Graduate Council Meeting Agenda
310 Jack K. Williams Administration Building
February 4th, 2016

1. **Discussion Items**
   a. Faculty Senate Feedback
   b. E-voting Issues/Options
   c. Comments/Amendments Spreadsheets
   d. Consent Agenda
   e. Informational Items Protocol

2. **New Course Requests:**
   a. ANSC 651 Current Issues in Animal Agriculture *(Tabled from January 2016 Meeting)*
   b. FINC 662 Energy Finance *(Tabled from January 2016 Meeting)*
   c. KINE 630 Periodized Models
   d. MEEN 611 Advanced Internal Combustion Engines *(Tabled from January 2016 Meeting)*

3. **Special Consideration Requests**
   a. Veterinary Pathobiology – Elimination of Doctor of Philosophy degree
   c. Texas A&M University – Law School – Master of Laws – New Graduate Program Proposal *(Tabled from January 2016 Meeting)*
   d. Texas A&M Health Science Center – Certificate in Healthcare Forensic- New Graduate Program Proposal *(Tabled from January 2016 Meeting)*
Discussion Items
begin forwarded message:

from: "stephenson, michael t." <mstephenson@tamu.edu>  
date: november 18, 2015 at 3:05:03 pm cst  
to: "allen, amanda a." <aalen@tammhc.edu>, sandra williams <sandra-williams@tamu.edu>, 
graduate council administrator <gradcounciladmin@tamu.edu>, "drake, kelly n" <kdrake@tamu.edu>, 
"johnson, laraesa j" <ljohnson@tamu.edu>  
cc: mark zoran <zoran@science.tamu.edu>, "heidick, venesa a" <vheidick@tamu.edu>, "peterson, 
steven l." <speterson@pharmacy.tammhc.edu>, "scott, timothy p" <tim@science.tamu.edu>, "benedik, 
michael" <benedik@tamu.edu>, "mcconnell, deena j" <djm@tamu.edu>, newman linda m 
<lnewman@tamu.edu>, "tesh, vernon l." <tesh@medicine.tammhc.edu>, "dorsey, alicia m" 
<amdorsey@tamu.edu>  
subject: clarification on informational review  

good afternoon everyone,  

this email is intended to provide some clarification on the informational review process that is outlined 
in university rule 11.99.99.m3 for first professional programs (dds, dvm, jd, md, and pharmd). i 
sought clarification this morning with the vice provost and the associate provost for undergraduate 
studies and i believe.  

first, for those first professional program curricular items requiring informational review, the university 
rule allows for simultaneous processing at the gc/ucc and the faculty senate if the item is submitted 
prior to each committee’s deadline. the rule actually conflicts with the faculty senate bylaws, so there 
may need to be some follow up with the fs executive committee on this in the near term. simultaneous 
review will shave one month off of the review process. sandra, for now, please create a separate 
workflow process to accommodate this exception. once items are reviewed by both gc/ucc and fs, 
they will be submitted to the office of the provost for review and processing and ultimately signed by 
the president. the curricular action is not fully approved until it receives presidential signature. if the 
curricular item is completed prior to the catalog deadline, it will take effect the following academic year 
as published.  

second, all first professional curricular items shall follow existing university guidelines and processes 
including deadline dates for committee review, minimum syllabus requirements, and catalog
deadlines. Sandra Williams will review the items for sufficiency prior to submitting them to GC/UCC and Faculty Senate as she does with all curricular submissions.

Third, although the items are for Informational Review, the GC, UCC, and FS should ensure all institutional guidelines and processes are followed. The committees can ask for changes in order to bring the curricular item into compliance with existing policies. The GC or UCC can either obtain any corrections prior to submitting it to the Office of the Provost. Or, we can request the change.

Three people review all curricular items in our office (Deena McConnell and I prior to Michael Benedik). If we find something out of compliance, we will require corrections prior to forwarding to the president (relevant parties will receive an email from Linda Newman making the request).

Hopefully this provides a bit of clarity, but let me know if you have questions.

Mike

Michael T. Stephenson, Ph.D.
Associate Provost for Academic Affairs
Professor of Communication
Texas A&M University

100 Jack K. Williams Admin. Bldg. | 1248 TAMU
College Station, TX 77843-1248
Tel. 979.845.4016
New Courses
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

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

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

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

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

5. Prerequisite(s):
   Graduate classification
   Cross-listed with: ANSC 351
   Stacked with: ANSC 351
   Cross-listed courses require the signature of both department heads.

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

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

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

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

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

College of Agriculture and Life Sciences

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

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

13. Title (excluding punctuation)
   ANSC 651 Current Issues in Animal Ag

<table>
<thead>
<tr>
<th>Lect.</th>
<th>Lab</th>
<th>Other</th>
<th>SCH</th>
<th>CIP and Fund Code</th>
<th>Admin. Unit</th>
<th>Acad. Year</th>
<th>IPE Code</th>
</tr>
</thead>
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<td>010901005</td>
<td>0270</td>
<td>16</td>
<td>17</td>
</tr>
</tbody>
</table>

Approval recommended by:

H. Russell Cross
Department Head or Program Chair (Type Name & Sign)
Date

David Head
Chair, College Review Committee
Date

Mark Hussey
Dean of College
Date

Submitted to Coordinating Board by:

Chair, GC or UCC
Date

Effective Date

Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services – 07/14
ANSC 651
CURRENT ISSUES IN ANIMAL AGRICULTURE
Spring 20XX

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**Postscripts:**

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

- “A university’s obligation is not to teach students what to think but to teach students how to think... If students graduate with ears and minds closed, the university has failed both the student and society.”  
  (Source: Michael Bloomberg, Reader’s Digest, October 2014)
<table>
<thead>
<tr>
<th>Week</th>
<th>Course Topics</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>Introduction; Labeling Gluten-Free Food</td>
</tr>
<tr>
<td>2</td>
<td>Importance of Beef, Pork, or Lamb (Tues) and Poultry or Dairy Products (Thurs) in the Human Diet—choose one for each class period</td>
</tr>
<tr>
<td>3</td>
<td>Vegetarianism/Veganism; Food Security (USA and Globally)</td>
</tr>
<tr>
<td>4</td>
<td>Food Defense (relative to Bioterrorism); Food Waste In the USA</td>
</tr>
<tr>
<td>5</td>
<td>Sustainability of Livestock Production in the USA; Major Examination A</td>
</tr>
<tr>
<td>6</td>
<td>Microbiological Safety of US Food; Microbiological Safety of Imported Food</td>
</tr>
<tr>
<td>7</td>
<td>Chemical Safety of US Food; Chemical Safety of Imported Food</td>
</tr>
<tr>
<td>8</td>
<td>Comparative Food Safety of Conventional vs. Local or Natural (Tues) and vs. Organic or Grass-Fed (Thurs) Beef</td>
</tr>
<tr>
<td>9</td>
<td>Animal Well-Being in Production Settings (Tues) and in Loading/Hauling/Harvesting (Thurs)</td>
</tr>
<tr>
<td>10</td>
<td>Country-Of-Origin Labeling of Beef; Major Examination B</td>
</tr>
<tr>
<td>11</td>
<td>Is Global Warming a Result of Human Activity?; How Much of GHG Production Is a Result of Animal Production?</td>
</tr>
<tr>
<td>12</td>
<td>GMOs—GE In Animal/Plant Foods; GMOs—Cloning in Animal/Plant Foods</td>
</tr>
<tr>
<td>13</td>
<td>Antibiotics for Growth Promotion in Meat Animals; Causes of Antimicrobial Resistance in Human Pathogens</td>
</tr>
<tr>
<td>14</td>
<td>Use of Hormonal (Tues) or B-agonistic (Thurs) Growth Promotants in Meat Animals</td>
</tr>
<tr>
<td>15</td>
<td>Final Examination</td>
</tr>
</tbody>
</table>

**Test Dates:**
- Major Examination A: Week 5
- Major Examination B: Week 10
- Final Examination: Week 15
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
* Submit original form and attach a course syllabus.*

Form Instructions

1. Course request type: □ Undergraduate ☑ Graduate □ First Professional (D.D.S., M.D., J.D., Pharm.D., D.V.M.)
2. Request submitted by (Department or Program Name): Mays Business School Professional MBA Program
   FINC 662 Energy Finance
3. Course prefix, number and complete title of course:

4. Catalog course description (not to exceed 50 words):
   Analysis of financial aspects of the energy industry from exploration to delivery with emphasis on upstream segment; identifying differences in upstream, midstream, downstream; evaluation of profitability of key financial decisions.

   Enrollment is limited to Classification MBA students.

5. Prerequisite(s):

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

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

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

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

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

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

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

MBA - Professional MBA Program

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

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

13. Prefix: FINC  
    Course #: 662  
    Title (excluding punctuation): Energy Finance

   Lect  Lab  Other  SCH  GIP and Fund Code  Admin. Unit  Acad. Year  FICE Code
   3.00  0.00  0.00  3.00  5208010016  1110  16  -  17  0  0  3  6  3  2

   Approved recommended by: ____________________________
   Date: 1/19/15

   Department Head or Program Chair (Type Name & Sign) ____________________________
   Date: 1/18/2015

   Chair, College Review Committee ____________________________
   Date: 1/10/15

   Department Head or Program Chair (Type Name & Sign) ____________________________
   (if cross-listed course)
   Date: 1/10/15

   Dean of College ____________________________
   Date: ____________________________

   Submitted to Coordinating Board by: ____________________________
   Date: ____________________________
   Effective Date: ____________________________

Associate Director, Curricular Services ____________________________

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu
Curricular Services – 07/14
Course Description
This course will explore the financial aspects of the energy industry from exploration to the delivery at the pump. While a specific emphasis will be placed on the upstream segment, due to the unique financial aspects of the segment, attention will also be given to midstream and downstream.

Prerequisites: Second year PMBA student

Learning Outcomes
By the end of the course students should be able to:

- Bridge the communication gap between engineers and business professionals in an energy company.
- Identify the differences in upstream, midstream, downstream, and integrated energy companies from a financial perspective.
- Determine the impact of reserves on an E&P company’s annual report and on project evaluations, while recognizing the differences between the two.
- Evaluate the profitability of key financial decisions and potential projects within an energy company.
- Evaluate common hedging strategies used by energy companies and analyze the cash flow implications of a specific hedging strategy on a company’s cash flow.
- Determine the impact of mark-to-market accounting on a company’s financial statements as a result of specific hedging strategies.
- Develop a financing strategy for the expansion of an energy company.

Required Course Materials

A free eBook version of the text is available at https://library.tamu.edu. Search “energy finance analysis and valuation” and the text should be the first link listed. Select the link and
the book will be available along with a useful table of contents. If you are prompted to login at any point use your net id and password (the same login you use for eCampus).

Additional Resources
Other resources will be provided on eCampus in the resources/texts folder and throughout the course of the semester based on current events, student’s interests, and necessary supplementation.

Laptop
You will be using your laptops or tablets each class. If for any reason you cannot bring a laptop to class you may be able to work with your peers to complete the necessary research.

Groups and Varying Expertise
Many students in this course have a background in energy, some have accounting or finance backgrounds, and others have limited professional exposure to either area. As a result, this is an incredible and unique opportunity for all of you to learn from each other. This course will be designed to foster this type of collaborative learning, as will be outlined below. To accomplish this, students will be assigned in class groups based on their professional experiences. Students will not be expected to complete group work outside of class.

In a typical week, individual work will be completed before class and shared during designated class time with your group to work on assigned cases. These cases are designed to give you real world application to the concepts learned before class.

Group roles: Within your in class groups each of you will assume one of the roles listed below. You do not have to be an expert in one of these areas to volunteer for the role. The goal is for you to use the readings to become an expert in this area and share what you have learned with your peers. If you are already working in one of the areas listed below then the role will be easier for you and might be a natural fit. You will get exposure to all areas expanding your knowledge about the industry, so these roles are not intended to be restrictive. The role you select will be where you will take leadership in your group and especially in your online roles below.

