1. **New Course Requests:**
   a. AGE 613  International Agriculture Development Policy
   b. BIOL 683  Experimental Design in Biology * (Tabled from May 2016 Meeting)
   c. BMEN 658  Motion Biomechanics * (Tabled from May 2016 Meeting)
   d. ECEN 766  Algorithms in Structural Bioinformatics
   e. EDCI 715  Academic Writing for International Graduate Students * (Tabled from May 2016 Meeting)
   f. EDCI 752  21st Century Integration of Theory in Educational Settings * (Tabled from May 2016 Meeting)
   g. FINC 606  Options, Future, and Other Derivatives
   h. FINC 651  Financial Valuation
   i. FSTC 623  Nanotechnology in Food Processing * (Tabled from May 2016 Meeting)
   j. INTA 642  Institutions and Development
   k. PETE 651  Probabilistic Reserves Evaluation * (Tabled from May 2016 Meeting)
   l. PETE 652  Deterministic Reserves Evaluation * (Tabled from May 2016 Meeting)
   m. WFSC 614  Down River: Biology of Gulf Coastal Fishes

2. **Course Change Requests:**
   a. CVEN 684  Professional Internship * (Tabled from May 2016 Meeting)
   b. EHRD 625  Organizational Development & Performance in HRD
   c. EPSY 630  Single Case Research
   d. GENE 608  Critical Analysis of GENE Literature * (Tabled from May 2016 Meeting)
   e. SOCI 681  Professional Seminar in Sociology
   f. SPED 601  Assessment in School Settings
   g. SPED 620  Bilingual Special Education
   h. SPED 632  Transition from School to Work
   i. SPED 642  Program Development for Students with Behavior Problems
   j. WFSC 607  Environmental Conflict Management
   k. WFSC 608  Public Participation in Conservation Policy
   l. WFSC 617  Biology of Fishes

3. **Special Consideration Requests:**
   a. College of Engineering - Distance Education Master of Engineering in Systems Engineering (SYEN)
   b. College of Medicine and College of Education and Human Development - Physician Assistant Studies-Master Degree Program Proposal
   c. CLBA - Proposal for Change in Course Prefix Designation
   d. CLGE – Fast Track Dual Degree Program for the B.S. in Geophysics and the non-thesis Master of Ocean Science and Technology (MOST)

4. **Informational Items:**
New Courses

1. LAW 7208  Art, Cultural Heritage and the Law
2. LAW 7222  International Trade Law
3. LAW 7225  Anti-Terrorism and Criminal Enforcement
4. LAW 7228  E-payments Law and Business
5. LAW 7259  Information Privacy Law
6. LAW 7267  Government, Ethics & Public Sector
7. LAW 7414  Legislative Process
8. LAW 7426  The Lawyer in Government
9. LAW 7432  International Petroleum Transactions
10. LAW 7442  Law and Economics
11. LAW 7483  Military Justice
12. LAW 7487  Spanish for Lawyers
13. LAW 7647  Fatherhood and the Law Seminar
14. LAW 7648  International Water Law Seminar
15. LAW 7649  Marijuana Law, Policy and Business Seminar
16. LAW 7894  LARW III: Environmental Litigation Drafting
17. LAW 7895  LARW III: Oil and Gas Drafting
New Courses
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

1. Course request type:
   - □ Undergraduate
   - ✔ Graduate
   - □ First Professional (Pharm D, DVM, DPT, M.D.)

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

3. Course prefix, number and complete title of course:
   AGEC 613, International Agricultural Development Policy

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

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

6. Cross-listed with:

   Stacked with:

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

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

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

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

10. Will this course be submitted to the Core Curriculum Council? □ Yes
      ✔ No

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

12. 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)

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

Prefix | Course # | Title (excluding punctuation)
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AGEC | 613 | INTERN. AGRICULTURAL DEV POLIC

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Approval recommended by:

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

Chair, College Review Committee Date

Dean of College Date

Submitted to Coordinating Board by:

Associate Director, Curricular Services Date

Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services – 07/14
Texas A&M University
Departmental Request for a New Course
Undergraduate  •  Graduate  •  Professional
Submit original form and attach a course syllabus.

Form Instructions
1. Course request type:  □ Undergraduate  √ Graduate  □ First Professional (MD, DVM, DPM)
2. Request submitted by (Department or Program Name): Department of Agricultural Economics
3. Course prefix, number and complete title of course: AGEC 613, International Agricultural Development Policy
4. Catalog course description (not to exceed 50 words):
   This course, the capstone for the Certificate in International Agriculture and Natural Resource Management, may be
taken with many majors. Its many real-world examples prepare students for environments of international
development institutions and programs concerning water management, gender, climate change, agricultural
extension, value chains, agricultural finance, and many other issues in developing countries, with emphasis on
smallholder agriculture.

5. Prerequisite(s): One of the Following: AGEC 422, 430 or other equivalent Macroeconomic Course, 452, 604, 606
   Cross-listed with:  Stacked with: Cross-listed courses require the signature of both department heads.

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

13. Prefix  Course #  Title (excluding punctuation)
AGEC  613  INTERN. AGRICULTURAL DEV POLICY

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Approval recommended by:

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

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

Submitted to Coordinating Board by:

Associate Director, Curricular Services  Date

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

AGEC _613 Fall 2017_

INTERNATIONAL AGRICULTURAL DEVELOPMENT POLICY

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

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

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

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

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

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

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

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

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

Course Modules

1. Introduction: The role and importance of agriculture in economic development

2. Strategies and policy instruments

3. Agriculture and the rest of the economy: prices and macro linkages

4. Land use and land tenure for agriculture

5. Water management for agriculture

6. Agricultural and rural finance

7. Research and extension policies

8. Gender in agricultural development

9. Climate change and resilience of smallholder producers

10. Strategies for poverty alleviation

11. Value chains and agricultural competitiveness

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

Overall point scores will be translated into grades as follows:

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

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

Makeup Policy

Makeup exams and assignments will be given to students with absences considered excused under TAMU Student Rule 7 (Attendance) at http://student-rules.tamu.edu/rule07. For absences related to injury or illness, also see http://attendance.tamu.edu/. Students should inform me in advance if they anticipate missing an exam, quiz, or assignment deadline. To be eligible for a makeup exam or quiz, or for acceptance of a late assignment, students must provide documentation for the excuse within two days following the absence or missed deadline. For an injury or illness of three or more days, provide an excuse completed by a medical professional. For an injury or illness of less than three days, complete the Explanatory Statement for Absence from Class form at https://dsacms.tamu.edu/sites/shs.tamu.edu/files/Explanatory%20Statement%20for%20Absence%20from%20Class_1.pdf.

Lecture Notes
All class lectures will be accompanied by PowerPoints that will be available on the course website for you to print off at your convenience.
Course Readings
All required and recommended readings may be accessed through the readings section of the course website, by clicking on the hyperlinked references. Some documents will be available on the internet and others will be available in PDF files for which you will need a password, which will be provided in class.

Class Papers
The class papers provide an opportunity to apply the conceptual tools learned in class and enrich your knowledge of real-world development issues by applying those tools. The topics can be slanted toward the conceptual issues and debates or more toward analyzing a country experience, or comparing two or more country experiences, in all cases developing recommendations. The topics may cover a diverse range of possibilities. For example:

--On the basis of discussions in the literature, summarize the pros and cons of international food aid and discuss its effects in country x (for example, Egypt, Honduras or other country for which published material on food aid is available).
--Develop a program and action plan to empower women in agriculture in a developing country, and discuss the issues associated with each thrust of the program and each action.
--Land reform has been a difficult and contentious issue in countries like South Africa and Colombia. Analyze the approach to land reform used in one of those countries, explain why it has not advanced more rapidly and present alternative arguments with supporting arguments.
--Discuss ways to get smallholder farmers more involved in high-value markets and the risks and rewards of doing so. How do these considerations vary by type of product?
--If you were to start from scratch, in a hypothetical setting with sufficient resources and support from political leaders, how would you structure agricultural research and extension services, and what would be their goals and ways of functioning?

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

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

**Americans with Disabilities Act**
The 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 on Campus at: 701 West Campus Blvd. The phone number is 845-1637. For additional information, visit http://disability.tamu.edu.

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

**Academic Integrity:**

“An Aggie does not lie, cheat, or steal, or tolerate those who do.”
As a Texas A&M University student, you committed to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy
and rules of the Honor System. This commitment applies to examinations, research papers, and all other academic work. When you submit your work for this course, you are making an implicit pledge that you have neither given nor received unauthorized aid. For additional information, please visit: http://aggiehonor.tamu.edu/.

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

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

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

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

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

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

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

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

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

- Running out of time.
- Presentation that is not well organized (sloppy).
- Inaccurate information.
- Inadequate or inaccurate answers to questions, indicating lack of expected expertise on the topic.
- Not taking the presentation seriously as indicated by unprofessional attitude, careless dress, or flippant behavior.
- Lack of confidence in making the presentation.
- Failure to provide specific, well supported conclusions.
Revised, January 25, 2016
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
- Submit original form and attach a course syllabus.

Form Instructions
1. Course request type: □ Undergraduate
   □ Graduate
   □ First Professional (D.O., M.D., J.D., PharmD, D.V.M.)

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

3. Course prefix, number, and complete title of course:
   BIOL 683 EXPERIMENTAL DESIGN BIOLOGY

4. Catalog course description (not to exceed 50 words):
   Course will provide instruction to the design of scientific research projects in the field of biology; a wide range of biological experiments will be covered and each type of experiment will be designed with an eye toward choosing the appropriate statistical technique for analysis; students will be able to design biological studies that are statistically tractable and perform basic statistical analyses using the statistical programming language R.

5. Prerequisite(s):
   Graduate classification and STAT651 or approval of instructor

   Cross-listed with:

   Stacked with:

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

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

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

9. Will this course be submitted to the Core Curriculum Council?
   □ Yes
   □ No
   □ P/F (CLMD)

10. How will this course be graded?
    □ Grade
    □ S/U

11. This course will be:
    a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)
       BIOL
    b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)
       PhD and MS in any biological science discipline

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

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

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

Chair, Graduate Review Committee Date
Dean of College Date

Submitted to Coordinating Board by:

Associate Director, Curricular Services Date

Effective Date

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

Form Instructions
1. Course request type: □ Undergraduate  ✔ Graduate  □ First Professional (MD, JD, PharmD, DVM)
2. Request submitted by (Department or Program Name): Department of Biology
3. Course prefix, number and complete title of course: BIOL 683 EXPERIMENTAL IN DESIGN BIOLOGY
4. Catalog course description (not to exceed 50 words):
   Course will provide instruction to the design of scientific research projects in the field of biology; a wide range of biological experiments will be covered and each type of experiment will be designed with an eye toward choosing the appropriate statistical technique for analysis; students will be able to design biological studies that are statistically tractable and perform basic statistical analyses using the statistical programming language R.

5. Prerequisite(s):
   Graduate classification and STAT651 or approval of instructor
   Cross-listed with: ___________________________  Stacked with: ___________________________
   Cross-listed courses require the signature of both department heads.
   
6. Is this a variable credit course? □ Yes  ✔ No
7. Is this a repeatable course? □ Yes  ✔ No
6. If yes, from ______ to ______
7. If yes, this course may be taken ______ times.
8. Will this course be repeated within the same semester? □ Yes  ✔ No
9. Will this course be submitted to the Core Curriculum Council? □ Yes  ✔ No
10. How will this course be graded?  ✔ Grade  □ S/U  □ P/F (CLMD)
11. This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)
      BIOL
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)
      PhD and MS in any biological science discipline

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

13. Prefix  Course #  Title (excluding punctuation)
    BIOL 683  EXPERIMENTAL DESIGN BIOI

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Approval recommended by: Wayne Vann  3-24-16
Department Head or Program Chair (Type Name & Sign) Date

Chair, College Review Committee  Date
    2016-03-31
Dean of College  Date

Submitted to Coordinating Board by:

Associate Director, Curricular Services  Date

Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
Curricular Services – 07/14
BIOL689 Experimental Design in Biology

Instructor:
Dr. Adam G. Jones
Office Location: BSBE 118C
Office Phone: 979-845-7774
Email: ajones@bio.tamu.edu
Office Hours: by appointment

Learning Objectives:
This course is intended to provide an introduction to the design of scientific research projects in the field of biology. A wide range of biological experiments will be covered, and each type of experiment will be designed with an eye toward choosing the appropriate statistical technique for analysis. At the end of the course, successful students will be able to design biological studies that are statistically tractable and perform basic statistical analyses using the statistical programming language R.

Required Textbook:

Grading:
Grades will be based on 10 homework assignments (10 points each), two exams (100 points each), and class participation (100 points), for a total of 400 points. The breakdown of grades will be: 0-60% = F; 60%-70% = D; 70%-80% = C; 80%-90% = B; 90%-100% = A.

Makeup Assignments:
Makeup assignments will be given only for excused absences. Written documentation will be necessary to show that an absence qualifies as an official excused absence according to TAMU policy. The student must contact the course instructor within 3 days to arrange a makeup assignment or the grade will be converted to a zero.

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

Aggie Honor Code:
"An Aggie does not lie, cheat or steal, or tolerate those who do." See http://aggiehonor.tamu.edu.
Topics: (corresponding roughly to one topic per week)

(1) Introduction statistical reasoning: Why do biologists need statistics?
(2) How can we summarize and describe tables of biological data?
(3) Why do we need and how do we use controls in the biological sciences?
(4) What is pseudoreplication and how do I avoid it?
(5) Not everything can be controlled – what can I do?
(6) Estimating allele frequencies, growth rates, and other biological variables.
(7) Analyzing “natural experiments” in the environmental sciences.
(8) Analyzing comparative data in a phylogenetic context.
(9) Comparing growth curves and time sequences.
(10) Genome-wide association studies and quantitative trait locus analysis.
(11) Population genomics and RNA-sequencing.
(12) ChipSeq, genome assembly, and other applications involving huge data sets.
Texas A&M University

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

Form Instructions
1. Course request type:  □ Undergraduate  ✔ Graduate  □ First Professional (DDS, MD, JD, PharmD, DVM)
2. Request submitted by (Department or Program Name):  Department of Biomedical Engineering
   BMEN 658: Motion Biomechanics
3. Course prefix, number and complete title of course:

4. Catalog course description (not to exceed 50 words):
   Skeletal anatomy and mechanics; muscle anatomy and mechanics; theory and application of electromyography;
   motion and force measuring equipment and techniques; inverse dynamics modeling of the human body, human capture
   in musculoskeletal biomechanics research.

5. Prerequisite(s):  Graduate classification or consent of instructor.
   Cross-listed with:  
   Stacked with:  BMEN 458 (also new)

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

   MS BMEN, M.S. Engineering, PhD BMEN

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

13. Credits:  3.0

   Course:  BMEN 658  MOTION BIOMECHANICS

   Type:  Elective Undergraduate

   LM:  0 0 0 0 0

   Units:  3.00 0.00 0.00 3.00 1405010006 0450 17 18 0 3 6 3 2

   Approval Recommended by:

   Department Head or Program Chair (Type Name & Sign)  02/18/2016
   Chair, College Review Committee  4/11/16

   Department Head or Program Chair (Type Name & Sign)  4/11/16
   Dean of College  4/11/16

   Submitted to Coordinating Board by:

   Chair, GC or UCC  Date

   Associate Director, Curricular Services  Date

   Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
   ✔ Curricular Services - 07/14
Texas A&M University
Departmental Request for a New Course
Undergraduate ♦ Graduate ♦ Professional
♦ Submit original form and attach a course syllabus.

Form Instructions

1. Course request type: ☐ Undergraduate  ☑ Graduate  ☐ First Professional (DDS, MD, JD, PharmD, DWJ)
2. Request submitted by (Department or Program Name): Department of Biomedical Engineering
3. Course prefix, number and complete title of course: BMEN 658: Motion Biomechanics
4. Catalog course description (not to exceed 50 words):
Skeletal anatomy and mechanics; muscle anatomy and mechanics; theory and application of electromyography; motion and force measuring equipment and techniques; inverse dynamics modeling of the human body; current topics in musculoskeletal biomechanics research.

5. Prerequisite(s):
Graduate classification or consent of instructor.
Cross-listed with: Stacked with: BMEN 458 (also new)

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

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

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

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

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

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

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

MS BMEN, M.S. Engineering, PhD BMEN

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

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

13. Prefix  Course #  Title (excluding punctuation)
BMEN  658  MOTION BIOMECHANICS

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<th>Admin. Unit</th>
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Level 6

Approval recommended by:

Department Head or Program Chair (Type Name & Sign)  Date: 4/14/16
Chair, College Review Committee  Date: 4/14/16

Department Head or Program Chair (Type Name & Sign) (if cross-listed course)  Date: 4/14/16
Dean of College  Date: 4/14/16

Submitted to Coordinating Board by:

Chair, GC or UCC  Date

Associate Director, Curricular Services  Date

Effective Date

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

☑ Curricular Services – 07/14
Course and title: BMEN 458/658 – Motion Biomechanics
Term: Fall 2016
Course Credit: 3 (3-0)

Instructor: Prof. Michael Madigan
Office: 5063 Emerging Technologies Building (ETB)
Office Hours: TR 10:50-11:30 am
E-mail: mlm@tamu.edu
Class Time: T/Th 9:35-10:50 am
Classroom: ETB 5039

Learning Objectives: Students will be able to:
- Explain the anatomy and physiology involved in a muscle contraction
- Describe biomechanical factors that affect muscle force production
- Quantify muscle force, muscle activation timing, and localized muscle fatigue using electromyography and signal processing techniques
- Measure human balance a force platform and signal processing techniques
- Apply rigid-body dynamics to the human body to estimate internal loads on the musculoskeletal system
- Use computer code to analyze data collected in a research laboratory to extract meaningful information
- Describe state-of-the-art equipment used in biomechanics research, including their usefulness and limitations

Course Description: Skeletal anatomy and mechanics; muscle anatomy and mechanics; theory and application of electromyography; motion and force measuring equipment and techniques; inverse dynamics modeling of the human body; current topics in musculoskeletal biomechanics research.

Undergraduate Prerequisite: Junior or senior classification in engineering, and BMEN 207. Students should also have at least a basic proficiency using Matlab.

Graduate Prerequisite: Graduate classification. Students should have at least a basic proficiency using Matlab.

Textbook: There is no required textbook for this class. Frequent handouts will be provided to support lecture material. Supplementary textbooks include:
- Biomechanics and Motor Control of Human Movement. D.A. Winter
- Biomechanics of the Musculoskeletal System. B.M. Nigg & W. Herzog
- Biomechanics and Biology of Movement. Nigg, Macintosh, Mester, Eds
- Neuromechanics of Human Movement. R. Enoka

Attendance Policy: Work missed due to absences will only be excused for University-approved activities in accordance with Texas A&M University Student Rules (http://student-rules.tamu.edu/rule07). You are responsible for all course material presented. A request for a rescheduled assignment must be made at least one week before the regularly scheduled date (except in unavoidable situations, such as a medical emergency consistent with Student Rules).
Grading:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Lab Reports</td>
<td>40%</td>
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<tr>
<td>Tests (2)</td>
<td>25% each</td>
</tr>
<tr>
<td>Project</td>
<td>10%</td>
</tr>
</tbody>
</table>

There is no Final Exam for this class.

Final grades are expected to be distributed according to the following percentage scale, and may be scaled (curved) to match class performance:

$$A = 90-100\%, B = 80-89.9\%, C = 70-79.9\%, D = 60-69.9\%, F < 60\%.$$  

Course Outline (subject to change as necessary):

- Week 1  Movement terminology, bone and muscle anatomy and physiology
- Week 2  Muscle function, library research skills
- Week 3  Muscle function
- Week 4  Muscle physiology, electromyography
- Week 5  Electromyography signal processing
- Week 6  Force platforms, human balance
- Week 7  Force platform signal processing
- Week 8  Motion analysis systems, link-segment modeling
- Week 9  Kinematic data processing
- Week 10  Kinematic data processing
- Week 11  Inverse dynamics analyses
- Week 12  Project presentations
- Week 13  Project presentations
- Week 14  Inverse dynamics analyses

Lab Reports: Each lab will culminate in a lab report that must be written in the format of a typical journal article. It should document the experiment and your results, and answer questions on the lab assignment. You must also quantitatively compare your results to at least two peer-reviewed journal articles in each lab report. (This means you need to explicitly compare some numbers derived from your analysis with numbers from other studies.) You are encouraged to discuss approaches to problems with your classmates, but your final MATLAB code and lab report must be your own independent work. Lab reports should be no longer than 2 pages (one side is a page), and font no smaller than 11 point. Students in BMEN 689 will be required to answer additional questions on lab reports, reference at least five peer-reviewed journal articles in each lab report, and their reports should be no longer than 3 pages.

Project: The project consists of a written paper and class presentation summarizing the current state of knowledge on a topic related to musculoskeletal biomechanics. Some possible general topic areas include: falls in the elderly, low back pain/injury, gait, and athletic performance. The paper’s content should also have a healthy amount of quantitative biomechanical data. You are not expected to perform any kind of analysis for this paper. It is meant to be a literature review of a topic of your choosing. During your presentations, your audience is the class (not me) and you will be expected to teach the class about your topic because everyone will be tested over the material presented. The written paper will be a maximum of 3 pages in length (single spaced), and the class presentation will be 10-12 minutes. Your paper should cite at least five references, with at least three different journals and three different sets of investigators. Web pages do not count as references. Assume your audience for the presentation and paper is your class. For students in BMEN 489, you will work in groups of two. For students in BMEN 689, you will work by yourself.

The paper will count as 50% of your project grade, and the presentation 50% of your project grade.
Project Deadlines: All items due at the beginning of class on the due date.
Topic statement: Sept 20
Written paper: TBD
Class presentations: TBD

Americans with Disabilities Act Policy Statement:
The Americans with Disabilities Act 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, located at Students Services @ White Creek, or call 845-1637. For additional information please visit http://disability.tamu.edu.

Academic Integrity Statement:
Aggie Honor Code: “An Aggie does not lie, cheat, or steal or tolerate those who do.” http://aggiehonor.tamu.edu
Texas A&M University
Departmental Request for a New Course
Undergraduate + Graduate + Professional
Submit original form and attach a course syllabus.

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

2. Request submitted by (Department or Program Name):
   Department of Electrical and Computer Engineering

3. Course prefix, number and complete title of course:
   ECEN 766 Algorithms in Structural Bioinformatics

4. Catalog course description (not to exceed 50 words):
   Fundamental concepts, modeling techniques, and computational algorithms in structural bioinformatics for algorithm development and application; focus on algorithm perspective involving optimization and machine learning; essentials for those without prior domain knowledge.

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

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

7. Is this a repeatable course?
   - Yes
   - No

8. Will this course be repeated within the same semester?
   - Yes

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

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

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

MS, MEN, PhD in ELEN and CEEN

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

13. Prefix Course # Title (excluding punctuation)
<table>
<thead>
<tr>
<th>ECEN</th>
<th>766</th>
<th>ALG STRUCT BIOINFORMATICS</th>
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</tr>
</tbody>
</table>

Approval recommended by:

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

Chair, College Review Committee Date

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

Chair, GC or UCC Date

Submitted to Coordinating Board by:

Associate Director, Curricular Services Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services – 07/14
Course title and number  ECEN 766 Algorithms in Structural Bioinformatics
Term  Fall 2016
Meeting times & location  TBA

Course Description and Prerequisites

This course introduces fundamental concepts, modeling techniques, and computational algorithms in structural bioinformatics especially for students interested in algorithmic development and application for computational challenges arising from the field. With a focus on algorithms involving molecular modeling, systems simulation, optimization, and learning, the course provides essential knowledge for students without prior background in the application domain and addresses learning barriers for them to make unique contributions to the field.

Applications of these algorithms are centered on how to analyze, predict, and engineer biomolecules and biomolecular systems: protein structure and function prediction, protein docking, computer-aided drug design, and biomolecular systems engineering. Algorithmic solutions to these applications can provide case studies for algorithmic thinking and innovation. Students interested in practical problem-solving skills for specific applications are also welcome.

The course will involve literature-based presentation, case studies, short projects in homework, and a main final project, in addition to regular lectures.

Prerequisites: Basic knowledge in algorithms and programming. No prior knowledge in biomolecules or biomolecular systems is required.

Learning Outcomes

By taking the course, students are expected
1. to gain knowledge about fundamental concepts, pressing challenges, and rich opportunities in developing and applying algorithms for structural bioinformatics and healthcare;
2. to apply and to strengthen engineering principles and algorithmic thinking to the emerging applications of structural bioinformatics and other fields; and
3. to develop practical skills in computational approaches to analyze, predict, and engineer biomolecules and biomolecular systems.

Instructor Information

Name  Yang Shen
Telephone number  979-862-1694
Email address  yshen@tamu.edu
Office hours  TBA or by appointment
Office location  Wisenbaker Engineering Building 223A

Textbook and Resource Material

There is no official textbook for this course. Materials such as slides, tutorials, papers and book chapters will be provided through eCampus. In addition, students are welcome to use the following books for references.
Recommended Textbooks:

Other References:

Grading Policies

Weights towards final grades
- 20% Homework
- 25% Midterm Exam (tentative; around October 16; exact date to be announced)
- 15% Mini Project (tentative; around Nov. 8; exact date to be announced)
- 40% Final Project Presentation (early December) and Report (tentative due date: Dec. 15)

Tentative Grading Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90% - 100%</td>
</tr>
<tr>
<td>B</td>
<td>80% - 89%</td>
</tr>
<tr>
<td>C</td>
<td>70% - 79%</td>
</tr>
<tr>
<td>D</td>
<td>60% - 69%</td>
</tr>
<tr>
<td>F</td>
<td>0% - 59%</td>
</tr>
</tbody>
</table>

Final grades will be determined numerically based solely on individual standing to reflect how well students do in homework, exams, and projects. This approach is adopted to ensure at least a fair mechanism to assess how well students learn course materials and accomplish course goals. Meanwhile, diversity in student background and interests will be respected and reflected in final project topics.

Course Topics

Here is the tentative course outline with approximately assigned lecture time:

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Related Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-2</td>
<td>Introduction to biomolecules and structural bioinformatics</td>
<td>B1-2,7/GB1-3/S1-4</td>
</tr>
<tr>
<td>2</td>
<td>Molecular visualization</td>
<td>GB9</td>
</tr>
<tr>
<td>2-3</td>
<td>Protein structure prediction: template-based homology modeling and threading (Optimization fundamentals; Convex optimization; Sequence alignment as dynamic programming &amp; database search; Threading as linear programming and machine learning)</td>
<td>B4,6/GB30,31</td>
</tr>
<tr>
<td>3-5</td>
<td>Protein structure prediction: ab initio methods (Structure prediction as energy minimization; Energy function and conformational variables; Nonconvex optimization; Gradient-based and gradient-free algorithms; Ensemble algorithms; Great ideas for objective function, search space and constraints)</td>
<td>GB8,32/GB8,11,12</td>
</tr>
<tr>
<td>6-7</td>
<td>Protein flexibility and protein docking (Dimensionality reduction and optimization algorithms revisited)</td>
<td>D20-23/GB24-27</td>
</tr>
<tr>
<td>7-9</td>
<td>Protein function prediction from sequence, structure, and big data: Machine learning, classification, kernel, data integration, regression, diagnostics</td>
<td>B10/GB21,22</td>
</tr>
<tr>
<td>9-10</td>
<td>Computer-aided protein and drug design: Combinatorial optimization</td>
<td>GB39/D11</td>
</tr>
<tr>
<td>10-12</td>
<td>Biomolecular system modeling: Steady states and dynamics</td>
<td>Literature</td>
</tr>
<tr>
<td>13-14</td>
<td>Final project presentations</td>
<td></td>
</tr>
</tbody>
</table>

Contents may subject to adjustment. Additional materials will be provided through eCampus.
Attendance and Make-up Policies

Regular and punctual attendance to the lectures and recitations facilitates the effective implementation of a systematic study plan. Please consult student rule 7 for additional information: http://student-rules.tamu.edu/rule07.

Americans with Disabilities Act (ADA)

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

Academic Integrity

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

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

Form Instructions
1. Course request type: □ Undergraduate □ Graduate □ First Professional (DDS, MD, JD, PharmD, DPAQ)
2. Request submitted by (Department or Program Name): Department of Teaching, Learning and Culture
   EDCI 715: Academic Writing for International Graduate Students
3. Course prefix, number and complete title of course: EDCI 715: Academic Writing for International Graduate Students
4. Catalog course description (not to exceed 50 words):
   Introduction to concepts central to graduate-level writing; designed specifically to benefit those whose native language is not English; exploration of writing productivity strategies and library-based research skills; development of clarity for written expression; improvement in command over textual, rhetorical and discursive conventions common in academic writing genres.

Graduate classification
Cross-listed with:
Stacked with:

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

6. Is this a variable credit course?  □ Yes  □ No  If yes, from _____ to _____
7. Is this a repeatable course?  □ Yes  □ No  If yes, this course may be taken _____ times.
   Will this course be repeated within the same semester?  □ Yes  □ No
8. Will this course be submitted to the Core Curriculum Council?  □ Yes  □ No
9. How will this course be graded?  □ Grade  □ S/U  □ P/F (CLMD)

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

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

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

13. Party:  Course:  Title (including pronunciation)
   EDCI  715  Acad Writ Intl Grad

   Instructional Effort: 0.00 0.00 3.00 0.00 0.00 3.00
   SCH: 1303010004
   Credit/Unit: 2804 16
   Year: 2017 03 03 06 03 02
   EDCI Code: 6

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

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

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services – 07/14
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
Submit original form and attach a course syllabus.

Form Instructions
1. Course request type:  
   - Undergraduate  
   - Graduate  
   - First Professional (MD, JD, PharmD, DVM)
2. Request submitted by (Department or Program Name):  
   Department of Teaching, Learning and Culture
   EDCI 715: Academic Writing for International Graduate Students
3. Course prefix, number and complete title of course:
4. Catalog course description (not to exceed 50 words):
   Introduction to concepts central to graduate-level writing; designed specifically to benefit those whose native language is not English; exploration of writing productivity strategies and library-based research skills; development of clarity for written expression; improvement in command over textual, rhetorical and discursive conventions common in academic writing genres.

Graduate classification

5. Prerequisite(s):  

Cross-listed with:  

Stacked with:  

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

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

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

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

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

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

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

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

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

13. Prefix  
   Course #  
   Title (excluding punctuation)
   EDCI  
   715  
   Acad Writ Intl Grad

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Approval recommended by:

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

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

(if cross-listed course)

Submitted to Coordinating Board by:

Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services – 07/14
Course title and number: EDCI 715: Academic Writing for International Graduate Students
Term (e.g., Fall 200X): Spring 2017
Meeting times and location: TBA

Course Description and Prerequisites

Prerequisites: Graduate Classification (G7 or G8)

This course serves as an introduction to concepts central to graduate-level writing, designed specifically to benefit graduate students for whom English is not a native language. Students in this course will explore writing productivity strategies and library-based research skills, develop clarity of written expression (including grammar and sentence structure), and improve command over textual, rhetorical, and discursive conventions common in academic writing genres. Students will also apply the different tasks that are associated with the writing process (e.g., generating ideas, outlining a draft, revising for word choice, and critiquing research) to various writing situations, including biographical statements, emails, cover letters, book reviews, research statements, curriculum vitae, and a literature review. Students will learn to view writing as an iterative project benefiting from feedback at all stages. Completion of this course should prepare students for independent academic writing at the graduate level as they become members of their respective academic discourse communities.

Learning Outcomes

Course learning outcomes are grouped by subtopic. Upon successful completion of the course, students will:

Genre Specific
1. Identify the purposes, audiences, organization, and features of common academic genres (research article, book review, introduction, literature review, methodology section, etc.) in their respective fields;
2. Collect models of high-quality writing in specific genres to use as templates/starting points;
3. Vary appropriate writing style, vocabulary, and level of formality depending on genre;

Research Skills
4. Identify and efficiently use discipline-specific databases and other resources for library-based research (e.g., Refworks);
5. Locate, analyze, summarize, and synthesize appropriate print and electronic source materials;
6. Use appropriate conventions for documentation and incorporation of the ideas and words of others according to the standards of their disciplines in order to avoid committing plagiarism;

Core Writing
7. Use core writing techniques, including revising for clarity, cohesion, and concision across all genres;
8. Demonstrate control over tasks fundamental to academic writing, such as defining, describing procedures and processes, presenting and commenting on data, and use reliable and varied evidence to support claims;
9. Review and correctly use discipline-specific vocabulary and grammatical features commonly found in academic texts;
10. Use targeted editing techniques to improve self-editing and to provide useful feedback on papers they read, quickly and efficiently;

Writing Process
11. Recognize personal strengths and weaknesses within the writing process and identify strategies to improve areas of weakness;
12. Develop positive, sustainable writing habits to reduce stress and avoidance behaviors, and improve self-efficacy for writing;
13. Collaborate in a variety of contexts- one-on-one consulting, peer review, text-based interactions, and online collaborative contexts for improving their range of rhetorical prowess and networking through ongoing, individualized and collaborative mentorship;
**Written Products**
Complete a semester-long sustained research writing assignment that responds to a real and timely project in their graduate careers and at least three genre-analysis writing assignments, all of which demonstrating their critical understanding of each rhetorical situation.

**Instructor Information**

Name: Dr. Edie Cassell  
Telephone number: (512) 968-5313  
Email address: cassell@tamu.edu  
Office hours:  
Office location: EDCT 356

**Textbook and/or Resource Material**

**Required Texts**

**Required “Choice” Texts**
Students will select ONE of the following ELEVEN texts for completing the Book Review Writing Assignment. These texts will be introduced in class so that students can preview them. Students can select the text that best matches their goals and needs *


*If you would like to review a book that is NOT on this list for the assignment, you may seek approval from the instructors by providing a written, emailed rationale for your selection.*  
*If you would like to use an earlier edition of a listed text due to availability/price, please seek approval from instructors first, but such requests will likely be approved.*

**Required Grammar Workshop**
This grammar study program will be a series of in-class workshops. Students will take a pre-test on the first two days of class, which consists of: Academic Vocabulary, Grammar & Usage, and a formal writing prompt. Then students will complete a post-test during the final exam period to measure gains.
Required Articles - posted on eCampus
Note: Some articles will be read as in-class exercises and others will be homework assignments.

Grading Policies
Rubrics will be distributed with written assignments. We are focusing equally on process/ improvement in writing as well as final products.
A = 90 – 100%;  B = 80 – 89%;  C = 70 – 79%;  D = 60 – 69%;  F = Below 60%

Attendance and Make-up Policies

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

Class Policy
• In the case of a planned class absence (e.g., travel to a professional conference), arrange beforehand with the instructor.
• In the case of unanticipated class absences (e.g., illness), if possible, please contact the instructor before class via email.
• To be granted an excused absence, provide documentation by the next class meeting. (See guidelines below for documentation). For a single missed absence, the Texas A&M University Explanatory Statement for Absence from Class form may be used. For additional health related absences, obtain confirmation from a health professional.
• Unexcused absences will result in a course reduction of up to one letter grade (10%) per unexcused absence.

Excused Absences are in alignment with TAMU policy
7.1 The student is responsible for providing satisfactory evidence to the instructor to substantiate the reason for absence. Among the reasons absences are considered excused by the university are the following:
7.1.6 Injury or illness that is too severe or contagious for the student to attend class.
7.1.6.1 Injury or illness of three or more days. For injury or illness that requires a student to be absent from classes for three or more university business days (to include classes on Saturday), the student should obtain a medical confirmation note from his or her medical provider. The Student Health Center or an off-campus medical professional can provide a medical confirmation note only if medical professionals are involved in the medical care of the student. The medical confirmation note must contain the date and time of the illness and medical professional's confirmation of needed absence.
EDCI 715: Academic Writing for International Graduate Students – Syllabus

7.1.6.2 Injury or illness less than three days. Faculty members may require confirmation of student injury or illness that is serious enough for a student to be absent from class for a period less than three university business days (to include classes on Saturday). At the discretion of the faculty member and/or academic department standard, as outlined in the course syllabus, illness confirmation may be obtained by one or both of the following methods:
   a. TAMU Explanatory Statement for Absence from Class form at http://attendance.tamu.edu
   b. Confirmation of visit to a health care professional affirming date and time of visit.

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

Arriving Late
Most classes will begin with writing time, so late students may interrupt the concentration of peers. As occasional lateness may be unavoidable, in those cases, simply come in as quietly as possible. If you have a particular cause of chronic lateness (e.g., you are coming from a job and traffic is unpredictable) please speak with us to make a plan of action. If a student has repeated tardies, and does not implement a reasonable plan to correct the problem, we reserve the right to apply the same penalties for additional tardy arrivals as for unexcused absences. In that case, 2 tardies will be considered 1 absence.

Course Topics, Calendar of Activities, Major Assignment Dates

<table>
<thead>
<tr>
<th>Points</th>
<th>Major Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>25</td>
<td>Writing and Reading Journal (weekly personal goal-setting record and progress tracking)</td>
</tr>
</tbody>
</table>
| 30     | Literature Review  
|        | Article Matrix (5), Introduction, Outline, References (5), First Draft (15), Final Draft (5) |
| 10     | Book Review of Writing-Focused Book |
| 15     | In class Writing Tasks (these represent other and more functional forms of academic writing which follow specific conventions and may include: Teaching Philosophy, Research Statement, Introduction of a Speaker, Formal Email Inquiry, Response to Journal Editor) |
| 10     | Grammar Workshop (certificate of completion) |
| 10     | Class Participation |
| 100    | Total |

CALENDAR OF ACTIVITIES

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Readings Due</th>
<th>Assignments Due</th>
</tr>
</thead>
</table>
| 1.   | Introduction to course syllabus  
|      | Overview of academic writing | Zinsser (2009) In class  
|      | Mahreh (2009) In class | |
| 2.   | An approach to academic writing  
|      | Establishing a healthy writing habit  
|      | Maintaining a writing and reading journal | Swales, Unit 1  
|      | Goodson, Preface, Ch. 1 | WRJ |
| 3.   | General-specific/Specific-general texts: Definition and Organization  
|      | Literature Review introduction  
|      | Library Research (Dr. Elaine Thornton) | Swales, Unit 2  
|      | Goodson, Ch. 2  
|      | Randolph, 2009 | WRJ |
| 4.   | Problem, process, and solution  
|      | Academic vocabulary and grammar | Swales, Unit 3  
|      | Goodson, Ch. 3  
|      | Gastel, 1991 | WRJ |
| 5.   | Writing introductions, purpose statements, or specific aims sections  
|      | Writing Effective Argumentation  
|      | Introduction to Book Review Writing | Goodson, Ch. 7  
|      | Gopen & Swan, 1990  
|      | Mahreh, 2000 | WRJ |
| 6.   | Data commentary- interpretation/discussion  
|      | Editing/Revising at the paragraph level | Swales, Unit 4  
|      | Goodson, Ch. 4 | Article matrix (Step 1 of Literature Review)  
|      | WRJ |
| 7.   | Writing summaries  
|      | Academic writing types: reports, journal articles, books, grant proposals, memos, policies, letters of support, | Swales, Unit 5 | Introduction, outline, references (Step 2 of Lit Review)  
<p>|      | WRJ |</p>
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Readings Due</th>
<th>Assignments Due</th>
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<tbody>
<tr>
<td>8.</td>
<td>Writing critiques</td>
<td>Swales, Unit 6</td>
<td>WRJ</td>
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<tr>
<td></td>
<td>Academic writing types: opinions, vitae, evaluations, research statements</td>
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</tr>
<tr>
<td>9.</td>
<td>Editing/revising at the sentence level</td>
<td>Goodson, Ch. 6</td>
<td>Book review Draft Due WRJ</td>
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<td></td>
<td></td>
<td>Mahreh, 2001a, 2001b</td>
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</tr>
<tr>
<td>10.</td>
<td>Getting Feedback &amp; Establishing support for writing</td>
<td>Goodson, Ch. 5</td>
<td>Book review 2nd Draft WRJ</td>
</tr>
<tr>
<td>11.</td>
<td>Constructing a research paper I</td>
<td>Swales, Unit 7</td>
<td>Final Book Review WRJ</td>
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<tr>
<td></td>
<td>Abstracts, methods, results, discussions</td>
<td>Goodson, Ch. 8-11</td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>Constructing a research paper II</td>
<td>Swales, Unit 8</td>
<td>Lit Review (First draft) WRJ</td>
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<td></td>
<td>Publication process: responding to revisions &amp; editorship</td>
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<td>13.</td>
<td>Choosing where to publish</td>
<td></td>
<td>Response to feedback WRJ</td>
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<td></td>
<td>Responding to reviewers/feedback</td>
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<tr>
<td>14.</td>
<td>Writing as an intervention tool</td>
<td></td>
<td>Lit Review (Final draft) WRJ</td>
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<tr>
<td></td>
<td>(e.g., writing for learning)</td>
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<td></td>
<td>Academic writing ethics</td>
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<tr>
<td>15.</td>
<td>FINALS WEEK</td>
<td></td>
<td>Academic Vocabulary, Grammar &amp; Usage,</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Writing Prompt Assessments WRJ</td>
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</tbody>
</table>

In accordance with responsive teaching, the course calendar and assignments are a tentative plan and not a binding contract. We aim to follow the provided plan. However, as the semester progresses, we reserve the right to make changes in assignments, readings and due dates based on our professional judgment. Any syllabus changes will be announced in class and announced on eCampus. Students are held responsible for all potential changes, even if absent from class on the day of the announcement.

**Late Work/Extensions**

Extensions MAY be granted (discretion of the course instructors) if requests are a) in writing and b) at least one week prior to the due date.

**Late Work:** With the exception of in-class writing assignments, homework and outside-of-class assignments are due at the beginning of class. Assignments must be turned in via eCampus. Certain assignments will also need to be brought (hard copy) to class. Work that is late will be reduced in grade at a penalty of up to one letter grade per day. Therefore a 10 point assignment that originally would have scored an 85% (8.5 points out of 10), if turned in 2 days late, would only earn a 65% (6.5 points out of 10).

After 10 days past the due date, assignments will not be graded nor given feedback.

In case of a university excused absence (see TAMU Student Rule 7.1 regarding Absences) students will be provided an opportunity to make up any quiz, exam or other work that contributes to the final grade or provide a satisfactory alternative by a date agreed upon by the student and instructor. The make-up work must be completed in a timeframe not to exceed 30 calendar days from the last day of the initial absence.

**Other Pertinent Course Information**

**Class Expectations**

1. **Be ready to write:** Arrive at class with the tools that you need to write. Depending on your preference, you can bring paper & pen, tablet, or a laptop (just be sure to have a powercord!). There will be a portion of each class time devoted to writing and we will also be using this as a time to conference individually with students.
2. **Read** all of the assigned material and hopefully other non-assigned relevant reading. Reading good writing is essential for improving your own writing.
3. **Be present** in all classes – both by attending class, and by being mentally engaged in the class and working with peers (e.g., giving feedback).
4. **Have a voice.** Please address the instructors whenever there is a problem related to the class, or when you feel the need to clarify questions or to further explore topics.
5. Turn off cell phones and email alerts. Do not text or check email, Facebook, or other personally distracting sources during class. This distracts yourself and your peers who are trying to write. One of the principles of productive writing is developing the discipline to create a sacred time and space for writing that can’t be interrupted by anything less than an emergency.

Format
This is a face-to-face workshop style class. Multiple formats will be used including: writer’s workshop, lecture, modeling of writing, guided writing exercises, conferencing with professors, peer feedback and revision, and informal student presentations. eCampus will be used to distribute information and, as needed, for online discussions. The Grammar Workshop will be completed outside of class as an independent workshop plus online, self-paced tutorial. Additionally, approximately one grammar topic will be covered each class based on observed need and student requests.

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

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

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

Plagiarism Statement
As commonly defined, plagiarism consists of passing off as one’s own the ideas, words, writings, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated. If you have any questions regarding plagiarism, please consult the latest issue of the Texas A&M University Student Rules, under the section "Scholastic Dishonesty."
Within this course, we will discuss topics of citation, quoting, and paraphrasing in detail. For students publishing in education, consult the APA Manual, Edition 6 for proper citation practices. For general information on preventing plagiarism, See: https://owl.english.purdue.edu/owl/resource/589/02/

Diversity Statement for the Department of Teaching, Learning and Culture
The Department of Teaching, Learning and Culture (TLAC) does not tolerate discrimination, violence, or vandalism. TLAC is an open and affirming department for all people, including those who are subjected to racial profiling, hate crimes, heterosexism, and violence. We insist that appropriate action be taken against those who perpetrate discrimination, violence, or vandalism. Texas A&M University is an Affirmative Action and Equal Opportunity institution and affirms its dedication to non-discrimination on the basis of race, color, religion, gender, age, sexual orientation, domestic partner status, national origin, or disability in employment, programs, and services. Our commitment to non-discrimination and affirmative action embraces the entire university community including faculty, staff, and students.
Texas A&M University
Departmental Request for a New Course
Undergraduate + Graduate + Professional
- Submit original form and attach a course syllabus.

Form Instructions
1. Course request type:
   □ Undergraduate  □ Graduate  □ First Professional (DDS, MD, JD, PharmD, DVM)
2. Request submitted by (Department or Program Name):
   Department of Teaching, Learning and Culture
   EDCI 752: 21st Century Integration of Theory in Educational Settings
3. Course prefix, number and complete title of course:

4. Catalog course description (not to exceed 50 words):
   Examination of various curricular issues and pedagogical implications encountered by schools and educators in the 21st century classroom; examination of various theoretical frameworks needed to address those issues and implications and advance student understanding.

5. Prerequisite(s):
   Cross-listed with:

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

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

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

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

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

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

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

13. Prefix  Course  Title (excluding punctuation)
   EDCI  752  21 Century Integration Theory
   Unit  Lab  Other  S/U  CIP and Local Code  Admin. Unit  Term  Year  EDCI Code
   3.00  0.00  0.00  3.00  1303010004  2804  16  -  17  0  0  3  6  3  2

   Approval recommended by:
   Lynn Burch
   Department Head or Program Chair (Type Name & Sign) Date
   George Cunningham
   Chair, College Review Committee Date
   Dean of College
   Date
   Mark Zoran
   Chair, GC or UCC Date

   Submitted to Coordinating Board by:
   Associate Director, Curricular Services

   Date  Effective Date
Form Instructions

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

2. Request submitted by (Department or Program Name):
   Department of Teaching, Learning and Culture
   EDCI 752: 21st Century Integration of Theory in Educational Settings

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

4. Catalog course description (not to exceed 50 words):
   Examination of various curricular issues and pedagogical implications encountered by schools and educators in the 21st century classroom; examination of various theoretical frameworks needed to address those issues and implications and advance student understanding.

5. Prerequisite(s):
   Graduate classification; admission to Online EdD in EDCI
   Cross-listed with: 
   Stacked with: 
   Cross-listed courses require the signature of both department heads.

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

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

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

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

10. This course will be:
    a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)
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13. Prefix  Course #  Title (excluding punctuation)
    EDCI  752  21 Century Integration Theory

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<thead>
<tr>
<th>Lect.</th>
<th>Lab</th>
<th>Other</th>
<th>SCH</th>
<th>CIP and Fund Code</th>
<th>Admin. Unit</th>
<th>Acad. Year</th>
<th>FICE Code</th>
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<td>3.00</td>
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<td>2804</td>
<td>16</td>
<td>0 0 3 6 3 2</td>
</tr>
</tbody>
</table>

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

George Cunningham
Chair, College Review Committee Date

George Cunningham
Dean of College Date

Mark Zoran
Chair, GC or UCC Date

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

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
<table>
<thead>
<tr>
<th>Course title and number</th>
<th>EDCI 752: 21st Century Integration of Theory in Educational Settings</th>
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</thead>
<tbody>
<tr>
<td>Term</td>
<td>Summer 20XX</td>
</tr>
<tr>
<td>Meeting times and location</td>
<td>Online – E-Learning Class, consisting of 6 Modules to be completed during the Summer term.</td>
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**Instructor Information**

<table>
<thead>
<tr>
<th>Name</th>
<th>James Laub, PhD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Email address</td>
<td><a href="mailto:jlaub@tamu.edu">jlaub@tamu.edu</a></td>
</tr>
<tr>
<td>Office hours</td>
<td>By appointment, Skype, or email</td>
</tr>
<tr>
<td></td>
<td>312 Harrington Tower</td>
</tr>
</tbody>
</table>

**Course Description and Prerequisites**

This course is designed for graduate students who are working toward a doctoral degree in Curriculum and Instruction.

The course is designed for students to examine various curricular issues and pedagogical implications encountered by schools and educators in the 21st century classroom. Special attention will be given to the various theoretical frameworks needed to address those issues and implications and advance student understanding. Each topic draws attention to significant aspects of pedagogical processes and provides a distinctive means of understanding and managing organizational situations.

The course represents potential topics to be entertained during class sessions and is intended to provide students with a basic framework of pertinent issues to be addressed during the course. These topics and their positions in the schedule should be viewed as a general framework for our discussions and should not be considered firmly restricted to any specific class session. The course will use a collegial, inquiry-based format, allowing learners and the instructor to learn from one another.

The course goals aim to enhance teacher and curriculum leaders’ professional competence and skill set in discovering and solving problems leading to effective solutions to educational problems in school-based settings. Goals include:

1. Analyze and evaluate 21st century educational programs, policies, institutions, and processes.
2. Implement pedagogical and curricular changes to better serve all students effectively and equitably.
3. Promote proactive and best practices to meet the needs of 21st Century schools.
4. Identify best practices and research

**Prerequisite:** Graduate classification; admission to Online Ed.D. in EDCI

**Syllabus is intended as a guide, not a contract. If it is in the best interest of the class to make revisions, the instructor will do so. The instructor will notify students promptly of any revisions.**
**Textbook and/or Resource Material**

**Required Texts:**


**Selected Article/Book Chapter Readings (additional resources will be developed)**

(PDF files of articles will be posted in course content link on eCampus


Grading Policies and Course Expectations

Punctuality – Class attendance and participation are essential for learning. **Only university-excused reasons with required documentation will allow you to make up missed work.**

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

*With the exception of the Comprehensive Final Exam and Discussion Forums, students may elect to complete Module Topic Analysis and Literature Review individually or in small groups.*

**Module Activities:**

**Online Discussion Forums**– A major goal of this class is for you to be able to articulate your understandings, in writing, publicly and critically about issues and ideas and to question (politely) the positions of others. The expectation is that students should be familiar with all assigned module readings and videos. When reading these materials, they should be prepared to discuss the authors’ most significant points; the practical relevance of the authors’ ideas; and personal questions, concerns, or disagreements regarding the authors’ ideas. After the topic has been introduced during the module period, you will be expected to find additional resources outside of class related to that topic. You will go to the Discussion Forum, describe in some detail the resource that you have read/found/observed and link the source of the resource to your discussion entry. In your description, please note the reasons why you believe this resource is important to the week’s topic.

**Topic Analysis** –

Using the concepts and topics explored throughout the module, students will prepare and post a multi-media presentation concerning an educational topic that teachers and curriculum leaders may face in the 21st Century classroom. Students will analyze relevant data sources to identify and describe educational problem(s). Library research will be required. The presentation must address the following:

- What are the main points of topic?
- What are the implications for education?
- What is the relevant research on the topic?
- What are the problem(s) and/or issue(s)?
- Were any specific policies addressed?
- What potential solutions should be developed to address the problem/deficiency?
- Identify any possible ways to evaluate the proposed solutions.
- How would you implement any changes on your campus/district?
- Be specific and stay on point.

**Literature Review** –

As a companion to your presentation, a literature review must be completed. The literature review should be at least two (3) pages and follow APA 6th ed. style. The literature review is supposed to reflect your research about your topic. It should not be just synopsis of existing work – you should also raise questions based on the work, e.g. possible extensions, counterarguments, etc. This review is practice in both summarizing and critiquing research work in print.

**Comprehensive Final Exam**:

Students will complete a comprehensive final exam, consisting of open-ended questions, focusing on all concepts and materials covered in class. The exam will be similar to the preliminary exam you will take at the end of your doctoral coursework, prior to advancing into the Record of Study phase. Answers must include cited references/sources and follow APA guidelines. Writing mechanics, grammar and scholarship will be a major part of the grading rubric.
**Grading**

Collaboration is encouraged; you will not be forced into some type of distribution, normal or otherwise. The grade is based upon (a) participation in module assignments and (b) final comprehensive examination.

<table>
<thead>
<tr>
<th>Category</th>
<th>Specifics</th>
<th>Total Points for that Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module Assignments 1-5</td>
<td>Participation in module assignments: online discussion forums (5 @ 20 points each) topic analyses (5 @ 50 points each) literature reviews (5 @ 50 points each)</td>
<td>600</td>
</tr>
<tr>
<td>Comprehensive Final Exam – Module 6</td>
<td>Exam will be based on a culmination of readings and topics from Modules 1 - 5</td>
<td>400</td>
</tr>
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</table>

**Grade Distribution**

- 900 - 1000: A
- 800 - 899: B
- 700 - 799: C
- 600 - 699: D
- <600: F

**Schedule of Readings, Topics and Assignments**

<table>
<thead>
<tr>
<th>Module Opens</th>
<th>Readings</th>
<th>Topics</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 1</td>
<td>Ch 1 &amp; 2 – Wan &amp; Gut Ch 1 &amp; 2 – Ravitch PDF articles; videos</td>
<td>Introduction – past and future implications</td>
<td>Discussion Board Topic Analysis Literature Review</td>
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<tr>
<td>June 2nd</td>
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<tr>
<td>Module 2</td>
<td>Ch. 3 &amp; 4 – Wan &amp; Gut Ch 3 – Ravitch PDF articles; videos</td>
<td>21st century students and schools</td>
<td>Discussion Board Topic Analysis Literature Review</td>
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<tr>
<td>June 16th</td>
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<tr>
<td>Module 3</td>
<td>Ch 5 &amp; 6 – Wan &amp; Gut Ch 4, 5 &amp; 7 – Ravitch PDF articles; videos</td>
<td>Policy making and implementation</td>
<td>Discussion Board Topic Analysis Literature Review</td>
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<tr>
<td>July 1st</td>
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<tr>
<td>Module 4</td>
<td>Ch 7 &amp; 8 – Wan &amp; Gut Ch 6 &amp; 8 – Ravitch PDF articles; videos</td>
<td>Needs assessment and reform; accountability</td>
<td>Discussion Board Topic Analysis Literature Review</td>
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<tr>
<td>July 13th</td>
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<td>Module 5</td>
<td>Ch. 9 &amp; 10 – Wan &amp; Gut Ch 9, 10 &amp; 11 – Ravitch PDF articles; videos</td>
<td>Curriculum development Implications</td>
<td>Discussion Board Topic Analysis Literature Review</td>
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<td>Module 6</td>
<td>Comprehensive Final Exam</td>
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<td>Due on August 11th</td>
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Americans with Disabilities Act

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

Diversity Statement for the Department of Teaching, Learning, and Culture:
The Department of Teaching, Learning, and Culture (TLAC) does not tolerate discrimination, violence, or vandalism. TLAC is an open and affirming department for people, including those who are subjected to racial profiling, hate crimes, heterosexism, and violence. We insist that appropriate action is taken against those who perpetuate discrimination, violence, or vandalism. Texas A&M University is dedicated to non-discrimination on the basis of race, color, religion, gender, age, sexual orientation, domestic partner statue, national origin, or disability in employment, programs, and services. Our commitment to non-discrimination embraces the entire university community including faculty, staff, and students.

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: http://aggiehonor.tamu.edu

Instructional Technology Services
004C Heldenfels Hall • Texas A&M University • 3002 TAMU
(979) 862-3977 • its@tamu.edu • http://itsinfo.tamu.edu

ONLINE COURSE EVALUATION SURVEYS are required (both mid-term & final)
hhttps://pica.tamu.edu Look for announcements on E-learning. You will receive notifications by email.
Bibliography


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

1. Course request type:
   □ Undergraduate   □ Graduate   □ First Professional
   Department of Finance
   FINC 608, Options, Futures and Other Derivatives

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

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

4. Catalog course description (not to exceed 40 words):
   Understanding the four basic derivative contracts (forwards, futures, swaps, options) and how they function; pricing contracts via arbitrage; examination of derivatives using risk management; examination of material from the point of view of the arbitrageur and hedger, as opposed the speculator; examination of speculative trading strategies in the options market.

5. Prerequisite(s):
   N/A

6. Cross-listed with:
   N/A

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

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

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

10. How will this course be graded?   □ Grade   □ S/U
    □ P/F or Pass

11. This course will be:
    a. required for students enrolled in the following degree program(s) (e.g., M.S. in Finance)
       Master of Science in Finance
    b. an elective for students enrolled in the following degree program(s) (e.g., M.B.A., Ph.D.)
       M.B.A.

