may arise in environmental business transactions;
   case studies, both real and hypothetical. Prerequisite: Approval of instructor or graduate status.

7. a. As currently in course inventory:

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   Approval recommended by:

   Melanie J. Lesko
   Department Head or Program Chair (Type Name & Sign) Date 11/18/13

   Chair, College Review Committee Date 11/23/2013

   Dean of College Date 11/23/2013

   Chair, GC or UCC Date

   Submitted to Coordinating Board by:

   Associate Director, Curricular Services

   Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
Curricular Services – 02/11
M,

Please let me know if this is what is needed as a rationale for course name change. If not, let me know what needs to be covered and I’ll re-write these. Thanks.

W

MARS 620: International Environmental Business Transactions
PROPOSED NAME CHANGE: International Business Ethics OR International Environmental Business Ethics
RATIONALE: This course originally focused on international business transaction with a small, ethics component. As global and national business ethics' issues became the focus of much attention, businesses and thus, future employers, welcomed graduate courses that emphasized ethical conundrums. Students were also very receptive to this shift to ethical issues. In response, this course now focuses exclusively on international business ethics with an emphasis on environmental issues. The course name needs to reflect this change.

MARS 675: Environmental Management Strategies for Scientists
PROPOSED NAME CHANGE: Environmental Management Strategies
RATIONALE: This course was first taught over a decade ago and the name was based on the department's speculation that the primary background of the master's students in our MARM program would be science. However, the background of recent and current students has been much broader and includes management, business, and other disciplines outside "strictly science." Therefore, the title no longer reflects the current student profile nor anticipated future student profiles.
Texas A&M University
Departmental Request for a Change in Course
Undergraduate ♦ Graduate ♦ Professional
• Submit original form and attachments •

1. Request submitted by (Department or Program Name): Marine Sciences Department/Program Name

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

   MARS 675 Environmental Management Strategies for Scientists

3. 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 5; enter proposed course title and proposed course description in item 6. Complete item 7 for change in title.
   e. Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 7. Attach a course syllabus.

4. For informational purposes only, please indicate course number if this course will be stacked:

5. Complete current course title and current catalog course description:
Environmental Management Strategies for Scientists - The course is designed to provide a scientist with EMS strategies’ skill. This includes knowing: what environmental laws may be triggered by activities; the fundamental structure of an EMS; EMS alternatives; concepts in an audit; Alternative Dispute Resolution; and how an effective EMS can reduce costs and increase profits. Prerequisite: Approval of instructor, graduate status or special approval.

6. Complete proposed course title and proposed catalog course description (not to exceed 50 words): Environmental Management Strategies. Provides an EMS strategist's skills with focus on international standards, including structure and elements of an EMS, determining how an effective EMS can reduce costs and increase profits, case studies. Prerequisites: approval of instructor or graduate status.

7. a. As currently in course inventory:

   Prefix   Course #   Title (excluding punctuation)
   MARS 675   ENV MGMT STRATEGIES FOR SCI
   Lect. Lab SCH CIP and Fund Code Admin. Unit FICE Code Level
   0 2 0 0 0 2

   b. Change to:

   Prefix   Course #   Title (excluding punctuation)
   MARS 675   ENV MGMT STRATEGIES
   Lect. Lab SCH CIP and Fund Code Admin. Unit Acad. Year FICE Code Level
   0 2 0 0 0 2

   Approval recommended by:

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

   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 845-8201 or sandra.williams@tamu.edu.
Curricular Services – 02/11
Special Consideration

Items
October 17, 2013

TO: Mark Zoran, Chair, Graduate Council

THROUGH: Patricia A. Hurley, Associate Dean, College of Liberal Arts

FROM: Cynthia Werner, Head, Department of Anthropology

SUBJECT: Proposal for New M.S. in Maritime Archaeology and Conservation

During the 2012-13 academic year, the Department of Anthropology went through the Academic Program Review process. The external reviewers made a number of useful recommendations for the department, including a recommendation to develop a new master’s degree program that took advantage of the department’s existing strength in nautical and maritime archaeology. In response to this suggestion, I formed an ad hoc committee to prepare the proposal which is now under review. During the October 7th faculty meeting, this proposal was unanimously approved by all faculty in the department.

Most of the courses required for this degree are already offered in the department. The proposal includes one new course (ANTH 608 – Skills in Maritime Archaeology), which will be an essential part of the new program.

The new degree will be in addition to the three degrees currently offered by the department (BA, MA and PhD). In contrast to the existing master’s degree which provides general training in all fields of Anthropology, the new degree will provide more specialized and technical training in maritime archaeology and conservation. Students who complete the degree will be prepared for jobs in maritime museums, cultural resources management firms, and a variety of government agencies.
New Bachelor’s and Master’s Degree
Cover Page/Signature Page

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).

Information: Contact the Division of Academic Affairs and Research at 512/427-6200 for more information.

Administrative Information

1. Institution: Texas A&M University

2. Program Name – Master of Science in Maritime Archaeology and Conservation

3. Proposed CIP Code: 45.030101.00

4. Number of Required Semester Credit Hours (SCHs) (If the number of SCHs exceeds 120 for a Bachelor’s program, the institution must request a waiver documenting the compelling academic reason for requiring more SCHs): 32

5. Brief Program Description – Describe the program and the educational objectives: The Department of Anthropology proposes to offer a Master of Science in Maritime Archaeology and Conservation degree in the Nautical Archaeology Program (NAP), which is one of the Department’s four programs. The department currently offers two graduate degrees: an M.A. in Anthropology and a Ph.D. in Anthropology. The proposed degree will provide more specialized training in maritime archaeology in order to provide maritime archaeologists with the technical skills, which are in growing demand in a variety of professional settings, by tailoring the curriculum in a way that better meets the needs of potential employers. The degree will prepare students for jobs in maritime museums, cultural resource management firms (including firms that perform work for the offshore oil industry), and government agencies at federal and state level. The program will retain existing courses that provide a solid academic background in nautical and maritime archaeology - for which Texas A&M is already reputed as the best in the world – while adding new courses that focus on specific practical skills that are desired by potential employers. The development of this new program will include the creation of an advisory board composed of recognized professionals in academia, the offshore industries, cultural resource management firms, maritime museums and state and federal agencies. Students in the proposed program will benefit from research opportunities and internships available through the Center for Maritime
Archaeology and Conservation (CMAC) and the Institute of Nautical Archaeology (INA). The program will be open to a limited number of students on a competitive basis.

6. **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*): Department of Anthropology, College of Liberal Arts

7. **Proposed Implementation Date** – Report the date that students would enter the program (MM/DD/YY): Fall 2015 - 08/26/2015

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

   Name: Dr. Cynthia Werner  
   Title: Department Head  
   Email: werner@tamu.edu  
   Phone: 979-458-4037
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.

______________________________
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.

______________________________
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).

______________________________
Board of Regents (Designee)

______________________________
Date
Request For New Masters Degree

Master of Science in Maritime Archaeology and Conservation

1. Institution: Texas A&M University
2. Program Name: Master of Science in Maritime Archaeology and Conservation
3. Program Description:
The Department of Anthropology proposes to offer a Master of Science in Maritime Archaeology and Conservation degree in the Nautical Archaeology Program (NAP), which is one of the Department’s four programs. The department currently offers two graduate degrees: an M.A. in Anthropology and a Ph.D. in Anthropology. The proposed degree will provide more specialized training in maritime archaeology in order to provide maritime archaeologists with the technical skills, which are in growing demand in a variety of professional settings, by tailoring the curriculum in a way that better meets the needs of potential employers. The degree will prepare students for jobs in maritime museums, cultural resource management firms (including firms that perform work for the offshore oil industry), and government agencies at federal and state level. The program will retain existing courses that provide a solid academic background in nautical and maritime archaeology - for which Texas A&M is already reputed as the best in the world – while adding new courses that focus on specific practical skills that are desired by potential employers. The development of this new program will include the creation of an advisory board composed of recognized professionals in academia, the offshore industries, cultural resource management firms, maritime museums and state and federal agencies. Students in the proposed program will benefit from research opportunities and internships available through the Center for Maritime Archaeology and Conservation (CMAC) and the Institute of Nautical Archaeology (INA). The program will be open to a limited number of students on a competitive basis.

4. Administrative Unit:
Department of Anthropology, College of Liberal Arts

5. Proposed Implementation Date:
Fall 2015 - 08/26/2015

6. Contact Person:
Name: Dr. Cynthia Werner
Title: Department Head
Email: werner@tamu.edu
Phone: 979-458-4037
I. Need

A. Job Market Need. The development of SCUBA (self-contained underwater breathing apparatus) after World War II shed light on the importance of the world's submerged cultural heritage. Underwater archaeology was recognized as a scientific discipline in the early 1960s, after the excavation of the Cape Gelidonya Bronze Age shipwreck by Professor George F. Bass (now Distinguished Professor Emeritus at Texas A&M University), which fundamentally changed the world's understanding of seafaring and trade in the Eastern Mediterranean at the end of the second millennium B.C.

In 1975 Texas A&M University recruited Dr. Bass, who is commonly referred to as 'the father of underwater archaeology,' to develop the first graduate program in the world in nautical archaeology, granting degrees in Geography in the first years, and in Anthropology since 1978. Over the last 50 years, the importance of maritime archaeology has expanded both nationally and internationally, and the number of employed maritime archaeologists worldwide has greatly increased. The Texas A&M graduate program in nautical archaeology is world-renowned.

The development of nautical archaeology as a scientific discipline coincided with the international consensus about the importance of submerged cultural heritage and impacted national and international policies. Around the world, legislation has created the need for new and specialized jobs in cultural resource management (e.g. the state of Texas Antiquities Code Title 9, Chap. 191 of the Texas Natural Resource Code as amended through 9/1/97; the U.S. the 2004 Sunken Military Craft Act, Sections 1401 through 1408; or the 2001 UNESCO Convention on Underwater Cultural Heritage). Compliance with increasingly complex legislative mandates has generated a rising demand for maritime archaeologists trained in Cultural Resource Management to enable compliance with statutes in rivers, lakes, and salt water settings, typically at various governmental levels, but also in large industrial applications (oil exploration) as well as in support of coastline site developments.

Recovery of artifacts from submerged environments complicates the ability to stabilize and protect the recovered material. There are special, unique challenges for the conservation of artifacts from salt-water environments, where the artifacts become encrusted with corrosion products and marine growth. Texas A&M University has established itself as a world center of excellence in the conservation of maritime artifacts. For example, the material remains of Chevalier de la Salle's ship Belle, lost in 1686 at Matagorda Bay, Texas, and excavated by the Texas Historical Commission in 1997 were sent to Texas A&M for conservation, which is still ongoing. More recently, the wooden ship discovered underneath the World Trade Center was removed and shipped to the Texas A&M Riverside Campus Conservation Laboratory for study and conservation. Expanding the training available to maritime conservators, and recognizing their advanced education with this new degree, will meet worldwide demands for conservation experts in preserving both organic and inorganic materials.

Each year the department admits 8 to 10 students from a highly qualified pool of 35 to 60 applicants who are interested in pursuing an M.A. or Ph.D. in Anthropology with an
emphasis in nautical/maritime archaeology. Some of the Ph.D. graduates have pursued academic careers, while others pursued careers as professional archaeologists. Former M.A. students who have specialized in maritime archaeology are currently employed in museums, conservation facilities, cultural resource management firms, and at various levels of government service, including state archaeology offices, the National Oceanographic and Atmospheric Administration, and the US Navy. In recent years, there has been a growing demand for maritime archaeologists in cultural resource management, and to support offshore industries, particularly in oil and natural gas exploration.

The current demand for maritime archaeologists merits the development of a new degree with greater focus on maritime archaeology and conservation. The proposed M.S. program is an outgrowth of the existing M.A. in Anthropology. Currently, M.A. students are broadly trained as anthropologists, though they may choose to take a curriculum that focuses on maritime archaeology and conservation. Students who complete the new M.S. degree will complete a curriculum that is more specialized and technically-oriented towards maritime archaeology and conservation.

There are two primary reasons for developing a new degree: First, there is a need to tailor the contents of the M.S. degree to the needs of the job market, especially those of the developing offshore industry. In the words of Daniel Warren, Senior Marine Archaeologist at C&C Technologies Inc.: "It takes us months to find even remotely qualified applicants and then we have to put them through extensive training to develop basic skills in these areas." In this regard, the title of the new degree will benefit graduates on the job market. The second, related, justification is that the new degree will place increased emphasis on technical and scientific skills; thus an M.S. is more appropriate than an M.A.

B. Student Demand. The student demand is clearly expressed in the number of applications received for graduate studies. In the past decade, the Nautical Archaeology Program has received between 35 and 60 applicants per year for both the M.A. and Ph.D. degree.

C. Enrollment Projections – We are planning to accept an average of five students per year for the M.S. program. The attrition figures for the past decade (2004-2013) are approximately 10% per year for an average student intake of 9 to 10. We expect the majority to graduate at the end of their second academic year.

In this context, we expect to graduate four to five students per year after the third year.
<table>
<thead>
<tr>
<th>Year</th>
<th>New Students</th>
<th>Attrition</th>
<th>Graduation</th>
<th>Cumulative Headcount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 (FY16)</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>2 (FY17)</td>
<td>5</td>
<td>1</td>
<td>0</td>
<td>9</td>
</tr>
<tr>
<td>3 (FY18)</td>
<td>5</td>
<td>0</td>
<td>4</td>
<td>10</td>
</tr>
<tr>
<td>4 (FY19)</td>
<td>5</td>
<td>1</td>
<td>4</td>
<td>10</td>
</tr>
<tr>
<td>5 (FY20)</td>
<td>5</td>
<td>0</td>
<td>5</td>
<td>10</td>
</tr>
</tbody>
</table>

II. Quality

A. Degree Requirements. The number of credit hours required will comply with University and Department rules, and will be a minimum of 32 credit hours. A thesis on an approved topic is also required. This is essential for graduates to become registered as professional archaeologists.

