Agenda
Graduate Council Agenda
June 2, 2011
310 Jack K. Williams Building
1:30 p.m. – 3:00 p.m.

1. Approval of May Graduate Council Minutes.

2. New Course Requests:
   - CVEN 740  Advanced Constitutive Behavior of Cementitious Materials
   - ECON 633  Energy Markets, Finance, and Policy

3. Course Change Requests:
   - HISP 671  Bilingualism in the Spanish-speaking World

4. Special Consideration Item:
   - Tabled Item from May 5, 2011 Meeting –
     SC 604. Request to Change the Name of the Master of Science in Land Development and Minor Curriculum modification

5. Discussion Items:
   a. 12.4.3 – Dr. Autenrieth
   b. Graduate Appeals – Dr. Wentling
Minutes
Minutes
Graduate Council Meeting
May 5th, 2011
Email Vote Taken

1. Approval of April 2011 minutes. Minutes were approved as written.

2. New Courses:
The below listed new course requests were approved by Graduate Council.
   a. BIOL 609 Molecular Tools in Biology
   b. ENGR 600 Engineering Graduate Study Abroad
   c. HORT 609 Plants for Landscape Design II
   d. OCNG 659 Ocean Observing Applications

3. Special Consideration Item:
The below listed special consideration item was tabled at the request of Dr. Haney.
   a. College of Architecture, Department of Landscape Architecture and Urban Planning request to Change the Name of the Master of Science in Land Development and Minor Curricular Modification
New Courses
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

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

2. Course prefix, number and complete title of course: CVEN 740 Advanced Constitutive Behavior of Cementitious Materials

3. Catalog course description (not to exceed 50 words): Advanced multi-scale constitutive behavior of cementitious materials, including: composite behavior, elasticity, viscoelasticity, aging, free strains, poromechanical behavior, thermal and moisture strains, and thermal, moisture, and ionic transport; focus on experimental observation and analytical modeling.

4. Prerequisite(s): CVEN 343 or CVEN 622 or approval of instructor

Cross-listed with: Stacked with:

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

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

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

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

M.S., Ph.D. in Civil Engineering

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

9. Prefix Course # Title (excluding punctuation):
   CVEN 740 ADV CONSTATEHCEMENTMAT

<table>
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<th>Lect.</th>
<th>Lab</th>
<th>SCI</th>
<th>CIP and Fund Code</th>
<th>Admin. Unit</th>
<th>Avail. Year</th>
<th>EICE Code</th>
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<td>3</td>
<td>0</td>
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<td>3</td>
<td>1</td>
<td>4</td>
</tr>
</tbody>
</table>

Approval recommended by:

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

Robin Autenrieth
Chair, College Review Committee Date

Robin Autenrieth
Dean of College Date

Mark Zoran
Chair, GC or UCC Date

Submitted to Coordinating Board by:

Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services – 3/10
CVEN 740
Advanced Constitutive Behavior of Cementitious Materials
Fall 2011

Instructor: Zachary Grasley, Ph.D.
Office: 503C CE/TTI Bldg.
Phone: 845-9961
E-mail: zgrasley@civil.tamu.edu
Homepage: http://ceprofs.civil.tamu.edu/zgrasley
Office Hours: TR 9:30-10:30am or by appointment

Meeting time and place: TR 8am – 9:15am, CVLB 115
Course Credit Hours: Lecture: 3, Lab: 0, Total: 3 hrs
Textbook: None
Reference books:
1. Mindess, Young, & Darwin -Concrete
2. Findley, Lai, and Onaran -Viscoelasticity
3. Coussy - Poromechanics
4. Wang - Poromechanics
5. Christensen -Composites

Prerequisites: CVEN 343 or CVEN 622 or approval of instructor

Course Description
Advanced multi-scale constitutive behavior of cementitious materials, including: composite behavior, elasticity, viscoelasticity, aging, free strains, poromechanical behavior, thermal and moisture strains, and thermal, moisture, and ionic transport. Focus is on experimental observation and analytical modeling.

Course Objectives
• Foster appreciation for the complexity of the mechanical and transport behavior of cementitious materials
• Stimulate new ideas for future research needs in cementitious materials or civil engineering materials in general
• Provide fundamental knowledge regarding theoretical concepts related to the course content along with advanced experimental and analytical techniques for investigating such theories and issues

Grading Policy
Final Grade
• Two Exams 30%
• Homework 30%
• Weekly oral reports 10%
• Research project 30%

The first exam is tentatively scheduled as a take-home exam during week 7. The second exam will either be a take-home or taken during the final exam period.

Grading Scale
90-100 A, 80-89 B, 70-79 C, 60-69 D, <60 F
Homework
It is anticipated that approximately 5 homework assignments will be assigned during the semester. The assignments are due 1 week after they are assigned (unless noted) and are due at the beginning of the class.

Research project
Each individual will choose a research topic based on an ‘unsolved’ issue related to the course. The research may use analytical, numerical, experimental techniques, or a combination. A ‘grant proposal’ must be completed by each student by the 7th week of class. At the end of the course, a ‘journal paper’ summarizing the findings must be submitted and a presentation given to the class.

Weekly oral reports
Each week, each individual student will be required to read a journal paper relative to the topic at hand, and summarize this paper in a brief (5 minute) oral presentation to the class. The authors’ objectives, findings, research strong and weak points should be noted in the oral presentation.

Submission of Work
All written assignments shall be submitted with a cover letter formally addressed to the instructor identifying the assignment (homework or lab) and providing a brief description and the results of the work. The cover letter shall be typed. All assignments shall be clear, legible, and well organized.

Penalty for Late Work
All assignments submitted after the due date and time will be considered late and will receive a 25% penalty per class period. Some absences may be excused by reasons provided in Section 7 Attendance of the Student Rules (http://student-rules.tamu.edu/), but this does not relieve the student of the responsibility for understanding the material and completing assigned work.

Grading Review
After an assignment (or exam) has been graded and returned, the student will have 1 week to resubmit the assignment for re-grading if the student feels there has been an error in the grading process. The assignment (or exam) shall not be changed in any way from the original submitted work (i.e. additional writing, erasures, etc). All reviews must be submitted at the beginning of the class period and no more than 7 days after the assignment (or exam) has been returned.

Unethical Conduct
"An Aggie does not lie, cheat, or steal or tolerate those who do." Students are expected to understand and abide by the Aggie Honor Code presented on the web at: http://www.tamu.edu/aggiehonor No form of scholastic misconduct will be tolerated. Academic misconduct includes cheating, fabrication, falsification, multiple submissions, plagiarism, complicity, etc. These are more fully defined in the above web site. Violations will be handled in accordance with the Aggie Honor System Process described on the web site.
The 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.

Lecture Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
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<tbody>
<tr>
<td>1</td>
<td>Introduction to concrete constitutive behavior/background</td>
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<tr>
<td>2</td>
<td>Composite behavior, effect of voids, particulates</td>
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<tr>
<td>3</td>
<td>Fiber reinforced composites</td>
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<tr>
<td>4</td>
<td>Elasticity, viscoelasticity</td>
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<td>5</td>
<td>Viscoelasticity and aging</td>
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<td>6</td>
<td>Nanomechanics to macromechanics in elasticity &amp; viscoelasticity</td>
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<tr>
<td>7</td>
<td>Transport: Governing equations for thermal, diffusion, permeation</td>
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<tr>
<td>8</td>
<td>Transport: permeability, diffusion</td>
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<tr>
<td>9</td>
<td>Poromechanics &amp; thermoelasticity</td>
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<tr>
<td>10</td>
<td>Free strains: thermal</td>
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<tr>
<td>11</td>
<td>Free strains: shrinkage</td>
</tr>
<tr>
<td>12</td>
<td>Free strains: shrinkage</td>
</tr>
<tr>
<td>13</td>
<td>Damage mechanics (guest lectures by Dr. Abu Al-Rub)</td>
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<tr>
<td>14</td>
<td>Introduction to computational models</td>
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<td></td>
<td>Project reports &amp; presentations</td>
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Exam topics

The first exam will cover the topics discussed in weeks 1 thru 6, the second exam will cover topics discussed in weeks 7 thru 14.
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
Submit original form and attach a course syllabus.

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

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

3. Catalog course description (not to exceed 50 words):
   Economics of energy markets, energy finance, and energy regulation with emphasis on implications for optimal energy policy; sectors include gasoline, oil, electricity, natural gas, renewables, nuclear; economic theory integrated with empirical applications from American and international experience; new energy markets, energy trading, and interaction with environmental policy.

4. Prerequisite(s): Graduate major
   Cross-listed with:
   Stacked with: ECON 433
   Cross-listed courses require the signature of both department heads.

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

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

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

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

9. Prefix Course # Title (excluding punctuation)
   ECON 633 ENERGY MARKETS

   Lect. Lab SCH CIP and Fund Code Admin. Unit Acad. Year FICE Code
   0 3 0 0 0 3 4 5 6 0 1 0 0 1 0 8 1 0 1 2 1 1 0 0 3 6 3 2

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

   Patricia A. Underly
   Chair, College Review Committee Date

   Dean of College Date

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

   Effective Date

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

The course provides an in-depth survey of recent changes in energy markets, finance, and regulatory policy. New energy markets are developing, and environmental regulation is targeting the energy sectors. As a result, it is critical to understand the fundamentals of how these markets operate so that optimal energy policy can be designed. This course uses basic economic theory as a framework to analyze the real-world operation of energy sectors including gasoline, oil, electricity, and natural gas. Empirical research in these areas draws upon the experiences in the U.S. and elsewhere so that theoretical discussions are informed with evidence from actual experience. The theory and empirical analysis will explore the optimal design of energy policy in areas such as gasoline taxes, fuel economy regulations, electricity markets, cap-and-trade programs to reduce CO2 emissions, and policies to develop renewable sources of energy. At the end of the course, you should be able to apply economic tools to critically analyze the design of efficient policy to various energy sectors.

Required Text: The source materials for this course will be contemporary academic and policy papers. All readings are assembled in a course reader available from Notes N Quotes (701 W. University, 846-2255). For refreshment on the basic tools of microeconomics, see Microeconomics by Pindyck and Rubinfeld.

Class Web Page: [http://econweb.tamu.edu/puller/econ489689.htm](http://econweb.tamu.edu/puller/econ489689.htm)

Office Hours: Allen 3046, (979) 845-7349, puller@econmail.tamu.edu, Tues 4:30-5pm, Wed 1:30-3pm, or by appointment.

Course Expectations: We will discuss a variety of important contemporary energy issues. We will draw upon the toolkit of applied microeconomics to provide our analytical framework. Class discussion is required by everyone; participating in classroom discussion will help you clarify your own thinking. At the end of each lecture, I will tell you the reading material for the next lecture. I expect you to complete the readings before lecture – this will improve your understanding of the material, facilitate class discussion, and very likely raise the grade you receive in the course.

Prerequisites for ECON 433: ECON 323 (or equivalent) and STAT 303/211 (or equivalent), or permission of instructor; junior or senior classification.