- Operational representative – This individual will provide their group with expertise about acquisition, exploration, drilling, production, transportation, and/or refining. This role may be a natural fit for an engineer, project manager, specialist, sales representative, or for those who work in another capacity in the operations of the energy industry.
- Financial representative 1 – This individual will support their group in financial issues. If you are an accountant or financial analyst within or outside of an energy company this role might be a natural fit for you. It is okay if you do not have energy expertise; your financial expertise will be valuable to your group.
- Financial representative 2 – This representative’s role will be to provide additional support related to the financial aspects of projects along with the other financial
representative. Your groups do not have two individuals currently working in accounting/finance departments. So, this might be a natural fit for project managers with industry expertise who are looking to move into executive positions within an energy company and hoping for more financial exposure.

- Corporate and social responsibility (CSR) representative – This role with explore the responsibility of companies within the industry to society and the development of policies that promote sustainability. This role may be a natural fit for someone without experience in the industry.

**Daily Preparation and Use of Class Time**

Specific and instructor guided advanced preparation will be required before each class. Preparation and out of class assignments/projects should average approximately 5 hours per week. Based on your professional experience, some material may require more or less out of class time. The instructor guided nature of the advanced preparation will allow you to anticipate the time required from week-to-week.

This course will depend on class discussions and case analyses. In class discussions will assist students in mastering the information explored before each class. Each case will be designed to apply these concept to interpret financial information and make unique business decisions.

My commitment to you is to not personally deliver material for more than 10-15 minutes at a time. This means I will rely on everyone in the class to contribute to class discussions. Everyone has something valuable to contribute and everyone will benefit from the contributions of others.

**Appointments**

My students are my number one priority. Your success, especially after this class, is incredibly important to me and is the sole reason I chose this line of work. My cell phone number (call or text), Skype information, and email address have all been made available to you. I am happy to schedule remote meetings outside of business hours to meet your scheduling needs (day or night). I can also meet with you before/after our class meetings.
Grading
Assessment will be based on your mastery of the course objectives and based on the following scale:

<table>
<thead>
<tr>
<th>Assignment Type</th>
<th>Points</th>
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<tbody>
<tr>
<td>Individual case preparation/summary</td>
<td>40</td>
</tr>
<tr>
<td>Reserves case 1 (15 points)</td>
<td></td>
</tr>
<tr>
<td>Derivatives (hedging) strategy case 2 (15 points)</td>
<td></td>
</tr>
<tr>
<td>International and other case 3 (10 points)</td>
<td></td>
</tr>
<tr>
<td>Individual case analysis/reflection</td>
<td>30</td>
</tr>
<tr>
<td>Reserves case and reflection (10 points)</td>
<td></td>
</tr>
<tr>
<td>Derivatives (hedging) strategy case and reflection (10 points)</td>
<td></td>
</tr>
<tr>
<td>Class reflection assignment 1 (5 points)</td>
<td></td>
</tr>
<tr>
<td>Class reflection assignment 2 (5 points)</td>
<td></td>
</tr>
<tr>
<td>Online discussions and responses</td>
<td>25</td>
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<tr>
<td>(15 points for initial discussion post; 5 points each for 2 required responses)</td>
<td></td>
</tr>
<tr>
<td>Upstream company analysis</td>
<td>30</td>
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<tr>
<td>Custom project (5 project proposal; 30 final project)</td>
<td>35</td>
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<tr>
<td>Final case</td>
<td>40</td>
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<tr>
<td>Total</td>
<td>200</td>
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</table>

Each graded assignment is described below. More details for each assignment will be given on eCampus. All assignments will be submitted electronically on eCampus.

**Individual Case Preparation/Summary**
You will be given guided preparation for each class in the format of an *individual* assignment you will complete and submit prior to each class. The purpose of the assignment is to prepare you to evaluate a case with your group during class. The effort you put in to the preparation before class will directly impact your group’s learning experience.

**Guidelines:** All preparation assignments will be submitted on eCampus prior to the start of class. Additionally, I recommend bringing either a printed copy or electronic copy to class, which can be accessed to aid in completing the case in class. Specific information about each assignment will be provided in the Guided Preparation Packet for each class.

**Case Analysis and/or Reflections**
After the weekends we cover reserves and derivatives you will submit a case analysis. The purpose of the analysis is will be to ensure each individual has an understanding of the assumptions made and strategy determined by your group from the case assigned in class.

After the other weekends I will ask you to submit a class reflection. The reflection will include what you learned in class, concepts with which you are still struggling, and how you plan to apply the material you learned in class at work. Additional prompts may be added to the reflection as well relevant to specific topics covered. The purpose of the reflection is to start helping you transfer topics covered in class to work. All case analysis and reflection...
assignments will be due on Sunday at 10:00 p.m. a week following each class.

Online Discussion Post and Responses
The purpose of the online discussion is to keep you connected with the material in between class meetings, to stimulate interest in the content, and to keep everyone on track with their reading assignments.

Initiating a discussion: Your instructor will post 3 prompts on eCampus, one related to each role described above, under “Groups & Varying Experience”. You will post a discussion point based on the prompt corresponding to your group role. Each student will initiate one discussion that will be due by the deadline listed on the class schedule.

Responding to posts: You must post at least one response to each discussion (one for operations, one for financial, one for CSR, unless you initiate a post that week). If it was your turn to initiate a discussion then you are responsible for trying to continue the discussion and monitoring responses to your posts.

Posting guidelines: Posts and responses will be graded based on the following:
  1) Demonstrating knowledge and mastery of the topic discussed; I agree...is not sufficient. Add something to the discussion.
  2) Offering additional information not covered in class
  3) Stimulating the interest of your peers and instructor
  4) Being respectful of the peers and facilitator in your learning community

Company Analysis
Prior to the first week of class you will select an upstream, midstream, downstream, and oilfield services or equipment company. More guidance is provided on the selection of companies in your Guided Preparation Packet. For the upstream company you select you will complete a company analysis.

Guidelines: Your instructor encourages you to be creative with the analyses you complete. Your submissions are not restricted to words. You can use a dashboard format (samples on eCampus), infographics, or another format of your choice that achieves the goal of your analysis. You can use your judgment as to what is most important to include in your analysis, as long as it reflects the company’s financial position, risks, and future opportunities. You have learned the skills necessary to complete this assignment in your previous courses, including (but not limited to) financial ratios, SWOT analysis, stock trends, etc. Please review the assignment rubric for more details about what I want in your analysis.

Custom Project
This project is an opportunity to work on something that will benefit you in your career. Students last semester worked on projects at their job. These were projects they sought out as a result of this assignment or enhanced as a result of this assignment. You should not use projects you are
already expected to do in your current role for this assignment. Last year a few really interesting projects were done by students who did not work in the industry included interviewing three professionals in energy finance about how the decline in prices impacted company’s debt covenants (i.e. triggered mandatory repayment of debt). Another student applied what we learned about derivatives to their own industry by exploring the possibility of their company hedging steel purchases.

You will submit a brief project proposal for my review and approval prior to starting your project. Your final deliverable should include a summary of the results from the work you did, along with a reflection about how the project contributed to your learning and career.

Final Case
The course will culminate with a comprehensive case. The case will be integrated across both electives and your strategy course. You will complete the case in your normal year 2 groups, which you are using for strategy. These groups should have students from the energy and marketing electives. To complete the case, your groups will use the knowledge you have gained through the semester in all three courses. At the beginning of the last class weekend you will be given a case. By the end of class that session all work must stop and you must submit your PowerPoint slides to Dr. Devers. During class on Saturday morning, you will present your ideas to your peers and instructors. You will be rated by your peers (25% of your grade) and your instructors (75% of your grade). The ratings will also be used to select the team with the best idea. The winning team will be rewarded the following:

1) The names of all championship team members will be engraved on a plaque that will be prominently displayed in the Mays Business School CITYCENTRE campus.

2) Dean Jones will send letters documenting success to individuals of the employing firms of all members of the championship team.

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

Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning and to follow the philosophy and rules of the Honor System. Ignorance of the rules does not exclude any member of the Texas A&M University community from the requirements or the processes of the Honor System. For additional information please visit http://aggiehonor.tamu.edu/. On course work, assignments, and examinations at Texas A&M University, you may be asked to sign the following Honor Pledge:

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

Strict attendance in this class is expected in accordance with University and MBA program policies. Those who miss classes may penalize themselves by missing material that will be discussed in class, and that may not appear in the texts. Additionally, your group will suffer for missing out on your contribution. Any points for assignments due on the day of an absence will be lost if the absence is not university excused.

If an absence is excused, the instructor will either provide the student an opportunity to make up any quiz, exam or other work that contributes to the final grade or provide a satisfactory alternative by a date agreed upon by the student and instructor. If the instructor has a regularly scheduled make up exam, students are expected to attend unless they have a university approved excuse. The make-up work must be completed in a timeframe not to exceed 30 calendar days from the last day of the initial absence.

The reasons absences are considered excused by the university are listed below. See Student Rule 7 for details (http://student-rules.tamu.edu/rule07). The fact that these are university-excused absences does not relieve the student of responsibility for prior notification and documentation. Failure to notify and/or document properly may result in an unexcused absence. Falsification of documentation is a violation of the Honor Code.

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

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

**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)

**Changes to the Syllabus**
This syllabus was created based on a planned schedule. The instructor reserves the right to change the syllabus when it will benefit students’ learning, or in situations beyond the control of the instructor (weather/school closures).
<table>
<thead>
<tr>
<th>#</th>
<th>Date</th>
<th>Topic</th>
<th>Deliverables</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Jan. 22 (Fri.)</td>
<td>Instructor introductions and Course expectations</td>
<td>Mini-case 1 prep (not for a grade), but I will provide feedback.</td>
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<tr>
<td></td>
<td></td>
<td>Industry overview/challenges</td>
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<tr>
<td>2</td>
<td>Feb. 5 (Fri.)</td>
<td>Reserves</td>
<td>Due before class: Case #1 preparation</td>
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<td>Due 2/14 at 10:00 p.m.: Reserves case analysis/reflection</td>
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<tr>
<td>3</td>
<td>Feb. 20 (Sat. AM)</td>
<td>Derivatives</td>
<td>Due before class: Case #2 preparation</td>
</tr>
<tr>
<td>4</td>
<td>Feb. 20 (Sat. PM)</td>
<td>Derivatives</td>
<td>Due 2/28 at 10:00 p.m.: Derivatives case analysis/reflection</td>
</tr>
<tr>
<td>5</td>
<td>Mar. 5 (Sat. AM)</td>
<td>Financial Statement Analysis</td>
<td>Due before class:</td>
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<td></td>
<td>• Upstream company analysis raw data</td>
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<td></td>
<td>• Custom project proposal</td>
</tr>
<tr>
<td>6</td>
<td>Mar. 5 (Sat. PM)</td>
<td>You Choose &amp; Your Experiences (including financing options; CSR; alternative energy; midstream; downstream – you all can learn from sharing your experiences)</td>
<td>Due before class:</td>
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<td></td>
<td>• Case #3 preparation</td>
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<td>Due 3/13:</td>
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<td>• Final upstream company analysis</td>
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<td>• Class reflection</td>
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<tr>
<td>7</td>
<td>Apr. 1 (Fri.)</td>
<td>Guest Speakers</td>
<td>Due before class:</td>
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<td>• Final custom project</td>
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<td>Due 4/10:</td>
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<td>• Class reflection</td>
</tr>
<tr>
<td>8</td>
<td>Apr. 29 (Fri.) –</td>
<td>Final case</td>
<td>No deliverables required; case due in class</td>
</tr>
<tr>
<td></td>
<td>Apr. 30 (Sat.)</td>
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</tbody>
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**Online Discussion Deadlines – Initial Posts**
Operational representative: post due February 14, 10 p.m.
Financial representatives (both): post due March 13, 10 p.m.
Corporate and social responsibility representative: post due April 10, 10 p.m.

**Online Discussion Deadlines – Responses**
Operational responses due by: February 28, 10 p.m.
Financial responses due by March 20, 10 p.m.
CSR responses due by April 17, 10 p.m.

See the Excel version of the assignment schedule for an alternative format to view a summary of deadlines.
I Promise To:

1) Lead by being a content expert
2) Organize the course effectively and guide time on task
3) Communicate by being responsive to questions and responding quickly
4) Facilitate learning through active engagement
5) Demonstrate genuine interest in your learning
6) Assess fairly and quickly
7) Provide challenge with support
8) Emphasize relevance using real-world examples
9) Reflect and adapt appropriately based on your feedback
10) Provide a reasonable amount of work outside of class with clear guidance*

*I reserve the right to sometimes incorporate uncertainty into in class assignments, since I will be there to give you immediate feedback and additional instruction.