<table>
<thead>
<tr>
<th>Non-thesis SCH</th>
<th>Thesis SCH</th>
<th>Clock Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. *Foundation Courses: prerequisite/leveling (explain any special circumstances)</td>
<td>NA</td>
<td>0</td>
</tr>
<tr>
<td>b. Required Courses (of all students)</td>
<td>NA</td>
<td>13</td>
</tr>
<tr>
<td>(list course names w/prefix &amp; course numbers)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Recommended Elective Courses</td>
<td>NA</td>
<td>6-12*</td>
</tr>
<tr>
<td>(list course names w/prefix &amp; course numbers)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Additional Elective Courses</td>
<td>NA</td>
<td>0-6*</td>
</tr>
<tr>
<td>(list elective areas only)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e1. Thesis/Dissertation</td>
<td>NA</td>
<td>0-4*</td>
</tr>
<tr>
<td>e2. Internships</td>
<td>NA</td>
<td>3</td>
</tr>
<tr>
<td>TOTAL SCH REQUIREMENTS</td>
<td>NA</td>
<td>32</td>
</tr>
</tbody>
</table>

*See program below
A. Curriculum – The new curriculum will encompass a strong component geared to the job market. These are expressed in three ways:

a) The creation of a new course – Skills in Maritime Archaeology – that will be composed of short seminars taught by invited professionals. This course, which is mandatory, will not only familiarize the students with the demands of the job market and the best ways to acquire the necessary skills to be competitive, but will create opportunities for students to network and establish working relations that may lead to increased job opportunities.

b) The revision of some of the contents of some of the courses, to accommodate the constant technological developments, for instance in the offshore industry, and the needs of the employers.

c) Most courses will continue to have a strong theoretical component, which is the hallmark of the Nautical Archaeology Program.

<table>
<thead>
<tr>
<th>Prefix and Number</th>
<th>Required Courses</th>
<th>SCH</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH605</td>
<td>Conservation of Archaeological Resources I</td>
<td>4</td>
</tr>
<tr>
<td>ANTH611</td>
<td>Introduction to Nautical Archaeology</td>
<td>3</td>
</tr>
<tr>
<td>ANTH615</td>
<td>History of Wooden Shipbuilding</td>
<td>3</td>
</tr>
<tr>
<td>ANTH608</td>
<td>Skills in Maritime Archaeology</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Prefix and Number</th>
<th>Recommended Elective Courses</th>
<th>SCH</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH602</td>
<td>Archaeological Methods and Theory</td>
<td>3</td>
</tr>
<tr>
<td>ANTH603</td>
<td>Seafaring Life and Maritime Communities</td>
<td>3</td>
</tr>
<tr>
<td>ANTH606</td>
<td>Conservation of Archaeological Resources II</td>
<td>3</td>
</tr>
<tr>
<td>ANTH607</td>
<td>Historical Archaeology</td>
<td>3</td>
</tr>
<tr>
<td>ANTH610</td>
<td>Outfitting and Sailing the Wooden Ship 1400-1900</td>
<td>3</td>
</tr>
<tr>
<td>ANTH612</td>
<td>Pre-Classical Seafaring</td>
<td>3</td>
</tr>
<tr>
<td>ANTH613</td>
<td>Classical Seafaring</td>
<td>3</td>
</tr>
<tr>
<td>ANTH614</td>
<td>Books and Treatises on Shipbuilding</td>
<td>3</td>
</tr>
<tr>
<td>ANTH616</td>
<td>Research and Reconstruction of Wooden Hulls</td>
<td>3</td>
</tr>
<tr>
<td>ANTH617</td>
<td>Conservation of Archaeological Resources III</td>
<td>3</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
</tr>
<tr>
<td>-------------</td>
<td>----------------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>ANTH618</td>
<td>Medieval Seafaring in the Mediterranean</td>
<td>3</td>
</tr>
<tr>
<td>ANTH628</td>
<td>New World Seafaring</td>
<td>3</td>
</tr>
<tr>
<td>ANTH629</td>
<td>Post Medieval Seafaring</td>
<td>3</td>
</tr>
<tr>
<td>ANTH633</td>
<td>Deep-Submergence Archaeology</td>
<td>3</td>
</tr>
<tr>
<td>ANTH636</td>
<td>Computer Graphics in Archaeology</td>
<td>3</td>
</tr>
<tr>
<td>ANTH639</td>
<td>Gender, Ethnicity and Class in Archaeological Research</td>
<td>3</td>
</tr>
<tr>
<td>ANTH642</td>
<td>Research Design in Anthropology</td>
<td>3</td>
</tr>
<tr>
<td>ANTH644</td>
<td>Classical Archaeology</td>
<td>3</td>
</tr>
<tr>
<td>ANTH645</td>
<td>Cultural Resource Management</td>
<td>3</td>
</tr>
<tr>
<td>ANTH654</td>
<td>Archaeological Photography</td>
<td>3</td>
</tr>
<tr>
<td>ANTH684</td>
<td>Anthropology Internship</td>
<td>3-9</td>
</tr>
</tbody>
</table>

We intend this new M.S. to be an intensive experience that will stimulate contact between our students and scholars from around the world, provide them with basic technical skills in demand in the market, and subject them to intense theoretical training. The duration of the M.S. is two academic years, as indicated in the program below:

1st Semester (min. 10 credits)

- ANTH611 – Introduction to Nautical Archaeology (3 credit hours)
- ANTH615 – History of Wooden Shipbuilding (3 credit hours)
- ANTH605 – Conservation I (4 credit hours)

2nd Semester (min. 10 Credits)

- ANTH6XX – Skills in Maritime Archaeology (3 credit hours)
- ANTH602 – Archaeological Methods and Theory (3 credit hours)
  - One elective course (3 credit hours)
- ANTH691 – Research Hours - Approving the thesis proposal and the thesis table of contents (1 credit hour)

Summer Semester (min. 3 credits)

The summer semester will consist of either an internship (684) or excavation training, either in the Conservation Research Laboratory at A&M Riverside Campus, or in other institutions, such as museums, state offices, the Park Service, private companies, etc.

3rd Semester (min. 7 credits from the list below)

- ANTH691 – Research Hours - Writing the thesis (1 to 3 credit hours)
  - Additionally, 6 credit hours from the list of elective courses presented above.
4th Semester (min. 1 credit)

ANTH691 – Research Hours - Writing the thesis (1 or 2 credit hours, to a maximum of 8 hours of 684 and 691 combined)

Additionally, 3-6 credit hours from the list of elective courses presented above.

Students will complete the M.S. in Maritime Archaeology and Conservation within two years of study. Students will be required to write a short thesis in order to complete the degree, as the completion of a thesis is essential for obtaining certain types of positions as professional archaeologists, and also to be listed on the Registry of Professional Archaeologists (RPA).

C. Faculty -- There is no need to hire any new faculty. The Nautical Archaeology Program has seven dedicated faculty who all have the same teaching load (2 courses per semester). These faculty can fill all the needs of the M.S. in Maritime Archaeology.

<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>Deborah Carlson</td>
<td>Ph.D. in Classics, The University of Texas, Austin</td>
<td>ANTH613, ANTH644, ANTH689</td>
<td>100%</td>
</tr>
<tr>
<td>Filipe Castro</td>
<td>Ph.D. in Anthropology, Texas A&amp;M University</td>
<td>ANTH614, ANTH616, ANTH618</td>
<td>100%</td>
</tr>
<tr>
<td>Kevin Crisman</td>
<td>Ph.D. in American Civilization, University of Pennsylvania</td>
<td>ANTH603, ANTH610, ANTH628, ANTH629</td>
<td>100%</td>
</tr>
<tr>
<td>Donny Hamilton</td>
<td>Ph.D. in Anthropology, The University of Texas, Austin</td>
<td>ANTH605, ANTH607</td>
<td>100%</td>
</tr>
<tr>
<td>Cemal Pulak</td>
<td>Ph.D. in Anthropology, Texas A&amp;M University</td>
<td>ANTH611, ANTH615</td>
<td>100%</td>
</tr>
<tr>
<td>Wayne Smith</td>
<td>Ph.D. in Anthropology, Texas A&amp;M University</td>
<td>ANTH606, ANTH617, ANTH636, ANTH654</td>
<td>100%</td>
</tr>
<tr>
<td>Shelley Wachsmann</td>
<td>Ph.D. in Near Eastern Archaeology, Hebrew University, Jerusalem, Israel.</td>
<td>ANTH608, ANTH612, ANTH633</td>
<td>100%</td>
</tr>
</tbody>
</table>

There is no need to hire any extra support faculty at this time because the elective courses included in the M.S. program are already offered by the Nautical Archaeology...
Program. All of the courses proposed for the program are also available to Ph.D. students in Anthropology.

The teaching load will not change as a result of this new program. Faculty in the department are already teaching many of the courses mentioned above. The primary difference is that the courses will now be applied to the new M.S. degree program, in addition to the Ph.D. program.

As it already happens, faculty will teach courses and mentor M.S. students by serving on graduate advisory committees.

Texas A&M University has a strong institutional commitment to the principle of diversity in all areas. In that spirit, admission to the Texas A&M University's M.S. in Maritime Archaeology and Conservation is open to all qualified individuals. Texas A&M does not discriminate on the basis of an individual's disability and complies with section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act (ADA) as amended in its admissions, accessibility, treatment and employment of students in its programs and activities.

The Texas A&M University's M.S. in Maritime Archaeology and Conservation conforms with the university's normal requirement for admission to graduate studies - a scholastic record which, over at least the last two years of full-time academic study in a degree program, gives evidence of the applicant's ability to do successful graduate level work. Admission to the program is competitive, and is evaluated by the faculty of the Anthropology Department. Successful application conforms with overall admission criteria for the University, and is based on the entire record of the applicant, including:

• holding an accredited baccalaureate degree (of at least three years) from a college, institution or university of recognized standing, or its equivalent;
• an official score on a standardized test (Graduate Records Examination);
• official transcripts, including degree confirmation;
• letters of recommendation;
• professional and/or academic experience and performance;
• promise of ability to pursue advanced study and research satisfactorily;
• adequate preparation to enter graduate school in Nautical Archaeology;
• Statement of Purpose Essay.

Texas A&M University, the College of Liberal Arts, and the Anthropology Department are committed to providing an educational and work climate that is conducive to the personal and professional development of each individual. In all of its activities, the Anthropology Department strives to sustain an open exchange of ideas in an environment that embodies the values of academic freedom, responsibility, integrity, and cooperation, and provides an atmosphere of mutual respect.
In support of those goals, the department will take steps to recruit students from diverse backgrounds into the proposed Master of Science in Maritime Archaeology. A diverse student body enriches graduate education by providing a multiplicity of views and perspectives that enhance research, teaching, and the development of new knowledge.

E. Library – Built with consistent strategic purchases over three decades, Texas A&M Evans Library holds one of the best maritime archaeology libraries in the world, and Cushing has amassed an extensive collection of rare books that is unique worldwide. Additionally, the Department of Anthropology holds a collection of maritime archaeology and conservation books as well, which includes the J. Richard Steffy collection of books and notes, donated by his family after his death.

F. Facilities and Equipment – The Department of Anthropology occupies a large building with one floor dedicated to maritime archaeology (15,200 square feet). Additionally, the Nautical Archaeology Program operates a large conservation laboratory at Texas A&M Riverside Campus. During the recent Academic Program Review (2012-13), the external review team noted that our facilities are among the best in the nation.

Founded in 2005, the Center for Maritime Archaeology and Conservation operates eight laboratories and supports faculty and student field research projects around the world. Five of its laboratories support research focused on discoveries from shipwreck sites: the J. Richard Steffy Ship Reconstruction Laboratory, the New World Laboratory, the Old World laboratory, the Ship Model laboratory and the Wilder Imaging Laboratory. The remaining three laboratories are devoted to conservation of archaeological materials from marine environments: the Conservation Research Laboratory, the Archaeological Preservation Research Laboratory, and the Archaeo-Genomics Laboratory.

The Institute of Nautical Archaeology maintains a fully operating research and conservation center in Bodrum, Turkey. The Bodrum Research Center (BRC) is a comprehensive facility unlike any other in Turkey where INA staff and visiting scholars work year-round to conserve and restore artifacts raised during INA shipwreck surveys and excavations. TAMU faculty and students conducting fieldwork and research in Turkey have access to all the facilities and equipment of the BRC, which include a dormitory and kitchen, research library, computer lab, research ships, diving equipment, and recompression chambers. INA also owns and makes available various pieces of research equipment (sonar, metal detectors, cameras, ROVs, dive gear, etc.) to TAMU faculty and students engaged in archaeological fieldwork both in North America and overseas. The INA Archaeological Committee provides start-up funds to help applicants (largely current and former TAMU students) launch research projects around the world. INA’s scholarly reputation means that, in many cases, Archaeological Committee approval is instrumental in helping young scholars compete for external funding. Historically, the majority of student projects benefiting from the financial support of TAMU
faculty endowments and INA Archaeological Committee funds have concluded as M.A. theses and Ph.D. dissertations in Anthropology.

G. Accreditation – Although there is no accreditation board for graduate programs in maritime archaeology and conservation in the US, it is our intention to create an informal advisory board to keep us updated in terms of professional and industry trends, the technological evolution of the discipline, and market demands.

H. Evaluation – The proposed master's degree program will rely on the evaluation and assessment procedures that have been developed in the Department of Anthropology. These procedures are continually revised as needed. The foundation of evaluation effectiveness is the collation and maintenance of accurate data. As such, data for students in this program will be recorded beginning with applicant information, acceptance percentages, yield, and other admissions information. Then, each cohort will be tracked throughout the educational process, including classes taken and class performance, fieldwork experience, thesis performance, time to graduate, and ability to find a job in the field following graduation. Along with measurable data, faculty and students will be periodically surveyed to detect and correct qualitative issues regarding specific classes, training opportunities, and other potentially desired changes.

This degree is designed to fill a need in the anthropology/maritime archaeology community, allowing graduates to quickly find employment in their specific area of emphasis (conservation, museum curatorship, cultural resource management, deep sea survey, etc). The effectiveness of the educational program will be quickly borne out by the ability of graduates to find jobs in their chosen subspecialty, and also by the resulting demand signal felt in applications for future classes. Lessons learned from assessments performed against recorded data and qualitative survey information will allow for a constant cycle of improvement in the curriculum, ensuring future graduates are fully prepared for immediate success in the job market.