Prerequisite for ECON 633: Graduate major

Evaluation: 2 Midterm Exams (30% each) + Final Exam (30%) + Class Participation and OPEC strategy game (10%). [Slightly different requirements for students taking ECON 633; see below]. The tentative dates for the midterm exams are Thursday October 14 and Tuesday November 9. After averaging all grades, your final grade will be based upon: 90-100=A, 80-89=B, 70-79=C, 60-69=D, and below 60=F.

This is a stacked course with some students taking the course as ECON 433 and others taking it as ECON 633. All students are required to come and participate in class, take all exams, and participate in the OPEC strategy game.
Students taking the course as ECON 633 are required, in addition, to write a 2500 word research paper that argues for the best design of sustainable energy policy. The paper should be written in the style of a policy opinion analysis for a regulator or decisionmaker. More details will be provided in class. This paper will be 15% of the grade (and replace 5% of the weighting on each exam).

Let me be clear that students taking the course as 433 are not competing against students taking the course as 633. I will assign grades for those taking the course as 433 separately from those taking the course as 633.

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

AGGIE HONOR CODE

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

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

Schedule for Course (see more detailed schedule below)

Week 1: Introduction & Review of Perfect Competition
Week 2: Review of Market Failures & Tradeoffs in Economic Regulation
Week 3: Inefficiencies of Price Controls: Case of Natural Gas
Week 4: Benefits of Price Controls: Case of Electricity
Week 5: Energy Trading & Arbitrage
Week 6: Review of Oligopoly Pricing Games
Week 7: Renewable Resources & OPEC
Week 8: Retail Gasoline Pricing
Week 9: Fuel Economy Standards
Week 10: Optimal Pollution Control
Week 11: Case Studies in Pollution Control in Energy Sector
Week 12: Effect of Regulation on Economic Activity
Week 13: Tradeoffs in Design of Climate Change Policy
Week 14: Climate Change Policy and the Electricity Sector

OPEC Strategy Game:

It is crucial to understand the operation of markets in order to appreciate the forces that determine prices and production levels in energy markets. In class, we will study a variety of theories of energy markets and analyze empirical research that has investigated these theories. However, one can appreciate the operation of markets even better if one “participates”. To this end, students will “simulate” the world market for oil using an interactive strategy game developed by Severin Borenstein and James Bushnell (2004). Students will be divided into teams, and each team will represent one member country of OPEC. Each team will make bi-weekly decisions on the country’s production, which will determine the world oil price and country profits. This game will reinforce principles of strategic interaction in oligopoly, the
pricing of an exhaustible resource, and decisionmaking under uncertainty. The team’s performance in the
game will factor into each student’s course grade. Further details will be provided in class.

COURSE OUTLINE

Note: This is a tentative schedule of the topics of the course. I will make every effort to follow this schedule,
evertheless, depending upon student interest on individual topics, I may adjust the time spent on some of the topics.
You are responsible for all material covered in class, even if the timing differs from this outline.

I. Course Introduction (Lecture 1)

II. A Review of the Basic Economic Tools Used to Study Energy Markets and Policy

- Model of Perfect Competition (Lecture 2)
  - Walters, Ch. 2, pp. 24-45, Enterprise, Government, and the Public.
- Models of Market Failures (monopoly, oligopoly, and externalities) (Lecture 3)
  - Walters, Ch. 3, pp. 55-69, Enterprise, Government, and the Public.
- Tradeoffs in Economic Regulation (Lecture 3)

III. Price Controls in Energy Markets

Questions to Address: Price controls are often advocated in energy markets, especially when prices get high. In
which market situations are price controls potentially good economic policy, and in which situations are they not?
These issues are addressed both theoretically and by drawing upon US regulatory experience in the natural gas and
electricity sectors.

- Theory: When is Price Regulation Welfare-Improving and When Is it Not?
- The Case of Natural Gas Markets
  - “The Allocative Cost of Price Ceilings: Lessons to be Learned from the U.S. Residential Market for Natural Gas”, Davis and Kilian, pp. 4-11, 2007. (Lectures 4 and 5)
- The Case of Electricity Markets
  - "Electricity Restructuring: Deregulation or Reregulation?", Borenstein and Bushnell, POWER Working Paper PWP-074, 2000. (Lecture 6)
  - "The Trouble with Electricity Markets: Understanding California’s Restructuring Disaster,”
    (Lecture 8)
  - Energy Trading and Arbitrage
    - “Competitive Bidding Behavior in Uniform-Price Auction Markets”, Cramton,
    - Enron (2002), Internal Memos on trading strategies. (Lecture 10)
    - “The Smartest Guys in the Room” (video) (Lecture 10)

IV. Oligopoly Pricing and OPEC Simulation

Preliminaries for the OPEC Strategy Game:
- Tietenberg, sections on pricing of an exhaustible resource, Environmental and Natural Resource Economics, 2006. (Lecture 13)
- OPEC Simulation Game – Handout in class (Lecture 13)
V. Gasoline and the Transportation Sector

- **Retail Gasoline.**
  Questions: Gasoline prices play a large role in the politics of energy policy in the United States, largely because everybody is aware and affected by gas prices. Legislation is often proposed to regulate retail prices and the vertical supply chain from refining to retailing. Both economic theory and a wealth of empirical studies offer important insights on the effectiveness and shortcomings of the regulation of gasoline prices. What policies are and are not effective at making gasoline markets competitive?
  

- **Fuel Economy Standards and Gasoline Taxes**
  Questions: Do consumers respond to higher gasoline prices by reducing consumption or buying more fuel efficient cars? What policies are effective and not effective at reducing gasoline consumption, oil dependence, and tailpipe emissions? Are there untested externalities?
  
  - “CAFE Changes, By the Numbers”, Kleit, *Regulation*, 2002. (Lecture 18)

*Midterm #2*

VI. Environmental Policy and the Energy Sector

Questions: What policies do economists prescribe to reduce emissions at least cost? How have such schemes performed in practice? What are the economic costs of these policies?

- **Economic prescriptions for optimal pollution control:** Pigouvian taxes and Permit trading schemes.
  
  - “Tools of the Trade: A Guide to Designing and Operating a Cap and Trade Program for Pollution Control”, Environmental Protection Agency (2003), June, chapters 1-2. (Lecture 21)

- **Empirical studies of the performance of economic prescriptions** (Lecture 22)

- **Effect of Regulation on Economic Activity**
  

VII. Climate Change Policy (and the Electricity Sector)

Questions: Suppose that it is decided that CO2 emissions should be reduced by X% (we will remain agnostic as to what the correct number for X is). Given what we have learned from other cap-and-trade programs, how should US regulation be designed? Should US policy depend upon what developing nations do? Should firms/sectors that are not regulated be allowed to generate “carbon offsets”? What safety valves should be put in place to protect against unexpected outcomes? And how should policy towards renewable sources of electricity be designed?


MEMORANDUM

Date: March 22, 2011

To: Graduate Council

Through: Dr. Patricia Hurley
Associate Dean, College of Liberal Arts

From: Timothy Gronberg
Head, Department of Economics


The field of energy is enjoying renewed attention as new energy markets develop, and as energy and environmental policy target the energy sector. Economics provides a powerful lens through which to view the optimal design of energy policy. Furthermore, different disciplines bring different tools to the investigation of how energy systems and policies will change in the future. It is important for students from both economics and other disciplines to have access to insights on energy policy from the perspective of the economics discipline. This course is an elective for the ESE Certificate in the College of Energy.

The course provides an in-depth survey of recent changes in energy markets, energy finance, and energy regulatory policy. This course will allow students from ECON to be exposed to contemporary questions in energy economics, finance, and policy. In addition, the course is taught stacked with a graduate level course that allows students from other disciplines, especially engineering, to understand how economic theory and empirical methods shed light on the optimal design of energy policy. There are currently no courses in the Department of Economics that teach energy economics and policy.
April 4, 2011

Tim Gronberg, Department Head
Department of Economics
College of Liberal Arts

Dear Dr. Gronberg,

I am writing to support the creation of the new course "Energy Markets, Finance, and Policy" in the Department of Economics. This course will serve not only economists, but also will provide students from the College of Engineering with valuable interdisciplinary instruction. The course is an elective for the College of Engineering's new Energy Sustainability Engineering Certificate Program and offers considerable value to graduate students in Engineering.

I will be glad to meet with you if you have questions about implications of this course.

Sincerely yours,

[Signature]

Dr. Christine Ehlig-Economides
Course Changes
Texas A&M University
Departmental Request for a Change in Course
Undergraduate • Graduate • Professional
• Submit original form and attachments •

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

2. Course prefix, number and complete title of course:
   HISP 671 Bilingualism in the Spanish-speaking World

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

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

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

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

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

5. Complete current course title and current catalog course description:
   Bilingualism in Hispanic Literature. This course will explore bilingualism in Hispanic letters. From Spanish medieval literature to contemporary Hispanic literature in the United States, the course will focus on artistic, aesthetic, social, historical, and cultural aspects of the uses of two languages in Hispanic literary works.

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

7. a. As currently in course inventory:

   Prefix   Course #    Title (excluding punctuation)   Lect.   Lab   SCH   CIP and Fund Code   Admin. Unit   FICE Code   Level
   HISP 671 BILINGUALISM IN HISP LIT
   0 3 0 0 0 3 1 6 0 9 0 5 0 0 1 1 4 4 7 0 0 3 6 3 2 6

   b. Change to:

   Prefix   Course #    Title (excluding punctuation)   Lect.   Lab   SCH   CIP and Fund Code   Admin. Unit   FICE Code   Level
   HISP 671 BILING SPAN SPKG WORLD
   0 3 0 0 0 3 1 6 0 9 0 5 0 0 1 1 4 4 7 1 1 1 2 0 0 3 6 3 2

   Approval recommended by:
   [Signature]
   Alberto Moneo
   Department Head or Program Chair (Type Name & Sign) Date
   Chair, College Review Committee
   Patricia A. Hurl
   Date
   Dean of College
   Patricia A. Hurl
   [Signature]
   Date
   Submitted to Coordinating Board by:
   Chair, GC or UCC
   [Signature]
   [Date]

   Associate Director, Curricular Services
   [Signature]
   [Date]

   Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
Curricular Services – 02/11
April 27, 2011

MEMORANDUM

TO:       GIC Members

FROM:     Alberto Moreiras, Head
          Hispanic Studies

SUBJECT:  Change of Title for HISP 671

Enclosed please find the materials to support our request for a change in title for HISP 671, a course in our graduate program. The change of title is meant to reflect a change in the contents of the course, so as to better reflect a broad perspective on bilingualism, covering linguistic as well as literary aspects. This in turn aligns better with student interests and with the research strengths of our faculty.
HISP 671
Bilingualism in the Spanish-speaking world

Instructor: María Irene Moyna
Office: ACAD 302B
Phone: 862-4282
Email: moyna@tamu.edu
Class meetings: Wednesdays 2:15 to 5:05 pm
Room: TTVN
Office hours: Wednesdays 12 to 1:30 or by appointment

Catalog description:


Course description:

The use of more than one linguistic code by the same speaker is much more widespread than one might think: it is in fact the norm, rather than the exception. Linguists have always been interested in the phenomenon of bilingualism for what it has to tell us about the mental organization of language and about the relations among social groups. This course presents the general features of bilingualism, focusing on Spanish and the languages it comes in contact with. Emphasis will be given to Spanish-English contact in the United States, given its importance for the history, present, and future of Texas. We will study the attitudes and response of institutions and schools to bilingualism, as well as the manifestations of the phenomenon in the media and the arts (oral and written press, popular music, literature).