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

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

Signature and Date:

部门/项目主任（姓名及签署）

日期：

部门/项目主任（姓名及签署）

日期：

提交给协调委员会：

姓名：

日期：

助理主任，课程服务

日期：

有效的日期：

关注问题：此表应由Niska Williams在915-8201或nsiska@tamu.edu提交。

课程服务 - 07/14
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

Form Instructions:
1. Course request type:
   □ Undergraduate  □ Graduate  □ First Professional (MD, JD, PharmD, DVM)

2. Request submitted by (Department or Program Name):
   Department of Finance
   FINC 606: Options, Futures and Other Derivatives

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

4. Catalog course description (not to exceed 40 words):
   Understanding the four basic derivative contracts (forwards, futures, swaps, options) and how they function; pricing
   contracts via arbitrage; examination of derivatives using risk management; examination of material from the point
   of view of the arbitrageur and hedger, as opposed the speculator; examination of speculative trading strategies in the
   options market.

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

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

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

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

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

9. How will this course be submitted?
   □ Grade  □ S/U  □ P/F (TAME)

10. This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in History)
      Master of Science in Finance
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in Geography)
      N/A

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

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

13. Prefix  Course #  Title (excluding punctuation)
    FINC  606  Options, Futures and Other Derivatives

    | Lect. | Lab | Other | SCH | CIP and Fund Code | Admin. Unit | Acad. Year | FICE Code |
    |-------|-----|-------|-----|------------------|-------------|------------|-----------|
    | 3     |     |       | 3   | 5208070016       | 1110        | 17         | 18        |

    Approval recommended by:
    Date: 1/13/16
    Department Head or Program Chair (Type Name & Signature)

    Chair, College Review Committee
    Date: 11/20/13
    Dean of College
    Date: 11/20/13

    Submitted to Coordinating Board by:
    Date: 11/20/13
    Chair, GC or UCC
    Date: 11/20/13
    Effective Date

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

Texas A&M University
Finance 606 Time: TBD
Mays College of Business Options, Futures and Other Derivatives
Dr. Detlef Hallermann Spring 2018

Course Description and Objectives:

Finance 606 has three main objectives:

1. Understanding how derivatives and their markets function
2. Evaluation/pricing of basic derivative securities
3. Managing risk using derivative contracts

There are four basic derivative contracts: forwards, futures, swaps, and options. By the end of the course, students will have a basic understanding of how these securities function, will learn how these contracts are priced via arbitrage, and will examine how derivatives can be used in risk management. Even though derivative contracts can be and are frequently used to speculate, this course is not designed to analyze how investors obtain and use information to forecast price changes for these instruments. Hence, for most of this course, will examine the material from the point of view of the arbitrageur and hedger, as opposed to the speculator. However, we will spend about a week examining speculative trading strategies in the options market.

Prerequisites:

Students enrolled in Finance 606 must be MSF students who have completed FINC 602.

Required Material:

The required text is


Scholastic Dishonesty:

AGGIE CODE OF HONOR: “Aggies will not lie, cheat or steal, nor tolerate those that do”


It is the responsibility of students and instructors to help maintain scholastic integrity at the university by refusing to participate in or tolerate any scholastic dishonesty. Texas A&M is known nationally as a university deep in tradition and integrity. Hence, I will operate under the assumption that scholastic dishonesty does not exist at Texas A&M. Therefore, any type of suspected misconduct will be investigated fully and violations will not be tolerated, as they will be prosecuted to the fullest extent possible.

Please note that as commonly defined, plagiarism is presenting the ideas, words, writings, etc. of another as your own. Hence, if you copy the work of another person and turn it in as your own you have committed plagiarism. Plagiarism is considered one of the worst academic sins, as
it destroys the trust among colleagues without which research and ideas cannot be safely communicated.

**Classroom Care:**

It is the policy of the college not to allow food, beverages, pets, or the use of tobacco products in the Wehner classrooms. Thank you in advance for your observance of this policy.

**Teaching Style:**

The instructional style will primarily consist of lectures derived from my notes based upon the text. The lectures are designed to be interactive. Classroom participation is expected and is therefore highly encouraged. Please feel free to ask questions, make observations, or share some of your (relevant) real world experiences. It is my intention to make the classroom environment somewhat informal and relaxed.

In addition, I expect you to be able to follow the pricing and arbitrage proofs as well as understand the intuition behind the problems and how the problems are worked. If you are unsure about a topic PLEASE ASK QUESTIONS. If no one is asking questions, I can only assume that everyone understands the material. If that is the case, I am sure there won’t be any problems with my asking the class questions.

**Attendance and Classroom Participation:**

I expect you to attend class regularly, in accordance with university policy. You are responsible for any material covered, amendments to the syllabus, or announcements made in class, whether you are present or not. I will send around a seating chart on the third day of class. The sole purpose of the seating chart is to assist me with your names.

While I realize that many of you are currently searching for a job, please try to minimize the class time missed due to interviews, as you are responsible for any and all material covered.

If you miss an exam or fail to turn in homework without a valid, documented excuse, you will receive a grade of zero. The exam dates given elsewhere in this syllabus will **not** be changed. If you do not take an exam on the scheduled date, then you are “responsible for providing satisfactory evidence to the instructor to substantiate the reason for absence.” There are eight reasons that absences are considered excused. These are listed in Texas A&M University Regulations and on the TAMU web site at http://student-rules.tamu.edu/rules7.htm. Please read these reasons. Be ready to provide ample satisfactory written evidence demonstrating the reason for your absence. Please be advised that according to University policy you only have 24 hours to contact me after missing a graded assignment in order to ensure that you maintain your fully rights under the policy. Arrange your job interviews, and any necessary travel, on dates other than those on which we have exams.

In addition if the excused absence is a pre-arranged absence, it is better to ask permission than forgiveness. Stated another way, I am more inclined to work with you to preemptively take care of a problem (hence greater leniency) than to fix a problem after it has occurred.

Please keep classroom disturbances to a minimum. I will arrive on time for class and I expect you to do the same. I reserve the right to adjust your grade as I see fit for repeated tardiness. In addition, please turn off all cell phones and pagers before you come into class. The rule of thumb is that if a phone rings in my class, I get to answer it. Obviously, we can make exceptions for emergency situations; just apprise me of the situation before class begins.

**CELL PHONES:** If your cell phone rings in class, I have the right to answer it. IF you are texting enough for me to notice, I have the right to tell you to put your phone away.
Web Site for the Class:

Each set of lecture notes is available from the (evolving) class web site at the eCampus website (www.ecampus.tamu.edu). Students are required to subscribe to the eCampus website for this course. All homework, homework solutions, class notes, sample exams, grades and any other course information will be posted on the eCampus website.

You are expected to download and print a copy of the class notes from the eCampus website. In either case, you are also expected to have reviewed the lecture notes before each class period. In addition to this document, the web site contains each of the homework assignments, your grades to date, sample exam questions, and other relevant course material.

Homework Assignments:

Homework assignments are for the purpose of understanding the material. They will not be graded. HOWEVER, you cannot expect to perform well on the exam without having performed the homework assignment.

Grading:

There will be four closed book examinations for the course as outlined below. The exams will be during class time and during the final exam period as assigned by the university. The first three exams are non-cumulative while the final exam is cumulative. Students are able to drop one of the four exams (students may drop the final).

When a test or graded assignment is returned to you, you have one week from the date of its return to bring to my attention any request for a grade change. All re-grade requests must be fully explained in writing and must be signed by the student. In addition, to the signed request, the original paper must accompany the request for a re-grade. After the one-week deadline has passed, no further grade changes will be made for that particular test or assignment. The purpose of this deadline is not to discourage grade changes, but to assure that any necessary changes are promptly made and to allow you as the student to have an accurate and current indication of your performance in the class. Please note that in the case of excessive request for re-grade, the instructor reserves the privilege of re-grading the entire paper/exam.

Your final grade will be determined by the following weights:

- Exam 1: 33%
- Exam 2: 33%
- Exam 3: 33%
- Final Exam: 33%

Students with Special Needs:

In addition, if you have any special needs please inform me either after the first day of class or during my office hours for the first week of class. Please do not assume that I will notice your special needs. 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, Room B118, or call 845-1637.
**Schedule of Classes:**

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<th>Week</th>
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<td>Chapter 0</td>
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**FINAL EXAM**

Class Time: TBD, Wehner 187

Contact Information: Dr. Detlef Hallermann
Office: Wehner 360
Office Hours: TBD & by appointment with a confirmation email.
Office Telephone: 979 845-8963
Department of Finance Telephone: 979 845-3514
Fax: 979 845-3884
Email: dhallermann@mays.tamu.edu

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

Form Instructions
1. Course request type: [ ] Undergraduate [ ] Graduate [ ] First Professional (DDS, MD, JD, PharmD, DVPA)
2. Request submitted by (Department or Program Name): Mays Business School / Professional MBA Program
FINC 651 Financial Valuation
3. Course prefix, number and complete title of course:
4. Catalog course description (not to exceed 50 words):
Theory and application of various approaches to valuation; measuring and managing the value of corporations;
principles of value creation; fundamental valuation methodology; application of value creation principles to managerial
problems; special cases and complex valuation issues.

Enrollment is limited to Classification 7 MBA Students
Cross-listed with:
Stacked with:

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

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

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

FINC 651 Financial Valuation

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</table>

Approval recommended by:

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

Chair, College Review Committee Date

Dean of College Date

Submitted to Coordinating Board by:

Chair, GC or UCC Date

Associate Director, Curricular Services Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services — 07/14
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
Submit original form and attach a course syllabus.

Form Instructions

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

2. Request submitted by (Department or Program Name):  
   Mays Business School / Professional MBA Program
   FINC 651 Financial Valuation

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

4. Catalog course description (not to exceed 50 words):
   Theory and application of various approaches to valuation; measuring and managing the value of corporations; principles of value creation; fundamental valuation methodology; application of value creation principles to managerial problems; special cases and complex valuation issues.

5. Enrollment is limited to Classification 7 MBA Students

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

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

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

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

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

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

10. This course will be:

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

      MBA - Professional MBA Program

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

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

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

13. Prefix  
    Course #  
    Title (excluding punctuation)

    | FINC | 651 | Financial Valuation |
    |------|-----|---------------------|
    | Lect. | Lab | Other | SCH | CIP and Fund Code | Admin. Unit | Acad. Year | FICE Code |
    | 3.00  | 0.00 | 0.00 | 3.00 | 5208010016 | 1110 | 17 | 18 |

    Approval recommended by:  
    [Signature]
    [Date]

    Chair, College Review Committee  
    [Signature]  
    [Date]

    Dean of College  
    [Signature]  
    [Date]

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

    Chair, GC or UCC  
    [Signature]  
    [Date]

    Associate Director, Curricular Services  
    [Signature]  
    [Date]

    Effective Date  
    [Signature]  
    [Date]

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
Curricular Services — 07/14
Course Description and Learning Objectives
Finance 651 is an intensive course covering three different approaches to valuation: intrinsic valuation, relative valuation, and option pricing valuation. These methods will be applied to various types of real-world companies—public and private, small and large, domestic and international, start-up and established—by building Excel models and using the models to identify sources of value creation. Students who successfully complete the course will be able to select and implement an appropriate valuation strategy for any type of business and use the results of their analysis to prescribe a course of action to maximize corporate value.

Prerequisites
Enrollment in Professional MBA Program at Texas A&M University
FINC 612
You also should be quite comfortable with computer applications, especially Excel.

Required Material
“Corporate Finance”, 3e, by Berk and DeMarzo. (Publisher: Prentice Hall. Published in 2014.)

Also, lecture notes and external course references will be available on the course website.

The class project requires access to Microsoft Excel.

Optional Material

The following books may be useful reference resources.


Academic Integrity

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

The Aggie Honor Code affirms that honesty, truthfulness, trust, fairness, respect, moral conduct, and individual responsibility guide the conduct of the Texas A&M community. Commitment to these ideals produces in each of us integrity, which fosters the will to make difficult choices, to accept responsibility for and consequences of our actions, even at great personal cost.

It is the responsibility of both students and instructors to maintain academic integrity by refusing to participate in or tolerate academic misconduct. Committing any of the following acts constitutes academic dishonesty. This list is not exclusive of any other acts that may reasonably be said to constitute scholastic dishonesty.

Cheating: Intentionally using or attempting to use unauthorized materials, information, notes, study aids, or other devices or materials in any academic exercise.

Complicity: Intentionally or knowingly helping (or attempting to help) another to commit an act of academic dishonesty.

Plagiarism: Failing to give appropriate credit for or presenting as your own another person’s words, ideas, results, or processes.

Multiple Submission: Submitting substantial portions of the same work (including oral reports) for credit more than once without authorization from the second instructor.

Falsification: Changing or omitting data or results, or manipulating research materials, equipment, or processes such that the research is not accurately represented in the research record.

Fabrication: Recording or reporting made up data or results, or submitting fabricated documents.

I will proactively promote academic integrity and adhere to the Aggie Honor System Office’s policies pertaining to reporting and adjudication of violations of the Aggie Honor Code. For detailed definitions of academic misconduct and complete Council Rules and Procedures, please visit http://aggiehonor.tamu.edu.

Attendance

I expect you to attend class regularly, in accordance with university policy. I will routinely check attendance. You will be held responsible for any assignments, material covered, amendments to the syllabus, or announcements made in class, whether you are present or not.

If you miss an exam without a valid, documented university excuse, you will receive a grade of zero on that exam. According to university policy, there are exactly eight types of excused absences. These are listed in Texas A&M University Regulations and on the TAMU website at http://student-rules.tamu.edu/rule07:

1) Participation in an activity appearing on the university authorized activity list. (see List of Authorized and Sponsored Activities).

2) Death or major illness in your immediate family.

3) Illness of a dependent family member.

4) Participation in legal proceedings or administrative procedures that require your presence.

5) Religious holy day. (See Student Rules Appendix IV).

6) Injury or Illness that is too severe or contagious for you to attend class.
a) For injury or illness that requires you to be absent from classes for three or more business days, you should obtain a medical confirmation note from your medical provider. The Student Health Center or an off-campus medical professional can provide a medical confirmation note for you. The medical confirmation note must contain the date and time of the illness and medical professional’s confirmation of needed absence.

b) Confirmation is required for injury or illness that causes you to be absent from class for less than three business days. Illness confirmation may be obtained by one or both of the following methods:

- Texas A&M University Exemptory Statement for Absence from Class form available at [http://attendance.tamu.edu](http://attendance.tamu.edu) (if you do not see a doctor).

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

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

7) Required participation in military duties.

8) Mandatory admission interviews for professional or graduate school which cannot be rescheduled.

9) Mandatory participation as a student-athlete in NCAA-sanctioned competition.

10) In accordance with Title IX of the Educational Amendments of 1972, Texas A&M University shall treat pregnancy (childbirth, false pregnancy, termination of pregnancy and recovery therefrom) and related conditions as a justification for an excused absence for so long a period of time as is deemed medically necessary by the student’s physician. Requests for excused absence related to pregnancy should be directed to the instructor; questions about Title IX should be directed to the University Title IX Coordinator.

**Makeup Policy**

You can make up an exam only if an absence is excused. To be considered excused, you must notify me in writing (acknowledged e-mail message is acceptable) prior to the date of absence, and provide appropriate documentation for the absence. In cases where advance notification is not feasible (for example, accident or emergency) you must provide notification by the end of the second working day after the absence, including an explanation of why notice could not be sent prior to the class. The fact that these are university-excused absences does not relieve you of responsibility for prior notification and documentation. Failure to notify and/or document properly may result in an unexcused absence. Falsification of documentation is a violation of the Honor Code.

**Grading**

Course grades for Finance 651 will be determined as follows.

<table>
<thead>
<tr>
<th>Item</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Take Home Midterm Exam</td>
<td>35%</td>
</tr>
<tr>
<td>Attendance</td>
<td>10%</td>
</tr>
<tr>
<td>Class Participation</td>
<td>15%</td>
</tr>
<tr>
<td>Take Home Final Exam</td>
<td>40%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Like exams, the maximum possible scores for attendance and class participation is 100 points. Your class participation score will be based on an assessment of your level of preparedness for each class, as indicated by the quality of your responses to questions directed to you in class (rated either satisfactory or unsatisfactory). Even incorrect responses can demonstrate a satisfactory level of preparation. Your class participation score will
Unexcused absences will lower your attendance score:

<table>
<thead>
<tr>
<th>Number of Unexcused Absences</th>
<th>Attendance Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 or 1</td>
<td>100</td>
</tr>
<tr>
<td>2</td>
<td>50</td>
</tr>
<tr>
<td>3 or more</td>
<td>0</td>
</tr>
</tbody>
</table>

Course grades will follow the standard 90/80/70/60 scale:

<table>
<thead>
<tr>
<th>Points Collected (PC)</th>
<th>Course Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>PC ≥ 90</td>
<td>A</td>
</tr>
<tr>
<td>90 &gt; PC ≥ 80</td>
<td>B</td>
</tr>
<tr>
<td>80 &gt; PC ≥ 70</td>
<td>C</td>
</tr>
<tr>
<td>70 &gt; PC ≥ 60</td>
<td>D</td>
</tr>
<tr>
<td>60 &gt; PC</td>
<td>F</td>
</tr>
</tbody>
</table>

Graded assignments must be turned in before the deadline to be eligible for full credit. Late assignments are subject to the following penalties.

<table>
<thead>
<tr>
<th>If the assignment is submitted...</th>
<th>Penalty</th>
<th>Maximum Possible Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>before deadline</td>
<td>0%</td>
<td>100%</td>
</tr>
<tr>
<td>1st 24 hours after deadline</td>
<td>20%</td>
<td>80%</td>
</tr>
<tr>
<td>2nd 24 hours after deadline</td>
<td>40%</td>
<td>60%</td>
</tr>
<tr>
<td>3rd 24 hours after deadline</td>
<td>60%</td>
<td>40%</td>
</tr>
<tr>
<td>4th 24 hours after deadline</td>
<td>80%</td>
<td>20%</td>
</tr>
<tr>
<td>5th 24 hours after deadline</td>
<td>100%</td>
<td>0%</td>
</tr>
</tbody>
</table>

Even if you have a documented excused absence, please arrange to submit your assignment by its due date unless an emergency situation makes this impossible. Late assignments accompanied by a documented university excuse will not be subject to penalty.

When any graded work is returned to you, you have one week from the date it is returned to bring any grading errors to the instructor’s attention. After the one-week deadline has passed, no further grade changes will be made for that particular item. The purpose of this deadline is not to discourage grade changes due to errors, but to ensure that any necessary ones are promptly made.

**ADA Policy Statement**

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

The Value Creation Process

<table>
<thead>
<tr>
<th>Session</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction and Overview</td>
</tr>
<tr>
<td>1</td>
<td>Approaches to Valuation: Intrinsic Valuation, Relative Valuation, Option-Based Valuation</td>
</tr>
</tbody>
</table>

Intrinsic Valuation

<table>
<thead>
<tr>
<th>Session</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Applying Intrinsic Valuation Principles: M&amp;A in Wine Country Simulation</td>
</tr>
<tr>
<td>2</td>
<td>The Cost of Equity Capital: The Risk-Free Rate and Equity Risk Premiums</td>
</tr>
<tr>
<td>3</td>
<td>The Cost of Equity Capital: Using Beta to Estimate Risk Premiums</td>
</tr>
<tr>
<td>3</td>
<td>The Cost of Equity Capital: Estimating Betas</td>
</tr>
<tr>
<td>4</td>
<td>Forecasting Cash Flows: Dividends, Earnings, and Free Cash Flow to Equity (FCFE)</td>
</tr>
<tr>
<td>4</td>
<td>Forecasting Cash Flows: Taxes, CAPEX, and Working Capital</td>
</tr>
<tr>
<td>5</td>
<td>Forecasting Cash Flows: Historical and Estimated Earnings Growth</td>
</tr>
<tr>
<td>5</td>
<td>Forecasting Cash Flows: Growth Drivers and the Role of Reinvestment</td>
</tr>
<tr>
<td>6</td>
<td>Forecasting Cash Flows: Terminal Value</td>
</tr>
<tr>
<td>6</td>
<td>Forecasting Cash Flows: Research and Development, Corporate Governance</td>
</tr>
<tr>
<td>7</td>
<td>Forecasting Cash Flows: Start-up Firms and Young Companies</td>
</tr>
<tr>
<td>7</td>
<td>Forecasting Cash Flows: Distressed Companies</td>
</tr>
</tbody>
</table>

Relative Valuation

<table>
<thead>
<tr>
<th>Session</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>Relative Valuation Versus Intrinsic Valuation</td>
</tr>
<tr>
<td>8</td>
<td>PE and PEG Ratios</td>
</tr>
<tr>
<td>9</td>
<td>Enterprise Value Multiples</td>
</tr>
<tr>
<td>9</td>
<td>Price to Book Ratios, Revenue Multiples, and Forward Multiples</td>
</tr>
<tr>
<td>10</td>
<td>Choosing A Multiple</td>
</tr>
</tbody>
</table>

Option Based Valuation

<table>
<thead>
<tr>
<th>Session</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>Principles of Option Pricing and Real Options</td>
</tr>
<tr>
<td>12</td>
<td>The Option to Delay, Patents as Options</td>
</tr>
<tr>
<td>13</td>
<td>Valuing a Natural Resource Company: Option to Expand and Option to Abandon</td>
</tr>
<tr>
<td>14</td>
<td>Valuing Aggregate Equity as an Option</td>
</tr>
</tbody>
</table>
be equal to 100, times the percentage of satisfactory ratings received as a percentage of total ratings. Participation ratings will be updated on the course website after each class meeting.
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

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

2. Request submitted by (Department or Program Name):
   Department of Nutrition and Food Science

3. Course prefix, number and complete title of course:
   FSTC 623: Nanotechnology in Food Processing

4. Catalog course description (not to exceed 50 words):
   This course will discuss fundamental and applied knowledge related to nanoscale systems and technologies utilized in processing of foods. Topics include nanoscale physico-chemical properties of foods, applications, manufacture, and analysis of nanotechnologies for food processing and preservation, and relevant industrial and regulatory food nanotechnology-associated aspects.

5. Prerequisite(s):
   FSTC 312, 313, or 315 or AGSM 315 (or equivalent coursework) or by approval of instructor

Cross-listed with:
   BAEN 623

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

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

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

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

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

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

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

   MAgr FSTC, MS FSTC, MS NUTR, PhD FSTC, PhD NUTR

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

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

13. Prefix
   Course Title (excluding pronunciation)

   FSTC 623 Nanotechnology in Food Processing

   FSTC
   623
   Nanotech in Food Processing

   Approval recommended by:
   Boon Chew
   Department Head or Program Chair (Type Name & Sign) Date
   2/7/16
   Chair, College Review Committee

   Stephen W. Searcy
   Department Head or Program Chair (Type Name & Sign) Date
   2/7/15
   Dean of College

   Submitted to Coordinating Board by:
   Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu
Curricular Services – 07/14
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

Form Instructions
1. Course request type:
   □ Undergraduate  □ Graduate  □ First Professional (DPh, MD, JD, PharmD, DVM)

2. Request submitted by (Department or Program Name):
   Department of Nutrition and Food Science

3. Course prefix, number and complete title of course:
   FSTC 623: Nanotechnology in Food Processing

4. Catalog course description (not to exceed 50 words):
   This course will discuss fundamental and applied knowledge related to nanoscale systems and technologies utilized in processing of foods; topics include nanoscale physico-chemical properties of foods, applications, manufacture, and analysis of nanotechnologies for food processing and preservation, and relevant industrial and regulatory food nanotechnology-associated aspects

5. Prerequisite(s):
   FSTC 312, 313, or 315 or AGSM 315 (or equivalent coursework); or by approval of instructor

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

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

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

9. Will this course be submitted to the Core Curriculum Council? □ Yes  □ No
   □ P/F (CLMD)

10. How will this course be graded:  □ Grade  □ S/U

11. This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in History)
      MAgri FSTC, MS FSTC, MS NUTR, PhD FSTC, PhD NUTR
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in Geography)

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

13. Prefix  Course #  Title (excluding punctuation)
    FSTC  623  Nanotech in Food Proc

    Lect.  Lab  Other  SCH  CIP and Fund Code  Admin. Unit  Acad. Year  FICE Code
    3.00  0.00  0.00  3.00  0110020005  0433  17 - 18  0  0  3  6  3  2

Approval recommended by:
Boon Chew  2/26/16
Department Head or Program Chair (Type Name & Sign)

Chair, College Review Committee  3/28/16
Dean of College  3/28/16

Submit to Coordinating Board by:
Associate Director, Curricular Services  Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services – 07/14
BAEN/FSTC 689
Nanotechnology in Food Processing
(3 credit hours)
Fall 2016

Instructors: Carmen Gomes, Ph.D.
Assistant Professor, Department of Biological & Agricultural Engineering
303B Scoates Hall
845.2455
carmen@tamu.edu

Matthew Taylor, Ph.D.
Assistant Professor, Department of Animal Science
310-C Kleberg Center
862.7678
matt_taylor@tamu.edu

Office Hours: By appointment.

Course Description & Prerequisites:

This course will discuss fundamental and applied knowledge related to nanoscale systems and technologies utilized in processing of foods. Covered topics include: (1) nanoscale physico-chemical properties of foods; (2) applications, manufacture, and analysis of nanotechnologies for food processing and preservation, and; (3) relevant industrial and regulatory food nanotechnology-associated aspects.

Prerequisites: FSTC 312, 313 (or equivalencies), AGSM/FSTC 315 (or equivalency), or by approval of instructor.

Class Times and Location:
TR 9:35 – 10:50 a.m. RICH 1009

Course Web Site
http://ecampus.tamu.edu/

Course Objectives:

1. Provide sound fundamental and applied understanding of the development, use, and analysis of nanotechnologies for application in food processing.
2. Introduce students to regulatory, industrial, and economic aspects surrounding the use of nanotechnology in food systems.
3. Explore and discuss current and future developments of nanotechnology for use in food processing.
4. Prepare students for exposure to engineered nanotechnologies for use in food processing and preservation.
5. Introduce students to cutting edge research and expertise in food nanotechnology via: (i) assigned readings from the pertinent scientific literature; (ii) guest lectures by subject matter experts, and (iii) site visits to industrial and research facilities engaged in ongoing development of nanotechnology for application in food systems.

**Course Learning Outcomes:**

*At the completion of the course, students should be able to:*

1. Identify and describe significant physico-chemical properties of engineered food nanotechnologies, incorporating understanding of appropriate methods of analysis and impact of manipulation of these properties on stability and functionality.
2. Identify the significant regulatory limitations and mechanisms employed in the evaluation of nanotechnologies for application in foods, being able to describe processes by which nanotechnologies are developed and submitted for approval for use in food products.
3. Compare and contrast differing engineered nanotechnologies within an application grouping (e.g., food antimicrobial encapsulation technologies) with regards to strengths and weaknesses, identifying key strengths/weaknesses as related to food industry concerns relevant to that grouping.
4. Discuss the relevant and appropriate industrial processes by which differing nanotechnologies are formulated, analyzed, and manufactured for large-scale use in food processing.
5. Synthesize knowledge gained through the course in order to develop a novel food nanoscale technology, employing learning to describe its design, function, appropriate characterization, and essential testing/analysis for submission for approval for use.

**Assignment and Composition of Course Grade:**

**Grade Composition:**

<table>
<thead>
<tr>
<th>Component</th>
<th>Course Weight/Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester Exams (2 @ 21.5 % each)</td>
<td>43 %</td>
</tr>
<tr>
<td>Research Proposal &amp; Oral Presentation</td>
<td>30 %</td>
</tr>
<tr>
<td>Homework Assignments (5 @ 5 % each)</td>
<td>25 %</td>
</tr>
<tr>
<td>Short assignments (2 @ 1% each)</td>
<td>2 %</td>
</tr>
</tbody>
</table>

**Grade Assignment:**

- A 90 - 100 %
- B 80 - 89 %
- C 70 - 79 %
- D 60 - 69 %
- F <60 %
Textbook:

There is no required textbook for the class. Instructors will hand out learning materials as needed, and students are responsible for gathering additional information and material as necessary to complete course assignments, exams, etc.

Format:

This course will include traditional lectures, discussion, problem-solving activities, and site visits to industrial and research facilities. It is essential to prepare for class by reading assigned materials, to work on homework and short assignments, to attend daily, and to participate in class discussions and activities to do well in the course.

Exams:

There will be two in-class exams (75 minutes) during the semester. Each will contain material covered in lecture, reading assignments and homework. These may include both problems to solve and short answer/multiple choice questions. Exams will be based on individual work and will be closed book and closed notes.

Make-up exams will be given only for those having a university excused absence. See student rule 7. http://student-rules.tamu.edu/rule07

Make-up exams will be scheduled in consultation with the instructor.

Research proposal & oral presentation:

Students will be expected to design a novel nano-engineered material for a food application. More details will be provided later. Students will prepare a research proposal on the project topic they select. Research proposal will be graded based on technical content, paper format based to scientific journal guidelines, references used, and written quality.

Students will give an oral Power Point presentation of their work during the last week of classes. Presentations should last from 10-15 minutes. Presentations will be graded by the class instructor and peers based on quality of the slides, technical content, and delivery. Peers will provide constructive criticism by filling out a survey after the presentations.

Homework and short assignments:

Homework will be assigned periodically and must be completed by the start of the class period’s due date. Restate the problem, then work the problem in a neat, logical manner and box final answers (include units). Cite references following scientific journal format. Staple multiple pages and include your name and date at the top of the first page. Short assignments will consist of short questionnaires on topics covered in class and one-page reports on site visits and guest lectures. Short assignments must be completed by the start of the following class period.

No make-up homework and short assignments will be given. For any assignment missed due to a university excused absence, that assignment will not be included in calculating the final assignment grade. No late homework and short assignments will be accepted. See student rule 7. http://student-rules.tamu.edu/rule07
Absences
You must notify the instructor in advance if possible of any absence by sending an email stating the date and reason for the absence. If you are absent for up to two class periods because of illness or injury, an email message stating the reason for absence will be sufficient. If you are absent from more classes because of illness or injury, verification of a visit to a health care professional may be required. See Student Rule 7. http://student-rules.tamu.edu/rule07 regarding excused absences.

Course Policies:

- Consistent and punctual attendance is expected of all students in order to help ensure maximal learning for enrolled students. Phones should be silenced so as to prevent possible distraction for other students and instructors.

- Exams will be completed both during class session and via take-home formats. Instructor expectations will be discussed prior to exam dissemination, but all material discussed or assigned will be considered for development of exam questions.

- Throughout the semester, instructors will work to arrange guest lectures by experts from academia and industry, either in person or by phone/video conference. Students are to attend these sessions and record notes from the meeting, as these persons will contribute to the learning of enrolled students.

- Instructors will work to arrange at least one off-campus trip to meet and tour facilities of a firm actively engaged in nanotechnology development and fabrication. This tour will likely require a full day and students will be responsible for arranging their schedules in order to attend the trip. Students concerned about attending the trip due to teaching or research responsibilities must inform instructors at least one week prior to departure so that an alternative assignment may be arranged for the student to complete.

Americans with Disabilities Act Policy

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

Academic Integrity Statement

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

www.tamu.edu/aggiehonor
Lecture Modules

I. Physico-Chemical Nanoscale Properties of Foods
   a. Food nanotechnology: definitions, significance of field, brief historical perspectives/review
   b. Processes impacting foods at nano-scale
   c. Seeing and analyzing foods at the nano-scale
   d. Impacts of nano-structure and processes on food quality, processing, safety, and sensory properties

II. Development, application, and analysis of nano-engineered technologies for food
    a. Overview of nanotechnology applied in food systems/industry
    b. Processing and quality applications (emulsion stabilization, delivery of colors, nutrients, bioactives, volatile flavors/odors)
    c. Preservation of safety (chemical/toxicological, microbiological) of foods (antimicrobial delivery systems, biosensor, nanocomposites/active packaging)
    d. Analysis of nanotechnology: perspectives and methods.
       i. Thermodynamic (Calorimetric)
       ii. Chemical (Atomic, FTIR, UV/Vis Spec, Chromatography, X-ray diffraction)
       iii. Physical/Rheological (Microscopy, Size, Flow/Viscosity, Surface tension/Contact angle)
       iv. Electrophoretic (Surface charge/zeta-potential)
    e. Specific food nanotechnology applications and systems
       i. Nanocomposites and active packaging
       ii. Encapsulation systems (Liposomes, micelles, polymeric, microemulsions)
       iii. Nano-scaled biosensors

III. Industrial and regulatory aspects
     a. Manufacturing and scaling of industrial nano-fabrication, quality assurance
     b. Biocompatibility with food, allergenicity of nano-materials, biodegradation
     c. Regulatory concerns:
        i. Micro vs. nanoscale components and novel toxicity concerns
        ii. Submission of innovated nanotechnology to federal agency for use in food (FDA, EPA, USDA)
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Subject</th>
<th>Read Assignments/Homework</th>
</tr>
</thead>
</table>
| 1    | Sept. 1 – 5| Sept. 2 - Food nanotechnology definitions, significance of field – Dr. Gomes  
  Sept. 4 - Food nanotechnology brief historical perspectives/review – Dr. Gomes | Small assignment HW# 1                 |
| 2    | Sept. 8 - 12| Sept. 9 – Fundamentals – Dr. Gomes  
  Sept. 11 – Detecting and analyzing foods at the nanoscale – Dr. Gomes |                                         |
| 3    | Sept. 15 - 19| Sept. 16 – Processes impacting foods at nano-scale – Dr. Gomes  
  Sept. 18 – Processes impacting foods at nano-scale – Dr. Gomes | HW# 2                                  |
| 4    | Sept. 22 - 26| Sept. 23 – Impacts of nano-structure and processes on food quality, processing, safety, and sensory properties – Dr. Gomes  
  Sept. 26 – Dr. Eric McLamore Seminar |                                         |
| 5    | Sept. 29 – Oct. 3| Sept. 30 – Controlled release – Dr. Gomes  
  Oct. 2 – Controlled release – Dr. Gomes | HW#3                                   |
| 6    | Oct. 6 - 10| Oct. 7 – nanocomposites and active packaging – Dr. Gomes  
  Oct.9 Analysis of nanotechnology – thermodynamic and chemical – Dr. Gomes | White paper/brief presentation on research project |
| 7    | Oct. 13 - 17| Oct. 14 – Analysis of nanotechnology – physical/rheological characterization - Dr. Gomes  
  Oct. 16 - EXAM 1 |                                         |
| 8    | Oct. 20 - 24| Oct. 21 – Overview of nanotechnology applied in food systems/industries – Dr. Taylor  
  Oct. 23 – Preservation of safety of foods – Dr. Taylor | HW#4                                   |
| 9    | Oct. 27 - 31| Oct. 28 – processing and quality applications – Dr. Taylor  
  Oct. 30 – processing and quality applications – Dr. Taylor |                                         |
| 10   | Nov. 3 - Nov. 7| Oct. 30 – SRI tour – Dr. Taylor |                                         |
|      |             | Nov. 5 – Dr. Cristina Sabliov seminar |                                         |
| 11   | Nov. 10 - 14| Nov. 11 - nano-scaled biosensors – Dr. Taylor  
  Nov. 13 – EXAM 2 |                                         |
| 12   | Nov. 17-21| Nov. 18 – Industrial and regulatory aspects – nanotechnics, toxicology and allergy – Dr. Taylor  
  Nov. 20 – Industrial and regulatory aspects – regulatory concerns – Dr. Taylor | HW#5                                   |
|    |    | Nov. 24 - 28 | Nov. 25 – Robert Brummet visit – patent office  
|    |    | Nov. 28 - THANKSGIVING  
| 14 | Dec. 1 - 5 | Nov. 2 – Oral presentation (research proposal)  
|    |    | Nov. 4 – Oral presentation (research proposal)  
|    | Dec. 12 | FINAL 12:30-2:30 p.m. RICH 1009  
|    |    | Final research paper due. |
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.*

Form Instructions

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

2. Request submitted by (Department or Program Name): International Affairs

3. Course prefix, number and complete title of course:
   INTA 642 Institutions and Development

4. Catalog course description (not to exceed 50 words):
   course takes an institutional perspective to examine how politics structures development possibilities from the policymaker and citizen perspectives

5. Prerequisite(s):
   None

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

7. 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.

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

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

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

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

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

13. Prefix Course # Title (excluding punctuation) Institutions and Development

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   Approval recommended by:

   F. Gregory Gause, III
   Department Head or Program Chair (Type Name & Sign) Date

   Leonard Bright
   Chair, College Review Committee Date

   Arnold Vedlitz
   Dean of College Date

Submitted to Coordinating Board by:

   Chair, GC or UCC Date

   Associate Director, Curricular Services Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
Curricular Services – 07/14
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

Form Instructions
1. Course request type: ☐ Undergraduate ☑ Graduate ☐ First Professional (DDS, MD, JD, PharmD, DVM)
2. Request submitted by (Department or Program Name): International Affairs
3. Course prefix, number and complete title of course: INTA 642 Institutions and Development
4. Course course description (not to exceed 50 words): 
   Course takes an institutional perspective to examine how politics structures development possibilities from the policymaker and citizen perspectives

5. Prerequisite(s): None
   Cross-listed with: n/a
   Stacked with: n/a

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

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Approval recommended by:

F. Gregory Gause, III
Department Head or Program Chair (Type Name & Sign) Date

Leonard Bright
Chair, College Review Committee Date

Arnold Vadez
Dean of College Date

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

Submitted to Coordinating Board by:

Chair, GC or UCC Date

Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
Curricular Services – 07/14
INTA 689-605
Institutions and Development

Bush School of Government & Public Service
Texas A&M University
Fall 2016
Wednesday 9:35-12:15 | Allen Room 1077

Instructor: YuJung (Julia) Lee
E-mail: yujunglee@tamu.edu
Office: Allen 1033
Office Hours: Wed. 12:30-1:30 or by appointment
Course websites: http://ecampus.tamu.edu/
http://library-reserves.tamu.edu/

Course description

In recent years, there has been a growing consensus among development researchers and professionals that overcoming poverty and promoting development cannot be successful without paying attention to politics and the institutions that structure political behavior. Policymakers fail to make choices that promote welfare when they lack political will, and development efforts can entrench existing inequalities or conflicts when groups lack access to political representation or participation. To examine how politics structures development possibilities from the policymaker and citizen perspectives, this course takes an institutional perspective. First, we define what institutions are and how they shape political, social and economic behavior. Second, we examine how formal institutions such as constitutions or elections come about – and how they constrain actors. Third, we study informal institutions such as family or ethnic/religious ties, how these interact with formal institutions, and to what end. Finally, we consider the implications of these institutional configurations for economic development. The course both builds theoretical foundations and explores applications to the developing world.

Course objectives

• To introduce students to key frameworks for defining and applying the concept of institutions to the study of development.
• To acquaint students with major scholars and studies in political economy and development that have made contributions to our understanding of how and why institutions condition development outcomes.
• To encourage analytic thinking and the use of evidence when evaluating the merit of different institutional theories of development.
• To provide students with intimate knowledge of cases that illustrate the impact of institutions on development.

Required Texts

Assignments and grading

In-class participation (10%): First, students should come to class prepared with questions about the readings and opinions or critiques as evidence of critical reading. Second, students who submit response papers will be called upon to present ideas to the class.

Response papers (30%): Students are required to write three response papers (~2 pages long) for three separate weeks of the semester. No more than two students can submit each week, and sign-ups will occur on the first day of class. Papers must be emailed to the professor by noon the day before the seminar for distribution on the course list. Response papers should propose and defend a hypothesis/argument that relates to the topic of the week; synthesize readings and other relevant literature only to the extent needed to make the argument; address anticipated objections to the argument; and offer thoughts on evidence that would be needed to assess the argument’s validity. These papers will be used to structure discussion in seminar so all students should come to class having read the papers of their colleagues.

In-class presentation (20%): Each student will make a 30-minute presentation on one of the readings marked with an (*). These readings are more technical in nature and the student’s role will be to study the methods used in the paper and present them in a clear and digestible manner to the rest of the class. The presentation should cover the paper’s research question, argument, evidence, methodology and findings. A short discussion of the merits and demerits of the paper should also be included.

Research paper and presentation (40%): At 9am December 14, students will submit a research paper (10-12 pages) that identifies and motivates a research question or puzzling phenomenon related to political or economic development in a particular place and proposes an institutional argument to explain the phenomenon. The paper should only briefly review literature from in and outside class to suggest existing and alternative explanations for the phenomenon. The institutional argument proposed may use any of the approaches discussed in class including historical institutionalism, rational choice or game theory, or socio-cultural explanations. The paper should conclude by suggesting a research strategy to further answer the research question through original data collection (qualitative or quantitative in nature). Students will give a 15-minute presentation of the paper on the last day of class. An abstract of the paper is due in class in Week 6 on which the instructor will provide feedback to be incorporated into the final project.

The following standards will be used when grading assignments:
90%-100% A Extraordinary, excellent work and mastery of concept
80%-89% B Good work and solid command of concept
70%-79% C Adequate work and sufficient understanding of concept
60%-69% D Poor work, little understanding of concept
0%-59% F Lack of work, no understanding of concept
Late work policy

Late work will not be accepted. In the case of an emergency (ex. hospitalization, family death), accommodations may be made with timely notification and appropriate documentation before the due date.

Attendance and Make-Up Policy

Class attendance is mandatory. If an absence is excused, the instructor will either provide the student an opportunity to make up any quiz, exam or other work that contributes to the final grade or provide a satisfactory alternative by a date agreed upon by the student and instructor. If the instructor has a regularly scheduled make up exam, students are expected to attend unless they have a university approved excuse. The make-up work must be completed in a timeframe not to exceed 30 calendar days from the last day of the initial absence. The reasons absences are considered excused by the university are listed below. See Student Rule 7 for details (http://studentrules.tamu.edu/rule07). The fact that these are university-excused absences does not relieve the student of responsibility for prior notification and documentation. Failure to notify and/or document properly may result in an unexcused absence. Falsification of documentation is a violation of the Honor Code.

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

On rare occasions, the instructor might have to miss a class due to administrative or academic responsibilities out of town. This will be exceedingly rare, but if it does occur, the instructor reserves the right to reschedule class at a time when the vast majority of students are available for the make-up class and will convey the material to students unable to attend the make-up during office hours.
Americans with Disabilities Act (ADA)

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

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

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

NB: The professor reserves the right to modify the syllabus. Students will be given enough advance notice to meet any revised expectations.

Course topics and selected readings

**Week 1.** Introduction: concepts and methods

Prosperity and Violence.

Why Nations Fail. Chapters 1-3.

Further reading:


**Week 2.** The historical-institutional approach


Revised 9/1/2015


*Why Nations Fail. Chapter 4.*

Further reading:


**Week 3. The institutions as equilibria approach**

Game theory module (to be distributed by instructor).


*Why Nations Fail. Chapter 6.*

Further reading:


**Week 4. Institutional change**


*Why Nations Fail. Chapter 7.*

Further reading:


**Week 5.  Formal institutions I: The state**


*Why Nations Fail*. Chapter 8.

Further reading:


**Week 6.  Formal institutions II: Regime type**


Further reading:


**Week 7.  Formal institutions III: Constitutions**


Further reading:


**Week 8. Informal institutions I: Class and economic inequality**


Further reading:


**Week 9. Informal institutions II: Ethnicity, tradition and religion**


Further reading:


Week 10. Informal institutions III: Patron-client relationships


Further reading:


Week 11. Impacts: The economic and social origins of regime type


Further reading:

Week 12. Impacts: Democracy, state capacity and development


Further reading:


https://sites.google.com/site/lucymartin/research.

Week 13. Impacts: Participatory institutions and development

https://openknowledge.worldbank.org/handle/10986/11946


Further reading:


**Week 14. Class presentations**

Leonard: Sign off from Poli Sci.

Greg

F. Gregory Gause, III  
John H. Lindsey ’44 Chair and Head of the International Affairs Department  
Bush School of Government and Public Service  
Texas A&M University  

979-862-8834

---

From: Clark, William  
Sent: Friday, April 22, 2016 10:56 AM  
To: Gregory Gause <gregory.gause@tamu.edu>  
Subject: Re: request for approval to assign permanent number to a course

Greg,

I have no objections at all, in fact, I’d like to take this class!

Best,

Bill

William Roberts Clark  
Professor and Head  
Department of Political Science  
Charles Puryear Professor in Liberal Arts  
Texas A&M University  
2010 Allen Building  
4348 TAMU  
College Station, TX 77843-4348
On Apr 19, 2016, at 2:34 PM, Gregory Gause <gregory.gause@tamu.edu> wrote:

Bill: Sorry to clog up the in-box. I’ve been told that the Political Science Department will have to approve our request for a permanent number for this course (syllabus attached). It has been taught three times in the Int. Aff. Department, so we need to get it a permanent number.

If you have any concerns, let me know. Otherwise, if you could just let me know in an email that you have no objections, that would be great.

Cheers,

Greg

F. Gregory Gause, III
John H. Lindsey ’44 Chair and Head of the International Affairs Department
Bush School of Government & Public Service
Texas A&M University
TAMU 4220
College Station, TX 77843-4220

Office phone: 979-862-8834

<IN7A 689-505_InstiDev_Fall2016_syllabus Lee.docx>
Texas A&M University
Departmental Request for a New Course
Undergraduate ☑  Graduate ☐  Professional ☐
* Submit original form and attach a course syllabus.*

Form Instructions

1. Course request type:
   ☑ Undergraduate  ☐ Graduate  ☐ First Professional

2. Request submitted by (Department or Program Name):
   Harold Vance Department of Petroleum Engineering

3. Course prefix, number and complete title of course:
   PETE 651-Probabilistic Reserves Evaluation

4. Catalog course description (not to exceed 50 words):
   Oil and gas reserves definitions and reporting regulations; probabilistic reserves estimation methods; unconventional resources characterization; reserves valuation techniques.

5. Prerequisite(s):
   Graduate classification or approval of instructor
   Cross-listed with:  
   Stacked with: PETE 408-Probabilistic Reserves
   
6. Is this a variable credit course?
   ☐ Yes  ☑ No  If yes, from _____ to _____

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

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

9. Will this course be submitted to the Core Curriculum Council?
   ☐ Yes  ☑ No
   ☐ P/F (CLMD)

10. How will this course be graded:
    ☑ Grade  ☐ S/U

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

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

13. Why is this course needed? (optional)

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Approval recommended by:

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

Chair, College Review Committee Date

Dean of College Date

Submitted to Coordinating Board by:

Chair, GC or UCC Date

Associate Director, Curricular Services Date

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

Curricular Services – 07/14
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

Form Instructions
1. Course request type:
   - Undergraduate
   - Graduate
   - First Professional

2. Request submitted by (Department or Program Name):
   Harold Vance Department of Petroleum Engineering

3. Course prefix, number and complete title of course:
   PETE 651-Probabilistic Reserves Evaluation

4. Catalog course description (not to exceed 50 words):
   Oil and gas reserves definitions and reporting regulations; probabilistic reserves estimation methods; unconventional resources characterization; reserves valuation techniques.

5. Prerequisite(s):
   Graduate classification or approval of instructor
   Cross-listed with: n/a
   Stacked with: PETE 408-Probabilistic Reserves

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

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

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

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

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

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

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

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

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

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

   PETE   | 651        | PROBABILISTIC RESERVES EVAL

   Lect. | Lab | Other | SCH | CIP and Fund Code | Admin. Unit | Acad. Year | FICE Code | Approval recommended by:

   3.00  | 0.00 | 0.00  | 3.00 | 1425010006        | 2210        | 17         | 18        | Level 6

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

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

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

   Associate Director, Curricular Services Date

   Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
Curricular Services – 07/14
Course title and number
PETE 651: Probabilistic Reserves Evaluation

Term
Fall 2016

Meeting times and location:
Instruction
TR 12:45 – 2:00 PM, RICH 1009

Course Description and Prerequisites
Oil and gas reserves definitions and reporting regulations. Probabilistic reserves estimation methods. Unconventional resources characterization. Reserves valuation techniques.

Prerequisites
Graduate classification or approval of instructor

Learning Outcomes and Course Objectives
This course will equip students to classify and categorize petroleum resources properly and to estimate and report these resources (especially reserves) correctly using probabilistic estimation procedures. Students will be able to estimate reserves and non-reserves resource volumes using probabilistic techniques in unconventional (low permeability) resource petroleum accumulations.

Instructor Information
Name
John Lee, Professor
Telephone number
979.845.2208
Email address
john-lee@tamu.edu
Office hours
Monday and Tuesday, 9:00-11:00 a.m.
Office location
401P Richardson Building

Textbook and/or Resource Material
Oil and Gas Property Evaluation, by John D. Wright, published by Thompson and Wright LLC, August 2015, ISBN 978-0-9896749-0-4..

Grading Policies
Term papers........................................................................... 20%
Homework.............................................................................. 20%
Mid-semester exams (2).......................................................... 30%
Final Exam............................................................................. 30%
Total....................................................................................... 100%

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

Homework will be due before the start of each class, and will be submitted electronically. Late homework will not be accepted without prior approval except in emergencies or approved university absences. Classes will be recorded and students may access the recordings. Students are expected to attend class. Graduate students will submit two term papers during the semester. http://student-rules.tamu.edu/rule07

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<td>1</td>
<td>SPE Petroleum Resources Management System (PRMS)</td>
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<tr>
<td>2</td>
<td>PRMS and SEC reserves reporting requirements</td>
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<td>3</td>
<td>Descriptive statistics, basic probability concepts</td>
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<td>4</td>
<td>Expected value and decision trees</td>
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<td>Probability distributions 1; mid-semester exam 1</td>
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<td>6</td>
<td>Probability distributions 2</td>
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<td>7</td>
<td>Overview of probabilistic reserves estimation procedures</td>
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<td>Monte Carlo simulation 1</td>
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<td>Monte Carlo simulation 2</td>
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<td>Final exam</td>
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Graduate Students

Graduate students will submit two term papers during the semester

Americans with Disabilities Act (ADA)

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

Coursework Copyright Statement: (Texas A&M University Policy Statement)

The handouts used in this course are copyrighted. By “handouts,” this means all materials generated for this class, which include but are not limited to syllabi, quizzes, exams, lab problems, in-class materials, review sheets, and additional problem sets. Because these materials are copyrighted, you do not have the right to copy them, unless you are expressly granted permission.

As commonly defined, plagiarism consists of passing off as one’s own the ideas, words, writing, etc., that belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated.

If you have any questions about plagiarism and/or copying, please consult the latest issue of the Texas A&M University Student Rules, under the section “Scholastic Dishonesty”.

Academic Integrity

For additional information please visit: http://aggiehonor.ramu.edu
“An Aggie does not lie, cheat, or steal, or tolerate those who do.”
Texas A&M University
Departmental Request for a New Course
Undergraduate □ Graduate ✔ Professional
● Submit original form and attach a course syllabus.

Form Instructions
1. Course request type: □ Undergraduate ✔ Graduate □ First Professional (DDS, MD, JD, PharmD, Etc)
2. Request submitted by (Department or Program Name): Harold Vance Department of Petroleum Engineering
3. Course prefix, number and complete title of course: PETE 652-Deterministic Reserves Evaluation
4. Catalog course description (not to exceed 50 words):
   Oil and gas reserves definitions and reporting regulations; deterministic estimation methods; unconventional resources characterization; reserves valuation techniques.

5. Prerequisite(s):

<table>
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<th>Graduate classification or approval of instructor</th>
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<td>Stacked with: PETE 418-Deterministic Reserves</td>
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</table>

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

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

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

9. Will this course be submitted to the Core Curriculum Council? □ Yes ✔ No

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

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

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

13. PETE 652 DETERMINISTIC RESERVES EVAL

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Approval recommended by:

A. D. Hill

Department Head

Date: 4/4/16

Chair, College Review Committee

Date: 4/4/16

Dean of College

Date: 4/4/16

Submitted to Coordinating Board by:

Chair, GC or UCC

Date

Associate Director, Curricular Services

Date

Effective Date

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

Curricular Services - 07/14
Texas A&M University

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

Form Instructions
1. Course request type:
   □ Undergraduate  □ Graduate  □ First Professional
   (Ph.D., M.D., J.D., Pharm.D., D.V.M.)
2. Request submitted by (Department or Program Name):
   Harold Vance Department of Petroleum Engineering
3. Course prefix, number and complete title of course:
   PETE 652-Deterministic Reserves Evaluation
4. Catalog course description (not to exceed 50 words):
   Oil and gas reserves definitions and reporting regulations; deterministic estimation methods; unconventional resources characterization; reserves valuation techniques.

5. Prerequisite(s):
   Graduate classification or approval of instructor
   Cross-listed with:      Stacked with: PETE 418-Deterministic Reserves

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

6. Is this a variable credit course?
   □ Yes  □ No
   If yes, from _____ to _____
7. Is this a repeatable course?
   □ Yes  □ No
   If yes, this course may be taken _____ times.
   Will this course be repeated within the same semester?
   □ Yes  □ No
8. Will this course be submitted to the Core Curriculum Council?
   □ Yes  □ No
9. How will this course be submitted to the Core Curriculum Council?
   □ Grade  □ S/U  □ P/F (CLMD)
10. This course will be:
    a. required for students enrolled in the following degree programs(s) (e.g., B.A. in history)
    n/a
    b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)
    Graduate students in petroleum engineering
11. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.
12. □ I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpr.tamu.edu/resources/export-controls/export-controls-basics-for-distance-education).
13. Prefix  Course #  Title (excluding punctuation)
    PETE  652  DETERMINISTIC RESERVES EVAL

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Level 6

Approval recommended by:

A. D. Hill

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

Chair, College Review Committee  Date

Dean of College  Date

Submitted to Coordinating Board by:

Chair, GC or UCC  Date

Associate Director, Curricular Services  Date

Effective Date

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

✓ Curricular Services – 07/14
Course title and number  PETE 652: Deterministic Reserves Evaluation
Term  Spring 2017
Meeting times and location  TBA

Course Description and Prerequisites

Oil and gas reserves definitions and reporting regulations and deterministic estimation methods. Unconventional resources characterization. Reserves valuation techniques.

Prerequisites

Graduate classification or approval of instructor

Learning Outcomes and Course Objectives

This course will equip students to classify and categorize petroleum resources properly and to estimate and report these resources (especially reserves) correctly using deterministic estimation procedures. Students will be able to estimate reserves and non-reserves resource volumes in unconventional (low permeability) resource petroleum accumulations.

Instructor Information

Name  John Lee, Professor
Telephone number  979.845.2208
Email address  john-lee@tamu.edu
Office hours  Monday and Tuesday, 9:00-11:00 a.m.
Office location  401P Richardson Building

Textbook and/or Resource Material


Grading Policies

Term papers…………………………………………………………………………………... 20%
Homework………………………………………………………………………………….. 20%
Mid-semester exams (2)…………………………………………………………………. 30%
Final Exam……………………………………………………………………………………. 30%
Total………………………………………………………………………………………… 100%

Grading Scale

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

Homework will be due before the start of each class, and will be submitted electronically. Late homework will not be accepted without prior approval except in emergencies or for university-approved absences. Classes will be recorded and students may access the recordings. Students are expected to attend class. Graduate students will submit two term papers during the semester. [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07)

<table>
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<th>Week 1</th>
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<td>Week 3</td>
<td>SEC reserves reporting requirements</td>
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<tr>
<td>Week 4</td>
<td>Reserves estimation methods</td>
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<td>Week 5</td>
<td>Deterministic reserves examples; Mid-semester Exam 1</td>
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<td>Week 6</td>
<td>Reservoir fluid flow theory review and extension</td>
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<td>Week 7</td>
<td>Arps decline models</td>
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<td>Week 8</td>
<td>Advanced decline analysis</td>
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<td>Week 10</td>
<td>Linear flow and Duong model; Mid-semester Exam 2</td>
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<td>Week 11</td>
<td>Decline analysis workflow</td>
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<td>Week 12</td>
<td>RTA workflow, Marcellus example</td>
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<td>Week 13</td>
<td>SPEE Monograph 4</td>
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<td>Week 14</td>
<td>PUDs and SPEE Monograph 3</td>
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<td>Week 15</td>
<td>Final exam</td>
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<td>Graduate Students</td>
<td>Graduate students will submit two term papers during the semester</td>
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Americans with Disabilities Act (ADA)

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

Coursework Copyright Statement: (Texas A&M University Policy Statement)

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

As commonly defined, plagiarism consists of passing off as one’s own the ideas, words, writing, etc., that belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated.

If you have any questions about plagiarism and/or copying, please consult the latest issue of the Texas A&M University Student Rules, under the section “Scholastic Dishonesty”.

Academic Integrity

For additional information please visit: [http://aggiehonor.ramu.edu](http://aggiehonor.ramu.edu)
“An Aggie does not lie, cheat, or steal, or tolerate those who do.”
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
Submit original form and attach a course syllabus.