III. Costs and Funding
There are no new costs associated with the new M.S. The new degree will rely on faculty who are already members of the Department of Anthropology, and existing funds within the department will be sufficient to meet the costs of adding this degree program.
November 25, 2013

To: Karen Butler-Purry, Associate Provost for Graduate and Professional Studies
Through: Patricia Hurley, Graduate Dean, College of Liberal Arts

From: Hilaire Kallendorf, Director of Graduate Studies, Department of Hispanic Studies
Cc: Irene Moyna, Head, Department of Hispanic Studies

Re: HISP Graduate Program Reform

The Department of Hispanic Studies is proposing a reform of its existing Ph.D. curriculum and operating procedures. This reform package is the culmination of a year-long process of reflection and collaborative effort on the part of the graduate faculty. This process is described in the Expanded Graduate Studies Committee report to the head (summary attached). It began with a day-long retreat for all the graduate faculty on October 31, 2012 and continued through the fall semester with committee meetings every two weeks. Early in the spring semester, the graduate faculty held a series of meetings where we voted on every component of the proposed reform. No section received more than 2 negative votes out of a possible 16; in other words, the reform received overwhelming support on the part of the graduate faculty. The graduate students were included in our deliberations both by an anonymous survey we conducted in anticipation of the retreat and by representation on the committee. Finally, in the second half of the Spring 2013 semester, three task forces were formed to work on implementation of three important aspects of the reform: course catalogue changes, a comprehensive reading list for preliminary exams, and the annual review of graduate students. The reading list, while we would be happy to share it with you, seems to be more of an internal matter specific to our area of expertise. It is the course catalogue changes that will require formal approval. The following chart provides an overview of the proposed changes to our existing curriculum:
<table>
<thead>
<tr>
<th>Total courses in old course inventory: 27 // Total courses in new course inventory: 27</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Courses without changes to the course description (7):</td>
</tr>
<tr>
<td>HISP 602 Applied Linguistics</td>
</tr>
<tr>
<td>HISP 603 Development of Spanish Language</td>
</tr>
<tr>
<td>HISP 625 U.S. Hispanic Literature and Culture</td>
</tr>
<tr>
<td>HISP 645 Hispanic Women Writers</td>
</tr>
<tr>
<td>HISP 653 <em>Don Quixote</em> and the Hispanic Novel</td>
</tr>
<tr>
<td>HISP 671 Bilingualism in the Spanish-Speaking World</td>
</tr>
<tr>
<td>HISP 675 Spanish Language Teaching Methods</td>
</tr>
<tr>
<td>B. Courses with minor changes (course description in the catalogue, prerequisites, etc.) (18 change forms included):</td>
</tr>
<tr>
<td>HISP 606 Spanish in the U.S.</td>
</tr>
<tr>
<td>HISP 607 Seminar in Spanish Linguistics</td>
</tr>
<tr>
<td>HISP 614 Spanish Dialectology</td>
</tr>
<tr>
<td>HISP 618 Hispanic Folklore and Popular Culture (New title: Hispanic Traditional and Popular Culture and Religion)</td>
</tr>
<tr>
<td>HISP 620 Studies in Critical Theory</td>
</tr>
<tr>
<td>HISP 630 Studies in Latin American Literature</td>
</tr>
<tr>
<td>HISP 640 History of Ideas in the Hispanic World</td>
</tr>
<tr>
<td>HISP 645 Hispanic Women Writers</td>
</tr>
<tr>
<td>HISP 660 Reading and Research in Hispanic Cultural Studies</td>
</tr>
<tr>
<td>HISP 664 Hispanic Theater</td>
</tr>
<tr>
<td>HISP 665 Studies in Spanish Literature</td>
</tr>
<tr>
<td>HISP 667 Hispanic Genre Studies</td>
</tr>
<tr>
<td>HISP 670 Studies in U.S. Hispanic Literature</td>
</tr>
<tr>
<td>HISP 672 Hispanic Film and Performance Arts</td>
</tr>
<tr>
<td>HISP 685 Directed Studies</td>
</tr>
<tr>
<td>HISP 689 Special Topics</td>
</tr>
<tr>
<td>HISP 691 Research</td>
</tr>
<tr>
<td>C. Courses with substantial changes (2 course change forms with new syllabi included):</td>
</tr>
<tr>
<td>HISP 600 Introduction to Hispanic Studies (now includes old 600 and 601)</td>
</tr>
<tr>
<td>HISP 650 Methods of Study in Spanish Linguistics (substantial overhaul of description and syllabus; accompanied by 2 letters of support)</td>
</tr>
<tr>
<td>D. New course (new course form included) (1):</td>
</tr>
<tr>
<td>HISP 668 Modern Poetry from 1850-2010</td>
</tr>
<tr>
<td>E. Course withdrawn (withdrawal included) (1):</td>
</tr>
<tr>
<td>HISP 601 Research, Theory and Writing (content now collapsed into HISP 600)</td>
</tr>
</tbody>
</table>
Graduate Reform Overview of Changes

The following is a summary of the main features of the revised curriculum for the graduate program in Hispanic Studies:

1. **Graduate degrees offered**: It is understood that the Master’s degree is no longer an option and that students are no longer being admitted into it. However, the M.A. in Hispanic Studies will remain on the books for students who pass their preliminary exams but do not finish the thesis.

2. **Required courses**: The number and type of required courses has been changed. In the current plan, only 3 courses are required of all new students: HISP 675, Spanish Language Teaching Methods (best practices course for graduate teaching assistants); HISP 600, Introduction to Hispanic Studies (a proseminar created from combining the old 600 and part of the contents of 601); and HISP 620, Studies in Critical Theory (which combines the old 620 and part of the contents of 601).

3. **Coursework**: Students must take a minimum of 15 formal courses. At least 8 of those courses must be taken in HISP. Five of those courses must be in their area of specialization. Students may take up to 7 courses among the graduate offerings of other departments. This will allow greater flexibility and opportunities to students wishing to have an interdisciplinary focus. All coursework will normally be completed by the student in the first 5 semesters.

4. **Specializations**: The current 4 areas of specialization (Hispanic Literature, Linguistics and Pedagogy, Bilingual/Bicultural Studies, and Hispanic Cultural Studies) have been collapsed into 3 (Linguistics, Literature, and Culture).

5. **Rotation of courses**: A three-year rotation of courses of graduate courses has been developed to ensure that the required courses are offered and that all programmatic needs are being met.

6. **Preliminary exams**: Typically, a student will take preliminary examinations in the 6th semester. The first day of the test will be devoted to the general reading list developed by a graduate faculty committee and available to students in advance. The second day of the exam will focus on the student’s specialized area of interest.

7. **Dissertation**: A student will normally write the thesis in the 4th and 5th years.

8. **Reviews of student performance**: Review of all graduate students will be conducted toward the end of both the 1st and the 2nd year. A task force was formed to develop this instrument and issues related to the instrument in the Spring of 2013.

9. **Graduation rates**: The graduate faculty will implement a strategy on graduation rates. The goal is to have a student who comes in with a Master’s in Spanish graduate in 4 years. Students without a Master’s will graduate in 5 years.

10. **Admissions**: Priority in admissions will be based on the applicant’s background, in the following order: students with an M.A. in Spanish or related field; students with a B.A. in Spanish or related field; students with an M.A. or B.A. in another field. No students without a solid knowledge of Spanish will be accepted. English proficiency is also required.

11. **Graduate faculty**: Faculty have been designated graduate faculty or not, in accordance with their wishes and their research profiles. The responsibilities of graduate faculty are specified in university guidelines.
November 12, 2013

Memorandum

To: Dr. Sarah Bednarz

From: Debbie Thomas, Interim Department Head, Oceanography
       Don Collins, Director of Environmental Programs

Re: Joint Degree Program with Environmental Geosciences and Oceanography

I have attached the proposal for the Environmental Geosciences/Oceanography 5 year program. The proposal has been approved by Environmental Programs director, Don Collins. It has also been approved by the Oceanography faculty.

We are submitting this for approval from both the undergraduate and graduate curriculum committees.

Thank you for your consideration. Please notify me if more information is needed.
3+2 Program for ENGS and Ocean Sciences and Technology: A Concurrent Degree program for the Environmental Geosciences Bachelors and Ocean Sciences and Technology Masters

Purpose:
The 3+2 Program offers motivated and exceptional students the opportunity to achieve their career aspirations in an efficient “fast track” program at Texas A&M, completing the Bachelor of Science degree in the College of Geosciences Environmental Geosciences and the non-thesis Master of Science in Oceanography in 5 years (to be replaced by the new Ocean Sciences and Technology degree when this degree has been formally approved). The concurrent degree program will enable these students to coordinate the required BS coursework, elective coursework within the Coastal and Marine Environments theme, and the graduate coursework to reduce the number of credit hours required for completing each degree independently, without diminishing the scope or quality of the training.

<table>
<thead>
<tr>
<th>BS-ENGS: 108 credits</th>
<th>MS-OCNG: 38 credits</th>
</tr>
</thead>
</table>
| 3+2 Program = 146 credits (vs. traditional BS and MS of 156 credits)

Application and Eligibility:

- The typical application process to the 3+2 program begins with submission of applications by July 1 after the student’s sophomore year (after 63 undergraduate credits). Admissions decisions will be made by August 15 prior to the start of the junior year. Applications submitted out of this normal cycle (e.g., for transfer students, students who began their studies during the Spring semester, etc) will be assessed on a case-by-case basis.
- Applicants must have a minimum undergraduate GPA of 3.25. Applicable students also must earn a B or better in all Chemistry, Calculus, and Physics courses. Once admitted to the program, students must maintain a minimum 3.25 GPA in order to receive graduate credit for 600 level courses.
- Students will select a Chair from within the Oceanography Department by the end of their 5th semester to advise them on course selection for Year 4. The Chair will serve as their advisor. Students may seek additional mentors but a formal committee is not required.
- Students will be required to take the GRE by the end of their 3rd year.
- Students will follow graduate application procedures as well as Departmental requirements for a second tier of admission into the 4th year of the 3+2 program based on competitive GRE scores, acceptance by TAMU Office of Graduate and Professional Studies, and maintaining a 3.25 GPA. Applying students that have a 3.25 or better GPA, at least a B in all OCNG courses, and submit a strong letter of intent for graduate-level study will be admitted to the remainder of the program automatically.
- Students must complete 90 hours with a minimum of 3.25, including a B or better in all OCNG courses, before enrolling in any 600-level courses.
3+2 Time Line:

Apply to 3+2 Program: End of sophomore year after 4 semesters, minimum of 63 credits. Later applications determined on a case-by-case basis.

First Tier admission decision: August prior to starting 3+2 in Fall of Junior Year.

GRE exam: Take by end of junior year

Apply to Office of Graduate and Professional Studies: After completion of Junior Year

Second Tier admission decision: August prior to Fourth year based on competitive GRE scores, admission to TAMU graduate studies, and maintaining a 3.25 GPA.

Change to graduate status (G7) after completion of 124 credits, summer following Year 4.

Apply for graduate degree plan upon approval of G7 status.

Graduation: Both Bachelor's and Master's degrees conferred upon completion of Year 5.

Draft 5-year degree program

Year 1 – Semester 1
GEOS 105 Intro to Geosciences (3)
BIOL 111 Introductory Biology I (4)
MATH 151 Engineering Math 1 (4)
ENGL 104 Comp and Rhetoric (3)
GEOS First Year Seminar (1)
Total: 15 Credit hours (undergraduate)

Year 1 – Semester 2
POLS 206 American National Government (3)
BIOL 112 Introductory Biology II (4)
MATH 152 Engineering Math II (4)
History elective (3)
Total: 14 Credit hours (undergraduate)

Year 2 – Semester 1
Introductory Geoscience course and associated lab (4)
CHEM 101/111 Fundamental Chemistry (4)
GEOG 201 Intro to Human Geography (3)
Year 5 – Semester 1
Fundamentals of Ocean science course (e.g. OCNG 620, 640, 630) 2 (3)
Advanced specialized OCNG graduate course (3)
Advanced specialized OCNG graduate course (3)
Advanced specialized OCNG graduate course (3)
Total: 12 credit hours (graduate)

Year 5 – Semester 2
Advanced specialized OCNG graduate course (3)
Capstone research/self-directed learning experience (non-thesis capstone course to be created) (6)
OCNG 681 Oceanography Seminar (1)
Total: 10 credit hours (graduate)

Total undergraduate credit hours: 108 (of the 120 normally required for an undergraduate degree)
Total graduate credit hours: 38 (minimum required for MS is 36)

Notes:
1. Any of the required courses may be taken during the Summer Sessions to diminish the heavy semester loads during Years 2 and 3.
2. Students will not be permitted to receive credit for both the 400- and 600-level versions of certain courses because the content and learning outcomes are too similar (OCNG 440/640; GEDS 470/OCNG 657)
October 31, 2013

TO: Dr. Michael T. Stephenson
Professor of Communication and Associate Dean of Liberal Arts

Dr. Patricia A. Hurley
Professor of Political Science and Associate Dean of Liberal Arts

FROM: Dr. Timothy Gronberg
Professor and Head of Economics

RE: The 5-Year BS/MS in Economics Degree Proposal

Attached please find the proposal for the BS/MS in Economics 5 year program. It has been approved by the Economics faculty as well as the graduate and undergraduate advisors. We are submitting this for approval from both the Graduate and Undergraduate Instruction Committees.

Thank you for your consideration. Please notify me if more information is needed.
Texas A&M University Department of Economics
Bachelor of Science & Master of Science in Economics
Five-Year Dual Degree Program

The Department of Economics introduces a new joint degree program that allows undergraduate Economics majors to enter the Master of Economics program at the beginning of their fourth year at Texas A&M University. This provides the opportunity to earn both Bachelor of Science and Master of Science degrees in Economics in five years.