Mandatory texts:


Readings:
A complete bibliography for this course appears at the end of this syllabus and is available through e-reserves (http://ereserves.tamu.edu/eres/default.aspx).

Learning outcomes:
At the end of the course, students will be able to:

• Define and explain the main features of the competence and performance of bilinguals.
• Define, explain, and exemplify the features of a bilingual community
• Evaluate different educational approaches to bilingual populations.
• Analyze, compare, and contrast bilingual situations in the Spanish-speaking world.
• Produce a publishable paper related to the field of bilingualism, using scientifically sound argumentation and appropriate style and format.
• Identify conferences where the paper could be presented, write and evaluate conference abstracts, present papers professionally, and prepare a manuscript for publication.

Prerequisites:
This course is reserved for graduate students with an excellent oral and written command of Spanish. It will be taught in its entirety through the medium of Spanish, and students are expected to express themselves competently in this language. There will also be readings in English, though, so excellent reading comprehension in English is also required.

Course format:
The course will be taught as a seminar, with constant student participation. In general, each class session will be divided into three sections. In the first part, the topic of the day will be introduced with the help of Powerpoint presentations. This will allow students to have copies of the slides before class (posted on WebCT). The second part will be a discussion of exercises of readings. Finally, the third part will be based on discussions by the students and it will deal with readings from the reading packet that were assigned for that week.

Attendance policy:
Please do your best to attend class and to arrive on time, for your own good and for the benefit of your classmates. Two unjustified absences will result in the loss of half a point in the final grade. Valid justifications are listed in the student academic rules (http://student-rules.tamu.edu/rule7.htm) and must be documented in writing.

Grading scale:

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<th>Grade</th>
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<tr>
<td>100 - 90 %</td>
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<tr>
<td>99 - 79 %</td>
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<td>78 - 60 %</td>
</tr>
<tr>
<td>59 % or less</td>
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</table>

Grade breakdown:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Article discussions (2)</td>
<td>20%</td>
</tr>
<tr>
<td>Final project</td>
<td>30%</td>
</tr>
<tr>
<td>Final Project presentation</td>
<td>10%</td>
</tr>
<tr>
<td>Homework assignments</td>
<td>15%</td>
</tr>
<tr>
<td>Portfolio</td>
<td>15%</td>
</tr>
<tr>
<td>Participation</td>
<td>10%</td>
</tr>
</tbody>
</table>

Article discussions
Throughout the semester, and starting on week five, each student will be in charge of leading two discussions about the articles assigned for that week. The dates for these discussions will be assigned on the second week of classes; please come prepared to choose a date. If several people want to present on the same day, dates will be given through a lottery. Before your discussion, talk to your instructor about what you would like to do to moderate it. Discussions should last approximately 20 minutes. More details will be provided in due course.
Final project and presentation

Students will demonstrate their ability to carry out original research in the field. For that, they will gather original data on some formal or sociolinguistic feature of oral or written bilingualism. They will interpret these data based on a theoretical model and they will present them in two different ways. First, they will do an oral presentation, which will be on the day of the final exam. Second, they will write a research paper of approximately 15 pages. More details will be provided about the format of the research and the paper. The project will be divided into several tasks, each of which must be completed by a given date (see calendar). It will be assigned a partial grade as follows:

- Abstract: 2%
- Bibliography search: 3%
- Article summaries: 5%
- First draft: 8%
- Final draft: 12%

As soon as possible, students must define a research topic of their interest for the final project and discuss it with the instructor. It can be any feature related with oral or written bilingualism.

Exercises and assignments

The best way to confirm understanding on a topic is through exercises and practical applications. Every class session we will do exercises; some may be assigned for homework. Students are expected to read the bibliography before coming to class and to participate fully in the discussion threads organized through WebCT. Participation in these discussion threads will be controlled at regular intervals. The most interesting ideas from the discussion groups will be taken up in class.

Individual portfolio

Instead of in-class tests, each student will have to complete a portfolio with individual assignments. Three tasks will be chosen from a list of five, based on a self-evaluation of perceived needs. These tasks may include the development of oral or written skills in Spanish, review of basic linguistic notions, or experimental design. The portfolio will be collected three times in the semester.

Participation

Participation will be measured on the basis of attendance (5 points) and attitude (5 points). Attendance points will be lost with each unexcused absence. Attitude will be based on how well prepared students come to class and how enthusiastically they participate. Apart from the exercises and assignments mentioned above, there may be pop quizzes at any time. These quizzes will count towards the participation grade, so it is important to come to class.

Presentation of assignments:

All assignments must be written in computer and handed in in class. Assignments sent as computer attachments will only confirm that they were completed in a timely fashion, and do not exempt the student from bringing a hard copy to class. Assignment and paper deadlines are mandatory; half a point will be docked for each day of delay. No work will be accepted a week after its deadline, unless the delay was due to an excused absence. Please attach your excuse to the assignment.
**Academic honesty:**

The highest standards of ethics are expected. In homework assignments, in the final project, and in any other assessment, students are expected to produce original work. Plagiarism and cheating will be penalized. Plagiarism involves the use of material taken from other authors (either in print or online) without clearly specifying the source of citations through standard punctuation conventions. Any case of dishonesty will be referred to the Aggie Honor System Office.

**Behavior:**

It is the teacher’s responsibility to guarantee an atmosphere where all students feel comfortable and ready to learn. Therefore, mutual respect and collaboration are expected. Insulting and discriminatory comments will not be tolerated.

**Student with special needs:**

Any student who wants to notify me of special needs that may interfere with their good performance should not hesitate to get in touch with me. Their situation will be dealt with confidentially. Disabled students who require special accommodations must provide documentation from Disabled Student Services at their earliest convenience.\(^1\)

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment/Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Presentation of students.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Discussion of information found on the Internet.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Readings: Silva-Corvalan (2001), Ferguson (1959)</td>
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<tr>
<td></td>
<td>Professional development: the academic conference.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Professional developments: abstracts. Analysis of examples.</td>
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</tr>
</tbody>
</table>

\(^1\) 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 that you have a disability requiring an accommodation, please contact the Department of Student Services, Services for Students with Disabilities (SSD), in Room 126 of the Koldus Building, or call 845-1637.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Professional development</th>
<th>Notes</th>
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<tr>
<td>Mar 14</td>
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<td></td>
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<tr>
<td>Apr 4</td>
<td>Bilingualism in historical perspective.</td>
<td>Cifuentes (1992, 1994)</td>
<td>Professional development: proceedings and journal articles</td>
<td>Third portfolio</td>
</tr>
<tr>
<td>Apr 18</td>
<td><em>Bilingualism in the media: popular music, televisión, movies, publicity, the web.</em> C: Caps 4-7</td>
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<td></td>
<td>Discussion of movies with Spanish-English code-switching.</td>
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<tr>
<td>Apr 25</td>
<td>Catch-up and review day.</td>
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<td>Fourth portfolio.</td>
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<tr>
<td></td>
<td>Final presentations</td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Hand in second draft of final paper.</td>
<td></td>
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</tr>
</tbody>
</table>
Reading list for HISP 671


Cifuentes, Bárbara. 1994. Las lenguas amerindias la conformación de la lengua nacional en México en el siglo XIX. Language Problems and Language Planning. 18 (3): 208-222.


February 18, 2010

Jyotsna Vaid
Department of Psychology
College of Liberal Arts
College Station, Texas 77843-4235

Dear Jyotsna:

The Department of Hispanic Studies is in the process of creating or modifying several graduate courses. The syllabus for one such course, HISP 671, Bilingualism in the Spanish-speaking world, is enclosed with this letter. We think this course may be of interest to your department, since its content relates to some courses you offer in your own graduate program and/or to the research interests of some of your faculty.

We would appreciate it if you could review the syllabus and provide a letter of support to be submitted together with the corresponding paperwork to the Graduate Instruction Committee. We would also be grateful if, once the course is incorporated into the Graduate Catalog, you can advertise it among students who may benefit from taking it. We trust that we can build on these synergies to provide stronger graduate curricula for all our students.

Cordially,

Larry

J. Lawrence Mitchell
Interim Head
Dr. Larry Mitchell
Interim Department Head
Hispanic Studies
Texas A&M University
College Station, TX 77843-4235

March 10, 2010

Dear Dr. Mitchell:

I have reviewed the course syllabus for HISP 671 submitted by Dr. Moyna and am happy to see that such a course will be offered. The material covered in the proposed course provides a comprehensive overview of classic and current linguistic scholarship on bilingualism in the Spanish-speaking world and would provide a nice complement to a special topics psycholinguistics course that I occasionally offer in Psychology, called The Bilingual Mind.

I can foresee my students being interested in taking the HISP course and am writing to express my support for the course.

With regards,

Jyotsna Vaid
Professor, Cognitive Psychology
Hi Larry,

I'll be happy to write a letter in support of this course. It's very well designed in both content and form.

Best wishes,
Shari

On Feb 18, 2010, at 3:46 PM, Ely, Deyanira wrote:

Dear Dr. Shari Kendall-

Please find attached a letter requesting your support for the changes proposed in HISP 671, Bilingualism in the Spanish-speaking world, along with its syllabus. A hard copy is being sent to you via campus mail as well.

If you should have any questions, please don't hesitate to contact Dr. Larry Mitchell, Interim Head of Hispanic Studies, j-mitchell@tamu.edu or Dr. Maria Irene Moyna, Assistant Professor, moyna@tamu.edu.

Sincerely,
Deyanira

Deyanira Ely | Administrative Assistant
Department of Hispanic Studies | Texas A&M University
4238 TAMU | College Station, TX 77843-4238
Tel: 979.845-2164 | Main Off. Tel. 979.845-2125 | Fax. 979.845-8421

http://hisp.tamu.edu | College of Liberal Arts

<HISP 671-Shari Kendall.pdf><HISP 671 Syllabus.pdf>
Special Consideration Items
MEMORANDUM

DATE: April 12, 2011

TO: Faculty Senate, Texas A & M University

THROUGH: Dr. Jorge Vanegas, Dean, and College of Architecture

FROM: Dr. Forster Ndubisi, Department Head, Landscape Architecture and Urban Planning

SUBJECT: Request to Change the Name of the Master of Science in Land Development and Minor Curriculum modification

On behalf of the faculty in the Department of Landscape Architecture and Urban Planning in the College of Architecture, I respectfully submit the attached proposals for a change in the title of the degree and a request for minor curriculum modification for our graduate program in land development.