Form Instructions
1. Course request type: Undergraduate [X] Graduate [ ] First Professional (DOS, MD, JD, PharmD, DVM)
2. Request submitted by (Department or Program Name): College of Agriculture and Life Sciences
3. Course prefix, number and complete title of course: WFSC 614: Down River Biology of Gulf Coastal Fishes
4. Catalog course description (not to exceed 50 words):
Understanding the biological complexity of Gulf coast river systems while gaining hands-on experience in field and museum ichthyological techniques; sampling of the Guadalupe and San Antonio rivers; participation in lectures, museum preparation and archiving specimens at the Biodiversity Research and Teaching Collections (BRTC).

5. Prerequisite(s):

Cross-listed with: Graduation classification
Stacked with: WFSC 314

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

6. Is this a variable credit course? [ ] Yes [X] No If yes, from _____ to _____
7. Is this a repeatable course? [ ] Yes [X] No If yes, this course may be taken _____ times.
8. Will this course be repeated within the same semester? [ ] Yes [X] No
9. Will this course be submitted to the Core Curriculum Council? [ ] Yes [X] No
10. How will this course be graded? [X] Grade [ ] S/U [ ] P/F (CLSD)

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

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

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

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

13. Prefix | Course # | Title (excluding punctuation)
--- | --- | ---
WFSC | 614 | Down Rvr Biol Gulf Coast Fish

Lect. | Lab | Other | SCH | CIP and Fund Code | Admin. Unit | Acad. Year | FICE Code
--- | --- | --- | --- | --- | --- | --- | ---
2.00 | 3.00 | 3.00 | 0303010005 | 2951 | 17 | 18 | 0 0 3 6 3 2

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

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

Submitted to Coordinating Board by:
Associate Director, Curricular Services

Chair, College Review Committee Date

Dean of College Date

Chair, GC or UCC Date

Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services – 07/14
Down River: Biology of Gulf Coastal Fishes
WFSC 314/614

1. INSTRUCTOR:
   Dr. Kevin W. Conway  
   Email: kevin.conway@tamu.edu  
   Office: 113 Heep Laboratory Building  
   Phone: 979-845-2620  
   Office hours: by appointment

2. COURSE DESCRIPTION:
   This two-week, 3 credit course covers aspects of ecology and zoogeography of riverine and estuarine fishes while exposing students to field sampling techniques and museum preparation of specimens. Seven days will be spent sampling the Guadalupe and San Antonio river drainages from their headwaters all the way down to San Antonio Bay. A second week will be spent at the Biodiversity Research and Teaching Collections (BRTC) at Texas A&M University, College Station where students will participate in lectures and discussion as well as museum preparation and archiving of specimens. This will be a unique opportunity for students to gain an in depth understanding of the biological complexity of Gulf coast river systems while gaining hands-on experience in field and museum ichthiological techniques employed by state, federal and academic researchers alike. In addition, this learning experience will contribute directly to the Collection of Fishes at the Biodiversity Research and Teaching Collections, the largest collection of vertebrates in Texas. This is an intensive course and students should expect 8 to 12 hour days in the field and museum. Students need to be prepared to camp during the first week of the course (which will take place in the field) and be prepared for an intense week of museum-based activities (at the BRTC) during the second week of the course.

3. AUDIENCE AND PREREQUISITES:
   This course runs concurrently with TAMU Corpus Christi BIOL 44xx/54xx and is intended for advanced undergraduate and graduate students. WFSC 311 (or equivalent course) with a grade of B or better and approval of instructor is required for undergraduate students.

4. PRIMARY TEXTS:

5. LEARNING OUTCOMES:
   1. Learn how to sample and identify freshwater and estuarine fishes of Texas.
   2. Understand the ecology of stream communities on a drainage wide basis.
   3. Exhibit an understanding of how human populations affect coastal drainages.
   4. Develop critical reading and review skills by discussing classic and current scientific papers.
   5. Develop scientific writing skills by producing a synthesis document about species and issues discussed.
   6. Gain experience in both field- and museum-based Ichthyology.

6. GRADING FOR UNDERGRADUATE STUDENTS:
   - 100 points available. Grading scale: 0-59% F; 60-69% D; 70-79% C; 80-89% B; 90-100% A
   - Field participation (25%)
   - Museum participation (25%)
   - Practical Exam (25%)
   - Written synthesis document (25%)
7. Grading for Graduate Students Enrolled in WFSC 614:

- 100 points available. Grading scale: 0-59% F; 60-69% D; 70-79% C; 80-89% B; 90-100% A
- Field participation (25%)
- Museum participation (25%)
- Practical Exam (25%)
- Written synthesis document (15%)
- Presentation (10%)
- Museum participate component of grade for graduate students will be assessed based on performance as a team leader for a small (~2-3 member) group of undergraduate students during second week of course. Graduate students will also be expected to prepare and present a short 15-minute presentation on a published ichthyofaunal survey(s) for a river drainage(s) of their choosing.

8. Course Outline: (dates tentative and subject to change at the discretion of the instructor)

- May 13-18: Edwards Plateau, gulf-coastal plain and San Antonio Bay area. Field-work will consist of sampling two-three stations per day along the Guadalupe and San Antonio rivers. Transportation and accommodation will be arranged over the duration of the first week. Please be prepared for basic living conditions (i.e., camping).
- May 19-26: BRTC, College station. Museum based learning will consist of specimen identification, sorting and curation combined with traditional lectures and discussion sessions.

9. Other Information

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

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

Academic Integrity Statement: “An Aggie does not lie, cheat, or steal or tolerate those who do.” Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System. For additional information please visit: http://aggiehonor.tamu.edu/
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

Form Instructions
1. Course request type: ☑ Undergraduate ☐ Graduate ☐ First Professional (DDS, MD, JD, PharmD, DVM)
2. Request submitted by (Department or Program Name): College of Agriculture and Life Sciences
3. Course prefix, number and complete title of course: WFSC 314: Down River: Biology of Gulf Coastal Fishes
4. Catalog course description (not to exceed 50 words):
Understanding the biological complexity of Gulf coast river systems while gaining hands-on experience in field and museum ichthyological techniques; sampling of the Guadalupe and San Antonio rivers; participation in lectures, museum preparation and archiving specimens at the Biodiversity Research and Teaching Collections (BRTC).

5. Prerequisite(s): WFSC 311 with a grade of B or better and approval of instructor.

Cross-listed with: Stacked with: WFSC 614

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

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

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

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Approval recommended by:
Michael Masser [Signature] Date

Chair, College Review Committee
Department Head or Program Chair (Type Name & Sign) Date
Dean of College
Department Head or Program Chair (Type Name & Sign) Date
Chairs, GC or UCC
Submitted to Coordinating Board by:
Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
Curricular Services – 07/14
Course Changes
Texas A&M University
Departmental Request for a Change in Course
Undergraduate • Graduate • Professional
• Submit original form and attachments •

Form Instructions
1. Course request type: □ Undergraduate □ Graduate □ First Professional (M.S. or Professional M.D.)
2. Request submitted by (Department or Program Name): Civil Engineering Graduate Department
3. Course prefix, number and complete title of course: CVEN 684 - Professional Internship
4. Change requested:
   a. Prerequisite(s): From ___________________ To ___________________
   b. Withdrawal reason:
   c. Cross-list with:
   d. Change in course title and description. Enter complete current course title and current course description in item 9; enter proposed course title and proposed course description in item 10. Complete item 11a and b for a change in title.
   e. Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 11a and b. Attach a course syllabus.
5. Is this an existing core curriculum course? □ Yes □ No
6. If grade type is changing for existing course, indicate the new grade type: □ Grade □ S/U □ P/F (E-LAB)
7. If this course will be stacked, please indicate the course number of the stacked course:
   □ I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://www.tamu.edu/resources/export-
   □ curricula/export-curricula-basics-for-distance-education).
8. Complete current course title and current catalog course description:
   Professional Internship Credit 1 to 2
9. Complete proposed course title and proposed catalog course description (not to exceed 50 words):
   Professional Internship Credit 1 to 3

10. As currently in course inventory:

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Approval recommended by:
Yudong Zhang
Chair, College Review Committee

Questions regarding this form should be directed to Sandra Williams at 845-8201 or s.williams@tamu.edu.
Curricular Services – 06/14
Texas A&M University
Departmental Request for a Change in Course
Undergraduate * Graduate * Professional
* Submit original form and attachments *

Form Instructions
1. Course request type:
   - Undergraduate
   - Graduate
   - First Professional (DGX, AGX, ATEX, EGE, ETE, ESE)
2. Request submitted by (Department or Program Name):
   Civil Engineering Graduate Department
3. Course prefix, number and complete title of course:
   CVEN 684 - Professional Internship
4. Change requested
   a. Prerequisite(s):
      From: ____________________________ To: ____________________________
   b. Withdrawal (reason):
      ____________________________
   c. Cross-list with:
      ____________________________
   d. Change in course title and description. Enter complete current course title and current course description in item 9, enter proposed course title and proposed course description in item 10. Complete item 11a and b for a change in title.
   e. Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 11a and b. Attach a course syllabus.
5. Is this an existing core curriculum course?
   - Yes
   - No
6. If grade type is changing for existing course, indicate the new grade type:
   - Grade
   - S/U
   - P/F (Credit/No Credit)
7. If this course will be stacked, please indicate the course number of the stacked course:
8. I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpr.tamu.edu/resources/export-controls/export-controls-basics-for-distance-education).
9. Complete current course title and current catalog course description:
   Professional Internship Credit 1 to 2
10. Complete proposed course title and proposed catalog course description (not to exceed 50 words):
    Professional Internship Credit 1-3

11. a. As currently in course inventory:

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<td>0036326</td>
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   b. Change to:

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</table>

   Approval recommended by:
   Yunlong Zhang 3/24/16
   Department Head or Program Chair (Type Name & Sign) Date

   Chair, College Review Committee
   Date

   Dean of College
   Date

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

   Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8281 or sandra.williams@tamu.edu.
Curricular Services – 8/14
CVEN 684 – Professional Internship Credit 1 to 3 credit hours

Catalog Description
Training under the supervision of practicing professional engineers in settings appropriate to the student’s professional objectives, away from Texas A&M campus.

Prerequisites: Approval of the department head and two semesters of graduate course work completed.

Departmental Policy
- A Record of Study must be submitted and approved by the student’s advisory committee chair or area graduate advisor and the department head.
- Before a student is permitted to register for CVEN 684; the student must submit in writing to the Civil Engineering Graduate Office the following:
  - Letter from Employer of the Internship and physical address
  - Immediate supervisor, place of internship
  - Period of employment start and end date
  - Professor that will supervise professional internship
  - After two semesters of graduate course work
- The Record of Study must be complete in order to receive credit for CVEN 684.
- A satisfactory grade (S) will not be issued until the Record of Study has been approved by the Department head.
- Cannot be taken until at least one semester of graduate coursework for domestic students (minimum 9 credit hours) and two semesters of graduate course work for international students has been completed (minimum 18 credit hours)
- Registration for CVEN 684 must be completed by the start of the semester for which CVEN 684 credit is desired
- CVEN 684 credit hours may not be changed to either CVEN 685 or CVEN 691 credit hours.
- CVEN 684 credit hours has to be on your degree plan to receive credit

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

Academic Integrity Statement
“Aggies do not lie, cheat, or steal, nor do they tolerate those who do.” It is the responsibility of students and instructors to help maintain scholastic integrity at the university by refusing to participate in or tolerate scholastic dishonesty. (Please see the Honor Council Rules and Procedures at http://www.tamu.edu/aggiehonor)
February 26, 2016

MEMORANDUM

TO: Office of Graduate and Professional Studies
THROUGH: Prasad Enjeti, Associate Dean
          Academic Affairs
FROM: Yunlong Zhang, Director
       Graduate Programs
SUBJECT: CVEN 684 Professional Internship
         Repeatable Course Two times Maximum

The COMPASS system has CVEN 684 as a repeatable course but only one time. We would like
to change this to where it can be repeated a maximum of two times. We have had several
graduate student repeat the CVEN 684 but the employer wishes them to continue the internship
into the next semester. This is a great benefit to the student by giving them practical experience
and allowing the student to utilize their class knowledge in a work setting. This is why we want
to allow students to repeat the course no more than two times.

International students must have the CVEN 684 on their degree plan each time it is taken.

We did a Department Request for a Change in Course form February 26, 2016 to change it from
a one or two CH course to a 3 CH course.

Thank you for your consideration.
Texas A&M University
Departmental Request for a Change in Course
Undergraduate • Graduate • Professional
- Submit original form and attachments -

Form Instructions
1. Course request type:  □ Undergraduate  □ Graduate  □ First Professional (DMD, MD, JD, PharmD, DPA)
2. Request submitted by (Department or Program Name):  Educational Administration & Human Resource Development
3. Course prefix, number and complete title of course:  EHRD 625, Organizational Development & Performance in HRD

 Attach a brief supporting statement for changes made to items 4a thru 4d, and 10 below.
4. Change requested
   a. Prerequisite(s): From:  EHRD 601 or EHRD 603  To:  Graduate Classification
   b. Withdrawal (reason):
   c. Cross-list with:
   d. Change in course title and description. Enter complete current course title and current course description in item 9, enter proposed course title and proposed course description in item 10. Complete item 11a and b for a change in title.
   e. Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 11a and b. Attach a course syllabus.

5. Is this an existing core curriculum course?  □ Yes  □ No
6. If grade type is changing for existing course, indicate the new grade type:  □ Grade  □ S/U  □ P/F (CLMD)
7. If this course will be stacked, please indicate the course number of the stacked course:

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

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

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

11. a. As currently in course inventory:

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Approval recommended by:
Frederick M. Naftulho  Date
Department Head or Program Chair (Type Name & Sign)

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

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

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services — 08/14
Texas A&M University
Departmental Request for a Change in Course
Undergraduate • Graduate • Professional
• Submit original form and attachments •

Form Instructions
1. Course request type: □ Undergraduate □ Graduate □ First Professional (MD, MD-JD, Ph.D.) □ PMH
2. Request submitted by (Department or Program Name): Educational Administration & Human Resource Development
3. Course prefix, number and complete title of course: EHRD 625, Organizational Development & Performance in HRD

4. Change requested
   a. Prerequisite(s): From: EHRD 601 or EHRD 603 To: Graduate Classification
   b. Withdrawal (reason): 
   c. Cross-list with:

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

d. Change in course title and description. Enter complete current course title and current course description in item 9; enter proposed course title and proposed course description in item 10. Complete item 11a and b for a change in title.
e. Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 11a and b. Attach a course syllabus.

5. Is this an existing core curriculum course? □ Yes □ No
6. If grade type is changing for existing course, indicate the new grade type: □ Grade □ S/U □ P/F (CLMD)
7. If this course will be stacked, please indicate the course number of the stacked course:

   I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpr.tamu.edu/resources/export-exports/controls-basics-for-distance-education).
8. Complete proposed course title and proposed catalog course description (not to exceed 50 words):

9. Attach a brief supporting statement for changes made in items 4 through 9 below.

   □ Yes □ No

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

   □ Yes □ No

11. a. As currently in course inventory:

   Prefix   Course #   Title (excluding punctuation)

   Lect.   Lab   Other   SCH   CIP and Fund Code   Admin. Unit   FICE Code   Level

   h. Change to:

   Prefix   Course #   Title (excluding punctuation)

   Lect.   Lab   Other   SCH   CIP and Fund Code   Admin. Unit   Acad. Year   FICE Code   Level

   Approval recommended by:

   Fredrick M. Naufukuho
   Department Head or Program Chair (Type Name & Sign) Date

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

   Submitted to Coordinating Board by:

   Chair, Jr. of UCC Date

   Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-3201 or sandra.williams@tamu.edu.
Curricular Services – 08/14
Form Instructions

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

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

3. Course prefix, number and complete title of course:  
   - EPSY 630: Single Case Research

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

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

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

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

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

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

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

8. Complete current course title and current catalog course description:
   - Single Case Research: Provides skills to conduct research with N=1 designs in the area of special education, school counseling and school psychology; provides the procedures and applications to scenarios in classroom and clinic settings; collect and analyze data in three mini studies.

9. Complete proposed course title and proposed catalog course description (not to exceed 50 words):
   - Single-Case Experimental Design: Teaches measurement, design, implementation, and analysis skills to conduct research with single-subject design; review and summarize the quality of single-case literature, plan and implement AB designs.

10. As currently in course inventory:

    | Prefix | Course # | Title (excluding punctuation) |
    |--------|----------|-------------------------------|
    | EPSY   | 630      | Single Case Research         |

    | Lec.  | Lab | Other | SCH | CIP and Fund Code | Admin. Unit | FICE Code |
    |-------|-----|-------|-----|-------------------|-------------|-----------|
    | 3.00  | 0.00| 0.00  | 3.00| 4228060004        | 0920        | 0 0 3 6 3 3 6 |

    | Level |
    | 6     |

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<td>Single-Case Experimental DSN</td>
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</table>

   | Lec.  | Lab | Other | SCH | CIP and Fund Code | Admin. Unit | Acad. Year | FICE Code |
   |-------|-----|-------|-----|-------------------|-------------|-----------|
   | 3.00  | 0.00| 0.00  | 3.00| 4228060004        | 0920        | 17        | 0 0 3 6 3 3 2 |

   | Level |
   | 6     |

Approval recommended by:  
   - Victor Willson, Ph.D.
   - Department Head or Program Chair (Type Name & Sign)  
   - Date

   - George Cunningham, Ph.D.
   - Chair, College Review Committee  
   - Date

   - George Cunningham, Ph.D.
   - Dean of College  
   - Date

   - Mark Zoran, Ph.D.
   - Department Head or Program Chair (Type Name & Sign)  
   (If cross-listed course)  
   - Date

Submitted to Coordinating Board by:  
   - Date

Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
Curricular Services – 08/14
March 7, 2016

MEMORANDUM

TO: Graduate Instruction Committee, CEHD

THROUGH: George Cunningham, Ph.D.
Associate Dean, College of Education and Human Development

FROM: Victor Willson, Ph.D.
Professor and Head

SUBJECT: Course Changes for Special Education Master's Program Course Changes

Attached, please find the appropriate paperwork for changing the course number for multiple Special Education Master's Program courses.

Pursuant to the directives of the College, the following information is provided:

1. Rationale: The special education program has recently gone through its course offerings and noticed that some on the course information needed to be updated. This list of course changes represents these changes. In most cases, the course title and/or description has changed. These changes are minor, but better reflect course content. Please review all of the attached course changes and recommend favorably to the University level committee.

2. Vote by the Program: The Executive Committee met on 3/7/16 and recommended favorably on supporting the changes to these courses.

We appreciate your consideration of this course. Please contact us should you require any additional information.
Form Instructions
1. Course request type: [ ] Undergraduate  [ ] Graduate  [ ] First Professional (MD, JD, PharmD, DVM)
2. Request submitted by: (Department or Program Name): Department of Biochemistry and Biophysics
3. Course prefix, number and complete title of course: GENE 608 Critical Analysis of GENE Literature

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

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

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

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

5. Is this an existing core curriculum course? [ ] Yes  [ ] No

6. If grade type is changing for existing course, indicate the new grade type: [ ] Grade  [ ] S/U  [ ] P/F (G/MPD)

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

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

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

   Critical Analysis of GENE Literature

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

   Critical Analysis of GENE Literature

10. As currently in course inventory:

    | Prefix | Course # | Title (excluding punctuation) |
    |--------|----------|-----------------------------|
    | GENE   | 608     | CRIT ANALYSIS GENE LIT      |

    | Lect. | Lab | Other | SCH | CP and Fund Code | Admin. Unit | FICE Code | Level |
    |-------|-----|-------|-----|------------------|-------------|-----------|-------|
    | 01    | 00  | 00    | 01  | 2608040002       | 0420        | 0         | 03    | 3     | 2     | 6     |

11. Change to:

    | Prefix | Course # | Title (excluding punctuation) |
    |--------|----------|-----------------------------|
    | GENE   | 608     | Critical Analysis of GENE Literature |

    | Lect. | Lab | Other | SCH | CP and Fund Code | Admin. Unit | Academic Year | FICE Code | Level |
    |-------|-----|-------|-----|------------------|-------------|---------------|-----------|-------|
    | 02    | 00  | 00    | 01  | 2608040002       | 0420        | 16 - 17       | 0         | 03    | 3     | 2     | 6     |

   Approval recommended by: __________________________

   Department Head or Program Chair (Type Name & Sign) __________________________ Date 2/16/16

   Chair, College Review Committee __________________________ Date 2/16/16

   Dean of College __________________________ Date 2/16/16

   Submitted to Coordinating Board by: __________________________ Date

   Chair, GC or UCC __________________________ Date

   Associate Director, Curricular Services __________________________ Date

   Effective Date __________________________

Questions regarding this form should be directed to Sandra Williams at 845-8301 or sandra.williams@tamu.edu.
Curricular Services – 08/14
GENE 608-600
Critical Analysis of Genetic Literature
Introduction to Major Genetic Model Systems (MSs)

Course coordinator: Hubert Amrein (amrein@tamhsc.edu)

Instructors: Michael Polymenis, Marty Dickman, Rene Garcia, Hubert Amrein,
Bruce Riley, David Threadgill

Time & Location: Tuesdays 5:00– 7:00pm ILSB 3145

Course Description: Gene 608 is designed to introduce first and second year
students to the main eukaryotic genetic model systems (MS): yeast, C. elegans,
Arabidopsis, Drosophila, zebrafish, mouse. The course is organized in six
sections, each dealing with one of the classical MSs, which are all used in
numerous laboratories of Genetics faculty.

NOTE: Title of papers to be discussed are subject to change

Credits: This is a 2 hrs credit course

Learning Outcomes:
Goal 1: Acquire basic knowledge of each MS: Students should know
- Basics of development and biology of MSs
- Major discoveries that propelled each MSs into the mainstream
- Major genetic tools of each MS, especially those unique to it

Goal 2: Critical reading and discussion of papers: Students should be able to:
- Succinctly state the goals of the study
- Understand rationale behind experiments
- Identify strengths and weaknesses of the paper

Grading:
Grades for lectures on each of the six model systems (0 – 100 points), composed
of participation (40%) and written assay/paper presentation (60%), will be given
by each instructor. Points from all instructors will be averaged to provide the final
numerical grade, and letter grade will be calculated according to scale: A=90-
100, B= 80-89, C=70-79 etc).

Attendance:
- Attendance of 14 of 15 classes is essential in order to maintain grade,
as participation during class will provide 40% of the grade.
- Unexcused absence of part or a whole additional class results in
  reduction of 5 points in numerical final grade and corresponding
  reduction in final letter grade.
- Missing more than 4 classes will result in failing grade (if three or more absences are unexcused) or incomplete grade (if 2 or fewer absences are unexcused.
- Examples of excused absences are severe illness or family emergency. For further information, see student rule 7: http://student-rules.tamu.edu/rule07

There are several "How to Read a Scientific Article" resources online. Students are encouraged to consult these websites. Here are two good ones:

http://www.owlnet.rice.edu/~cainproi/courses/HowToReadSciArticle.pdf
http://web.stanford.edu/~siegelr/readingsci.htm

### Class schedule:

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<th>Lecturer</th>
<th>Content</th>
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<td>Overview</td>
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<td>PM DM GR RB TD</td>
<td>Introduction of lecturers and model systems</td>
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<td>1 Yeast</td>
<td>9-6</td>
<td>PM</td>
<td>Human-yeast gene replacements</td>
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<td>2 Yeast</td>
<td>9-13</td>
<td>PM</td>
<td>Genetic screens with conditional alleles, classic and modern</td>
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<td>3 Arabidopsis</td>
<td>9-20</td>
<td>MD</td>
<td>Introduction to Arabidopsis</td>
</tr>
<tr>
<td>4 Arabidopsis</td>
<td>9-27</td>
<td>MD</td>
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<td>10-11</td>
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<td>10-25</td>
<td>AH</td>
<td>Classical Genetics</td>
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<td>Modern Molec Genetics</td>
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<td>11-15</td>
<td>RB</td>
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<td>11-22</td>
<td>RB</td>
<td>Combining zebrafish tools to resolve core issues in early vertebrate development.</td>
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<tr>
<td>13 Mouse</td>
<td>11-29</td>
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<tr>
<td>14 Mouse</td>
<td>12-6</td>
<td>TD</td>
<td>Paper discussion</td>
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</table>

**Lecturers**

PM: Polymenis, Michael, PhD  
GR: Garcia, Rene, PhD  
RB: Riley, Bruce, PhD  
DM: Dickman, Marty, PhD  
AH: Amrein, Hubert, PhD  
TD: Threadgill, David, PhD

**American with Disabilities Act (ADA)**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that 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 B1188, or call 845-1637. For additional information visit http://disability.tamu.edu.

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

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

Information about specific lectures

Yeast (Michael Polymenis)

Lecture 1:
- Overview of the life cycle of S. cerevisiae.
- Highlight advantageous experimental properties, such as:
  1. High efficiency of homologous recombination
  2. Isolation of all gametes from an individual meiosis
  3. Conservation of basic cellular processes
  4. Unique morphological features, allowing non-invasive monitoring of cell cycle progression.

Lecture 2:
- Case studies for the above:
  1. A genome wide replacement of yeast genes with human orthologs, (see http://www.sciencemag.org/content/348/6237/921.long). This paper uses many of the tools available for gene replacement, and demonstrates the conservation of fundamental eukaryotic cellular machines.
  2. Genetic dissection of the cell cycle. The Hartwell cdc screen (http://www.sciencemag.org/content/183/4120/46.long). This is the Nobel Prize winning screen. An excellent example of using conditional mutants to probe processes essential for life, and a demonstration of the unique cell cycle morphology of yeast. The accompanying paper (http://www.ncbi.nlm.nih.gov/pubmed/16943325), is an illustration of how one goes about the same problem with the tools of the post-genomic era.
**Arabidopsis thaliana** (Marty Dickman)

**Lecture 1: Introduction to Arabidopsis**

**Class Format: Lecture**

1. Arabidopsis life cycle with emphasis on flower development
2. Genetic and molecular tools in Arabidopsis
3. The impact of Arabidopsis on human medicine

**Assigned reading:**


**Lecture 2: The awesome power of Arabidopsis genetics**

**Class format: Collaborative Presentation.**

Each student will be assigned a specific section/aspect of the primary research paper and must give a presentation to the class on that topic. Additionally, they must turn in a written essay re-explaining the assigned topic.

**Assigned reading:**

**Primary research paper:**


**Commentary/Review articles:**


Caenorhabditis elegans (Rene Garcia)

Lecture 1:
Overview of how different idiosyncratic facets of C. elegans Biology are used to address general biological questions.
1. Invariant developmental program in embryology.
3. Nutritional sensing and diapause developmental programs
4. Hermaphroditic and copulatory sexual mechanisms
5. Post reproductive biology and aging

Lecture 2:
Genetic and molecular tools used in C. elegans research
1. Microscopy inspection of cellular events.
2. Laser ablation analysis
3. Forward genetic analysis using chemical mutagenesis.
   a. Design and analysis
4. Reverse genetic tools.
   a. RNAi and CRISPR knock-outs and knock-ins.
5. Agonist and antagonist pharmacology
6. in vivo Calcium Imaging, optogenetics, and behavioral assays.

Lecture 3:
Epistasis Genetic Analysis of C. elegans post-embryonic diapause Development:
Collaborative Presentation. Each student will be given a specific section of the paper and must give a 5-8 minute chalk talk presentation on explaining the experiment design of their section. Additionally, they must turn in a written essay re-explaining the methodology, results and interpretation of the section.
Drosophila melanogaster (Hubert Amrein)

Lecture 1: Classic Drosophila genetics
- Overview over basic Drosophila biology: embryonic development, larval growth stage, metamorphosis (imaginal discs, reorganization of body plan)
- Genetic tools (class genetics): mutations, saturation mutagenesis, balancers, polytene chromosomes, gene/deficiency mapping, P-elements (Morgan, TH, Nobel Prize in Medicine 1915)
- Classic Genetic screen to identify genes controlling early development (Wieschaus EF/Nuesslein-Volhard C, Nobel-Prize in Medicine 1995) and the use of the compound eye as a model system for Genetic screens (Rubin lab et al)

Lecture 2: Modern Molecular Genetics
- Molecular genetic tools: transgenesis, reverse genetic screens, gene traps, repressor/enhancer screens, targeted deletions (piggyback); GAL4 system, Q system
- Homologous recombination, gene-knock outs/knock-ins, CRISPR
- MARCM technique (Molecular Analysis with Repressible Cell Marker): dissecting neural circuitry
- Life imaging techniques: cell migration in embryo (gfp); Ca2+ imaging in vivo in various neurons both in the brain and periphery

Lecture 3: Paper discussion
- Paper discussion (1 or 2 papers selected; depending on number of students).
- Each student gets a specific assignment to discuss specific aspects of the paper in a 1 page brief, to be submitted prior to lecture 3)
- Each student is prepared to discuss any of the figures of the assigned paper, as well as respond to more general questions handed out to the entire class after lecture 2.
Danio rerio (Bruce Riley)

Lecture 1
- Overview of the zebrafish model system
  Biological attributes
  Current status
- Evolutionary considerations
  Whole genome duplications in the vertebrate lineage
  Common fates of duplicated genes
  Broad conservation of structure/function
- Forward screens
  Advantages and historical significance
- Reverse genetics – Morpholinos, TALENs, CRISPRs, Cre-Lox
  Current status, ongoing debates
- Transgenesis – Reporter lines, gene misexpression
  Heat shock, Gal4-UAS
- “Chemical genetics” - small molecule screens
  Regenerative medicine, cancer biology

Lecture 2
Paper discussion (tba)
**Mus musculus** (David Threadgill)

**Lecture 1: Introduction to Mouse**  
**Class Format: Lecture**  
1. Historical importance of mouse as a model  
2. Unique position as a translational model  
3. Important genetic concepts for the model including syntenic  
   conservation, genetics, physiology, engineering and mutant screens.

**Lecture 2: Paper discussion**  
**Class format: Collaborative Presentation**  
Each student will be assigned a specific section/aspect of the research papers or  
background techniques, and must give a presentation to the class on that topic.  
Additionally, they must turn in a written essay re-explaining the assigned topic.

**Assigned readings:**  
1. Classic George Snell paper where he first described the genetics of  
histocompatibility using tumor transplants. Snell was awarded the Nobel  
Prize in Physiology or Medicine in 1980 for this work. This a landmark  
paper that will bring in the concepts of natural genetic variation,  
congenics, different types of genetic crosses, and introduction to  
quantitative genetics.  

2. Classic Shinya Yamanaka paper describing derivation of induced  
pluripotent stem cells that have characteristics of embryonic stem cells.  
Yamanaka won the Nobel Prize in Physiology and Medicine in 2012 for  
this work. This paper will cover cell-based genetic screens, embryonic  
stem cells, and the unique aspects of making germ line alterations in mice.  
   K. Takahashi, S. Yamanaka. 2006. Induction of pluripotent stem cells from  
   mouse embryonic and adult fibroblast cultures by defined factors. Cell  
   126(4):663-676.
Texas A&M University
Departmental Request for a Change in Course
Undergraduate • Graduate • Professional
Submit original form and attachments.

Form Instructions
1. Course request type:
   [ ] Undergraduate [x] Graduate [ ] First Professional (please specify)

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

3. Course prefix, number and complete title of course:
   SOCI 681: Professional Seminar in Sociology

4. Change requested
   a. Prerequisite(s): From: ___________________________ To: ___________________________
   b. Withdrawal (reason): ___________________________
   c. Cross-list with: ___________________________
   
   Cross-listed courses require the signature of both department heads.

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

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

5. Is this an existing core curriculum course?
   [ ] Yes [ ] No

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

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

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

9. Complete proposed course title and proposed catalog course description (not to exceed 50 words):
   Professional Seminar in Sociology. Credit 0-1.

10. As currently in course inventory:

    | Prefix | Course # | Title (excluding punctuation) |
    |--------|----------|--------------------------------|
    | SOCI   | 681      | SEMINAR IN SOCIOLOGY          |

    | Lect. | Lab | Other | SCH | CIP and Fund Code | Admin. Unit | FICE Code | Level |
    |-------|-----|-------|-----|------------------|-------------|-----------|-------|
    | 1.00  | 0.00| 0.00  | 1.00| 451101.001       | 2590        | 0 0 3 6 3 2 6 |

b. Change to:

    | Prefix | Course # | Title (excluding punctuation) |
    |--------|----------|--------------------------------|
    | SOCI   | 681      | SEMINAR IN SOCIOLOGY          |

    | Lect. | Lab | Other | SCH | CIP and Fund Code | Admin. Unit | Acad. Year | FICE Code | Level |
    |-------|-----|-------|-----|------------------|-------------|------------|-----------|-------|
    | 1.00  | 0.00| 0.00  | 1.00| 451101.001       | 2590        | 17         | 18        | 0 0 3 6 3 2 6 |

Approval recommended by:
Jane Sell

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

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

Submitted to Coordinating Board by:

Chair, GC or UCC Date

Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
Curricular Services – 08/14
Sociology proposes a Change in Course for SOCI 681: Professional Seminar in Sociology, Credit 1 to:
SOCI 681: Professional Seminar in Sociology, Credit 0 to 1.

This change will allow students to register for this seminar for 0 credits. When appropriate, graduate instructors can register and formally meet for teaching topics and Q & A’s without incurring additional tuition charges. This is beneficial to both the students and department in terms of documenting and mentoring graduate instructors.
Sociology 681
Professional Seminar for Graduate Students
Fall 2016

Dr. Wendy Leo Moore
Office 421 Academic
Email: wlmoo@tamu.edu
Office Hours: Mon 1:30-2:30, Mon & Wed 3:00-4:00

Course Description: This seminar is designed to introduce and familiarize graduate students with the sociology graduate program at Texas A&M University and the profession of sociology. Given the limited amount of time allocated to this seminar in relationship to the number of topics that we could address, many potentially important issues are not included in the syllabus. Therefore, seminar members should feel free to raise questions on relevant topics that are not listed in the syllabus.

Course Requirements: Graduate students are required to attend and be actively involved in the seminar. There are several short out of class assignments, which will be discussed in class that must be completed.

Prerequisites: None
Credits: 0 to 1

Grades: S/U --To achieve a satisfactory grade, you are required to attend class and participate. If anyone misses two classes or more, or fails to complete an out of class assignment, they may be required to retake the seminar.

Seminar Schedule

8/31
Introduction to the Graduate Program
- Structure of the graduate program
- How to think about progressing through the program
- Campus Resources

9/7
Graduate Students: what I needed to know my first year

9/14
Strategies for Time Management
- Setting reasonable goals
- Balancing life and graduate school
- The Pomodoro Technique
- Thinking about a committee

9/21
Funding Opportunities
- Inside the Department
- External Funding opportunities
- Thinking about proposal writing
9/28  Perfect is the enemy of good; reading, writing, thinking
    • Research and Reading; the literature Review
    • Writing, writing, writing
    • The IRAC method

10/5  Library Resources at Texas A&M University
    Located in the Evans Library Annex Room 116A
    • Locating library resources
    • Strategies for literature reviews and searches

10/12 Becoming a Professional Sociologist I
    • Vita Preparation,
    • Presenting at Conferences

10/19 Graduate Areas of Concentration

10/26 Graduate Areas of Concentration

11/2  Graduate Areas of Concentration

11/9  Graduate Areas of Concentration

11/16 Human Subjects Protections and the Institutional Review Board
    • Citi Training
    • When I need to apply for IRB approval

11/23 Thanksgiving Holiday (No class)

11/30 Becoming a Professional Sociologist II
    • Journal Rankings and Publishing, Peer Reviewed Articles
    • Book reviews, encyclopedia entries and other publications

12/7  Practical issues for your completing your first year
      Reminder on Filing a Degree Plan

Resources

Readings:


**Funding Sources (Internal):**
Department of Sociology
Glasscock Center for the Humanities
TAMU OGS: http://ogs.tamu.edu/prospective-students/funding-information/grants/grant-guidelines/

**Funding Sources (External):**
http://www.nsf.gov/funding/pgm_summ.jsp?pims_id=13433
http://www.spencer.org/content.cfm/eda-essays
http://grants.nih.gov/grants/guide/pa-files/PA-12-256.html

**Professional Association:**
ASA (American Sociological Association)
SSA (Southern Sociological Association)
SSSA (Southwestern Social Sciences Association)

**Other Links:**
TAMU Sociology Department: http://sociweb.tamu.edu/
TAMU Office of Graduate Studies: http://orgsdspss.tamu.edu

**Disabilities:** Any student in this course who has a disability that prevents the fullest expression of their academic achievement should notify the professor and contact TAMU Disability Services as soon as possible to discuss course requirements. Also, please let me know if I can adapt any of the in-class interactions.

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 Disabilities Services, currently located in the Disability Services building at the White Creek Complex on west campus or call 979-845-1637. For additional information see: http://disability.tamu.edu.

**Academic Integrity Statement and Policy:**
"An Aggie does not lie, cheat, or steal, or tolerate those who do"
If you have any questions regarding academic integrity, see http://aggiehonor.tamu.edu

The handouts in the course are copyrighted. By handouts, I mean all materials generated for this class, which include but are not limited to syllabi, quizzes, exams, lab problems, in-class materials, review sheets, and additional problem sets. Because these materials are copyrighted, you do not have the right to copy the handouts, unless I grant permission.
As commonly defined, plagiarism consists of passing off as one's own ideas, words, writings, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated.

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

The student is responsible for providing satisfactory evidence to the instructor to substantiate the reason for the absence.

Among the reasons absences are considered excused by the university are the following (see Student Rule 7), for details [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07).

The fact that these are university-excused absences does not relieve the student of responsibility for prior notification and documentation. Failure to notify and/or document properly may result in an unexcused absence. Falsification of documentation is a violation of the Honor Code.

1) Participation in an activity that is required for a class and appears on the university authorized activity list at [https://studentactivities.tamu.edu/app/sponsauth/index](https://studentactivities.tamu.edu/app/sponsauth/index)
2) Death or major illness in a student's immediate family.
3) Illness of a dependent family member.
4) Participation in legal proceedings or administrative procedures that require a student's presence.
5) Religious holy day. NOTE: Prior notification is NOT required.
6) Injury or illness that is too severe or contagious for the student to attend class.
   a) Injury or illness of three or more class days: Student will provide a medical confirmation note from his or her medical provider within one week of the last date of the absence (see Student Rules 7.1.6.1)
   b) Injury or illness of less than three class days: Student will provide one or both of these (at instructor's discretion), within one week of the last date of the absence:
      (i.) Texas A&M University Explanatory Statement for Absence from Class form available at [http://attendance.tamu.edu](http://attendance.tamu.edu)
      (ii.) Confirmation of visit to a health care professional affirming date and time of visit.
   c) An absence for a non-acute medical service does not constitute an excused absence.
7) Required participation in military duties.
8) Mandatory admission interviews for professional or graduate school that cannot be rescheduled.
9) Mandatory participation as a student-athlete in NCAA-sanctioned competition.
10) In accordance with Title IX of the Educational Amendments of 1972, Texas A&M University shall treat pregnancy (childbirth, false pregnancy, termination of pregnancy and recovery therefrom) and related conditions as a justification for an excused absence for so long a period of time as is deemed medically necessary by the student’s physician. Requests for excused absence related to pregnancy should be directed to the instructor.

Other absences may be excused at the discretion of the instructor with prior notification and proper documentation.

In cases where prior notification is not feasible (e.g., accident or emergency) the student must provide notification by the end of the second working day after the absence, including an explanation of why notice could not be sent prior to the class.

Accommodations sought for absences due to the observance of a religious holiday can be sought either prior or after the absence, but not later than two working days after the absence.
Texas A&M University
Departmental Request for a Change in Course
Undergraduate • Graduate • Professional
Submit original form and attachments

Form Instructions
1. Course request type:  □ Undergraduate   Graduate  □ First Professional (DDS, MD, JD, PharmD, DVM)
2. Request submitted by (Department or Program Name):  Department of Educational Psychology
3. Course prefix, number and complete title of course:  SPED 601: Assessment in School Settings

4. Attach a brief supporting statement for changes made to items 4a thru 4d, and 10 below.
   a. Prerequisite(s):  From: _____________________________  To: _____________________________
   b. Withdrawal (reason): _____________________________
   c. Cross-list with: _____________________________

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

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

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

5. Is this an existing core curriculum course?  □ Yes   No

6. If grade type is changing for existing course, indicate the new grade type:   Grade

   □ S/U  □ P/F (CLMD)

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

8. Complete current course title and current catalog course description:
   Assessment in School Settings: Formal and informal assessment; state assessment and alternatives; techniques used with students with disabilities; using data to make educational decisions.

9. Complete proposed course title and proposed catalog course description:
   Assessment and Evaluation: Understanding basic statistics terminology, formulas, and types of research models; creating reliable and valid measures of knowledge and skills; interpreting assessment data for decision-making evaluation of technical aspect of assessment tools and interventions.

10. Complete proposed course title and proposed catalog course description (not to exceed 50 words):
   Assessment and Evaluation: Understanding basic statistics terminology, formulas, and types of research models; creating reliable and valid measures of knowledge and skills; interpreting assessment data for decision-making evaluation of technical aspect of assessment tools and interventions.

11. As currently in course inventory:

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   Approval recommended by:  George Cunningham, Ph.D.
   Department Head or Program Chair (Type Name & Sign)  Date

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

   Submitted to Coordinating Board by:  Mark Zoran, Ph.D.
   Chair, GC or UCC  Date

   Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
   Curricular Services – 08/14
Texas A&M University
Departmental Request for a Change in Course
Undergraduate + Graduate + Professional
- Submit original form and attachments -

Form Instructions:
1. Course request type:
   - Undergraduate
   - Graduate
   - First Professional (DOS, MD, JD, PharmD, DVM)
2. Request submitted by (Department or Program Name):
   Department of Educational Psychology
3. Course prefix, number and complete title of course:
   SPED 620: Bilingual Special Education
4. Change requested:
   a. Prerequisite(s): From: ___________________________ To: ___________________________
   b. Withdrawal (reason): ____________________________
   c. Cross-list with: _________________________________
   d. Change in course title and description. Enter complete current course title and current course description in item 9; enter proposed course title and proposed course description in item 10. Complete item 11a and b for a change in title.
   e. Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 11a and b. Attach a course syllabus.
5. Is this an existing core curriculum course?
   - Yes
   - No
6. If grade type is changing for existing course, indicate the new grade type:
   - S/U
   - P/F (CLMD)
7. If this course will be stacked, please indicate the course number of the stacked course:
   - I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpr.tamu.edu/resources/export-controls/export-control-basics-for-distance-education).
8. Complete current course title and current catalog course description:
   Bilingual Special Education: Topics concerning bilingual special education will be covered including history of the field; language acquisition and assessment; general assessment, individual education plans (IEPs); curriculum development; mainstreaming; consultation services; and parental involvement.
9. Complete proposed course title and proposed catalog course description (not to exceed 50 words):
   Bilingual Special Education: Topics concerning bilingual special education will be covered including the history of the field, language acquisition, learning disabilities and language differences, assessment, policy development, individualized education plans, instructional strategies, and parental involvement.
10. a. As currently in course inventory:
    Prefix | Course # | Title (excluding punctuation)
    --- | --- | ---
    SPED | 620 | Bilingual Special Education
    Lect. | Lab | Other | SCH | CIP and Fund Code | Admin. Unit | FICE Code | Level
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b. Change to:
Prefix | Course # | Title (excluding punctuation)
--- | --- | ---

Lect. | Lab | Other | SCH | CIP and Fund Code | Admin. Unit | Acad. Year | FICE Code
--- | --- | --- | --- | --- | --- | --- | ---

Approval recommended by:
Victor Williams, Ph.D.
Department Head or Program Chair (Type Name & Sign)
Date

George Cunningham, Ph.D.
Chair, College Review Committee
Date

Mark Zoran, Ph.D.
Dean of College
Date

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

Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
Curricular Services – 08/14
Texas A&M University
Departmental Request for a Change in Course
Undergraduate ∙ Graduate ∙ Professional
Submit original form and attachments

Form Instructions
1. Course request type: □ Undergraduate  ✔ Graduate  □ First Professional (MD, DO, JD, PharmD, DVM)
2. Request submitted by (Department or Program Name): Department of Educational Psychology
3. Course prefix, number and complete title of course: SPED 620: Bilingual Special Education

4. Change requested
   a. Prerequisite(s): From: ___________________________ To: ___________________________
   b. Withdrawal (reason): ___________________________
   c. Cross-list with: ___________________________
   d. Change in course title and description. Enter complete current course title and current course description in item 9; enter proposed course title and proposed course description in item 10. Complete item 11a and b for a change in title.
   e. Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 11a and b. Attach a course syllabus.
5. Is this an existing core curriculum course? □ Yes  ✔ No
6. If grade type is changing for existing course, indicate the new grade type: □ Grade □ S/U □ P/F (CLMD)
7. If this course will be stacked, please indicate the course number of the stacked course:
   ✔ I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpr.tamu.edu/resources/export-control/basics-for-distance-education).
8. Complete current course title and current catalog course description:
   Bilingual Special Education: Topics concerning bilingual special education will be covered including history of the field; language acquisition and assessment; general assessment, individual education plans (IEPs); curriculum development; mainstreaming; consultation services; and parental involvement.
9. Complete proposed course title and proposed catalog course description (not to exceed 50 words):
   Bilingual Special Education: Topics concerning bilingual special education will be covered including the history of the field, language acquisition, learning disabilities and language differences, assessment, policy development, individualized education plans, instructional strategies, and parental involvement.

10. As currently in course inventory:

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Approval recommended by:
Victor Wilson, Ph.D. Department Head or Program Chair (Type Name & Sign) Date
George Cunningham, Ph.D. Chair, College Review Committee Date
George Cunningham, Ph.D. Dean of College Date
Mark Zoran, Ph.D. Chair, GC or UCC Date

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

Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu
Curricular Services – 08/14
Texas A&M University
Departmental Request for a Change in Course
Undergraduate • Graduate • Professional
• Submit original form and attachments •

Form Instructions

1. Course request type: □ Undergraduate  ✔ Graduate □ First Professional (DDS, MD, JD, PharmD, DVM)
2. Request submitted by (Department or Program Name): Department of Educational Psychology
3. Course prefix, number and complete title of course: SPED 632: Transition from School to Work
4. Change requested
   a. Prerequisite(s): From: ____________________________ To: ____________________________
   b. Withdrawal (reason): ____________________________
   c. Cross-list with: ____________________________
   d. Change in course title and description. Enter complete current course title and current course description in item 9; enter proposed course title and proposed course description in item 10. Complete item 11a and b for a change in title.
   e. Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 11a and b. Attach a course syllabus.

5. Is this an existing core curriculum course? □ Yes  ✔ No
6. If grade type is changing for existing course, indicate the new grade type: □ Grade □ S/U □ P/F (CLMD)
7. If this course will be stacked, please indicate the course number of the stacked course: ____________________________
   ✔ I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpr.tamu.edu/resources/export-controls/export-controls-basics-for-distance-education)

9. Complete current course title and current catalog course description:
   Transition from School to Work: Current issues and practices related to the transition of students from school to work; partnerships with business and industry; secondary and postsecondary education linkages; work-based training.

10. Complete proposed course title and proposed catalog course description (not to exceed 50 words):
    Transition Education and Services for Individuals with Disabilities: Current issues and practices related to the transition of students from school to adulthood; foundations of life-long transitions; assessment of post-school goals and identification of effective transition services to promote employment, postsecondary education, and community living; partnerships with parents and service providers.

11. a. As currently in course inventory:
    
    | Prefix | Course # | Title (excluding punctuation) |
    |--------|----------|-------------------------------|
    | SPED   | 632      | Transition from School to Work|

    | Lect. | Lab  | Other | SCH | CIP and Fund Code | Admin. Unit | FICE Code | Level |
    |-------|------|-------|-----|------------------|-------------|-----------|-------|
    | 3.00  | 0.00 | 0.00  | 3.00| 1313200004       | 0920        | 0 3 6 3 2 | 6     |

    b. Change to:
    
    | Prefix | Course # | Title (excluding punctuation) |
    |--------|----------|-------------------------------|
    | SPED   | 632      | Trans Ed and Svcs Ind with Dis |

    | Lect. | Lab  | Other | SCH | CIP and Fund Code | Admin. Unit | Acad. Year | FICE Code | Level |
    |-------|------|-------|-----|------------------|-------------|-----------|-----------|-------|
    | 3.00  | 0.00 | 0.00  | 3.00| 131321004        | 0920        | 17 - 18 | 0 3 6 3 2 | 6     |

Approval recommended by:
Victor Willson, Ph.D.
Department Head or Program Chair (Type Name & Sign) Date

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

Submitted to Coordinating Board by:

Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services – 08/14
Texas A&M University
Departmental Request for a Change in Course
Undergraduate + Graduate + Professional
Submit original form and attachments

Form Instructions
1. Course request type: [ ] Undergraduate [ ] Graduate [ ] First Professional (MD, JD, PharmD, DPM)
2. Request submitted by (Department or Program Name): Department of Educational Psychology
3. Course prefix, number and complete title of course: SPED 632: Transition from School to Work

4. Change requested
(a) Prerequisite(s): From: To:
(b) Withdrawal (reason):
(c) Cross-list with:
   Cross-listed courses require the signature of both department heads.
(d) Change in course title and description. Enter complete current course title and current course description in item 9; enter proposed course title and proposed course description in item 10. Complete item 11a and b for a change in title.
(e) Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 11a and b. Attach a course syllabus.

5. Is this an existing core curriculum course? [ ] Yes [ ] No
6. If grade type is changing for existing course, indicate the new grade type: [ ] Grade [ ] S/U [ ] P/F (U/CMD)
7. If this course will be stacked, please indicate the course number of the stacked course:
   [ ] I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpr.tamu.edu/resources/export-controls/export-control-basics-for-distance-education).
8. Complete current course title and current catalog course description:
   Transition from School to Work: Current issues and practices related to the transition of students from school to work; partnerships with business and industry; secondary and postsecondary education linkages; work-based training.

9. Complete proposed course title and proposed catalog course description (not to exceed 50 words):
   Transition Education and Services for Individuals with Disabilities: Current issues and practices related to the transition of students from school to adulthood; foundations of life-long transitions; assessment of post-school goals and identification of effective transition services to promote employment, postsecondary education, and community living; partnerships with parents and service providers.

10. As currently in course inventory:

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Approval recommended by:
Victor Wilson, Ph.D.
Department Head or Program Chair (Type Name & Sign) Date
George Cunningham, Ph.D.
Chair, College Review Committee Date
George Cunningham, Ph.D.
Dean of College Date
Mark Zoran, Ph.D.
Chair, GC or UCC Date

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

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
Curricular Services – 08/14
Texas A&M University
Departmental Request for a Change in Course
Undergraduate • Graduate • Professional
• Submit original form and attachments •

Form Instructions
1. Course request type:
   - □ Undergraduate
   - □ Graduate
   - □ First Professional (DMD, MD, JD, PharmD, DVM)
2. Request submitted by (Department or Program Name):
   Department of Educational Psychology
3. Course prefix, number and complete title of course:
   SPED 642: Program Development for Students with Behavior Problems
4. Change requested
   a. Prerequisite(s):
      From: ____________________________ To: ____________________________
   b. Withdrawal (reason):
      ____________________________
   c. Cross-list with:
      Cross-listed courses require the signature of both department heads.
   d. Change in course title and description. Enter complete current course title and current course description in item 9; enter proposed course title and proposed course description in item 10. Complete item 11a and b for a change in title.
   e. Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 11a and b. Attach a course syllabus.
5. Is this an existing core curriculum course?
   - □ Yes
   - □ No
6. If grade type is changing for existing course, indicate the new grade type:
   - □ Grade
   - □ S/U
   - □ P/F (CLMD)
7. If this course will be stacked, please indicate the course number of the stacked course:
   □ I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpr.tamu.edu/resources/export-controls/export-controls-basics-for-distance-education).
8. Complete current course title and current catalog course description:
   Program Development for Students with Behavior Problems: Field-based course relating to effective management of challenging and severe behavior problems in the classroom using proactive strategies; effective instruction and planned behavioral interventions; methods for observing, assessing and analyzing challenging and severe behaviors; includes a 20-hour field based component.
9. Complete proposed course title and proposed catalog course description (not to exceed 50 words):
   Prevention, Support, and Intervention for Students with Emotional and Behavior Problems: Effective management of challenging and severe behavior problems in education, clinic, and community settings using prevention, targeted programming, and individual interventions; Includes methods for observing, assessing and analyzing challenging and severe behaviors.

10. Completed proposed course title and proposed catalog course description (not to exceed 50 words):
    Prevention, Support, and Intervention for Students with Emotional and Behavior Problems: Effective management of challenging and severe behavior problems in education, clinic, and community settings using prevention, targeted programming, and individual interventions; Includes methods for observing, assessing and analyzing challenging and severe behaviors.

11. a. As currently in course inventory:
    | Prefix | Course # | Title (excluding punctuation) |
    |--------|----------|-------------------------------|
    | SPED   | 642      | Prog Dev for Stdtnt Beh Prob  |
    | Lect.  | Lab      | Other | SCH | CIP and Fund Code | Admin. Unit | FICE Code | Level |
    | 3.00   | 0.00     | 0.00  | 3.00| 1310010004       | 0920        | 0 0 3 6 3 2 | 6     |

    b. Change to:
    | Prefix | Course # | Title (excluding punctuation) |
    |--------|----------|-------------------------------|
    | SPED   | 642      | Prv Sup Interv Stdtnt Beh Prob |
    | Lect.  | Lab      | Other | SCH | CIP and Fund Code | Admin. Unit | FICE Code | Level |
    | 3.00   | 0.00     | 0.00  | 3.00| 1310010004       | 0920        | 0 0 3 6 3 2 | 6     |

Approval recommended by:
Victor Wilson, Ph.D.
Department Head or Program Chair (Type Name & Sign) Date

George Cunningham, Ph.D.
Chair, College Review Committee Date

Dean of College Date

Mark Zoran, Ph.D.
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 – 08/14
# Texas A&M University
Departmental Request for a Change in Course
Undergraduate • Graduate • Professional
• Submit original form and attachments •

### Form Instructions

1. Course request type:
   - [ ] Undergraduate
   - [x] Graduate
   - [ ] First Professional (DVM, LVD, JD, PharmD, DPA)

2. Request submitted by (Department or Program Name):
   - WFSC

3. Course prefix, number and complete title of course:
   - WFSC 607 Environmental Conflict Management

### Change Requested

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

4. a. Prerequisite(s):
   - From:
   - To:

4. b. Withdrawal (reason):
   - No longer offered.

4. c. Cross-list with:

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

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

5. Is this an existing core curriculum course?
   - [ ] Yes
   - [ ] No

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

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

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

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

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

### Course Change Information

10. As currently in course inventory:

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<td>ENVMTL CONFLICT MGMT</td>
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11. Change to:

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</tr>
</tbody>
</table>

Approval recommended by:

Michael Masser 4/18/2016

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

Chair, College Review Committee 4/18/16

Dean of College 4/18/16

Submitted to Coordinating Board by:

Chair, GC or UCC Date

Associate Director, Curricular Services Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu
Curricular Services – 08/14
March 15, 2016

TO: Curricular Services

FROM: Michael Masser, Department of Wildlife and Fisheries Sciences

RE: Course Withdraw Request

This memo is to confirm the Department of Wildlife and Fisheries Sciences would like to withdraw the following courses from the catalog: WFSC 607. Due to faculty leaving TAMU this course will no longer be offered by the department.

Please contact our academic advisor, Adrea Dottavio at 979-845-5704 or adottavio@tamu.edu if you have additional questions.

Michael Masser
WFSC Department Head
Texas A&M University
Departmental Request for a Change in Course
Undergraduate • Graduate • Professional
• Submit original form and attachments •

Form Instructions
1. Course request type:
   - □ Undergraduate
   - ✔ Graduate
   - □ First Professional (DDS, MD, JD, PharmD, DPM)
2. Request submitted by (Department or Program Name):
   - WFSC
3. Course prefix, number and complete title of course:
   - WFSC 608 Public Participation in Conservation Policy

| Attach a brief supportive statement for changes made to items in items 4d, 9, and 10 below. |

4. Change requested
   a. Prerequisite(s): From: __________________________ To: __________________________
   b. Withdrawal (reason): No longer offered.
   c. Cross-list with:

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

d. Change in course title and description. Enter complete current course title and current course description in item 9; enter proposed course title and proposed course description in item 10. Complete item 11a and b for a change in title.
   e. Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 11a and b. Attach a course syllabus.

5. Is this an existing core curriculum course?
   - □ Yes
   - □ No

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

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

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

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

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

11. a. As currently in course inventory:

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<th>Title (excluding punctuation)</th>
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b. Change to:

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Approval recommended by:

Michael Masser  4/16/16
Department Head or Program Chair (Type Name & Sign)  Date

Chair, College Review Committee  Date
Dean of College  Date

Submitted to Coordinating Board by:

Chair, GC or UCC  Date

Associate Director, Curricular Services  Date

Effective Date  Date

Questions regarding this form should be directed to Sabin Williams at 845-8201 or sabin-williams@tamu.edu.
Curricular Services - 08/14
March 15, 2016

TO: Curricular Services

FROM: Michael Masser, Department of Wildlife and Fisheries Sciences

RE: Course Withdraw Request

This memo is to confirm the Department of Wildlife and Fisheries Sciences would like to withdraw the following courses from the catalog: WFSC 608. Due to faculty leaving TAMU this course will no longer be offered by the department.