In summary, I promise no fluff, no boredom, and practical application (something you can take to work on Monday). If I ever fail to fulfill this promise at any point I expect you to make me aware of it.
Texas A&M University
Department Request for a New Course
Undergraduate + Graduate + Professional
- Submit original form and attach a course syllabus.

Form Instructions
1. Course request type:
   - [ ] Undergraduate
   - [ ] Graduate
   - [ ] First Professional (DDS, MD, JD, PharmD, DVM)
2. Request submitted by (Department or Program Name):
   - Select or Type Department/Program Name
   - Department Of Health & Kinesiology
   - KINE 630 Periodized Models
3. Course prefix, number and complete title of course:
4. Catalog course description (not to exceed 50 words):
   - Scientific principles and procedures relating to detailed cutting edge periodized training designs; emphasis on researched based periodized program designs and implementation regarding the background/history, concepts, variations and application of relevant periodization models.

5. Prerequisite(s):
   - Graduate Classification or Approval of Instructor
   - Cross-listed with:
   - Stacked with:

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

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

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

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

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

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

10. This course will be:
   - a. required for students enrolled in the following degree programs(s) (e.g., B.A. in history)
   - M.S. PhD in Kinesiology, Health, Pedagogy
   - an elective for students enrolled in the following degree program(s) (e.g., M.S. in geography)

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

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

13. Prefix  Course #  Title (excluding punctuation)
    KINE  630  PERIODIZED PROGRAM MODELS

    | Lect. | Lab | Other | SCH | CP| and Fund Code | Admin. Unit | Acad. Year | EOC Code |
    |-------|-----|-------|-----|---|---------------|-------------|------------|----------|
    | 3.00  | 0.00| 0.00  | 3.00| 3105050014    | 1402        | 15         | 16       | 0 3 6 3 2 |

    Approval recommended by:
    - Dr. Richard Kreider
    - Department Head or Program Chair (Type Name & Sign) Date
    - Dr. George Cunningham
    - Chair, College Review Committee Date

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

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

    Associate Director, Curricular Services Date

    Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services - 07/14
Course Title: KINE 630 – Periodized Program Models
Course Time: 2:00 PM – 5:00 PM – Wednesday
Professor: Dr. Mike Greenwood FNSCA, CSCS * D, RSCC* D, FACSM, FISSN
Phone: 979-862-4667
Office: Blocker 305 D
Office Hours: M-W-F 11 AM
E-Mail: mgreenwood@hlkn.tamu.edu
Prerequisite(s) Graduate classification or approval of instructor

Required & Supplemental Textbooks/Materials:


Current supplemental readings relevant to select topics will be assigned periodically

Course Description:

Scientific principles and procedures relating to detailed cutting edge periodized training designs; emphasis on researched based periodized program designs and implementation regarding the background/history, concepts, variations and application of relevant periodization models for multiple populations {Exercise, Athletic, Clinical, etc.}.

Course Outcomes:

At the conclusion of the semester students will demonstrate an understanding of:
1. The insight into the theory and methodology of training.
2. The history of systematic training.
3. Factors relevant to periodized training.
4. Rationales of various types of periodized models.
5. Various aspects of designing an annual plan for training.
6. The current research supported literature pertaining to program planning designs.
7. Long term athlete development via relevant periodization models – select population based
8. Related ideas, methodologies and techniques in planning and periodization.
9. How to design specific periodization program models based on special physiological and psychological requirements according to unique populations.

Evaluation Procedures

A. Course Assignments and Requirements:

The student is expected to:
1.) Attend class - participate in discussions and noted practical experiences;
2.) Abide by reasonable rules of professional conduct;
3.) Turn in typed quality work on time (No Late Assignments Accepted – Except For University Excused Absence Policies Rule 7) – http://student-rules.tamu.edu//rule07
4.) Demonstrate effective writing skills and rational thinking ability.

B. Evaluation Procedures

Final Comprehensive Exam – 40 % of final grade (400 points)

This written take home exam will be provided 2 weeks before the end of the semester. This exam will require that the student demonstrates a strong knowledge of all the content areas covered in class. The exam will be essay format with emphasis placed on practical application and available current supportive research. The exam is worth 40% of the final grade. No makeup exams will be given except in the cases of university excused absences. http://student-rules.tamu.edu//rule07

Final Exam due via e-mail WORD file format no later than assigned due date {5-8-16 On Or Before 5 PM}

Periodization Presentation Topics - 30 % of final grade (300 points)
Each student will be required to perform 3/4 detailed PowerPoint presentations on a topic provided by Dr. Mike Greenwood throughout the course of the semester. The student will sign up for their respective topic as early as possible which will be based on the chapter lectures designated for each week in the semester. The PowerPoint presentation must be sent via e-mail to Dr. Greenwood at least 2 days before the class meets on Tuesday afternoon. This will allow the instructor time to evaluate the presentation and determine if all relevant topics/information are included in the lecture. Please only address information in the presentation that was assigned to you. Relevant tables, charts, figures and manuscripts are expected to be part of your teaching assignments. Class members that are not presenting are expected to participate in the lecture asking relevant questions and providing quality practical examples. When in doubt please ask any questions that will help you provide a quality finalized product. No PDF format submissions accepted
C. **Annual Plan and Program Design Project** - 30% of final grade (300 points)
Students will be expected to design a detailed strength and conditioning program on an approved topic specifically related to scientifically based periodization designed principles. Additionally, students will be required to submit a solid rationale when explaining their methodology. Specific guidelines for this project will be discussed in detail throughout the entire semester. **No PDF format submissions accepted**

If time allows, the student will give a 40 plus minute **PowerPoint Presentation** on their selected topic. Specific guidelines for this project will be discussed in detail throughout the entire semester. Your intended topic is due to the instructor on or before the 3rd class period of the semester. Final projects are due 2 weeks before final examinations occur.

**Student presentations will be evaluated on:**

*Preparation: (Small slide handout of project provided to class members preceding the presentation)*

*Visual aids*

*Clarity of discussion*

*Argumentation (Logical with supporting research evidence)*

*Overall Impression & Relevant Applications*

**Grading Scale:**

A = 90 - 100  (900 - 1000 pts.)
B = 80 - 89  (800 - 899 pts.)
C = 70 - 79  (700 - 799 pts.)
D = 60 - 69  (600 699 pts.)
F = Below 60  (Below 599 pts.)
### IV. CLASS OUTLINE AND SCHEDULE *

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Topic</th>
<th>Book Chapter: More Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>W</td>
<td>Week 1</td>
<td>Course Introduction – Setting The Stage For Program Design</td>
<td>Syllabus</td>
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<td>Motor Learning Handouts</td>
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<td>Presentation Schedule</td>
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<tr>
<td>W</td>
<td>Week 2</td>
<td>Motor Learning Related To Strength Training Periodization</td>
<td>Motor Learning Lecture &amp; Supplemental Notes</td>
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<td>Sport &amp; Exercise Psychology Handouts</td>
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<tr>
<td>W</td>
<td>Week 3</td>
<td>Sport &amp; Exercise Psychology Related To Strength Training Periodization</td>
<td>Sport Psychology</td>
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<td>Supplemental Notes</td>
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<td>Super-Training 339-343</td>
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<tr>
<td>W</td>
<td>Week 4</td>
<td>ST &amp; C Philosophy &amp; Foundational Periodization Approaches</td>
<td>Presentation &amp; Supplemental Notes</td>
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<tr>
<td>W</td>
<td>Week 5</td>
<td>Development of Training Programs</td>
<td>Super-Training 313-339</td>
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<td>Peroidization as a Form of Organization</td>
<td>Supplemental Notes</td>
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<td>Periodization Controversy</td>
<td>Student Presentation</td>
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<td>Training as an Objective of Management</td>
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<td>Prerequisites for Organizing Training</td>
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<td>Supplemental Notes</td>
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<td>Student Presentation</td>
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<td>W</td>
<td>Week 7</td>
<td>Peroidization &amp; ST &amp; C Philosophy</td>
<td>Guest Speaker</td>
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<td>W</td>
<td>Week 8</td>
<td>Long Term Training Effect</td>
<td>Super-Training 362-377</td>
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<td>Dynamics of Training in the Annual Cycle</td>
<td>Supplemental Notes</td>
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<td>Principles of Programming &amp; Organizing Training</td>
<td>Student Presentation</td>
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<td>W</td>
<td>Week 9</td>
<td>Block Periodization Review &amp; Evaluation</td>
<td>In Class Video</td>
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<td>Supplemental Notes</td>
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<td>Class Discussion</td>
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<td>W</td>
<td>Week 10</td>
<td>Primary Aims for Program Training</td>
<td>Super-Training 378-392</td>
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<td>Models for Structuring Annual Training</td>
<td>Supplemental Notes</td>
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<td>Programming Sequence – Managing – Future</td>
<td>Student Presentation</td>
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<td>W</td>
<td>Week 11</td>
<td>Strength Training Methods</td>
<td>Super-Training 393-419</td>
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<td>PNF Training System</td>
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<td>Combinations of RT – Muscle Training – Strength Training Compendium</td>
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<td>W</td>
<td>Week 12</td>
<td>Peroidization &amp; ST &amp; C Philosophy</td>
<td>Guest Speaker</td>
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<td>W</td>
<td>Week 13</td>
<td>Designing Sport Specific Strength Programs</td>
<td>Super-Training 421-441</td>
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<td>Needs Analysis</td>
<td>Supplemental Notes</td>
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<td>Training Programs</td>
<td>Student Presentation</td>
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<td>Classification Systems</td>
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<tr>
<td>W</td>
<td>Week 14</td>
<td>Restoration &amp; Stress Management</td>
<td>Super-Training 444-469</td>
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<td>Assessment For Program Design</td>
<td>Supplemental Notes</td>
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<td>Injury &amp; Safety in ST &amp; C Safety &amp; Training Apparel</td>
<td>Student Presentation</td>
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<tr>
<td>W</td>
<td>Week 15</td>
<td>Overtraining</td>
<td>Super-Training 441-444 &amp; 473-480</td>
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<td>Towards The Future</td>
<td>Student Presentations</td>
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<td>W</td>
<td>Week 15</td>
<td>FINAL COMPREHENSIVE EXAM DUE</td>
<td>All Textbook Chapters</td>
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<td>Listed Above &amp; All Lecture Notes/Handouts</td>
</tr>
</tbody>
</table>

This schedule is subject to change upon the instructor's discretion – Students will be notified of such changes in advance
COURSE ADMINISTRATIVE STATEMENTS

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 safety communicated. If you have any 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.

Aggie Code of Honor: "Aggies do not lie, cheat or steal, nor do they tolerate those who do." "The Aggie Code of Honor is an effort to unify the aims of all Texas A&M men and women toward a high code of ethics and personal dignity. For most, living under this code will be no problem, as it asks nothing of a person that is beyond reason. It only calls for honesty, integrity, characteristics that Aggies have always exemplified. The Aggie Code of Honor functions as a symbol to all Aggies, promoting the understanding and loyalty to truth and confidence in each other."

All students are expected to abide by the Aggie Honor Code. Students should be aware of all Honor Council Rules and Procedures on the Honor Council website at www.aggiehonor.tamu.edu
MEMORANDUM

DATE: 1/12/2016

TO: CEHD Graduate Instruction Committee

THROUGH: George Cunningham
Associate Dean

FROM: Adam Barry
Chair of Graduate Education Programs

SUBJECT: Online Masters of Health Education and Sport Management Committee Size

The Department of Health & Kinesiology (HLKN) is proposing the following new course: KINE 630: Periodized Models. KINE 630: Periodized Program Models is a research based course that investigates scientific principles and procedures related to detailed cutting edge periodized training designs and their implementation regarding the background/history, concepts, variations and practical applications of relevant periodization models.

The Graduate Faculty of HLKN have reviewed and unanimously support this proposal.

Rationale: Over the past 20 years the academic realm of strength and conditioning has been one of the fastest growing disciplines in our profession. Similar to the sports nutrition industry, it has become increasingly difficult to stay abreast of cutting edge information necessary to elevate ones professional status in a dynamic and evolving occupation. While our current KINE 629 course [Physiology Of Strength & Conditioning] helps establish a solid foundation regarding basics strength and conditioning principles the minimal time frame associated with a typical semester barely allows adequate time to implement key specialized concepts in this budding profession.