We propose to change the title of the degree, currently known as “Master of Science in Land Development” to “Master of Land and Property Development.” No new costs are incurred beyond those that the Department can bear through gradual replacement of printed materials bearing the program’s current name and minor curriculum change proposed in the attached document.
PROPOSAL ONE: TO CHANGE THE NAME OF THE MASTER OF SCIENCE IN LAND DEVELOPMENT DEGREE

On behalf of the faculty in the Department of Landscape Architecture and Urban Planning in the College of Architecture, I respectfully request to change the title of the degree, currently known as “Master of Science in Land Development” to “Master of Land and Property Development.” The proposed change in the title of the graduate degree would achieve the following:

1) Bring the degree name into alignment with the mission and goals of the program as well as the skills and knowledge provided by the Texas A & M University experience;
2) Accurately reflect the content and breadth of knowledge in the courses offered by the program, and;
3) Provide a much needed branding identity for the program.

The current Master of Science in Land Development degree focuses on both the physical and financial aspects of land and property development. Course work provides students with the knowledge and skills needed to relate project design and venture structure to site ecology and market economy, and to stress both entrepreneurial interests of private enterprise and regulatory guidelines of public entities. The existing degree title, the Master of Science in Land Development (MSLD) does not adequately capture the educational experiences provided by the program.

A required university review of the MSLD program was conducted in December, 2009, by two external reviewers, Dr. Michael Anikeeff, Director of The Edward St. John Real Estate Program at Johns Hopkins University, and Dr. Margaret McFarland, Director of the Real Estate Development Program and the Colvin Institute of Real Estate Development at the University of Maryland. The reviewers noted in their final report (January 6, 2010) that:

“The brand identity for "land development" is a major issue facing the program. It might limit the program’s appeal and leave it outside the mainstream of the burgeoning number of interdisciplinary development degrees being offered in Schools of Architecture and Planning. Land development is an "old-fashioned" term used narrowly to describe the land subdivision process, whereas development has taken on larger meaning to cover the whole process, including asset management, investment, redevelopment, market analysis - indeed all aspects of the real estate industry.”

The proposed change addresses the concerns raised by the external reviewers. It is also consistent with the current program’s emphasis and a key distinguishing feature of our degree program that distinguishes it from similar programs—the focus on the creation of property and land development value through the conceptualization of the design, delivery, and management of land and property assets. As noted earlier, the proposed name change has unanimous support of faculty in the land development program and the department. No new costs are incurred beyond those that the Department can bear through gradual replacement of printed materials bearing the program’s current name.
PROPOSAL TWO: REQUEST FOR CURRICULUM CHANGE LAND DEVELOPMENT PROGRAM

INTRODUCTION

This proposal is a request for a change in the curriculum for the graduate program in land development in the Department of Landscape Architecture and Urban Planning consistent with the proposed request for a change in the name of the degree program from a Master of Science in Land Development (MSLD) degree to a Master of Land and Property Development (MLPD).

CONTEXT

As noted earlier, in December, 2009, the Master of Science in Land Development (MSLD) program was evaluated by two external reviewers, Dr. Michael Anikeeff, Director of The Edward St. John Real Estate Program at Johns Hopkins University, and Dr. Margaret McFarland, Director of Real Estate Program at the University of Maryland. During their visit to Texas A & M University (TAMU) over a three-day period in December (6-9), 2009, they met with numerous people including university administrators, students, faculty, former students, college department heads, and representatives of the College of Architecture research centers. They prepared a final report that was transmitted to the Head of the Department of Landscape Architecture and Urban Planning and the Dean of the College of Architecture, on January 6, 2010 by the TAMU Office of Graduate Studies.

The Anikeef and McFarland report concluded that the MSLD Program is positioned to be a major force in land development education nationally but it is not yet there. The report made recommendations that would move the MSLD Program toward becoming a major force in land and property education and research. This proposal was developed in response to five (5) key recommendations made in the report. These are:

1. **Program duration**: Extend program duration for graduate studies in land development from the current 18-month (45 credits) program to a 24-month program, with the summer months devoted to internships and specialty course work. This strengthens the program’s quality, ensures a smoother flow of course scheduling, and maintains consistency in the balance of faculty work load.

2. **Core curriculum**: Restructure curriculum by reducing core credit hours to 33 hours; incorporate core aspects of the development process in the core course work; and provide electives (12 hrs. minimum) focused on specialization.

3. **Specializations**: Establish specializations/tracks, building upon existing certificates in the college and business school as well as program strengths and potential such as international development.

4. **Capstone course**: Restructure the content, delivery, and time of offering the capstone, taking advantage of off-location resources, especially in the metropolitan areas.
5. Image/brand: Strengthen the visibility/image/brand of the MSLD program since the current name of the degree [land development] is outdated and defines very narrowly the breath of the courses offered in the program. In short, it does not accurately capture the educational experiences offered by the program.

EXISTING MASTER OF SCIENCE IN LAND DEVELOPMENT CURRICULUM

The current course structure of Master of Science in Land Development (MSLD) degree (including the two 3 credit point ACCT 640 and FINC 635 leveling courses that must be taken but these credit points are not included in the MSLD degree), is presented in Table One. The description of the courses offered in the current MSLD program is listed in the appendix.

Table One: Existing MSLD Curriculum

<table>
<thead>
<tr>
<th>Course</th>
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<th>Course</th>
<th>Credit</th>
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<td>LDEV 688</td>
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<tr>
<td>FINC 635</td>
<td>Lev</td>
<td>LDEV 671</td>
<td>3</td>
<td>LDEV 685</td>
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<td>LDEV 664</td>
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<td>LDEV 668</td>
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<tr>
<td>LDEV 667</td>
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<td>FINC 670</td>
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SECOND YEAR

<table>
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<tr>
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<th>Course</th>
<th>Credit</th>
<th>Course</th>
<th>Credit</th>
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CREDIT POINTS

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<td>Total Credit Points: 45</td>
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</table>

PROPOSED MASTER IN LAND AND PROPERTY DEVELOPMENT (MLPD) CURRICULUM

The proposed Master in Land and Property Development (MLPD) builds upon but differs from the existing Master of Science in Land Development Degree in a number of ways. It has:
a) A streamlining of the core courses (from existing courses in the current curriculum) that focuses on all aspects of the development process but limited to about 33 credit hours (instead of the current 39 credit hours);

b) A restructuring in the sequence of course delivery;

c) A 24-month MSLD program (rather than the current 18-month) with a summer months at the end of the first year devoted to internship;

d) A specific set of specialization courses and tracks that include courses offered in the existing college and pertinent university-wide certificates (12 credits). Elective courses allow students to incorporate a Graduate Certificate within their course of study thereby providing the student with a high standard of multidisciplinary studies necessary for a well rounded land and property professional. Notable certificates in the College of Architecture are in environmental management, facilities management, health systems design, historic preservation, sustainable urbanism, and transportation planning. As is the situation today, students will receive these certificates concurrent with the MLPD degree. Students may elect also to tailor their concentrations to suit their research interests;

e) A clear distinction between a professional and a research track;

f) A restructured capstone course that will be delivered at the end of the program's professional track as well as a newly developed research track with a thesis [this restructured course is not included in this proposal];

g) A change in the name of the degree to reflect accurately the educational experiences provided by the TAMU experience.

Table Two and Table Three depict the curricula of the professional and research tracks, respectively. For both tracks, the two 3 credit point ACCT 640 and FINC 635 leveling courses or equivalent must be taken before or in the first semester of enrolment but these credit points are not included in the MLPD degree.

**Table Two: Proposed MLPD Curriculum—Professional Track**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit</th>
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<td><strong>Course</strong></td>
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**CREDIT POINTS**

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**Total Credit Points: 45**

*Table Three: Proposed MLPD Curriculum—Research Track*

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<td><strong>Fall Semester</strong></td>
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<tr>
<td><strong>Fall Semester</strong></td>
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**CREDIT POINTS**

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<td></td>
<td>22</td>
<td>23</td>
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</table>

**Total Credit Points: 45**
In the research track, students are required to take a sequence of research method courses, CARC 601 (Foundation of Research in Planning and Design), CARC 602 (Research Methods in Planning and Design) and a total of 6 hours of research credits (LDEV 691). Students will be required to conduct a thesis. Three courses required for students in the professional tracks are optional. These are LDEV 685 (Directed Studies in Land Development), LDEV 672 (Public-Private Project Funding) and LDEV 688 (Capstone—Development: Feasibility and Design II).
APPENDIX A: SUMMARY OF MSLD COURSES

Extract from TAMU Graduate Student Course Catalog—
Courses taught within the College of Architecture:

**CARC 601: Foundations of Research in Planning and Design. (3-0) Credit 3.**
Introduction to the research process and its application to problems in planning and design; presentation of philosophy and logic underlying the scientific method; critical analysis of planning and design literature according to each step of the research process: problem definition, hypothesis development, study design, analysis and interpretation of the findings (Graduate classification).

**CARC 602: Research Methods in Planning and Design. (3-0) Credit 3.**
Basic empirical research methods used in planning and design research: experimental, survey and case study designs; comparisons of the various methods; application of techniques in sample selection, data collection and analytic approaches (Graduate classification).

**LDEV 661: Development and Environment. (3-0). Credit 3.**
Land development in the context of environmental sustainability, human well-being and business profitability to foster a restorative economy; environmental easement and site analysis; state, federal and international regulatory issues; and human ecology and the future of land development. Prerequisite: Graduate classification.

**LDEV 662: Land Development Law. (3-0) Credit 3.**
Survey of real estate law with emphasis on Texas law; review of constitutional issues and basic legal concepts, including estates in land, contracts; private and public sector land use controls.

**LDEV 663: Introduction to Project Management. (3-0) Credit 3.**
Project management processes for planning, scheduling, cost estimating, resource leveling, cost control and post-completion evaluation; issues in project organizational environments, documentation, quality control safety. Prerequisite: Graduate classification.

**LDEV 664: Market Analysis for Land Development (3-0) Credit 3.**
Techniques and data sources for market analysis for development; analysis for housing development; trade area analysis and market analysis for retail development; analysis for office, industrial parks and for specialized development. Prerequisite: Graduate classification.

**LDEV 665: Land Development Trends (3-0) Credit 3.**
Exploration of current changes and tendencies observed in land and real estate development, both at the national and international level. Demographic variables, economic conditions, national and international migration patterns, international and domestic financial markets are analyzed to explain current land and real estate market conditions. Prerequisite: Graduate classification.

**LDEV 667: Development and Design Economy (3-0) Credit 3.**
Interface between the physical and financial dimensions in the design and development process to achieve building and project economics; creating a physical product and a financial venture
that responds to social and environmental concerns and to market economy and feasibility analysis. Prerequisite: Graduate Classification

**LDEV 668: Land Development Practice (2-2) Credit 3.**
Strategies, methods and techniques of land development including: site selection criteria; urban infrastructure; market evaluation; conceptual arrangement of land uses and structures; conceptual design and regulatory considerations; lending institutions; location theories; value theories, regulatory agencies. Prerequisite: LDEV 667 or approval of instructor.

**LDEV 671: Sustainable Development (3-0). Credit 3.**
Sustainability perspectives about values, rights, property and what constitutes an optimum human environment; sustainability principles and case studies emphasizing on-the-ground, incentive-based land development that balances economic growth with environmental quality. Prerequisite: Graduate classification.