Please contact our academic advisor, Adrea Dottavio at 979-845-5704 or adottavio@tamu.edu if you have additional questions.

Michael Masser
WFSC Department Head
Texas A&M University
Departmental Request for a Change in Course
Undergraduate + Graduate + Professional
* Submit original form and attachments *

Form Instructions:
1. Course request type:
   - [ ] Undergraduate
   - [ ] Graduate
   - [ ] First Professional (DDS, MD, JD, PharmD, DVM)
2. Request submitted by (Department or Program Name):
   - WFSC
3. Course prefix, number and complete title of course:
   - WFSC 617 Biology of Fishes
4. Change requested
   a. Prerequisite(s): From: ____________________________ To: ____________________________
   b. Withdrawal (reason): ____________________________
   c. Cross-list with: ____________________________
   d. Change in course title and description. Enter complete current course title and current course description in item 9; enter proposed course title and proposed course description in item 10. Complete item 11a and b for a change in title.
   e. Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 11a and b. Attach a course syllabus.
5. Is this an existing core curriculum course?
   - [ ] Yes
   - [ ] No
6. If grade type is changing for existing course, indicate the new grade type:
   - [ ] Grade
   - [ ] S/U
   - [ ] P/F (CIP Code)
7. If this course will be stacked, please indicate the course number of the stacked course:
   ____________________________
8. I certify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpri.tamu.edu/resources/export-control/basics-for-distance-education).
9. Complete current course title and current catalog course description:

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

11. a. As currently in course inventory:

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b. Change to:

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Approval recommended by:
Michael Mason

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

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

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

Associate Director, Curricular Services Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-4201 or sandra.williams@tamu.edu.
Curricular Services – 08/14
March 15, 2016

TO: Curricular Services

FROM: Michael Masser, Department of Wildlife and Fisheries Sciences

RE: Course Withdraw Request

This memo is to confirm the Department of Wildlife and Fisheries Sciences would like to withdraw the following courses from the catalog: WFSC 617. The aquatic curriculum was revised in fall 2014. Due to a change in courses and curriculum this course will no longer be offered,

Please contact our academic advisor, Adrea Dottavio at 979-845-5704 or adottavio@tamu.edu if you have additional questions.

Michael Masser
WFSC Department Head
Special Consideration Items
April 14, 2016

MEMORANDUM

To: Dr. Leonard Bright  
Chair, Graduate Council

Through: Dr. Kate C. Miller  
Dean  
College of Geosciences

From: Dr. Eric M. Riggs  
Associate Dean for Graduate Affairs and Diversity  
College of Geosciences

SUBJECT: Distance Education Master of Science in Geology and Geophysics and Master of Geoscience

The College of Geosciences is partnering with Pearson Embanet, one of the world’s leading companies in helping non-profit universities take professionally-focused, technical-fields graduate programs online with the highest possible quality. We are finalizing over two years of negotiations and collaborative work to convert and launch three existing, on-campus MS degrees into viable online versions at scale. Pending approvals we are hoping to enroll our first full-online students in the Spring of 2017.

We have worked with the faculties of the Departments of Geology & Geophysics and Geography to craft and approve defined curricular plans based in almost entirely existing courses and based on the currently approved and active Petroleum Certificate that is available within the current on-campus degrees to shape this online program. We have also crafted and had approved by the Board of Regents a special program fee for these programs that will enable high-quality online instruction and necessary infrastructure to run this program at scale. While the program is intended to serve fully online students, we have been able to provide for a defined, limited number of on-campus students to be able to take these courses as well as they become available in this modality. The proposed course list, curriculum and rollout models and the program fee request that was approved are all attached to this packet for your background information. I would also be happy to present this material to the Council if that would be helpful. The attached approval and online delivery proposal forms also contain much more detail about our plans and rationale. This represents only a small subset of the available documentation supporting and describing the development of this program, so if there is anything else you need, please let me know.

Please contact me if you have any questions at emriggs@tamu.edu or 979-845-3651
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<td>GEOL 619: Intro to Petroleum Geology</td>
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<td>GEOG 676: GIS Programming</td>
<td>GEOP 622: Stratigraphy</td>
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<td>GEOG 659: GeoDatabases</td>
<td>GEOP 629: Seismic Interpretation</td>
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<td>GEOG 678: Web GIS</td>
<td>GEOL 612: Structural Geology</td>
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<td>6</td>
<td>GEOG/GEOL 6XX Petroleum Industry</td>
<td>GEOL/GEOG 6XX Petroleum Exploration Project</td>
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<td>7</td>
<td>GEOG 662: GIS in Land Management</td>
<td>GEOL 628: Sub-Surface Mapping</td>
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<td>GEOL 65A1: Remote Sensing for Geographical Analysis</td>
<td>GEOL 624: Carbonate Reservoirs</td>
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<td>9</td>
<td>GEOL 619: Intro to Petroleum Geology or GEOP 629: Seismic Interpretation</td>
<td>GEOL 6XX: Unconventional Reservoirs</td>
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</table>
Course Carousel Model

This illustrates the model structure only!
Next slide has the current iteration of thinking on specific courses
Course Rollout schedule

Rollout is meant to be gradual as the program and local expertise builds

The color scheme is more important than course numbers
- note that courses are built in a just-in-time manner as we move forward

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<th>Term FA 16A</th>
<th>Term SP 17A</th>
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<tr>
<td><strong>Total Unique Courses</strong></td>
<td>2</td>
<td>2</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>3</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>6</td>
<td>6</td>
</tr>
</tbody>
</table>
I. Programmatic justification and proposed use of the new fee

The College of Geosciences currently has professionally oriented, technical non-thesis MS degree options available for on-campus students with a focus on Petroleum Geoscience. These span the departments of Geology & Geophysics and Geography, and are based in the current Master of Geology or Geophysics – options with a shared core curriculum – and the Master of Geoscience with an emphasis on petroleum-related Geographic Information Science and Technology (GIST). In order to address overwhelming demand from industry and clear student interest, as well as reach new groups of students and working professionals domestically and internationally, we are taking three allied programs online together as a group, and are seeking approval of a program fee that will support the online versions of these programs only. These programs will be run as a coordinated set and we are seeking approval for a program fee that enables the expanded teaching operations in an online format and related course improvements, and new program features including a capstone course that will include a short term on-campus residency. The proposed fee will not apply to the wholly on-campus versions of these programs. Other expenses covered partially by this proposed fee include expanded technical software which will be served at scale for these online programs and which requires site licenses and server use at a scale unique to this environment. The fee also partially pays for expanded services in student recruitment and retention, marketing, ongoing work in custom instructional design and media development for the online programs.

Texas A&M will benefit from tuition and fees revenue from all of these programs combined of an estimated $7 million by year three after launch. The program fee will ensure Texas A&M University’s petroleum geosciences online programs are high quality and leading-edge. This is critical as key employers are looking for us to innovate in the delivery mode and pedagogical approaches to set a new level of rigor for technical professional programs in this area. The MS in Geology or Geophysics (different options of the same core curriculum) will be a first-in-class offering in these fields as a primarily online degree. Launch of these programs will establish TAMU Geosciences as a world-wide leader in this area. As a result, costs associated with excellence in instructional design and technology will be substantial, but the benefits will be also be significant. The GIST program, with many online competitors in the general topic area, will be the only one in the nation to focus specifically on the energy industry and be explicitly linked through curriculum to petroleum geology and geophysics.

We have also designed all online programs to share a unique, on-campus residency that will allow for direct faculty and student cohort interactions, and will allow for faculty-led, work-based capstone projects that simulate the cross-functional team dynamics common in the petroleum industry. These experiences will distinguish our programs from those offered by competitors. The program fee will allow maintenance of leading technology in the field, pay graduate stipends, and support teaching faculty in support of the online programs. As can be seen from the table below, the programs are a good value, consistent with our strategy of providing high return on investment by offering a program of equal or better quality than our competitors, with a reasonable cost and the flexibility of an online and part-time program for working professionals at a level of rigor equivalent to our on-campus programs.
Comparison of similar, professionally-oriented, petroleum geoscience programs:

### MS in Geology or Geophysics

<table>
<thead>
<tr>
<th>Competitor</th>
<th>Concentration</th>
<th>Method</th>
<th>Total Units</th>
<th>Cost Resident</th>
<th>Cost Non-Resident</th>
</tr>
</thead>
<tbody>
<tr>
<td>Texas A&amp;M University</td>
<td>Petroleum Geology and Geophysics*</td>
<td>Online with on-campus capstone, with proposed fee</td>
<td>35</td>
<td>$28,800</td>
<td>$36,268</td>
</tr>
<tr>
<td></td>
<td>(Existing)</td>
<td>On campus</td>
<td></td>
<td>$13,104</td>
<td>$27,144</td>
</tr>
<tr>
<td>University of Texas - Austin</td>
<td>MA in Petroleum Geology</td>
<td>On campus</td>
<td>33</td>
<td>$18,018</td>
<td>$32,868</td>
</tr>
<tr>
<td>University of Houston</td>
<td>MS in Geology</td>
<td>On campus</td>
<td>36</td>
<td>$12,600</td>
<td>$29,232</td>
</tr>
<tr>
<td>Rice University</td>
<td>Professional MS in Subsurface Geoscience</td>
<td>On campus</td>
<td>40</td>
<td>$43,500</td>
<td>$43,500</td>
</tr>
<tr>
<td>Colorado School of Mines</td>
<td>MS in Geology</td>
<td>On campus</td>
<td>30</td>
<td>$24,660</td>
<td>$54,400</td>
</tr>
<tr>
<td>University of Colorado - Boulder</td>
<td>MS in Geological Sciences</td>
<td>On campus</td>
<td>30</td>
<td>$17,040</td>
<td>$45,870</td>
</tr>
<tr>
<td>University of Arkansas</td>
<td>MS in Geology</td>
<td>On campus</td>
<td>12</td>
<td>$11,640</td>
<td>$27,570</td>
</tr>
<tr>
<td>South Dakota School of Mines &amp; Tech</td>
<td>MS in Geology and Geological Engi</td>
<td>On campus</td>
<td>32</td>
<td>$6,720</td>
<td>$15,040</td>
</tr>
<tr>
<td>University of Southern California</td>
<td>MS in Petroleum Engineering</td>
<td>On campus</td>
<td>77</td>
<td>$46,062</td>
<td>$46,062</td>
</tr>
<tr>
<td>University of Nevada - Las Vegas</td>
<td>MS in Geoscience</td>
<td>On campus</td>
<td>30</td>
<td>$7,920</td>
<td>$16,650</td>
</tr>
<tr>
<td><strong>Average</strong></td>
<td></td>
<td></td>
<td></td>
<td>$21,910</td>
<td>$34,514</td>
</tr>
</tbody>
</table>

*There are currently no directly comparable online programs in petroleum geology and geophysics*

### Master of Geoscience – emphasis on Petroleum GIST (MGsc – GIST)

<table>
<thead>
<tr>
<th>Competitor</th>
<th>Concentration</th>
<th>Method</th>
<th>Total Units</th>
<th>Cost Resident</th>
<th>Cost Non-Resident</th>
</tr>
</thead>
<tbody>
<tr>
<td>Texas A&amp;M University</td>
<td>MGsc in GIST with Petroleum emphasis</td>
<td>Online with on-campus capstone, with proposed fee</td>
<td>35</td>
<td>$28,800</td>
<td>$36,268</td>
</tr>
<tr>
<td></td>
<td>(Existing)</td>
<td>On campus</td>
<td></td>
<td>$13,104</td>
<td>$27,144</td>
</tr>
<tr>
<td>Johns Hopkins University</td>
<td>MS in GIS</td>
<td>Online</td>
<td>30</td>
<td>$34,950</td>
<td>$34,950</td>
</tr>
<tr>
<td>North Carolina State</td>
<td>MS of GIST</td>
<td>Online</td>
<td>30</td>
<td>$11,150</td>
<td>$21,720</td>
</tr>
<tr>
<td>Northeastern University</td>
<td>MS of Professional Studies in GIT</td>
<td>Online</td>
<td>45</td>
<td>$25,730</td>
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</tr>
<tr>
<td>Penn State Online</td>
<td>MS in GIS</td>
<td>Online</td>
<td>35</td>
<td>$26,635</td>
<td>$26,635</td>
</tr>
<tr>
<td>University of Arizona</td>
<td>MS in GIST</td>
<td>Online</td>
<td>30</td>
<td>$13,050</td>
<td>$28,880</td>
</tr>
<tr>
<td>University of Denver</td>
<td>MS in GIS</td>
<td>Online</td>
<td>48</td>
<td>$26,784</td>
<td>$26,784</td>
</tr>
<tr>
<td>University of Florida</td>
<td>MS in Geomatics</td>
<td>Online</td>
<td>30</td>
<td>$16,950</td>
<td>$16,950</td>
</tr>
<tr>
<td>University of Southern California</td>
<td>MS in GIST</td>
<td>Online</td>
<td>28</td>
<td>$43,008</td>
<td>$43,008</td>
</tr>
<tr>
<td>University of Washington</td>
<td>Professional MS in GIS</td>
<td>Online</td>
<td>45</td>
<td>$27,945</td>
<td>$27,945</td>
</tr>
<tr>
<td><strong>Average</strong></td>
<td></td>
<td></td>
<td></td>
<td>$25,601</td>
<td>$28,987</td>
</tr>
</tbody>
</table>
The rationale for offering these programs in a part-time, online format is to capitalize on retraining current professionals that are currently working in the petroleum industry or related businesses and wish to gain stronger credentials for advancement, and individuals with other technical degrees seeking entry into the industry. The master's degree is increasingly the expected working degree in these fields, so there is a substantial unmet need in this area. Our intent is also to reach a significant out-of-state and international audience, so the asynchronous delivery modes possible in online learning are attractive. The part-time model allows them to continue working while earning a master's degree in an area highly applicable to their current work. Additionally the work-based, team based capstone project is instrumental in applying what is learned through the curriculum in real-world scenarios, which also benefits their current and future employers.

The total program cost outlined in the tables above includes all tuition and fees, software licensing and technology access, and costs associated with the academic portion of the capstone residency. Students will have to find their own way to College Station for this portion of the program and will have to pay for their own room and board while on campus.

As will be noted in the budget template, we propose a fee of $436/SCH for in-state students and a fee of $254/SCH for out-of-state students. Given the differential in tuition charged for these groups of students, the total cost charged to students for tuition and fees is calculated at $800/SCH for in-state students and $1,008/SCH for out-of-state students. This arrangement preserves and balances the finances of the program such that in-state students still receive a discounted rate for the program, in keeping with the philosophy of a State institution, and also provides an attractive market rate for the program to out-of-state students. In addition, this approach distributes the tuition revenue from this program to both the University and the program itself to ensure the optimum distribution of resources to provide both central and local services to all students in the online program. We are planning for an optimum 50%/50% mix of in- and out-of-state students, which will provide the best balance of student value and student support while also providing the best balance of programmatic and central University services to maximize student success.

The College of Geosciences requests approval for annual flexibility to determine the program cost for this suite of online MS degrees. This flexibility is required because of the highly competitive nature of the professional technical education market and because we must quote a program cost over a year in advance of the students entering the program. Especially because much of our program fee justification is based in providing access to top-notch, production-grade, state-of-the-art software and an in-depth residential capstone workshop, we need to have the ability to adjust costs in response to market pricing for these critical assets. We request, therefore, approval for the following process for setting and announcing the program costs as follows:

1. The College of Geosciences will annually survey the program cost of several competing programs, including those listed on the tables on the preceding pages.
2. The College of Geosciences sets the program cost for the next academic year based on the costs of delivering the program and demand for the program, but any annual increase in the quoted program cost will be limited to 10 percent above the average current cost of the competitive petroleum geosciences programs. The actual quoted program cost, however, will be based on delivery cost and demand and will be consistent with our value-oriented strategy. As such we anticipate annual quoted cost increases will be much less than the 10 percent limit.
3. Program costs will be posted on our website concurrent with opening the application process for the next year’s entering class.

Use of Revenues

- **Online Program Operations.** The cost of operating the three interrelated online MS programs in Petroleum Geosciences (Geology, Geophysics and GIST) are supported in part by the program fee but also substantially from tuition and teaching fees already in place at TAMU. Program fees will provide part of the revenue stream that will support the program director and staff support.

- **Additional Departmental Operations.** Program expenses will also include substantial course and custom media development, as we transition the content of three related graduate programs into online modality. Instructional design, media development and related professional development of faculty are large expenses. Programs of this nature and at this scale also have substantial marketing and recruiting costs, and we have allocated a substantial budget to these front-end costs. These Petroleum Geoscience online programs will be a national first-in-class offering and as such will require a sophisticated and broad reaching marketing effort. As we are expanding our online presence substantially as College, we are also budgeting for substantially expanded student services related to student success, enrichment activities and oversight of progress.

Related to these operations is planning and design work for a signature aspect of this newly renovated program, the Capstone Residency. While no students will be in this final course in FY2017, design work for this integrated, industry-related teamwork experience needs to be underway. This experience will be a signature aspect of our curricula, replicating the highly collaborative and often high-intensity experience of working in cross-functional teams in the petroleum industry. Online students will come to College Station to engage with faculty and each other in this experience, as well as with other industry professionals.

- **Teaching Faculty & Graduate Assistants.** To be on the leading edge we must continually evaluate and adjust course offerings to meet the needs of technical professionals working in this dynamic and high-tech industry. We also anticipate the delivery of this program at scale will require the addition of APT faculty with professional experience in the petroleum industry. These individuals will be supported entirely by the program revenues. Existing on-campus faculty will be instrumental in developing the online versions of current courses, and will need ongoing course development funds and professional development/training. Graduate assistants will be needed for a variety of tasks as the program grows.

- **Online Student Recruiting and Admissions.** In order to reach our projected enrollment targets, we must dedicate resources devoted to recruiting the best students. While recruiting top graduate students in all programs is a challenge, recruiting the right technical professionals to this online program with the requisite skills and experience to succeed is a particular challenge. This requires substantial vetting and interaction prior to admissions and after the generation of marketing leads. The fee covers a specialized admissions staff using specialized customer relationship management (CRM) software, delivery of information sessions, and other extensive marketing and promotion activities online and in-person to recruit quality students.
Technology. Program revenues (this requested program fee in addition to tuition) will be used to provide cutting-edge, industry standard software for geophysical and geological analysis and interpretation, and for geographic information system database management and analysis. The software licensing is negotiated at academic rates but server use, rental, and management is still costly. To achieve excellence and scale in this online program, we will need to deliver software and IT services to students at levels beyond those we currently support. The FY 2017 budget, being in the heavy growth phase of this program, captures a front-loaded investment that we anticipate will decrease to a maintenance level through time, allowing College startup support to decline as the revenues become self-sustaining.

State Authorizations/Compliance. As this online program will have a national and international reach, we anticipate a steady set of costs related to maintaining our state authorizations to teach in other states around the nation and requiring time of professionals who can help us meet all export control and other relevant compliance issues. The petroleum industry is an area of research with substantial specialized software use and compliance is a major concern.

II. Public hearing and/or student referendum requirements

This program does not yet exist in its online form, therefore there are no graduate students to approach for a hearing. The primary targeted audiences are professionals currently working in or around the petroleum industry looking to upgrade their skills, and technical professionals seeking to retrain to enter this field. These people are located nationwide and internationally and are not currently on campus. In some cases costs will not be completely born by the student. It is anticipated that many employers will sponsor the cost of this degree, much like is done for employees in MBA programs or other specialized work-specific higher degrees.

III. Budget impact if program fee request is not approved

This request is for FY 2017 and future years, but we request that if approved, this fee may be implemented in the Summer 2016 term if we are able to launch this program in time.

The budget impact (either for Summer 2016 or Fall 2016 – within FY 2017) of this fee is substantial. In our budget outline provided with this narrative, we illustrate the entire financial picture of this program so that the impact of the fee requested here is clear.

If this program fee is not approved, this online program will not be able to compete effectively and will not be financially sustainable. Our market analysis and existing application pressure for on-campus programs indicates there is substantial demand for these programs, despite the current industry downturn. Many professionals are actively retraining now, and by the time they graduate from this program all projections are that the global energy industry should have recovered. It is also well documented that all of these fields are currently facing long-term labor shortages, so launching at this scale makes good academic and programmatic sense. The program fee is critical to being able to deliver this program successfully, at a quality level expected by the industry and by TAMU Geosciences.
In reality, the online program could not operate on basic graduate tuition and fee funding. This would leave unmet demand for the curriculum, as this is a high demand area expected to be needed for years to come.

IV. Justification for ending balance
With an initial investment of approximately $230,000 from the College of Geosciences in FY 2017, eventual revenues will be sufficient to recoup the funds and invest in other strategic priorities and other online MS programs in the College.

There is no anticipated ending balance in the long-term, other than a moderate operating reserve.

V. Additional information

None.
Request for New Student Fee  
Texas A&M University  
Online Programs in Petroleum Geoscience: Master of Geology, Master of Geophysics, Master of Geosciences - GIST

**LEGISLATIVE/INTERNAL MAXIMUM:**  

**Proposed Fee:**  
$436/sch (in-state), $254/sch (out-state) for Fall and Spring  
$436/sch (in-state), $254/sch (out-state) for Summer  

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<th>Basis:</th>
<th>Proposed:</th>
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<tbody>
<tr>
<td>sch</td>
<td>for Fall and Spring</td>
</tr>
<tr>
<td>(sch, sem, student, etc.)</td>
<td>for Summer</td>
</tr>
</tbody>
</table>

**Number of Students Affected:** 213  
**Projected Student Enrollment:** 449 (total headcount Fa16 + Sp17 + Su17)  
**Projected Semester Credit Hours:** 2425 total (3 SCH/course x projected avg 1.8 courses/student/term)

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<th>FY 2017 Budget</th>
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**BEGINNING BALANCE**

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<th>Revenues</th>
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<td>Program Fees</td>
<td>50% $436/sch in state + 50% $254/sch out-of-state</td>
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<td>Tuition (in state) and Teaching fees (out of state)</td>
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<td><strong>Total Revenues</strong></td>
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</table>

<table>
<thead>
<tr>
<th>Expenses</th>
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</thead>
<tbody>
<tr>
<td>Salaries &amp; Wages</td>
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<td>Fringe Benefits</td>
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<tr>
<td>Departmental Operations for online programs</td>
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<td>Course and Custom Media Development</td>
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<td>Marketing and Recruitment</td>
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<tr>
<td>Enhanced retention and technology support for online students</td>
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<tr>
<td>State Authorizations/Compliance</td>
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<td>Capstone Residency, preparations and planning</td>
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<tr>
<td>Technology (estimated $2K per individual student @ 213 individuals)</td>
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<td>(New Initiative)</td>
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<td><strong>Total Expenses</strong></td>
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<table>
<thead>
<tr>
<th>Increase/Decrease in Balance (Revenues less Expenses)</th>
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</tr>
</thead>
<tbody>
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</tbody>
</table>

**ENDING BALANCE**

| 0 |
DISTANCE EDUCATION
ELECTRONIC TO INDIVIDUALS (ONLINE DELIVERY) APPROVAL FORM

Submitted by:

- Texas A&M University
- Texas A&M University-Central Texas
- Texas A&M University-Commerce
- Texas A&M University-Corpus Christi
- Texas A&M University-Kingsville
- Texas A&M University-San Antonio

- Texas A&M University-Texarkana
- Texas A&M International University
- Prairie View A&M University
- Tarleton State University
- West Texas A&M University
- Texas A&M Health Science Center

Distance Education: Electronic to Individuals (online Delivery) Authorization Request

Please list the proposed degree and CIP code:

Degree: Master of Geoscience (MGSC)

CIP Code: 40.0601.00

When is the effective date of the proposed program?

Effective Date: Spring 2017

**Please note:** This proposed program cannot be advertised as an online delivered degree program until the A&M System Office of Academic Affairs has approved it and the Texas Higher Education Coordinating Board has been notified.

Summary of Proposal (Include Background Information and Rationale for the change.)

The College of Geosciences offers a non-thesis program that leads to the degree of Master of Geoscience (MGsc). The degree is multi-departmental, encompassing all aspects of the geosciences.

This advanced degree program is especially appropriate for experienced professionals in geoscience or related fields seeking a professional Masters degree. Self-styled and structured options are available. Suitable audiences include public- and private-sector professionals working in the environmental or energy fields, or active K–12 science teachers. It offers opportunities to study a broad range of environmental, energy and geoscience topics. The Master of Geoscience degree is an undifferentiated college-wide degree which allows each department to offer the Master of Geoscience.

Specific, structured options are being developed for energy-related career paths. The best-developed option at this time is a set of courses that exist within the Geographic Information
Science curriculum existing jointly between the departments of Geography and Geology & Geophysics, with the bulk of graduate instruction in Geography.

The Department of Geography is unique in the College of Geosciences in bridging the social and natural sciences. Traditionally, Geography has been divided into two major subfields: Human and Physical Geography. The former is concerned with understanding how human, social, cultural and economic aspects of humankind interrelate while the latter seeks to understand the dynamics of physical landscapes and the environment. Geographers also seek to understand the relationship between people and their environments, in essence bridging these two subfields.

In the past half-century, a third subfield Geographic Information Science (GISci) has emerged which emphasizes the tools and techniques of spatial analysis. It also encompasses the triad of modern geospatial technologies – Geographic Information Systems (GIS), Global Navigation Satellite Systems (GNSS) and Remote Sensing – that are enabling the current revolution in spatial analysis. In the Texas A&M Geography Department research in this subfield includes development of remote-sensing image classification algorithms, as well as GIS-based modeling and spatial-analysis techniques. Remote sensing research focuses on development of automated techniques for estimating terrestrial biophysical properties, whereas GIS technique development focuses on geocoding, decision support systems, and geovisualization. In 2014, the Department began offering an undergraduate major in Geographic Information Science and Technology and has for more than a decade offered graduate certificates in GIS and Remote Sensing and has produced numerous M.S. and Ph.D. students in the subfield.

Geospatial technologies, particularly GIS, are in the Petroleum Industry. Faculty in the Department have been working with industry professionals to identify the technical skills and workplace competences required of Texas A&M Geography graduates seeking employment as Geospatial Professionals in this industry. The Department intends to develop the first GIS program with a focus at the undergraduate and graduate levels on producing Geospatial Professions whose skill set is tailored specifically to the Petroleum Industry.

Degree-plan tracks exist within many-departments and interdisciplinary degree programs in the College of Geosciences which lead to professionally-oriented, technical non-thesis MS degree options for on-campus students. Three of these have a focus on Petroleum Geoscience, and much of the coursework is already included in the currently available and active Petroleum Certificate which is currently available to on-campus students in all of the relevant degree programs. These span the departments of Geology & Geophysics and Geography, and are based in the current Master of Geology or Geophysics – options with a shared core curriculum – and the Master of Geoscience with an emphasis on coursework in petroleum-related Geographic Information Science and Technology (GIST). All of these are non-thesis, 36 credit-hour MS degrees.

In order to address overwhelming demand from industry and clear student interest, as well as reach new groups of students and working professionals domestically and internationally, we are taking three allied programs online together as a group, and are seeking approval of each
program independently, submitted together as a package. The Master of Geoscience (MGSC) degree is by design interdisciplinary, and is the best vehicle for a dedicated interdisciplinary degree program within the College to encompass GIST-area courses and the necessary petroleum geology & geophysics needed for background and secondary expertise for graduates intending to pursue professional applications of GIST within the petroleum industry.

The Masters of Geoscience with an emphasis in GIST via distance education is a non-thesis degree requiring 36 credit hours. The online version is planned to be entirely online except for the final 6 credit hours of this program. The final 6 credit hours are a single capstone course that will be largely online but which will have a mandatory campus residence portion to foster collaborative group exercises and simulate more realistic industry conditions and settings. This unique, on-campus residency that will allow for direct faculty and student cohort interactions, and will allow for faculty-led, work-based capstone projects that simulate the cross-functional team dynamics common in the petroleum industry. This mirrors the current structure of the on-campus degree in that the MGSc includes a final project, and this would serve in that role.

Further, the Department of Geology & Geophysics offers graduate course credit for an experience like this already, associated with the project work of the Imperial Barrel Award team that participates in the American Association of Petroleum Geologists annual international competition. Our plan is to scale this existing course to serve significantly more students both online and on campus, and this will be covered under a separate course proposal within the coming year. The final examination for the MS degree will be embedded in this course. These experiences will distinguish our programs from those offered by competitors. This program is of equal or better quality than our competitors, with a reasonable cost and the flexibility of an online and part-time program for working professionals at a level of rigor equivalent to our on-campus programs. The coordinating faculty for the Petroleum Geosciences distance program in Geography will be the chairs of all masters committees in this program, with other program faculty serving as advisory committee members.
Financial Implications:

To support this program, the College of Geosciences sought and received TAMUS Board of Regents approval for a program fee which will enables the expanded teaching operations in an online format and related course improvements, and new program features including the capstone course that will includes the short term on-campus residency. The program fee does not apply to the wholly on-campus versions of these programs. Other expenses covered partially by this proposed fee include expanded technical software which will be served at scale for these online programs and which requires site licenses and server use at a scale unique to this environment. The fee also partially pays for expanded services in student recruitment and retention, marketing, ongoing work in custom instructional design and media development for the online programs. Beyond these additional costs, TAMU has sufficient resources to initiate and maintain quality distance learning programs. Traditional funding sources and student fees ensure the excellence of electronically based courses and programs. A list of all student fees and explanations can be found at https://sbs.tamu.edu/.

University: Request for Authorization

I recommend adoption of the following program:

"Having complied with all of the requirements of the Texas Higher Education Coordinating Board, Texas A&M University is hereby authorized to offer the Masters of Geoscience program by distance education, electronic to individuals (online delivery) effective Spring 2017.

The Texas A&M University System Office of Academic Affairs finds that the program offering aforementioned is within the role and scope and capacity of the institution and will benefit students.

Texas A&M University certifies that the proposed distance delivery of the aforementioned program meets the criteria under Texas Administrative Code Chapter 4 Subchapter P regarding quality of the curriculum and courses; delivery of instruction; evaluation, training, supervision, and support of faculty; financial resources; and admission of the support services for students. The program is within the role and mission of the institution and in the Table of Program. The institution will comply with the standards and criteria of the Commission on Colleges of the Southern Association of Colleges and Schools and will adhere to criteria outlined in the Principles of Good Practice for Degree and Certificate Programs and Courses Offered Through Distance Education."

Approval—University:

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

Date
Authorization: System

Approval – Texas A&M University System:

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

Date
Texas Higher Education Coordinating Board

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

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

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

Administrative Information

1. Institution: Texas A&M University

2. Program Name – Masters of Geoscience (MGSC)

3. Program CIP Code: 40.0601.00

4. Program Delivery – Distance Education/Online

5. Proposed Implementation Date – Spring 2017

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

Name: Dr. Andrew Klein

Title: Professor of Geography, Department of Geography

E-mail: klein@tamu.edu

Phone: (979) 845-5219

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

- Each program or course results in learning outcomes appropriate to the rigor and breadth of the degree or certificate awarded.

- A degree or certificate program or course offered electronically is coherent and complete.

- The program or course provides for appropriate interaction between faculty and students and among students.

- Qualified faculty provide appropriate oversight of the program or course that is offered electronically.

- Academic standards for all programs or courses offered electronically will be the same as those for programs or courses delivered by other means at the institution where the program or course originates.

- Student learning in programs or courses delivered electronically should be comparable to student learning in programs offered at the campus where the programs or courses originate.

INSTITUTIONAL CONTEXT AND COMMITMENT

Role and Mission

- The program or course is consistent with the institution's role and mission.

- Review and approval processes ensure the appropriateness of the technology being used to meet the objectives of the program or course.

Students and Student Services

- Program or course announcements and electronic catalog entries provide appropriate information.

- Students shall be provided with clear, complete, and timely information on the curriculum, course and degree requirements, nature of faculty/student interaction, assumptions about technological competence and skills, technical equipment requirements, availability of academic support services and financial aid resources, and costs and payment policies.

- Enrolled students have reasonable and adequate access to the range of student services and student rights appropriate to support their learning.

- The institution has admission/acceptance criteria in place to assess the extent to which a
student has the background, knowledge and technical skills required to undertake the program or course.

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

Faculty Support

- The program or course provides faculty support services specifically related to teaching via an electronic system.

- The institution assures appropriate training for faculty who teach via the use of technology.

- The institution provides adequate equipment, software, and communications access to faculty to support interaction with students, institutions, and other faculty.

Resources for Learning

- The institution ensures that appropriate learning resources are available to students.

- The institution evaluates the adequacy of, and the cost to students for, access to learning resources and documents the use of electronic resources.

Commitment to Support

- Policies for faculty evaluation include appropriate recognition of teaching and scholarly activities related to programs or courses offered electronically.

- The institution demonstrates a commitment to ongoing support, both financial and technical, and to continuation of the program or course for a period of time reasonable and sufficient for students to complete the course or program.

**EVALUATION AND ASSESSMENT**

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

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

On behalf of Texas A&M University (Institution), I assert that the preceding Coordinating Board criteria have been met for all courses associated with this program that will be delivered electronically and off-campus face-to-face.
Chief Academic Officer or President

Name: __________________________ 

Title: __________________________ 

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

Submitted by:

- Texas A&M University
- Texas A&M University—Central Texas
- Texas A&M University—Commerce
- Texas A&M University—Corpus Christi
- Texas A&M University—Kingsville
- Texas A&M University—San Antonio
- Texas A&M University—Texarkana
- Texas A&M International University
- Prairie View A&M University
- Tarleton State University
- West Texas A&M University
- Texas A&M Health Science Center

Distance Education: Electronic to Individuals (online Delivery) Authorization Request

Please list the proposed degree and CIP code:

Degree: Master of Science in Geology

CIP Code: 40.0601.00

When is the effective date of the proposed program?

Effective Date: Spring 2017

**Please note:** This proposed program cannot be advertised as an online delivered degree program until the A&M System Office of Academic Affairs has approved it and the Texas Higher Education Coordinating Board has been notified.

Summary of Proposal (Include Background Information and Rationale for the change.)

The Department of Geology & Geophysics is dedicated to advancing scientific understanding of the Earth, its fluids, and their history and future, preparing the next generation of earth scientists, and using our expertise to serve the broader scientific, government, and industry communities. Our most fundamental mission is to educate students at all levels. To that end we offer a full range of degree programs at the undergraduate and graduate levels in geology and geophysics.

The department currently has thirty-two faculty members, including three joint appointments from other departments, and four post-doctoral researchers. We also have four professors of practice, who previously worked in industry and are now teaching practical application of their knowledge. Our faculty’s diverse research activities include: basin analysis, environmental geology, geophysics, geochemistry, geodynamics, hydrology, mineralogy and petrology, paleontology, seismology, sedimentology and stratigraphy, petroleum geology, structural geology, tectonophysics, and more.
Degree-plan tracks exist within the departments and interdisciplinary degree programs of the College of Geosciences which lead to professionally-oriented, technical non-thesis MS degree options for on-campus students. Three of these have a focus on Petroleum Geoscience, and much of the coursework is already included in the currently available and active Petroleum Certificate which is currently available to on-campus students in all of the relevant degree programs. These span the departments of Geology & Geophysics and Geography, and are based in the current Master of Geology or Geophysics – options with a shared core curriculum – and the Master of Geoscience with an emphasis on coursework in petroleum-related Geographic Information Science and Technology (GIST). All of these are non-thesis, 36 credit-hour MS degrees. In order to address overwhelming demand from industry and clearly evident student interest, as well as reach new groups of students and working professionals domestically and internationally, we are taking three allied programs online together as a group, but are seeking approval of each program independently, submitted together as a package.

The Masters of Science in Geology, non-thesis option, is a degree requiring 36 credit hours. The online version is planned to be entirely online except for the final 6 credit hours of this program. The final 6 credit hours comprise a single capstone course that will be largely online but which will have a mandatory campus residence portion to foster collaborative group exercises and simulate more realistic industry conditions and settings. This unique, on-campus residency will allow for direct faculty and student cohort interactions, and will allow for faculty-led, work-based capstone projects that simulate the cross-functional team dynamics common in the petroleum industry. This mirrors the current structure of the on-campus degree in that the MS students in the department are encouraged to complete a summative project, and this would serve in that role. Further, the Department of Geology & Geophysics offers graduate course credit for an experience like this already, associated with the project work of the Imperial Barrel Award team that participates in the American Association of Petroleum Geologists annual international competition. Our plan is to scale this existing course to serve significantly more students both online and on campus, and this will be covered under a separate course proposal within the coming year. The final examination for the MS degree will be embedded in this course. The capstone experiences will distinguish our programs from those offered by competitors. This program is of equal or better quality than our competitors, with a reasonable cost and the flexibility of an online and part-time program for working professionals at a level of rigor equivalent to our on-campus programs. The coordinating faculty for the Petroleum Geosciences program in Geology and Geophysics distance programs will be the chairs of all masters committees in this program, with other program faculty serving as advisory committee members.

Financial Implications:

To support this program, the College of Geosciences sought and received TAMUS Board of Regents approval for a program fee which will enable the expanded teaching operations in an online format and the related course improvements, and new program features including the
capstone course that includes the short term on-campus residency. The program fee does not apply to the wholly on-campus versions of these programs. Other expenses covered partially by this proposed fee include expanded technical software which will be served at scale for these online programs and which requires site licenses and server use at a scale unique to this environment. The fee also partially pays for expanded services in student recruitment and retention, marketing, ongoing work in custom instructional design and media development for the online programs. Beyond these additional costs, TAMU has sufficient resources to initiate and maintain quality distance learning programs. Traditional funding sources and student fees ensure the excellence of electronically based courses and programs. A list of all student fees and explanations can be found at http://sbs.tamu.edu/.

University: Request for Authorization

I recommend adoption of the following program:

"Having complied with all of the requirements of the Texas Higher Education Coordinating Board, Texas A&M University is hereby authorized to offer the Masters of Science in Geology program by distance education, electronic to individuals (online delivery) effective Spring 2017.

The Texas A&M University System Office of Academic Affairs finds that the program offering aforementioned is within the role and scope and capacity of the institution and will benefit students.

Texas A&M University certifies that the proposed distance delivery of the aforementioned program meets the criteria under Texas Administrative Code Chapter 4 Subchapter P regarding quality of the curriculum and courses; delivery of instruction; evaluation, training, supervision, and support of faculty; financial resources; and admission of the support services for students. The program is within the role and mission of the institution and in the Table of Program. The institution will comply with the standards and criteria of the Commission on Colleges of the Southern Association of Colleges and Schools and will adhere to criteria outlined in the Principles of Good Practice for Degree and Certificate Programs and Courses Offered Through Distance Education."

Approval – University:

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

Date

Authorization: System

Approval – Texas A&M University System:

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

Date
Texas Higher Education Coordinating Board

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

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

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

Administrative Information

1. Institution: Texas A&M University

2. Program Name – Masters of Science in Geology

3. Program CIP Code: 40.0601.00

4. Program Delivery – Distance Education/Online

5. Proposed Implementation Date – Spring 2017

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

Name: Dr. Mark Everett

Title: Associate Department Head for Graduate Programs and Professor, Department of Geology & Geophysics

E-mail: m-everett1@tamu.edu

Phone: (979) 862-2129
Based on Principles of Good Practice for Academic Degree and Certificate Programs and Credit Courses Offered Electronically.

CURRICULUM AND INSTRUCTION

• Each program or course results in learning outcomes appropriate to the rigor and breadth of the degree or certificate awarded.

• A degree or certificate program or course offered electronically is coherent and complete.

• The program or course provides for appropriate interaction between faculty and students and among students.

• Qualified faculty provide appropriate oversight of the program or course that is offered electronically.

• Academic standards for all programs or courses offered electronically will be the same as those for programs or courses delivered by other means at the institution where the program or course originates.

• Student learning in programs or courses delivered electronically should be comparable to student learning in programs offered at the campus where the programs or courses originate.

INSTITUTIONAL CONTEXT AND COMMITMENT

Role and Mission

• The program or course is consistent with the institution’s role and mission.

• Review and approval processes ensure the appropriateness of the technology being used to meet the objectives of the program or course.

Students and Student Services

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

• Students shall be provided with clear, complete, and timely information on the curriculum, course and degree requirements, nature of faculty/student interaction, assumptions about technological competence and skills, technical equipment requirements, availability of academic support services and financial aid resources, and costs and payment policies.

• Enrolled students have reasonable and adequate access to the range of student services and student rights appropriate to support their learning.
• The institution has admission/acceptance criteria in place to assess the extent to which a student has the background, knowledge and technical skills required to undertake the program or course.

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

Faculty Support

• The program or course provides faculty support services specifically related to teaching via an electronic system.

• The institution assures appropriate training for faculty who teach via the use of technology.

• The institution provides adequate equipment, software, and communications access to faculty to support interaction with students, institutions, and other faculty.

Resources for Learning

• The institution ensures that appropriate learning resources are available to students.

• The institution evaluates the adequacy of, and the cost to students for, access to learning resources and documents the use of electronic resources.

Commitment to Support

• Policies for faculty evaluation include appropriate recognition of teaching and scholarly activities related to programs or courses offered electronically.

• The institution demonstrates a commitment to ongoing support, both financial and technical, and to continuation of the program or course for a period of time reasonable and sufficient for students to complete the course or program.

EVALUATION AND ASSESSMENT

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

• At the completion of the program or course, the institution provides for assessment and documentation of student achievement in each course.
On behalf of __Texas A&M University____ (Institution), I assert that the preceding Coordinating Board criteria have been met for all courses associated with this program that will be delivered electronically and off-campus face-to-face.

______________________________  __________________________
Chief Academic Officer or President  Date

Name: _________________________

Title: _________________________

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

Submitted by:

☒ Texas A&M University
☒ Texas A&M University–Central Texas
☒ Texas A&M University–Commerce
☒ Texas A&M University–Corpus Christi
☒ Texas A&M University–Kingsville
☒ Texas A&M University–San Antonio

☐ Texas A&M University–Texarkana
☐ Texas A&M International University
☐ Prairie View A&M University
☐ Tarleton State University
☐ West Texas A&M University
☐ Texas A&M Health Science Center

Distance Education: Electronic to Individuals (online Delivery) Authorization Request

Please list the proposed degree and CIP code:

Degree: Master of Science in Geophysics

CIP Code: 40.0603.00

When is the effective date of the proposed program?

Effective Date: Spring 2017

**Please note: This proposed program cannot be advertised as an online delivered degree program until the A&M System Office of Academic Affairs has approved it and the Texas Higher Education Coordinating Board has been notified.

Summary of Proposal (Include Background Information and Rationale for the change.)

The Department of Geology & Geophysics is dedicated to advancing scientific understanding of the Earth, its fluids, and their history and future, preparing the next generation of earth scientists, and using our expertise to serve the broader scientific, government, and industry communities. Our most fundamental mission is to educate students at all levels. To that end we offer a full range of degree programs at the undergraduate and graduate levels in geology and geophysics.

The department currently has thirty-two faculty members, including three joint appointments from other departments, and four post-doctoral researchers. We also have four professors of practice, who previously worked in industry and are now teaching practical application of their knowledge. Our faculty’s diverse research activities include: basin analysis, environmental geology, geophysics, geochemistry, geodynamics, hydrology, mineralogy and petrology, paleontology, seismology, sedimentology and stratigraphy, petroleum geology, structural geology, tectonophysics, and more.
Degree-plan tracks exist within the departments and interdisciplinary degree programs of the College of Geosciences which lead to professionally-oriented, technical non-thesis MS degree options for on-campus students. Three of these have a focus on Petroleum Geoscience, and much of the coursework is already included in the currently available and active Petroleum Certificate which is currently available to on-campus students in all of the relevant degree programs. These span the departments of Geology & Geophysics and Geography, and are based in the current Master of Geology or Geophysics – options with a shared core curriculum – and the Master of Geoscience with an emphasis on coursework in petroleum-related Geographic Information Science and Technology (GIST). All of these are non-thesis, 36 credit-hour MS degrees. In order to address overwhelming demand from industry and clearly evident student interest, as well as reach new groups of students and working professionals domestically and internationally, we are taking three allied programs online together as a group, but are seeking approval of each program independently, submitted together as a package.

The Masters of Science in Geophysics, non-thesis option, is a degree requiring 36 credit hours. The online version is planned to be entirely online except for the final 6 credit hours of this program. The final 6 credit hours comprise a single capstone course that will be largely online but which will have a mandatory campus residence portion to foster collaborative group exercises and simulate more realistic industry conditions and settings. This unique, on-campus residency will allow for direct faculty and student cohort interactions, and will allow for faculty-led, work-based capstone projects that simulate the cross-functional team dynamics common in the petroleum industry. This mirrors the current structure of the on-campus degree in that the MS students in the department are encouraged to complete a summative project, and this would serve in that role. Further, the Department of Geology & Geophysics offers graduate course credit for an experience like this already, associated with the project work of the Imperial Barrel Award team that participates in the American Association of Petroleum Geologists annual international competition. Our plan is to scale this existing course to serve significantly more students both online and on campus, and this will be covered under a separate course proposal within the coming year. The final examination for the MS degree will be embedded in this course. The capstone experiences will distinguish our programs from those offered by competitors. This program is of equal or better quality than our competitors, with a reasonable cost and the flexibility of an online and part-time program for working professionals at a level of rigor equivalent to our on-campus programs. The coordinating faculty for the Petroleum Geosciences program in Geology and Geophysics distance programs will be the chairs of all masters committees in this program, with other program faculty serving as advisory committee members.

Financial Implications:

To support this program, the College of Geosciences sought and received TAMUS Board of Regents approval for a program fee which will enable the expanded teaching operations in an
online format and the related course improvements, and new program features including the capstone course that includes the short term on-campus residency. The program fee does not apply to the wholly on-campus versions of these programs. Other expenses covered partially by this fee include expanded technical software which will be served at scale for these online programs and which requires site licenses and server use at a scale unique to this environment. The fee also partially pays for expanded services in student recruitment and retention, marketing, ongoing work in custom instructional design and media development for the online programs. Beyond these additional costs, TAMU has sufficient resources to initiate and maintain quality distance learning programs. Traditional funding sources and student fees ensure the excellence of electronically based courses and programs. A list of all student fees and explanations can be found at http://sbs.tamu.edu.

University: Request for Authorization

I recommend adoption of the following program:

"Having complied with all of the requirements of the Texas Higher Education Coordinating Board, Texas A&M University is hereby authorized to offer the Masters of Science in Geophysics program by distance education, electronic to individuals (online delivery) effective Spring 2017.

The Texas A&M University System Office of Academic Affairs finds that the program offering aforementioned is within the role and scope and capacity of the institution and will benefit students.

Texas A&M University certifies that the proposed distance delivery of the aforementioned program meets the criteria under Texas Administrative Code Chapter 4 Subchapter P regarding quality of the curriculum and courses; delivery of instruction; evaluation, training, supervision, and support of faculty; financial resources; and admission of the support services for students. The program is within the role and mission of the institution and in the Table of Program. The institution will comply with the standards and criteria of the Commission on Colleges of the Southern Association of Colleges and Schools and will adhere to criteria outlined in the Principles of Good Practice for Degree and Certificate Programs and Courses Offered Through Distance Education."

Approval – University:

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

Authorization: System

Approval – Texas A&M University System:

James R. Hallmark, Ph.D.
Vice Chancellor for Academic Affairs
Texas Higher Education Coordinating Board

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

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

Administrative Information

1. Institution: Texas A&M University

2. Program Name – Masters of Science in Geophysics

3. Program CIP Code: 40.0603.00

4. Program Delivery – Distance Education/Online

5. Proposed Implementation Date – Spring 2017

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

Name: Dr. Mark Everett

Title: Associate Department Head for Graduate Programs and Professor, Department of Geology & Geophysics

E-mail: m-everett1@tamu.edu

Phone: (979) 862-2129
Based on Principles of Good Practice for Academic Degree and Certificate Programs and Credit Courses Offered Electronically.

CURRICULUM AND INSTRUCTION

- Each program or course results in learning outcomes appropriate to the rigor and breadth of the degree or certificate awarded.

- A degree or certificate program or course offered electronically is coherent and complete.

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- Qualified faculty provide appropriate oversight of the program or course that is offered electronically.

- Academic standards for all programs or courses offered electronically will be the same as those for programs or courses delivered by other means at the institution where the program or course originates.

- Student learning in programs or courses delivered electronically should be comparable to student learning in programs offered at the campus where the programs or courses originate.

INSTITUTIONAL CONTEXT AND COMMITMENT

Role and Mission

- The program or course is consistent with the institution's role and mission.

- Review and approval processes ensure the appropriateness of the technology being used to meet the objectives of the program or course.

Students and Student Services

- Program or course announcements and electronic catalog entries provide appropriate information.

- Students shall be provided with clear, complete, and timely information on the curriculum, course and degree requirements, nature of faculty/student interaction, assumptions about technological competence and skills, technical equipment requirements, availability of academic support services and financial aid resources, and costs and payment policies.

- Enrolled students have reasonable and adequate access to the range of student services and student rights appropriate to support their learning.
• The institution has admission/acceptance criteria in place to assess the extent to which a student has the background, knowledge and technical skills required to undertake the program or course.

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

Faculty Support

• The program or course provides faculty support services specifically related to teaching via an electronic system.

• The institution assures appropriate training for faculty who teach via the use of technology.

• The Institution provides adequate equipment, software, and communications access to faculty to support interaction with students, institutions, and other faculty.

Resources for Learning

• The institution ensures that appropriate learning resources are available to students.

• The institution evaluates the adequacy of, and the cost to students for, access to learning resources and documents the use of electronic resources.

Commitment to Support

• Policies for faculty evaluation include appropriate recognition of teaching and scholarly activities related to programs or courses offered electronically.

• The institution demonstrates a commitment to ongoing support, both financial and technical, and to continuation of the program or course for a period of time reasonable and sufficient for students to complete the course or program.

EVALUATION AND ASSESSMENT

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

• At the completion of the program or course, the institution provides for assessment and documentation of student achievement in each course.
On behalf of [Texas A&M University] (Institution), I assert that the preceding Coordinating Board criteria have been met for all courses associated with this program that will be delivered electronically and off-campus face-to-face.

Chief Academic Officer or President

Name: ________________________________

Title: ________________________________

THECB 4/2014
MEMORANDUM

TO: Dr. Leonard Bright  
Chair, Graduate Council

THROUGH: Dr. N.K. Anand  
Executive Associate Dean  
Dwight Look College of Engineering

THROUGH: Dr. Valerie Taylor  
Senior Associate Dean for Academic Affairs  
Dwight Look College of Engineering

THROUGH: Dr. Prasad Enjeti  
(GOC dean)  
Associate Dean for Academic Affairs  
Dwight Look College of Engineering

FROM: Dr. John E. Hurtado  
Associate Department Head, College of Engineering (CLEN department)

FROM: Dr. Kristi Shryock  
Executive Director, Interdisciplinary Engineering Programs

SUBJECT: Distance Education Master of Engineering in Systems Engineering (SYEN)

The Master of Engineering in Systems Engineering (SYEN) is currently approved for on-campus, face-to-face delivery. We would like to offer the degree via distance education beginning fall 2016. Please see the attached approval and online delivery proposal forms for additional information.

Please contact me if you have any questions at kshryock@tamu.edu or 979-458-0757.
DISTANCE EDUCATION
ELECTRONIC TO INDIVIDUALS (ONLINE DELIVERY) APPROVAL FORM

Submitted by:

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

Distance Education: Electronic to Individuals (online Delivery) Authorization Request

Please list the proposed degree and CIP code:

Degree: Master of Engineering in Systems Engineering
CIP Code: 14.2701.00

When is the effective date of the proposed program?

Effective Date: Fall 2016

**Please note:** This proposed program cannot be advertised as an online delivered degree program until the A&M System Office of Academic Affairs has approved it and the Texas Higher Education Coordinating Board has been notified.

Summary of Proposal (Include Background Information and Rationale for the change.)

The Master of Engineering in Systems Engineering is a 30 credit hour non-thesis degree that requires a capstone project course directed by the student’s major advisor. This degree program is currently offered on-campus, and the requirements and focus for the distance education program are to be identical to the on-campus program. This degree is intended for students who are seeking the latest cross-discipline concepts, tools, and skills in systems engineering – as required for modern manufacturing, production, and service industries and for governmental and military operations. The subject matter of this program is multidisciplinary; hence, oversight will be maintained at the college level (Interdisciplinary Engineering Program within the Engineering Academic and Student Affairs Office).

Financial Implications:

TAMU has sufficient resources to initiate and maintain quality distance learning programs. Traditional funding sources and student fees ensure the excellence of electronically based
courses and programs. Students who are enrolled in online courses within the college of engineering are charged distance education differential tuition of $540.00 per semester credit hour, which allows for the delivery of the course and ensures the quality of distance and distributed education programs of the University. In addition to the distance education differential tuition, there are traditional services that are a part of the university’s operations that contribute to the effective delivery of distance education. A list of all student fee and explanations can be found at http://sbs.tamu.edu/.

University: Request for Authorization

I recommend adoption of the following program:

"Having complied with all of the requirements of the Texas Higher Education Coordinating Board, Texas A&M University is hereby authorized to offer the Masters of Engineering in Mechanical Engineering program by distance education, electronic to individuals (online delivery) effective Spring 2015.

The Texas A&M University System Office of Academic Affairs finds that the program offering aforementioned is within the role and scope and capacity of the institution and will benefit students.

Texas A&M University certifies that the proposed distance delivery of the aforementioned program meets the criteria under Texas Administrative Code Chapter 4 Subchapter P regarding quality of the curriculum and courses; delivery of instruction; evaluation, training, supervision, and support of faculty; financial resources; and admission of the support services for students. The program is within the role and mission of the institution and in the Table of Program. The institution will comply with the standards and criteria of the Commission on Colleges of the Southern Association of Colleges and Schools and will adhere to criteria outlined in the Principles of Good Practice for Degree and Certificate Programs and Courses Offered Through Distance Education."

Approval – University:

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

Authorization: System

Approval – Texas A&M University System:

James R. Hallmark, Ph.D.  
Vice Chancellor for Academic Affairs
Texas Higher Education Coordinating Board

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

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

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

Administrative Information

1. Institution: Texas A&M University
2. Program Name – Masters of Engineering in Systems Engineering
3. Program CIP Code: 14.2701.00
4. Program Delivery – Distance Education/Online
5. Proposed Implementation Date – Fall 2016
6. Contact Person – Provide contact information for the person who can answer specific questions about the program.

Name: Richard Malak
Title: Director, Systems Engineering & Associate Professor, Mechanical Engineering
E-mail: rmalak@tamu.edu
Phone: 979.845.1919

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

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

INSTITUTIONAL CONTEXT AND COMMITMENT

Role and Mission

- The program or course is consistent with the institution's role and mission.
- Review and approval processes ensure the appropriateness of the technology being used to meet the objectives of the program or course.

Students and Student Services

- Program or course announcements and electronic catalog entries provide appropriate information.
- Students shall be provided with clear, complete, and timely information on the curriculum, course and degree requirements, nature of faculty/student interaction, assumptions about technological competence and skills, technical equipment requirements, availability of academic support services and financial aid resources, and costs and payment policies.
- Enrolled students have reasonable and adequate access to the range of student services and student rights appropriate to support their learning.
- The institution has admission/acceptance criteria in place to assess the extent to which a
student has the background, knowledge and technical skills required to undertake the program or course.

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

**Faculty Support**

- The program or course provides faculty support services specifically related to teaching via an electronic system.
- The institution assures appropriate training for faculty who teach via the use of technology.
- The institution provides adequate equipment, software, and communications access to faculty to support interaction with students, institutions, and other faculty.

**Resources for Learning**

- The institution ensures that appropriate learning resources are available to students.
- The institution evaluates the adequacy of, and the cost to students for, access to learning resources and documents the use of electronic resources.

**Commitment to Support**

- Policies for faculty evaluation include appropriate recognition of teaching and scholarly activities related to programs or courses offered electronically.
- The institution demonstrates a commitment to ongoing support, both financial and technical, and to continuation of the program or course for a period of time reasonable and sufficient for students to complete the course or program.

**EVALUATION AND ASSESSMENT**

- The institution evaluates the program's or course's educational effectiveness, including assessments of student learning outcomes, student retention, and student and faculty satisfaction.
- At the completion of the program or course, the institution provides for assessment and documentation of student achievement in each course.