Thank you for your consideration.
Texas A&M University
Departmental Request for a New Course
Undergraduate + Graduate + Professional
Submit original form and attach a course syllabus.

1. Course request type:  
   - [ ] Undergraduate  
   - [X] Graduate  
   - [ ] First Professional (D.D.S., M.D., J.D., Ph.D., D.V.M.)

2. Request submitted by (Department or Program Name):  
   Department of Mechanical Engineering

3. Course prefix, number and complete title of course:  
   MEEN 611: Advanced Internal Combustion Engines

4. Catalog course description (not to exceed 50 words):  
   Advanced thermodynamics of cycles for internal combustion engines, including fuels and combustion; performance characteristics of various types of engines.

5. Prerequisite(s):  
   MEEN 344 or equivalent

   Cross-listed with:  
   Stacked with: MEEN 410

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

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

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

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

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

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

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

    MS, MEng, Ph.D. in mechanical engineering

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

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

13. Form completion and approval information:

   MEEN 611  
   Adv Int Comb Engines

   Lect: 3.00  Lab: 0.00  Other: 0.00  SH: 3.00  CP&P: 1419010006  Admin: 1920  A: 15  Y: 16  D: 0  C: 3  E: 3  F: 2

   Approval recommended by: ____________________ Date: 12-3-14

   Chair, College Review Committee Date: 12-17-14

   Dean of College Date: 12-17-14

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

   Associate Director, Curricular Services Date: ____________________

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

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

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

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

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

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

COURSE DETAILS:  

Tuesday / Thursday, 9:35 – 10:50am
206 Engineering Physics Laboratory Building (James. J. Cain Building)

INSTRUCTOR:  

Dr. Timothy J. Jacobs

tj Jacobs@tamu.edu

(979) 862-4355

309 MEOB

Office Hours: T/R, 11:00am to Noon. Open door policy (i.e., if my door is open, I will try to accommodate you).

TA:  

TBD

GRADING:  

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<thead>
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<tbody>
<tr>
<td>Exam #1</td>
<td>25%</td>
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<tr>
<td>Exam #2</td>
<td>25%</td>
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<tr>
<td>Homework (5 sets, 3% each))</td>
<td>15%</td>
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<tr>
<td>Projects (4 sets)</td>
<td>35%</td>
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</table>

LETTER ASSIGNMENT SCHEME:

90 ≤ A ≤ 100; 80 ≤ B < 90
70 ≤ C < 80; 60 ≤ D < 70
F ≤ 60

Lower bounds may or may not be adjusted to students’ advantages.

Relative percentages for individual students can not be altered from the above stated distribution.

The instructor is NOT allowed to discuss grade details through email or over the phone. Grades will be posted as they become available throughout the semester on the eCampus website. It is the student’s responsibility to ensure his or her grade is posted correctly.

A portion of your final grade is based on your team participation in the Project #4 activity as evaluated by you and your team mates. See the Peer Evaluation Form (available on e-learning under “Admin” folder) for details on how this evaluation occurs.

A portion of your final grade is based on your safe participation in a project-based experiment. Safety is everyone’s responsibility, including yours. You must review and sign the safety contract that is available on the eCampus website (under “Admin” folder); this must be done by the end of the first week of class. Unsafe behavior, whether intentional and / or negligent, as determined by the instructional staff will result in a failing grade for the semester.
This course is stacked with MEEN 410: Internal Combustion Engines. Lecture content, homework assignments, Projects #1 through #3, and exams are the same between this MEEN 611 and MEEN 410. Project #4 is different between MEEN 611 and MEEN 410. Specifically, MEEN 611 students are required to do additional advanced calculation and analysis for Project #4.

**HOMEWORK:**

Homework will be assigned five times through the semester; students are generally given 9 – 12 days to complete each assignment.

**PROJECTS:**

There are four projects this semester. The projects include 1) analysis of previously collected experimental data, 2 and 3) generation and analysis of engine data using ideal model simulation, and 4) analysis of team-collected engine data from the instructor's laboratory. Students are generally given at least two weeks to conduct projects. Project 1 will involve a tour of the instructor's engine laboratory on campus. Project 2 will involve team's students conducting engine experiments, collecting and analyzing data, and writing a report on the findings. Project 4 is a team project; thus one report is submitted per team. Your Project 4 grade is partly based on your team participation as assessed by you and your team mates (see Peer Evaluation Form available on e-learning under “Admin” folder).

**SAFETY**

Projects #1 and #4 require you to work in an experimental engine research facility. Safe behavior and awareness of safety issues are critically important. Failure to exercise safe working behavior could result in harm, including death, to you and / or your companions.

By the end of the first week of class, you must review and sign the safety contract that is available on eCampus (under the “Admin” folder). Return the signed safety contract to Dr. Jacobs by the end of the first week. Students who do not agree to the safety contract should disenroll from the class.

**EXAMINATIONS:**

Two exams are scheduled. Unexcused absences will result in a grade of zero for missed examinations. Known absences for a scheduled exam must be brought to the attention of the instructor as soon as possible. Excused absences are defined by Student Rule 07 (http://student-rules.tamu.edu/rule07).

**LATE ASSIGN'TS:**

Unexcused late assignments (homework and projects) will not be accepted. Excused absences are defined by Student Rule 07 (http://student-rules.tamu.edu/rule07).

**eCAMPUS:**

This course will make use of the eCampus website, ecampus.tamu.edu. All course handouts and material are available on eCampus. Student grades will be posted on the eCampus website.

**PREREQUISITES:**

MEEN 344 or equivalent. It is the student's responsibility to ensure proper requirements are satisfied for enrollment in this course.

**TEXTBOOK:**


**RESOURCES:**

Ideal cycle model simulation and adiabatic flame temperature programs provided by instructor.

**REFERENCE TEXTS:**


**COURSE DESC:**

Advanced thermodynamics of cycles for internal combustion engines and gas turbines, including fuels and combustion; performance characteristics of various types of engines.

**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 (disability.tamu.edu) in Room B118 of Cain Hall or call 845-1637.
# MEEN 611, SECTION 600
## ADVANCED INTERNAL COMBUSTION ENGINES

**Spring 2015**

**SYLLABUS**

Rev: December 3, 2014

**Course calendar and exam content subject to change. Exam dates will remain fixed.**

<table>
<thead>
<tr>
<th>Lecture</th>
<th>Week</th>
<th>Date</th>
<th>Book Chapter</th>
<th>Coverage</th>
<th>Assignments</th>
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<tr>
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<td>HW 1 Out</td>
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<td>HW1 Due, HW2 Out</td>
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<td>Notes, 1</td>
<td>Societal issues / Advanced Technology</td>
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<td>1/29</td>
<td>Notes, 2,5</td>
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<td>Performance parameters</td>
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<td>Notes, 2,5</td>
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<td>Notes, 2,5</td>
<td>Volumetric efficiency / Tuning</td>
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<td>2/17</td>
<td>Notes, 3</td>
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<td>Notes, 3</td>
<td>Cycle Characteristics</td>
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<td>11</td>
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<td>Notes, 3</td>
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<td>6</td>
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<td>Notes, 3</td>
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<td>3/10</td>
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<td>3/26</td>
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<td>11</td>
<td>4/9</td>
<td>Notes, 6, 7</td>
<td>SI combustion / Burn rates</td>
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<td>12</td>
<td>4/14</td>
<td>Notes, 6, 7</td>
<td>SI combustion / Knock tolerance</td>
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<td>4/21</td>
<td>Notes, 6, 7</td>
<td>CI combustion</td>
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<td>26</td>
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<td>4/23</td>
<td>CI combustion</td>
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<td>27</td>
<td>14</td>
<td>4/28</td>
<td>Makeup for lab tours and lab 4</td>
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<tr>
<td>28</td>
<td>14</td>
<td>4/30</td>
<td>Conclusion and Evaluations</td>
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<td>5/6</td>
<td></td>
<td>Exam 2 Review (9:35am to 10:50am)</td>
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<td>5/7</td>
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<td>EXAM 2 (12:30 – 2:30pm)</td>
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Special Consideration Items
January 5th 2016

Memorandum

TO: Faculty Senate
    Texas A&M University

THROUGH: Graduate Council
         Texas A&M University

THROUGH: Dr. Karen Butler-Purry
         Associate Provost
         Office of Graduate Studies and Professional Studies

THROUGH: Dr. Robert Burghardt
         Associate Dean of Research and Graduate Studies
         College of Veterinary Medicine and Biomedical Sciences

FROM: Dr. Roger Smith III
      Interim Head
      Department of Veterinary Pathobiology

SUBJECT: Elimination of the Doctor of Philosophy degree in Veterinary Pathobiology

The Department of Veterinary Pathobiology is requesting the elimination of the Doctor of Philosophy degree in Veterinary Pathobiology. This request comes from the faculty within the department, and was voted upon November 7th, 2015. The decision was made to fold our degrees into the broader college Biomedical Sciences degree program. By doing so, we anticipate building a stronger graduate program in collaboration with the college and other departments in the College of Veterinary Medicine & Biomedical Sciences.

The Teach-Out Plan for the Doctor of Philosophy degree in Veterinary Pathobiology is attached.
Adapted from the Southern Association of Colleges and Schools Commission on Colleges
Substantive Change for Accredited Institutions of the Commission of Colleges.

1. Date of program closure. Fall 2016

2. An explanation of how affected parties (students, faculty, staff) will be informed of the
impending closure. Departmental faculty discussed the state of the departmental programs at
several faculty meetings in 2015 and online discussions. The Graduate Faculty took a vote and
decided to eliminate the programs.

   Students in the program will be called to a meeting to discuss the future of the Biomedical
   Sciences degree program into which they will move. The students in VTPB will be assured
   that all quality control efforts for the departmental training they receive will remain in place
   while the college Biomedical Sciences program gains structure.

   As has always been the case, students admitted into the college Biomedical Sciences
   program wanting to be mentored by VTPB faculty must gain additional admission into the
   department via vote of the Graduate Admissions Committee. No new students will be
   recruited directly to the VTPB degrees for 2016.

3. An explanation of how students will be helped to complete their programs of study with
minimal disruption or additional expense.

   There are no changes in courses offered now or in the future because of this change.

4. Signed copies of teach-out agreements with other institutions, if any. N/A

5. How faculty and staff will be redeployed or helped to find new employment. N/A

6. If closing an institution, arrangement for the storing of student records, disposition of final
   financial resources and other assets. N/A

7. Please provide the following additional information:
   a. How many students are currently enrolled in the program? Total of 57 students
   b. Projected graduation date for the last student(s) in the program? Spring 2019

NOTE: If students will not be moved to another program, you will need to extend the program
closure date in order to continue to award degrees to current students under the existing
program. They will move to BIMS.
Texas A&M University
New Certificate, Bachelors, Masters, or Doctoral Program
Undergraduate • Graduate • Professional
• Proposal Checklist •

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

Requested by the Department or Unit of: School of Law

Program Type, Level, Designation, Title, Description, Hours
Program Type: □ Certificate Program  ☑ Degree Program
Program Level: □ UG Certificate  □ Grad Certificate  □ Bachelor  □ Master  □ Doctoral  □ Professional
Degree Designation (i.e., BS, BA, MA, MS, MAgr, MRd, PhD, EdD, etc.) Master of Jurisprudence (M.Jur.)
Title of proposed program: Master of Jurisprudence
Proposed CIP Code (if known): 22.0201.00

Brief program description (provide a catalog description for undergraduate and graduate certificates):
This Proposal seeks approval to expand the School of Law's Master of Jurisprudence degree to allow students to complete up to 100% of the program through distance education.

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

*12 hours minimum to appear on transcript

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

Off-Campus or Distance Delivery
% of Program a student can take off-campus or through Distance Education

Program Start Date  SACSCOC Approval**  When Provost needs to inform SACSCOC
☐ 25%  ——  Notification Only  ——
☐ 50%  ——  Approval Required  6 months before first day of program
☐ 80%  ——  Approval Required  6 months before first day of program
☒ 100%  Fall 2016  Approval Required  6 months before first day of program

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

Program Delivery Mode

□ On-campus  ——
□ Broadcast / TTVN  ——
□ Specific off-campus location***  ——
☒ Distance Education / Internet  ☑ In-State  ☑ Out-of-State  Start Date  Fall 2016
□ Out-of-Country

Will this program be offered with another institution?  ☑ Yes  ☐ No
If yes, contact the Vice Provost for Academic Affairs for additional reporting requirements.