Description

The Department of Economics offers four-year undergraduate degrees in economics, BA and BS, and a 1.5 year MS degree for students specializing in financial economics or financial econometrics. A number of our undergraduates are interested in pursuing the MS degree after receiving their BS degree, and our proposed five year-joint BS/MS degree program will allow students to complete these two degrees in a five year span. In addition, the rigorous nature of the MS degree requires certain prerequisites in mathematics, statistics, and econometrics. A formal five-year program will provide interested undergraduates with a clear guide for meeting these prerequisites and obtaining adequate preparation for the MS courses.

Students admitted to the five-year program will have completed 96 hours of the required 120 undergraduate course hours to complete their degree. These courses must include all of the University Core Curriculum requirements, the College of Liberal Arts Core Courses, and specific required courses pertaining to the Economics undergraduate major.

Degree Requirements: Bachelor of Science in Economics

*Departmental Requirements:* The following courses are required for the Bachelor of Science degree. A grade of C or higher is required for all courses.

**Major Coursework**

<table>
<thead>
<tr>
<th>Credits</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>ECON 202 Principles of Microeconomics</td>
</tr>
<tr>
<td>3</td>
<td>ECON 203 Principles of Macroeconomics</td>
</tr>
<tr>
<td>3</td>
<td>ECON 323 Microeconomic Theory</td>
</tr>
<tr>
<td>3</td>
<td>ECON 410 Macroeconomic Theory</td>
</tr>
<tr>
<td>21</td>
<td>Economics Electives</td>
</tr>
</tbody>
</table>

**Supporting Coursework**

<table>
<thead>
<tr>
<th>Credits</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>ACCT 209 Survey of Accounting Principles</td>
</tr>
<tr>
<td>3</td>
<td>ACCT 210 Managerial &amp; Cost Accounting Principles</td>
</tr>
</tbody>
</table>

*University and College of Liberal Arts Requirements:* Students can obtain information about the course options for the following requirements in the University catalog (catalog.tamu.edu), the Undergraduate...
Student Services Office in the College of Liberal Arts, or from an undergraduate advisor in the Department of Economics.

<table>
<thead>
<tr>
<th>Credits</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>English writing and speech</td>
</tr>
<tr>
<td>6</td>
<td>English literature</td>
</tr>
<tr>
<td>12</td>
<td>Mathematics: MATH 141/166; MATH 131/142/151; ECMT 461: Economic Data Analysis; ECMT 463: Introduction to Econometrics</td>
</tr>
<tr>
<td>6</td>
<td>American History</td>
</tr>
<tr>
<td>6</td>
<td>Political Science and Government</td>
</tr>
<tr>
<td>6</td>
<td>Social and Behavioral Science</td>
</tr>
<tr>
<td>9</td>
<td>Language, Philosophy and Culture and Creative Arts</td>
</tr>
<tr>
<td>(6)</td>
<td>International and Cultural Diversity</td>
</tr>
<tr>
<td>9</td>
<td>Life and Physical Sciences</td>
</tr>
<tr>
<td>21</td>
<td>General Electives</td>
</tr>
<tr>
<td>120</td>
<td></td>
</tr>
</tbody>
</table>

**Degree Requirements: Master of Science in Economics**

The Master of Science in Economics degree is a 1.5 year program requiring 36 hours of coursework. The curriculum consists of 27 hours of required core courses that teach students analytical and quantitative skills and their real-world applications. These skills are showcased during a capstone course (ECON 675) in their last semester of the program. Students will choose a concentration in either financial economics or financial econometrics and take 9 additional hours of elective credit related to their specialization.

**Financial Economics Track**

<table>
<thead>
<tr>
<th>Credits</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Fall I</strong></td>
</tr>
<tr>
<td>3</td>
<td>ECON 607: Foundations of Microeconomic Theory</td>
</tr>
<tr>
<td>3</td>
<td>ECMT 674: Economic Forecasting</td>
</tr>
<tr>
<td>3</td>
<td>FINC 629: Financial Management</td>
</tr>
<tr>
<td>3</td>
<td>FINC 632: Investment Management</td>
</tr>
<tr>
<td></td>
<td><strong>Spring I</strong></td>
</tr>
<tr>
<td>3</td>
<td>ECON 611: Foundations in Macroeconomic Theory</td>
</tr>
<tr>
<td>3</td>
<td>ECON 680: Financial Economics</td>
</tr>
<tr>
<td>3</td>
<td>ECON 6XX (elective)</td>
</tr>
<tr>
<td></td>
<td><strong>Summer I</strong></td>
</tr>
<tr>
<td>3</td>
<td>ECON 618: Behavioral Economics of Financial Markets</td>
</tr>
<tr>
<td>3</td>
<td>ECON 617: Strategies of Multinational Corporations</td>
</tr>
<tr>
<td></td>
<td><strong>Fall II</strong></td>
</tr>
<tr>
<td>3</td>
<td>ECON 675: Capstone</td>
</tr>
<tr>
<td>3</td>
<td>ECON 6XX (elective)</td>
</tr>
<tr>
<td>2</td>
<td>ECON 6XX (elective)</td>
</tr>
<tr>
<td>36</td>
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</table>
Financial Econometrics Track

<table>
<thead>
<tr>
<th>Credits</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall I</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>ECON 607: Foundations of Microeconomic Theory</td>
</tr>
<tr>
<td>3</td>
<td>ECMT 674: Economic Forecasting</td>
</tr>
<tr>
<td>3</td>
<td>FINC 629: Financial Management</td>
</tr>
<tr>
<td>3</td>
<td>FINC 632: Investment Management</td>
</tr>
<tr>
<td>Spring I</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>ECON 611: Foundations in Macroeconomic Theory</td>
</tr>
<tr>
<td>3</td>
<td>ECON 680: Financial Economics</td>
</tr>
<tr>
<td>3</td>
<td>ECMT 680: Financial Econometrics</td>
</tr>
<tr>
<td>Summer I</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>ECON 6XX: GR-level elective)</td>
</tr>
<tr>
<td>3</td>
<td>ECON 6XX (elective)</td>
</tr>
<tr>
<td>Fall II</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>ECON 675: Capstone</td>
</tr>
<tr>
<td>3</td>
<td>ECMT 681: Econometric Analysis of Financial Data</td>
</tr>
<tr>
<td>2</td>
<td>ECON 6XX (elective)</td>
</tr>
</tbody>
</table>

36

Proposed Joint BS/MS in Economics Program

Admitted students will begin taking Masters-level courses in the fall of their fourth year with an undergraduate classification (U4). They will be re-classified as degree seeking master’s students (G7) upon completion of 120 credit hours. This will usually occur after the spring semester of their fourth year.

Students will complete 36 hours of graduate-level courses as is required of other students admitted to the Masters of Science in Economics program. Typically, students in the MS in Economics program complete their degree in 4 consecutive semesters (fall|spring|summer|fall). BS-MS students will take the required graduate courses in a modified order over 5 consecutive semesters (fall|spring|summer|fall|spring) to complete both degrees simultaneously.

The proposed program consists of two strategic features:

1. BS-MS students will be required to take essential prerequisite courses as part of their undergraduate degree prior to admission in the program including: ECON 460, MATH 151, MATH 152, and MATH 304/323. These courses will help prepare the students for the rigors of the more quantitative graduate-level economics courses.

2. Additionally, BS-MS students will double count 6 hours of graduate coursework to their graduate degree and undergraduate major electives to complete the required 33 hours in the Economics major. Students will typically use ECON 607 and ECMT 674 for this purpose, but the 6 hours can be chosen from any ECON or ECMT courses taken at the graduate level.

The Bachelor of Science requirements for BS-MS joint degree students will include:

Major Coursework

<table>
<thead>
<tr>
<th>Credits</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>ECON 202 Principles of Microeconomics</td>
</tr>
<tr>
<td>3</td>
<td>ECON 203 Principles of Macroeconomics</td>
</tr>
</tbody>
</table>
ECON 323 Microeconomic Theory
ECON 410 Macroeconomic Theory
ECON 460 Introduction to Mathematical Analysis (counts as economics elective)
12 Economics electives
ECON 607 Foundations of Microeconomic Theory*
ECMT 674 Economic Forecasting*

*Masters-level course double-counts as a core Masters course and Undergraduate Economics elective.

Supporting Coursework
3 ACCT 209 Survey of Accounting Principles
3 ACCT 210 Managerial & Cost Accounting Principles
3 MATH 304 or 323: Linear Algebra; joint degree students must take this course prior to admission to the five-year program (counts as general elective credit)

University and College of Liberal Arts Requirements
6 English writing and speech
6 English literature
12 Mathematics: Joint degree students must take MATH 151: Engineering Mathematics I, MATH 152: Engineering Mathematics II, ECMT 461: Economic Data Analysis & ECMT 463: Introduction to Econometrics prior to starting the BS-MS program. (1 hour from MATH 151 & 1 hour from MATH 152 will count toward general electives)
6 American History
6 Political Science and Government
6 Social and Behavioral Science
9 Language, Philosophy and Culture and Creative Arts
6 International and Cultural Diversity
9 Life and Physical Sciences
18 General Electives

Masters in Economics Requirements

<table>
<thead>
<tr>
<th>Credits</th>
<th>Course</th>
<th>Fall I</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>ECON 607: Foundations of Microeconomic Theory*</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>ECMT 674: Economic Forecasting*</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>ECON XXX (UG upper level elective)</td>
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<tr>
<td>3</td>
<td>UG General Elective course</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Credits</th>
<th>Course</th>
<th>Spring I</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>ECON 611: Foundations in Macroeconomic Theory</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>ECON 680: Financial Economics</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>ECON XXX (UG upper level elective)</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>UG General Elective course</td>
<td></td>
</tr>
</tbody>
</table>

At the end of their fourth year, students will choose to their concentration area. They will select either Financial Economics or Financial Econometrics and take one of the subsequent course plans:
Financial Economics
Credits: 3
Course
Summer I
3 ECON 618: Behavioral Economics of Financial Markets
3 ECON 617: Strategies of Multinational Corporations
Fall II
3 ECON 675: Capstone
3 FINC 629: Financial Management
3 FINC 632: Investment Management
3 ECON XXX (UG upper level elective)
Spring II
3 ECON 6XX (GR-level elective)*
3 ECON 6XX (GR-level elective)*
3 ECON 6XX (GR-level elective)*

Financial Econometrics
Credits: 3
Course
Summer I
3 ECON 6XX: GR-level elective)*
3 ECON XXX (UG upper level elective)
Fall II
3 ECON 675: Capstone
3 ECMT 681: Econometric Analysis of Financial Data
3 FINC 629: Financial Management
3 FINC 632: Investment Management
Spring II
3 ECMT 680: Financial Econometrics
3 ECON 6XX (GR-level elective)*
3 ECON 6XX (GR-level elective)*

*Masters-level course double-counts as a core Masters course and as an Undergraduate Economics elective.
+Graduate Electives are chosen in consultation with advisor.

Administration and Application
Undergraduate Economics majors who have a minimum 3.25 GPA, have completed all prerequisite courses and earned at least 96 hours by the beginning of their fourth year will be eligible to apply to the five year BS/MS program during their junior year. Applicants to the five-year program will submit the same materials (including GRE scores) and be evaluated using the same admission criteria as traditional MS-ECON students. However, joint degree student applications will be due on February 1 (March 1st for traditional MS ECON students) and will be notified of the admissions decision by March 1st to allow ample time for fall course planning and registration.

Students who choose not to finish the MS-ECON degree after being admitted may withdraw from the program at any time. Completed MS courses will be applied to a student’s undergraduate degree as appropriate. Failure to complete the MS-ECON program will not interfere with a student’s ability to complete the BS in Economics once all requirements for that degree are met.

Advising for the joint-degree program will be handled in a coordinated effort between the Undergraduates and Graduate Advisors in the Department of Economics. Each counterpart will ensure that requirements are met for their respective degree. Departmental advisors will coordinate to ensure timely completion of both degrees.

Contact Information
Undergraduate curriculum information:
Dr. Dennis Jansen, Director of Undergraduate Studies
dennisjansen@tamu.edu
979.845.7351
Sarah Ura, Senior Academic Advisor II
sura@econmail.tamu.edu
979.845.9953

Application and general information:
Brandi Blankenship, Senior Office Associate & Assistant to the Graduate Director
bblankenship@econmail.tamu.edu
979.845.7376

Graduate curriculum information:
Doug Eckel, MS Program Coordinator
doug.eckel@tamu.edu
979.845.7340
Dr. Li Gan, Director of Masters Program
gan@econmail.tamu.edu
979.862.1667
# BS-MS Five Year Program
## Suggested Course Plan

### 1st year

<table>
<thead>
<tr>
<th>FALL</th>
<th>SPRING</th>
<th>SUMMER</th>
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</thead>
<tbody>
<tr>
<td>Econ 202</td>
<td>Econ 203</td>
<td></td>
</tr>
<tr>
<td>Math 151</td>
<td>Math 152</td>
<td></td>
</tr>
<tr>
<td>Social &amp; Behavioral Science</td>
<td>Am. History</td>
<td></td>
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<tr>
<td>Am. History</td>
<td>Life &amp; Physical Science</td>
<td></td>
</tr>
<tr>
<td>Engl 104</td>
<td>English Writing/Speech</td>
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### 2nd year

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<tbody>
<tr>
<td>Econ 323</td>
<td>Ecmt 461</td>
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<tr>
<td>Acct 209</td>
<td>Acct 210</td>
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<tr>
<td>Life &amp; Physical Science</td>
<td>Literature</td>
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<td>Gov. &amp; Pols</td>
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<td>Creative Arts</td>
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### 3rd year

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<tr>
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<tbody>
<tr>
<td>Econ 410</td>
<td>Ecmt 463</td>
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</tr>
<tr>
<td>Social &amp; Behavioral Science</td>
<td>Life &amp; Physical Science &amp; Creative Arts</td>
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<td>Lang., Phil &amp; Culture</td>
<td>General Elective</td>
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<td>General Elective</td>
<td>Econ Elective</td>
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<tr>
<td>Econ 460</td>
<td>Math 304/323</td>
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</tr>
<tr>
<td>Life &amp; Physical Science</td>
<td>General Elective</td>
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</tbody>
</table>

### Financial Economics

#### 4th year

<table>
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<tr>
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</thead>
<tbody>
<tr>
<td>Econ 607</td>
<td>Econ 611</td>
<td>Econ 617</td>
</tr>
<tr>
<td>Ecmt 674</td>
<td>Econ 680</td>
<td>Econ 618</td>
</tr>
<tr>
<td>General elective (UG)</td>
<td>General Elective</td>
<td></td>
</tr>
<tr>
<td>Econ Elective (UG)</td>
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### 5th year

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<tbody>
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### Financial Econometrics

#### 4th year

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#### 5th year

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<td>Econ 6XX (GR elective)</td>
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5 Year Degree Program / MARA-MMAL  
Texas A&M University at Galveston, Department of Maritime Administration

TAMUG's Department of Maritime Administration will offer a degree program that allows Maritime Administration (MARA) majors to enter the graduate program for a Master of Maritime Administration and Logistics at the beginning of their fourth year at Texas A&M University at Galveston. This enables students to receive their MARA undergraduate degree (B.S.) and a Master of Maritime Administration and Logistics (MMAL) graduate degree in five years.