**LDEV 672: Public-Private Project Funding (3-0). Credit 3.**
Financing and related issues in public-private development projects; explores structuring, valuing and managing projects and investigates the interaction between suppliers, operators, lenders and contractors; introduction to financial tools: loans, credit, interest rates and financial models. Prerequisite: Graduate classification.

**LDEV 673: International Development Planning (3-0). Credit 3.**
International variations in urban growth and land development strategies: savings, aid and trade policy options for cities and regions; international co-development programs; application of planning and urban land development professions in contemporary global context. Prerequisite: Graduate classification.

**LDEV 681: Seminar (1-0). Credit 1.**
College of Architecture research activities pertaining to land and real estate development; preparation and presentation of required final paper for MS in Land Development examination. Prerequisite: Graduate classification in land development.

**LDEV 684: Professional Internship Credit 1 to 12.**
Professional practice under approved arrangement with public or private land or real estate development agencies in the United States or abroad. Prerequisites: Approval of committee chair and program coordinator.

**LDEV 685: Directed Studies Credit 1 to 12**
Individual and group problems dealing with application of strategic plan development theory in practice: opportunities to select international or domestic development projects of special interest. Prerequisite: Approval of instructor.

**LDEV 687: Development Feasibility and Design (3-9). Credit 3.**
Selected residential and non-residential development projects of varying size analyzed by student teams with respect to the following: economic feasibility and cash flow; site analysis; and design concept. Prerequisite: Approval of Instructor.
LDEV 688: Development Feasibility & Design II (1-6) Credit 3
Plans and venture structures for selected residential and non-residential development projects of varying size analyzed by student multidisciplinary teams with respect to the following: economic feasibility and cash flow and site and design plans and costs. Prerequisite: LDEV 687 or approval of instructor.

LDEV 689: Special Topics Credit 1 to 4.
Selected topics in an identified area of land development. May be repeated for credit. This course number is often used for a course before that course is approved and given a permanent number. Prerequisite: Approval of instructor.

LDEV 691: Research Credit 1 or more each semester
Research for and preparation of theses or dissertation: Doctoral dissertation or approval of committee chair.

LDEV 693 Professional Study Credit 1

Courses taught outside the College of Architecture (currently required in the MSLD program)

Accounting concepts and relationships essential to administrative decisions; use of accounting statements and reports as policymaking and policy execution tools. Classification 6 students and non-business graduate students may enroll in this course. Prerequisite: Graduate classification. *(Required MSLD program leveling course: Page 261 of the Graduate catalog)*

FINC 635: Financial Management for Non-Business (3-0). Credit 3
External and internal factors affecting financial decision making in the firm; fundamental concepts of accounting and managerial economics Prerequisite: ACCT 640 or equivalent or approval of instructor *(Required MSLD program leveling course: Page 376 of the Graduate catalog)*

FINC 670: Real Property Analysis (3-0). Credit 3.
Provides the economic and financial tools used to analyze real estate investments, new property developments and the redevelopment of existing properties. Prerequisite: Graduate classification

FINC 676: Commercial Real Estate Law (3-0). Credit 3.
Commercial real estate law including legal ownership interests in oil and gas law, real estate sales contacts, financing, instruments and closings, commercial leases and real estate regulations and taxation. Classification 6 students may not enroll in this course. Prerequisite: Graduate classification.
Discussion Items
Current language:
12.4.3. Scholastically deficient post baccalaureate non-degree students (G6 Classification) will be suspended from the University by the Office of Graduate Studies.

Suggested change:
12.4.3. Scholastically deficient post baccalaureate non-degree students (G6 Classification) will be suspended from further study by their home department.

Thank you,
robin
59. Graduate Appeals Panel

(Revised: 2004)

The decision as to which procedure to utilize for a grievance filed by a student shall be made solely by the university and shall be based on the fact pattern of each particular case. Each grievance shall be directed to a specific procedure and shall be accorded only one opportunity to be adjudicated unless the appeal body remands for further review.

Scope

The Graduate Appeals Panel will hear appeals that involve disciplinary actions stemming from suspension or blocks for scholastic deficiency, and disputes over final course grades or evaluation of performance on examinations required by the department, intercollegiate faculty or the graduate advisory committee. Disciplinary action stemming from scholastic dishonesty, and any appeal of that action, will be dealt with through the Aggie Honor System Office. Appeals will be heard when the student alleges that an arbitrary, capricious or prejudiced evaluation occurred. Appeals regarding departmental, intercollegiate faculty or Office of Graduate Studies requirements will not be heard.

The decision to request action by the Graduate Appeals Panel means that (1) the student has appealed to the department head and then the Dean or designee of the college administering the student’s degree, and (2) the actions recommended at each level are unsatisfactory to the student or the examining committee. The student and/or the examining committee through its chair may file an appeal to the Graduate Appeals Panel through the Dean of Graduate Studies.

Membership

The Graduate Appeals Panel composition includes the chair, four graduate faculty members, three graduate students and two graduate student alternates. A quorum consists of three faculty members and two graduate students.

Procedures

59.1 In order to schedule a hearing before the panel, the student must have complied with the procedures described below:

59.1.1 Appeal Involving Suspension or Blocks Due to Scholastic Deficiency The graduate student shall discuss the suspension with the Dean of Graduate Studies. If no change in status results from the discussion, the student may appeal to the Graduate Appeals Panel. The graduate student must file a written Notice of Intent to Appeal with the Dean of Graduate Studies within five working days of receiving notice of the suspension or blocking action. The Dean of Graduate Studies shall inform the chair of the graduate student’s advisory committee (if formed),
the appropriate department head and the Dean or designee that a notice of intention to appeal has been filed with the Graduate Appeals Panel.

59.1.2 Dispute over Final Course Grade or Examinations of Graduate Students by Departments, by Intercollegiate Faculty Members or by Graduate Advisory Committees. Prior to an appeal to the Graduate Appeals Panel, a graduate student alleging capricious, arbitrary or prejudiced academic evaluation must follow the procedures outlined in Part III, Student Grievance Procedures: 53. Graduate Student Examination Evaluation. The graduate student must file a written Notice of Intent to Appeal with the Dean of Graduate Studies within 15 working days of receiving written notice of any final action taken by the university under these procedures. The Dean of Graduate Studies shall inform the chair of the graduate student’s advisory committee (if formed), the appropriate department head and the Dean or designee that notice of intention to appeal has been filed with the Graduate Appeals Panel.

59.2 To initiate an appeal to the Graduate Appeals Panel, the student and/or examining committee must, within 15 working days from the date of the Dean or designee’s decision, submit to the Dean of Graduate Studies a written statement (Appeal Continuation) requesting an appeal and explaining why the student believes that decisions made by the department head and/or the academic college Dean or designee are regarded to be unsatisfactory. This becomes a part of the Appeal Summary File. At the time of filing the Appeal Continuation, the student and/or examining committee should arrange for a preliminary interview with the Dean of Graduate Studies.

The Appeal Summary File now includes the following: the student’s original Notice of Intent to Appeal, written documentation originally submitted by the student, written assessment by the department head, written assessment by the Dean or designee, any short statements summarizing the testimony that may be presented by witnesses, the Appeal Continuation that shows justification for continuing the appeal and any written assessment added by the Dean of Graduate Studies following the preliminary meeting with the student and or examining committee.

The act of filing the Notice of Intent to Appeal Request to the Dean of Graduate Studies is construed as authorizing all panel members to have full access to the student’s Appeal Summary File as now constituted.

59.3 Within 30 working days of filing the Appeal Continuation, the Dean of Graduate Studies will respond to the student and/or examining committee in writing of his/her decision. The Dean of Graduate Studies may resolve the appeal in the appealee’s favor, reject the appeal and uphold the decision of the Dean or designee of the college administering the degree or refer the appeal to the Graduate Appeals Panel. This decision will be made in writing with copies added to the Appeal Summary File and mailed to the student, college Dean or designee, head, chair of the advisory committee and examining committee. If the student and/or examining committee are not in agreement with the decision of the Dean of Graduate Studies, then a request may be made in writing that the appeal be transmitted to the Graduate Appeals Panel. The request should justify why the decision by the Dean of Graduate Studies is believed to be unsatisfactory. Such a request must be submitted within 30 working days from the date the student receives the written decision from the Dean of Graduate Studies.
59.4 The Graduate Appeals Panel chair will examine the student's complete Appeal Summary File and meet with the student and/or examining committee in an attempt to resolve the appeal. If a resolution satisfactory to both parties cannot be reached, then the appeal will be transmitted to the Graduate Appeals Panel. The Graduate Appeals Panel chair shall set the hearing for the earliest possible date and inform the student of the time and place for the hearing. The failure of the student to appear without justifiable cause shall terminate the right to appeal.

59.5 The chair shall sit as a hearing officer and shall not take part in the vote or otherwise participate in the deliberations of the panel, except to cast a tie breaking vote. It shall be the duty of the chair to rule on procedural matters and the admissibility of evidence. The chair may deny admission of any evidence that did not accompany the student’s request for a hearing.

59.6 The burden of proof shall be upon the student to prove his or her case by a preponderance of evidence.

59.7 The student or examining committee shall have the right to consult with counsel of his/her/their own choosing and to present such witnesses and documentary evidence as may be pertinent. Any documentary evidence must be submitted to the chair of the Graduate Appeals Panel five working days prior to the hearing date. If the student or examining committee presents documentary evidence not included in the original Appeal Summary File, he/she/they must explain why this new evidence is now submitted. If the Graduate Appeals Panel chair rules the new evidence admissible, he/she shall share such evidence with all parties concerned. This new evidence will be subject to scrutiny by witnesses called by the student and other parties represented at the hearing. The student’s department and college will be allowed to present witnesses supporting their written positions.

An attorney or an individual acting as an advisor may not represent the student or directly question or cross-examine witnesses, except in a case where the university is represented by an attorney.

59.8 All parties shall be afforded the opportunity for reasonable oral argument.

59.9 Upon request, sufficiently in advance by either party, the chair shall cause the testimony presented at the hearing to be recorded. A copy of the recording may be obtained from the chair at the expense of the requesting party.

59.10 Immediately after hearing an appeal, the panel will go into closed session to deliberate. The student will be informed of the panel’s decision orally at the conclusion of the deliberations. A formal report to the president, with a copy to all interested parties, will confirm the panel’s decision.

59.11 The panel may recommend a variety of solutions consistent with the best interests of the student and the university (including the voiding of examinations), except that a majority decision of an examining committee may not be reversed so as to grant a degree.
59. Graduate Appeals Panel (Revised: 2010)

The decision as to which procedure to utilize for a grievance filed by a student shall be made solely by the university and shall be based on the fact pattern of each particular case. Each grievance shall be directed to a specific procedure and shall be accorded only one opportunity to be adjudicated unless the appeal body remands for further review.

59.1 Scope. The Graduate Appeals Panel (GAP) will hear appeals that involve actions against students stemming from: (a) suspension or blocks for scholastic deficiency (including failure to make sufficient progress in the student’s academic program); and (b) appeals of disputes over final course grades or evaluation of performance on examinations required by the department, intercollegiate faculty, or the graduate advisory committee.