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

Program Funding
Has program funding been finalized at the department or college level?  ☑ Yes  ☐ No

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

Aric Short
Name
Vice Dean
Title
ashort@law.tamu.edu
Email
(817 343-9445
Phone

**Certification Statement**

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

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

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<tr>
<th>Signature, Department Head or Interdisciplinary Program Chair</th>
<th>Date</th>
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<td><strong>Typed or Printed Name</strong></td>
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<tr>
<th>Chair, College Review Committee</th>
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<td><strong>Typed or Printed Name</strong></td>
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<tr>
<td>Dean of College</td>
<td>Date</td>
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<tr>
<td>Chair, University Curriculum Committee or Graduate Council</td>
<td>Date</td>
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</table>

Additional Approvals Required: Faculty Senate and President.

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<tr>
<th>Signature, Department Head or Interdisciplinary Program Chair (if joint program)</th>
<th>Date</th>
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<td><strong>Typed or Printed Name</strong></td>
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Administrative Information

1. Institution:

Texas A&M University

2. Program to be Offered (Include CIP code):

Master of Jurisprudence

22.0201.00 (Advanced Legal Research/Studies, General)

3. Online Program Description -- Describe the program and the educational objectives.

Texas A&M University proposes offering through online delivery up to 100% of the Master of Jurisprudence (M.Jur.) at Texas A&M University School of Law. The M.Jur. degree will attract professionals from across Texas and beyond who are interested in acquiring legal skills and competencies to enhance their career opportunities. Because legal issues permeate many facets of both the private and public sectors, a degree that provides a solid foundation in law and related skills will be valuable to a wide range of individuals and employers. This degree will be particularly attractive because it will deliver law-related competencies without requiring three years of full-time study to obtain a traditional law degree. Offering up to 100% of the courses in this degree program through online delivery will provide students additional scheduling and curricular flexibility. In addition, by incorporating more online courses into this degree, we expect to expand the number of students who will be able to enroll. We propose no change to the existing M.Jur. educational objectives.
4. **Administrative Unit** – Identify where the program would fit within the organizational structure of the institution (e.g., *The Department of Electrical Engineering within the College of Engineering*).

   **School of Law**

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

   **Fall 2016**

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

   **Name:** Aric Short  
   **Title:** Vice Dean  
   **E-mail:** ashort@law.tamu.edu  
   **Phone:** (817) 212-4114

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**Format for Existing Bachelors or Masters Degree Program Electronic to Individual (Online Delivery) Request**

**Step One:** For each of the following questions, include the requested information:

- What previously approved programs does your university offer, that are closely related to the new program and how are they related?

  The School of Law currently offers a Juris Doctor (J.D.) degree. In addition, Texas A&M University is in the process of seeking approval for four new degrees that will be offered at the School of Law: a general Master of Jurisprudence; a Master of Jurisprudence in Intellectual Property; a general Master of Laws; and a Master of Laws in Intellectual Property. All of these degrees are related in that they all draw on J.D. courses for the bulk of the degree requirements. For example, general Master of Jurisprudence students will take an introductory course designed specifically for them; however, the remainder of their credit hours will be comprised of J.D. courses. This request seeks approval to offer up to 100% of the general Master of Jurisprudence degree through courses that are delivered online.

- (List the programs within your college/department that are already approved for online delivery.)
None.

- Will significant additional equipment or facilities be needed? If yes, explain.

  No. We anticipate requiring no additional facilities and little additional equipment to undertake this change.

- Will significant additional financial resources be needed? If yes, explain.

  No. The School of Law will invest in the online infrastructure necessary to support this change, but we do not currently anticipate that the expenses will be significant.

- Will a significant number of new courses be required? If yes, explain.

  No. This request for online delivery does not require the creation of a significant number of new courses. Depending on the degree concentrations created, the School of Law may develop a reasonable number of online-only courses for the M.Jur. degree program.

- Will a significant number of new faculty members be required? If yes, explain.

  No. The School of Law will use existing fulltime faculty members (including the 11 new fulltime professors who begin work during the 2015-2016 academic year) to convert existing face-to-face courses to an online format and to create new courses in an online format. Given the significant increase in the size of our faculty and the fact that we have reduced the size of our J.D. class from 702 in the fall of 2014 to approximately 580 in the fall of 2015, we have the existing teaching resources in place to implement this change.

- Will significant additional library/learning resources be needed? If yes, explain.

  No. The School of Law anticipates that no significant additional library resources will be needed to implement this change. We do expect to create or license certain learning resources that are appropriate for the courses being developed for online delivery, but we do not anticipate that they will be unreasonably extensive or expensive. For example, we will explore how to adapt our existing and successful academic support program for online learners; however, that should be achievable with a relatively modest investment of time and other resources.

- What processes do you have in place that secures that a student registered for a distance education course is the same student who completes and receives credit for it? Explain.

  The School of Law will utilize best practices to provide a secure online learning and assessment experience for our students.

*Note: SACS requires that programs that are a significant departure from those offered when the institution was last evaluated be reported according to SACS. If the answers to these questions reflect a "significant departure" then SACS reporting is required.
Step Two: For each of the following questions, include the requested information:

1. Program Administrative Oversight and Structure:
   - Identify the person and office directly responsible for the overall management of the offering.

   Aric Short
   Vice Dean & Professor
   Texas A&M University School of Law
   (817) 212-4114
   ashort@law.tamu.edu

2. Faculty Resources:
   - If the online program will result in additional students, how will faculty resources be provided, that is, hiring additional faculty, reallocating faculty resources from other programs, etc.?

If the online program results in additional students, the School of Law will absorb those students into existing classes or create new ones using fulltime or adjunct faculty members. There are several reasons to believe that any reasonable increase in enrollment can be accommodated with existing teaching resources.

First, J.D. enrollment at the School of Law has decreased from 702 in the fall of 2014 to approximately 580 in the fall of 2015, and we anticipate that our enrollment numbers will not increase significantly in the near future. As a result, our existing faculty members have some excess capacity in their teaching loads.

Second, we have hired eleven new fulltime faculty members who begin work during the 2015-2016 academic year and soon thereafter. All of those faculty members will be adding new courses to our curriculum, further increasing the number of seats available in traditional and online courses offered at the School of Law.

We also have a large and talented pool of adjunct professors who regularly teach required and elective courses for the School of Law. This provides us with flexibility to augment our curriculum at the last minute if a high-demand course reaches capacity. If needed, we will draw on those adjunct resources to help teach additional sections of existing courses or new courses if student demand increases beyond the capacity of our fulltime faculty.

3. Evaluation:
   - How will your institution monitor the quality of the program and student learning outcomes?

The School of Law will monitor the quality of the program and student learning outcomes using methods implemented in our face-to-face courses and methods designed specifically for distance education. We will evaluate all faculty who teach distance education courses using our existing end-of-course teacher evaluation forms. Additional questions that focus on the quality of the students' online experience will be added to those forms. Following the School of Law's current policy, all tenure-track and adjunct faculty will be subject to a peer teaching review each semester.
Each course taught in an online format will have student learning outcomes associated with it, and overall educational goals of online courses will be the same as those in face-to-face courses. The School of Law’s administration (Associate Dean for Academic Affairs and Vice Dean) will review all end-of-course evaluation and monitor both the quality of each online course and the related student learning outcomes.

- Describe procedures for evaluation of the program and its effectiveness in the first five years of the program, including admission and retention rates, program outcomes assessments, placement of graduates, changes of job market need/demand, ex-student/graduate surveys, or other procedures.

Online courses and degree programs will be evaluated using a number of different methods to determine their effectiveness:

- The School of Law will monitor the number of applicants, as well as the retention rate for any online program, to evaluate both student demand and the rigor of the program.

- Student learning objectives for each course, as well as program outcomes assessments, will be made clear to all enrolling students. Students will be provided formative and summative assessment opportunities to measure their mastery of the material and the skills being developed. The School of Law’s Associate Dean for Academic Affairs, its Vice Dean, and its Curriculum Committee, will monitor the overall operation of the online degree programs and will evaluate their effectiveness.

- Surveys of graduates and ex-students will provide additional perspectives on the strengths and weaknesses of the overall program.

- The School of Law will monitor the placement rate of graduates from online programs to help evaluate the overall demand for the programs.
  - How would evaluations be carried out?

Evaluations of online programs will be carried with oversight by the School of Law’s Associate Dean for Academic Affairs, Vice Dean, and Curriculum Committee.

- The actual number of applications and students withdrawn from the program will be compared against predicted estimates.

- Each student enrolled in an online course will be provided an evaluation form to complete. The form will ask a variety of questions about the quality of the instruction and course content. The standard School of Law end-of-course evaluation form will be used, and it will be supplemented with questions specific to online education. The Associate Dean for Academic Affairs and the Vice Dean will review the completed evaluation forms and factor them in when determining, based on all relevant information, whether any adjustment to personnel or course content is warranted.

- Peer teaching evaluation forms will be completed for each non-tenured faculty member teaching an online course. Those evaluation forms will be used in the overall review of each online instructor.

- As the School of Law develops additional policies and procedures in the area of delivery of online courses, they will be implemented in this degree program.
Step Three: Complete, sign and submit with proposal the “Texas Higher Education Coordinating Board Certification Form for Electronically Delivered Programs.”
Texas Higher Education Coordinating Board

Certification Form for Electronically Delivered and Off-Campus Education Programs
April 2014

Directions: For all new programs that are to be delivered electronic-to-individuals (i.e., online), electronic-to-groups, or off-campus face-to-face, a signed pdf of this form must accompany email notification of the new program to Dr. Andrew B. Lofters (andrew.lofters@thechn.state.tx.us). (Institutions offering distance education programs for the first time - i.e., have never offered a distance education program, such as newly created institutions -- must complete and submit an Institutional Plan for Distance Education).

Please fill out the Administrative Information below and then sign and date on page 4.

Administrative Information

1. Institution:
   Texas A&M University

2. Program Name – Show how the program would appear on the Coordinating Board’s program inventory [e.g., Master of Arts (MA) in English Literature]:
   Master of Jurisprudence

3. Program CIP Code:
   22.0201.00 (Advanced Legal Research/Studies, General)

4. Program Delivery – Describe how the program will be delivered: online, off-campus face-to-face or off-campus electronic-to-groups? If off-campus, include information as to where the program will be delivered and be sure to follow the requirements for area notification as outlined in the Guidelines for Approval of Distance Education.

   Courses in the Master of Jurisprudence degree program will be delivered both in-person and online. Students will be able to complete all course requirements online if they choose.

5. Proposed Implementation Date – Report the first semester and year that students would enter the program at the proposed additional site(s).
   Fall 2016

6. Contact Person – Provide contact information for the person who can answer specific questions about the program.
Based on *Principles of Good Practice for Academic Degree and Certificate Programs and Credit Courses Offered Electronically.*

**CURRICULUM AND INSTRUCTION**

- Each program or course results in learning outcomes appropriate to the rigor and breadth of the degree or certificate awarded.
- A degree or certificate program or course offered electronically is coherent and complete.
- The program or course provides for appropriate interaction between faculty and students and among students.
- Qualified faculty provide appropriate oversight of the program or course that is offered electronically.
- Academic standards for all programs or courses offered electronically will be the same as those for programs or courses delivered by other means at the institution where the program or course originates.
- Student learning in programs or courses delivered electronically should be comparable to student learning in programs offered at the campus where the programs or courses originate.

**INSTITUTIONAL CONTEXT AND COMMITMENT**

**Role and Mission**

- The program or course 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 or course.

**Students and Student Services**
• Program or course announcements and electronic catalog entries provide appropriate information.

• Students shall be 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 support 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 or course.

• Advertising, recruiting, and admissions materials clearly and accurately represent the program or course and the services available.

Faculty Support

• The program or course 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 or course for a period of time reasonable and sufficient for students to complete the course or program.

EVALUATION AND ASSESSMENT
- The institution evaluates the program's or course's educational effectiveness, including assessments of student learning outcomes, student retention, and student and faculty satisfaction.