Description

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

### Modified Maritime Administration Bachelor of Science first 3 years

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<td><strong>Hours to be completed prior to admission to the graduate courses</strong></td>
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Admitted students will be enrolled in Maritime Administration and Logistics graduate courses with an undergraduate classification (U4) during the fall of their fourth year and will be re-classified as degree-seeking master's students (G7) upon completing 107 credit hours. This will normally occur at the beginning of the spring semester of year four.

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

**Administration/Application**

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

Students who choose not to finish the MMAL degree after being admitted to the 5-year program may exit the program at any time. Completed MMAL courses will be applied to their bachelor's degree in Maritime Administration, as appropriate. Failure to complete the MMAL program will in no way impede their ability to attain a bachelor's degree in Maritime Administration when the requirements for that degree are completed.

Those who pursue the joint program will receive both degrees upon completion of the entire 5-year program. Students will not graduate with a bachelor's degree in year four, but rather will earn both their Bachelor of Science and Master of Maritime Administration and Logistics at the end of year five.
## Fifth Year Curriculum

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<tr>
<th>Fall Senior Year / First Year of Fifth Year Program</th>
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<td>MARA 641  Financial Mgmt in Marine Transportation</td>
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<td>MARA 664  Production, Operations and Logistics Management</td>
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<td>Total Hours</td>
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| Total Hrs for Combined MARA/MMAL as 5th Year       | 144 |

As indicated above, students will take 12 fewer undergraduate credit hours. Graduate courses taken in the fifth year program will be counted double, as credit towards their MMAL degree and as substitutes for MARA and free electives required for the bachelor's degree.

### Advising

Advising for the 5-year program is a coordinated effort by the Department of Maritime Administration undergraduate and graduate advisors and by the Office of Graduate Studies. Advising by the department will help ensure that interested students have satisfied the prerequisite course requirements for the bachelor’s degree by the start of their senior year.

Maritime administration students can speak to Dr. Joan Mileski at mileskj@tamug.edu or 409-740-4978 for more information.
<table>
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Undergraduate electives in MARA must include MARA 416 in order to satisfy the TAMU intensive writing requirement.
## Distance Education

**Electronic to Individuals (Online Delivery) Approval Form**

### Submitted by:

- Texas A&M University
- Texas A&M University- Central Texas
- Texas A&M University-Commerce
- Texas A&M University-Corpus Christi
- Texas A&M University-Kingsville
- Texas A&M University-San Antonio
- Texas A&M University-Texarkana
- Texas A&M International University
- Prairie View A&M University
- Tarleton State University
- West Texas A&M University
- Texas A&M Health Science Center

### Distance Education: Electronic to Individuals (Online Delivery) Authorization Request

**Please list the proposed degree and CIP code:**

- **Degree:** Master of Maritime Administration and Logistics
- **CIP Code:** 52.0209.00

**When is the effective date of the proposed program?**

- **Effective Date:** Fall, 2014

**Please note:** This proposed program cannot be advertised as an online delivered degree program until the A&M System Office of Academic Affairs has approved it and the Texas Higher Education Coordinating Board has been notified.

### Summary of Proposal (Include Background Information and Rationale for the change.)

In the twenty-year period from 2000 to 2020, world trade is expected to double. The demand for trained maritime administration and logistics professionals will increase substantially. The nature of the maritime industry is such that traditional face-to-face classroom delivery of courses prohibits large numbers of industry professionals to access graduate education unless it is provided online. Many professionals are officers on ships at sea. Further, ports operate 24/7 forcing professionals into odd hour schedules.

At this date, there is no other U.S. university that offers an online Master of Maritime Administration and Logistics. There are several MBA programs outside of the U.S. that offer maritime administration and logistics. The program will provide the opportunity to gain an advanced degree in maritime administration and logistics for (1) industry professionals within the U.S. and globally who cannot come to campus for classes due to their work schedules or deployment at sea but wish to continue their education and professional development while remaining employed and (2) industry professionals who want to improve their knowledge of maritime administration and logistics who cannot come to campus for extended periods of time.

Currently the demand for the face-to-face delivery Master of Maritime Administration and Logistics students is from three sources: students in residence pursuing STCW licensure as well as their master degree, students from the Houston-Galveston metropolitan area who are working professionals, and students in residence as full-time students, generally veterans. Therefore, the growth of the program has been limited to the immediate region.

We conducted an ad hoc survey in October, 2013, of the attending companies at the Texas A & M University at Galveston job fair. Nineteen of the total 25 companies and maritime organizations at the fair responded with 18 companies responding favorably to the delivery of the Master of Maritime Administration and Logistics online. If fact, most of the respondents felt that more professionals would participate because the program was reputable and online.

There are currently graduate programs of this nature that are online but all reside outside the United State primarily in the...
Financial Implications:

A distance tuition differential of $40 a credit hour would be assessed to the students.

Additional costs include:

Additional technical/administrative assistance noted above of 0.75 FTE per year is $22,500 per year.

Additional 2 instructional track PHD faculty will be needed by the third year. Amount budgeted is $120,000 each year thereafter.

University: Request for Authorization

I recommend adoption of the following program:

"Having complied with all of the requirements of the Texas Higher Education Coordinating Board, Texas A & M University at Galveston (University name) is hereby authorized to offer the Master of Maritime Administration and Logistics (Degree) program by distance education, electronic to individuals (online delivery) effective Fall, 2014.

The Texas A&M University System Office of Academic Affairs finds that the program offering aforementioned is within the role and scope and capacity of the institution and will benefit students.

Texas A & M University at Galveston (University name) certifies that the proposed distance delivery of the aforementioned program meets the criteria under Texas Administrative Code Chapter 4 Subchapter P regarding quality of the curriculum and courses; delivery of instruction; evaluation, training, supervision, and support of faculty; financial resources; and admission of and support services for students. The program is within the role and mission of the institution and in the Table of Programs. The institution will comply with the standards and criteria of the Commission on Colleges of the Southern Association of Colleges and Schools and will adhere to criteria outlined in Principles of Good Practice for Degree and Certificate Programs and Courses Offered Through Distance Education."

Approval – University:

__________________________________________________________________________

University President: ____________________________ Date: ____________________________

Print name of President

Authorization: System

Approval – Texas A&M University System:

__________________________________________________________________________

James R. Hallmark, Ph.D.

Vice Chancellor for Academic Affairs

Date: ____________________________
Approval to Propose an Existing Degree Program for Delivery Via Distance Education At Texas A&M University

Master of Maritime Administration and Logistics

<table>
<thead>
<tr>
<th>Name of Program</th>
<th>Texas A&amp;M University Galveston</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maritime Administration</td>
<td>College</td>
</tr>
<tr>
<td>Department Hosting Program</td>
<td></td>
</tr>
</tbody>
</table>

We have examined the attached proposal to convert the degree **MMAL** For distance delivery and endorse its submission to the Board of Regents and the Texas Higher Education Coordinating Board.

[Signature]  
Department Head  
11-21-13  
Date

[Signature]  
Graduate Advisor  
Date

[Signature]  
Program Director  
Date

[Signature]  
Dean of the College  
11/23/2013  
Date
Texas A&M University
New Certificate, Bachelors, Masters, or Doctoral Program

† Proposal Checklist †

Requested by the Department or Unit of: Maritime Administration

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

<table>
<thead>
<tr>
<th>Program Type</th>
<th>Certificate Program</th>
<th>Degree Program X</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Level</td>
<td>Undergrad Certificate</td>
<td>Grad Certificate</td>
</tr>
<tr>
<td>Degree Designation (i.e., BS, BA, MA, MS, M Agr, Med, PhD, EdD, etc.)</td>
<td>MMAL</td>
<td></td>
</tr>
<tr>
<td>Title of proposed program:</td>
<td>Master of Maritime Administration and Logistics Distance</td>
<td></td>
</tr>
<tr>
<td>Proposed CIP Code (if known):</td>
<td>52.0209.00</td>
<td></td>
</tr>
</tbody>
</table>

Brief program description (provide a catalog description for undergraduate and graduate certificates):
The program is a master's degree in maritime management, commerce and policy. Emphasis will be given to transportation logistics and international business. Students will choose between two program options: shipping and port management, or policy and law.

Minimum program semester credit hours (SCH)

<table>
<thead>
<tr>
<th>Certificates - 12 hours*</th>
<th>Bachelor's - 120 hours</th>
<th>Masters - 30 hours</th>
</tr>
</thead>
</table>

Proposed program hours: 36

*12 hours minimum to appear on transcript

**Off-Campus or Distance Delivery**

<table>
<thead>
<tr>
<th>% of Program a student can take off-campus or through Distance Education</th>
<th>Program Start Date</th>
<th>SACS Approval**</th>
<th>When Provost needs to inform SACS</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ 25%</td>
<td></td>
<td>Notification Only</td>
<td>6 months before first day of program.</td>
</tr>
<tr>
<td>☐ 50%</td>
<td></td>
<td>Approval Required</td>
<td>6 months before first day of program.</td>
</tr>
<tr>
<td>☐ 80%</td>
<td></td>
<td>Approval Required</td>
<td>6 months before first day of program.</td>
</tr>
<tr>
<td>x 100%</td>
<td>Fall, 2014</td>
<td>Approval Required</td>
<td>6 months before first day of program.</td>
</tr>
</tbody>
</table>

**Notification letter arranged through the Assistant Provost and sent by TAMU President.**

**Program Delivery Mode**

<table>
<thead>
<tr>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>On-campus</td>
</tr>
<tr>
<td>Broadcast / TTVN</td>
</tr>
<tr>
<td>Specific off-campus location***</td>
</tr>
<tr>
<td>Distance Education / Internet</td>
</tr>
<tr>
<td>Out-of-Country</td>
</tr>
</tbody>
</table>

Will this program be offered with another institution? Yes ☐ No x
If yes, contact Assistant Provost for additional reporting requirements.

***Is this an approved SACS location? Yes x No ☐ If no, a program prospectus must be sent to SACS. Approved locations as of September 2009: TAMU-Galveston, TAMU-Qatar, University Center-The Woodlands, Dubai (EMBA)

**Program Funding**

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

Will new costs for the first five years of the program be under $2 million? Yes X No ☐
If new costs exceed $2 million, coordinating board approval is required.
**Submitted by (Contact Person):**  
Joan P Mileski  
Name  
Associate Professor and Interim Dept. Head, Maritime Administration  
Title  

**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.*

<table>
<thead>
<tr>
<th>Signature, Department Head or Interdisciplinary Program Chair</th>
<th>Date</th>
<th>Signature, Department Head or Interdisciplinary Program Chair (if joint program)</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Joan P Mileski</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Typed or Printed Name</th>
<th>Date</th>
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<tbody>
<tr>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Chair, College Review Committee</th>
<th>Date</th>
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</thead>
<tbody>
<tr>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Dean of College</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Chair, University Curriculum Committee or Graduate Council</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Additional Approvals Required: Faculty Senate and President.
New Program Request Form for Bachelor’s and Master’s Degrees

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).

Information: Contact the Division of Academic Affairs and Research at 512/427-6200 for more information.

Administrative Information

1. Institution: Texas A&M University at Galveston

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): Master of Maritime Administration and Logistics

3. Proposed CIP Code: 52.0209.00 – Transportation/Trans. Management

4. Brief Program Description – Describe the program and the educational objectives:

The program is the online version of the Master of Maritime Administration and Logistics, a graduate management degree that emphasizes maritime commerce. Students will complete maritime oriented courses in the areas of international trade, economics, finance, management, logistics, and policy. Students entering the program may experience in a maritime field, or more general management experience and a desire to enter the marine transportation field.

The curriculum consists of 36 hours (18 courses). Students may choose to concentrate in one of two modules; shipping and port management, or policy and law. Prerequisites include courses common to most other graduate business degrees. Most students are expected to enroll for 6 credit hours each semester (fall, spring and summer), completing the program over a two year period. There is a thesis option which allows for six credits of thesis registration.

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 Department of Maritime Administration at Texas A&M University at Galveston.

6. **Proposed Implementation Date** – Report the first semester and year that students would enter the program: Fall Semester 2014

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

   Name: Joan P. Mileski
   
   Title: Associate Professor of Maritime Administration and of Marine Science Interim Head, Dept. of Maritime Administration
   
   E-mail: mileskij@tamug.edu
   
   Phone: (409)740-4978

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**REQUEST TO OFFER EXISTING DEGREE PROGRAM VIA DISTANCE**

Texas A & M University at Galveston

Texas A & M University at Galveston is seeking permission to offer the following Master of Maritime Administration and Logistics via distance education (electronic delivery) beginning September 1, 2014.

**Format for the Distance Education Program Request via Electronic Delivery**

For each of the following components, include the requested information as well as any differences between the on-campus program and the proposed distance education program.

I. **Summary of the Request**

This proposal requests that Texas A & M University at Galveston receive authority to deliver the Master of Maritime Administration and Logistics electronically via the internet. Offering an on-line capability will allow Texas A & M University at Galveston to train graduate students located globally in maritime companies, ports and at sea. Many maritime professionals are on-call 24/7 to handle ship traffic and many are mariners working on a ship at sea. An online delivery will allow them to increase their knowledge of the industry while maintaining their professional career. There are no U.S. Masters programs in maritime administration online.