59.1.1 Scholastic Dishonesty. Actions stemming from scholastic dishonesty, and any appeal of that action, will be dealt with through the Aggie Honor System Office.

59.1.2 Discrimination. Student Rule 45 should be used for grievances concerning race, color, national or ethnic origin, religion, age, sexual orientation, or veteran status.

59.1.3 Sexual Harassment. Student Rule 47 should be used for grievances concerning sexual harassment when the alleged offender is an employee of the university.

59.1.4 Disability Accommodations in Academic Programs. Student Rule 46 should be used for grievances concerning disability accommodations in academic programs.

59.1.5 Eligibility. The eligibility to obtain a hearing before the Graduate Appeals Panel means that the student seeking a hearing has complied with all prerequisites as set forth in this rule.
59.2 **Definitions.** In this rule, the following words have the following definitions and no other:

"Adverse decision" means a decision by a faculty member or administrator that negatively impacts the student and for which the student wishes to pursue a grievance under this rule.

"Arbitrary" means no reasonable factual basis for reaching the conclusion or taking the action.

"Assertion" means a contention or theory about the existence of some state of being. An assertion is established or disproved by evidence.

"Credible" means believable by a reasonable person.

"Evidence" means information by which an alleged fact is established or disproved. Evidence establishes or disproves an assertion.

"May" means a condition that is not required to be met; it is discretionary. Contrast "shall."

"Parties" means the student or the Respondent.

"Prejudicial" means irrational attitude of hostility directed against an individual. This does not include hostility on the basis of race, color, national or ethnic origin, religion, sex, disability, age, sexual orientation, or veteran status.

"Preponderance of evidence" means the greater weight of credible evidence submitted in the hearing. For a fact to be established by a preponderance of the evidence the GAP must find the fact is more likely true than not true.

"Respondent" means the faculty member (or administrator) that made the decision.

"Shall" means a condition that must be met. Contrast "may."
“Some credible evidence” means a quantity of evidence that is believable by a reasonable person.

“Student” means an individual graduate student enrolled at the university that is the subject of an adverse academic decision.

59.3 Membership. The pool of faculty and graduate students that sit as a panel on a GAP shall be appointed by the President or designee. A GAP shall be comprised of the chair, four (4) graduate faculty members, three (3) graduate students, and two (2) graduate student alternatives. A quorum consists of the chair, three (3) faculty members and two (2) graduate students.

59.4 Informal Resolution Procedures. To be eligible for a hearing before the GAP, a student shall first complete each of the following informal resolution procedures.

59.4.1 Respondent Conference. The student shall schedule and attend a conference (in-person or by telephone) with the respondent, informing the respondent of his/her concerns about the adverse decision. The respondent must fully inform the student about the grounds for and process used in reaching the decision. The aim of this conference is for: (1) the student to communicate how and why the decision is arbitrary or prejudicial; (2) the respondent to communicate how and why the decision is not arbitrary or prejudicial; and (3) the respondent to correct errors, if any, in the decision. The respondent should draft a letter describing the outcome of the conference and provide it to the student. This step does not apply to students that have already completed the process set forth in Student Rule 48.

59.4.2 Department Review. If the student does not receive a satisfactory outcome at the conclusion of the respondent conference, the student may seek review of the decision by the department head (or designee) of the department offering the course. The department head (or designee) shall provide a written response to the student. This step does not apply to students that have already completed the process set forth in Student Rule 48.
59.4.3 **College Review.** If the student does not receive a satisfactory outcome at the conclusion of the department review, the student may seek review of the decision by the dean (or designee) of the department offering the course. The dean (or designee) shall provide a written response to the student. This step does not apply to students that have already completed the process set forth in Student Rule 48.

59.5 **Formal Resolution Procedure.** If, after completing all required steps in the informal resolution procedures section, the student has not received a satisfactory outcome, the student may seek a hearing before the GAP. To be eligible to receive a hearing before the GAP, a student must complete and file a *Graduate Appeals Panel Hearing Request Form* (this form is provided at the end of this rule) with the Associate Vice President for Graduate Studies. The student must file the hearing request form no later than ten (10) days after receiving the dean’s (or designee’s) letter referenced above in section 59.4.3, College Review. For students that have completed the process set forth in Student Rule 48, a *Graduate Appeals Panel Hearing Request Form* must be received by the Associate Vice President for Graduate Studies no later than ten (10) calendar days after receiving the dean’s notification referenced in Student Rule 48.5.

59.5.1 **Chair Review.** Upon receipt of a *Graduate Appeals Panel Hearing Request Form*, the Associate Vice President for Graduate Studies shall deliver a copy of the form and all attachments to the Chair of the GAP. The Chair shall review the materials to determine if the student has provided some credible evidence that, if left uncontested in the GAP hearing, convinces the Chair that the GAP could conclude the evaluation of the student’s performance was arbitrary or prejudicial.

59.5.1.1 If the student has not provided some credible evidence that, if left uncontested in the GAP hearing, convinces the Chair that the GAP could conclude the evaluation of the student’s performance was arbitrary or prejudicial, the Chair shall notify the student and Associate Vice President for Graduate Studies in writing that the student’s request for a GAP hearing is rejected. The Chair’s decision is final.
59.5.1.2 If the student has provided some credible evidence that, if left uncontested in the GAP hearing, convinces the Chair the GAP could conclude the evaluation of the student’s performance was arbitrary or prejudicial, the chair shall notify the student and Associate Vice President for Graduate Studies in writing that the student’s request for a GAP hearing is granted and proceed to schedule the hearing.

59.5.2 Pre-Hearing Procedures.

59.5.2.1 If the Chair grants a hearing, he shall forward a copy of the student’s Graduate Appeals Panel Hearing Request Form and all attachments to the Respondent and the Respondent’s Department Head.

59.5.2.2 The Chair shall notify the student and Respondent of the time, date, and location of the hearing. The hearing should not be scheduled less than thirty (30) days after the hearing request form and attachments are sent to the Respondent. The notice of hearing should include a list of potential panel members. At the Chair’s sole discretion, if a potential panel member cannot be a fair and impartial panelist, they may be removed.

59.5.2.3 The Respondent shall submit to the Chair and student a list of all witnesses to be called by the Respondent. The Respondent shall also provide to the Chair and the student copies of all documents to be submitted for consideration by the GAP. The witness list and documents shall be submitted no later than fifteen (15) calendar days prior to the hearing. The failure to meet this deadline may result in the witnesses and documents being excluded from the hearing.

59.5.2.4 If, after receiving the witness list and documents of the Respondent, the student wants to add additional witnesses or documents to those already submitted with his/her hearing request form, the student shall submit to the Chair and Respondent the additional documents and witness names not less than ten (10) calendar days prior to the hearing. The failure to meet this deadline shall result in the witnesses and documents being excluded from the hearing unless the respondent agrees to waive the deadline or the Chair decides the additional documents and witnesses will be allowed.
59.5.3 Appeal Hearing.

59.5.3.1 The Chair shall assemble to hear the student’s appeal a quorum of panelists. A quorum consists of the chair, three (3) faculty members and two (2) graduate students. Prior to the hearing the panel may be briefed about the identity of the parties to the hearing (student and respondent), the general subject matter of the hearing, and the potential witnesses. However, the panel may not be given any documentary evidence or witnesses statements prior to the hearing. The panel must make its decision based solely on the evidence presented by the parties during the hearing. The panel members shall not engage in any independent investigation outside of the hearing nor consider any evidence obtained outside of the hearing.

59.5.3.2 The hearing will be conducted in a manner conducive to ascertaining the facts of the case. The student and Respondent shall be provided a reasonable opportunity to: (a) be present and hear all arguments and oral statements made to the panel during the hearing; (b) make arguments, present oral statements and written documents, and call witnesses to testify—so long as the presentation of material is relevant (as determined by the Chair) to the stated grounds for the appeal; and (c) ask questions of the other party’s witnesses.

59.5.3.3 Each party may be accompanied at the hearing by an advisor, who may be an attorney. An advisor may not represent a party, direct questions to the Chair or panel, participate in the opening or closing statements, engage in argument, or directly question witnesses. The advisors sole role is to provide advice and counsel to his party.

59.5.3.4 At any time, the Chair or panel may consult with an appropriate university advisor, call or recall witnesses, or introduce matters and information it deems relevant to the appeal.

59.5.3.5 The Chair may establish reasonable time limitations for the oral presentations of the parties.
59.5.3.6 The formal rules of evidence do not apply to GAP proceedings. The Chair shall decide the admissibility of evidence and the schedule of the hearing.

59.5.3.7 No witness that is not a party shall be allowed to attend the hearing before he/she testifies. Hearings will be closed to the public unless both parties and the Chair agree to make the hearing open to the public. If the hearing will be open to the public, the student agrees to sign a consent to release student record information as required by FERPA.

59.5.3.8 In hearings involving more than one student, at the sole discretion of the Chair, a single hearing may be scheduled for all of the students. If any one of the students requests a separate hearing or if the Chair determined it is in the best interest of the students, separate hearings may be held. When collective hearings are held, individual findings, decisions, and recommendations will be entered by the GAP.

59.5.3.9 A record of the hearing (e.g., by audiotape, videotape, or court reporter) will be made at the expense of the university. Upon receipt by the Chair of a written request, the student may obtain a copy of the record by paying the cost of reproduction or transcription.

59.5.3.10 The Chair may dismiss anyone from the hearing, including parties or advisors, whose conduct is inappropriate or disruptive to the hearing process.

59.5.3.11 The student has the burden of proof to demonstrate by a preponderance of credible evidence that the evaluation of the student’s performance was arbitrary or prejudicial.

59.5.4 Appeal Hearing-Order of the Proceedings.

59.5.4.1 The Chair will begin the hearing with opening remarks. The Chair will summarize the issues, describe the role of the GAP, and explain the procedures to be followed. The Chair will then ask each person in the room to identify themselves for the record.
59.5.4.2 Unless otherwise determined by the Chair, the order of presentation will be as follows, with the allocation of time for each segment to be determined by the Chair in advance of the hearing:

(a) Opening statement by the student.

(b) Opening statement by the Respondent.

(c) Student presents evidence (documents and witnesses), with opportunity for questioning by the Respondent and panel members.

(d) Respondent presents evidence (documents and witnesses), with opportunity for questioning by the student and panel members.

(e) Recess for closing statement preparation.

(f) Closing statement by Respondent.

(g) Closing statement by Student.

(h) Chair declares hearing is concluded.

59.5.5 Post-Hearing Procedures.

59.5.5.1 Upon completion of the hearing the GAP will meet in closed session for deliberations. If the process requires additional time the GAP may suspend its deliberations and reconvene at a later day and time. A simple majority vote of the panel is required for findings, decisions, and recommendations. No panel member may abstain from voting. The Chair is not a voting member of the GAP unless for some unexpected reason his/her vote is required to break a tie.

59.5.5.2 The Chair will prepare a written final decision to the student, including:
(a) Indicate whether the appealed decision is affirmed or modified.