- At the completion of the program or course, the institution provides for assessment and documentation of student achievement in each course.

On behalf of __________________________ (Institution), I assert that the preceding Coordinating Board criteria have been met for all courses associated with this program that will be delivered electronically and off-campus face-to-face.

____________________________
Chief Academic Officer or President

Name: _______________________

Title: _______________________

THECB 4/2014
DISTANCE EDUCATION
ELECTRONIC TO INDIVIDUALS (ONLINE DELIVERY) APPROVAL FORM

Submitted by: 

☐ Texas A&M University  ☐ Texas A&M University–Texarkana
☐ Texas A&M University–Central Texas  ☐ Texas A&M International University
☐ Texas A&M University–Commerce  ☐ Prairie View A&M University
☐ Texas A&M University–Corpus Christi  ☐ Tarleton State University
☐ Texas A&M University–Kingsville  ☐ West Texas A&M University
☐ Texas A&M University–San Antonio  ☐ 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 Jurisprudence

CIP Code: 22.0201.00 (Advanced Legal Research/Studies, General)

When is the effective date of the proposed program?

Effective Date: Fall 2016

**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.)

Texas A&M University proposes offering through online delivery up to 100% of the course work of its general Master of Jurisprudence (M.Jur.) at Texas A&M University School of Law. The M.Jur. degree will attract professionals from across Texas and beyond who are interested in acquiring legal skills and competencies to enhance their career opportunities. Because legal issues permeate many facets of both the private and public sectors, a degree that provides a solid foundation in law and related skills will be valuable to a wide range of individuals and employers. This degree will be particularly attractive because it will deliver law-related competencies without requiring three years of full-time study to obtain a traditional law degree. Offering up to 100% of the courses in this degree program through online delivery will provide students additional scheduling and curricular flexibility. In addition, by incorporating more online courses into this degree, we expect to expand the number of students who will be able to enroll. We propose no change to the existing M.Jur. educational objectives.
The School of Law is currently authorized by the American Bar Association to accept up to 24 fulltime students in its general M.Jur. program. The program will have an online component allowing students to complete some of the courses through electronic delivery. The present request seeks authorization to offer up to 100% of the M.Jur. degree requirements online. Assuming a maximum enrollment of 24 students, offering this degree program fully online would not have a significant financial impact on the School of Law. The School of Law currently offers some of its courses online, and it is in the process of converting more of its courses to online versions. The costs of doing so have been included in the existing IT budget for the School of Law. We anticipate no additional costs for the development of online courses for the 24 students currently approved. Revenue generated from the M.Jur. program with an enrollment of 24 students is approximately $400,000.

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 is hereby authorized to offer the Masters of Engineering in Mechanical Engineering program by distance education, electronic to individuals (online delivery) effective Spring 2015.

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 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 the support services for students. The program is within the role and mission of the institution and in the Table of Program. 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 the Principles of Good Practice for Degree and Certificate Programs and Courses Offered Through Distance Education."

Approval –University:

Karan L. Watson
Provost and Executive Vice President for Academic Affairs

Date

Authorization: System

Approval – Texas A&M University System:
James R. Hallmark, Ph.D.
Vice Chancellor for Academic Affairs
Texas A&M University
New Certificate, Bachelors, Masters, or Doctoral Program
Undergraduate • Graduate • Professional
• Proposal Checklist •

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

Requested by the Department or Unit of:  
School of Law

Program Type, Level, Designation, Title, Description, Hours
Program Type:  
☐ Certificate Program  ☑ Degree Program

Program Level:  
☐ UG Certificate  ☐ Grad Certificate  ☐ Bachelor  ☑ Master  ☐ Doctoral  ☐ Professional
Degree Designation (i.e., BS, BA, MA, MS, Mgr, ME, PhD, EdD, etc.)  
Master of Laws (J.D., M.S., etc.)

Title of proposed program:  
Master of Laws

Proposed CIP Code (if known):  
22.0201.00

Brief program description (provide a catalog description for undergraduate and graduate certificates):
This Proposal seeks approval to expand the School of Law's Master of Jurisprudence degree to allow students to complete up to 100% of the program through distance education.

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

Proposed program hours:  
-  30

*12 hours minimum to appear on transcript

Certificate Programs  
☐ Embedded  ☑ Standalone

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

Off-Campus or Distance Delivery
☐ 25%  ☐ 50%  ☐ 80%  ☑ 100%
Percentage of Program a student can take off-campus or through Distance Education

Program Start Date  
-  -  -  -

SACSCOC Approval**  
Notification Only  Approval Required  Approval Required  Approval Required

When Provost needs to inform SACSCOC  
-  -  -  -

6 months before first day of program

6 months before first day of program

6 months before first day of program

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

Program Delivery Mode

☐ On-campus  ☐ Broadcast / TTVN  ☐ Specific off-campus location***  ☐ Distance Education / Internet

-  -  -  -

In-State  Out-of-State  Start Date  Fall 2016

☐ Out-of-Country  Will this program be offered with another institution?  
☐ Yes  ☑ No

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

***Is this an approved SACSCOC location?  
☐ Yes  ☐ No

If no, a program prospectus must be sent to SACSCOC. Approved locations as of March 2012: TAMU-Galveston, TAMU-Qatar, University Center-The Woodlands, CityCentre-Houston, Dubai and Saudi Arabia.

Program Funding

Has program funding been finalized at the department or college level?  
☑ Yes  ☐ No

If no, explain or attach budget:  

Will new costs for the first five years of the program be under $2 million?  
☑ Yes  ☐ No

If new costs exceed $2 million, coordinating board approval is required.
Submitted by (Contact Person):

Aric Short
Name
Vice Dean
Title
ashort@law.tamu.edu
Email
(817) 343-9445
Phone

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

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

<table>
<thead>
<tr>
<th>Signature, Department Head or Interdisciplinary</th>
<th>Date</th>
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<tbody>
<tr>
<td>Program Chair (If joint program)</td>
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<td>Typed or Printed Name</td>
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<th>Chair, College Review Committee</th>
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<td>Dean of College</td>
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| Chair, University Curriculum Committee or     | Date |
| Graduate Council                             |      |

Additional Approvals Required: Faculty Senate and President.
Administrative Information

1. **Institution:**

   Texas A&M University

2. **Program to be Offered (Include CIP code):**

   Master of Laws

   22.0201.00 (Advanced Legal Research/Studies, General)

3. **Online Program Description** – Describe the program and the educational objectives.

   The proposed Master of Laws (LL.M.) at the School of Law will provide a year of concentrated post-graduate legal study for practicing lawyers or graduates of foreign or domestic law schools. The LL.M. is the most common second law degree offered by U.S. law schools, and it appeals to a wide range of applicants, including: (1) foreign lawyers and law graduates seeking training in U.S. legal doctrine and skills; (2) U.S. lawyers and law graduates wishing to pursue advanced study in chosen areas of focus.

   The proposed LL.M. program will consist of at least twenty-four credit hours, and students may be enrolled on either a fulltime or part-time basis. LL.M. students will be required to complete at least one writing course in a chosen area of interest. In addition, students who do not have a Juris Doctor from an A.B.A.-approved law school must take a concentrated introductory course on the US legal and business environment, which will be designed specifically for this program and taught exclusively to LL.M. students. The School of Law's LLM program will operate initially as a general degree, and all LL.M. students will select their courses of study in close consultation with School of Law advisors and faculty. Each student enrolling in the general LL.M. program will be required to successfully complete at least three upper-level courses in a chosen area of
focus. Specific LLM concentrations may be developed by the School of Law in the future.

Offering up to 100% of the courses in this degree program through online delivery will provide students additional scheduling and curricular flexibility. In addition, by incorporating more online courses into this degree, we expect to expand the number of students who will be able to enroll. We propose no change to the existing LLM educational objectives.

4. Administrative Unit – Identify where the program would fit within the organizational structure of the institution (e.g., The Department of Electrical Engineering within the College of Engineering).

School of Law

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

Fall 2016

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

Name: Aric Short
Title: Vice Dean
E-mail: ashort@law.tamu.edu
Phone: (817) 212-4114

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Master of Laws students will take an introductory course designed specifically for them; however, the remainder of their credit hours will be comprised of J.D. courses. This request seeks approval to offer up to 100% of the general Master of Laws degree through courses that are delivered online.

- (List the programs within your college/department that are already approved for online delivery.)

None.

- Will significant additional equipment or facilities be needed? If yes, explain.

No. We anticipate requiring no additional facilities and little additional equipment to undertake this change.

- Will significant additional financial resources be needed? If yes, explain.

No. The School of Law will invest in the online infrastructure necessary to support this change, but we do not currently anticipate that the expenses will be significant.

- Will a significant number of new courses be required? If yes, explain.

No. This request for online delivery does not require the creation of a significant number of new courses. Depending on the degree concentrations created, the School of Law may develop a reasonable number of online-only courses for the LL.M. degree program.

- Will a significant number of new faculty members be required? If yes, explain.

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   **Aric Short**  
   **Vice Dean & Professor**  
   **Texas A&M University School of Law**  
   **(817) 212-4114**  
   **ashort@law.tamu.edu**

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   Texas A&M University

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   Master of Laws

3. Program CIP Code:
   22.0201.00 (Advanced Legal Research/Studies, General)

4. Program Delivery – Describe how the program will be delivered: online, off-campus face-to-face or off-campus electronic-to-groups? If off-campus, include information as to where the program will be delivered and be sure to follow the requirements for area notification as outlined in the Guidelines for Approval of Distance Education.
   Courses in the Master of Laws degree program will be delivered both in-person and online. Students will be able to complete all course requirements online if they choose.

5. Proposed Implementation Date – Report the first semester and year that students would enter the program at the proposed additional site(s).
   Fall 2016

6. Contact Person – Provide contact information for the person who can answer specific questions about the program.
Name: Aric Short
Title: Vice Dean
E-mail: ashort@law.tamu.edu
Phone: (817) 212-4114

Based on Principles of Good Practice for Academic Degree and Certificate Programs and Credit Courses Offered Electronically.

CURRICULUM AND INSTRUCTION

- Each program or course results in learning outcomes appropriate to the rigor and breadth of the degree or certificate awarded.
- A degree or certificate program or course offered electronically is coherent and complete.
- The program or course provides for appropriate interaction between faculty and students and among students.
- Qualified faculty provide appropriate oversight of the program or course that is offered electronically.
- Academic standards for all programs or courses offered electronically will be the same as those for programs or courses delivered by other means at the institution where the program or course originates.
- Student learning in programs or courses delivered electronically should be comparable to student learning in programs offered at the campus where the programs or courses originate.

INSTITUTIONAL CONTEXT AND COMMITMENT

Role and Mission

- The program or course 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 or course.

Students and Student Services
• Program or course announcements and electronic catalog entries provide appropriate information.

• Students shall be 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 support 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 or course.

• Advertising, recruiting, and admissions materials clearly and accurately represent the program or course and the services available.

Faculty Support

• The program or course 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 or course for a period of time reasonable and sufficient for students to complete the course or program.

EVALUATION AND ASSESSMENT
• The institution evaluates the program's or course's educational effectiveness, including assessments of student learning outcomes, student retention, and student and faculty satisfaction.

• At the completion of the program or course, the institution provides for assessment and documentation of student achievement in each course.

On behalf of __________________________ (Institution), I assert that the preceding Coordinating Board criteria have been met for all courses associated with this program that will be delivered electronically and off-campus face-to-face.

______________________________
Chief Academic Officer or President

______________________________
Date

______________________________
Name:

______________________________
Title:

THECB 4/2014
DISTANCE EDUCATION
ELECTRONIC TO INDIVIDUALS (ONLINE DELIVERY) APPROVAL FORM

Submitted by:
☐ Texas A&M University ☐ Texas A&M University–Texarkana
☐ Texas A&M University–Central Texas ☐ Texas A&M International University
☐ Texas A&M University–Commerce ☐ Prairie View A&M University
☐ Texas A&M University–Corpus Christi ☐ Tarleton State University
☐ Texas A&M University–Kingsville ☐ West Texas A&M University
☐ Texas A&M University–San Antonio ☐ 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 Laws

CIP Code: 22.0201.00 (Advanced Legal Research/Studies, General)

When is the effective date of the proposed program?