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

To: Paul Ogden, MD
   College of Medicine
   Texas A&M Health Science Center

From: Richard B. Kreider, PhD, Head
   Department of Health & Kinesiology

Through: Dr. Joyce Alexander, Dean
   College of Education & Human Development

RE: Memorandum of Understanding Regarding Joint Physician Assistance Program

Date: May 18, 2016

This memorandum is to confirm the Department of Health & Kinesiology’s (HLKN) partnership with Texas A&M College of Medicine (COM) to develop a joint Physician Assistant MS (PA) program. The Department of HLKN agrees to participate with PA faculty to co-teach year 1 PA courses in the areas of anatomy, physiology, medical terminology, and women’s health. HLKN faculty will serve on the PA program planning committee and curriculum committee. We also plan to provide space for new faculty, if desired, in the Human Clinical Research Facility that is expected to be finished early next year.
Physician Assistant Studies
Master Degree
Program Proposal

From the

Texas A&M Health Science Center
College of Medicine
And
Department of Health & Kinesiology
College of Education and Human Development

Texas A&M Health Science Center
College of Medicine
8447 TX-47, Bld. 1000
Bryan, TX 77807
Phone: 979-436-0200

Department of Health & Kinesiology
College of Education and Human Development
Texas A&M University
322 Blocker Bld.
College Station, TX 77843
Executive Summary

We propose to add a master’s degree program in Physician Assistant (PA) Studies within the Texas A&M Health Science Center, College of Medicine. This program will meet the standards of the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA). This program will provide students an opportunity to obtain a master’s degree of science (MS) in Physician Assistant Studies (PAS) and achieve national certification as a Physician Assistant by the National Commission on Certification of Physician Assistants (NCCPA). There are currently 208 accredited PA programs in the United States with seven of them presently accredited in the state of Texas. This program will allow the Texas A&M Health Science Center College of Medicine, in joint partnership with The College of Education and Human Development, Department of Health & Kinesiology to become a state and national leader in preparing masters level, exemplar PAs. Additionally, the proposed PA program will support, and be supported by, the dual educational missions of the medical model within the College of Medicine and the human development model in the Department of Health and Kinesiology.

Rationale

In order to become nationally certified as a physician assistant (PA), graduates must receive a degree from an accredited college or university. The ARC-PA accredits the academic programs by developing, maintaining, and promoting appropriate minimum standards of quality of entry-level PA educational programs. The proposed MS Degree in PAS is designed to meet the ARC-PA standards, which would allow our graduates to achieve the designation Physician Assistant Certified (PA-C) by the NCCPA.

Currently, undergraduate students enrolled at Texas A&M University are only able to obtain courses conducive with admission to one of the state PA programs and selected national programs. There is no PA program available at TAMU to capture the 300 plus outstanding TAMU graduates who apply to other programs every year. As such, the community is losing alumni with exceptional acumen for the health profession to other institutions. There is little doubt that the underserved populations in rural and urban environments would benefit from the inclusion of more PAs being licensed in our state. Unfortunately, there are limited training opportunities for even the best and brightest to gain acceptance to accredited entry-level masters’ degree programs across the state. The Texas PA programs are highly sought after by in-state and out of state students. Four of the seven Texas PA programs rank in the top 25 PA programs in the nation. The seven Texas PA programs currently accredited by the ARC-PA are unable to accommodate the incredible and unprecedented growth and number of students applying to their programs. For example, University of North Texas in Ft. Worth, TX has over 2000 applicants for only 90 slots and the University of Texas Medical Branch in Galveston, TX has similar applicant counts for close to 90 slots annually. Since the other five programs in Texas have similar applicant to acceptance ratios, one can easily recognize the states shortfall in educating these very qualified students. This in turn leads them to leave the state in order to pursue their interest in the PA profession.

Market Demand

There is tremendous opportunity for Physician Assistants in the medical workforce. Recent articles in Forbes and USA Today, as well as an article by the Department of Health & Human Services, suggest both the growth and demand for the profession. Current market demands reveal the need for qualified non-physician, advanced practice clinicians in a variety of health care delivery systems but more importantly the need for access, affordability, and cost containment noted in reforms as part of Affordable Care Act of 2010. Overall, the latest prospects from the Bureau of Labor Statistics reflects a 38% increase in growth of the PA profession through 2022. The Physician Assistant field is listed in the top ten Fastest Growing and Highest Paid career choices.

The State of Texas shows promising growth in the utilization of Physician Assistants. The 2014 Fourth
Quarter Texas Gainful Employment Placement Rate for physician assistants graduating from Texas Institutions is 82%. An internet job search on www.indeed.com yielded 55 PA openings within a 25 mile radius of Bryan, Texas and 5112 full time PA jobs listed in Texas. The Texas Work Commission listed over 500 current PA openings on their www.InTexas.com site. Not only does Texas offer unlimited job potential for PAs, it also has one of the highest salary profiles for PAs practicing in Texas. The medial 50% salary for PAs practicing in Texas is $103,600 while the national average at $95,800. The Utilization Solutions in Healthcare and the Association of American Medical Colleges have predicted an continued growth in the need for advanced practice clinicians such as physician assistants.

Several groups will benefit from the development of this program:

- **College of Medicine (COM)** will answer the State’s call for more medical professionals by training and graduating highly sought after advanced practice clinicians into the medical workforce. The training of the PA students under the COM will allow for interdisciplinary training between the physicians and the physician assistants thus meeting SACSCOC, LCME and ARC-PA accreditation standards.
- **Divisions within the Department of Health & Kinesiology** by way of collaborations with patient rehabilitation training, preventative medicine and nutrition, athletic physiology, and community health.
- **College of Nursing** as another way to build collaborative and synergistic learning and practice habits, specifically with the newly created Family Nurse Practitioner (FNP) program and the established Bachelors of Science Nurse (BSN) program.
- **The military veterans** who bring a wealth of pragmatic and practical medical knowledge to the civilian community. Texas A&M University, with its rich military history, will capitalize on the honorable service of military veteran through innovative training and development programs with the Veterans Administration (VA) in Texas and TexVet (www.TexVet.org).

**Mission Statement**

The mission of the TAMHSC Physician Assistant program is to identify, attract, and graduate high caliber students, especially those who have been historically under-represented in Texas healthcare provision, with a focus on veterans. Graduates will be able to provide compassionate, culturally competent, and patient centered healthcare as members of an interdisciplinary team.

**Vision**

The vision of the TAMHSC Physician Assistant program is to be a regionally and nationally recognized education program with a reputation for developing highly sought after physician assistants who are dedicated to equity in healthcare delivery and to ever changing healthcare needs and health systems.

**Proposed General Graduate Admission Requirements**

Students wishing to pursue a Master of Science degree in Physician Assistant Studies must apply and meet all general requirements for admission to the Texas A&M Health Science Center College of Medicine Physician Assistant Program. Qualified students will be admitted regardless of race color, national or ethnic origin, gender, age or disability. The applicant’s packet will be considered complete when all application materials have been received.

**Proposed Department Admission Requirements**

The following are the specific requirements from the Texas A&M Health Science Center College of
Medicine for admission to the Masters of Science in Physician Assistant Studies. The PA program will utilize the Central Application Service for Physician Assistants (CASPA) and will include but not be limited to the following components:

- The applicant's academic record including a minimum grade point average (GPA) of a 3.0 Science and a 3.0 overall.
- Graduate Record Examination (GRE) scores.
- Prior healthcare and/or shadowing experience- 500 hours of hands on healthcare experience
- Foreign students whose native language is not English must have a score of at least 550 paper-based, 250 computer-based or 100 on the internet-based Test of English as a Foreign Language (TOEFL) examination. A minimum score of 26 is required on the speaking component of the internet-based TOEFL examination.
- The student must have completed the list of undergraduate prerequisites with a grade of C or better. Equivalent approval may be obtained from the program director.

### Prerequisites

<table>
<thead>
<tr>
<th>Required</th>
<th>Semester Credit Hours</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Human Anatomy + Lab</td>
<td>4</td>
<td>Science Majors or 2 Semesters of Human Anatomy and Physiology</td>
</tr>
<tr>
<td>Human Physiology + Lab</td>
<td>4</td>
<td>Science Majors or 2 Semesters of Human Anatomy and Physiology</td>
</tr>
<tr>
<td>Microbiology</td>
<td>4</td>
<td>Science Majors</td>
</tr>
<tr>
<td>Genetics</td>
<td>3</td>
<td>Science Majors</td>
</tr>
<tr>
<td>General Chemistry + Lab</td>
<td>8</td>
<td>Science Majors</td>
</tr>
<tr>
<td>Organic Chemistry + Lab</td>
<td>4</td>
<td>Science Majors</td>
</tr>
<tr>
<td>Science Electives</td>
<td>3</td>
<td>Immunology, Cell Biology, Neurology, Pharmacology, Histology</td>
</tr>
<tr>
<td>Statistics</td>
<td>3</td>
<td>Science Majors</td>
</tr>
<tr>
<td>General Psychology</td>
<td>3</td>
<td>General Psychology</td>
</tr>
<tr>
<td>Psychology Elective</td>
<td>3</td>
<td>Developmental, Human Sexuality, Abnormal</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Recommended</th>
<th>Semester Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic Health</td>
<td>3</td>
</tr>
<tr>
<td>English Composition</td>
<td>3</td>
</tr>
</tbody>
</table>

### Period of Study and Academic Calendar

This is a proposed 26 month graduate program that is comprised of 12 months of didactic study and 14 months of clinical experience that includes 108 hours of graduate coursework beyond the bachelor’s degree. In order to incorporate all needed curriculum hours, it is recommended that the proposed PA Program follow the Academic Calendar of the COM Medical School. The TAMU Graduate Academic Calendar will not allow time for all the didactic courses to occur. The PA Program will need to start prior to the TAMU Summer II session and decrease their Winter Vacation time in order to deliver the curriculum within 12 months. The largest concern with extending the first year curriculum would be the lack of room and faculty resources for two cohorts to exist simultaneously during the didactic training. This would also require an extension of the overall training process or a decrease in the clinical training...
experience.

**Departmental Supervision**

The Texas A&M PA Program will be directly supervised by the Texas A&M Health Science Center College of Medicine Dean, Dr. Paul Ogden. The PA Program faculty will reside in the Department of Clinical and Translation Medicine and supervised by the Department Chair, Nancy Dickey, MD. The Medical Director for the Physician Assistant program will be Bruce Hoak, MD. The PA faculty, staff and students will be supervised by the PA Program Director, Joseph Hlavin, MS, PA-C. Upon enrollment, each student will be assigned to a faculty member that will serve as their faculty advisors and mentors for the program duration.

**National Examination and State Licensure**

Upon graduation from a nationally accredited PA Program, a graduate may sit for the national PA certification examination, the Physician Assistant National Certification Examination (PANCE). The PANCE examination is regulated by the NCCPA and composed of 300 questions covering the knowledge, skills and professional competencies required of a PA to practice medicine. Passing the examination is required to practice medicine in the United States. This is not the terminal exam for the Master’s degree but a national certification examination to practice as a physician assistant. The PANCE is an electronic exam that is proctored through Pearson VUE testing centers.

After graduating from an accredited PA Program and successful passing of the PANCE exam, a PA may apply to the state medical board to practice as a physician assistant. This is an in depth application process requiring transcripts, letters of recommendation, criminal background checks, and completion of a jurisprudence examination. If found complete and meeting all requirements for licensure, then the state medical board may recommend for state licensing. It is only after a PA acquires a state license can they obtain hospital privileges, bill insurance and treat patients.
Program Development

In preparation for the development of this program, the top 50 ranked accredited PA programs along with all Texas PA Programs were reviewed curriculum, content delivery methods and favorable outcomes. The average Master’s Level PA Program is 27 months in duration and includes 12-15 months of didactic training and 12-15 months of clinical training. The curriculum is historically very dense in order to graduate advance practice medical providers into the workforce. The curriculum content is ultimately decided by the Accreditation Review Commission on Education for Physician Assistants (ARC-PA). The ARC-PA Accreditation Standards designate the required content to be delivered in an accredited PA Program. (See ARC-PA Attachment). Below is a list of Texas and top national programs and their semester curriculum hours (SCH) per didactic year, clinical year and overall.

State and National PA Program Comparison Curriculum for MS in PAS

<table>
<thead>
<tr>
<th>PA Program</th>
<th>Didactic Year 1 (12-14mo)</th>
<th>Didactic Year 2</th>
<th>Clinical</th>
<th>Total Hours</th>
<th>Length of Program</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Texas</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BCM</td>
<td>71</td>
<td>n/a</td>
<td>66</td>
<td>137</td>
<td>30 months</td>
</tr>
<tr>
<td>Texas Tech</td>
<td>73</td>
<td>n/a</td>
<td>52</td>
<td>125</td>
<td>28 months</td>
</tr>
<tr>
<td>UTSA</td>
<td>66</td>
<td>n/a</td>
<td>60</td>
<td>126</td>
<td>30 months</td>
</tr>
<tr>
<td>UTSW</td>
<td>53</td>
<td>n/a</td>
<td>59</td>
<td>112</td>
<td>30 months</td>
</tr>
<tr>
<td>UTMB</td>
<td>50</td>
<td>n/a</td>
<td>54</td>
<td>104</td>
<td>30 months</td>
</tr>
<tr>
<td>UNT</td>
<td>50</td>
<td>40</td>
<td>43</td>
<td>133</td>
<td>36 months</td>
</tr>
<tr>
<td><strong>National</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Duke</td>
<td>60</td>
<td>n/a</td>
<td>51</td>
<td>111</td>
<td>24 months</td>
</tr>
<tr>
<td>Univ. of Wash</td>
<td>78</td>
<td>n/a</td>
<td>54</td>
<td>132</td>
<td>26 months</td>
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<tr>
<td>Drexel Univ.</td>
<td>61</td>
<td>n/a</td>
<td>59</td>
<td>120</td>
<td>27 months</td>
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<tr>
<td>Univ. of Utah</td>
<td>64</td>
<td>n/a</td>
<td>41</td>
<td>105</td>
<td>27 months</td>
</tr>
<tr>
<td>GWU</td>
<td>60</td>
<td>n/a</td>
<td>44</td>
<td>104</td>
<td>24 months</td>
</tr>
<tr>
<td>UC</td>
<td>55</td>
<td>42</td>
<td>35</td>
<td>132</td>
<td>36 months</td>
</tr>
<tr>
<td><strong>TAMU MS PAS</strong></td>
<td>60</td>
<td>n/a</td>
<td>48</td>
<td>108</td>
<td>26 months</td>
</tr>
</tbody>
</table>

Proposed Curriculum for the M.S. in PAS (non-thesis)

**Required PA Core with two Prescribed Clinical Electives:**

*PAMS courses are new course proposals*

<table>
<thead>
<tr>
<th>Category</th>
<th>Semester Credit Hours</th>
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<tbody>
<tr>
<td></td>
<td>Didactic</td>
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<tr>
<td><strong>Required Courses</strong></td>
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<tr>
<td><strong>Prescribed Electives</strong></td>
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<tr>
<td><strong>Total</strong></td>
<td>60</td>
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### Proposed TAMU Curriculum Courses

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Didactic Course Name</th>
<th>Credit Hours</th>
</tr>
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<tbody>
<tr>
<td>MEID 610</td>
<td>Humanities, Ethics, Altruism, Leadership I</td>
<td>3</td>
</tr>
<tr>
<td>PAMS 600</td>
<td>Human Anatomy + Lab</td>
<td>5</td>
</tr>
<tr>
<td>PAMS 601</td>
<td>Human Physiology</td>
<td>4</td>
</tr>
<tr>
<td>PAMS 602</td>
<td>Physician Assistant History</td>
<td>1</td>
</tr>
<tr>
<td>PAMS 603</td>
<td>Basic Fundamentals of Medical Science</td>
<td>4</td>
</tr>
<tr>
<td>PAMS 604</td>
<td>Patient Communication &amp; Motivational Interview</td>
<td>1</td>
</tr>
<tr>
<td>PAMS 605</td>
<td>Clinical Disease and Prevention</td>
<td>10</td>
</tr>
<tr>
<td>PAMS 606</td>
<td>Patient Assessment + Lab</td>
<td>8</td>
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<tr>
<td>PAMS 607</td>
<td>Mental Health</td>
<td>2</td>
</tr>
<tr>
<td>PAMS 608</td>
<td>Women’s Health</td>
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<tr>
<td>PAMS 609</td>
<td>Pediatrics</td>
<td>2</td>
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<tr>
<td>PAMS 610</td>
<td>Emergency Medicine</td>
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</tr>
<tr>
<td>PAMS 611</td>
<td>Surgery</td>
<td>2</td>
</tr>
<tr>
<td>PAMS 612</td>
<td>Pharmacotherapeutics</td>
<td>4</td>
</tr>
<tr>
<td>PAMS 613</td>
<td>Laboratory Medicine and Diagnostic Studies</td>
<td>4</td>
</tr>
<tr>
<td>PAMS 614</td>
<td>Medical Problem Solving</td>
<td>2</td>
</tr>
<tr>
<td>PAMS 615</td>
<td>Clinical Skills</td>
<td>2</td>
</tr>
<tr>
<td>PAMS 616</td>
<td>Evidence Based Medicine and Research</td>
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<table>
<thead>
<tr>
<th>Course Number</th>
<th>Clinical Course Name</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PAMS 620</td>
<td>Clinical Seminar I, II, III &amp; IV</td>
<td>2</td>
</tr>
<tr>
<td>PAMS 621</td>
<td>Internal Medicine In-patient</td>
<td>4</td>
</tr>
<tr>
<td>PAMS 622</td>
<td>Internal Medicine Out-patient</td>
<td>4</td>
</tr>
<tr>
<td>PAMS 623</td>
<td>Obstetrics and Gynecology</td>
<td>4</td>
</tr>
<tr>
<td>PAMS 624</td>
<td>Pediatrics</td>
<td>4</td>
</tr>
<tr>
<td>PAMS 625</td>
<td>Emergency Medicine</td>
<td>4</td>
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Course Descriptions

<table>
<thead>
<tr>
<th>Didactic Curriculum</th>
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<tbody>
<tr>
<td><strong>MEID 610</strong></td>
</tr>
<tr>
<td>This is a one semester inter-professional course that reinforces knowledge of important medical practitioner attributes, including humanities, ethics, altruism and leadership. Cases are used to learn and apply concepts of history of medicine, medical ethics, spirituality, communication skills, cultural competence, medical law, palliative care, end-of-life care, evidence based medicine, professionalism and systems-based practice. (Standards B1.05, B1.06, B1.08, B2.11, B2.12, B2.13 and B2.16)</td>
</tr>
<tr>
<td><strong>PAMS 600</strong></td>
</tr>
<tr>
<td>This course features the study of the structure and development of the human body to include the entire human body. Structural features are studied by gross dissection, demonstration, cross section, radiographs and CT scans. Emphasis is placed on function and location in relation to the diagnosis of clinical problems. Delivery will include lectures, demonstrations, and lab. (ARC-PA Standards B2.02, B1.08)</td>
</tr>
<tr>
<td><strong>PAMS 601</strong></td>
</tr>
<tr>
<td>This course comprises the basic concepts and principles that are essential in comprehending the fundamental mechanisms of human physiology at the cellular, tissue and organ levels. (ARC-PA Standards B2.02, B1.08)</td>
</tr>
<tr>
<td><strong>PAMS 602</strong></td>
</tr>
<tr>
<td>This course is an overview of the history and philosophy of the physician assistant profession and the role of PAs in the health care field. This course also addresses professional issues and organizations relevant to the PA profession. Delivery will be via online modules. (ARC-PA Standards B2.11 and B2.17)</td>
</tr>
<tr>
<td><strong>PAMS 603</strong></td>
</tr>
<tr>
<td>The Basic Fundamentals of Medical Science course is designed to provide the first year physician assistant student with a baseline level of basic science knowledge (biochemistry, immunology, pathology, microbiology and genetics) in which to build upon during the study of health and human diseases. (ARC-PA Standard B2.02)</td>
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<tr>
<td>Course Code</td>
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<tr>
<td>PAMS 604</td>
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<td>PAMS 605</td>
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<td>PAMS 606</td>
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<tr>
<td>PAMS 606L</td>
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<tr>
<td>PAMS 607</td>
</tr>
</tbody>
</table>
| PAMS 608 | **Women's Health**  
This course focuses on the normal physiological and sexual development of women and their health maintenance concerns at various life stages. In addition, the course focuses on the evaluation and management of expectant women including child birth. Delivery will include lecture, demonstrations and standardized patients. Laboratory experiences will occur in Patient Assessment Lab. (ARC-PA Standards B2.03, B2.04, B2.05 and B2.06) |
| --- | --- |
| PAMS 609 | **Pediatrics**  
This course explores the physical and psychological fundamentals of normal growth and development and introduces the evaluation, diagnosis and management of major illnesses and conditions common to the pediatric population. Delivery will include lecture, demonstration and standardized patients. Laboratory experiences will occur in Patient Assessment Lab. (ARC-PA Standards B2.03, B2.04, B2.05 and B2.06) |
| PAMS 610 | **Emergency Medicine**  
This course will provide an introduction to current diagnosis and clinical management of acute trauma including head and neck, thoracic, abdominal and facial injuries. It will also include the evaluation and management of shock, burns, toxicology, altered mental status, anaphylaxis, sepsis, pulmonary failure and acute myocardial infarction. Delivery will be via lecture and runs in conjunction with the Clinical Skills Lab. (ARC-PA Standards B2.03, B2.04, B2.05 and B2.06) |
| PAMS 611 | **Surgery**  
This course will provide an introduction to the management of the surgical patients. The student is introduced to clinical problems common to the discipline of surgical practice including clinical presentation and the correlation between anatomy, pathology, and stage of disease and treatment. Indications and contraindication for surgery are presented along with a pertinent discussion of surgical techniques. Delivery will be via lecture and runs in conjunction with the Clinical Skills Lab in which the student is introduced to operating room protocol, asepsis and scrubbing, gowning and gloving, instrumentation, suturing and knot tying. (ARC-PA Standards B2.03, B2.04, B2.05 and B2.06) |
| PAMS 612 | **Pharmacotherapeutics**  
This course will include a study of general principles of pharmacology including classification, mechanisms of action and the rational use of drugs for the diagnosis, prevention and treatment of diseases. Appropriate selection of treating drugs, dosing and patient monitoring are also addressed. After the introduction of pharmacology concepts this course will follow an integrative format with the Clinical Disease course. (ARC-PA Standards B2.02) |
| PAMS 613 | **Laboratory Medicine and Diagnostic Studies**  
This course will provide an overview of commonly utilized diagnostic tools including laboratory studies, minor procedures and radiologic procedures. Students will learn the appropriate application and interpretation of these tests in a clinical setting. This course will follow an integrative format with the Clinical Disease course. (ARC-PA Standards B1.07 and B2.07) |
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
<th>Prerequisites/Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>PAMS 614</td>
<td>Problem Solving</td>
<td>Through multiple critical thinking sessions using team learning techniques, this course develops students’ problem identification and differential diagnosis skills through integration of information provided in Clinical Disease, Pharmacotherapeutics, Laboratory Medicine and Diagnostic Studies and Patient Assessment. Delivery will be through team-based learning techniques. (ARC-PA Standard B1.07)</td>
<td></td>
</tr>
<tr>
<td>PAMS 615</td>
<td>Clinical Skills Lab</td>
<td>This course focuses on the development of diagnostic and therapeutic skills including administration of medications and local anesthesia, venipuncture, BCLS, ACLS, airway management, casting, suturing and basic surgical and emergency medicine skills. Delivery will include lecture, demonstration and hands on laboratory experience. (ARC-PA Standards B1.07 and B2.07)</td>
<td></td>
</tr>
<tr>
<td>PAMS 616</td>
<td>Evidence Based Medicine and Research</td>
<td>This is a one semester course that will introduce the student to analytical methods used in clinical and community-based research, evidence-based practices used to evaluate potential treatment alternatives, and strategies underlying critical evaluation of current published literature. Delivery will be a hybrid class with online, lecture and small group study. Prerequisite: Basic statistics (ARC-PA Standards B1.08 and B2.10)</td>
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</tbody>
</table>

**Clinical Curriculum**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
<th>Prerequisites/Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>PAMS 620</td>
<td>Clinical Seminar I, II, III &amp; IV</td>
<td>This course utilizes multiple modalities to expand the clinical year student’s knowledge of the business of medicine, advanced clinical procedure skills and knowledge of clinical medicine delivered via lecture, group work and workshops. Students will also receive training in their progression from active student to practicing PA including interviewing skills, resume workshops, licensing and PANCE preparation. (ARC-PA Standards B1.03, B2.14, B2.15 and C3.04)</td>
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<tr>
<td></td>
<td></td>
<td>• Clinical Examinations</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• OSCE, Practice Readiness and PACKRAT Examinations</td>
<td></td>
</tr>
<tr>
<td>PAMS 621</td>
<td>Internal Medicine In-Patient</td>
<td>This core clinical rotation provides students with exposure to the principles and practice of in-patient internal medicine. Emphasis is on caring for the acutely ill adult patient who requires hospitalization. Students will assist in the evaluation and treatment of hospital patients, participate in patient rounds and presentations, and learn how to function as part of the internal medicine medical team. (ARC-PA Standards B3.03, B3.04 and B3.07)</td>
<td></td>
</tr>
<tr>
<td>PAMS 622</td>
<td>Internal Medicine Out-Patient</td>
<td>This core clinical rotation provides students with exposure to the principles and practice of out-patient internal medicine. Emphasis is on caring for the acute and chronically ill adult patient in a clinic setting. Students will assist in the evaluation and treatment of patients, participate in patient presentations, and learn how to function as part of the internal medicine medical team. (ARC-PA Standards B3.03, B3.04 and B3.07)</td>
<td></td>
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<tr>
<td>Course</td>
<td>Description</td>
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</tr>
</tbody>
</table>
| PAMS 623 | Obstetrics and Gynecology  
This core rotation provides students with experience in managing common women’s health disorders. Emphasis is placed on all stages of the female life span including menarche, family planning, childbearing, peri-menopause, menopause and post-menopause. Recognition and treatment of sexually transmitted diseases, ovarian, breast and uterine cancer and evaluation and treatment of common prenatal conditions are also addressed. Students may also gain exposure to labor and deliver, as well as surgical aspects of gynecology. (ARC-PA Standards B3.03, B3.04 and B3.07) |
| PAMS 624 | Pediatrics  
This core rotation is an experience in the ambulatory care of neonates, infants, children and adolescents in pediatric medicine. This rotation is intended to provide the opportunity to refine techniques of history-taking and physical examination specific to the pediatric population. In addition to providing students with an experience in parental education, parental guidance and milestone recognition, it aims to expose the students to illnesses and injuries that are unique to the pediatric patient. (ARC-PA Standards B3.03, B3.04 and B3.07) |
| PAMS 625 | Emergency Medicine  
This core rotation provides students with exposure to the triage, evaluation and management of patients in the emergent and urgent settings. Emphasis is on the student assessing patient acuity, disease state and appropriate management within the confines of the emergency medicine department. The students are expected to participate as a member of a team in the assessment and care of major and minor emergencies. (ARC-PA Standards B3.03, B3.04 and B3.07) |
| PAMS 626 | Surgery  
This core rotation provides students an exposure to patients of various ages with surgically manageable diseases. The emphasis of the learning experiences is on the preoperative evaluation and preparation of the patients for surgery; assisting during the intra-operative period to develop an understanding of the team members’ roles and operative procedures; and the care of surgical wounds and post-operative complications. (ARC-PA Standards B3.03, B3.04 and B3.07) |
| PAMS 627 | Psychiatry  
This core rotation provides the students with an opportunity to participate in the care of patients with psychiatric illnesses and/or behavioral disorders. Emphasis will be placed on the development of communication and behavior modification skills. Students will also develop and increased understanding of the social, economic and |
psychological factors related to the patient and family members of a patient with mental illness. (ARC-PA Standards B3.03, B3.04 and B3.07)

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
</table>
| PAMS 630 | **Family Medicine**  
This advanced core rotation is a community based summative experience designed to increase student competence at delivering periodic well care including prenatal and pediatric care, management of chronic disease, and treatment of episodic illnesses across the pediatric and adult lifespan. Emphasis is on disease prevention and health maintenance in adults and children. Students will develop an increased understanding of social, economic and environmental factors related to the family medicine. (ARC-PA Standards B3.03, B3.04 and B3.07) |
| PAMS 631 | **Elective 1**  
These advanced core rotations provide the students with opportunities to gain additional experience in one of the core disciplines or to supplement the foundational core rotations with specialty medical or surgical experiences. (ARC-PA Standards B3.03, B3.04 and B3.07) |
| PAMS 632 | **Elective 2**  
These advanced core rotations provide the students with opportunities to gain additional experience in one of the core disciplines or to supplement the foundational core rotations with specialty medical or surgical experiences. (ARC-PA Standards B3.03, B3.04 and B3.07) |
| PAMS 633 | **Applied Research**  
Each student is required to conduct a research project and report their results through a Research Poster. The purpose of this activity is to develop students ‘abilities to locate, appraise, and integrate evidence from scientific studies; obtain and apply medical information about their patient populations; apply knowledge of research study designs and statistical methods to appraise diagnostic and therapeutic effectiveness; and to perform practice-based improvement activities using a systematic methodology in concert with other members of the health care delivery team to better improve patient care. |
### Didactic Course Outline

<table>
<thead>
<tr>
<th>Summer I</th>
<th>Fall Semester</th>
<th>Spring Semester</th>
<th>Summer II</th>
</tr>
</thead>
<tbody>
<tr>
<td>July Aug</td>
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<td>Jan Feb Mar Apr May</td>
<td>June</td>
</tr>
<tr>
<td>BFMS</td>
<td>BFMS</td>
<td>Mental Health</td>
<td>EBM&amp;R</td>
</tr>
<tr>
<td>Phys</td>
<td>Human Physiology</td>
<td>Women's Health</td>
<td>Surgery</td>
</tr>
<tr>
<td>Pt. Lab</td>
<td>Patient Assessment and Lab</td>
<td>Patient Assessment and Lab</td>
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<tr>
<td>PC &amp; MI</td>
<td>Clinical Disease and Prevention</td>
<td>Clinical Disease and Prevention</td>
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<td>PA Hist</td>
<td>Pharmacotherapeutics</td>
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<td>COM</td>
<td>Lab Med &amp; Diagnostic Studies</td>
<td>Lab Med &amp; Diagnostic Studies</td>
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<tr>
<td></td>
<td>Medical Problem Solving</td>
<td>Medical Problem Solving</td>
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</table>

### Didactic Curriculum

#### Summer 1st Year (Summer I-July 2019)

<table>
<thead>
<tr>
<th>Course Code</th>
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<th>Credits</th>
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<tr>
<td>PAMS 600</td>
<td>Human Gross Anatomy</td>
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<tr>
<td>PAMS 601</td>
<td>Physiology</td>
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<td>PAMS 602</td>
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<td>PAMS 604</td>
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<td>PAMS 606</td>
<td>Patient Assessment</td>
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<td>HEAL I (COM)</td>
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#### Fall 1st Year 2019

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<tr>
<td>PAMS 600</td>
<td>Human Gross Anatomy</td>
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</tr>
<tr>
<td>PAMS 601</td>
<td>Human Physiology</td>
<td>3</td>
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<tr>
<td>PAMS 603</td>
<td>BFMS</td>
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<td>PAMS 605</td>
<td>Clinical Disease and Prevention</td>
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<td>PAMS 606</td>
<td>Patient Assessment</td>
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<td>PAMS 612</td>
<td>Pharmacotherapeutics</td>
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<td>PAMS 613</td>
<td>Lab Med &amp; Diagnostic Studies</td>
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<tr>
<td>PAMS 614</td>
<td>Medical Problem Solving</td>
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<td>MEID 610</td>
<td>HEAL I</td>
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#### Spring 1st Year 2020

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<tr>
<td>PAMS 614</td>
<td>Medical Problem Solving</td>
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</tr>
<tr>
<td>PAMS 616</td>
<td>EBM &amp; Research</td>
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<td>Total Hours</td>
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#### Summer 1st Year (Summer II-June 2020)

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<tr>
<td>PAMS 615</td>
<td>Clinical Skills</td>
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<tr>
<td>PAMS 605</td>
<td>Clinical Disease and Prevention</td>
<td>1</td>
</tr>
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<td>PAMS 612</td>
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<td>PAMS 613</td>
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Clinical Training Outline

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<td>Clinical Core</td>
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<td>Ob/Gyn</td>
<td>Internal Med. In-Patient</td>
<td>Internal Med. Out-Patient</td>
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<td>Advanced Core</td>
<td>Emergency Med</td>
<td>Surgery</td>
<td>Psychiatry</td>
<td>Applied Research</td>
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<tr>
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<td>Elective 1</td>
<td>Elective 2</td>
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</tr>
<tr>
<td></td>
<td>Family Medicine</td>
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</table>

Clinical Curriculum

<table>
<thead>
<tr>
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<th>Fall 2nd year</th>
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<tbody>
<tr>
<td>PAMS 621</td>
<td>Pediatrics</td>
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<tr>
<td>PAMS 620</td>
<td>Ob/Gyn</td>
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</tr>
<tr>
<td>PAMS 624</td>
<td>Psychiatry</td>
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<tr>
<td>PAMS 619</td>
<td>Internal Medicine Out-Patient</td>
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<tr>
<td>PAMS 626</td>
<td>Elective I</td>
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</tr>
<tr>
<td>PAMS 627</td>
<td>Elective II</td>
<td>4</td>
</tr>
<tr>
<td>PAMS 625</td>
<td>Family Medicine</td>
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<td>PAMS 617</td>
<td>Clinical Seminar III</td>
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<thead>
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<th>Total Hours</th>
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<tbody>
<tr>
<td></td>
<td>16.5</td>
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</tbody>
</table>
Faculty and Staff Needs

The initial PA Program principal faculty would consist of NCCPA certified PAs to include a Program Director, Assistant Program Director (Curriculum Coordinator), and two FTE core faculty. These FTE could possibly be divided into one FTE and two part-time or four part-time faculty. The terminal degree of the principal and instructional faculty will be a master’s degree as that is the current terminal degree for a PA. This is the same degree offered to the graduates. Joseph Hlavin, MS, PA-C has been hired to serve as the PA Program Director.

There would be a need for additional staff to include: Admissions Director, Student Services Director, Didactic Coordinator, and Clinical Coordinator. These individuals will cover the administrative and service functions for the PA program.

College of Medicine Faculty

The intention of the PA Program is not to create hardship on the COM faculty and staff. We would like to function synergistically with the medical school. There are three MEID courses that have been proposed as part of the PA Program curriculum. The courses include the MEID HEAL I, EBMS&R I and Human Gross Anatomy. We are currently in discussions with each of the course directors and faculty about any increase in teaching load. We propose that PA students share in the content delivery and the PA faculty assist with small groups and mentorship in each course. Examination and assignment grading and course remediation would fall upon the PA faculty.

Existing Supporting Faculty and Staff Members

The Departments of Health and Kinesiology faculty have offered to participate as instructional faculty in curriculum areas of Anatomy, Physiology, Basic Medical Sciences, Women’s Health and Prevention.

This memorandum is to confirm the Department of Health & Kinesiology’s (HLKN) support for developing a joint Physician Assistance MS program with the College of Medicine (COM) in the Texas A&M Health Science Center. The Department of HLKN has a number of faculty members who have expertise in courses to be taught during the first year of didactic training particularly in the areas of anatomy, physiology, medical terminology, and women’s health. Our faculty have served on the PA program planning committee and we are excited about the opportunity to collaborate on delivery of this program. Although we anticipate that most courses will be taught by new faculty hired to support the PA program, we anticipate some of our faculty may want to teach a course in this program and/or will be able to cross-list some courses with HLKN faculty serving as the instructor of record. We are willing to commit to teach one 3-hour course per semester. We also plan to provide support to house some of the faculty, if desired, in the Human Clinical Research Facility that is expected to be finished early next year.

Clinical faculty from the Department of Clinical and Translational Medicine will be available to participate in the delivery of Clinical Disease, Patient Assessment, Mental Health, Surgery, Emergency Medicine, and Clinical Skills.

Two additional resource centers that have shown support for the program development include the Health Science Center (HSC) library and the Clinical Learning Resource Center. Ms. Sheila Green and Mr. Benny Holland have confirmed that they have the facility and ability to work with the PA program students.
Other supportive faculty include:

- Dr. Paul Ogden MD – Dean, College of Medicine
- Dr. Lee Ann Kilcoyne EdD - Associate Dean for External Relations, Chief of Staff, College of Medicine, Texas A&M Health Science Center (TAMHSC)
- Dr. Regina Bentley EdD - Associate Dean for Academic Affairs and Accreditation and Director for Education for Healthcare Professionals (EDHP), TAMHSC
- Dr. Rick Kreider, PhD, FACSM, FISSN – Professor and Head, Department of HLKN; Director, Exercise & Sport Nutrition Lab
- Dr. Bruce Hoak MD – General Surgeon - Medical Director of the PA program
- Dr. Lori Greenwood PhD – Director, MS in Athletic Training
- Dr. Kelly Wilson PhD – Associate Professor, Health Division
- Dr. Susan Ward PhD – Division Chair, Health Education
- Dr. Adam E. Barry PhD - Chair of Graduate Education Programs, TAMU
- Joseph Hlavin MS PA-C, Program Director for the PA program
- Wendi Stewart MS PA-C, curriculum development for the PA program

Facilities

The TAMU PA Program will include 20 students in its initial cohort starting in 2019. The student population will increase by four until year three where it will max out at 28 students. Concerns that most faculty have expressed is classroom size and if there is room to combine the medical and PA students in one lecture hall. The PA didactic students will need a lecture area that will be assigned to them for delivery of most of their didactic content. This could be used as a flow over area with video conferencing when the PA students combine with the medical students for lectures in Anatomy, HEAL I and EBMS&R I. Below is a table listing all rooms available in the HSC Health Professions Education Building.

<table>
<thead>
<tr>
<th>FACILITY</th>
<th>QUANTITY</th>
<th>CAPACITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Auditorium</td>
<td>1</td>
<td>211</td>
</tr>
<tr>
<td>Large Lecture Hall</td>
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<td>126</td>
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<tr>
<td>Medium Lecture Hall</td>
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</tr>
<tr>
<td>Quad Room</td>
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<tr>
<td>Seminar Room</td>
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</tr>
<tr>
<td>Small Group Room</td>
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<td>10</td>
</tr>
<tr>
<td>Conference Room</td>
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<td>10</td>
</tr>
<tr>
<td>Computer Lab</td>
<td>1</td>
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</tr>
<tr>
<td>Faculty and Staff Offices</td>
<td>6</td>
<td>1</td>
</tr>
</tbody>
</table>

In addition to the facilities at the HSC HPEB, the new resources being built for the Department of Health and Kinesiology may be used for PA student lectures. The PA students could alternate between the HSC HPEB and the new Health and Kinesiology building. (M, W, F-HSC and T, TH- HLKN)
Information Technology

We have been in correspondence with the HSC Information Technology department. The PA program will need to utilize the HSC IT department for student emails, eCampus access, and general IT computer use questions and concerns. There will also be assistance required in the downloading of applicant information from the Centralized Application Services for Physician Assistants to the PA administrative offices.

It is not predicted that the PA Program will put additional strain on the IT department or the IT capacity of the lecture halls. The ARC-PA does not stipulate the necessity to record and stream lectures; therefore, we will not plan on this occurring during the PA program curriculum delivery. New IT equipment and software have been included in the budget for the faculty and staff offices.

Clinical Capacity

Clinical capacity is a concern for all medical educators. The clinical placement of PA students will start in August of 2020. Contacts have been made through area hospitals, medical clinics, and the Veterans Affair System for placement of students. Our requests have been well received by physicians and physician assistants. The following are the ARC-PA guidelines for Supervised Clinical Practice Experiences for PA students:

B3.05 Instructional faculty for the supervised clinical practice portion of the educational program must consist primarily of practicing physicians and PAs.

B3.06 Supervised clinical practice experiences should occur with:

ANNOTATION: It is expected that the program will provide supervised clinical practice experiences with preceptors who are prepared by advanced medical education or by experience. The ARC-PA will only consider supervised clinical practice experiences occurring with physician preceptors who are not board certified or with other licensed health care providers serving as preceptors when they are evaluated and determined by the program faculty to be appropriate for the specified area of instruction, under circumstances unique to the program.

a) physicians who are specialty board certified in their area of instruction,

b) PAs teamed with physicians who are specialty board certified in their area of instruction or

c) other licensed health care providers experienced in their area of instruction.

Approved March 2010, updated March 2016

The proposed PA Program will have a Preceptor Development Program that will provide resources and educational sessions on clinical teaching. There are well established resources and guidelines published by the Physician Assistant Education Association and by the Association of Graduate Medical Education that will be utilized in the cultivating of new preceptors. Physician Assistants will be solicited to participate as preceptors through the Texas Academy of Physician Assistants, Brazos Valley Association of Physician Assistants and through TAMU Alumni.

PA students have the same requirements for training in the clinical setting as medical students. There is no concern over a physician’s ability to train a PA student but there will be instruction available to new preceptors on how to work clinically with PA students. Since the clinical training for PA students is that
of medical students, the students are quite compatible with medical teams and do not cause further disruption of the clinical learning atmosphere.

Financials

The projected build-up and five-year budget is attached. This program will add 20 new graduate students in the first year, then to 24 students the second and a final number of 28 students thereafter. The budget is currently in a draft form and predicted to be completed by June 15, 2016.
# Draft Budget

## The Texas A&M University System Health Science Center

**Physicians Assistant Program - Masters**

<table>
<thead>
<tr>
<th>FY 2017</th>
<th>FY 2018</th>
<th>FY 2019</th>
<th>FY 2020</th>
<th>FY 2021</th>
<th>FY 2022</th>
<th>FY 2023</th>
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<td>Student Headcount ¹</td>
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### Beginning Balance

<p>| | | | | | | |</p>
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### Sources

<table>
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<th>TAMHSC (Future)</th>
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<tr>
<td>Special Item Funding ³</td>
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<tr>
<td>General Revenue Estimate (State’s Portion) ⁸</td>
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<tr>
<td>Statutory Tuition Estimate (Student’s Portion) ⁵</td>
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<tr>
<td>Graduate Differential Tuition ⁸</td>
</tr>
<tr>
<td>Designated Tuition ¹⁰</td>
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<tr>
<td>Program Fee ³</td>
</tr>
<tr>
<td>Student Fees (TEC, Chapters 51, 54, and 55) ⁵</td>
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| Startup ¹⁰ | 350,000 |
| Total Sources | 350,000 |

### Expenses

| Faculty Salaries ¹¹ | 269,167 |
| Staff ¹³ | 33,333 |
| Benefits ¹³ | 78,332 |
| Clinical Rotations ¹⁴ | 0 |
| Operations ¹⁵ | 31,000 |
| Equipment (Capitalized) ¹⁶ | 0 |
| Facilities ¹⁷ | 0 |
| Institutional Support ¹⁸ | 0 |
| Fee Expenses ³ | 0 |
| Startup Payback ¹⁰ | 0 |

| Total Expenses | 333,500 |

### Increase (Deficit)

| 16,500 |

### Ending Balance

| 16,500 |

### Notes:

1. Students begin in summer 2019 with 20 students with a growth of 5 matriculates per year until 30. Program is 2 years plus a 3rd summer and fall semester. Headcount only reflects students enrolled for the entire year (SCH and funding takes into account actual SCH production by semester).
2. HRI full time student equivalents is 34 for masters.
3. Calculated formula funding less state tuition paid by the student. Assumes 100% of formula funding generated will flow through to the program. FY24-25 biennium projected to be $1.956 million.
4. State mandated tuition of $50 per semester credit hour. Assumes 100% of State tuition will flow through to the program.
5. Differential tuition authorized by the TAMUS Board of Regents. A program fee will be charged in lieu of BAT.
6. Designated tuition set at current TAMU rate of $140.93 per SCH.
7. Assumes an annual program fee of $5,000 per student.
8. Mandatory student fees charged to all TAMU students for services (University Advancement Fee). Fees are passed through to university service provider.
9. $2 million startup requirement funded over four years. Payback will begin in year 5.
10. Faculty Salaries, Inflated by 3% per year.
11. Staff - 2 positions at $45,000 each, Inflated by 3% per year.
12. Benefits at 26% of salary expense. Assumes 50% of salaries are on state funds (no benefit cost).
13. Contract costs associated with clinical precepting. Clinical rotations are 48 weeks, 5 days per week, 2 half-day clinics per day.
14. All other expenses including travel, supplies, equipment less than $5,000, etc.
15. Equipment with a purchase price greater than $5,000.
16. Assumes no additional facility costs required for the program. Program will be housed in existing space.
17. TAMHSC institutional support expenses (50% of Designated Tuition, 20% of Graduate Differential Tuition).
Accreditation Standards for
Physician Assistant Education

Fourth Edition

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www.arc-pa.org

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Clarifying Changes

2010
With clarifying changes to footnote #2 in Eligibility section and to A2.06 (footnote #3), 7/2010;

2011
Annotation additions or edits to A2.16, A3.21, B1.04, B3.02, C3.01, C3.04, E1.09f, 10/5/2011
Clarification wording to A3.09, 10/5/2011
Definition edits or additions: Distant education; PACKRAT, 10/5/2011

2012
Annotation additions or edits to E1.08 and E1.09 d & e, 9/7/2012
Clarification wording to E1.08, 12/7/12
Clarifications and annotations to Provisional Accreditation Requirements 9/7/2012

2013
All conditional footnotes removed from Eligibility section 9/6/2013
Annotation additions or edits to A1.02, A2.02, A2.12, A3.14 a&c, E1.09 9/6/2013
Definition edits or additions: Distant campus, Interprofessional practice 9/6/2013

2014
All conditional footnotes removed from A2.06 (9.2014)
Annotation additions or edits to A3.19, 9/2014

2016
Clarification wording to A2.02, A2.02b, B3.02, B3.03, C2.01, C4.01, E1.09d, 3/9/16
Annotation deletion to A2.02, A2.02b, A3.14, 3/9/16
Annotation additions or edits to A2.08, A2.09g, A3.08, A3.14b, A3.10, A3.19, E1.09d, 3/9/16
Footnote removed from C2-Self –Study Report, 3/9/16
Definition edits or additions: Readily Available, Recognized Regional Accrediting Agencies, 3/9/16

Approved March 2010, updated March 2016
# ARCPA Standards

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These *Standards* were initially adopted in 1971 and were revised in 1978, 1985, 1990, 1997, 2000, 2005 and 2010. ARC-PA commissioners include individuals nominated from the collaborating organizations of the ARC-PA which include:

- American Academy of Family Physicians
- American Academy of Pediatrics
- American Academy of Physician Assistants
- American College of Physicians
- American College of Surgeons
- American Medical Association
- Physician Assistant Education Association

These *Standards* constitute the requirements to which an accredited program is held accountable and provide the basis on which the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) will confer or deny program accreditation.

**INTRODUCTION**

The collaborating organizations cooperate with the ARC-PA to establish, maintain and promote appropriate standards of quality for entry level education of PAs and to provide recognition for educational programs that meet the requirements outlined in these *Standards*. These *Standards* are used for the development, evaluation and self-analysis of PA programs.

Physician assistants are academically and clinically prepared to practice medicine with the direction and responsible supervision of a doctor of medicine or osteopathy. The physician-PA team relationship is fundamental to the PA profession and enhances the delivery of high quality health care. Within the physician-PA relationship, PAs make clinical decisions and provide a broad range of diagnostic, therapeutic, preventive and health maintenance services. The clinical role of PAs includes primary and specialty care in medical and surgical practice settings. PA practice is focused on patient care and may include educational, research and administrative activities.

The role of the PA demands intelligence, sound judgment, intellectual honesty, appropriate interpersonal skills and the capacity to respond to emergencies in a calm and reasoned manner. Essential attributes of the graduate PA include an attitude of respect for self and others, adherence to the concepts of privilege and confidentiality in communicating with patients and a commitment to the patient’s welfare.

The *Standards* recognize the continuing evolution of the PA profession and practice and endorse experiential competency-based education as a fundamental tenet of PA education. While acknowledging the interests of the sponsoring institution as it works with the program to meet the *Standards*, the *Standards* reflect a determination that a commonality in the core professional curriculum of programs remains desirable and necessary to offer curricula of sufficient depth and breadth to prepare all PA graduates for practice. The *Standards* allow programs to remain creative and innovative in program design and the methods of curriculum delivery and evaluation used to enable students to achieve program goals and student learning outcomes. Mastery of learning outcomes is key to preparing students for entry into clinical practice.
The PA profession has evolved over time to one requiring a high level of academic rigor. Institutions that sponsor PA programs are expected to incorporate this higher level of academic rigor into their programs and award an appropriate masters degree.

The ARC-PA acknowledges ongoing changes in the delivery of health care and in the education of health professionals. The needs of patients and society must be considered by the ARC-PA, the sponsoring institutions and the programs. Education should be provided in a manner that promotes interprofessional education and practice.

An environment that fosters and promotes diversity is considered essential to preparing PAs to provide service to others that is not exclusionary of any group, race, or culture. The various insights and resources offered by a diverse faculty, staff and student body increase the overall impact the PA profession can have on the future of the global community.

**ELIGIBILITY**

The ARC-PA accredits only qualified PA programs offered by, or located within institutions chartered by and physically located within, the United States and where students are geographically located within the United States for their education.

A single institution must be clearly identified as the sponsor of the program and must be authorized under applicable law to provide a program of post-secondary education. It must be accredited by a recognized regional accrediting agency and must be authorized by this agency to confer upon graduates of the PA program a graduate degree.

Sponsoring institutions applying for provisional accreditation of a new PA program must be accredited by, and in good standing with, a recognized regional accrediting agency and must be authorized by that agency to confer upon graduates of the PA program a graduate degree.

Programs accredited prior to 2013 that do not currently offer a graduate degree must transition to conferring a graduate degree, which should be awarded by the sponsoring institution, upon all PA students who matriculate into the program after 2020.

Institutions planning to develop a program and apply for provisional accreditation which do not meet these eligibility requirements will not be considered by the ARC-PA.

**PROGRAM REVIEW**

Accreditation of PA programs is a process initiated by the sponsoring institution. It includes a comprehensive review of the program relative to the Standards and it is the responsibility of the PA program to demonstrate its compliance with the Standards. Accreditation decisions are based on the ARC-PA’s evaluation of information contained in the accreditation application, the report of site visit evaluation teams, any additional requested reports or documents submitted to the ARC-PA by the program and the program accreditation history.
STANDARDS FORMAT

This version of the Standards includes annotations for some individual standards. Annotations are considered an integral component of the standards to which they refer. They clarify the operational meaning of the standards to which they refer and may be changed over time to reflect current educational or clinical practices. Annotations are not suggestions for methods of compliance. Such suggestions may be found in the Accreditation Manual.

NOTES: The term “student(s)” as used in this document refers to those individuals enrolled in the PA program. Italic is used to reflect words and terms defined in the glossary of this document.
SECTION A: ADMINISTRATION

INTRODUCTION

The administrative operation of a PA program involves collaboration between the faculty and administrative staff of the program and the sponsoring institution. As such, the sponsoring institution is explicitly committed to the success of the program. The program provides an environment that fosters intellectual challenge and a spirit of inquiry. Well-defined policies reflect the missions and goals of the program and sponsoring institution. Program documents accurately reflect lines of institutional and programmatic responsibility as well as individual responsibilities. Resources support the program in accomplishing its mission.

A1 SPONSORSHIP

A1.01 When more than one institution is involved in the provision of academic and/or clinical education, responsibilities of the respective institutions for instruction and supervision of students must be clearly described and documented in a manner signifying agreement by the involved institutions.

A1.02 There must be written and signed agreements between the PA program and/or sponsoring institution and the clinical affiliates used for supervised clinical practice experiences that define the responsibilities of each party related to the educational program for students.

ANNOTATION: Agreements typically specify whose policies govern and document student access to educational resources and clinical experiences. While one agreement between the sponsoring institution and clinical entity to cover multiple professional disciplines is acceptable, these agreements are expected to include specific notations acknowledging the terms of participation between the PA program and clinical entity. Agreements are expected to be signed by an authorized individual(s) of each participating entity.

Institution Responsibilities

A1.03 The sponsoring institution is responsible for:

a) supporting the planning by program faculty of curriculum design, course selection and program assessment,

b) hiring faculty and staff,

c) complying with ARC-PA accreditation Standards and policies,

d) permanently maintaining student transcripts,

e) conferring the credential and/or academic degree which documents satisfactory completion of the educational program,

f) ensuring that all PA personnel and student policies are consistent with federal and state statutes, rules and regulations,

g) addressing appropriate security and personal safety measures for PA students and faculty in all locations where instruction occurs and

h) teaching out currently matriculated students in accordance with the institution’s regional accréditor or federal law in the event of program closure and/or loss of accreditation.
A1.04 The sponsoring institution must provide the opportunity for continuing professional development of the program director and principal faculty by supporting the development of their clinical, teaching, scholarly and administrative skills.

ANNOTATION: Professional development involves remaining current with clinical and academic skills and developing new skills needed for position responsibilities. The types of opportunities supported by institutions vary and may include supporting the PA principal faculty members in maintaining their NCCPA certification status, funding to attend continuing education conferences, non-vacation time to attend professional organizational meetings, funding to attend professional organizational meetings, time for clinical practice, time for research/scholarly activities, time to pursue advanced degree and/or tuition remission for an advanced degree, payment of dues and fees related to certification maintenance and/or time needed for review and study.

A1.05 The sponsoring institution must provide academic and student health services to PA students that are equivalent to those services provided other comparable students of the institution.

ANNOTATION: Academic student services typically include academic advising, tutoring, career services, financial aid, computing and library

A1.06 The sponsoring institution should provide PA students and faculty at geographically distant campus locations comparable access to services and resources that help students reach their academic and career goals similar to those available to students and faculty on the main campus.

ANNOTATION: The types of services and resources that help students reach their academic and career goals typically include academic advising, tutoring, career services, financial aid, computing and library resources and access. Faculty services and resources include those that are available to instructional faculty at the main campus, such as computing and technology resources, library resources and access and employee assistance. The program is expected to inform students and faculty if certain services are only available to them on the main campus.

Institution Resources

A1.07 The sponsoring institution must provide the program with sufficient financial resources to operate the educational program and fulfill obligations to matriculating and enrolled students.

A1.08 The sponsoring institution must provide the program with the human resources necessary to operate the educational program and to fulfill obligations to matriculating and enrolled students.

ANNOTATION: Human resources include the faculty and staff needed on a daily and ongoing basis, as well as those needed for specific program related activities such as maintaining records and processing admission applications. They include sufficient administrative and technical support staff to support faculty in accomplishing their assigned tasks. Student-workers may be used, but do not substitute for administrative and technical support staff.
A1.09 The sponsoring institution must provide the program with the physical facilities to operate the educational program to fulfill obligations to matriculating and enrolled students.

ANNOTATION: Physical facilities relate to office, classroom and other educational space. This includes space to provide confidential academic counseling of students by the program director and principal faculty, space for program conferences and meetings, space for secure storage of student files and records, appropriate didactic and clinical facilities sufficient in number and size and appropriate in design to meet their intended use and appropriate classroom and laboratory space conducive to student learning.

A1.10 The sponsoring institution must provide the program with the academic resources needed by the program, staff and students to operate the educational program and to fulfill obligations to matriculating and enrolled students.

ANNOTATION: Academic resources include computer and audio/visual equipment; instructional materials; technological resources that provide access to the Internet, medical information and current literature; the full text of current books, journals, periodicals and other reference materials related to the curriculum.

A1.11 The sponsoring institution must support the program in securing clinical sites and preceptors in sufficient numbers for program-required clinical practice experiences.

A2 PROGRAM PERSONNEL

A2.01 All faculty must possess the educational and experiential qualifications to perform their assigned duties.

Program Faculty

A2.02 The program must have program faculty that include the program director, principal faculty, medical director, and instructional faculty.

a) The program director must be assigned to the program on a 12 month full time basis. At least 80% of that time should be devoted to academic and administrative responsibilities in support of the program.

ANNOTATION: Program directors often hold other leadership roles within the institution or spend non program time in clinical practice or research.

b) The program must have at least three FTE principal faculty positions. Two FTE principal faculty positions must be filled by PA faculty who currently are NCCPA-certified.

A2.03 Principal faculty must be sufficient in number to meet the academic needs of enrolled students.

ANNOTATION: The number of principal faculty may need to exceed the 3.0 FTE minimum in order to accommodate student needs in larger programs and, depending upon the academic
and administrative complexity of the program and responsibilities assigned to faculty within the program.

A2.04 Principal faculty and the program director should have academic appointments and privileges comparable to other faculty with similar academic responsibilities in the institution.

A2.05 Principal faculty and the program director must actively participate in the processes of:

ANNOTATION: Not every principal faculty member is expected to participate in each of the program related activities. Other individuals involved in the program may also participate in these activities.

a) developing, reviewing and revising as necessary the mission statement for the program,
b) selecting applicants for admission to the PA program,
c) providing student instruction,
d) evaluating student performance,
e) academic counseling of students,
f) assuring the availability of remedial instruction,
g) designing, implementing, coordinating, evaluating curriculum and
h) evaluating the program.