(b) Articulating the reasonable factual basis upon which the GAP reached its conclusion.

(c) Recommendations, if necessary to the individual case being heard, for further actions by university officials.

59.5.5.3 The Chair will provide the Respondent, Department Head of the department offering the course, Dean of the College offering the course, Associate Vice President for Graduate Studies, and the Executive Vice President for Academics and Provost with a copy of the decision.

59.5.5.4 The decision by the GAP is the final decision of the university and is not appealable to any university or system person or entity.

59.6 The Chair may reasonably deviate from the procedures detailed in this rule if the particular facts and circumstances of the matter support the change. A reasonable deviation from the procedures shall not be grounds for overturning the outcome of the hearing process set forth in this rule.
Date form received in OGS: ____________
Received by (Print & Initial): ____________

**Graduate Appeals Panel (GAP) Hearing Request Form**

This form is used to request a hearing under Student Rule 59. This form must be completed and filed with the Associate Vice President for Graduate Studies not later than ten (10) calendar days after receiving the dean’s (or designee’s) letter referenced in section 59.4.3. For students that have completed the process set forth in Student Rule 48, this form must be received by the Associate Vice President for Graduate Studies no later than ten (10) calendar days after receiving the dean’s notification referenced in Student Rule 48.5.

Student Name (Last, First, Middle):  
UIN:  
Local Street Address:  
City, State, Zip:  
Telephone Number:  
E-mail Address:  
Department administering the student’s degree program:

Disputed Academic Decision (must be within scope of GAP, see section 59.1):  
Respondent (Person/Committee Who Made Decision):  
Grounds upon which the grievance is based:  
**Attach** (1) respondent conference letter; (2) department review letter; and (3) college review letter.  
List all witnesses with first-hand knowledge who can support your allegations.  
**Attach** legible copies of all documents that support your allegations.  
What outcome or action are you requesting as a result of this grievance?

Advisor (include contact information):  
Is your advisor an attorney?: If yes, have you advised your attorney his/her role is only that of an advisor?

Student Signature:  
Date:  

This form may be hand-delivered to:  
This form may be mailed to:  
This form may be faxed to:  
This form may be e-mailed to:
59. Graduate Appeals Panel

(Revised: 2004-2010)

The decision as to which procedure to utilize for a grievance filed by a student shall be made solely by the university and shall be based on the fact pattern of each particular case. Each grievance shall be directed to a specific procedure and shall be accorded only one opportunity to be adjudicated unless the appeal body remains for further review.

59.1 Scope

The Graduate Appeals Panel (GAP) will hear appeals that involve disciplinary actions against students stemming from: (a) suspension or blocks for scholastic deficiency, (including failure to make sufficient progress in the student’s academic program); and (b) appeals of disputes over final course grades or evaluation of performance on examinations required by the department, intercollegiate faculty or the graduate advisory committee. Disciplinary action stemming from scholastic dishonesty and any appeal of that action, will be dealt with through the Aggie Honor System Office. Appeals will be heard when the student alleges that an arbitrary, capricious or prejudiced evaluation occurred. Appeals regarding departmental, intercollegiate faculty or Office of Graduate Studies requirements will not be heard, or the graduate advisory committee.

59.1.1 Scholastic Dishonesty. Actions stemming from scholastic dishonesty, and any appeal of that, will be dealt with through the Aggie Honor System Office.

59.1.2 Discrimination. Student Rule 45 should be used for grievances concerning race, color, national or ethnic origin, religion, age, sexual orientation, or veteran status.

59.1.3 Sexual Harassment. Student Rule 47 should be used for grievances concerning sexual harassment when the alleged offender is an employee of the university.
59.1.4 Disability Accommodations in Academic Programs. Student Rule 46 should be used for grievances concerning disability accommodations in academic programs.

59.1.5 Eligibility. The decision eligibility to request action by obtain a hearing before the Graduate Appeals Panel means that (1) the student seeking a hearing has complied with all prerequisites as set forth in this rule.

59.2 Definitions. In this rule, the following words have the following definitions and no other:

“Adverse decision” means a decision by a faculty member or administrator that negatively impacts the student and for which the student wishes to pursue a grievance under this rule.

“Arbitrary” means no reasonable factual basis for reaching the conclusion or taking the action.

“Assertion” means a contention or theory about the existence of some state of being. An assertion is established or disproved by evidence.

“Credible” means believable by a reasonable person.

“Evidence” means information by which an alleged fact is established or disproved. Evidence establishes or disproves an assertion.

“May” means a condition that is not required to be met; it is discretionary. Contrast “shall.”

“Parties” means the student or the Respondent.

“Prejudicial” means irrational attitude of hostility directed against an individual. This does not include hostility on the basis of race, color,
national or ethnic origin, religion, sex, disability, age, sexual orientation, or veteran status.

"Preponderance of evidence" means the greater weight of credible evidence submitted in the hearing. For a fact to be established by a preponderance of the evidence the GAP must find the fact is more likely true than not true.

"Respondent" means the faculty member (or administrator) that made the decision.

"Shall" means a condition that must be met. Contrast "may."

"Some credible evidence" means a quantity of evidence that is believable by a reasonable person.

"Student" means an individual graduate student enrolled at the university that is the subject of an adverse academic decision.

59.3 Membership. The pool of faculty and graduate students that sit as a panel on a GAP shall be appointed by the President or designee. A GAP shall be comprised of the chair, four (4) graduate faculty members, three (3) graduate students, and two (2) graduate student alternatives. A quorum consists of the chair, three (3) faculty members and two (2) graduate students.

59.4 Informal Resolution Procedures. To be eligible for a hearing before the GAP, a student shall first complete each of the following informal resolution procedures.

59.4.1 Respondent Conference. The student shall schedule and attend a conference (in-person or by telephone) with the respondent, informing the respondent of his/her concerns about the adverse decision. The respondent must fully inform the student about the grounds for and process used in reaching the decision. The aim of this conference is for: (1) the student to communicate how and why the decision is arbitrary or prejudicial; (2) the respondent to communicate how and why the decision is not arbitrary or prejudicial; and (3) the respondent to correct errors, if any, in the decision. The respondent should draft a letter
describing the outcome of the conference and provide it to the student. This step does not apply to students that have already completed the process set forth in Student Rule 48.

59.4.2 Department Review. If the student does not receive a satisfactory outcome at the conclusion of the respondent conference, the student may seek review of the decision by the department head (or designee) of the department offering the course. The department head (or designee) shall provide a written response to the student. This step does not apply to students that have already completed the process set forth in Student Rule 48.

59.4.3 College Review. If the student does not receive a satisfactory outcome at the conclusion of the department review, the student may seek review of the decision by the dean (or designee) of the department offering the course. The dean (or designee) shall provide a written response to the student. This step does not apply to students that have already completed the process set forth in Student Rule 48.

59.5 Formal Resolution Procedure. If, after completing all required steps in the informal resolution procedures section, the student has not received a satisfactory outcome, the student may seek a hearing before the GAP. To be eligible to receive a hearing before the GAP, a student must complete and file a Graduate Appeals Panel Hearing Request Form (this form is provided at the end of this rule) with the Associate Vice President for Graduate Studies. The student must file the hearing request form no later than ten (10) days after receiving the dean’s (or designee’s) letter referenced above in section 59.4.3, College Review. For students that have completed the process set forth in Student Rule 48, a Graduate Appeals Panel Hearing Request Form must be received by the Associate Vice President for Graduate Studies no later than ten (10) calendar days after receiving the dean’s notification referenced in Student Rule 48.5.

59.5.1 Chair Review. Upon receipt of a Graduate Appeals Panel Hearing Request Form, the Associate Vice President for Graduate Studies shall deliver a copy of the form and all attachments to the Chair of the GAP. The Chair shall review the materials to determine if the student has provided some credible evidence that, if left uncontested in the GAP hearing, convinces the Chair that the
GAP could conclude the evaluation of the student’s performance was arbitrary or prejudicial.

59.5.1.1 If the student has not provided some credible evidence that, if left uncontested in the GAP hearing, convinces the Chair that the GAP could conclude the evaluation of the student’s performance was arbitrary or prejudicial, the Chair shall notify the student and Associate Vice President for Graduate Studies in writing that the student’s request for a GAP hearing is rejected. The Chair’s decision is final.

59.5.1.2 If the student has provided some credible evidence that, if left uncontested in the GAP hearing, convinces the Chair the GAP could conclude the evaluation of the student’s performance was arbitrary or prejudicial, the chair shall notify the student and Associate Vice President for Graduate Studies in writing that the student’s request for a GAP hearing is granted and proceed to schedule the hearing.

59.5.2 Pre-Hearing Procedures.

59.5.2.1 If the Chair grants a hearing, he shall forward a copy of the student’s Graduate Appeals Panel Hearing Request Form and all attachments to the Respondent and the Respondent’s Department Head.

59.5.2.2 The Chair shall notify the student and Respondent of the time, date, and location of the hearing. The hearing should not be scheduled less than thirty (30) days after the hearing request form and attachments are sent to the Respondent. The notice of hearing should include a list of potential panel members. At the Chair’s sole discretion, if a potential panel member cannot be a fair and impartial panelist, they may be removed.

59.5.2.3 The Respondent shall submit to the Chair and student a list of all witnesses to be called by the Respondent. The Respondent shall also provide to the Chair and the student copies of all documents to be submitted for consideration by the GAP. The witness list and documents shall be submitted no later than fifteen (15) calendar days prior to the hearing. The failure to meet this
deadline may result in the witnesses and documents being excluded from the hearing.

59.5.2.4 If, after receiving the witness list and documents of the Respondent, the student wants to add additional witnesses or documents to those already submitted with his/her hearing request form, the student shall submit to the Chair and Respondent the additional documents and witness names not less than ten (10) calendar days prior to the hearing. The failure to meet this deadline shall result in the witnesses and documents being excluded from the hearing unless the respondent agrees to waive the deadline or the Chair decides the additional documents and witnesses will be allowed.

59.5.3 Appeal Hearing.

59.5.3.1 The Chair shall assemble to hear the student’s appeal a quorum of panelists. A quorum consists of the chair, three (3) faculty members and two (2) graduate students. Prior to the hearing the panel may be briefed about the identity of the parties to the hearing (student and respondent), the general subject matter of the hearing, and the potential witnesses. However, the panel may not be given any documentary evidence or witnesses statements prior to the hearing. The panel must make its decision based solely on the evidence presented by the parties during the hearing. The panel members shall not engage in any independent investigation outside of the hearing nor consider any evidence obtained outside of the hearing.

59.5.3.2 The hearing will be conducted in a manner conducive to ascertaining the facts of the case. The student and Respondent shall be provided a reasonable opportunity to: (a) be present and hear all arguments and oral statements made to the panel during the hearing; (b) make arguments, present oral statements and written documents, and call witnesses to testify—so long as the presentation of material is relevant (as determined by the Chair) to the stated grounds for the appeal; and (c) ask questions of the other party’s witnesses.