Effective Date: Fall 2016

**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)

The proposed Master of Laws (LL.M.) at the School of Law will provide a year of concentrated post-graduate legal study for practicing lawyers or graduates of foreign or domestic law schools. The LL.M. is the most common second law degree offered by U.S. law schools, and it appeals to a wide range of applicants, including: (1) foreign lawyers and law graduates seeking training in U.S. legal doctrine and skills; (2) U.S. lawyers and law graduates wishing to pursue advanced study in chosen areas of focus.

The proposed LL.M. program will consist of at least twenty-four credit hours, and students may be enrolled on either a fulltime or part-time basis. LL.M. students will be required to complete at least one writing course in a chosen area of interest. In addition, students who do not have a Juris Doctor from an A.B.A.-approved law school must take a concentrated introductory course on the US legal and business environment, which will be designed specifically for this program and taught exclusively to LL.M. students. The School of Law’s LL.M. program will operate initially as a general degree, and all LL.M. students will
select their courses of study in close consultation with School of Law advisors and faculty. Each student enrolling in the general LL.M. program will be required to successfully complete at least three upper-level courses in a chosen area of focus. Specific LL.M. concentrations may be developed by the School of Law in the future.

Offering up to 100% of the courses in this degree program through online delivery will provide students additional scheduling and curricular flexibility. In addition, by incorporating more online courses into this degree, we expect to expand the number of students who will be able to enroll. We propose no change to the existing LL.M. educational objectives.

**Financial Implications:**

The School of Law is currently authorized by the American Bar Association to accept up to 24 fulltime students in its general LL.M. program. The program will have an online component allowing students to complete some of the courses through electronic delivery. The present request seeks authorization to offer up to 100% of the LL.M. degree requirements online. Assuming a maximum enrollment of 24 students, offering this degree program fully online would not have a significant financial impact on the School of Law. The School of Law currently offers some of its courses online, and it is in the process of converting more of its courses to online versions. The costs of doing so have been included in the existing IT budget for the School of Law. We anticipate no additional costs for the development of online courses for the 24 students currently approved. Revenue generated from the LL.M. program with an enrollment of 24 students is approximately $400,000.

The School of Law is planning to expand online enrollment in its LL.M. program, assuming those expansions are approved by the American Bar Association and other regulating entities. In particular, online enrollment may grow quickly with a recruiting service provided by an outside marketing company. By FY 2019, the School of Law hopes to have approximately 350 students enrolled in online LL.M. programs. If our online program expands to this degree, we will have a more robust offering of online courses for students. Revenue generated from these programs is estimated to be approximately $2.5 million once fully operational. The intent is to also have the programs provide additional net income once fully operational as the School of Law will be able to leverage the administrative and academic support services currently provided to its students with no additional cost.

**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 is hereby authorized to offer the Masters of Engineering in Mechanical"
Engineering program by distance education, electronic to individuals (online delivery) effective Spring 2015.

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 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 the support services for students. The program is within the role and mission of the institution and in the Table of Program. 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 the Principles of Good Practice for Degree and Certificate Programs and Courses Offered Through Distance Education.”

Approval – University:

__________________________________________
Karan L. Watson
Provost and Executive Vice President for Academic Affairs

Date

Authorization: System

Approval – Texas A&M University System:

__________________________________________
James R. Hallmark, Ph.D.
Vice Chancellor for Academic Affairs

Date
Texas A&M University - New Certificate Proposal

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

Requested by the Department or Unit of:  College of Nursing

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

Program Type:  □ Certificate Program  □ Degree Program
Program Level:  □ UG Certificate  □ Grad Certificate  □ Bachelor  □ Master  □ Doctoral  □ Professional
Degree Designation (i.e., BS, BA, MA, MS, MAgr, MEd, PhD, EdD, etc.)

Title of proposed program:  Graduate Certificate in Forensic Healthcare

Proposed CIP Code (if known):  51.3899

Brief program description (provide a catalog description for undergraduate and graduate certificates):

The online Graduate Certificate Program in Forensic Healthcare is for degree professionals who work with individuals, families, and communities impacted from all forms of violence. The program is appropriate for responders and providers of services to victims of violence including healthcare providers, social workers, members of law enforcement and the judicial system. Students enrolled in this didactic 12-semester credit hour Academic Certificate Program will complete 3 core course: a 2.0 lecture hour courses and two 3.0 hour lecture hour courses (8 hours), and four additional hours of prescribed, didactic elective courses. Overarching concepts taught in the Graduate Certificate Program in Forensic Healthcare include victimology, justice, survivorship and prevention.

Minimum program semester credit hours (SCH)  12 hours 12 hours

Proposed program hours:  12 hours 12 hours

*12 hours minimum to appear on transcript

Certificate Programs  □ Embedded  □ Standalone

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

Off-Campus or Distance Delivery

% of Program a student can take off-campus or through Distance Education

□ 25%
□ 50%
□ 80%
□ 100%

Program Start Date  SACSCOC Approval**  When Provost needs to inform SACSCOC

□  Fall 2016  Approval Required  6 months before first day of program

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

Program Delivery Mode

□ On-campus
□ Broadcast / TTVN
□ Specific off-campus location***
□ Distance Education / Internet  □ In-State  □ Out-of-State
□ Out-of-Country  Start Date  Fall 2016

Will this program be offered with another institution?  □ Yes  □ No
If yes, contact the Vice Provost for Academic Affairs for additional reporting requirements.

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

Program Funding

Has program funding been finalized at the department or college level?  □ Yes  □ No

If no, explain or attach budget:  

Will new costs for the first five years of the program be under $2 million?  □ Yes  □ No
Submitted by (Contact Person):

Kevin P. Gosselin

Name

Assistant Dean for Graduate Studies

Title

gosselin@tamhsc.edu

Email

979-436-0153

Phone

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

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

12-17-15

Signature, Department Head or Interdisciplinary Program Chair

Typed or Printed Name

Kevin P. Gosselin

Chair, College Review Committee

Date

12-17-15

Diana Matthews

Dean of College

Date

Chair, University Curriculum Committee or Graduate Council

Date

Chair, University Curriculum Committee or Graduate Council

Date

Additional Approvals Required: Faculty Senate and President.
New Program Request Form for Certificate Programs

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

Administrative Information

1. Institution: Texas A & M Health Science Center

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):
Graduate Certificate in Forensic Healthcare

3. Proposed CIP Code: 51.3899

4. Brief Program Description — Describe the program and the educational objectives:

The online Graduate Certificate Program in Forensic Healthcare is for degreed professionals who work with individuals, families, and communities impacted from all forms of violence. The program is appropriate for responders and providers of services to victims of violence including healthcare providers, social workers, members of law enforcement and the judicial system. Students enrolled in this didactic 12-semester credit hour Academic Certificate Program will complete 3 core courses: one, 2-hour lecture course plus two, 3.0 lecture hour courses (8 hours), and four additional hours of prescribed, didactic elective courses. Overarching concepts taught in the Graduate Certificate Program in Forensic Healthcare include victimology, justice, survivorship and prevention.

Program outcomes:

1. Respond to victims and perpetrators of trauma, injury, accidents, neglect, abuse, exploitation, and all forms of violence using evidence-based protocols within systems.

2. Translate current research and policies to clinical encounters with persons experiencing violence, injury, trauma, accidents, neglect, abuse, exploitation, and all forms of victimization.

3. Articulate the role and processes of criminal and civil courts in seeking justice for victims of violence.

4. Document techniques to collect and preserve evidence with integrity, competence, and respect.

5. Formulate interdisciplinary approaches within systems to address health-related problems associated with accidents, trauma, crime, victimization, abuse, neglect, exploitation, and all forms of violence.

6. Integrate knowledge of cultural diversity in working with victims and survivors of violence.

7. Advocate for the needs and interests of victims of violence to improve access to services.

Revised 01.14.2014
8. Design interdisciplinary education and crime prevention strategies to address community needs at the primary, secondary and tertiary prevention levels.

Number of Semester Credit Hours Required – 12

5. Administrative Unit – Identify where the program would fit within the organizational structure of the university (e.g., The Department of Electrical Engineering within the College of Engineering):
   College of Nursing

6. Proposed Implementation Date – Report the first semester and year that students would enter the program:
   Fall 2016

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

   Name: Daniel J. Sheridan, Ph.D., RN
   Title: Professor & Forensic Nursing Program Director
   E-mail: dsheridan@tambhsc.edu
   Phone: 979-436-0177

Program Information

I. Need

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

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

   This certificate program is interdisciplinary in nature. We anticipate having degreed professionals from a variety of health, social services and legal professions apply for this graduate certificate program of study such as: nursing, social work, criminal justice, law enforcement, protective services (adult & child), and medicine. Forensic healthcare involves providing specialized interdisciplinary interventions to many types of victims such as: child abuse/neglect, elder abuse/neglect, abuse and neglect of vulnerable persons with disabilities, intimate partner violence, and sexual assault.

   For example, the number of hospital-based forensic nurse examiner programs is rapidly growing. In the 1980s there were a handful of programs nationally. Per the International Association of Forensic Nurses, there are now over 800 such programs. This number is expected to continue to grow, especially in rural
America. Nurse who manage and work within these programs usually have only completed continuing education courses in forensic healthcare. In fact, in a recent forensic nursing textbook, Vice-President Joe Biden is quoted stating there should be a forensically trained nurse in every emergency department. The knowledge being generated in field of forensic science is growing exponentially. Dr. Sheridan is a past President of the International Association of Forensic Nurses and participates in numerous national and international interdisciplinary forensic educational activities.

The National Adult Protective Service Association (NAPSA) is a membership organization with member representation from all State adult protective service (APS) departments. Within NAPSA there is sub-committee of APS nurses from approximately 10 states around country. Most of these APS nurses were first trained as forensic nurse examiners. The trend within State APS departments is to hire forensically trained nurses. Dr. Sheridan has already made outreach to the Texas APS department who is interested in hiring forensic nurses with academic training and clinical experience to be part of county investigations. He is organizing meetings in Austin in early 2016 with Texas Department of Family and Protective Service administrators. In addition, APS administrators in other states have voiced at the national conference an urgent need to academic forensic education of protective service supervisory and line staff. NAPSA members also include state and local leaders from law enforcement agencies. They too have voiced the need for quality academic certificate-based education focused on real world applications.

Dr. Sheridan has had telephone and email communication with the directors of over 10 rural, hospital-based forensic nurse examiner program coordinators. All have expressed an interest in personally enrolling or having select forensic staff enroll in a forensic healthcare certificate program, may expressing it as a prelude to entering a graduate program of study specializing in forensic healthcare.