Program Director

A2.06 The program director must be a PA or a physician.
   a) If the program director is a PA, s/he must hold current NCCPA certification.
   b) If the program director is a physician, s/he must hold current licensure as an allopathic or osteopathic physician in the state in which the program exists and must be certified by an ABMS- or AOA-approved specialty board.

A2.07 The program director must not be the medical director.

A2.08 The program director must provide effective leadership and management.

ANNOTATION: Effective leadership and management involve careful attention to all aspects of the program to assure a solid operational foundation. Effective leaders and managers give careful attention to issues related to personnel, program and institutional processes, and application of resources. They employ strong communication skills in all situations. They analyze and proactively problem solve. They monitor, oversee, mentor, supervise and delegate as appropriate to the individuals, setting, or issue.

A2.09 The program director must be knowledgeable about and responsible for program:
   a) organization,
   b) administration,
   c) fiscal management,
   d) continuous review and analysis,
   e) planning,
   f) development and

Approved March 2010, updated March 2016
g) participation in the accreditation process.

ANNOTATION: Knowledge and responsibility related to participation in the accreditation process involve more than simply completing applications and reports required by the ARC-PA. They are demonstrated by adhering to the Standards and ARC-PA policies, and following directions and guidelines provided by the ARC-PA.

A2.10 The program director must supervise the medical director, principal and instructional faculty and staff in all activities that directly relate to the PA program.

Medical Director

A2.11 The medical director must be:
   a) a currently licensed allopathic or osteopathic physician\(^1\) and
   b) certified by an ABMS- or AOA-approved specialty board.\(^2\)

A2.12 The medical director must be an active participant in the program.

ANNOTATION: The medical director supports the program director in insuring that both didactic instruction and supervised clinical practice experiences meet current practice standards as they relate to the PA role in providing patient care. The medical director may be actively involved in developing the mission statement for the program; providing instruction; evaluating student performance; designing, implementing, coordinating and evaluating curriculum and evaluating the program.

Instructional Faculty

A2.13 Instructional faculty must be:
   a) qualified through academic preparation and/or experience to teach assigned subjects and
   b) knowledgeable in course content and effective in teaching assigned subjects.

ANNOTATION: Instructional faculty include more than physician assistants. They include individuals with advanced degrees, experience or previous academic background in a field or discipline.

A2.14 In addition to the principal faculty, there must be sufficient instructional faculty to provide students with the necessary attention, instruction and supervised clinical practice experiences to acquire the knowledge and competence required for entry into the profession.

ANNOTATION: Instructional faculty participate in the evaluation of student performance and in the identification of students who are not achieving course and program learning outcomes.

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\(^1\) Medical directors appointed on or after 3/1/06 should have their current licensure in the state in which the program exists.

\(^2\) Medical directors appointed before 3/1/06 should be board certified, those appointed on or after 3/1/06 must be board certified.

Approved March 2010, updated March 2016
A2.15 The program should not rely primarily on resident physicians for didactic or clinical instruction.

A2.16 All instructional faculty serving as supervised clinical practice experience preceptors must hold a valid license that allows them to practice at the clinical site.

ANNOTATION: It is the program’s responsibility to verify that the instructional faculty hold valid licenses. Simply indicating there is an affiliation agreement or memorandum with the sites used for supervised clinical practice experiences is not verification that individuals hold valid licenses to practice. The program need not investigate the licensure if it can produce a current document, other than an affiliation agreement/memorandum, completed by others in the sponsoring institution or supervised clinical site attesting to current licensure.

A2.17 In each location to which a student is assigned for didactic instruction or supervised clinical practice experiences, there must be an instructional faculty member designated by the program to assess and supervise the student's progress in achieving learning outcomes.

ANNOTATION: The program is expected to inform students at each location which instructional faculty member is serving in this role for the location and how to contact this faculty member.

Administrative Support Staff

A2.18 There must be at least a 1.0 FTE position, which should be dedicated exclusively to the program, to provide administrative support for the program.

ANNOTATION: This position may be occupied by more than one person. The person(s) assigned to this position report to the program director during the time assigned to the program. The number of individuals providing administrative support to the program may need to be more than the 1.0 FTE minimum due to the number of students, academic and administrative complexity of the program and responsibilities assigned to faculty and staff within the program. Students who may be assigned to the program as student-workers are not counted in the minimum 1.0 FTE.

A3 OPERATIONS

Policies

A3.01 Program policies must apply to all students, principal faculty and the program director regardless of location.

ANNOTATION: A signed clinical affiliation agreement or memorandum of understanding may specify that certain program policies will be superseded by those at the clinical site.

A3.02 The program must inform students of program policies and practices.

A3.03 Students must not be required to provide or solicit clinical sites or preceptors. The program must coordinate clinical sites and preceptors for program required rotations.
ANNOTATION: Coordinating clinical practice experiences involves identifying, contacting and evaluating sites and preceptors for suitability as a required or elective rotation experience. Students may make suggestions to principal faculty for sites and preceptors but are not required to do so. Student suggested sites and preceptors are to be reviewed, evaluated and approved for educational suitability by the program.

A3.04 PA students must not be required to work for the program.

A3.05 Students must not substitute for or function as instructional faculty.

ANNOTATION: Students with specific prior knowledge, experiences and skills may assist faculty in didactic and laboratory sessions to share their knowledge and skills. Students are not to be the primary instructor or instructor of record for any component of the curriculum.

A3.06 Students must not substitute for clinical or administrative staff during supervised clinical practical experiences.

A3.07 The program must have and implement a policy on immunization of students and such policy must be based on current Centers for Disease Control recommendations for health professionals.

ANNOTATION: Programs offering rotations at international sites are expected to have policies that include information on CDC recommendations for international travel.

A3.08 The program must inform students of written policies addressing student exposure to infectious and environmental hazards before students undertake any educational activities that would place them at risk.

ANNOTATION: Policies related to infectious and environmental hazards are expected to address methods of prevention; procedures for care and treatment after exposure, including definition of financial responsibility.

A3.09 Principal faculty, the program director and the medical director must not participate as health care providers for students in the program, except in an emergency situation.

A3.10 The program must have written policies that provide for timely access and/or referral of students to services addressing personal issues which may impact their progress in the PA program.

A3.11 The program must define, publish and make readily available to faculty and students policies and procedures for processing student grievances and allegations of harassment.

A3.12 The program must define, publish and make readily available to faculty institutional policies and procedures for processing faculty grievances and allegations of harassment.

ANNOTATION: If the program has policies related to grievances and harassment in addition to those of the institution, the program is expected to document these and make them readily available to faculty.
Fair Practices and Admissions

A3.13 The program announcements and advertising must accurately reflect the program offered.

ANNOTATION: Institutions and programs are responsible for providing clear and credible information to stakeholders about all dimensions of the program.

A3.14 The program must define, publish and make readily available to enrolled and prospective students general program information to include:

a) the program’s ARC-PA accreditation status,

ANNOTATION: The program is expected to post on its web site the accreditation status statement provided to the program by the ARC-PA.

b) the success of the program in achieving its goals,

ANNOTATION: The program is expected to provide factually accurate evidence of its effectiveness in meeting its goals.

c) first time PANCE rates for the five most recent graduating classes,

ANNOTATION: The program is expected to publish on its web site the PANCE performance data of its graduates by publishing the NCCPA PANCE Pass Rate Summary Report, as provided by the NCCPA through its program portal, of the most recent five-year first time graduate performance. The program is expected to update this performance data in a timely manner.

d) all required curricular components,

e) academic credit offered by the program,

f) estimates of all costs (tuition, fees, etc.) related to the program,

g) policies and procedures for refunds of tuition and fees and

h) policies about student employment while enrolled in the program.

A3.15 The program must define, publish and make readily available to prospective students admission related information to include:

a) admission and enrollment practices that favor specified individuals or groups (if applicable),

b) admission requirements regarding prior education or work experience,

c) policies and procedures concerning awarding or granting advanced placement,

d) any required academic standards for enrollment and

e) any required technical standards for enrollment.

A3.16 The program must make student admission decisions in accordance with clearly defined and published practices of the institution and program.

A3.17 The program must define, publish and make readily available to students upon admission academic performance and progression information to include:
a) any required academic standards,
b) completion deadlines/requirements related to curricular components,
c) requirements for progression in and completion of the program,
d) policies and procedures for processing student grievances,
e) policies and procedures for withdrawal and dismissal,
f) policies and procedures for remediation and deceleration and
g) policies and procedures for processing allegations of harassment.

A3.18 Programs granting advanced placement must document within each student’s file that those students receiving advanced placement have:
a) met program defined criteria for such placement,
b) met institution defined criteria for such placement and
c) demonstrated appropriate competencies for the curricular components in which advanced placement is given.

Student Records

A3.19 Student files kept by the program must include documentation:

ANNOTATION: Files kept by the program may be kept in paper or electronic format and need not be physically located in the program offices. If not located in the program offices, they are to be accessible by appropriate program personnel. File documents must be able to be distributed to others with need and authority to access the files.

a) that the student has met published admission criteria including advanced placement if awarded,
b) that the student has met institution and program health screening and immunization requirements,
c) of student performance while enrolled,
d) of remediation efforts and outcomes,
e) of summaries of any formal academic/behavioral disciplinary action taken against a student and
f) that the student has met requirements for program completion.

A3.20 PA students must not have access to the academic records or other confidential information of other students or faculty.

A3.21 Student health records are confidential and must not be accessible to or reviewed by program, principal or instructional faculty or staff except for immunization and tuberculosis screening results which may be maintained and released with written permission from the student.

ANNOTATION: The ARC-PA does not consider needle stick/sharp reports, results of drug screening, or criminal background checks, a part of the health record.

Faculty Records

A3.22 Principal faculty records must include:
a) current job descriptions that include duties and responsibilities specific to each principal faculty member and
b) current curriculum vitae.

A3.23 The program must have current curriculum vitae for each course director.

SECTION B: CURRICULUM AND INSTRUCTION

INTRODUCTION

The program curriculum prepares students to provide patient centered care and collegially work in physician-PA teams in an interprofessional team environment. The curriculum establishes a strong foundation in health information technology and evidence-based medicine and emphasizes the importance of remaining current with the changing nature of clinical practice.

Section B addresses all aspects of the curriculum. The professional curriculum for PA education includes applied medical, behavioral and social sciences; patient assessment and clinical medicine; supervised clinical practice; and health policy and professional practice issues. Issues relating to individual professional responsibility and working in the health care delivery system are included in the clinical preparatory section of this Standards section and apply to supervised clinical practice settings in the clinical curriculum.

Programs need not have discrete courses for each of the instructional areas discussed within this section. However, learning outcomes related to all instructional areas are important elements of the curriculum and course syllabi.

The standards in section B1 apply to the entire curriculum of the program and have application to all curricular components.

B1 CURRICULUM

B1.01 The curriculum must be consistent with the mission and goals of the program.

B1.02 The curriculum must include core knowledge about established and evolving biomedical and clinical sciences and the application of this knowledge to patient care.

B1.03 The curriculum must be of sufficient breadth and depth to prepare the student for the clinical practice of medicine.

B1.04 The curriculum design must reflect sequencing that enables students to develop the competencies necessary for current and evolving clinical practice.

ANNOTATION: The concept of sequencing refers to the coordination and integration of content both horizontally and vertically across the curriculum. It does not mandate that content be delivered in separate courses with traditional discipline names. Appropriate sequencing
involves considering overall program design and integration of content. Content and course sequencing are expected to build upon previously achieved student learning.

B1.05 The curriculum must include instruction about intellectual honesty and appropriate academic and professional conduct.

B1.06 The curriculum must include instruction to prepare students to provide medical care to patients from diverse populations.

ANNOTATION: Quality health care education involves an ongoing consideration of the constantly changing health care system and the impact of racial, ethnic and socioeconomic health disparities on health care delivery. Instruction related to medical care and diversity prepares students to evaluate their own values and avoid stereotyping. It assists them in becoming aware of differing health beliefs, values and expectations of patients and other health care professionals that can affect communication, decision-making, compliance and health outcomes.

B1.07 The curriculum must include instruction related to the development of problem solving and medical decision-making skills.

B1.08 The curriculum must include instruction to prepare students to work collaboratively in interprofessional patient centered teams.

ANNOTATION: Such instruction includes content on the roles and responsibilities of various health care professionals, emphasizing the team approach to patient centered care beyond the traditional physician-PA team approach. It assists students in learning the principles of interprofessional practice and includes opportunities for students to apply these principles in interprofessional teams within the curriculum.

B1.09 For each didactic and clinical course, the program must define and publish instructional objectives that guide student acquisition of required competencies.

ANNOTATION: Instructional objectives stated in measurable terms allow assessment of student progress in developing the competencies required for entry into practice. They address learning expectations of students and the level of student performance required for success.

B1.10 The program should orient instructional faculty to the specific learning outcomes it requires of students.

ANNOTATION: Program and principal faculty need to work collaboratively with instructional faculty in designing courses with appropriate learning outcomes and student assessment tools that reflect the learning outcomes expected of students.

B1.11 The program must ensure educational equivalency of course content, student experience and access to didactic and laboratory materials when instruction is:
   a) conducted at geographically separate locations and/or
   b) provided by different pedagogical and instructional methods or techniques for some students.
B2  CLINICAL PREPARATORY INSTRUCTION

B2.01 While programs may require specific course(s) as prerequisites to enrollment, those prerequisites must not substitute for more advanced applied content within the professional component of the program.

B2.02 The program curriculum must include instruction in the following areas of applied medical sciences and their application in clinical practice:
   a) anatomy,
   b) physiology,
   c) pathophysiology,
   d) pharmacology and pharmacotherapeutics,
   e) the genetic and molecular mechanisms of health and disease.

B2.03 The program curriculum must include instruction in clinical medicine covering all organ systems.

B2.04 The program curriculum must include instruction in interpersonal and communication skills that result in the effective exchange of information and collaboration with patients, their families and other health professionals.

B2.05 The program curriculum must include instruction in patient evaluation, diagnosis and management.

   ANNOTATION: Instruction in patient assessment and management includes caring for patients of all ages from initial presentation through ongoing follow-up. It includes instruction in interviewing and eliciting a medical history; performing complete and focused physical examinations; generating differential diagnoses; and ordering and interpreting diagnostic studies. Patient management instruction addresses acute and longitudinal management. Instruction related to treatment plans is patient centered and inclusive, addressing medical issues, patient education and referral.

B2.06 The program curriculum must include instruction in the provision of clinical medical care across the life span.

   ANNOTATION: Preclinical instruction prepares PAs to provide preventive, emergent, acute, chronic, rehabilitative, palliative and end-of-life care. It includes content relevant to prenatal, infant, children, adolescent, adult and elderly populations.

B2.07 The program curriculum must include instruction in technical skills and procedures based on current professional practice.

B2.08 The program curriculum must include instruction in the social and behavioral sciences as well as normal and abnormal development across the life span.

   ANNOTATION: Social and behavioral sciences prepare students for primary care practice. Instruction includes detection and treatment of substance abuse; human sexuality; issues of death, dying and loss; response to illness, injury and stress; principles of violence identification and prevention; and psychiatric/behavioral conditions.
B2.09  The program curriculum must include instruction in basic counseling and patient education skills.

ANNOTATION: Instruction in counseling and patient education skills is patient centered, culturally sensitive and focused on helping patients cope with illness, injury and stress, adhere to prescribed treatment plans and modify their behaviors to more healthful patterns.

B2.10  The program curriculum must include instruction to prepare students to search, interpret and evaluate the medical literature, including its application to individualized patient care.

ANNOTATION: This instruction assists students in maintaining a critical, current and operational knowledge of new medical findings required for the prevention and treatment of disease. Instruction often includes topics such as framing of research questions, sampling methods, interpretation of basic biostatistical methods, and the limits of medical research. The use of common medical databases to access medical literature is also included.

B2.11  The program curriculum must include instruction in health care delivery systems and health policy.

B2.12  The program curriculum must include instruction in concepts of public health as they relate to the role of the practicing PA.

ANNOTATION: Instruction in concepts of public health includes an appreciation of the public health system and the role of health care providers in the prevention of disease and maintenance of population health. It includes participating in disease surveillance, reporting and intervention.

B2.13  The program curriculum must include instruction in patient safety, quality improvement, prevention of medical errors and risk management.

B2.14  The program curriculum must include instruction about PA licensure, credentialing and laws and regulations regarding professional practice.

B2.15  The program curriculum must include instruction regarding reimbursement, documentation of care, coding and billing.

B2.16  The program curriculum must include instruction in the principles and practice of medical ethics.

B2.17  The program curriculum must include instruction in the PA profession, its historical development and current trends.

ANNOTATION: Instruction related to PA professional issues addresses the physician-PA team relationship, political issues that affect PA practice, and the PA professional organizations.

B3  SUPERVISED CLINICAL PRACTICE
B3.01 PA students must be clearly identified in the clinical setting to distinguish them from physicians, medical students and other health profession students and graduates.

B3.02 Supervised clinical practice experiences must enable students to meet program expectations and acquire the competencies needed for entry into clinical PA practice.

ANNOTATION: It is anticipated that the program expectations of students will address the types of patient encounters essential to preparing them for entry into practice. It is required that at a minimum these will include preventive, emergent, acute, and chronic patient encounters.

B3.03 Supervised clinical practice experiences must provide sufficient patient exposure to allow each student to meet program expectations and acquire the competencies needed for entry into clinical PA practice with patients seeking:

a) medical care across the life span to include, infants, children, adolescents, adults, and the elderly,
b) women’s health (to include prenatal and gynecologic care),
c) care for conditions requiring surgical management, including pre-operative, intra-operative, post-operative care and
d) care for behavioral and mental health conditions.

B3.04 Supervised clinical practice experiences must occur in the following settings:

ANNOTATION: While patients often use emergency departments for primary care complaints, students are expected to interact with patients needing emergent care in this setting. Urgent care centers may be used for supervised clinical practice experiences, but do not replace the requirement to have students in emergency departments.

a) outpatient,
b) emergency department,
c) inpatient and
d) operating room.

B3.05 Instructional faculty for the supervised clinical practice portion of the educational program must consist primarily of practicing physicians and PAs.

B3.06 Supervised clinical practice experiences should occur with:

ANNOTATION: It is expected that the program will provide supervised clinical practice experiences with preceptors who are prepared by advanced medical education or by experience. The ARC-PA will only consider supervised clinical practice experiences occurring with physician preceptors who are not board certified or with other licensed health care providers serving as preceptors when they are evaluated and determined by the program faculty to be appropriate for the specified area of instruction, under circumstances unique to the program.

a) physicians who are specialty board certified in their area of instruction,
b) PAs teamed with physicians who are specialty board certified in their area of instruction or
c) other licensed health care providers experienced in their area of instruction.
B3.07 Supervised clinical practice experiences should occur with preceptors practicing in the following disciplines:

ANNOTATION: PA education requires a breadth of supervised clinical practice experiences to help students appreciate the differences in approach to patients taken by those with varying specialty education and experience. Supervised clinical practice experiences used for required rotations are expected to address the fundamental principles of the disciplines below as they relate to the clinical care of patients. Subspecialists serving as preceptors might, by advanced training or current practice, be too specialty focused to provide the fundamental principles for required rotations in the disciplines below. Reliance on subspecialists as preceptors in the disciplines below is contrary to the intent of this standard.

a) family medicine,
b) internal medicine,
c) general surgery,
d) pediatrics,
e) ob/gyn and
f) behavioral and mental health care.

SECTION C: EVALUATION

INTRODUCTION

It is important for programs to have a robust and systematic process of ongoing self-assessment to review the quality and effectiveness of their educational practices, policies and outcomes. This process should be conducted within the context of the mission and goals of both the sponsoring institution and the program, using the Accreditation Standards for Physician Assistant Education (Standards) as the point of reference. A well-developed process occurs throughout the academic year and across all phases of the program. It critically assesses all aspects of the program relating to sponsorship, resources, students, operational policies, curriculum and clinical sites. The process is used to identify strengths and weaknesses and should lead to the development of plans for corrective intervention with subsequent evaluation of the effects of the interventions.

C1 ONGOING PROGRAM SELF-ASSESSMENT

C1.01 The program must implement an ongoing program self-assessment process that is designed to document program effectiveness and foster program improvement.

ANNOTATION: A well designed self-assessment process reflects the ability of the program in collecting and interpreting evidence of student learning, as well as program administrative functions and outcomes. The process incorporates the study of both quantitative and qualitative performance data collected and critically analyzed by the program. The process provides evidence that the program gives careful thought to data collection, management and interpretation. It shows that outcome measures are used in concert with thoughtful evaluation about the results, the relevance of the data and the potential for improvement or change.
C1.02 The program must apply the results of ongoing program self-assessment to the curriculum and other dimensions of the program.

C2  SELF-STUDY REPORT

C2.01 The program must prepare a self-study report as part of the application for continuing accreditation that accurately and succinctly documents the process, application and results of ongoing program self-assessment. The report must follow the guidelines provided by the ARC-PA and, at a minimum, must document:

ANNOTATION: The ARC-PA expects results of ongoing self-assessment to include critical analysis of student evaluations for each course and rotation, student evaluations of faculty, failure rates for each course and rotation, student remediation, student attrition, preceptor evaluations of students’ preparedness for rotations, student exit and/or graduate evaluations of the program, the most recent five-year first time and aggregate graduate performance on the PANCE, sufficiency and effectiveness of faculty and staff, and faculty and staff attrition.

a) the program process of ongoing self-assessment,
b) results of critical analysis from the ongoing self-assessment,
c) faculty evaluation of the curricular and administrative aspects of the program,
d) modifications that occurred as a result of self-assessment,
e) self-identified program strengths and areas in need of improvement and
f) plans for addressing areas needing improvement.

C3  STUDENT EVALUATION

C3.01 The program must conduct frequent, objective and documented evaluations of students related to learning outcomes for both didactic and supervised clinical education components.

ANNOTATION: Student assessment is both described and applied based on clear parallels between what is expected, taught and assessed. Thorough assessment includes both formative and summative evaluations and involves multiple assessment approaches with multiple observations by multiple individuals. Performance is assessed according to the program’s pre-specified criteria. Evaluation products designed primarily for individual student self-assessment, such as PACKRAT, are not to be used as an instrument that results in a passing or failing grade for students in any course(s) in the program.

C3.02 The program must document student demonstration of defined professional behaviors.

C3.03 The program must monitor and document the progress of each student in a manner that promptly identifies deficiencies in knowledge or skills and establishes means for remediation.

C3.04 The program must conduct and document a summative evaluation of each student within the final four months of the program to verify that each student is prepared to enter clinical practice.

ANNOTATION: Evaluation products designed primarily for individual student self-assessment, such as PACKRAT are not to be used by programs to fulfill the summative evaluation of students within the final four months of the program. The ARC-PA expects that a program demonstrating
compliance with the *Standards* will incorporate evaluation instrument/s that correlates with the didactic and clinical components of the program’s curriculum and that measures if the learner has the knowledge, interpersonal skills, patient care skills and professionalism required to enter clinical practice.

C3.05 The program *must* document equivalency of student evaluation methods and outcomes when instruction is:

a) conducted at geographically separate locations and/or

b) provided by different pedagogical and instructional methods or techniques for some students.

**C4 CLINICAL SITE EVALUATION**

C4.01 The program *must* define, maintain and document effective processes for the initial and ongoing evaluation of all sites and *preceptors* used for *supervised clinical practice experiences* to ensure that sites and *preceptors* meet program expectations for *learning outcomes* and performance evaluation measures.

ANNOTATION: An effective process or processes involves the program establishing criteria by which to initially evaluate new sites and *preceptors* as well as those that have an ongoing relationship with the program. The process(es) will focus on the established criteria and fit the individual program.

C4.02 The program *must* document that each clinical site provides the student access to physical facilities, patient populations and supervision necessary to fulfill program expectations of the clinical experience.

ANNOTATION: Site evaluation involves *program faculty* monitoring the sites used for *supervised clinical practice experiences* and modifying them as necessary to ensure the expected *learning outcomes* will be met by each student by program completion. It is expected that faculty document that differences in clinical settings do not impede the overall accomplishment of expected *learning outcomes*. Documentation shows that *preceptors* are providing observation and supervision of student performance while on *supervised clinical practice experiences* and that they are providing feedback and mentoring to students.

**SECTION D: PROVISIONAL ACCREDITATION**

**INTRODUCTION**

Accreditation - Provisional is an accreditation status first awarded when the plans and resource allocation, if fully implemented as planned, of a proposed program that has not yet enrolled students appear to demonstrate the program’s ability to meet the ARC-PA *Standards*.

Only those institutions that meet the eligibility criteria and are actively engaged in establishing a program for the education of physician assistants are eligible for provisional accreditation. The ARC-PA will not consider institutions that are not in good standing with their regional accrediting bodies.
The provisional accreditation process begins with a determination of institutional eligibility to sponsor a program. The process involves a thorough review of the planning, organization, evaluation and proposed/actual content of a program that is in the advanced planning stages. The program is eligible to continue its accreditation status of accreditation-provisional with subsequent evaluations and commission reviews as defined in ARC-PA polices and processes. After successfully completing the multi-year provisional accreditation process, the program is eligible for the status of accreditation-continued.

The program will be subject to denial of accreditation and to denial of future eligibility for accreditation in the event that any of the statements or answers made in documents or the application are false or in the event that the program violates any of the rules or regulations governing applicant programs.

This section of the Standards applies only to programs applying for entry into the ARC-PA accreditation process as a new provisional applicant program.

**D1 PROVISIONAL ACCREDITATION REQUIREMENTS**

Programs applying for provisional accreditation are to demonstrate compliance or the ability to comply when operational with all accreditation Standards, including the specific provisional accreditation standards below. Programs planning to apply for provisional accreditation must contact the ARC-PA early in their planning phase, and before beginning to complete accreditation application materials, to discuss the process and timelines.

D1.01 There must be a qualified program director hired by the institution on a permanent basis, a qualified medical director and a more senior institutional official assigned to be responsible for the development of the program.

ANNOTATION: Typically the institution official is a Dean, Department Chairperson or individual designated by the institution president or provost. The ARC-PA does not consider a consultant as the individual responsible for the development of the program. A permanent program director must be in place 12 months prior to the date of the ARC-PA meeting at which the program application will be reviewed. If the person holding the position of program director changes in the twelve months prior to the date of the ARC-PA meeting at which the program application is to be reviewed, the program may be removed from the commission agenda.

D1.02 If provisional accreditation status is granted, the program must not admit more students than the number requested by the program and approved by the ARC-PA.

D1.03 The developing program must inform, in writing, everyone who requests information, applies, or plans to enroll that the program is not yet accredited and must convey the implications of non-accreditation to applicants.

D1.04 The program must have a complete curriculum design, course sequence and established evaluation methods for all didactic and clinical components of the program prior to the ARC-PA comprehensive evaluation site visit.

ANNOTATION: The program is expected to submit its curriculum and course design even if the teaching faculty has not yet been identified or signed a contract. Evaluation methods are to be tied to specific didactic courses and supervised clinical practice experiences.
D 1.05  The program must provide detailed information for each course offered in the program.

ANNOTATION: The program is expected to review carefully the requirements detailing the types and scope of information needed about each course in the program. These requirements are available in the application materials. The program is expected to provide the required course materials even if the teaching faculty has not yet been identified or signed a contract.

D1.06  While the program is not operational at the time of the initial site visit for provisional accreditation, the program must have clearly articulated plans and mechanisms for bringing the program into compliance with the Standards.

ANNOTATION: The program is expected to consider issues of compliance for standards related to resources, including physical space and personnel. The plans and mechanisms are expected to address budgetary issues and be appropriate to accommodate the numbers of proposed students. If program plans and timeline do not clearly articulate the mechanisms by which the program will be in compliance before student matriculation, the program will be considered not in compliance with this standard.

D1.07  The program must have identified prospective clinical sites sufficient in number to meet the needs of the number of anticipated students.

ANNOTATION: The program is expected to have signed agreements from those facilities and individuals participating in the supervised clinical practice experiences.

SECTION E: ACCREDITATION MAINTENANCE

E1  PROGRAM AND SPONSORING INSTITUTION RESPONSIBILITIES

E1.01  The program must inform the ARC-PA within 30 days of the date of notification of any adverse accreditation action (probation, withdrawal of accreditation) received from the sponsoring institution’s regional accrediting agency.

E1.02  The program must agree to and cooperate with periodic comprehensive and/or focused reviews of the program by the ARC-PA. Such reviews may include a site visit and may be scheduled or unscheduled as determined by the ARC-PA.

E1.03  The program must submit reports or documents as required by the ARC-PA.

ANNOTATION: Based on the data contained in reports and documents, the program may be required to submit additional information, may be scheduled for an onsite evaluation, may have the length of time between comprehensive evaluation visits changed, or may have its accreditation status altered.

E1.04  The program must inform the ARC-PA in writing of personnel changes in its positions of program director, medical director, or other principal faculty within 30 days of the date of the effective change and must include a detailed plan and timeline to fill vacated positions.

Approved March 2010, updated March 2016
E1.05 The program must demonstrate active recruitment to fill vacated faculty positions.

ANNOTATION: Programs are expected to provide quarterly updates to the ARC-PA on progress toward filling vacant positions.

E1.06 If an interim program director (IPD) is appointed, this person should meet the qualifications of the PD.

E1.07 The appointment of an IPD should not exceed 12 months.

ANNOTATION: Programs are expected to provide quarterly updates to the ARC-PA on progress toward appointing a permanent program director.

E1.08 The program must obtain ARC-PA approval at least six months prior to implementing any intended program expansion to a distant campus.

ANNOTATION: Programs providing information about expanding to a distant campus do so using forms and processes developed by the ARC-PA for this purpose. A site visit will be required as a component of the application process to expand to a distant campus.

E1.09 The program must inform and/or receive approvals required from the ARC-PA in writing, using forms and processes developed by the ARC-PA, no less than six months prior to implementation of proposed changes in the following:

a) degrees or certificate granted at program completion,

b) requirements for graduation,

ANNOTATION: Changes in requirements for graduation would include changes in the number of credits required, the addition of courses that would increase the current students’ tuition, or any change that would result in increasing the length of the program by one month or greater.

c) program length,

d) any increase above the approved maximum entering class size,

ANNOTATION: The maximum entering class size is approved by the ARC-PA upon review of the program by the commission or after approval of a change request for a class size increase. Any increase above the ARC-PA approved maximum entering class size for any reason requires program notification to the ARC-PA.

e) (“e” rescinded effective 9.6.2013)

f) a substantive decrease in program support.

ANNOTATION: A decrease in support for the program may refer to a decrease in allocated fiscal, human, academic or physical resources. A substantive decrease is one ≥ 20%. Reviewing program budget numbers is only one way of determining a decrease in support. Support for vacant positions may be reduced or eliminated, leaving an open but unfunded
and unfilled position within the program. Programs may also find that space allocated to
the program has been reduced. Federal, state or private grants or other funds awarded to
the sponsoring institution or to outside agencies that supported individuals or program
activities may not be renewed. Significant numbers of supervised clinical practice sites may
decide to no longer accept students.

Programs are expected to consider the many ways in which their support may be reduced;
giving careful consideration to the impact such reductions may have on the responsibilities
of program personnel, ongoing program activities and the educational quality for the
students.

E1.10  The sponsoring institution must inform the ARC-PA in writing of the intent to transfer program
sponsorship as soon as it begins considering transfer.

E1.11  The program and the sponsoring institution must pay ARC-PA accreditation and associated fees
as determined by the ARC-PA.
## GLOSSARY

**NOTE:** Where terms are not defined, their definitions are at the discretion of the ARC-PA.

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<thead>
<tr>
<th>TERM</th>
<th>DEFINITION</th>
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<tr>
<td>ABMS</td>
<td>American Board of Medical Specialties.</td>
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<tr>
<td>Accurately</td>
<td>Free from error.</td>
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<tr>
<td>Administrative Support (Staff)</td>
<td>Those individuals providing administrative, secretarial or clerical help to the program. Administrative support staff do not include other staff working in or with the program who are assigned a traditional faculty role or those who function to provide technical assistance for instructional technology or data analysis.</td>
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<td>Advanced Placement</td>
<td>A waiver of required coursework included in the PA curriculum for applicants to the program and/or a waiver of required coursework included in the PA curriculum for currently enrolled students in the program which results in the student advancing in the curriculum without completing required curriculum components at the sponsoring institution.</td>
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<tr>
<td>Analysis</td>
<td>Study of compiled or tabulated data interpreting cause and effect relationships and trends, with the subsequent understanding and conclusions used to validate current practices or make changes as needed for program improvement.</td>
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<td>AOA</td>
<td>American Osteopathic Association</td>
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<td>Attrition</td>
<td>A reduction in number.</td>
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<td></td>
<td>Student attrition: the permanent loss of a matriculated student from the course of study in a physician assistant program.</td>
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<td>Faculty attrition: the loss of a faculty member from a position assigned to physician assistant program.</td>
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<tr>
<td>Clinical Affiliates</td>
<td>Clinical practice sites used by the program to provide supervised clinical practice experiences for students.</td>
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<td>Comparable</td>
<td>Similar but not necessarily identical.</td>
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<td>Competencies</td>
<td>The knowledge, interpersonal, clinical and technical skills, professional behaviors, and clinical reasoning and problem solving abilities required for PA practice.</td>
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<td>Comprehensive Evaluation</td>
<td>An accreditation evaluation of a program which includes the completion of an application with a self-study report, a site visit and a review of all material by the ARC-PA Commission, resulting in the rendering of an accreditation decision.</td>
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<td>Consultant</td>
<td>An individual from within or outside the sponsoring institution who provides advice to the program, but who is not hired by the program to serve as program, principal or instructional faculty or staff.</td>
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<td>Course Director</td>
<td>Faculty member primarily responsible for the organization, delivery and evaluation of a course.</td>
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Approved March 2010, updated March 2016
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<tr>
<th>TERM</th>
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<tr>
<td>Deceleration</td>
<td>The loss of a student from the entering cohort, who remains matriculated in the physician assistant program.</td>
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<tr>
<td>Distant Campus</td>
<td>A campus geographically separate from the main program at which didactic, preclinical or clinical instruction occurs for all or some of the students matriculated to that campus.</td>
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<tr>
<td>Distant Education</td>
<td>A formal educational process in which 50% or more of the required content/time/credit hours, excluding supervised clinical practice experiences, may be accrued when the student and instructor/faculty are not in the same physical location at the same time. The interaction may be synchronous or asynchronous.</td>
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<tr>
<td>Diversity</td>
<td>Differences within and between groups of people that contribute to variations in habits, practices, beliefs and/or values.</td>
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<tr>
<td>Elective Rotations</td>
<td>Supervised clinical practice experiences that may differ by student and which allow students to gain exposure to or deeper understanding of medical specialties related to their clinical or academic areas of interest.</td>
</tr>
<tr>
<td>Equivalent</td>
<td>Resulting in the same outcomes or end results.</td>
</tr>
<tr>
<td>Formative Evaluation</td>
<td>Intermediate or continuous evaluation that may include feedback to help students in achieving goals.</td>
</tr>
<tr>
<td>Frequent</td>
<td>Occurring regularly at brief intervals.</td>
</tr>
<tr>
<td>Goals</td>
<td>The end toward which effort is directed.</td>
</tr>
<tr>
<td>Health record(s)</td>
<td>The primary legal record documenting the health care services provided to a person in any aspect of the health care system. This term includes routine clinical or office records, records of care in any health related setting, preventive care, lifestyle evaluation, research protocols and various clinical databases.</td>
</tr>
<tr>
<td>Instructional Faculty</td>
<td>Individuals providing instruction or supervision during the didactic and/or clinical phases of the program, regardless of length of time of instruction, faculty status or rank.</td>
</tr>
<tr>
<td>Instructional Objectives</td>
<td>Statements that describe observable actions or behaviors the student will be able to demonstrate after completing a unit of instruction.</td>
</tr>
<tr>
<td>Interprofessional practice</td>
<td>Practice involving individuals from different health care professions working together to provide patient centered care in a collaborative manner.</td>
</tr>
<tr>
<td>Learning Outcomes</td>
<td>The knowledge, interpersonal, clinical and technical skills, professional behaviors, and clinical reasoning and problem solving abilities that have been attained at the completion of a curricular component, course or program.</td>
</tr>
<tr>
<td>Maximum Class Size</td>
<td>Maximum potential number of students enrolled for each admission cycle.</td>
</tr>
<tr>
<td>Must</td>
<td>The term used to designate requirements that are compelled or mandatory. “Must” indicates an absolute requirement.</td>
</tr>
<tr>
<td>TERM</td>
<td>DEFINITION</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>NCCPA</td>
<td>National Commission on Certification of Physician Assistants</td>
</tr>
<tr>
<td>PACKRAT</td>
<td>The Physician Assistant Clinical Knowledge Rating and Assessment Tool (PACKRAT) is an examination developed by a committee of physician assistant educators from PAEA member programs. The examination is designed to serve as a voluntary means by which PA students may identify areas of strength and weakness in areas key for entry into PA practice.</td>
</tr>
<tr>
<td>PANCE</td>
<td>Physician Assistant National Certification Exam administered by the National Commission on Certification of Physician Assistants.</td>
</tr>
<tr>
<td>Preceptor</td>
<td>Any instructional faculty member who provides student supervision during supervised clinical practice experiences.</td>
</tr>
<tr>
<td>Principal Faculty</td>
<td>Those faculty working at least 50% FTE with primary academic responsibility assigned to the PA program who report to the program director.</td>
</tr>
<tr>
<td>Program Faculty</td>
<td>The program director, medical director, principal faculty and instructional faculty</td>
</tr>
<tr>
<td>Prospective Students</td>
<td>Any individuals who have requested information about the program or submitted information to the program.</td>
</tr>
<tr>
<td>Published</td>
<td>Presented in written or electronic format.</td>
</tr>
<tr>
<td>Readily Available</td>
<td>Made accessible to others in a timely fashion via defined program or institution procedures. Navigation to digital content should take little effort or time.</td>
</tr>
</tbody>
</table>
| Recognized Regional Accrediting Agencies | Middle States Commission on Higher Education (MSCHE)  
New England Association of Schools and Colleges- Commission on Institutions of Higher Education (NEASC-CIHE)  
North Central Association of Colleges and Schools- The Higher Learning Commission (NCA-HLC)  
Northwest Commission on Colleges and Universities (NWCCU),  
Southern Association of Colleges and Schools- Commission on Colleges (SACS COC)  
Western Commission for Schools – Western Association of Schools and Colleges- (ASC-WASC) |
<p>| Remediation                      | The program defined and applied process for addressing deficiencies in a student's knowledge and skills, such that the correction of these deficiencies is measurable and can be documented. |
| Required Rotation(s)             | Rotations which the program requires all students to complete.                                                                            |
| Rotation                         | A supervised clinical practice experience for which there are published expected learning outcomes and student evaluation mechanisms.       |
| Should                           | The term used to designate requirements that must be met unless there is a compelling reason, acceptable to the ARC-PA, for not complying. (Programs not meeting any component(s) of a should standard are expected to describe in detail why they are unable to do so. A program or institution may be cited for failing to comply with a requirement that includes the term ‘should’.) |</p>
<table>
<thead>
<tr>
<th>TERM</th>
<th>DEFINITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Succinctly</td>
<td>Marked by compact, precise expression without wasted words.</td>
</tr>
<tr>
<td>Sufficient</td>
<td>Enough to meet the needs of a situation or proposed end.</td>
</tr>
<tr>
<td>Student Services</td>
<td>Services aimed at helping students reach their academic and career goals. Such services typically include academic advising, tutoring, career services, financial aid and computing and library resources and access.</td>
</tr>
<tr>
<td>Summative Evaluation</td>
<td>An assessment of the learner conducted by the program to ensure that the learner has the knowledge, interpersonal skills, patient care skills and professionalism required for entry into the profession. This evaluation must consist of more than a listing and review of student outcomes otherwise obtained in the course of the program.</td>
</tr>
<tr>
<td>Supervised Clinical Practice Experiences</td>
<td>Supervised student encounters with patients that include comprehensive patient assessment and involvement in patient care decision making and which result in a detailed plan for patient management.</td>
</tr>
<tr>
<td>Teaching Out</td>
<td>Allowing students already in the program to complete their education or assisting them in enrolling in an ARC-PA accredited program in which they can continue their education.</td>
</tr>
<tr>
<td>Technical Standards</td>
<td>Nonacademic requirements for participation in an educational program or activity. They include physical, cognitive and behavioral abilities required for satisfactory completion of all aspects of the curriculum and for entry into the profession.</td>
</tr>
<tr>
<td>Timely</td>
<td>Without undue delay; as soon as feasible after giving considered deliberation.</td>
</tr>
<tr>
<td>United States</td>
<td>The fifty States, the District of Columbia, the Commonwealth of Puerto Rico, the Commonwealth of the Northern Mariana Islands, Guam, the Virgin Islands, American Samoa, Wake Island, the Midway Islands, Kingman Reef and Johnston Island.</td>
</tr>
</tbody>
</table>
MEMORANDUM

TO: Undergraduate Curriculum Committee
FROM: Dr. Richard Metters, Department Head
        Department of Information and Operations Management
THROUGH: Dr. Martha Loudder, Associate Dean – Undergraduate Programs
        Mays Business School
THROUGH: Dr. Bala Shetty, Interim Associate Dean for Graduate Programs
        Mays Business School
DATE: April 27, 2016
SUBJECT: Proposal for Change in Course Prefix Designation

The Department of Information and Operations Management in Mays Business School would like to create a new course prefix for all Management Information System courses at both the graduate and undergraduate levels.

The current course prefix for Management Information System classes is ISYS. Due to the similarity of this prefix to the acronym of a current militant group, the stigma surrounding the prefix has caused us to reevaluate its use. To avoid the potentially offensive nature of this similarity, we would like to change the course prefix of all Management Information System courses from ISYS to ISTM.

The following table includes the current course listings and the proposed changes. The changes will affect the course prefix only. There will be no changes to the course numbers, titles, or descriptions.
<table>
<thead>
<tr>
<th>Current Course Listing</th>
<th>Proposed Course Listing (2017-2018)</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISYS 209</td>
<td>ISTM 209</td>
<td>Business Information Systems Concepts</td>
</tr>
<tr>
<td>ISYS 210</td>
<td>ISTM 210</td>
<td>Fundamentals of Information Systems</td>
</tr>
<tr>
<td>ISYS 250</td>
<td>ISTM 250</td>
<td>Business Programming Logic and Design</td>
</tr>
<tr>
<td>ISYS 281</td>
<td>ISTM 281</td>
<td>Professional Development Information Systems Seminar</td>
</tr>
<tr>
<td>ISYS 310</td>
<td>ISTM 310</td>
<td>Network Communications and Infrastructure</td>
</tr>
<tr>
<td>ISYS 315</td>
<td>ISTM 315</td>
<td>Database Programming</td>
</tr>
<tr>
<td>ISYS 320</td>
<td>ISTM 320</td>
<td>Business Systems Analysis and Design</td>
</tr>
<tr>
<td>ISYS 325</td>
<td>ISTM 325</td>
<td>Business Object Oriented Programming with Java</td>
</tr>
<tr>
<td>ISYS 370</td>
<td>ISTM 370</td>
<td>Introduction to the Energy Industry</td>
</tr>
<tr>
<td>ISYS 410</td>
<td>ISTM 410</td>
<td>Management of Information Systems</td>
</tr>
<tr>
<td>ISYS 415</td>
<td>ISTM 415</td>
<td>Information Systems Capstone Project</td>
</tr>
<tr>
<td>ISYS 420</td>
<td>ISTM 420</td>
<td>Web-Enabled Applications</td>
</tr>
<tr>
<td>ISYS 425</td>
<td>ISTM 425</td>
<td>Complex Business Application Design</td>
</tr>
<tr>
<td>ISYS 450</td>
<td>ISTM 450</td>
<td>Business Intelligence and Data Mining</td>
</tr>
<tr>
<td>ISYS 455</td>
<td>ISTM 455</td>
<td>Business Information Security and Risk Management</td>
</tr>
<tr>
<td>ISYS 460</td>
<td>ISTM 460</td>
<td>E-Services</td>
</tr>
<tr>
<td>ISYS 481</td>
<td>ISTM 481</td>
<td>Information Systems Seminar</td>
</tr>
<tr>
<td>ISYS 484</td>
<td>ISTM 484</td>
<td>Management Information Systems Internship</td>
</tr>
<tr>
<td>ISYS 485</td>
<td>ISTM 485</td>
<td>Directed Studies</td>
</tr>
<tr>
<td>ISYS 489</td>
<td>ISTM 489</td>
<td>Special Topics in…</td>
</tr>
<tr>
<td>ISYS 601</td>
<td>ISTM 601</td>
<td>Fundamentals of Business Programming</td>
</tr>
<tr>
<td>ISYS 610</td>
<td>ISTM 610</td>
<td>Business Data Communications</td>
</tr>
<tr>
<td>ISYS 612</td>
<td>ISTM 612</td>
<td>Management Information Systems</td>
</tr>
<tr>
<td>ISYS 615</td>
<td>ISTM 615</td>
<td>Business Database Systems</td>
</tr>
<tr>
<td>ISYS 620</td>
<td>ISTM 620</td>
<td>Systems Analysis &amp; Design</td>
</tr>
<tr>
<td>ISYS 622</td>
<td>ISTM 622</td>
<td>Advanced Data Management</td>
</tr>
<tr>
<td>ISYS 624</td>
<td>ISTM 624</td>
<td>Advanced Systems Analysis and Design</td>
</tr>
<tr>
<td>ISYS 630</td>
<td>ISTM 630</td>
<td>MIS Project Management and Implementation</td>
</tr>
<tr>
<td>ISYS 631</td>
<td>ISTM 631</td>
<td>Information Systems Design and Development Project</td>
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<tr>
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<td>---------------------------------------------------</td>
</tr>
<tr>
<td>ISYS 635</td>
<td>ISTM 635</td>
<td>Business Information Security</td>
</tr>
<tr>
<td>ISYS 637</td>
<td>ISTM 637</td>
<td>Data Warehousing</td>
</tr>
<tr>
<td>ISYS 640</td>
<td>ISTM 640</td>
<td>Information Systems Sourcing</td>
</tr>
<tr>
<td>ISYS 643</td>
<td>ISTM 643</td>
<td>Corporate Information Planning</td>
</tr>
<tr>
<td>ISYS 645</td>
<td>ISTM 645</td>
<td>IT Security Controls</td>
</tr>
<tr>
<td>ISYS 646</td>
<td>ISTM 646</td>
<td>E-Services</td>
</tr>
<tr>
<td>ISYS 650</td>
<td>ISTM 650</td>
<td>Business Data Mining</td>
</tr>
<tr>
<td>ISYS 652</td>
<td>ISTM 652</td>
<td>Customer Relationship Management and Technologies</td>
</tr>
<tr>
<td>ISYS 654</td>
<td>ISTM 654</td>
<td>E-Commerce Technologies</td>
</tr>
<tr>
<td>ISYS 655</td>
<td>ISTM 655</td>
<td>Security Management and Compliance</td>
</tr>
<tr>
<td>ISYS 656</td>
<td>ISTM 656</td>
<td>Global Information Systems</td>
</tr>
<tr>
<td>ISYS 670</td>
<td>ISTM 670</td>
<td>IT Consulting</td>
</tr>
<tr>
<td>ISYS 684</td>
<td>ISTM 684</td>
<td>Professional Internship</td>
</tr>
<tr>
<td>ISYS 685</td>
<td>ISTM 685</td>
<td>Directed Studies</td>
</tr>
<tr>
<td>ISYS 686</td>
<td>ISTM 686</td>
<td>Theory and Research in Management Information Systems</td>
</tr>
<tr>
<td>ISYS 689</td>
<td>ISTM 689</td>
<td>Special Topics in...</td>
</tr>
</tbody>
</table>
SPECIAL CONSIDERATION
MEMORANDUM

To: Dr. Chris Houser, Associate Dean, Undergraduate and Faculty Affairs, College of Geosciences
To: Dr. Eric Riggs, Associate Dean, Graduate Affairs and Diversity, College of Geosciences
From: Dr. Debbie Thomas, Department Head, Oceanography
Dr. Michael Pope, Department Head, Geology and Geophysics

RE: Joint degree program between Oceanography and Geophysics

I have attached a proposal for a Fast Track Dual Degree Program for the B.S. in Geophysics and the non-thesis Master of Ocean Science and Technology (MOST). The proposal has been approved by both Geology and Geophysics and Oceanography.

Please let me know if any additional information is needed.
Fast Track Dual Degree Program for Geophysics (B.S.) and Master of
Ocean Science and Technology (MOST)

Purpose:

The Fast Track Program offers motivated and exceptional students the opportunity to achieve
aspirations in an efficient program at Texas A&M, completing the Bachelor of Science (B.S.)
degree in the Department of Geology and Geophysics Geophysics Program and the
Oceanography non-thesis Master of Ocean Science and Technology (MOST) degree in 5 years.
There will be only two courses used for dual credit in this program. There is a total of 150 hours
of coursework. The concurrent degree program will enable these motivated students to
coordinate the required B.S. coursework (114 undergraduate credit hours plus 6 dual credit
graduate courses) and non-thesis MOST coursework (36 credit hours including the 6 dual credit
graduate courses) to complete the required credit hours for each degree without diminishing
scope or quality of work and within 5 years.

Application and Eligibility:

- Applications to the Fast Track program will be submitted by July 1 after the completion
  of the student’s junior year. Applications submitted after that time will be evaluated on
  a case by case basis.
- Applicants must have a minimum undergraduate GPR of 3.0. Applicants must also earn
  a C or better in all Chemistry, Calculus and Physics courses. Once admitted to the
  program, students must maintain a minimum 3.0 GPR.
- A faculty advisor will be assigned to each student. Students may seek additional
  mentors, but a formal committee is not required.
- Students admitted into the Fast Track program must finish the entire 150 credit hours to
  obtain both the Bachelor’s and Master’s degrees. These students will be conferred with
two degrees once they complete the 5th year of the concurrent program.
- Students admitted to the program will change from U4 to G7 status when they are
  admitted having completed at least 96 hours (end of spring semester, year 3).
- Students not accepted or not allowed to continue with the Fast Track Program will
  complete the 120 hour Bachelor’s degree under the standard 4 year curriculum. These
  students may still apply to the traditional graduate program.
- Students will graduate at the completion of the 5th year in the Fast Track Program
coursework (150 credit hours) with both Bachelor’s and Master’s degrees. Students will
  complete the coursework in May of the 5th year.
Degree Evaluation

Combination programs must be at least 150 hours and no more than 30 hours may double count. For example, UG program of 120 hours and GR program of 48 hours totals 168 hours; 18 hours can double count to meet the required number of hours for both programs.

Undergraduate Required Areas: 120 hours

Major Coursework:
GEOL 104 Physical Geology (4)
GEOL 106 Historical Geology (4)
GEOL 203 Mineralogy (4)
GEOP 341 Introduction to Global Geophysics (3)
GEOL 302 Introduction to Petrology (4)
GEOL 309 Intro to Geol Field (3)
GEOP Methods of Geophysical Exploration (4)
GEOL 311 Principles of Geological Writing (1)
GEOL 312 Structure and Tectonics† (4)
GEOP 413 Near Surface Geophysics (3)
GEOP 421 Petroleum Sedimentaolgy I (4)
GEOP 470 Computational Geophysics (3)

Concentration Coursework:
Computer Science (4) [All electives are chosen in consultation with and on approval of the departmental advisor]†
Technical Electives (7) [Any science, math or engineering course that augments that degree with approval of the advisor]†
OCNG 604 Ocean Observing Systems (3) Fundamental OCNG graduate course (3)
OCNG 608 Physical Oceanography (3)
OCNG 603-Communicating Ocean Science (3)
OCNG 657 Data Methods and Graphical Representation in Oceanography (3)
OCNG 661 Advanced Oceanographic Data Analysis and Communication (3)
Fundamental OCNG graduate course (6)
  Select 2 from:
  OCNG 620 Biological Oceanography
  OCNG 630 Geological Oceanography
  OCNG 640 Chemical Oceanography
Advanced specialized OCNG graduate course (15) [any OCNG 600-689]

Communication: Minimum 6hrs
ENGL 104 Comp and Rhetoric (3)
COMM 203 or COMM 205 (3)

Mathematics: Minimum 6hrs
MATH 151 Engineering Math I (4)
MATH 152 Engineering Math II (4)
MATH 251 Engineering Math III (3)
MATH 308 Differential Equations (3)
MATH 311 Topics in Applied Mathematics I (3)
MATH 412 Theory of Partial Differential Equations (3)

**Life and Physical Sciences:** Minimum 9hrs
CHEM 107 Fundamental Chemistry I (3)
CHEM 117 Fundamental Chemistry Lab I (1)
PHYS 218 Mechanics (4)
PHYS 208 Electricity and Optics (4)
PHYS 221 Optics and Thermal Physics (3)

**Language, Philosophy and Culture:** Minimum 3hrs
3 hours Lang, Phil, Cul [KLPC attribute]

**Creative Arts:** Minimum 3hrs
3 hours Creative arts elective [KCRA attribute]

**Social and Behavioral Science:** Minimum 3hrs
3 hours Social and Behavioral Sciences elective

**Citizenship:** This is a university area and will be added automatically
6 hours in History [KHIS attribute]
6 hours in Political Science (POL 206 and 207)

**Work Not Applied:** This is a university area and will be added automatically

**University Writing Req.:** 2 courses min. (List the departments approved writing or communication courses — or you may use the university approved: Must have two courses with the UWRT or UCRT attributed)

**Int’l & Cult Diversity:** This is a university area and will be added automatically

**Foreign Language:** For programs that do not require a foreign language area this is the university approved foreign language area

**Residence Requirement** — 36hrs of 300-400 level coursework must be completed at TAMU. 12 hrs must be in major field.: List the range for the 12hr major field of study (example: COMM 300-499)

**GPR — Major:** Specific courses required: Provide a list or range of courses for this area: example — MUSC 100-499; ARTS 149; ENGL 227)

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1 I kept the same requirement as in the current Geophysics B.S. degree to maintain consistency.
Informational Items
School of Law

New Courses

LAW 7208. Art, Cultural Heritage and the Law. Credit 2 to 3. Exploration of international and domestic legal issues and disputes pertaining to the creation, ownership, use and preservation of works of visual art and objects of cultural heritage. Prerequisite: One year in law school in the full-time or part-time program.

LAW 7222. International Trade Law. Credit 2 to 3. Examination of the impact of trade by providing an insight into the questions of Trade Policy; focus on trade agreements of the World Trade Organization; tariffs, subsidies and their effect on trade in goods and services. Prerequisite: One year in law school in the full-time or part-time program.

LAW 7225. Anti-Terrorism and Criminal Enforcement. Credit 2 to 3. Focuses on federal criminal investigation and prosecution of anti-terrorism crimes; criminal law-related legislation dealing with terrorism; detention and adjudication-related issues; techniques of investigation and information-gathering methods used in anti-terrorism criminal enforcement; civil liberties implications. Prerequisites: One year in law school in the full-time or part-time program; LAW 7021.

LAW 7228. ePayments Law and Business. (2-0). Credit 2. Exploration of electronic payments with emphasis on the business models and legal superstructures that have facilitated the growth of ePayments in the digital age; electronic transfers of value and resolution of transactional disputes; evaluation of range of systems from established credit-and-debit card networks to cutting-edge emergent payment systems. Prerequisites: One year in law school in the full-time or part-time program; LAW 7017.

LAW 7259. Information Privacy Law. Credit 2 to 3. Exploration of issues related to the concept of information privacy; examination of the collection, use, protection and disclosure of personal and other information by government entities and private sector actors, both domestically and cross-jurisdictionally; considers multiple regulatory schemes, including constitutional, tort, contact, property, statutory, administrative and international rules. Prerequisite: One year in law school in the full-time or part-time program.

LAW 7267. Government, Ethics and the Public Sector. (1-0). Credit 1. Review of federal and state governance; exploration of the extern’s role in the policymaking process; introduction to ethical issues within government; research of a topic related to placement. Prerequisites: Approval of instructor; public policy residency externship program.

LAW 7414. Legislative Process. Credit 2 to 3. Study of three areas of legislating: drafting/statutory construction, research and support groups, and procedures (committees/calendars/floor management); Committee Operations/debate/passage of bills; use of Texas legislative rules handbooks to guide from introduction to passage of legislation; election of a Speaker and Lt. Governor. Prerequisite: One year in law school in the full-time or part-time program.
LAW 7426. The Lawyer in Government. Credit 2 to 3. Exploration of the diverse political, ethical and substantive issues that public policy lawyers encounter daily; employment of critical thinking and analysis of public discourse and policymaking in context of externships; distill exploration into writer work product and class discussion. Prerequisite: Approval of instructor.