The major characteristics of the proposal:
Requires employment of no additional faculty but increase the number of TAMUG recognized Graduate Faculty, both nationally and internationally.

 Increases access to higher education to a new market niche.

 Builds on an established base of students already taking on-campus courses

 Expands the national and international reputation and presence of Texas A & M University at Galveston

The Master of Maritime Administration and Logistics degree is an extension of the current Master of Maritime Administration and Logistics degree offered at Texas A & M University at Galveston. All distance learning students will be enrolled in the same classes as the on-campus students and all classes will be taught by the same professors with identical course material, homework, exams, etc. The faculty has some experience with online delivery and most students treat this professional degree as a terminal degree.

 A. Degree Program Area: Maritime Administration and Logistics
 B. Degree title designation (e.g., BS, MS, etc.) Master of Maritime Administration and Logistics
 C. Program delivery

This program will be primarily delivered through the university learning management system, eCampus. This online delivery system has ease of development with modular design, ability to access instructional materials, assignment submission capabilities, online quiz and testing features, and a variety of communication strategies. Content delivery will vary by class, depending on material to be presented but will include streaming media, PowerPoint (written format with voice over), video lectures, assignments, groups projects, bulletin boards, chat rooms, reading assignments, virtual classrooms, and PDF handouts. Other distribution venues such as digital resources, email, etc. may be used. Any media will be encouraged that promotes education interaction between professor and student. The Department of Maritime Administration and Logistics will hire an online course development faculty consultant, which has been identified, and graduate students with technical expertise to support course development. The Information Service department has a dedicated staff member to assist faculty with course conversion.

Each student will be encouraged to spend time on campus at Galveston. However, since there will be many in this program where that will not be possible such time will not be mandated but encouraged.

Graduate Advisor Committees for thesis option distance students will be chaired by a member of the TAMUG graduate faculty.

The delivery of distance Maritime Administration and Logistics and related courses will not impact the knowledge imparted. All distance learning students will be enrolled in the
same classes as the on-campus students and all classes will be taught by the same professors with identical course material, homework, exams, etc.

II. Reason for the Request

In the twenty-year period from 2000 to 2020, world trade is expected to double. The demand for trained maritime administration and logistics professionals will increase substantially. The nature of the maritime industry is such that traditional face-to-face classroom delivery of courses prohibits large numbers of industry professionals to access graduate education unless it is provided online. Many professionals are officers on ships at sea. Further, ports operate 24/7 forcing professionals into odd hour schedules.

A. Program need

At this date, there is no other U.S. university that offers an online Master of Maritime Administration and Logistics. There are several MBA programs outside of the U.S. that offer maritime administration and logistics. The program will provide the opportunity to gain an advanced degree in maritime administration and logistics for (1) industry professionals within the U.S. and globally who cannot come to campus for classes due to their work schedules or deployment at sea but wish to continue their education and professional development while remaining employed and (2) industry professionals who want to improve their knowledge of maritime administration and logistics who cannot come to campus for extended periods of time.

To assess the initial demand for the initial face-to-face master’s program in Maritime Administration and Logistics, an external survey of convenience was conducted of 734 maritime industry leaders and graduates of Texas A & M University and Texas A & M University at Galveston during the months of June and July, 2005. Questions on the location of courses, delivery method of courses, the technology used, admission criteria and curriculum content were included in the survey. With a response rate of 34.74%, all favorable to program development, the faculty concluded that a high demand exists. Other findings of the study were:

1. Respondents fell into one of the three categories; potential students, managers of potential students and potential employers of graduates.
2. 46% of respondents anticipated employer reimbursed tuition.
3. 62% of respondents preferred a part-time educational model of the program that allowed for continued employment.

Currently, there is one graduate from the program who placed with a starting salary that exceeded the undergraduate maritime administration major by $15,000.

B. Program Demand

Currently the demand for the face-to-face delivery Master of Maritime Administration and Logistics students is from three sources: students in residence pursuing STCW
licensure as well as their master degree, students from the Houston-Galveston metropolitan area who are working professionals, and students in residence as full-time students, generally veterans. Therefore, the growth of the program has been limited to the immediate region.

We conducted an ad hoc survey in October, 2013, of the attending companies at the Texas A & M University at Galveston job fair. Nineteen of the total 25 companies and maritime organizations at the fair responded with 18 companies responding favorably to the delivery of the Master of Maritime Administration and Logistics online. If fact, most of the respondents felt that more professionals would participate because the program was reputable and online.

There are currently graduate programs of this nature that are online but all reside outside the United State primarily in the UK and Australia.

c. Program’s role

Texas A & M University at Galveston is dedicated to the discovery, development, dissemination and application of knowledge in its special purpose mission of marine and maritime focus. The online Master of Maritime Administration and Logistics degree upholds the mission of Texas A & M University at Galveston. The proposed program will deliver globally the high quality and rigorous education in Maritime Administration and Logistics at the graduate level. Further, with a global reach the program can reach the needs of person of all racial, ethnic, cultural and geographic groups. Texas A & M University at Galveston, as a Tier 1 research institution, can provide in this program the latest maritime research results and knowledge globally.

III. Program Description

A. Program Construction

Admissions: The requirements for admissions to the program will be the same for admission to the Graduate Studies at Texas A & M University. To be admitted to graduate studies an applicant must:

1. hold a four-year baccalaureate degree or higher from a college or university of recognized standing (i.e. a degree recognized as equivalent to a baccalaureate degree awarded in the U.S.);
2. show promise of ability to pursue advanced study and research satisfactorily;
3. have had adequate preparation to enter graduate study in the field chosen; and
4. submit with the application, acceptable scores on the Graduate Management Admission Test (GMAT).

All course materials used in the distance Master of Maritime Administration and Logistics have been and will be developed by the faculty responsible for each individual course. The materials provide the same content ideas and processes that are examined in resident classes taught on campus. The graduate faculty member teaching the graduate
course is solely responsible for teaching, monitoring, and evaluating all course activities and assigning grades. All degree plans are developed by the student and their Graduate Advisory Committee after thorough review of the student's previous transcripts and their career goals.

The curriculum is as follows as in the resident Master of Maritime Administration and Logistics:

<table>
<thead>
<tr>
<th>Category</th>
<th>Semester Credit Hours</th>
<th>Clock Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education Core Curriculum (bachelor's degree only)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Required Courses</td>
<td>21</td>
<td></td>
</tr>
<tr>
<td>Prescribed Electives</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Free Electives</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Other (Specify, e.g., internships, clinical work)</td>
<td>(if not included above)</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>36</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Prefix and Number</th>
<th>Required Courses</th>
<th>SCH</th>
</tr>
</thead>
<tbody>
<tr>
<td>MARA 610</td>
<td>International Strategic Planning and Implementation</td>
<td>3</td>
</tr>
<tr>
<td>MARA 623</td>
<td>Economic Issues in Shipping</td>
<td>3</td>
</tr>
<tr>
<td>MARA 641</td>
<td>Financial Management In Marine Transportation</td>
<td>3</td>
</tr>
<tr>
<td>MARA 627</td>
<td>Marketing of transportation Services</td>
<td>3</td>
</tr>
<tr>
<td>MARA 624</td>
<td>Inter-modal Transportation Operations</td>
<td>3</td>
</tr>
<tr>
<td>MARA 636</td>
<td>Managerial Decision Making</td>
<td>3</td>
</tr>
<tr>
<td>MARA 664</td>
<td>Production, Operations and Logistics Management</td>
<td>3</td>
</tr>
</tbody>
</table>

Students will choose between two options: (1) Shipping and Port Management and (2) Maritime Policy and Law to satisfy the requirement for 15 credit hours of prescribed elective courses. Students may elect to write a thesis to satisfy up to six hours of
prescribed electives; no more than 6 credit hours can be earned through distance learning courses.

<table>
<thead>
<tr>
<th>Prefix and Number</th>
<th>Prescribed Elective Courses Shipping and Port Management Option</th>
<th>SCH</th>
</tr>
</thead>
<tbody>
<tr>
<td>MARA 650</td>
<td>Supply Chain Management</td>
<td>3</td>
</tr>
<tr>
<td>MARA 652</td>
<td>Marine Transportation System Design and Policy</td>
<td>3</td>
</tr>
<tr>
<td>MARA 640</td>
<td>Global Logistics</td>
<td>3</td>
</tr>
<tr>
<td>MARA 616</td>
<td>Management of Port Facilities and Infrastructure</td>
<td>3</td>
</tr>
<tr>
<td>MARA 658</td>
<td>Port Design, Planning and Security</td>
<td>3</td>
</tr>
<tr>
<td>MARA 660</td>
<td>Risk Assessment and Marine Insurance</td>
<td>3</td>
</tr>
<tr>
<td>MARA 691</td>
<td>Thesis</td>
<td>6</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Prefix and Number</th>
<th>Prescribed Elective Courses Maritime Policy and Law Option</th>
<th>SCH</th>
</tr>
</thead>
<tbody>
<tr>
<td>MARA 670</td>
<td>Coastal and Inland Waterways Transportation</td>
<td>3</td>
</tr>
<tr>
<td>MARA 672</td>
<td>Maritime Global Trading System</td>
<td>3</td>
</tr>
<tr>
<td>MARA 604</td>
<td>Marine Natural Resource Economics</td>
<td>3</td>
</tr>
<tr>
<td>MARS 620</td>
<td>International Environmental Business Ethics</td>
<td>3</td>
</tr>
<tr>
<td>MARS 635</td>
<td>Environmental Impact Statements and NRDA</td>
<td>3</td>
</tr>
<tr>
<td>MARS 640</td>
<td>Environmental Administrative Law</td>
<td>3</td>
</tr>
<tr>
<td>MARS 660</td>
<td>Environmental Alternative Dispute Resolution</td>
<td>3</td>
</tr>
<tr>
<td>MARA 676</td>
<td>Marine Environmental Policy</td>
<td>3</td>
</tr>
<tr>
<td>MARA 691</td>
<td>Thesis</td>
<td>6</td>
</tr>
</tbody>
</table>
B. Administrative oversight

The Department of Maritime Administration is committed to the Principles of Good Practice, as required by the THECB. The proposed online program meets all of the specific criteria set forth by the THECB and SACS as outlined below.

Curriculum and Instruction

The program and courses result in learning outcomes appropriate to the rigor and breadth of the degree awarded.

The degree program and courses offered electronically are coherent and complete.

The program and courses provide for appropriate interaction between faculty and students and among students.

Qualified faculty provides appropriate oversight of the program or course that is offered electronically.

Academic standards for all courses in the program offered electronically will be the same as those for courses delivered by other means at Texas A & M University at Galveston.

Student learning in courses delivered electronically are comparable to student learning in resident program.

Role and Mission

The program is consistent with the institution's role and mission.

Review and approval processes ensure the appropriateness of the technology being used to meet the objectives of the program.

Students and Student Services

The program and course announcements and electronic catalog entries provide appropriate information.

Students are provided with clear, complete, and timely information on the curriculum, course and degree requirements, nature of faculty/student interaction, assumptions about technological competence and skills, technical equipment requirements, availability of academic support services and financial aid resources, and costs and payment policies.

Enrolled students have reasonable and adequate access to the range of student services and student rights appropriate to their learning.
The institution has admission/acceptance criteria in place to assess the extent to which a student has the background, knowledge and technical skills required to undertake the program.

Advertising, recruiting and admissions materials clearly and accurately represent the program or course.

Faculty Support

The program provides faculty support services specifically related to teaching via an electronic system.

The institution assures appropriate training for faculty who teach via the use of technology.

The institution provides adequate equipment, software, and communications access to faculty to support interaction with students, institutions and other faculty.

Resources for Learning

The institution ensures that appropriate learning resources are available to students.

The institution evaluates the adequacy of, and the cost to students for, access to learning resources and documents the use of electronic resources.

Commitment to Support

Policies for faculty evaluation include appropriate recognition of teaching and scholarly activities related to programs or courses offered electronically.

The institution demonstrates a commitment to ongoing support, both financial and technical, and to continuation of the program for a period of time reasonable and sufficient for students to complete the program.

Evaluation and Assessment

The institution evaluates the program’s and courses’ educational effectiveness, including assessment of student learning outcomes, student retention, and student and faculty satisfaction.

At the completion of the program and all courses, the institution provides for assessment and documentation of student achievement in each course.

Below is a Typical Course and Delivery: MARA 672 The Maritime Global Trading System
Course title and number: MARA 672, The Maritime Global Trading System
Term: Spring, 2013
Meeting times and location: Distance Learning Course

Course Description and Prerequisites

Introduction to the theory of international waterborne trade; provides a basis for examining American foreign trade policy, and regional and world trade institutions such as the WTO, ASEAN, the EU, GATT, and NAFTA. Topics include: International trade theory and policy, open-economy macroeconomic policy, tariffs, non-tariff barriers and enhancements, multinational enterprises and foreign direct investment, global competition and integration. Prerequisite: Approval of instructor, graduate status or special approval.

Learning Outcomes or Course Objectives

COURSE OBJECTIVES
This course will familiarize students with concepts such as international business operations in capital markets, global trading agreements, and global competition and integration. First, students will understand the topics relating to international trade and investment. Then, they should be able to identify the problems from growing global trade. Students will work on resolving specific problems driven by the conflict of trading agreement and the distorted regulatory mechanism.