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

Dr. Sheridan is an active member of the Assembly of Forensic Nurse Educators (AFNE) housed at the University of Alabama Birmingham School of Nursing which meets approximately twice a year to network on the direction and needs of forensic healthcare education. The AFNE is a think tank of approximately 20 doctorally prepared nurse educators with forensic training who are currently or have taught undergraduate and graduate level forensics course at the college or university level. Most of the existing forensic academic courses are currently being taught as electives within undergraduate programs of study. The AFNE’s most recent meeting was at the October 2015 IAFN Annual Scientific Conference where there was consensus that there is a demand for interdisciplinary forensic healthcare education, especially at the graduate level. Presently, there is not a university-based academic graduate certificate in forensic healthcare. This certificate would fill that void.
C. **Enrollment Projections** – Use this table to show the estimated cumulative headcount and full-time student equivalent (FTSE) enrollment for the first five years of the program. *(Include majors only and consider attrition and graduation.)*

<table>
<thead>
<tr>
<th>YEAR</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Headcount</strong></td>
<td>20</td>
<td>20</td>
<td>20</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td><strong>FTSE</strong></td>
<td>0</td>
<td>8</td>
<td>10</td>
<td>10</td>
<td>10</td>
</tr>
</tbody>
</table>

II. **Quality**

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

<table>
<thead>
<tr>
<th>Category</th>
<th>Semester Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education Core Curriculum <em>(bachelor's degree only)</em></td>
<td>0</td>
</tr>
<tr>
<td>Required Courses</td>
<td>8</td>
</tr>
<tr>
<td>Prescribed Electives</td>
<td>4</td>
</tr>
<tr>
<td>Free Electives</td>
<td>0</td>
</tr>
<tr>
<td>Other <em>(Specify, e.g., internships, clinical work)</em></td>
<td>0</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>12</strong></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Prefix and Number</th>
<th>Required Courses</th>
<th>SCH</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 601*</td>
<td>Foundations of Forensic Healthcare</td>
<td>2</td>
</tr>
<tr>
<td>NURS 602*</td>
<td>Victimology: Clinical Implications and Applications</td>
<td>3</td>
</tr>
<tr>
<td>NURS 603*</td>
<td>Justice Today: Prevention Tomorrow</td>
<td>3</td>
</tr>
<tr>
<td><strong>CORE COURSE SCH</strong></td>
<td><strong>8</strong></td>
<td></td>
</tr>
</tbody>
</table>
C. Faculty – Use these tables to provide information about Core and Support faculty. Add an asterisk (*) before the name of the individual who will have direct administrative responsibilities for the program. *(Add and delete rows as needed.)*

<table>
<thead>
<tr>
<th>Name of Core Faculty and Faculty Rank</th>
<th>Highest Degree and Awarding Institution</th>
<th>Courses Assigned in Program</th>
<th>% Time Assigned To Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>e.g.: Robertson, David Asst. Professor</td>
<td>PhD. in Molecular Genetics Univ. of Texas at Dallas</td>
<td>MG200, MG285 MG824 (Lab Only)</td>
<td>50%</td>
</tr>
<tr>
<td><em>Sheridan, Daniel Professor</em></td>
<td>PhD in Nursing, Oregon Health Sciences University</td>
<td>NURS 603, 604, electives</td>
<td>10%</td>
</tr>
<tr>
<td>Downing, Nancy Associate Professor</td>
<td>PhD in Nursing, University of Iowa</td>
<td>NURS 601, 602, 603, electives</td>
<td>40%</td>
</tr>
<tr>
<td>Utterback, Virginia Clinical Associate Professor</td>
<td>PhD in Curriculum and Instruction, Texas Tech University</td>
<td>NURS 601, electives</td>
<td>40%</td>
</tr>
</tbody>
</table>
D. **Students** – Describe general recruitment efforts and admission requirements. How will students be accepted into the program? In accordance with the institution’s Uniform Recruitment and Retention Strategy, describe plans to recruit, retain, and graduate students from underrepresented groups for the program. 

**Admission requirements:**

Baccalaureate degree or higher with a minimum cumulative GPA of 3.0 (on a 4.0 scale) in all undergraduate coursework with a minimum grade point average of 3.0 (on a 4.0 scale) in the last 60 hours of undergraduate coursework. Admissions will be competitive and capped per cohort to maximize online learning.

**References:** Three academic and/or professional references

**TOEFL score:** Required for international applicants

**Recruitment:**

A multi-prong recruitment strategy will be used using activities such as: Open access list serves with the International Association of Forensic Nurses, the National Adult Protective Services Association, the National Association of Social Workers; the National Geriatric Nurses Association, the Emergency Nurses Association targeting Texan residents. Targeted vendor participation would be explored at State of Texas and national conferences of associations such as those listed above. Paid email blast and website advertisements will be utilized with member associations such as those listed above. The following will receive a direct email announcement of the Forensic Healthcare Certificate offering: the Texas Chapter of the International Association of Forensic Nurses; the Texas chapter of the Emergency Nurses Association; the Texas Chapter of the National Association of Social Workers; Texas members of the National Adult Protective Services Association; and all protective service workers within the Texas Department of Family Protective Services. Information on the Forensic Healthcare Certificate program will be distributed through the Texas Law Enforcement Extension Program – TEEX and will be included on the A&M College of Nursing web page and also posted throughout the A&M marketing sites.
E. Library – Provide the library director’s assessment of library resources necessary for the program. Describe plans to build the library holdings to support the program. (Dan and Ann sent template to evaluate alignment with program)

The Associate Dean and Director of the Medical Sciences Library (MSL) reports that the University libraries serve both the research and study needs of students and faculty across campus and ranks 23rd in collection expenditures ($18.4 million) among U.S. academic libraries. The University libraries encompass five facilities plus the online library. According to the Association of Research Libraries statistics for 2013, total library expenditures were over $35.4 million. The combined holdings of these libraries include over 4 million volumes.

One of these libraries, MSL, serves as the anchor library for the nursing program, with an ever expanding collection of resources in health care, life sciences, and public health areas that are relevant to the nursing program. The MSL occupies over 50,000 square feet and contains holdings of more than 150,000 print volumes. The major strength of this library is the size of its specifically targeted offerings, with over $2.7 million in annual collections expenditures for materials that support the professional programs at the TAMHSC. Those targeted collections include access to over 18,000 print and online serial titles, over 65,000 print and online books and nearly 500 databases. The broader-scope collection of the University libraries includes over 1 million electronic books, over 870,000 graphic, cartographic, audio and visual materials, over 123,000 unique serial titles, and over 1,300 electronic databases.

The onsite and online collections at the University are enhanced through collaborations with other academic and health sciences libraries to support resource sharing. The University libraries participate actively in both the Greater Western Library Alliance (GWLA) and Rapid interlibrary lending networks to ensure rapid delivery of resources from other libraries. The MSL participates in academic health science libraries resource sharing networks as well. As a result of these various collaborations, students and faculty can receive expedited service for materials needed from other libraries. The Get It for Me service provides desktop delivery of information resources from the University collections and other library collections. Seven separate libraries and learning resource centers that serve the TAMHSC have established a consortium, the Health Science Center Alliance of Libraries, to ensure information access to all health-related institutions and to the librarians serving them. Nursing students have full checkout and electronic access to the Alliance libraries whose members provide a vast array of databases, full text journals, and other information resources of interest to nurses and other health practitioners.

Currency of information is a prime consideration in the study and teaching of nursing; therefore, the MSL is continually adding to its collection in both print and online, including a purchase program that is updated weekly to

Revised 01.14.2014
provide access to online books as they are published. Students and faculty can request additions to the collection through phone, e-mail and from the library website. Library staff routinely assess the collection for adequacy of coverage and currency.

Students and faculty have access to reference services in person, over the phone, through email and online via a live chat format. Library staff assist students in using online resources, web pages and resource guides at any geographical location. Educational services include traditional in-person instructional sessions, online subject guides and tutorials, and customized programs. MSL librarians also provide library related informatics orientation and instruction for all incoming students within the nursing curriculum. Online students receive a more in depth, hands-on experience at the on-campus orientation.

The library will be requested to purchase a master set of required textbooks. Since this certificate program is online, students would be expected to purchase individual copies of the required textbooks.

F. Facilities and Equipment – Describe the availability and adequacy of facilities and equipment to support the program. Describe plans for facility and equipment improvements/additions. (Dan and Ann sent template to evaluate alignment with program)

The Health Profession Education Building (HPEB) located on the Bryan Campus was designed specifically to facilitate the mission and expansion of the institution. CON and College of Medicine share space in the HPEB facility which increases interactions between students and increases opportunities for interprofessional education. The facility is state of the art in terms of clinical simulation centers and audio-video equipment to facilitate distant education, learning, and communication. HPEB is a 138,307 square foot facility with 27,000 square feet of clinical simulation space, a 225-seat auditorium, three medium lecture halls that hold 104 to 109 people, five (5) small group rooms that each hold eight (8) students, an additional twelve (12) small group rooms that each hold ten (10) students, two (2) small seminar rooms that each hold 50 students, and a computer lab which also accommodates 50 students. The Clinical Learning Resource Center has a simulated home environment, nursery, two adjacent hospital rooms, labor and delivery room, and an operating and trauma room. There are two Fundamental Skills labs that are each over 1,750 square feet and have ten stations, 15 clinical exam rooms, a Physical Diagnosis lab with 15 stations, and an additional eight (8) generic simulation rooms equipped with human-patient simulators. All can easily be monitored and digitally recorded by faculty or simulation center staff members in an adjacent simulation control room.

The HPEB facility also houses the TAMHSC Division of Student Services; a Teaching and learning Resource Center designed to support teaching excellence; a copy center for student and faculty use; a student lounge; an Information Technology staffed Help Desk; and a Learning Resource Center (equipped to allow easy access to both electronic and physical resources, and
staffed with a full time librarian and learning resource specialists). The CON administration and faculty occupy 30 offices with access to conference rooms, a kitchen/break room area, and a work room within its wing on the top floor of the HPEB facility.

**Instructional Technology & Learning Management System**

Online students and faculty are supported through a variety of available technology resources to enhance learning for online students. All courses reside in the eCampus Learning Management System. Course files are available to students for viewing and downloading. Videos are accessed on a streaming media server that affords flexibility in downloading and streaming while retaining all of the necessary time-release, authentication, format, and other controls to honor copyright guidelines. Faculty use web conferencing software called Blackboard Collaborate™ for multiple purposes such as conducting virtual office hours with students, having student presentations in distance education courses, and encouraging cross-campus, distance peer group meetings.

The TAMHSC Office of Information Technology (OIT) provides network connections and technical support for all faculty, staff, and students. OIT works closely with the CON to provide software information and computer hardware support to its users. All faculty, staff, and students have access to 24/7 HelpDesk support. During normal business hours, the HelpDesk can be accessed via phone, email, or walk up services at HelpDesk locations. After hours, on-call personnel are called or paged to provide support. In addition, faculty and students receive direct support from the CON Instructional Designer and two supporting staff members for any instructional technology needs or troubleshooting.

The College of Nursing already supports online graduate education within its MSN Family Nurse Practitioner Program and its MSN Nurse Educator Program. This certificate program would utilize these already existing online hardware and software systems. Specialized forensic equipment is being purchased using the State-provided start-up funds and will become part of the course modules via photographic and videotaped demonstrations of their use in current forensic practice.

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

This is not applicable to the certificate program.

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

The program evaluation process for the certificate program will employ multiple indicators to determine overall program success. Multiple assessment measures such as program completion rate, summative-level course projects.
and examinations, as well as student, alumni, and employer satisfaction survey results will be used to determine program outcomes achievement. Program outcome indicator data will be evaluated according to the Graduate Certificate outcomes. Action plans will be developed in situations where a gap between outcome data and terminal outcome expectation is identified in order to provide continuous program improvement. The program evaluation process will be conducted annually. The results of the annual program evaluation process will be reported to the Graduate Curriculum Committee and Faculty of the Whole.

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

The program will be administered through the College of Nursing. Daniel J. Sheridan, PhD, RN, FAAN serves as the director for forensic healthcare initiatives within the college and will have oversight in carrying out certificate program initiatives and quality.

III. Costs and Funding

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

<table>
<thead>
<tr>
<th>Five-Year Costs</th>
<th>Five-Year Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personnel1</td>
<td>$638,318</td>
</tr>
<tr>
<td>Facilities and Equipment</td>
<td>$4,712</td>
</tr>
<tr>
<td>Library, Supplies, and Materials</td>
<td>$32,800</td>
</tr>
<tr>
<td>Other2</td>
<td>$19,350</td>
</tr>
<tr>
<td><strong>Total Costs</strong></td>
<td><strong>$695,180</strong></td>
</tr>
<tr>
<td><strong>Reallocated Funds</strong></td>
<td><strong>$0</strong></td>
</tr>
<tr>
<td>Anticipated New Formula Funding³</td>
<td>$411,985</td>
</tr>
<tr>
<td>Special Item Funding</td>
<td>$71,562</td>
</tr>
<tr>
<td>Other4</td>
<td>$304,800</td>
</tr>
<tr>
<td><strong>Total Funding</strong></td>
<td><strong>$788,347</strong></td>
</tr>
</tbody>
</table>

1. Report costs for new faculty hires, graduate assistants, and technical support personnel. For new faculty, private individual salaries as a percentage of the time assigned to the program. If existing faculty will contribute to program, include costs necessary to maintain existing programs (e.g., cost of adjunct to cover courses previously taught by faculty who would teach in new program).
2. Specify other costs here (e.g., administrative costs, travel). Travel $10,590, Faculty development $4,800, Telecommunications $3,960.
3. Indicate formula funding for students new to the institution because of the program; formula funding should be included only for years three through five of the program and should reflect enrollment projections for years three through five.
4. Report other sources of funding here. In-hand grants, "likely" future grants, and designated tuition and fees can be included. Designated, State and Differential tuition is included.
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 Assistan**  
   **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