LAW 7432. International Petroleum Transactions. Credit 2 to 3. Examination of laws, legal issues and principal contracts utilized in the international oil and gas industry in the exploration for and production and marketing of oil and gas; practical knowledge of international oil and gas legal issues by working with actual international oil and gas contracts. Prerequisites: One year in law school in the full-time or part-time program; LAW 7017.

LAW 7442. Law and Economics. Credit 2 to 3. Laws as incentives for changing behavior and instruments for policy objectives; theory to predict effects of legal rules on behavior; efficiency and distribution concerns to evaluate legal policy; basic economics, including Coase Theorem, and classical topics such as property, contracts, torts and criminal law. Prerequisites: One year in law school in the full-time or part-time program.

LAW 7483. Military Justice. Credit 2 to 3. Examination of statutes, policies and rules governing military justice process from investigation through trial and appellate process; military criminal procedure and law governing court-martial proceedings; relationship of military courts to civilian courts; use of military commissions for trying enemy combatants for war crimes and other offenses. Prerequisites: One year in law school in the full-time or part-time program.

LAW 7487. Spanish for Lawyers. Credit 2 to 3. Preparation of the Spanish proficient for the practice of immigration law, criminal law or family law; discussion of legal concepts and procedures related to representation of Spanish-speaking clients; review of Spanish vocabulary through simulations of interviewing, counseling and representing Spanish-speaking clients. Prerequisites: One year in law school in the full-time or part-time program; LAW 7021; LAW 7301 or LAW 7332 or concurrent enrollment.

LAW 7647. Fatherhood and the Law Seminar. (2-0). Credit 2. Examination of fatherhood and the changes over the centuries and despite these changes much of the law presupposes that fathers are generally disinterested in being parents; addresses how these attitudes affect laws concerning abortion, adoption, child custody and support, and a host of other issues affecting fathers. Prerequisites: All lockstep courses except LAW 7010.

LAW 7648. International Water Law Seminar. Credit 2 to 3. International law and policy relating to uses of and rights to freshwater resources; availability, distribution and scarcity of global freshwater; sovereignty over natural resources; conflict, conflict resolution and dispute prevention; ethics and human right to water; water and environment; development, exploitation and conservation of transboundary freshwater resources. Prerequisites: All lockstep courses except LAW 7010.
LAW 7649. Marijuana Law, Policy and Business Seminar. (2-0). Credit 2. Exploration of policy and business issues raised by the growth of medical and recreational marijuana businesses; problems and benefits of legalization; examination of various approaches to regulation and taxation of businesses; practical problems involved in an industry that is illegal at the federal level. Prerequisites: All lockstep courses except LAW 7010.

LAW 7894. LARW III: Environmental Litigation Drafting. (2-0). Credit 2. Introduction to a realistic view of the pretrial litigation process in a typical environmental lawsuit; utilization of a state district court forum and the Texas Rules of Civil Procedure; conduction of research and litigation documents drafting from the clients’ first contact through the pretrial process. Prerequisite: One year in law school in the full-time or part-time program; LAW 7001; LAW 7002; LAW 7005.

LAW 7895. LARW III: Oil and Gas Drafting. (2-0). Credit 2. Drafting effective and clear oil and gas contracts; review of basic components and building blocks of contracts; translating the business deal into an oil and gas contract; proposing solutions for problems encountered by counsel in the oil and gas industry. Prerequisites: One year in law school in the full-time or part-time program; LAW 7444.
INFORMATIONAL REVIEW

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

Form Instructions
1. Course request type:  ☑ Undergraduate  ☑ Graduate  ☑ First Professional (DDS, MD, JD, PharmD, DVM)
2. Request submitted by (Department or Program Name): Select or Type Department/Program Name School of Law
   LAW 7208 Art, Cultural Heritage & the Law
3. Course prefix, number and complete title of course:
   LAW 7208 Art, Cultural Heritage & the Law
4. Catalog course description (not to exceed 50 words):
   Provides students with an opportunity to learn about and explore international and domestic legal issues and disputes pertaining to the creation, ownership, use, and preservation of works of visual art and objects of cultural heritage.

5. Prerequisite(s):
   One year in law school in the full-time or part-time program.
   Cross-listed with:
   Stacked with:
   Cross-listed courses require the signature of both department heads.

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

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

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

9. How will this course be graded:
   ☑ Grade  ☑ S/U  ☑ P/R (CLERD)

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

J.D. School of Law

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

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

13. Prefix  Course #:  Title (excluding punctuation)
    LAW  7208  Art Cult Heritage & Law

   Lect.  Lab  Other  SCH  CIP and Fund Code  Admin. Unit  Acad. Year  HCE Code
   2.00  0.00  0.00  2.00  2201010008  1710  16  0  0  3  6  3  2
   Approval recommended by:

Maxine M. Harrington
   Department Head or Program Chair (Type Name & Sign)  Date  4/9/16

Wayne Barnes
   Chair, College Review Committee  Date  4/9/16

Andrew P. Moritas
   Dean of College  Date  4/9/2016

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

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

Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu
Curricular Services – 07/14
Course Information:
Art, Cultural Heritage, and the Law
Law- 7208
Summer 20xx –3 Credit Hours

Instructors:
Professor Irene Calboli
irene.calboli@gmail.com

Professor Megan Carpenter
mcarpenter@law.tamu.edu
817-412-9434

Course Description:
This course provides students with an opportunity to learn about and explore international and domestic legal issues and disputes pertaining to the creation, ownership, use, and preservation of works of visual art and objects of cultural heritage.

The course will meet on campus in Fort Worth, Texas, and have a field trip to Santa Chiara, Italy,

Prerequisite: One year in law school in the full-time or part-time program.

Course Objectives and Overview:
The overall goal of the course is to explore legal and ethical issues related to works of artistic and cultural expression. Specifically, the goals of the course are for students to develop a general understanding of rights, obligations, and varied points of view relating to:
- The creation of works of art and cultural heritage
- The ownership, use, and commercial exploitation of such works
- The protection and preservation of art and cultural heritage
- Intellectual property protection
- Protection for intangible cultural heritage and cultural diversity
- Business practices in the arts marketplace
- Governmental interaction in the arts
- Illegal activities involving works of art and cultural heritage

Expected Learning Outcomes:
By the end of the course, students will be expected to have achieved familiarity with key aspects of:
- Artists’ rights in their creations
- Use and licensing of works created by others
• Business aspects of trading in artistic and cultural objects
• Geographical indications
• Governmental regulation of expression, ownership, and the movement of objects
• International agreements governing the movement and control of works
• Ethical and cultural issues influencing developments in the law

Course Evaluation

This course follows the grading scale and grading policies outlined in Academic Standards 8.1-8.54, which may be found in the Student Handbook.

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<thead>
<tr>
<th>Participation and preparation</th>
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<tr>
<td>On-site Project</td>
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<tr>
<td>Paper</td>
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<tr>
<td>Final presentation</td>
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Attendance & Participation:

You are required to adhere to the law school's attendance policy as outlined in the Student Handbook. Attendance is required. You will be graded on the basis of your preparation, involvement, and contribution to class discussions. All applicable readings must be completed before class.

Course Readings:

There will be no designated textbook for the course. Readings will be assigned by professors and drawn from online sources, case law, books, and other sources.

Disability Policy

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Assistant Dean of Students, Rosalind Jeffers, Due to the law school's policy of testing anonymity, students should not discuss their disabilities with professors. For assistance, students should consult with Dean Jeffers. For additional information visit http://law.tamu.edu/current-students/student-affairs/exam-accommodation.
Academic Integrity Policy

An Aggie does not lie, cheat or steal, or tolerate those who do. For additional information, please visit: http://aggiehonor.tamu.edu and the law school Student Handbook.

Statement on Professionalism

Professionalism is an integral aspect of our course. "Professionalism is conduct consistent with the tenets of the legal profession as demonstrated by a lawyer's civility, honesty, integrity, character, fairness, competence, ethical conduct, public service, and respect for the rule of law, the courts, clients, persons who work within the legal profession, witnesses, and unrepresented parties."\(^1\)

On-Site Project:

Students will prepare an on-site project during the travel part of the course. The project will be directly relevant to the students' papers and presentations. The goals of this project are:

- To identify and research a legal issue of some significance to a segment of the international arts community.
- To investigate the issue from differing perspectives (one per student), with each student taking a position as a party with interests that conflict in some meaningful ways with the interests of the other group member.
- To articulate:
  - The legal issue and its significance to the international arts community
  - An overview of each party’s interests as they relate to the legal issue
  - The most important actual and/or potential conflicts among the group members related to the legal issue
  - A proposal for resolving those conflicts through negotiation and agreement (rather than lawsuits)

Each student will prepare a brief research memorandum documenting his/her position on the presentation topic. A separate handout will be provided with detailed instructions and grading rubric for the final report and presentation.

In all of students' written work and in-class participation, students will be expected to employ critical thinking based on what they have learned in class and to use their own ability to identify legal issues that arise in different factual situations, to use employ logical reasoning to analyze the issues, and to develop effective potential solutions/responses.

\(^1\) Commission on Professionalism, State Bar of New Mexico. Available at: http://www.nmbar.org/Attorneys/commissiononprofessionalism.html
### Class Schedule

(TBD)  
Introductory Class at School of Law  

05/24/16  6:00-8:00 p.m.  Class at School of Law  

05/25/16  6:00-8:00 p.m.  Class at School of Law  

07/17/16—07/31/16  Field Trip to Santa Chiara Study Center, Castiglione Fiorentino, Italy  

08/19/16  9:00 a.m.-2:00 p.m.  Class at School of Law (Final Presentations)  

<table>
<thead>
<tr>
<th>Topic</th>
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<tbody>
<tr>
<td>1 Art and Cultural Heritage Law Overview: Laws, Ethics, and Cultures</td>
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<td>2 Legal issues in the arts marketplace: auctions, dealers, collectors, museums</td>
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<td>3 Creating art: Free expression vs. censorship, idea protection, copyright, privacy and publicity rights, moral rights</td>
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<td>4 Art crimes: forgery, fraud, graffiti, destruction, theft and illegal export</td>
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<td>5 Antiquities: Legal and political issues involving ownership, possession, trade, and preservation</td>
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<td>6 Objects of indigenous cultural heritage: Legal, ethical, and political issues</td>
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<td>7 Cultural heritage and intellectual property connected to a sense of place</td>
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<td>8 The UNESCO Conventions on cultural heritage and cultural diversity</td>
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<tr>
<td>9 International legal tools to manage the trade in art and cultural heritage</td>
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Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

Form Instructions
1. Course request type: □ Undergraduate □ Graduate ✓ First Professional (DDS, MD, JD, PharmD, DVM)
2. Request submitted by (Department or Program Name): Select or Type Department/Program Name School of Law
   LAW 7222 International Trade Law
3. Course prefix, number and complete title of course:
   LAW 7222 International Trade Law

4. Catalog course description (not to exceed 50 words):
   Examines the impact of trade agreements by providing an insight into questions of Trade Policy with specific focus on trade agreements of the World Trade Organization; covers issues such as tariffs, subsidies and its effect on trade in goods and services.

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

6. Is this a variable credit course? □ Yes □ No If yes, from 2 to 3
7. Is this a repeatable course? □ Yes ✓ No If yes, this course may be taken ___ times.
   Will this course be repeated within the same semester? □ Yes ✓ No
8. Will this course be submitted to the Core Curriculum Council? □ Yes ✓ No
9. How will this course be graded? ✓ Grade □ S/U □ P/F (CLAMD)

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

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

13. Prefix | Course # | Title (including punctuation)
   LAW 7222 International Trade Law

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Approval recommended by:
Maxine M. Harrington
Department Head or Program Chair (Type Name & Sign) Date
Wayne Barnes
Chair, College Review Committee Date
Andrew P. Montes
Dean of College Date

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

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

Associate Director, Curricular Services Date
Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services - 07/14
INTERNATIONAL TRADE LAW
LAW-7222

Professor Srividhya (Sri) Ragavan
TAMU School of Law

COURSE SYLLABUS

Course Description:
International Trade Law examines the impact of trade on our lives by providing an insight into questions of Trade Policy with specific focus on trade agreements of the World Trade Organization. The course will cover matters such as tariffs, subsidies and its effect on trade in goods and services.

Prerequisite:
One year in law school in the full-time or part-time program.

Course Information and Objectives:
Welcome to the exciting world of international trade law! This will be a thought provoking course that will introduce you to new paradigms that impact us in everyday life. For instance, why are so many of our supermarket products labelled Made in China? Have you ever wondered why the produce at local farmers’ markets cost more than the food that is transported from other parts of the world? The objective of this class is to help you appreciate the involved trade questions by providing a general overview of the trade regime as outlined by the Agreements of the World Trade Organization. My role is to make you understand the principles, purpose and practice of trade laws.

At the end of the semester, you will realize that so much of our everyday lives are dictated by matters that revolve around trade laws and that we are indeed products of a globalized world. You would have also critically analyzed questions relevant to globalization such as economic development, access to medicine, food security and the role of state in dealing with market forces.

Operational Details:

There are 28 class sessions (over 14 weeks) scheduled for this semester. I have enclosed the Reading Assignment for the first 10 classes (5 weeks) below. The Reading Assignment signifies the pages that you are expected to be prepared for in class from the Required Casebook. I plan to circulate the Assignments for the rest of the classes soon.

Any revision to the reading assignments will be notified in class and/or to your
TAMU e-mail account. If class discussion slows us down we will begin the next class from where we left in the previous class. **As a general rule, be ready with the next 20 assigned pages for each 50 minute session. If the 20th page is in the middle of a case, please go ahead and complete that section/case as a matter of abundant caution.**

**Grading Policy:**
This course follows the grading scale and grading policies outlined in Academic Standards 8.1-8.54, which may be found in the Student Handbook.

You will get more information on the final exams during the course of the semester. The final exam will be an open book examination.

**Professionalism Expectations:**
I conduct the class with the clear expectation of professional behavior befitting upper level law students. Professionalism is conduct consistent with the tenets of the legal profession as demonstrated by a lawyer's civility, honesty, integrity, character, fairness, competence, ethical conduct, public service, and respect for the rule of law, the courts, clients, persons who work within the legal profession, witnesses, and unrepresented parties.

**Attendance Expectations:**
Generally, you are required to adhere to the law school's attendance policy as outlined in the Student Handbook.

Nevertheless, please be aware that for my classes, the term *attendance* signifies being physically present and participating in class. You are generally expected to attend all classes barring emergencies. However, I allow a total of two unexcused absences ONLY without penalty. An unprepared, even if specifically excused will count as an absence. Any absence (or unprepared) beyond the allowed limit will result in automatic grade reduction unless specifically excused. As a rule, I don't calculate attendance until the end of semester and hence, my acceptance of an absence does not mean that it is excused. Your attendance in class signifies that you are prepared for class unless you have been specifically excused before the beginning of class.

**Computer policy:**
Please note that use of computers and ipads in class remain a privilege. As a general rule, use of the computer for non-class purposes is strictly prohibited. If I decide that your use interferes with my pedagogical objectives, I may instruct you to stop using computers in class. I reserve the right to ask you to stop using the computer for any suspected violation of the computer policy. Please note that I never hesitate to alter grades downwards for misusing computers in class.
Office Hours:
I generally maintain an open door policy to encourage you to come by my office at any time. Nevertheless, I strongly encourage you to take an appointment with me. You can also contact me by e-mail, either to make an appointment, or to ask questions or comment about the reading or class discussion. I check my e-mail regularly, and try to respond promptly.

Office: Room No 142
Email address: Ragavan.sri@law.tamu.edu

Required Casebook:
Guzman & Pauwelyn, INTERNATIONAL TRADE LAW, (ASPEN) (2ND ed).

Disability Policy:
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Assistant Dean of Students, Rosalind Jeffers, Due to the law school’s policy of testing anonymity, students should not discuss their disabilities with professors. For assistance, students should consult with Dean Jeffers. For additional information visit http://law.tamu.edu/current-students/student-affairs/exam-accommodation.

Academic Integrity Statement and Policy:
As a general rule, remember the Honor Code. An Aggie does not lie, cheat or steal, or tolerate those who do. For additional information, please visit: http://aggiehonor.tamu.edu and the law school Student Handbook.

Readings and Class Agenda:
The pages in the following syllabus refer to the page numbers in the Case Book. As we go through the various chapters in the book, I encourage you to refer to the relevant provision of the governing Agreement by googling it. Following the agreement provisions will give you a better grasp and provide a fuller understanding of the materials we discuss from the book.

I will be using power point presentation slides throughout the course. Please note that I am unable to e-mail or post these slides in the cyberspace. Please also note that the general rule is to not give you copies of the in-class slides. These supplementary handouts should be collected from the Faculty Support Staff as
and when notified. You will be notified accordingly either in class or by e-mail.

### READING ASSIGNMENTS

| Class 1 & 2 | **Week 1: Introduction to Trade and Economic Policy**  
pp. 1-30; 53-60 |
|-------------|------------------------------------------------|
| Class 3 & 4 | **Week 2: Making of Trade Agreements**  
pp. 60-77 & problems |
| Class 5 & 6 | **Week 3: WTO: History & Structure**  
pp. 83-113 |
| Class 7 & 8 | **Week 4: WTO: Problems, Procedure etc**  
pp. 113-121; Assigned problems; discussions  
**Week 5: WTO: Dispute Settlement**  
pp. 127-148 |
| Class 9 & 10 | **Week 6: WTO: Special Topics I**  
pp. 151-178 |
| Class 11 & 12 | **Week 7: WTO: Special Topics II (Conti)**  
pp. problem in 178 and discussions of current special topics  
**Week 8: Tariff**  
pp. 181-215 |
| Class 13 & 14 | **Week 9:**  
Revisions. Assigned & book problems |
| Class 15 & 16 | **Week 10: Quantitative restriction**  
pp. 217-243 |
| Class 17 & 18 | **Week 11: National Treatment: Internal Taxes**  
pp. 245-272 |
| Class 23 & 24 | **Week 12: National Treatment: Internal Regulations**  
pp. 275-302 |
|--------------|----------------------------------------------------------|
| Class 25 & 26 | **Week 13:**  
Pp. 303 to 330 |
| Class 27     | **Week 14: Safeguards, IP & Trade**  
pp. 507-519 plus discussions |
| Class 28     | **Revision** |


Texas A&M University

Departmental Request for a New Course
Undergraduate • Graduate • Professional

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

2. Request submitted by (Department or Program Name): Select or Type Department/Program Name School of Law
   LAW 7225 Anti-Terrorism & Criminal Enforcement

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

4. Catalog course description (not to exceed 50 words):
   Focuses on federal criminal investigation and prosecution of anti-terrorism crimes; severe criminal law-related legislation dealing with terrorism, detention and adjudication-related issues, and techniques of investigation and information-gathering methods used in anti-terrorism criminal enforcement, as well as civil liberties implications.

5. Prerequisite(s):
   One year in law school in the full-time or part-time program, including LAW 7021

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

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

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

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

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

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

J.D. School of Law

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

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

13. Prefix: LAW
   Course #: 7225
   Title (excluding punctuation): Anti-Terrorism & Criminal Enforcement

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Approval recommended by:

Maxine M. Harrington
Department Head or Program Chair (Type Name & Sign) Date

Wayne Barnes
Chair, College Review Committee Date

Andrew P. Morris
Dean of College Date

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

Submitted to Coordinating Board by:

Chair, GC or UCC Date

Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
Curricular Services - 07/14
TEXAS A&M UNIVERSITY SCHOOL OF LAW

Law-7225 Anti-Terrorism and Criminal
Enforcement Fall 20xx
2 credit hours

Professor Sahar Aziz
Wednesday 3:00 – 4:50 pm
Room 206

Phone Number: (817) 212-3830
Email: saziz@law.tamu.edu
Office: Room 217
Office Hours: Mondays 2:00 – 4:30 pm
Wednesdays 1:45 – 2:45 pm; 5:00 – 5:30 pm
Appointments can be made at least one week in advance by emailing the Professor

COURSE DESCRIPTION

This federal criminal law course focuses on the investigation and prosecution of anti-terrorism crimes. To that end, students will learn criminal law-related legislation dealing with terrorism, detention and adjudication-related issues, and techniques of investigation and information-gathering methods used in anti-terrorism criminal enforcement, as well as the civil liberties implications.

PREREQUISITE:

One year in law school in the full-time or part-time program, including Criminal Law.

COURSE OBJECTIVE

Ten years after the September 11th terrorist attacks, America’s national security regime continues to be influenced by lingering fears of another terrorist attack. With the adoption of each new national security related policy or law, fierce debate ensues as to its effect on individual rights and any disparate impact on a specific subset of the population.

This course is a specialized advanced substantive and procedure criminal law course focused that highlights the differences between terrorism enforcement and ordinary crime enforcement as well as between civilian and military terrorism enforcement. Each week is structured for students to read and discuss the legal underpinnings of certain policies and practices, the strengths and weaknesses of such policies and practices, related legislative proposals, and responses by rights advocacy and community groups. Topics for discussion include material support to terrorism, surveillance, interrogation and extraordinary rendition, material witness detention, selective immigration detention, targeted killings, and military commissions. Students analyze case law, executive branch
policies, statutory law, and proposed legislation to obtain a comprehensive understanding of the various viewpoints relevant to these hotly debated topics. In addition to developing a foundational understanding of the relevant laws and theories, the readings and class discussions will focus on the practical policy and political implications of the new post-9/11 national security regime and how it has impacted individual rights in America.

THERE IS NO FINAL EXAM IN THIS CLASS

Required Books:

2. 2014 Supplement to Anti-Terrorism and Criminal Enforcement by Norman Abrams and Gregory McNeal
3. ISIS: Inside the Army of Terror by Michael Weiss and Hassan Hassan

Attendance Policy: You are required to adhere to the law school’s attendance policy as outlined in the Student Handbook.

Evaluation and Grading Policies: This course follows the grading scale and grading policies outlined in Academic Standards 8.1-8.54, which may be found in the Student Handbook.

In Class Participation – 20% of grade – Includes:

- Attending class regularly, completing the readings, engaging in class discussions, and posing critical and analytical questions about the course materials and comments made in class.
- Weekly Reflection Paper: Every Tuesday by 5 pm, students are required to draft a one page, double spaced document identifying something with which they disagree or find unclear in that week’s readings. The document is due via email delivery to suzic@law.tamu.edu every Tuesday by 5 pm. Failure to submit a reflection piece adversely affects a students’ participation portion of the class grade. Each student is granted two free passes on the weekly reflection paper for the entire semester. At least 24 hours prior to the due date of the next reflection paper, students must inform the professor via email that they will use their pass.

Final Binder Course Portfolio – 40% of grade

- One 10 page Essay on topics suggested by class materials, due throughout the semester. Each essay must cite at least 10 sources and citations should be in accordance with Bluebook standard. Occasionally, excerpts from these may be distributed to your classmates & briefly presented by you orally
- One 15 page legal memorandum arising from the assigned simulation
- Weekly reflection papers
- Written questions for guest speakers and for fellow students participating in oral simulation
Any written preparation for law practice simulations
In-class writing projects
Class notes
Cover letter/reflection piece turned in with portfolio
While the essays will be due periodically throughout the semester, each student is
responsible for keeping a copy of all writing done for the course (including 2 Brief
Essays, written Qs for fellow students either in law practice simulations any writing
for law practice simulations) and will turn in a complete portfolio in a 3- ring binder
with a Table of Contents to my assistant by 4pm Tuesday December xx, 20xx

You may choose your own essay paper topics. I am happy to suggest topics. Below are
some possible topics for short writing projects:
  o “draw” or chart one of the doctrines we cover in class; suggest visual ways to
    represent doctrines/ideas in cases, e.g., charts, timelines, Venn diagram, or
    other visual depiction of legal concepts; & explain in narrative
  o how you think the cases relate to one another
  o comment on circuit splits & law practice simulations we cover in class,
    whether or not you played a role
  o interview a lawyer who litigated one of the cases we studied or litigated a
    similar claim & identify challenges/satisfaction/turning point faced in the
    litigation; subsequent legal or factual development
  o reaction to/commentary on cases – why “like” or “dislike” a decision; why
    certain cases are more difficult or easier to grasp; logical leaps you see
  o letter to court seeking charge in Model Jury Instructions
  o research further doctrinal development
  o how you would have decided a case differently (write a
dissent) o analysis of a particular issue tying in legal doctrine and
  o policy o feel free to ask me for suggested topics
  o please check with me if uncertain about the appropriateness of a topic

Simulation – 40% of grade

Each student is required to participate on a team in a simulation involving a national
security topic discussed during the course. The professor will provide a list of cases from
which to choose from and available dates for the simulation. Students should plan to read
materials beyond the assigned readings on the simulation topic. The simulation grade is
determined by the following factors:

1. Preparation
2. Oral advocacy
3. Teamwork
4. Legal reasoning and analysis
5. Quality of a 15 page legal writing work product

This is not a lecture class and class participation is expected. Class participation,
including participation in the law practice simulations, questions asked of guest speakers
or fellow students during simulations or oral presentations throughout the semester 20%
of the grade. The end of semester portfolio will count for 40% of the grade and the in-
class simulation will count for 40% of the grade. Short writing projects, whether completed in-class or outside of class, should demonstrate engagement with a wide variety of topics suggested by course material. The sum of the portfolio is greater than the individual parts. The quality of class participation may be taken into account in the event of a borderline grade. I reserve the right to raise or lower your grade based on professionalism (this can include coming to class on time, preparation for simulations, distracting use of your laptop or cell phone in class, etc.). There may be a “bump” down in your grade for failure to timely complete interim assignments in a satisfactory fashion in appropriate circumstances.

Use of laptop computers during class is permitted but the professor reserves the right to revoke this right should it be abused.

Class Updates via the eCampus Blackboard Page available on the law school’s website will be used for class information, announcements, and supplemental assignments. It is your responsibility to ensure your correct e-mail address is listed on the site at the beginning of the semester. It will be necessary for you to check the website and your e-mail on a regular basis as these will be my primary means of communicating with you outside the classroom.

Law School Disability Policy: The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Assistant Dean of Students, Rosalind Jeffers. Due to the law school’s policy of testing anonymity, students should not discuss their disabilities with professors. For assistance, students should consult with Dean Jeffers. For additional information visit http://law.tamu.edu/current-students/student-affairs/exam-accommodation.

Professionalism “What does it mean to be a professional? The term refers to a group . . . pursuing a learned art as a common calling in the spirit of public service – no less a public service because it may incidentally be a means of livelihood. Pursuit of the learned art in the spirit of public service is the primary purpose.” Dean Roscoe Pound.”

“What is professionalism? ‘Professionalism is conduct consistent with the tenets of the legal profession as demonstrated by a lawyer’s civility, honesty, integrity, character, fairness, competence, ethical conduct, public service, and respect for the rule of law, the courts, clients, persons who work within the legal profession, witnesses, and unrepresented parties.’”

Academic Integrity Statement and Policy: An Aggie does not lie, cheat or steal, or tolerate those who do. For additional information, please visit: http://aggiehonor.tamu.edu and the law school Student Handbook.

**The Professor reserves the right throughout the course to change the required course readings.
Reading Assignments

We will cover approximately 40-60 pages of the casebook per class in the following order, in addition to assigned reading of *ISIS: Inside the Army of Terror*. It is the students' responsibility to read the applicable portions of the casebook supplement for each class.

Week 1 - Chapter 1 & 2: Defining Terrorism and Terrorism Statutes (1-57)

Week 2 - Chapter 3: Providing Material Support to Terrorism (57-87); ISIS Introduction & Chapters 1-2

Week 3 - Chapter 3 cont. (87-126); ISIS Chapter 3

Week 4 - Chapter 4: Proactive Surveillance (127-160); ISIS Chapter 4

Week 5 – Chapter 5: Electronic Surveillance (160-200); ISIS Chapter 5

Week 6 – Chapter 5 cont. (200-246); ISIS Chapter 6

Week 7 – Chapter 6: Searches and Administrative Subpoenas (246-306); ISIS Chapter 7

10 PAGE ESSAY DUE

Week 8 – Chapter 7: Interrogation and Irregular Rendition (306-353); ISIS Chapter 8

Week 9 – Chapter 7 cont. (353-399); ISIS Chapter 9

Week 10 – Chapter 8: Material Witness and Immigration Detention (399-467); ISIS Chapter 10

Week 11 – First Simulation

Week 12 – Chapter 9: Classified Information in Civilian Terrorism Trials (467-528); ISIS Chapter 11-12

Week 13 – Second Simulation

Week 14: Chapter 12 Targeted Killings (734-745); ISIS Chapter 13-14 & Epilogue
Simulations

The professor will assign each student to one of the following simulations based on student preferences and size of the class.

Simulation 1 – Representing Edward Snowden (3 students)

Your firm has agreed to represent Edward Snowden. Mr. Snowden has requested that your firm advise him on whether, and if so how, the United States government has violated the law in connection with its domestic and foreign surveillance operations. Due to the complexity of the law at issue, the supervising partner has tasked one associate to take the government’s position that the United States has not violated any, or minimal, laws in its intelligence operations and another associate to take Snowden’s position that multiple laws have been violated. Accordingly, one student will research and draft a 15 page memo that supports the government’s position and one student will research and draft a 15 page memo that supports Snowden’s position. A third student will research and draft a 15 page memo that examines both sides and provides a recommendation to the client. This memo is due 2 days after the simulation so that each side’s memos can be considered and incorporated accordingly.

Simulation 2 – Ashcroft v. Al-Kidd (2011) (3 students)

One student represents Al-Kidd, one student represents the U.S. government, and one student will serve as the justice writing the Court’s opinion. Each student will deliver oral argument on behalf of his or her client before the judges. At the simulation, each student must produce a 15 page memo supporting his or her position, citing applicable law and policy only up to the date of the decision (no cases or other materials dated after the decision can be cited). The judge must produce a 15 page opinion within 2 days of the simulation issuing his or her decision. In addition to class materials, student participants should conduct research of American case law, international law, and official United States policy in support of their respective positions.

Simulation 3 - Is Providing Training on Non-Violent Dispute Resolution to Designated Terrorist Groups Legal? (3 students)

One student will represent Humanitarian Law Project, one student will represent the U.S. government, and one student will serve as a justice on the court. Each side will have 12 minutes to deliver oral argument on behalf of its client before the judges. At the simulation, each party must produce a 15 page memo supporting its position, citing applicable law and policy only up to the date of the decision (no cases or other materials dated after the decision can be cited). The judge must produce a 15 page opinion within 2 days of the simulation issuing his or her decision. In addition to class materials, student participants should engage in research of American case law, international law, and official United States policy in support of their respective positions.
Simulation 4 - Are Targeted Killings of U.S. Citizens Legal? (3 students)
The President of the United States has asked his Senior National Security Advisor if the use of drones to target terrorist suspects abroad is legal. You are attorneys in the National Security Council and report directly to the Senior National Security Advisor. Two lawyers will argue such practices are legal and two lawyers will argue such practices are illegal. One student will play the role of the Senior National Security Advisor to the President of the United States. At the end of the simulation, each team must submit a written memo (15 pages) to support their position. The Senior Advisor must submit a written opinion (15 pages) of her or his decision within 2 days of the simulation. In addition to class materials, student participants should engage in research of American case law, international law, and official United States policy in support of their respective positions.

STUDENT PORTFOLIOS DUE ON TUESDAY DECEMBER xx, 20xx BY 4 PM.

List of Recommended Readings for Potential Essay Topics

8. Tabaa v. Chertoff, 509 F.3d 89 (2d Cir. 2007)


17. Story 12 & 13 of Patriot Acts


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

Form Instructions
1. Course request type:
   ☐ Undergraduate  ☐ Graduate  ☑ First Professional (DDS, MD, JD, PharmD, DVM)
2. Request submitted by (Department or Program Name): Select or Type Department/Program Name
   School of Law
   LAW 7228 ePayments Law & Business
3. Course prefix, number and complete title of course:

4. Catalog course description (not to exceed 50 words):
   Explores models of electronic payments with emphasis on the business models and legal superstructures that have facilitated the growth of ePayments in the digital age; covers electronic transfers of value and resolution of transactional disputes; evaluates range of systems from established credit-and-debit card networks to cutting-edge emergent payment systems.

5. Prerequisite(s):
   One year in law school in the full-time or part-time program, including Law 7017
   Cross-listed with:  Sacked with:
   Cross-listed courses require the signature of both department heads.

6. Is this a variable credit course?  ☐ Yes  ☑ No  If yes, from _____ to _____
7. Is this a repeatable course?  ☐ Yes  ☑ No  If yes, this course may be taken _____ times.
6. Will this course be repeated within the same semester?  ☐ Yes  ☑ No
8. Will this course be submitted to the Core Curriculum Council?  ☒ Yes  ☐ No
9. How will this course be graded?  ☑ Grade  ☐ S/U  ☐ P/F (CLAP)

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

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

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

13. Prefix  Course #  Title (excluding punctuation)
    LAW  7228  ePayments Law & Business

    | Lect | Lab | Other | SCH | CIP and Fund Code | Admin Unit | Acad Year | HCE Code |
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    Approval recommended by:
    Maxine M. Harrington
    Department Head or Program Chair (Type Name & Sign)
    Date 4/9/16

    Wayne Barnes
    Chair, College Review Committee
    Date 4/19/16

    Andrew P. Morris
    Dean of College
    Date 4/19/2015

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

    Submitted to Coordinating Board by:

    Chair, GC or UCC
    Date

    Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services – 07/14
Texas A&M University School of Law
ePayments Law & Business

Course Information:
Course Title: ePayments Law & Business.
Course Number: LAW-7228
Term: Spring 20xx
Meeting Times:
    January 15 & 16, 10 am - Noon & 1pm - 3pm
    January 29 & 30, 10 am - Noon & 1pm - 3pm
    February 12 & 13, 10 am - Noon & 1pm - 3pm
Room Number: Room 207

Instructor Information:
Adjunct Professor Jason Korosec.
Tel: +1 (440) 729-5601 or +1 (914) 249-5601.
eMail: jkorosec@tamu.edu, Jak16@case.edu, or Jason_Korosec@mastercard.com.
LinkedIn: www.linkedin.com/in/jasonkorosec
Twitter: @thepaymentsguy
Office & Office Hours: Further information about my office and office hours will be posted on eCampus.

Course Description and Prerequisites:
Course Description: This course explores the world of electronic payments with an emphasis on the business models and legal superstructures that have facilitated the growth of ePayments in the digital age. Students learn how electronic transfers of value and resolution of transactional disputes occur. Evaluated systems range from established credit-and-debit card networks to cutting-edge emergent payment systems made possible by eCommerce technology.

Course Prerequisite: One year of law school in the full-time or part-time program, including Contracts. Completion of or concurrent enrollment in Payment Systems is helpful, but not required.

Attendance: This is a condensed course. Students must attend the entire classroom component to earn credit in the course. An absence for any reason will result in administrative withdrawal from the course.

Textbook and/or Resource Materials
All materials will either be available in eCampus online or emailed to students.
Course Objectives & Outcomes
In this special topics course, diligent students should gain a much deeper understanding of:

- The variety of payment systems in use (the universe of payments);
- How the card payment system works;
- The legal superstructure for the card payment system;
- Private provision of law within the card payment system;
- Dispute resolution within the card system;
- The many roles of (and opportunities for) lawyers in the card payment system;
- How to utilize the card payment system as a weapon in other disputes;
- The relationship between the Arbitrage of Law and the payment system; and,
- The future of ePayment Systems.

Your knowledge and understanding will be assessed through a final paper. See evaluation section, below.

Evaluation and Grading Policies:
The primary basis for the grade in this special topics course is a final paper. The various aspects of the final paper grade are attached, below, in Appendix A. In class participation is also a component of the grade. In class attendance is mandatory.

The final paper is due March 11th by email to jkorosec@tamu.edu by 5pm.

This course follows the grading scale and grading policies outlined in Academic Standards 8.1-8.54, which may be found in the Student Handbook.

Attendance Policy
You are required to adhere to the law school’s attendance policy as outlined in the Student Handbook.

Course Topics, Calendar of Activities, Major Assignment Dates:
All of the course readings will be posted online in eCampus (or emailed to students). Occasionally, a reading may be added based on the content of in class discussion.

Business and Technology. What is necessary for a payment system? Who are the participants in the card payment system? What value does each party add in the payment system?


Settlement. What is Settlement? What purpose does settlement have in the payment system? What does game theory teach us about settlement?


Card Issuers. What is an Issuer? What are their responsibilities?
**Criminal and Civil Law.** What is the role for criminal tribunals in the card based system?

- State v. Keith, 136 Ohio App.3d 116 (1999). How does the card authorization process impact this case?

**Card Acquirers.** What is an Acquirer? What are their responsibilities in the payment system? What are the limits of contract?


**Transaction Processors, Technology Providers, and Dual Brands.** Which parties are responsible for payments? How can dual branded cards and ATMs confuse responsibilities in a contract?

  How has the government anti-trust action impacted these private contracts?

**Interchange.** What is interchange? What purpose does it serve? Who benefits? Who bears the burden of interchange directly, and indirectly? Who is attacking interchange? What legal basis is being utilized to attack interchange?

- Wal-mart Stores v. Visa, 396 F.3d 96 (2nd Cir 2005).

**Interchange Market Interventions.** Why are regulators intervening in the market? Are these market interventions likely to produce the desired outcome?

- Durbin Amendment, 15 U.S.C. 1693, Section 920. What market intervention is Senator Durbin imposing?
- 12 C.F.R. Part 235. At what rate did the Federal Reserve set the price control on debit card transactions?

**Card Currency Conversion.** What is currency conversion? How does currency conversion work, technically? Is the currency conversion process a fee?

- Schwartz v. Visa, 2003 WL 1870370. What is the payment systems role in currency conversion? Why would that impact Schwartz?

**Dynamic Currency Conversion.** What is Dynamic Currency Conversion (DCC)? How does it function? Why would consumers favor DCC over more traditional currency conversion? Who is earning the revenue?


**Surcharges, Discounts, and Convenience Fees.** When is surcharging permitted? What is the difference between a surcharge and a discount? What is the difference between a surcharge and a convenience fee?
- People v Pulvlo, 136 Misc.2d 334 (1987).

**Usury Law and Federal Pre-Emption.** What is usury law? Which state has the right to set interest rates for consumers? Does this market rule strengthen or weaken the authority of a state?
- 12 U.S.C.A. § 85. Rate of interest on loans discounts and purchases.

**Skimming & Card Hacking.** What is skimming and how do criminals profit from it? How are criminals identified and caught?
- Ex Parte Castellanos, 420 S.W.3d 878 (2014).

**Domain Name Squatting.** How is domain name squatting particularly pernicious in the payments context? What potentially understandable confusion might arise from the brand names of the payment systems?
- MasterCard International v. Jose Carlos Bisognin Panzenhagen, 2009 WL 2586570 (UDRP-ARB Dec.).

**Dispute Resolution in the Card Context.** How are disputes resolved in the card payment system?
- Regulation Z, 12 CFR 1026.12(b), 12 CFR 1026.12(c), and Regulation Z, 12 CFR 1026.13. What market intervention is created by TILA and Reg Z for disputes?
- Regulation E, 12 CFR 205.11. How Is Regulation E and Z different with respect to billing errors?
- Visa Chargeback Guide for Merchants. Consider the requirements imposed by Visa on Merchants.
- Visa and ADR. Read Visa's letter to the Federal Trade Commission on its ADR program.

**Unsolicited Cards.** What does the prohibition on unsolicited cards achieve?
Arbitrage, Gray Market Goods, and Cards. How does a global card payment system create new legal problems? What responsibilities does the card payment system have for these problems? What are the options for aggrieved parties?

- Amazon, Harry Potter and Payments, NY Times, April 1, 1999. Children's Book Casts a Spell Over Adults; Young Wizard Is Best Seller And A Copyright Challenge.

International Sanctions and Payments. What is the Impact of Presidential Power on payments? When presidential action is taken, what are the immediate and longer term impacts of these actions on the payment system?

- Presidential Orders on Cuba. Review Section V (Banking) of the general fact sheet available at: https://www.treasury.gov/resource-center/sanctions/Programs/Documents/cuba_faq.pdf, with a particular focus on 44, 46, 47, and 48.

The Future of Payments. Technological innovation is advancing rapidly. Consider Internet payments and Wallets (PayPal), the rise of the developer, EMV, Bitcoin and Blockchain. What is necessary for a new payment technology or method to succeed?

- PayPal 101. See: http://netforbeginners.about.com/od/ebay101/ss/paypal101.htm#showall
- The Economist, The Promise of Blockchain, October 31, 2015.

Law School Disability Policy:
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Assistant Dean of Students, Rosalind Jeffere, Due to the law
school's policy of testing anonymity, students should not discuss their disabilities with professors. For assistance, students should consult with Dean Jeffers. For additional information visit http://law.tamu.edu/current-students/student-affairs/exam-accommodation.

**Academic Integrity Statement and Policy:**
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For additional information, please visit: http://aggiehonor.tamu.edu and the law school Student Handbook.

**Statement on Professionalism:**
"What does it mean to be a professional? The term refers to a group . . . pursuing a learned art as a common calling in the spirit of public service – no less a public service because it may Incidentally be a means of livelihood. Pursuit of the learned art 'in the spirit of public service is the primary purpose.' Dean Roscoe Pound."

"What is professionalism? 'Professionalism is conduct consistent with the tenets of the legal profession as demonstrated by a lawyer's civility, honesty, integrity, character, fairness, competence, ethical conduct, public service, and respect for the rule of law, the courts, clients, persons who work within the legal profession, witnesses, and unrepresented parties.'"

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2 Commission on Professionalism, State Bar of New Mexico. Available at: http://www.nmbar.org/Attorneys/commissiononprofessionalism.html
Appendix A -- Paper Requirements

**Topic:** Students must select a topic that relates to ePayment Systems.

**Topic Approval:** Students do not need to secure prior approval for any particular topic. However, a student may request feedback on any topic and position. Prior vetting does not relieve the student from writing on a topic relating to ePayment Systems. Papers will not be pre-graded.

**Paper Position:** Students must take a position within the topic. Based on the categories and weighting of the grading criteria (see below), explanatory papers will not score well. Note: Students may acknowledge other points of view. Students are not expected to match the position or beliefs held by the institution or professor. The weighting of the grading criteria leans heavily towards the well-articulated defense of a position.

**Minimum Paper Length:** The paper must be an absolute minimum of five pages per student. Depending on footnotes, five pages should be a minimum of approximately 1800 words. There is a feature within Microsoft Word that enables the student to determine the number of words within their paper. Use that feature.

**Maximum Paper Length:** There is no specific predefined maximum length. All text submitted must be relevant to the topic. So, extra pages will only help your score if and only if these extra pages are of high quality and they are directly related to the topic at hand.

**Grading Criteria:** The grading criteria will be available online in eCampus in a separate document and is included below. Although the criteria may be modified, the criteria will be utilized to score your paper.

**Grading Criteria – Easy Points:** There is a Microsoft Word template available within eCampus for your paper. If you use this template for your paper, it is highly likely that you will score some easy points within several categories. See the grading criteria for an explanation.

**Grading Criteria – English:** The quality of your English writing is a "low-point" category in the Grading Criteria. However, if your English writing becomes so poor as to impede the understanding of your position, it may impact other categories.

**Law School Academic Policies & Honor Code:** All academic policies and honor code expectations apply to this course and the paper. In particular, plagiarism will not be tolerated. When writing the paper, use footnotes to avoid this issue.

**Teams:** Students may form teams of up to a maximum of three students. No prior approval is necessary or required to form a team. Forming a team is optional and not required.

**Team Disputes:** The individuals on a team must resolve any team disputes. If the dispute is not resolvable, the individuals on the team may separate and write their own papers.

**Team Papers – Length:** Please note the section on minimum paper length. If two students combine into a single team, the minimum paper length becomes ten pages
and 3,600 words. If three students combine into a single team, the minimum paper length becomes fifteen pages and 5,400.

**Teams – Law School Policies:** Also note that all school policies apply. In particular, note that all team members must actively and substantively contribute to the content of a paper at the level for an individual contributor. A non-contributing student may not add their name to another student or team paper.

**Submission:** Students must submit their paper no later than the deadline, by email in Microsoft Word format to jkorosec@tamu.edu. If an email acknowledgement is not received within 24-48 hours of submission, assume that the professor did not receive your final paper.
Appendix B – Professor’s Grading Sheet

Below is the excerpted grading sheet for the professor. The complete Excel version will be online in eCampus.

=> Instructor reserves the right to modify grading criteria.

Name(s): School id: Program: Paper Grade: Course Grade:

Paper Title:

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Submission Requirements

- eMailed electronic copy of Paper (v Paper submission)
- Submitted in Microsoft Word format
- Timeliness of Submission
- Absolute Minimum Length (> 5 full pages or 1,800 Words)
- Submission Requirements / 6

Substantive Elements – II

Readability

- Standard English Usage (spelling, punctuation, etc.)
- Refinement / Paper Polish
- Writing Style
- Title conveys paper hypothesis/position/subject matter
- Readability of Paper

Citations
- Assertions are cited
- Diversity of sources cited (reliance on more than one source)
- Diversity of types of sources cited (cases, law, journal articles, etc.)
- Citation Form (Blue Book)
- Citations in Paper

Relevance to Course
- Inclusion of relevant course readings, discussions
- Core to course subject matter (payments)
- Incorporation of course themes (private vs. public, arbitrage, etc.)
- Linkage to course objective
- Relevance to Course

Core Argument, Analysis, and Conclusion - III

Argument
- Clear Hypothesis, Position, and/or Argument
- Uniqueness & Challenge of Topic
- Not a straight re-play of in-class material
- Argument

Analysis
- Strength of Analysis and/or Defense
- Recognition of alternative viewpoints and positions
- Supporting Materials & Diagrams
- Page Length Appropriate for Topic
- Succinctness and Full Coverage of Analysis
- Analysis

Conclusions
- Conclusion follows from Argument and Analysis/Defense
- Conclusions

Potential Bonus & Penalty Points (Paper & Course Grade)

Paper Publishability
Team Submission
Extraordinary Class Participation (relative to other classmates)
Unexcused Absence, partial absence, lateness, etc. (up to -15 pts / Session)
The Special Number Rule
Other

Total Paper Score

/ 100

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

Form Instructions
1. Course request type:  □ Undergraduate  □ Graduate  □ First Professional (DDS, MD, JD, PharmD, DVM)
2. Request submitted by (Department or Program Name): Select or Type Department/Program Name: School of Law
   LAW 7259 Information Privacy Law
3. Course prefix, number and complete title of course:

4. Catalog course description (not to exceed 50 words):
   Explores issues related to the concept of information privacy; examines the collection, use, protection and disclosure of personal and other information by government entities and private sector actors, both domestically and cross-jurisdictionally; considers multiple regulatory schemes, including constitutional, tort, contract, property, statutory, administrative and international rules.

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

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

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

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

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

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

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

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

13. Prefix  Course #  Title (excluding punctuation)

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</tbody>
</table>

Approval recommended by:
Maxine M. Harrington
Department Head or Program Chair (Type Name & Sign)  Date  3/19/16
Wayne Barnes
Chair, College Review Committee  Date  4/19/16
Andrew P. Morrise
Dean of College  Date  4/19/2014

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

Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
Curricular Services - 07/14
Information Privacy Law  
Law 7259  
Fall 20xx

Prof. H. Brian Holland  
Phone: 817-212-3923  
Email: hbholland@law.tamu.edu

Office Hours: Monday/Wednesday @ 10:30-11:30 and by appointment (Room 137)

COURSE INFORMATION

Class Meetings: Monday/Wednesday @ 1:30-2:45.

Course Description: This course explores multiple issues related to the concept of information privacy. It examines the collection, use, protection and disclosure of personal and other information both by government entities and private sector actors, both domestically and as regards cross-jurisdictional data flow. The course considers multiple regulatory schemes, including constitutional, tort, contract, property, statutory, administrative and international rules.

Course Prerequisite: One year in law school in the full-time or part-time program.

Course Objectives: At the completion of the course, students should be familiar with information privacy law and principles in a range of contexts, including: law enforcement, national security, health, government records, financial data, consumer data, school records, and employment.

Prerequisites: One year in law school in either the full-time or part-time program.

COURSE MATERIALS


COURSE REQUIREMENTS

Course Website: We have a course web site on the eCampus Blackboard platform, available at https://ecampusprod.tamu.edu/. You should be registered automatically, but it is your responsibility to confirm this. I will be posting many required materials throughout the semester and it is your responsibility to check the website regularly. Also, I will be sending emails to the class through both the eCampus and Howdy systems. You should, therefore, be sure to check your registered email regularly.

Attendance: The law school attendance policy will be enforced. ABA Standards require regular class attendance. A student who exceeds the maximum number of absences will be administratively withdrawn from the course. You are deemed absent if you are not in the classroom when class is scheduled to begin or if you leave the classroom before class is dismissed. You are responsible for signing the attendance roster during class and for keeping track of your absences. You are required to adhere to the law school’s attendance policy as outlined in the Student Handbook.

Class Preparation and Participation: Class preparation is required. If you do not regularly prepare for class meetings, you will have difficulty mastering the material. Likewise, participation in class discussion is required, and you should expect to be called on at random during class. Failure to be adequately prepared for or to participate in class may result in a reduction in your final grade of up to one full grade (e.g., from an A to a B). (See grading, below)
Grading: Your grade in this course will be based entirely on your final exam, subject to adjustment for lack of adequate participation. This course follows the grading scale and grading policies outlined in Academic Standards 8.1-8.54, which may be found in the Student Handbook.

Use of Electronic Devices: As a courtesy to your classmates and me, please make sure your cell phone, pager or similar electronic device is turned off at the beginning of class. If you are expecting an emergency call, please use the vibrate feature on your cell phone and leave class before answering any call. In addition, please be certain that your computer is silent. During class meetings, your use of any electronic devices must be solely for purposes directly related to the class. Your use of electronic devices for any other purpose is prohibited. Examples of prohibited uses of electronic devices include surfing the internet, updating your Facebook page, playing games of any kind, and/or sending electronic messages.

ADDITIONAL POLICIES, REQUIREMENTS, ETC.
Law School Disability Policy: The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Assistant Dean of Students, Rosalind Jeffers, Due to the law school’s policy of testing anonymity, students should not discuss their disabilities with professors. For assistance, students should consult with Dean Jeffers. For additional information visit http://law.tamu.edu/current-students/student-affairs/exam-accommodation.

Academic Integrity Statement and Policy: An Aggie does not lie, cheat or steal, or tolerate those who do. For additional information, please visit: http://aggiehonor.tamu.edu and the law school Student Handbook.

Professionalism: "What does it mean to be a professional? The term refers to a group . . . pursuing a learned art as a common calling in the spirit of public service — no less a public service because it may incidentally be a means of livelihood. Pursuit of the learned art in the spirit of public service is the primary purpose." Dean Roscoe Pound."

See “Assignments” next page.

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<tr>
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<tr>
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<td>Introduction</td>
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<td>26-41</td>
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<tr>
<td>3</td>
<td>Perspectives on Privacy</td>
<td>43-79</td>
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</tr>
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<td>288-318</td>
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Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
- Submit original form and attach a course syllabus.

Form Instructions

1. Course request type:
   - [ ] Undergraduate
   - [ ] Graduate
   - [ ] First Professional (MD, MD, PhD, DO, DVM)

2. Request submitted by (Department or Program Name): Select or Type Department/Program Name School of Law
   LAW 7267 Government, Ethics & the Public Sector

4. Catalog course description (not to exceed 50 words):
   REQUIRED COURSE FOR STUDENTS IN THE PUBLIC POLICY RESIDENCY EXTERNSHIP PROGRAM, PROVIDES A REVIEW OF FEDERAL AND STATE GOVERNANCE; EXPLORES THE EXTERN'S ROLE IN THE POLICYMAKING PROCESS; INTRODUCES STUDENTS TO ETHICAL ISSUES WITHIN GOVERNMENT; AND ALLOWS STUDENTS TO RESEARCH A TOPIC RELATED TO THEIR PLACEMENT.

5. Prerequisite(s):
   Professor Approval
   Instructor Approval
   [ ] Public Policy Residency Externship Program
   Stacked with:
   Cross-listed courses require the signature of both department heads.

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

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

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

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

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

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

J.D. School of Law

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

13. Prefix | Course # | Title (excluding punctuation) | Lect. | Lab | Other | SCH | CIP and Fund Code | Admin. Unit | Acad. Year | FICE Code | Approval recommended by:
   LAW 7267 | Gov't Ethics & Pub Sector | 1.00 | 0.00 | 0.00 | 1.00 | 2201010008 | 1710 | 0 | 0 | 0 | 3 | 6 | 3 | 2 | Level 7

Maxine M. Harrington
Department Head or Program Chair (Type Name & Sign) Date

Wayne Barnes
Chair, College Review Committee Date

Andrew P. Morris
Dean of College Date

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

Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services – 07/14
COURSE DESCRIPTION: This is a required prep course for students in the public policy residency externship program. The course provides a review of federal and state governance, explores the extern's role in the policymaking process, introduces students to ethical issues within government, and allows students to research a topic related to their placement.

PREREQUISITE: Professor Approval

PROFESSOR:
Lisa A. Rich
Office Room 108
817/212-3952
larich@law.tamu.edu
Office hours will be 3:00-4:00 on Tuesday, Wednesday and Thursday. Additional hours are available by appointment.

COURSE OBJECTIVE: By the end of this course students will —
1) have a thorough understanding of federal government processes from the perspective of all stakeholders involved;
2) have a thorough understanding of the purpose, goals, and expectations of, as well as issues associated with, being an extern in the area of public policy, particularly ethical considerations;
3) have completed a thorough critical review of their placement organization and given a briefing about their findings to the class;
4) comprehend the expectations of them during their externship including timekeeping, journal keeping, blogging, networking, and acting as ambassadors for the law school; and
5) have gained a solid understanding of their host city and the opportunities it provides.

REQUIRED TEXTS: Ogilvy, et al, Learning from Practice: A Professional Development Text for Legal Externs (Thomson West, 2d ed.).

COURSE WEBSITE & EMAIL: Registration for this class on TWEN is required. This site will be used for posting course materials and additional assignments, making class announcements, submitting electronic versions of assignments, and may be used for other assignments or meetings throughout the semester. Check your school e-mail accounts frequently for announcements regarding the Law School and this course.

TEACHING METHOD: This course involves a number of teaching methods including use of the "Socratic method," problem-based discussions, group and individual work, written and oral exercises, and broad discussion of the material covered during the course.
READING ASSIGNMENTS & CLASS PREPARATION: This course relies heavily on student interaction for its success and optimal learning. Students will be expected to have read the assignments in advance of class and be prepared to discuss the material both in the context of their externship experiences and any speaker scheduled for the week.

GRADES: This is a graded course the grading scale and grading policies outlined in Academic Standards 8.1-8.54, which may be found in the Student Handbook. This course demands your full attention and participation; as such, class participation and engagement will be a significant part of your grade. You will also complete a research paper about the entity with which you will be placed and present your findings during the final day of class. Grades in this course are weighted as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation</td>
<td>30%</td>
</tr>
<tr>
<td>Homework Assignments</td>
<td>20%</td>
</tr>
<tr>
<td>Final Paper Presentation</td>
<td>10%</td>
</tr>
<tr>
<td>Final Paper</td>
<td>40%</td>
</tr>
</tbody>
</table>

Penalties for Late Work: Lawyers must file documents in a timely manner. Similarly, as a law student, it is incumbent on you to submit your assignments according to the due date provided. Late penalties will be strictly enforced in this class. The following penalties will be assessed on late assignments:

- Up to 1 hour late: 1 grade increment (e.g., a paper that would have received a “B” will receive a “B-“)
- 1 hour – 2 hours late: 2 grade increments (e.g., a paper that would have received a “B” will receive a “C+“)
- More than 2 hours late: No credit

CLASSROOM ETIQUETTE AND ATTENDANCE REQUIREMENTS:

Guidelines & Policies

This course follows the guidelines set forth in the Student Handbook. A student who disrupts the classroom or otherwise interferes with the right of others in the class to learn may be asked to leave the class. Violations of classroom etiquette could result in being asked to leave class, resulting in an unexcused absence for that class. Such absences will count toward the maximum allowed allowances.

Electronic Devices — Laptop computers and other electronic devices are permitted in class; however, they are to be used ONLY in connection with the class — not for surfing, texting,
messaging, etc. ... The professor reserves the right to stop class and/or ask a student to leave if they are using electronic devices for non-class activities.

Please be sure that all other electronic devices are silenced prior to the start of class and that devices not being used for class are stowed.

ATTENDANCE POLICY: You are required to adhere to the law school’s attendance policy as outlined in the Student Handbook.

DISABILITY POLICY: The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Assistant Dean of Students, Rosalind Jeffers. Due to the law school's policy of testing anonymity, students should not discuss their disabilities with professors. For assistance, students should consult with Dean Jeffers. For additional information visit http://law.tamu.edu/current-students/student-affairs/exam-accommodation.

PROFESSIONALISM:

"The conduct of a lawyer should be characterized at all times by honesty, candor, and fairness. In fulfilling his or her primary duty to a client, a lawyer must be ever mindful of the profession's broader duty to the legal system.