LEARNING OBJECTIVES:
1. Content Learning Objectives (Upon completion of the course, student will be able to………):

Module 1

Explain the concepts of international and global business
Articulate the fundamental question that the study of global business and seeks to answer and the two perspectives from which to answer it
Identify three ways of understanding what globalization is
State the size of the global economy and its broad trends

Identify two types of institutions
Explain how institutions reduce uncertainty
Identify the two core propositions underpinning on institution-based view of global business
List the differences between democracy and totalitarianism
List the differences among civil law, common law, and theocratic law
Articulate the importance of property rights and intellectual property rights
List the differences among market economy, command economy, and mixed economy
Explain why it is important to understand the different institutions, both formal and informal, when doing business around the world

Explain where informal institutions come from
Define culture and articulate its two main manifestations
Articulate three ways to understand cultural differences
Explain why understanding cultural differences is crucial for global business
Explain why ethics is important
Identify ways to combat corruption
Identify norms associated with strategic responses when firms deal with ethical challenges
Explain how you can acquire cross-cultural literacy

Define resources and capabilities
Explain how value is created from a firm’s resources and capabilities
Articulate the difference between keeping an activity in-house and outsourcing it
Explain what a VRIO framework is
Explain how to use a VRIO framework to understand a firm’s resources and capabilities

Use the resource and institution-based views to explain why nations trade
Identify and define the classical and modern theories of international trade
Explain the importance of political realities governing international trade
Identify factors that should be considered when your firm participates in international trade

Identify and define the key terms associated with FDI
Use resource and institution-based views to answer why FDI takes place
Explain how FDI results in ownership, location, and internalization (OLI) advantages
Identify the advantages of location
List ways you can acquire and neutralize location advantages
List the benefits of internalization
Identify different political views on FDI and understand its benefits and costs to host and home countries

List the factors that determine foreign exchange rates
Articulate and explain the steps in the evolution of the international monetary system
Identify strategic responses firms can take to deal with foreign exchange movements

Explain the evolution of the GATT and the WTO, including current challenges
Make the case for regional economic integration
List the accomplishments, benefits, and costs of the EU

Define entrepreneurship, entrepreneurs, and entrepreneurial firms.
Identify the institutions and resources that affect entrepreneurship
Identify three characteristics of a growing entrepreneurial firm
Describe how international strategies for entering foreign markets are different from those for staying in domestic markets

Identify ways in which institutions and resources affect the liability of foreignness
Match the quest for location-specific advantages with strategic goals.
Compare and Contrast first- and late-mover advantages
List the steps in the comprehensive model of foreign market entries

Define alliances and acquisitions
Articulate how institutions and resources influence alliances and acquisitions
Describe how alliances are formed
Outline how alliances are dissolved
Discuss how alliances perform
Explain why firms make acquisitions and what performance problems they tend to encounter

Describe the relationship between multinational strategy and structure
Explain how institutions and resources affect strategy, structure and learning.
Outline the challenges associated with learning, innovation and knowledge management.

Explain staffing decision, with a focus on expatriates
Identify training and development needs for expatriates and host-country nationals
Identify and discuss compensation and performance appraisal issues
List factors that affect labor relations in both home and host countries
Discuss how the institution-and resource-based views shed additional light on human resource management
Identify the five Cs of human resource management

Articulate the stakeholder view of the firm
Apply the institution and resource based views to analyze corporate social responsibility

2. Broad Skills Learning Objectives and Behaviors (Students will be able to ……):
Write a case analysis

Critically apply the concepts to real life job experiences.

Instructor Information

Name: Joan P. Mileski, PhD
Telephone number: Office 409-740-4978
Email address: mileskj@tamug.edu
Office hours: MW 11:00 am to 12:00 pm I am typically in my office more than the listed hours. As such, I often have multiple distractions and perform several different functions. Therefore, if you need extended time or a
personal/private conference, please make an appointment so I can commit
the amount of time needed. We can meet via Skype (Joan.Mileski), phone
or in person.

Office location
CLB 229

Textbook and/or Resource Material

Text for Course
And ISBN 10: 0-324-56070-2. (available on amazon.com)

Reference Book for course

References for additional articles will be provided

Grading Policies

Assessment of Learning:
Evaluation Methods:

1. Tests

In the Module tests, be prepared to understand the issues, identify problems, explore
alternatives, and develop recommendations. Tests will be sent to you on your request but no
later than 48 hours before the due date of the module. The tests will be essay and short answer
and are due by email to the instructor 48 hours after they are requested. You may use your
books, notes, etc. but not each other to complete the tests.

2. Project

An original research paper worthy of publication in an academic journal is expected to relate to
economic issues in international trade and is required to complete this course. The ultimate goal
of what you write is one of the following: Can I understand better current trading policy in the
United States through my project? Can I contribute to existing trading literature? Can I
efficiently solve the specific problem my company encountered when trading globally or
regionally? Can I explain or even prove future trend of globalization in an always changing
economy? The bottom line — Can someone easily learn from my project? By keeping those
purposes in mind, this class is designed to furnish students with the ability to apply and express
complex international trade subjects to the audience in a clear, logical, and complete way.
Remember, the instructor will see only what you write, not what you meant to say. Be accurate
and polish your paper.

Please send a proposal of your research paper as soon as possible but no later than February 1,
2013. I will interact as much or as little with each student on this project as s/he wishes via
email or phone.

The paper will be review via Turnitin.com. See instructions below.

Assessment of Learning (continued):

B. Grading Standards

The final letter grade will be assignment based on the standard scale. A if your final average is above 90, B if between 80 to 89, C if between 70 to 79, D if between 60 to 69, and F if below 60.

<table>
<thead>
<tr>
<th>Test</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Module 1 test</td>
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<tr>
<td>Module 2 test</td>
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<td>Module 3 test</td>
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<table>
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<td>C</td>
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<tr>
<td>D</td>
<td>1</td>
</tr>
<tr>
<td>F</td>
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</table>

Grading is one of the most sensitive issues a faculty member faces. Fairness in grading is the guiding objective but this has many dimensions (e.g. a student has a right to be tested only on material available through the syllabus or lectures up through the time of the examination; students in the same class should not be treated differently; students who have legitimate absences should be offered a chance to make-up their examination, etc.) One paradox is that objective examinations (e.g. multiple choice) are, by definition, less prone to unfairness in grading than subjective (essay) examinations and cases, yet are often viewed by students as an unfair test of their knowledge of courses in which the critical parts have subjective content (e.g. decision making processes). Also a resource constraint exists: students are entitled to a careful reading of their essays but limited faculty time must be allocated over many competing uses.

There is no solution to this dilemma, just uneasy compromises. The system of grading and examination in this course has evolved through the suggestions of students. Please provide me your thoughts for improvement.

Course Topics, Calendar of Activities, Major Assignment Dates

Module 1 To be completed by February 3, 2013
Module 2  To be completed by March 3, 2013
Module 3  To be completed by March 31, 2013
Module 4  To be completed by April 28, 2013
Project  To be completed by May 5, 2013

Other Pertinent Course Information

Teaching Strategies
This is a distance learning class. My philosophy for the learning environment is the role of the professor as director of learning among equals. The relationship is a partnership where each, professor and student, are fully prepared for and enthusiastically embrace, each and every learning experience. I believe that insight (truth) can be an exciting experience for faculty and students alike. I try to instill in students that they must be their own lifetime teachers continuously gathering and discarding the appropriate skill sets for life long learning, success, and service to society.

Teaching/ Learning Activities

Instructor
Meet with students with appointments to review questions
Review and grade exams and projects returning detailed comments
Will respond to email, phone messages, etc. in a timely fashion

Students
Read book and papers in timely fashion.
Write critically analyzed exams using concepts and terms
Will study appropriately for the course

Americans with Disabilities Act (ADA)

The following ADA Policy Statement (part of the Policy on Individual Disabling Conditions) was submitted to the University Curriculum Committee by the Department of Student Life. The policy statement was forwarded to the Faculty Senate for information. The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Counseling Office, Northern Student Center, or call (409) 740-4587.

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

Upon accepting admission to Texas A & M University at Galveston, 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 TAMUG community from the requirements or the processes of the TAMUG Honor System.

For additional information please visit:  http://www.tamug.edu/honorsystem/

Use of turnitin software
Turnitin is an anti-plagiarism software that scans written assignments for plagiarism with web sources, other student papers and assignments from A & M and all over the nation, and a variety of other written works. The software gives the instructor a percentage similarity between the student’s assignment and other written works. Please be assured that as long as you cite your work appropriately and give credit to your sources, that similarity alone is not enough for your work to be considered copied. Please review the Aggie Honor Code for more details on how these issues will be handled, should a cheating incident be found. You will submit the research project, to Turnitin at www.Turnitin.com. The class ID is 5989954 and password is global.

How to Utilize Turnitin as a student:

From the main site, select “enter.”
Next, select “create a new user profile.” Create your profile. You do not need to create a new user profile if you have used turnitin before.
Next, select “user login”
Join new class using the above listed ID and password.
Select our class from the “your classes” page (see the tabs above your name if you are not already at this page).
There are seven pages for each class. The “assignments” page lists assignments. The “turnitin” page is what you will use to submit an assignment.

To submit an assignment, make sure you complete the following four steps:
1. Type in an assignment title
2. Select the appropriate assignment from the drop-down box.
3. Type in the path for your assignment (which you can do easily by browsing for it) OR cut and paste (but you cannot do both for a single assignment).
Submit by selecting the “submit” icon at the bottom of this page.

Statement on the Family Educational Rights and Privacy Act (FERPA)
FERPA is a federal law designed to protect the privacy of educational records by limiting access to these records, to establish the right of students to inspect and review their educational records and to provide guidelines for the correction of inaccurate and misleading data through
informal and formal hearings. To obtain a listing of directory information or to place a hold on any or all of this information, please consult the Admissions & Records Office.

Items that can never be identified as public information are a student’s social security number or institutional identification number, citizenship, gender, grades, GPA, or class schedule. All efforts will be made in this class to protect your privacy and to ensure confidential treatment of information associated with or generated by your participation in the class.

Statement on Absences
Information concerning absences is contained in the University Student Rules Section 7. The University views class attendance as an individual student responsibility. All students are expected to complete all assignments. Please consult the University Student Rules for reasons for excused absences, detailed procedures and deadlines as well as student grievance procedures (Part III, Section 45).

Negotiation
Any and all of the above except academic integrity is negotiable as a class with the instructor.

The content of this outline and the attached schedule are subject to change at the discretion of the professor.

______________________________  ____________________________
Instructor’s Signature                   Date

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Currently, in the Department of Maritime Administration online classes are taught as a section of an on campus class. The online class has the same schedule in most cases, the same course material, the same homework, and the same exams. This approach allows for the duplication of the on campus class experience. Web-conferencing through various venues such as eCampus options, distance students can ask questions with voice over the internet and interact with students. Time zone differences for distance students in other countries may present some challenges but they are not insurmountable at the graduate level. In those cases, faculty will interact with the distant student in a standard format that will ensure understanding of the course material and timely completion of assignments and course content. The online section will be completely online except in those situations where the student is a full time employee within driving distance of the campus an occasional on-campus meeting can facilitate the educational process.

C. Administrative Structure

The Department Heads of Maritime Administration and Marine Science are responsible for the academic offerings with their respective departments. The daily management of the Maritime Administration and Logistics graduate program is in the Department of Maritime Administration with the Department Head. No changes in responsibilities are
anticipated at the initial offering of the Master of Maritime Administration and Logistics distance delivery degree.

IV. Relationship to Existing Authorized Degree Program

A. Relationship between proposed distance education program and any existing on-campus program

Online classes are taught as a section of an on campus class. The online class has the same schedule in most cases, the same course material, the same homework, and the same exams. This approach allows for the duplication of the on campus class experience. Web-conferencing through various venues such as eCampus options, distance students can ask questions with voice over the internet and interact with students. Time zone differences for distance students in other countries may present some challenges but they are not insurmountable at the graduate level. In those cases, faculty will interact with the distant student in a standard format that will ensure understanding of the course material and timely completion of assignments and course content.

C. Student Interaction

The IT department at Texas A & M University at Galveston has a dedicated person to assisting faculty with implementing technology for program and course development. His responsibilities include assisting faculty members with tools for effective course management, meeting course and program objectives and learning outcomes, and complying with ADA requirements, Copyright Law, and the Principles of Good Practice for Electronically Offered Academic Degree and Certificate Programs from SACS and THECB.

The online classes will have graduate faculty teaching the course and the same course requirements as on-campus students. When appropriate, live or recorded video feeds from on-campus courses will be used. Distance students can interact with instructors and students synchronously using desktop or interactive videoconferencing, Skype, and texting features. This approach allows for the duplication of the on campus class experience. Distance students can ask questions with voice over IP and interact with other students. Tutorials, advising, and course presentations can occur with the use of online conferencing software. Time zone differences for distance students in other countries may present some challenges but they are not insurmountable at the graduate level. In those cases, the professor will interact with the distant student in a standard format that will ensure understanding of the course material and timely completion of assignments and course content.

The distance students will have the opportunity to interact with on-campus students through social media and other communication technologies. Some courses may be appropriate to deliver to some places using technology such as TTVN or Skype that would allow on-campus and distance student to and converse in real time. This format would be appropriate for small on-campus classes.
V. Expected enrollment

<table>
<thead>
<tr>
<th>YEAR</th>
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<th>2</th>
<th>3</th>
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<tr>
<td>Headcount</td>
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<td>125</td>
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<tr>
<td>FTSE</td>
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<td>50.00</td>
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<td>50.00</td>
</tr>
</tbody>
</table>

A. Anticipated head count

Based upon the ad hoc survey 1 October, 2013 of the attending companies at the Texas A & M University at Galveston job fair, we anticipate the number of students shown in the table above for this program.

B. Impact on existing face-to- face program

The proposed online Master of Maritime Administration and Logistics is not expected to impact our on-campus student numbers. This is particularly true for our license option students who must be in residence.

The extra time and energy required to deliver on-line courses and manage/mentor master distance students will be absorbed by the faculty. With electronic posting of grades, delivery of exams, etc., administrative assistance, clerical, etc. will be minimal. However, and additional technical assistant to keep faculty up to date and assist with IT is needed.

C. Student Projections

Assumptions Underlying Enrollment and Growth Expectations

1. Most admitted distance Master of Maritime Administration and Logistics students will be part-time, remaining employed, some at sea. The availability of 24/7 access to course materials via digital technology will enhance the appeal of the program. Employed students who would otherwise not consider the traditional delivered on-campus program due to their professional and family responsibilities will be able to pursue the distance program.

2. Students are expected to finish the Master distance degree in three years. Students should be able to enroll in at least two courses each long semester. The availability of a 24/7 digital program will provide candidates with options for completing course requirements. We expect the completion rate to be similar to that of residence students.