59.5.3.3 Each party may be accompanied at the hearing by an advisor, who may be an attorney. An advisor may not represent a party, direct questions to the Chair or panel, participate in the opening or closing statements.
engage in argument, or directly question witnesses. The advisors sole role is to provide advice and counsel to his party.

59.5.3.4 At any time, the Chair or panel may consult with an appropriate university advisor, call or recall witnesses, or introduce matters and information it deems relevant to the appeal.

59.5.3.5 The Chair may establish reasonable time limitations for the oral presentations of the parties.

59.5.3.6 The formal rules of evidence do not apply to GAP proceedings. The Chair shall decide the admissibility of evidence and the schedule of the hearing.

59.5.3.7 No witness that is not a party shall be allowed to attend the hearing before he/she testifies. Hearings will be closed to the public unless both parties and the Chair agree to make the hearing open to the public. If the hearing will be open to the public, the student agrees to sign a consent to release student record information as required by FERPA.

59.5.3.8 In hearings involving more than one student, at the sole discretion of the Chair, a single hearing may be scheduled for all of the students. If any one of the students requests a separate hearing or if the Chair determined it is in the best interest of the students, separate hearings may be held. When collective hearings are held, individual findings, decisions, and recommendations will be entered by the GAP.

59.5.3.9 A record of the hearing (e.g., by audiotape, videotape, or court reporter) will be made at the expense of the university. Upon receipt by the Chair of a written request, the student may obtain a copy of the record by paying the cost of reproduction or transcription.

59.5.3.10 The Chair may dismiss anyone from the hearing, including parties or advisors, whose conduct is inappropriate or disruptive to the hearing process.
59.5.3.11 The student has the burden of proof to demonstrate by a preponderance of credible evidence that the evaluation of the student’s performance was arbitrary or prejudicial.

59.5.4 Appeal Hearing-Order of the Proceedings.

59.5.4.1 The Chair will begin the hearing with opening remarks. The Chair will summarize the issues, describe the role of the GAP, and explain the procedures to be followed. The Chair will then ask each person in the room to identify themselves for the record.

59.5.4.2 Unless otherwise determined by the Chair, the order of presentation will be as follows, with the allocation of time for each segment to be determined by the Chair in advance of the hearing:

(a) Opening statement by the student.

(b) Opening statement by the Respondent.

(c) Student presents evidence (documents and witnesses), with opportunity for questioning by the Respondent and panel members.

(d) Respondent presents evidence (documents and witnesses), with opportunity for questioning by the student and panel members.

(e) Recess for closing statement preparation.

(f) Closing statement by Respondent.

(g) Closing statement by Student.

(h) Chair declares hearing is concluded.

59.5.5 Post-Hearing Procedures.
59.5.1 Upon completion of the hearing the GAP will meet in closed session for deliberations. If the process requires additional time the GAP may suspend its deliberations and reconvene at a later day and time. A simple majority vote of the panel is required for findings, decisions, and recommendations. No panel member may abstain from voting. The Chair is not a voting member of the GAP unless for some unexpected reason his/her vote is required to break a tie.

59.5.2 The Chair will prepare a written final decision to the student, including:

(a) Indicate whether the appealed decision is affirmed or modified.

(b) Articulating the reasonable factual basis upon which the GAP reached its conclusion.

(c) Recommendations, if necessary to the individual case being heard, for further actions by university officials.

59.5.3 The Chair will provide the Respondent, Department Head of the department head and the offering the course, Dean or designee of the college of the College offering the course, Associate Vice President for Graduate Studies, and the Executive Vice President for Academics and Provost with a copy of the decision.

59.5.4 The decision by the GAP is the final decision of the university and is not appealable to any university or system person or entity.

59.6 The Chair may reasonably deviate from the procedures detailed in this rule if the particular facts and circumstances of the matter support the change. A reasonable deviation from the procedures shall not be grounds for overturning the outcome of the hearing process set forth in this rule.
Date form received in OGS:  
Received by (Print & Initial):

Graduate Appeals Panel (GAP) Hearing Request Form

This form is used to request a hearing under Student Rule 59. This form must be completed and filed with the Associate Vice President for Graduate Studies not later than ten (10) calendar days after receiving the dean’s (or designee’s) letter referenced in section 59.4.3. For students that have completed the process set forth in Student Rule 48, this form must be received by the Associate Vice President for Graduate Studies no later than ten (10) calendar days after receiving the dean’s notification referenced in Student Rule 48.5.

Student Name (Last, First, Middle):
UIN:
Local Street Address:
City, State, Zip:
Telephone Number:
E-mail Address:

Department administering the student’s degree, and (2) the actions recommended at each level are unsatisfactory to the student or the examining committee. The student and/or the examining committee through its chair may file an appeal to the Graduate Appeals Panel through the Dean of Graduate Studies, program:

Membership

The Graduate Appeals Panel composition includes the chair, four graduate faculty members, three graduate students and two graduate student alternates. A quorum consists of three faculty members and two graduate students.

Procedures

59.1 In order to schedule a hearing before the panel, the student must have complied with the procedures described below:

59.1.1 Appeal Involving Suspension or Blocks Due to Scholastic Deficiency. The graduate student shall discuss the suspension with the Dean of Graduate Studies. If no change in status results from the discussion, the student may appeal to the Graduate Appeals Panel. The graduate student must file a written Notice of Intent to Appeal with the Dean of Graduate Studies within five working days of receiving notice of the suspension or blocking action. The Dean of Graduate Studies shall inform the chair of the graduate student’s advisory committee (if formed),
the appropriate department head and the Dean or designee that a notice of intention to appeal has been filed with the Graduate Appeals Panel.

59.1.2 Dispute over Final Course Grade or Examinations of Graduate Students by Departments, by Intercollegiate Faculty Members or by Graduate Advisory Committees. Prior to an appeal to the Graduate Appeals Panel, a graduate student alleging capricious, arbitrary or prejudiced academic evaluation must follow the procedures outlined in Part III, Student Grievance Procedures. 53. Graduate Student Examination Evaluation. The graduate student must file a written Notice of Intent to Appeal with the Dean of Graduate Studies within 15 working days of receiving written notice of any final action taken by the university under these procedures. The Dean of Graduate Studies shall inform the chair of the graduate student’s advisory committee (if formed), the appropriate department head and the Dean or designee that notice of intention to appeal has been filed with the Graduate Appeals Panel.

59.2 To initiate an appeal to the Graduate Appeals Panel, the student and/or examining committee must, within 15 working days from the date of the Dean or designee’s decision, submit to the Dean of Graduate Studies a written statement (Appeal Continuation) requesting an appeal and explaining why the student believes that decisions made by the department head and/or the academic college Dean or designee are regarded to be unsatisfactory. This becomes a part of the Appeal Summary File. At the time of filing the Appeal Continuation, the student and/or examining committee should arrange for a preliminary interview with the Dean of Graduate Studies.

The Appeal Summary File now includes the following: the student’s original Notice of Intent to Appeal, written documentation originally submitted by the student, written assessment by the department head, written assessment by the Dean or designee, any short statements summarizing the testimony that may be presented by witnesses, the Appeal Continuation that shows justification for continuing the appeal and any written assessment added by the Dean of Graduate Studies following the preliminary meeting with the student and/or examining committee.

The act of filing the Notice of Intent to Appeal Request to the Dean of Graduate Studies is construed as authorizing all panel members to have full access to the student’s Appeal Summary File as now constituted.

59.3 Within 30 working days of filing the Appeal Continuation, the Dean of Graduate Studies will respond to the student and/or examining committee in writing of his/her decision. The Dean of Graduate Studies may resolve the appeal in the appealee’s favor, reject the appeal and uphold the decision of the Dean or designee of the college administering the degree or refer the appeal to the Graduate Appeals Panel. This decision will be made in writing with copies added to the Appeal Summary File and mailed to the student, college Dean or designee, head, chair, advisory committee and examining committee. If the student and/or examining committee are not in agreement with the decision of the Dean of Graduate Studies, then a request may be made
in writing that the appeal be transmitted to the Graduate Appeals Panel. The request should justify why the decision by the Dean of Graduate Studies is believed to be unsatisfactory. Such a request must be submitted within 30 working days from the date the student receives the written decision from the Dean of Graduate Studies.

59.4 The Graduate Appeals Panel chair will examine the student's complete Appeal Summary File and meet with the student and/or examining committee in an attempt to resolve the appeal. If a resolution satisfactory to both parties cannot be reached, then the appeal will be transmitted to the Graduate Appeals Panel. The Graduate Appeals Panel chair shall set the hearing for the earliest possible date and inform the student of the time and place for the hearing. The failure of the student to appear without justifiable cause shall terminate the right to appeal.

Disputed Academic Decision (must be within scope of GAP, see section 59.1):
Respondent (Person/Committee Who Made Decision):
Grounds upon which the grievance is based:
Attach (1) respondent conference letter; (2) department review letter, and (3) college review letter.
List all witnesses with first-hand knowledge who can support your allegations.
Attach legible copies of all documents that support your allegations.
What outcome or action are you requesting as a result of this grievance?

Advisor (include contact information):
Is your advisor an attorney? If yes, have you advised your attorney his/her role is only that of an advisor?

Student Signature:
Date:

This form may be hand-delivered to:
This form may be mailed to:
This form may be faxed to:
This form may be e-mailed to:

59.5 The chair shall sit as a hearing officer and shall not take part in the vote or otherwise participate in the deliberations of the panel, except to cast a tie-breaking vote. It shall be the duty of the chair to rule on procedural matters and the admissibility of evidence. The chair may deny admission of any evidence that did not accompany the student's request for a hearing.

59.6 The burden of proof shall be upon the student to prove his or her case by a preponderance of evidence.

59.7 The student or examining committee shall have the right to consult with counsel of his/her/their own choosing and to present such witnesses and documentary evidence as may be pertinent. Any documentary evidence must be submitted to the chair of the Graduate Appeals Panel.
Panel five working days prior to the hearing date. If the student or examining committee presents
documentary evidence not included in the original Appeal Summary File, he/she/they must
explain why this new evidence is now submitted. If the Graduate Appeals Panel chair rules the
new evidence admissible, he/she shall share such evidence with all parties concerned. This new
evidence will be subject to scrutiny by witnesses called by the student and other parties
represented at the hearing. The student’s department and college will be allowed to present
witnesses supporting their written positions.

An attorney or an individual acting as an advisor may not represent the student or directly
question or cross-examine witnesses, except in a case where the university is represented by an
attorney.

59.8 All parties shall be afforded the opportunity for reasonable oral argument.

59.9 Upon request, sufficiently in advance by either party, the chair shall cause the testimony
presented at the hearing to be recorded. A copy of the recording may be obtained from the chair
at the expense of the requesting party.

59.10 Immediately after hearing an appeal, the panel will go into closed session to deliberate.
The student will be informed of the panel’s decision orally at the conclusion of the deliberations.
A formal report to the president, with a copy to all interested parties, will confirm the panel’s
decision.

59.11 The panel may recommend a variety of solutions consistent with the best interests of the
student and the university (including the voiding of examinations), except that a majority
decision of an examining committee may not be reversed so as to grant a degree.