3. The program will admit additional students each year as the online program becomes established and know by perspective students and employers. There will be marketing of online course offerings each semester which will result in
greater enrollment in the program by students from distant locations because travel to campus will not be necessary.

4. Graduate Advisory Committee meetings and thesis defenses can be handled through electronic communication devices. These include such commercially available options as Skype, etc. Theses can be moved almost immediately via email attachments or assigning dedicated space on a shared drive or server or a dropbox.

5. The degrees offered in this program will exempt from TAMU residency requirements and exempt from the minimum number of students required for on-campus course section delivery.

IV. Faculty Resources

A. Faculty Resources

The faculty members listed below teach and all direct graduate students. Thus, they have the background and experience to deliver online course information. Additional faculty will not be required at the initial offering of online Master of Maritime Administration and Logistics.

<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>
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</thead>
<tbody>
<tr>
<td>Ping Wang Assistant Professor</td>
<td>Ph.D., Ohio State University, 2007</td>
<td>MARA 636, 652, 691</td>
<td>50%</td>
</tr>
<tr>
<td>Von Zharen, W. M. Full Professor</td>
<td>Ed.D., University of Florida; J.D. Univ. of South Carolina Law School</td>
<td>MARS 620, 640, 676, 660, 691 MARA 660</td>
<td>50%</td>
</tr>
<tr>
<td>Mileski, Joan P. Associate Professor</td>
<td>Ph.D., University of Texas at Arlington, CPA</td>
<td>MARA 610, 616, 652, 658, 670, 691</td>
<td>50%</td>
</tr>
<tr>
<td>Knox, Kris J. Instructional Assistant Professor</td>
<td>Ph.D., UT Health Science Ctr. Houston, CPA</td>
<td>MARA 641, 691</td>
<td>50%</td>
</tr>
<tr>
<td>Wang, Grace Assistant Professor</td>
<td>Ph.D., Texas A&amp;M University</td>
<td>MARA 623, 691</td>
<td>50%</td>
</tr>
<tr>
<td>Weeks, Kelly Assistant Professor</td>
<td>Ph.D., Jackson State University</td>
<td>MARA 640, 650, 664, 691</td>
<td>50%</td>
</tr>
<tr>
<td>Parul Mathur Instructional Assistant Professor</td>
<td>Ph.D., University of Houston</td>
<td>MARA 604, 624, 672, 691</td>
<td>50%</td>
</tr>
</tbody>
</table>
Niko Mykonaitis  
Instructional Assistant Professor  
PH.D. Penn State University, 2013  
MARA 604, 624, 672, 691  
MARS 676  
50%

<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>Cheryl Moon</td>
<td>E.E. D University of Houston</td>
<td>MARA 627</td>
<td>10%</td>
</tr>
</tbody>
</table>

B. Describe equipment, software and connectivity needs for delivery of this program both for students and for the institution.

In general, faculty members and students need access to a computer that is less than four years old, common office software and plug-ins, CD/DVD player/burner, a high-speed (cable or DSL) Internet connection and an up-to-date Web browser. Individual courses may have specific technology requirements.

To capture and edit audio/video-over-PowerPoint: Instructors need screen recording/editing software such as Camtasia (available from Texas A & M Software Center), access to semi-professional quality microphone, and/or digital recording camera, a computer with upgraded sound and/or video cards, access to file storage space, as well as training and/or support.

To participate in Web-conferencing: instructors and students need an Internet-connected computer with microphone and/or video camera (built-in or external), and free conferencing software.

To participate in high-quality Video-conferencing: instructors and students need access to networked video conference facilities.

To capture, scan or modify images, instructors may need access to digital camera, scanner, and/or photo editing software such as Adobe, as well as training or assistance to modify images.

C. How will students access library resources, including print, electronic and human.

Distant graduate students will have access to many services of the University library with ever increasing electronic databases and other electronic services. Online Master of Maritime Administration and Logistics will be informed fully on how to access the TAMUG/TAMU library system and provide initial information about how to access with each syllabus and on eCampus. Off-campus access to electronic holdings is available by
NetID and password to currently enrolled students, faculty and staff of Texas A & M University and its affiliated agencies.

Other student services can be accessed through the Office of Student Life at www.tamug.edu/studentlife/

VI. Financial Support

A. Anticipated Costs

No new faculty costs are required for the Online Master of Maritime Administration and Logistics. All Maritime Administration Department are fully supportive of the program capable of meeting expectations.

The online Master of Maritime Administration and Logistics will require a 0.75 FTE in technical/administrative assistance and a GAT assistantship to assist faculty in development, maintenance, and update of course contents. The differential tuition and a program fee assessment will be utilized by individual professors and the department to maintain quality and quantity of course content and course delivery systems.

B. Budget

Additional distance tuition differential of $40 a credit hour will be assessed to the students.

Additional cost include:

Additional technical/administrative assistance noted above of 0.75 FTE per year is $22,500 per year.

Additional 2 instructional track PHD faculty will be needed by the third year. Amount budgeted is $120,000 each year thereafter.

C. Financial Support

Graduate students in the online Master of Maritime Administration and Logistics program will be eligible for financial support under the same criteria of the face-to-face resident students if they are residents of Texas. Out of state students are subject to out of state financial support rules. International students are not eligible for financial support.

VII. Additional Distance Delivery Considerations

A. Adherence to Principles of Good Practice for Academic Degree and Certificate Programs and Credit Courses Offered Electronically

Texas A & M University at Galveston certifies that the Master of Maritime Administration and Logistics delivered electronically via the Internet meets the standards
and criteria established by the Texas Higher Education Coordinating Board. Those standards include:

1. Curriculum and Instruction

The program and courses result in learning outcomes appropriate to the rigor and breadth of the Master of Maritime Administration and Logistics degree awarded. Academic standards for all courses in the program offered electronically will be the same as those for courses delivered by other means at Texas A & M University at Galveston. No distinction in requirement is made for students based on distance delivery or face-to-face delivery.

Should students choose the thesis option, the graduate advisory committee will be chaired by a graduate faculty member in the Maritime Administration Department. The criteria for graduate faculty membership is defined by the TAMUG, TAMU, and the office of Graduate Studies and all members of the committee must meet those criteria. Further, these faculty members provide appropriate oversight of the program or course that is offered electronically. (See evaluation below).

The degree program and courses offered electronically are coherent and complete and provide for appropriate interaction between faculty and students and among students. As a graduate degree program, orientation needs should be minimal. Students in this program have experienced collegiate education at one or more college campuses, albeit many will have not experienced an American college campus. Instructors will be cautioned that they must make sure that course instructions are explicit and that distance students are given exact links in which to gain access to any documents need by the student. The Jack Williams Library has instructions, librarians, and experience to aid in this effort.

Students and instructors will interact on a regular basis as described above during the conduct of any particular class. (See section IV C). Further, Student learning in courses delivered electronically are comparable to student learning in resident program. Again, no distinction is made in student learning outcomes for resident or face-to-face instruction and online delivery instruction.

Role and Mission

The program is consistent with the institution’s role and mission. The online Master of Maritime Administration and Logistics upholds the mission of Texas A & M University at Galveston. The program will deliver globally the high quality and rigorous education of Maritime Administration and Logistics. Further, with a global reach the program can reach the needs of persons of all racial, ethnic, cultural and geographic groups. Texas A & M University at Galveston, as a Tier 1 research institution, can provide in this program the latest maritime research results and knowledge globally.
Review and approval processes ensure the appropriateness of the technology being used to meet the objectives of the program. This process will be part of the evaluation process described below.

Students and Student Services

The program and course announcements and electronic catalog entries provide appropriate information. This program will be listed in the online graduate catalog. All course and program announcements will be provided through the use of email and eCampus.

Students are provided with clear, complete, and timely information on the curriculum, course and degree requirements, nature of faculty/student interaction, assumptions about technological competence and skills, technical equipment requirements, availability of academic support services and financial aid resources, and costs and payment policies. This information is provided through the catalog and through eCampus.

Enrolled students have reasonable and adequate access to the range of student services and student rights appropriate to their learning. All standards required of regularly enrolled on-campus students will be required of the students who use remote instructional services. These services include the use of regularly employed graduate faculty members, the same faculty members, the same faculty contact hour requirements, courses being taught only by graduate faculty, availability of faculty support services, and standard evaluation. Academic standards for all courses in the program offered electronically will be the same as those for courses delivered by other means at Texas A&M University at Galveston. No distinction in requirement is made for students based on distance delivery or face-to-face delivery. The criteria for graduate faculty membership is defined by the TAMUG, TAMU, and the office of Graduate Studies and all faculty members of this program must meet those criteria.

The institution has admission/acceptance criteria in place to assess the extent to which a student has the background, knowledge and technical skills required to undertake the program. Admission Requirements – The requirements for admission to the program will be the same as for admission to Graduate Studies at Texas A&M University and the same as the face-to-face Master of Maritime Administration and Logistics. To be admitted to graduate studies an applicant must:

1. hold a four-year baccalaureate degree or higher from a college or university of recognized standing (i.e. a degree recognized as equivalent to a baccalaureate degree awarded in the U.S.);
2. show promise of ability to pursue advanced study and research satisfactorily;
3. have had adequate preparation to enter graduate study in the field chosen; and
4. submit, with the application, acceptable scores on the Graduate Management Admission Test (GMAT).
Advertising, recruiting and admissions materials clearly and accurately represent the program or course.

Recruitment Efforts - The 2005 demand assessment survey, along with unsolicited responses received by the department, have identified two primary target markets: individuals currently associated with the maritime industry interested in receiving graduate education and individuals outside the industry interested in maritime employment. Currently the Master of Maritime Administration and Logistics face-to-face program has tapped both of those target markets and a third which consists of students who also wish to pursue a license option. The current face-to-face delivery students have all requested more online delivery due to the nature of the odd hours of the industry and the requirement of maritime employment off shore.

Many of our alumni comprise the first group. The second group largely consists of individuals with general business backgrounds employed in other industries. The third group who are pursuing a license have sea cruise requirements which make online delivery online attractive. Recruitment should not represent a problem given the number of unsolicited responses and inquiries many of which ask if delivery of the program is online. Further, recruitment will occur global through advertising in the International Association of Maritime Economist, International Association of Maritime Universities, and email announcements to our various business advisors and recruiters of students. Further, we will present to professional associations and place advertisements in trade journals.

A uniform recruitment and retention strategy will be employed. Increasing retention rates, graduation rates and the number of degrees awarded is central to the student success goals. The administration of the program will seek to comply with these goals as part of the overall efforts of Texas A&M University. Specific interventions will include:
1. New student orientation through distance meeting via wiki meetings
2. Student advising via Skype.
3. Access to career workshops and job fairs through distance technology with the help of the TAMUG Office of Student Affairs
4. Information regarding unique financial aid opportunities through the TAMUG Financial Aid Office posted on the program distance program website with financial aid personnel available to help distance students.

Faculty Support

The program provides faculty support services specifically related to teaching via an electronic system. The department intends to provide training by a specialist in online delivery courses. The IT department at Texas A & M University at Galveston will assure the appropriate equipment, software, and communications access is available and the department will provide funding for that equipment, etc. to the faculty to support interaction with students, institutions and other faculty.
As an estimate of the TAMUG Library's holdings, the catalog was searched by call number ranges that would include maritime transportation and logistics. From a total of 71,608 item level records, there were 1433 in the classification for transportation and communications (HE); 841 in Commerce (HF); 1415 in Navigation and Merchant Marine (VK); and 2132 in Naval engineering and shipbuilding (VM). Most of these holdings are in paper format but increasingly the library is adding electronic books including almost a half million titles available through the College Station partnership. The Library has added 145 e-books in the HE classification, 963 in HF, 7 in VK and 11 in VM.

In addition to resource support the Library also offers writing and research support to graduate students and the MMAL program. Research tutors are available to offer in-depth assistance with databases, journals and information resources. The Writing Lab offers assistance with writing, citations and support software such as EndNote.

Commitment to Support

Policies for faculty evaluation include appropriate recognition of teaching and scholarly activities related to programs or courses offered electronically. Teaching faculty are required to allow students to evaluate their effectiveness through the Teaching Evaluation Questionnaire which is an online process for all Texas A & M University at Galveston students. Faculty teaching distance sections will add appropriate questions for students taking distance classes that will allow the professor to refine and improve their distance delivery. The same faculty who teach resident or face-to-face sections of courses will also teach the distance sections within the online Master of Maritime Administration and Logistics. All faculty listed in Section IVA have either an online course or have agreed to develop their resident course for distance delivery for the online Master of Maritime Administration and Logistics.

The institution demonstrates a commitment to ongoing support, both financial and technical, and to continuation of the program for a period of time reasonable and sufficient for students to complete the program. This program will be supported entirely by internal funds.

Evaluation and Assessment

The Department of Maritime Administration is a member of the Association of Collegiate Business Schools and Programs (ACBSP) and has analyzed the undergraduate curriculum in Maritime Administration, under the rules of that Association. However, the Maritime Administration Department is currently evaluating accreditation with the Association to Advance Collegiate Schools of Business (AACS). The both the face-to-face graduate and undergraduate programs will comply with the requirements for accreditation. The Department has delayed formally applying for AACS accreditation until all graduate and undergraduate programs are in place.

The AACS rules require that if one business-related program in a department is accredited, all business-related programs must be accredited and it is the full intent of the
Department to proceed with the accreditation of the undergraduate, graduate and graduate online programs as soon as possible, following the introduction of the proposed graduate degree scheme. This accreditation evaluates educational effectiveness including student learning outcomes, student retention, student and faculty satisfaction, adherence to the common body of knowledge in business, faculty qualifications and whether the results of assessment are used for improvement.

Further, Texas A & M University at Galveston evaluates the program’s and courses’ educational effectiveness, including assessment of student learning outcomes, student retention, and student and faculty satisfaction. This program will be subject to the assessment as required by SACS. This assessment provides for assessment and documentation of student achievement in each course. Further, all master programs at Texas A & M University at Galveston are required to have program review every seven years.