* * * *

We must always be mindful that the practice of law is a profession. As members of a learned art we pursue a common calling in the spirit of public service. We have a proud tradition. Throughout the history of our nation, the members of our citizenry have looked to the ranks of our profession for leadership and guidance. Let us now as a profession each rededicate ourselves to practice law so we can restore public confidence in our profession, faithfully serve our clients, and fulfill our responsibility to the legal system."1

ACADEMIC INTEGRITY STATEMENT AND POLICY:

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

"The Aggie Code of Honor is an effort to unify the aims of all Texas A&M men and women toward a high code of ethics and personal dignity. For most, living under this code will be no problem, as it asks nothing of a person that is beyond reason. It only calls for honesty and

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integrity, characteristics that Aggies have always exemplified. The Aggie Code of Honor functions as a symbol to all Aggies, promoting understanding and loyalty to truth and confidence in each other."

For additional information, please visit: http://aggiehonor.tamu.edu and the law school Student Handbook. Information specific to the Law School is posted on the Law School's website and on the TWEN site for this class.

### READING AND CLASS ASSIGNMENTS

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<td>*Ogilvy, Chapters 1-3; Preparation of Goals Memorandum &amp; Learning Agenda</td>
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<td>Prepare Ex. 3.1</td>
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<td>1.5.20xx</td>
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<td></td>
<td>Prepare Ex. 5.1 &amp; Ex. 6.5</td>
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<td>*Ogilvy, Chapters 11-12</td>
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<td>Prepare Ex. 11.1 &amp; Ex. 12.1</td>
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<tr>
<td>1.8.20xx</td>
<td>Oral Presentations; Video Recording</td>
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### HOMEWORK ASSIGNMENTS

The homework assignments listed above should be prepared for submission to the professor on the days listed. Homework assignments should be well-written, including full sentences and good grammar, unless otherwise directed in the assignment (some assignments ask you to create a list). Homework should be thoughtfully undertaken as it is designed to help prepare you for your externship. Formatting of the Homework Assignments will include —

* Page Numbers
* Single-spaced
* 12-point font
* Caption:

Homework Assignment

TO: Prof. Rich
WRITING ASSIGNMENT & ORAL PRESENTATION

Writing Assignment:

As part of this course, students will research their placements including its origins, organization, key issue agenda, recent public policy contributions, and how the student's externship will contribute to the placement's mission. That research will culminate in a 2,500 word minimum paper. Papers must be well-written, scholarly endeavors that are well (and properly) cited using Bluebook. Papers will be formatted as follows —

* Double-spaced;
* 12-point font;
* Include page numbers;
* Include proper footnotes;
* Include the following footer;
  Your name
  REP Research Paper

Papers will be submitted electronically via TWEN.

PAPERS ARE DUE BY 10:00 p.m. ON SATURDAY, JANUARY 9, 2016.

Oral Presentation:

On the final day of class, students in the course will report their research and inform the class about their placements and the findings of their research. Presentations will be ten (10) minutes long with an additional ten (10) minutes for questions from other students and the professor.
Texas A&M University  
Departmental Request for a New Course  
Undergraduate • Graduate • Professional  
- Submit original form and attach a course syllabus.  

Form Instructions
1. Course request type:  
   - Undergraduate  
   - Graduate  
   - First Professional (DOS, MD, JD, PharmD, DVM)
2. Request submitted by (Department or Program Name):  
   - Select or Type Department/Program Name  
   - School of Law
3. Course prefix, number and complete title of course:  
   - LAW 7414  
   - Legislative Process

4. Catalog course description (not to exceed 50 words):  
   - Studies three areas of legislating: drafting/statutory construction, research and support groups, and procedures (committees/calendars/floor management), selects Committee Operations/debate/passage of bills; keeps Texas legislative rules handbooks to guide students from introduction to passage of legislation; student select a Speaker and Lt. Governor.

5. Prerequisite(s):  
   - Cross-listed with:  
   - Stacked with:

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

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

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

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

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

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

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

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

13. Prefix | Course # | Title (excluding punctuation)  
---|---|---
LAW | 7414 | LEGISLATIVE PROCESS

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Level 7

Approval recommended by:  
Maxine M. Harrington  
Department Head or Program Chair (Type Name & Sign)  
Date  

Wayne Barns  
Chair, College Review Committee  
Date

Andrew P. Morris  
Dean of College  
Date

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

Associate Director, Curricular Services  
Date  
Effective Date

Questions regarding this form should be directed to Sandra Williams at 979-8201 or sandra.williams@tamu.edu.
Texas A&M University School of Law
Legislative Process Syllabus, Spring-20xx
(Law 7414)

Professor Spurlock (Meet: On Selected Saturdays- 9:30am-3:30 pm; Rm 107)

Course Description:

Studies three areas of legislating: drafting/statutory construction; research and support groups; and procedures (committees/calendars/floor management). Texas legislative rules handbooks are used to guide students from introduction to passage of legislation. Students elect a Speaker and Lt. Governor. Committee operations/debate/passage of bills are studied.

Prerequisite:

One year in law school in the full-time or part-time program.

Course Objectives and Class Information:

This two (2) hour class meets on 5 1/2 Saturdays as scheduled this semester divided into two class periods each in which we will study the make-up of a typical legislature consisting of a House of Representatives and a Senate. The materials used for our course are the actual Senate and House of Representatives Rule Books of the 84th Texas Legislature (2015), along with relevant Texas Constitutional provisions. Actual rules and subjects studied are set out as assignments below.

This course will focus on the process of producing legislation in a bi-cameral legislative body. Each student will be expected to draft a bill to shepherd it through a mock class legislative body during the semester. Topics of interest will clearly be some of the many fall-out issues needing public policy resolution in Texas resulting from U.S. Supreme Court’s Obergefell v. Hodges case (June 2015) “marriage” decision. The 85th Texas Legislature meeting in 2017 will actually be addressing the public policy issues then, so students in the course will have had an excellent pre-view of some of the difficulties in effecting policy changes lawfully & peacefully within society.

This course is one of three “legislative” courses at this school. Each of the three is designed to focus upon different aspects of creation of law in our representative democracy. The 1L course in Leg/Reg. is designed to teach some legal analysis approaches and demonstrates the conflict which occurs between a legislative and executive branch of government in a civil law system. The Legislative course, taught only in odd number years, mirrors the Texas Legislatures’ bi-annual meeting. Focusing on resolving the extent and meaning of statutes, it analyzes tensions created in efforts to determine legislative intent through judicial fiat, highlighting the conflict between the legislative and judicial branches in a common-law country. This Leg.Proc. course looks at the internal strife in creating legislation; a “house divided” approach to making law. In doing so, we will examine the functions of committees, calendars, procedural rules, and powers of leaders, and the functions of government agencies supporting the legislature and their duties to give that support without taking partisan sides in disputes. Class members will role play as both Senators and House members. The class will elect both the Speaker of the House and the Lieut. Governor of the State from class membership the first Saturday. That day, the rules will be used.
The class will meet each assigned Saturday in two parts. The morning part will be on discussion of the House or Senate rules assigned for that day's class as well as discussing cases assigned to be read. You are expected to be prepared each class period to be called upon or to participate in class discussions of all assigned material. Changes made regarding the cases or text assigned to be read for a particular day will be announced in advance to help you prepare for class.

The class will meet on five Saturdays from 9:30am to 3:30pm with a one hour break at 12:30 on: Jan. 23rd; Feb. 6th & 20th; Mar. 5th & 26th; and April 9th 9:30 until 12:30pm only.

There is NO Final Exam. 100% of your course grade will be on your participation in class in the role playing exercises (variously as a committee members, chair, a sponsor or opponent of a bill, in House or Senate leadership role, etc.) and on your efforts and success in drafting a bill on your subject of choice and understanding and using the rules getting passage through either House of the Legislature. In short, you may develop into a "best" or "worst" category of solon (as measured according to popular political barometers) and yet make an excellent grade, but no one will be allowed to become "furniture" (in legislative parlance one useful only to gather dust and occupy space). This course is designed to teach you the extreme difficulty in achieving legislative goals; that compromise is not necessarily a dirty word and success most often is achieved through cooperation and building of consensus. A voluntary class trip (at student personal expense) is planned for Saturday April 16th or the 23rd to the State Capitol Bldg. in Austin to visit the House Chambers, a Committee room, the Legislative Council, and Legislative Budget Board. More will be announced when the date is fixed.

This course follows the grading scale and grading policies outlined in Academic Standards 8.1-8.54, which may be found in the Student Handbook. None of your grade will depend on your participating in the Austin trip, if any. You are required to adhere to the law school's attendance policy as outlined in the Student Handbook. Roll will be passed in class. Class participation is governed under a policy of strict observance of the Aggie Honor Code: An Aggie does not lie, cheat, or steal, or tolerate those who do. For additional information, please visit: http://aggiehonor.tamu.edu and the law school Student Handbook.

You are preparing for a lifetime of future service in the law, to be looked upon by citizens in your community as well as your peers for your leadership in following high moral standards within society. Now is the time to begin (if you haven’t yet done so) a professional commitment to a life of service to seek justice and equity to help others resolve or to avoid civil conflicts.

The class is taught in a combined form of lecture-practice method. At some time, you will be called upon to stand in class to discuss the assigned reading or be role playing as a participant in the days assigned legislative activity. On any day you are unprepared, put a note on the lectern saying you are not prepared, and I will honor it and not call on you that day.

The law school Disability Policy: The Americans with Disabilities Act (ADA) is a federal antidiscrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Assistant Dean of Students, Rosalind Jeffers, Due to the law school's policy of testing anonymity, students should not discuss their disabilities with professors. For assistance, students should consult with Dean Jeffers. For additional information visit http://law.tamu.edu/current-students/student-affairs/exam-accommodation.
My office is # 140, East Hall, First Floor; phone # 817-212 3940. Office hours are posted by my door. If the door is closed, knock, if I am in, I will answer and if time permits we can visit without an appointment. The better practice is to schedule a definite time for a visit during the posted hours. See me after class or Email: jspurlock@law.tamu.edu. The semester's reading assignments are listed as follows.

Joe Spurlock II, Professor

12/16/20xx.
Texas A&M Univ. School of Law: Reading Assignments-Legislative Process S-16, from House and Senate Rule Books (84th Texas Legislature-Reg.S-2015) and other sources; additional cases will be assigned as the semester progresses. (Spurlock)

**Dates**

1. Sat. Jan 23rd (Organization, officers, and major employees of the Legislature) Article 3 Sec. 1-17 Texas Constitution and intro. to Texas Senate Rules 1.01 – 1.05; 4.01-4.10; intro to House Rules 1 & 2; convening Senate, election of Lt. Governor; convening of House, election of Speaker; bill topics discussed; adjournment.

2. Sat. Feb. 6th (Committees and procedural structure House and Senate) Article V and Art. XI of Senate Rules; Rules 3 & 4 of House Rules; House and Senate Committee assignments made; committees subject authority; bill progress memo; adjournment.

3. Sat. Feb. 20th (Material to be furnished on LBB and Legislative Council at prior time) Discussion on contents of bills and technical compliances necessary and on operations of the above two of the Legislature’s supporting institutions. Subject of bill must be final.

4. Sat. Mar. 5th House Rules 5 (Floor Procedure) & 6 (Order of Business and Calendars); and Senate Rules Art. VII (Intro/Passage Bills), XIII (Com. of the Whole), and XVI (Votes Req’d); meeting of House and Senate, introduction of Bills, first reading and referral to committees.

5. Sat. Mar. 26th House Rules 9, 10, 11, and 12; Senate Rules Art. VI, VIII, IX, and X. House and Senate business, if any; meeting of committees.

6. Sat. Apr 9th Committee reports; meetings of House and Senate, voting on bills.

7. Sat. Apr 16th or Apr. 23rd Trip to Austin, visit to House floor and Committee room in Capitol; visit to Legislative Council and Legislative Budget Board, etc.

During the semester, each student will prepare a bill on a subject of choice and strive to get it passed by a substantive committee of the House or Senate to which it is assigned by the respective presiding officer. Committee chairs will have the final say on when, or if there is a meeting on a bill. The committee must vote if there is a quorum and report the bill out or not to the house in which it originates. The presiding officers will make all committee appointments and assign all chairs. Three standing committees in each house will be identified on day one. At the end of the first day, all students will convene as a Senate to elect a Lt. Governor then convene as the House to elect a Speaker. Thereafter, committees will play the primary role in the Legislative process, subject to the respective Houses of the Legislature which jointly may modify or suspend any rule. When the class is sitting as a Senate, the Lt. Gov. or designee will preside; the Speaker when meeting as the House of Representatives. This class is designated a Special Session of the State of Aggieland, see Article 4 sec. 8 of the Texas Constitution; emergency message later. jsii
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

Form Instructions

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

2. Request submitted by (Department or Program Name):
   [ ] Select or Type Department/Program Name School of Law
   LAW 7426 The Lawyer in Government

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

4. Catalog course description (not to exceed 50 words):
   Explore the diverse political, ethical, and substantive issues that public policy lawyers encounter daily. Students will employ critical thinking and analysis of public discourse and policymaking in the context of their externships, and distill that exploration into written work product and class discussion.

5. Prerequisite(s):
   - [ ] Professor Approval
   - [ ] Cross-listed with:
   - [ ] Stacked with:

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

7. 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.

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

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

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

J.D. School of Law

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

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

13. Prefix  Course #  Title (excluding punctuation)
   LAW 7426 The Lawyer in Government

<table>
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<th>Lab</th>
<th>Other</th>
<th>SCH</th>
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<th>Admin. Unit</th>
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Approval recommended by:

Maxine M. Harrington
Department Head or Program Chair (Type Name & Sign)
Date

Wayne Barnes
Chair, College Review Committee
Date

Andrew P. Mott
Dean of College
Date

Submitted to Coordinating Board by:

Associate Director, Curricular Services
Date

Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
Curricular Services – 07/14
MEETING TIMES & DATES:
Mondays & Thursdays (beginning January 14, 20xx)
7:00 - 8:15 pm Eastern Time
NOTE: Students need to arrive by 6:45 p.m. because the lobby is locked at 7:00 p.m.

LOCATION:
Texas A&M University System Office of Federal Relations
1747 Pennsylvania Avenue
Washington, D.C.

Professor:    Stephen Vina
              stephen.vina@gmail.com
              202/224-5173

Residency Externship Coordinator:
Lisa A. Rich
larich@law.tamu.edu
817/212-3952

COURSE DESCRIPTION: The course explores the diverse political, ethical, and substantive issues that public policy lawyers encounter daily. Students will employ critical thinking and analysis of public discourse and policymaking in the context of their externship placements and distill that exploration into written work product and class discussion.

PREREQUISITE: Professor Approval. Admission to Externship Program.

COURSE OBJECTIVES: By the end of this course students should —
1) have a significant conversational understandings about the workings of the federal government;
2) understand all aspects of the development of public policy and its interaction with the American political process;
3) employ critical reasoning and analytical skills to address issues of public policy
4) appreciate the unique ethical, political, organizational, and strategic faced by public sector lawyers; and
5) develop deeper reflection and understanding of their role in the public sector and how the skills they have developed in law school prepare them for that role.

REQUIRED TEXTS: Most of the readings for this class will come from select law review and other scholarly articles; however, students should also have the following text book with them—Ogilvy, et al, Learning from Practice: A Professional Development Text for Legal Externs (Thomson West, 2d ed.).
COURSE WEBSITE & EMAIL: Registration for this class on TWEN is required. This site will be used for posting course materials and additional assignments, making class announcements, submitting electronic versions of assignments, and may be used for other assignments or meetings throughout the semester. Check your school e-mail accounts frequently for announcements regarding the Law School and this course.

TEACHING METHOD: This course involves a number of teaching methods including use of the “Socratic method,” problem-based discussions, group and individual work, written and oral exercises, and broad discussion of the material covered during the course.

READING ASSIGNMENTS & CLASS PREPARATION: This course relies heavily on student interaction for its success and optimal learning. Students will be expected to have read the assignments for a week in advance of class and be prepared to discuss the material both in the context of their externship experiences and any speaker scheduled for the week.

GRADES: This is a graded course the grading scale and grading policies outlined in Academic Standards 8.1-8.54, which may be found in the Student Handbook. Grades in this course are weighted as follows:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tr>
<td>Class Participation:</td>
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<td>Homework:</td>
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<tr>
<td>Final Project Draft:</td>
<td>15 percent</td>
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<tr>
<td>Final Project:</td>
<td>40 percent</td>
</tr>
</tbody>
</table>

Penalties for Late Work: Lawyers must file documents in a timely manner. Similarly, as a law student, it is incumbent on you to submit your assignments according to the due date provided. Late penalties will be strictly enforced in this class. The following penalties will be assessed on late assignments:

- Up to 1 hour late: 1 grade increment (e.g., a paper that would have received a “B” will receive a “B-”)
- 1 hour – 2 hours late: 2 grade increments (e.g., a paper that would have received a “B” will receive a “C+”)
- More than 2 hours late: No credit

You must make a good faith effort on all writing assignments and turn in all required assignments no later than May 10, 2016, or you will not pass this course.

CLASSROOM ETIQUETTE AND ATTENDANCE REQUIREMENTS:

Guidelines & Policies
This course follows the guidelines set forth in the Student Handbook. A student who disrupts the classroom or otherwise interferes with the right of others in the class to learn may be asked to leave the class.

Violations of classroom etiquette could result in being asked to leave class, resulting in an unexcused absence for that class. Such absences will count toward the maximum allowed allowances.

Electronic Devices — Laptop computers and other electronic devices are permitted in class; however, they are to be used ONLY in connection with the class - not for surfing, texting, messaging, etc. The professor reserves the right to stop class and/or ask a student to leave if they are using electronic devices for non-class activities.

Please be sure that all other electronic devices are silenced prior to the start of class and that devices not being used for class are stowed.

ATTENDANCE POLICY: You are required to adhere to the law school’s attendance policy as outlined in the Student Handbook.

DISABILITY POLICY: The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Assistant Dean of Students, Rosalind Jeffers. Due to the law school’s policy of testing anonymity, students should not discuss their disabilities with professors. For assistance, students should consult with Dean Jeffers. For additional information visit http://law.tamu.edu/current-students/student-affairs/exam-accommodation.

PROFESSIONALISM:

“The conduct of a lawyer should be characterized at all times by honesty, candor, and fairness. In fulfilling his or her primary duty to a client, a lawyer must be ever mindful of the profession’s broader duty to the legal system.

* * * * *

We must always be mindful that the practice of law is a profession. As members of a learned art we pursue a common calling in the spirit of public service. We have a proud tradition. Throughout the history of our nation, the members of our citizenry have looked to the ranks of our profession for leadership and guidance. Let us now as a profession each rededicate ourselves to
practice law so we can restore public confidence in our profession, faithfully serve our clients, and fulfill our responsibility to the legal system."

**ACADEMIC INTEGRITY STATEMENT AND POLICY:**

"An Aggie does not lie, cheat or steal, or tolerate those who do." For additional information, please visit: [http://aggiehonor.tamu.edu](http://aggiehonor.tamu.edu) and the law school Student Handbook.

"The Aggie Code of Honor is an effort to unify the aims of all Texas A&M men and women toward a high code of ethics and personal dignity. For most, living under this code will be no problem, as it asks nothing of a person that is beyond reason. It only calls for honesty and integrity, characteristics that Aggies have always exemplified. The Aggie Code of Honor functions as a symbol to all Aggies, promoting understanding and loyalty to truth and confidence in each other."

Information specific to the Law School is posted on the Law School's website and on the TWEN site for this class.

**Homework Assignments**

Throughout the semester, students will be required to perform additional homework assignments related to their readings and guest speakers. Those assignments will be provided orally and in writing by the professor, posted on TWEN, and submitted according to the instructions provided by your professor.

**Final Written Projects**

Students are required to complete a final project for this course that encompasses all aspects of the hard and soft skills they have learned throughout the externship seminar. Projects will be a 4,500 word document of scholarly quality. Final projects will be drafted and submitted to the Residency Externship Program director as follows.

**February 1, 2016, at 10:00 p.m. Central Time**

Paper Topics are due to the REP director via TWEN. Paper topics should reflect your commitment to a significant research area related to your externship. Topics may be related to work you are conducting during your externship but they may not be work-product for your externship.

**March 11, 2016, at 10:00 p.m. Central Time** - Annotated outline of final project due. Outlines should be a minimum of 5 pages and include substantial bibliographical or citation information.

**April 11, 2016, at 10:00 p.m. Central Time** - A minimum of 2,000 word draft due. Drafts do not

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have to be in final Bluebook form but should be well cited/source. This Draft counts towards your final grade.

May 13, 2016, at 10:00 p.m. Central Time - Final projects of a minimum of 4,500 words or equivalent are due. This Document counts towards your final grade.

Reading Assignments & Speakers
Readings should be completed for the first class of each week. Generally, class discussions will occur on Mondays and speakers will be scheduled for Thursdays; however, that may not always be the case and students should be prepared to discuss class readings and assignments at any time during the week.

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Welcome &amp; Introduction to the Course</th>
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<tbody>
<tr>
<td>11 January 2016</td>
<td>No Class</td>
</tr>
<tr>
<td>14 January 2016</td>
<td>GUEST SPEAKERS: Scott Sudduth, Valerie Offutt; Texas A&amp;M Federal Relations Office</td>
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<thead>
<tr>
<th>Week 2</th>
<th>Ethics &amp; The Role of the Government Attorney</th>
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<tr>
<td>21 January 2016</td>
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<thead>
<tr>
<th>Week 3</th>
<th>The Role of Government Attorneys in the Rulemaking Process</th>
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</thead>
</table>
| 25 January 2016 | GUEST SPEAKER: Thursday, January 28, 2016, Albert Sanders, Associate | Thomas O. Garity, *The Role of Government Attorneys in Regulatory Agency Rulemak-
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Speaker(s)</th>
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<tr>
<td>28 January 2016</td>
<td>Counsel to the President</td>
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<td></td>
<td><strong>Week 4</strong> The Client in Government Lawyering</td>
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<tr>
<td></td>
<td>Adviser, Department of State</td>
<td>Gabriella Blum, <em>The Role of the Client: The President’s Role in Government Lawyering</em>, 32 Boston College Int’l &amp; Comp. Law Rev. 275 (2009)</td>
</tr>
<tr>
<td>4 February 2016</td>
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<td></td>
<td><strong>Week 5</strong> United States Attorneys &amp; Criminal Justice Policy</td>
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<tr>
<td>11 February 2016</td>
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<td></td>
<td><strong>Week 6</strong> Data &amp; Public Policy: The Role of Expert Agencies in Policy</td>
<td>Readings to be Assigned</td>
</tr>
<tr>
<td>15 February 2016</td>
<td>GUEST SPEAKERS: Thursday, February 18, 2016, Ken Cohen, Staff Director</td>
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<tr>
<td>Date</td>
<td>Activity</td>
<td>Notes</td>
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<tr>
<td>18 February 2016</td>
<td>Alan Dorhoffer, Deputy Director of Training / US Sentencing Commission</td>
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<tr>
<td>22 February 2016</td>
<td>GUEST SPEAKERS: Monday, February 22, 2016, Jesselyn McCurdy, DC Office of the ACLU</td>
<td>Conduct research and prepare questions for your guest speakers</td>
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<tr>
<td>25 February 2016</td>
<td>Nkechi Taifa, Criminal Justice Project, Open Society Foundations</td>
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<tr>
<td>Week 7</td>
<td>Advocacy &amp; the Role of NGOs in Policymaking</td>
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<tr>
<td>Week 9</td>
<td>Homeland Security &amp; Public Policy</td>
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<td>10 March 2016</td>
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<tr>
<th>Week 10</th>
<th>SPRING BREAK</th>
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<td>14 March 2016</td>
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<td>17 March 2016</td>
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<thead>
<tr>
<th>Week 11</th>
<th>Congressional Policymaking</th>
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<tbody>
<tr>
<td>21 March 2016</td>
<td>GUEST SPEAKER: Monday, March 21, 2016: Caroline Lynch, Chief Counsel to the</td>
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<tr>
<td>Date</td>
<td>Title</td>
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</table>

**Week 12**  
CRS, GAO & Other Governmental “Think Tanks” & Their Role in Policy-making

<table>
<thead>
<tr>
<th>Date</th>
<th>Speaker</th>
<th>Title</th>
</tr>
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<tbody>
<tr>
<td>31 March 2016</td>
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**Week 13**  
Regulatory Review & the Administrative Process

<table>
<thead>
<tr>
<th>Date</th>
<th>Guest Speakers</th>
<th>Authors/References</th>
</tr>
</thead>
</table>
| 4 April 2014 | GUEST SPEAKERS: Monday, April 4, 2016, Scott Sudhuth, Director, Texas A&M System, Office of Federal Relations  
<p>| 7 April 2016 |                                                                                                                |                                                                      |</p>
<table>
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<th>Week 14</th>
<th>Aggies on the Hill</th>
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<td>11 April 2016</td>
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<tr>
<td>14 April 2016</td>
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<tr>
<td>Week 15</td>
<td>How to Say Goodbye &amp; Final Thoughts</td>
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<tr>
<td>18 April 2016</td>
<td>GUEST SPEAKER: Monday, April 18, 2016, Mike Beland, Senior Manager, Deloitte</td>
<td>Ogilvy Text, Ch. 20</td>
</tr>
<tr>
<td>21 April 2016</td>
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Texas A&M University

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

Form Instructions

1. Course request type: [ ] Undergraduate  [ ] Graduate  [ ] First Professional (MD, PHD, JD, EdD, PharmD, DVM)

2. Request submitted by (Department or Program Name): Select or Type Department/Program Name School of Law
LAW 7432 International Petroleum Transactions

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

4. Catalog course description (not to exceed 50 words):
Examines laws, legal issues, and principal contracts utilized in the international oil and gas industry in the exploration for and production and marketing of oil and gas; provides practical knowledge of international oil and gas legal issues by working with actual international oil and gas contracts.

5. Prerequisite(s):
Cross-listed with: Law 7017

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

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

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

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

10. How will this course be graded? [ ] Grade  [ ] S/U  [ ] Pass/Fail (CLSM)

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

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

J.D. School of Law

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

13. Prefix Course # Title (excluding pronunciation)
LAW 7432 International Petroleum Trans

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<th>Lect.</th>
<th>Lab</th>
<th>Other</th>
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<th>Admin. Unit</th>
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<td>16-17</td>
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Approval recommended by:
Maxine M. Harrington
Department Head or Program Chair (Type Name & Sign) Date
Wayne Barnes
Chair, College Review Committee Date
Andrew P. Morris
Dean of College Date

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

Associate Director, Curricular Services Date
Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8301 or sandra-williams@tamu.edu.
Curricular Services – 07/14
TEXAS A&M UNIVERSITY – SCHOOL OF LAW

INTERNATIONAL PETROLEUM TRANSACTIONS
(Law-7432)
Fall Semester, 20xx
Adjunct Professor - Harry W. Sullivan, Jr.
Tel.: 214-517-2438
E mail: sullivanhw@aol.com

Schedule

International Petroleum Transactions will meet on Tuesdays and Thursdays from 6:30 pm to 7:45 pm in Room __.

Office Hours/ Assistance

I will not be maintaining an office on campus this semester. However, I am available to meet with students on before or after class or by appointment. Additionally I can be contacted by email or phone.

Materials

We will use E. Smith, J. Dzienkowski, O. Anderson, J. Lowe, B. Kramer, and J Weaver, INTERNATIONAL PETROLEUM TRANSACTIONS (3rd ed. 2010).

Additionally, I will provide you, courtesy of the Association of International Petroleum Negotiators (AIPN), with electronic versions of the model form international oil and gas contracts developed by the AIPN and its members that we will study. More information on AIPN may be found at www.aipn.org. There is an effort underway to establish an AIPN Student Chapter on campus. AIPN is a great source for information and networking.

Power Point presentations and other materials will be posted to a Westlaw TWEN site established for this course. Please go to Westlaw and register. I will try to make available the Power Point slides that I use in advance of class on TWEN.

Course Description

This course examines the laws, legal issues, and principal contracts utilized in the international oil and gas industry in respect of the exploration for, production and marketing of oil and gas. The focus of the course is to provide practical knowledge of international oil and gas legal issues by working with actual international oil and gas contracts.

Prerequisites

One year in law school in the full-time or part-time program; Oil & Gas
Course Objective

The class will survey: ownership of mineral rights internationally; the role of the National Oil Company and Government regulators; international legal due diligence; political and other risks associated with international investments; the forms and structure of host government agreements granting the right to explore and exploit oil and gas; the forms and structure of the principal contracts used in the international oil and gas industry, including Confidentiality Agreements, Study and Bid Agreements, Drilling Contracts, Services Agreements, Farmout Agreements, Joint Operating Agreements, Unitization Agreements and oil and gas marketing agreements; an examination of available industry model contract forms; sustainable development in oil and gas exploitation; environmental protection in international oil and gas exploration and exploitation; and extraterritorial reach of certain U.S. laws applicable to the international oil and gas industry, including anti-corruption laws, trade sanctions and export restrictions.

The objective of the course is for you to gain practical hands-on knowledge of international oil and gas legal issues and contracts by working with actual international oil and gas contracts. We will examine, in a step wise progression, the phases, steps and contracts encountered in international petroleum transactions and the main legal issues and problem areas. We will examine issues relating to the international exploration and development of oil and gas that are mostly not covered in the basic course in Oil and Gas Law. Neither Property Law nor the basic course in Oil and Gas Law is a prerequisite for this course though such courses are helpful as a background to understanding the terminology and technology. If you are worried about oil and gas basics, J. Lowe OIL AND GAS LAW IN A NUTSHELL (6th ed. West 2014) and/or J. Shade and R. Blackwell PRIMER ON THE TEXAS LAW OF OIL & GAS (5th Ed. LexisNexis 2013), may be helpful.

Exam and Grading

This course follows the grading scale and grading policies outlined in Academic Standards 8.1-8.34, which may be found in the Student Handbook.

Take-home Examination. Your entire grade will depend upon the final examination. Your examination will be an open book / open materials examination. A take-home examination gives students much more flexibility than an in-class examination. The result is usually a better examination answer [for the instructor] and a better grade [for you].

Your grade will not be hurt by your class participation, but your class attendance (or lack thereof) may affect your grade, and a strong participation and performance in class may help your grade in marginal cases.

I plan to assign, by email, groups of people to be specially prepared for cases, but I want you to participate whenever you have something to say. Remember there are no stupid questions in class – questions will not be held against your grade.
Attendance Policy

You are required to adhere to the law school’s attendance policy as outlined in the Student Handbook.

Make-up Classes and Updated Syllabus

As I prepare this First Syllabus, I know of two classes that I must miss, however I will make alternative arrangements for those two classes. Experience teaches me that something else may likely happen to interfere with our schedule. If we need to schedule make-up classes, I will discuss this with the class beforehand.

This is a tentative syllabus. We will need to make adjustments as we proceed. Please try to do all of the reading assigned for a given day, even though we may be scheduled to spend several days discussing it. I reserve the right to cover the material faster, if possible. If we move slower, I will count upon you to make the necessary adjustments.

I will post this syllabus and other materials to a TWEN site for this course. Please go to Westlaw and register.

Disability Policy

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Assistant Dean of Students, Rosalind Jeffers, Due to the law school’s policy of testing anonymity, students should not discuss their disabilities with professors. For assistance, students should consult with Dean Jeffers. For additional information visit http://law.tamu.edu/current-students/student-affairs/exam-accommodation.

Academic Integrity

An Aggie does not lie, cheat or steal, or tolerate those who do. For additional information, please visit: http://aggiehonor.tamu.edu and the law school Student Handbook.
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<tr>
<th>Date</th>
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<tr>
<td>Tues. 8/25</td>
<td>Course Introduction and Hydrocarbons Background</td>
<td>pages 1-64</td>
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<tr>
<td>Thurs. 8/27</td>
<td>Host Country and National Oil Company (NOC)</td>
<td>pages 53-119</td>
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<td>Ownership of Petroleum Rights</td>
<td>pages 73-155, 167-170</td>
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<td>Confidentiality Agreements</td>
<td>pages 180-191</td>
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<td>AIPN Confidentiality Agreement</td>
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<td>Tues. 9/1</td>
<td>Legal Systems and Different Approaches to Petroleum Rights</td>
<td>pages 228-269, 284-323</td>
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<td>Political and Economic Risks</td>
<td>pages 328-346</td>
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<td>Thurs. 9/3</td>
<td>Methods of Acquiring Petroleum Rights</td>
<td>pages 609-696</td>
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<td>AIPN Confidentiality Agreement</td>
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<td>Tues. 9/8</td>
<td>Preliminary Agreements</td>
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<td>Thurs. 9/10</td>
<td>Host Country Agreements</td>
<td>pages 414-526</td>
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<td>Sample HCAs to be distributed and assigned</td>
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<td>pages 414-526</td>
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<td>Thurs. 9/24</td>
<td>Host Country Agreements</td>
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<td>Tues. 9/29</td>
<td>Host Country Agreements Wrap-up</td>
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<td>Thurs. 10/1</td>
<td>Farmout Agreements</td>
<td>pages 534-538</td>
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<td>AIPN Model Farmout Agreement</td>
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<td>Tues. 10/6</td>
<td>Joint Operating Agreements</td>
<td>pages 651-711</td>
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<td>AIPN Model JOA</td>
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<td>Thurs. 10/8</td>
<td>Joint Operating Agreements</td>
<td>pages 651-711</td>
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<tr>
<td>Tues. 10/13</td>
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| Thurs. 10/15 | NO CLASS  
Make-up Video Class  
Anticorruption Issues | pages 246-268 |
| Tues. 10/20 | Joint Operating Agreement Issues  
Accounting Procedure  
Secondment Agreement | AIPN Secondment Agreement |
| Thurs. 10/22 | Anticorruption Issues  
Ant-Boycott Sanctions | pages 246-268 |
| Tues. 10/27 | Unitization                                                         | pages 627-650 |
|            |                                                                      | AIPN Model UUOA |
| Thurs. 10/29 | Dispute Resolution in International Petroleum Transactions | pages 352-413 |
|            |                                                                      | AIPN Model Form |
| Tues. 11/3  | Seismic, Drilling and Service                                       | pages 651-711 |
|            |                                                                      | AIPN Form Contract |
| Thurs. 11/5 | Environmental and Sustainable Development Issues  
Local Empowerment Issues  
Local Content Issues | pages 712-885 |
| Tues. 11/10 | Economics of International Petroleum Operations  
Use of Economic Modeling | Handout |
| Thurs. 11/12 | NO CLASS  
Video Make-up Class |              |
| Tues. 11/17 | Crude Oil Marketing Issues  
Crude Oil Lifting Procedure | pages 539-1021 |
|            |                                                                      | AIPN Model Form  
Lifting Agreement |
| Thurs. 11/19 | Natural Gas Marketing Issues                                       | pages 1032-1067 |
|            |                                                                      | AIPN Model GPA  
AIPN Model Gas Balancing |
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<th>Subject</th>
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<tr>
<td>Tues. 11/24</td>
<td>Introduction to LNG</td>
<td>1067-1101</td>
<td>AIPN Model Gas Transportation</td>
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<tr>
<td>Thurs. 11/26</td>
<td>NO CLASS (Thanksgiving)</td>
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<td>AIPN Model LNG SPA</td>
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<td>Tues. 12/1</td>
<td>Summary of Course</td>
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<td>Review and Final Exam Preparation</td>
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Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional

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

2. Request submitted by (Department or Program Name):
   Select or Type Department/Program Name
   School of Law
   LAW 7442 Law & Economics

3. Course prefix, number and complete title of course:
   LAW 7442 Law & Economics

4. Catalog course description (not to exceed 50 words):
   Coercion of laws as incentives for changing behavior and as instruments for policy objectives; provides a theory to predict effects of legal rules on behavior; covers efficiency and distribution concerns to evaluate legal policy; covers basic economics, including Coase Theorem, and classical topics such as property, contracts, torts, criminal law.

5. Prerequisite(s):
   One year in law school in the full-time or part-time program.

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

7. Is this a variable credit course?
   Yes □
   No □
   If yes, from 2 to 3

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

9. Will this course be repeated within the same semester?
   Yes □
   No □
   If yes, this course may be taken ________ times.

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

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

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

    J.D. School of Law

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

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

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

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<th>Prefix</th>
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Approval recommended by:

Maxine M. Harrington
Department Head or Program Chair (Type Name & Sign) Date

Wayne Barnes
Chair, College Review Committee Date

Andrew P. Marriss
Dean of College Date

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

Submitted to Coordinating Board by:

Chair, GC or UCC Date

Effective Date

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

Curricular Services – 07/14
Texas A&M University  
School of Law  

Professor Nuno Garoupa  

SPRING, 20xx  

LAW 7442  
Law and Economics  

COURSE DESCRIPTION  
Economics conceive of laws as incentives for changing behavior and as instruments for policy objectives. Law and Economics provides a theory to predict the effects of legal rules on behavior. Efficiency and distribution concerns are used to evaluate legal policy. The course starts with basic economics, including the Coase Theorem, and covers classical topics such as property, contracts, torts, legal process and litigation, criminal law.  

PREREQUISITE  
One year in law school in the full-time or part-time program.  

COURSE OBJECTIVE  
This course is an introduction to the methodology and literature of the economic analysis of law or law and economics. By the end of the course you should understand why this subject has become so important in modern legal analysis and, more importantly, how to apply it to legal issues. We will cover the main law-and-economics literature of the last 30 years or so. But we will also look at indications of where the field is going. We will follow the classical approach, but the final section of the course is devoted to a consideration of some of the most important new topics in law and economics.  

READINGS  
The text for this course will be A. Mitchell Polinsky, Introduction to Law and Economics (4th ed. 2011) [AMP in the reading list].  
Supplementary readings might be assigned.  

CLASS MEETINGS  
The class will meet from Monday 01/04 to Friday 01/08 from 9:30am to 12:00pm and 1:00pm to 3:30pm, Room TBA.  
Since this is a condensed course meeting over the course of five days, students may not miss any class.  

ATTENDANCE
Students are required to adhere to the law school’s attendance policy as outlined in the Student Handbook.

**DISABILITY POLICY**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Assistant Dean of Students, Rosalind Jeffers, Due to the law school’s policy of testing anonymity, students should not discuss their disabilities with professors. For assistance, students should consult with Dean Jeffers. For additional information visit [http://law.tamu.edu/current-students/student-affairs/exam-accommodation](http://law.tamu.edu/current-students/student-affairs/exam-accommodation).

**CLASS PREPARATION AND BEHAVIOR IN CLASS**

You are expected to be prepared for class. I will assume familiarity with the assigned reading. Since we are going to be a small group, discussion will play a very important role. Speaking in front of a small audience should not be a major problem.

**GRADING**

This course follows the grading scale and grading policies outlined in Academic Standards 8.1-8.54, which may be found in the Student Handbook.

Your course grade will be determined by two factors: class participation and a term paper that must satisfy the school’s rigorous writing requirement.

I expect you to be in class, attentive, and participating. I will award 10 percent of your course grade on the basis of class participation. Your performance on the term paper will count for 90 percent of your course grade.

The paper must be at least 6500 words, exclusive of footnotes, and be of at least B-quality in order to receive rigorous writing credit.

For a paper to satisfy the rigorous writing requirement, the paper must be at least a second draft. Students must “confer” with me during the semester. I will be available by email. We can find mutually convenient time to talk over Skype when needed.

The first draft should be turn in by email by March 1st, 4pm. The term paper (second draft) should be returned to me by email by April 1st, 4pm.

*An Aggie does not lie, cheat or steal, or tolerate those who do.* For additional information, please visit: [http://aggiehonors.tamu.edu](http://aggiehonors.tamu.edu) and the law school Student Handbook.

**CONTACT**

My office is TBA; my phone is TBA; and my email address is ngroupa@law.tamu.edu.
COURSE SYLLABUS

   AMP, Chps. 1 to 6.

II. Risk and Insurance. Breach of Contract and Accidents Revisited. Law Enforcement
   AMP, Chps. 7 to 11.

III. Competitive Markets. Pollution. Products Liability. Principal-Agent Liability
   AMP, Chps. 12 to 15.

IV. Litigation and Regulation
   AMP, Chps. 16 and 17.

V. Efficiency and Redistribution. New Topics in Law and Economics
   AMP, Chps. 18 to 20.
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
- Submit original form and attach a course syllabus.

Form Instructions
1. Course request type: □ Undergraduate □ Graduate □ First Professional (DOs, MD, JD, PharmD, DVM)

2. Request submitted by (Department or Program Name): Select or Type Department/Program Name School of Law

3. Course prefix, number and complete title of course: LAW 7483 Military Justice

4. Catalog course description (not to exceed 50 words):
   Examines statutes, policies, and rules governing military justice process from investigation through trial and appellate process; covers military criminal procedure and law governing court-martial proceedings; discusses the relationship of military courts to civilian courts and use of military commissions for trying enemy combatants for war crimes and other offenses.

5. Prerequisite(s): One year in law school in the full-time or part-time program, including Law 7021

6. Is this a variable credit course? □ Yes □ No If yes, from □ 2 □ to □ 3

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

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

9. How will this course be graded: □ Grade □ S/U □ P/F (CLME)

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

   J.D. School of Law

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

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

13. Prefix Course # Title (excluding punctuation)

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Approval recommended by: Maxine M. Harrington
Department Head or Program Chair (Type Name & Sign) Date

Wayne Barnes
Chair, College Review Committee Date

Andrew P. Morris
Dean of College Date 4/19/16

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

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

Associate Director, Curricular Services

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

Syllabus
Military Justice, LAW-7483, Fall 20xx
2 Credit Hours

Instructor: Brandon W. Barnett
Office: (817) 993-9249
Email: Barnett@bhylawfirm.com

Barnett Howard & Williams PLLC
500 Main Street, Suite 610
Fort Worth, Texas 76102
Hours: 8am-5pm, M-F (please call to arrange appointment)

Course Description: This course examines the statutes, policies, and rules governing the military justice process and jurisdiction from investigation through trial and the appellate process. The course will also cover military criminal procedure governing all phases of a court-martial proceeding and substantive law criminal law. The relationship of military courts to civilian courts and the use of military commissions for trying enemy combatants for war crimes and other offenses will also be discussed.

Course Prerequisite: One year in law school in the full-time or part-time program, including Criminals Law

Class Schedule: The course will meet 1 day per week for 1:50 each session.


Evaluation/Grading Methods: This course follows the grading scale and grading policies outlined in Academic Standards 8.1-8.54, which may be found in the Student Handbook.

☐ Final Examination:
This course will have an open book, open notes, in-class (proctored), two-hour examination. The student will not have access to the internet or files from a computer while the exam is being administered. This means that if a student wants to consult notes during the exam, he/she must bring a hard copy of them.

☐ Quizzes:
This course will have an open book, open notes, in-class quizzes. The student will not have access to the internet or files from a computer while the quiz is being administered. This means that if a student wants to consult notes during the quiz, he/she must bring a hard copy of them.

☐ Class Participation:
The professor reserves the right to adjust the student’s grade on the basis of class participation
pursuant to paragraph 6.4.2 of the Texas A&M School of Law Programs and Policies Handbook.
CLASSROOM POLICIES:

☐ CLASS ATTENDANCE:
You are required to adhere to the law school’s attendance policy as outlined in the Student Handbook. Students are expected to attend regularly scheduled classes as well as make-up classes scheduled during the official make-up times.

CONTENT OF THE COURSE:
This course examines the military justice system, essentially military procedural and substantive criminal law. You will learn about the statutes, policies, principles, standards, and rules governing the military justice process and jurisdiction from investigation through trial (including sentencing such as death penalty) and the appellate process. We will begin with an overview of the military justice system, emphasizing the role of commanders and military attorneys and alternatives to trial by court-martial. Then we will address military criminal procedure and the procedural rules governing the pre-trial, trial, and post-trial phases of a court-martial proceeding. Next, we will review substantive criminal law, focusing on crimes and defenses specific to the military. We will examine peculiarly military offenses (e.g., absence offenses, and superior-subordinate offenses) and accompanying military defenses (e.g., obedience to orders). Finally, we will consider the relationship of military courts to civilian courts and the use of military commissions for trying enemy combatants for war crimes and possibly other offenses.

LAW SCHOOL DISABILITY POLICY:
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ACADEMIC INTEGRITY STATEMENT AND POLICY:
An Aggie does not lie, cheat or steal, or tolerate those who do. For additional information, please visit: http://aggiehonor.tamu.edu and the law school Student Handbook.
READING ASSIGNMENTS:

PART I: INTRODUCTION AND OVERVIEW OF THE MILITARY JUSTICE SYSTEM

SESSION 1: INTRODUCTION TO THE COURSE AND OVERVIEW OF MILITARY JUSTICE

Reading Assignment:
1-1: History of Military Justice and Sources of Law, pp. 1 – 11
   Diagram of Military Justice Court System (p. 7)

1-2: Overview of the System from Start to End, pp. 11 – 29
   Chart of Court-Martial Process (p. 12)
   Sample Charge Sheet (pp. 14 – 15)
   Chart Comparing Court Systems (p. 17)

SESSION 2: JURISDICTION OVER MILITARY PERSONS AND OFFENSES; ROLE OF THE COMMANDER AND UNLAWFUL COMMAND INFLUENCE

Reading Assignment:
1-3: Jurisdiction over Military Persons and Offenses, pp. 30 – 50
   Reid v. Covert, 354 U.S. 1 (1957) (p. 32)

1-4: Role of the Commander and Unlawful Command Influence (p. 51 – 64)
   United States v. Baldwin, 54 M.J. 308 (C.A.A.F. 2001) (p. 60)

SESSION 3: JUDGE ADVOCATE PROFESSIONAL RESPONSIBILITY

Reading Assignment:
2-1: Separate Military Lawyers for the Prosecution, the Accused, and Sexual Assault Victims, pp. 65-76


2-2: Standards Regarding Advocacy and Sixth Amendment Right to Effective Counsel, pp. 76 – 105

2-3: Supervisory Responsibility, p. 110

2-4: Restrictions in Communications to the Press and Other Third Parties, p. 111
SESSION 4: ALTERNATIVES TO ADVERSARY CRIMINAL TRIALS BY COURT-MARTIAL

3-1: Administrative Corrective Measures, pp. 112-122

3-2: Administrative Separation from the Service, pp. 122-133
   Sample Record of Administrative Separation (p. 124-128)

3-3: Nonjudicial Punishment (Uniform Code of Military Justice (UCMJ), Article 15), pp. 133-143
   Sample DA Form 2627, Record of Proceedings under Article 15, UCMJ (p. 139)

3-4: Summary Courts-Martial, pp. 143-151

PART II: THE PRETRIAL PHASE OF MILITARY JUSTICE

SESSION 5: SELF-INCRIMINATION AND THE UNIFORM CODE OF MILITARY JUSTICE (UCMJ),
   ARTICLE 31 (b) RIGHTS, APPREHENSION AND PRETRIAL CONFINEMENT IN THE MILITARY, FOURTH
   AMENDMENT ISSUES: SEARCH VERSUS INSPECTIONS

Reading Assignment:
4-1: Self-Incrimination and UCMJ, Article 31(b) Rights, pp. 152-164
   United States v. Jones, 73 M.J. 357 (C.A.A.F. 2014) (p. 159)

4-2: Apprehension and Pretrial Confinement in the Military, pp. 164-178

4-3: Searches versus Inspections, pp. 179-208
   United States v. Campbell, 41 M.J. 177 (C.M.A. 1994) (p. 198)

SESSION 6: IMMUNITY, PREFERRAL AND FORWARDING OF CHARGES, UCMJ, ARTICLE 32, PRETRIAL
   INVESTIGATIONS, MILITARY CRIMINAL PROCEEDURE: STAFF JUDGE ADVOCATE PRETRIAL ADVICE,
   REFERRAL OF CHARGES, AND CONVENING COURTS-MARTIAL & Intro TO PRETRIAL DECISIONS

Reading Assignment:
4-4: Immunity: Testimonial, Transactional, De Facto, pp. 208-214

CHAPTER 5: PRETRIAL PROCEDURAL REQUIREMENTS

Review: Chart of Court-Martial Process (p. 12)
Sample Charge Sheet (pp. 14 – 15)
5-1: Preferral and Forwarding of Charges, pp. 215 – 218

5-2: UCMJ, Article 32, Pretrial Investigations, pp. 219 – 224
United States v. Payne, 3 M.J. 354 (C.M.A. 1977) (p. 221)

5-3: Staff Judge Advocate Article 34, UCMJ, Pretrial Advice to the Convening Authority, pp. 224 – 227

5-4: Referral of a Case to Court-Martial, pp. 219 – 225
Secretary of the Army v. Curry, 595 F.2d. 873 (D.C. Cir. 1979) (p. 228)

CHAPTER 6: PRETRIAL DECISIONS
6-1: The Accused’s Plea, p. 234

6-2: Forum Options, pp. 234 – 236

6-3: Pretrial Agreements, pp. 236 – 241

SESSION 7: PRETRIAL DECISIONS (CONT.): MILITARY PANEL (JURY) REQUIREMENTS AND SELECTION & PRETRIAL MOTIONS AND INTERLOCUTORY APPEALS, ARTICLE 62 APPEALS AND WRITS

Reading Assignment:
6-4: Military Panel (Jury) Requirements and Selection, pp. 241 – 248

PART III: MOTIONS AND TRIAL PHASE

CHAPTER 7: PRETRIAL MOTIONS AND INTERLOCUTORY APPEALS
7-1: Pretrial Motions in General, pp. 249 – 250

7-2: Examples of Common Pretrial Motions, pp. 250 – 272
Motion for Speedy Trial (p. 250)

Motion for a Sanity Board (p. 262)

Motion In Limine - Uncharged Misconduct (p. 266)

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United States v. Daly, 69 M.J. 485 (C.A.A.F. 2011) (p. 270)

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SESSION 9: MILITARY SENTENCING AND DEATH PENALTY CASES (CONT.) , POST-TRIAL PROCEDURES: STAFF JUDGE ADVOCATE RECOMMENDATION, CLEMENCY MATTERS, CONVENING AUTHORITY ACTION, POST-TRIAL PROCESSING TIME

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*United States v. Warren*, 13 M.J. 160 (C.M.A. 1982), Articles 90(2) & 91(2), Disobey Other Lawful Order (p. 459)
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**CHAPTER 13: MORE MILITARY OFFENSES**
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Sanford v. Callan, 148 F.2d 376 (5th Cir. 1945) (p. 490)

**SESSION 12: OTHER MILITARY CRIMES: CONDUCT UNBECOMING OF AN OFFICER AND GENTLEMAN, FRATERNIZATION AND IMPROPER SUPERIOR/SUBORDINATE RELATIONSHIP, ADULTERY, AND SODOMY, MILITARY DEFENSES: SUPERIOR ORDERS, DURESS, AND MENTAL RESPONSIBILITY**

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Texas A&M University
Departmental Request for a New Course
Undergraduate □ Graduate □ Professional
Submit original form and attach a course syllabus.
Form Instructions
1. Course request type: □ Undergraduate □ Graduate □ First Professional (DDS, MD, JD, PharmD, DVM)
2. Request submitted by (Department or Program Name): Select or Type Department/Program Name  School of Law
   LAW 7487  Spanish for Lawyers
3. Course prefix, number and complete title of course:
   LAW 7487  Spanish for Lawyers
4. Catalog course description (not to exceed 50 words):
   Preparation of the Spanish proficient
   for students who already have Spanish proficiency, intended to prepare students for the practice of immigration law, criminal law, or family law by discussing legal concepts and procedures related to representation of Spanish-speaking clients; to develop and review Spanish vocabulary through simulations of interviewing, counseling, and representing Spanish-speaking clients.
5. Prerequisite(s):
   Cross-listed with:
   Stacked with:
   Cross-listed courses require the signature of both department heads.
6. Is this a variable credit course? □ Yes □ No
   If yes, from _____ to _____
7. Is this a repeatable course? □ Yes □ No
   If yes, this course may be taken _____ times.
   Will this course be repeated within the same semester? □ Yes □ No
8. Will this course be submitted to the Core Curriculum Council? □ Yes □ No
9. How will this course be graded: □ Grade □ S/U □ P/F (COMM)
10. This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)
   J.D. School of Law
11. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.
12. □ I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpr.tamu.edu/resources/export-control/export-controls-basics-for-distance-education).
13. Prefix  Course #  Title (excluding punctuation)
    LAW  7487  Spanish for Lawyers  SPANISH FOR LAWYERS
    Lect.  Lab  Other  SCH  CHP and Fund Code  Admin. Unit  Acid. Year  EICE Code
    2.00  0.00  0.00  2.00  2201010008  1710  18  17  0  0  3  6  3  2
    Approval recommended by
    Maxine M. Harrington  Wayne Barnes
    Department Head or Program Chair (Type Name & Sign)  Date  Date
    Department Head or Program Chair (Type Name & Sign)  Date
    (If cross-listed course)
    Andrew P. Morris  Dean of College
    Date  4-19-2011
    Submitted to Coordinating Board by:
    Chair, GC or UCC  Date  Effective Date
    Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
Curricular Services – 07/14
SPANISH FOR LAWYERS - Spring 20xx
Law-7487

Professor Nyria Melchor
Room 106
(432) 528-7472
nmelchor@venzon.net

COURSE DESCRIPTION:

This course is for students who already have Spanish proficiency. It is intended to prepare students for the practice of immigration law, criminal law, or family law by discussing legal concepts and legal procedures related to the representation of Spanish-speaking clients. Students will learn and review Spanish vocabulary through simulations of interviewing, counseling, and representing Spanish-speaking clients.

PREREQUISITE:

One year in law school in the full-time or part-time program, including Criminal Law; Family Law or Immigration Law (may be taken concurrently)

CLASS SCHEDULE AND OFFICE HOURS:

The class will meet from 4:00 - 5:50 p.m. on Wednesdays. Office hours are available upon request.

GRADING:

This course follows the grading scale and grading policies outlined in Academic Standards 8.1 - 8.54, which may be found in the law school Student Handbook. The final grade will be determined in the following manner: class/simulation participation (30%), weekly assignments (30%), attendance at an immigration court proceeding and written reflection (15%), final exam (25%).

The requirement to attend an immigration court proceeding cannot be fulfilled by prior attendance at an immigration proceeding in connection with another course. Late work will not be accepted.

While students are required to have some conversational Spanish-language ability, fluency is not required. Students will not be assessed on oral or written Spanish language skills. This course is intended to familiarize the student with the Spanish language vocabulary necessary to communicate with, and represent clients in a variety of legal matters; accordingly, students are expected to actively participate in class discussions and simulations.
You are required to adhere to the law school's attendance policy as outlined in the Student Handbook.
LAW SCHOOL DISABILITY POLICY:

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Assistant Dean of Students, Rosalind Jeffers. Due to the law school’s policy of testing anonymity, students should not discuss their disabilities with professors. For assistance, students should consult with Dean Jeffers. For additional information visit http://law.tamu.edu/current-students/student-affairs/exam-accommodation.

CODE OF CONDUCT AND ACADEMIC INTEGRITY:

All students are expected to comply with the Aggie Honor Code and abide by the Texas A&M University Law School Honor System Rules as set forth in the Student Handbook. All classroom conduct, including but not limited to assessments, shall be conducted in the spirit of the honor code, which provides that “An Aggie does not lie, cheat or steal, or tolerate those who do.” For additional information, please visit: http://aggiehonor.tamu.edu and the law school Student Handbook. Code of Conduct and violations may result in various sanctions, including withdrawal of credit for this course and expulsion from the Law School.

STATEMENT ON PROFESSIONALISM:

“What does it mean to be a professional? The term refers to a group... pursuing a learned art as a common calling in the spirit of public service – no less a public service because it may incidentally be a means of livelihood. Pursuit of the learned art in the spirit of public service is the primary purpose.’ Dean Roscoe Pound.”

“What is professionalism? ‘Professionalism is conduct consistent with the tenets of the legal profession as demonstrated by a lawyer’s civility, honesty, integrity, character, fairness, competence, ethical conduct, public service, and respect for the rule of law, the courts, clients, persons who work within the legal profession, witnesses, and unrepresented parties.”

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2. Commission on Professionalism, State Bar of New Mexico. Available at: http://www.nmbar.org/Attorneys/commissiononprofessionalism.html
COURSE SYLLABUS:

January 13 Overview of language, cultural and ethical considerations inherent to representing Spanish-speaking clients in immigration, criminal and family law proceedings; personal immigration history

January 20 Case intake and initial client interview

January 27 Initial client interview and written communications during intake process

February 3 Simulated client interviews

February 10 Written communications with clients; retainer agreement/letters of engagement; ethical considerations

February 17 Family law (SIJS) and criminal law issues in immigration removal proceedings

February 24 Initial appearance, notice to appear, communicating with client about defense, relief

March 2 Cancellation of removal, written communications with clients in preparation for individual hearing; translation and certification of foreign language documents

March 9 Preparing clients for court; master calendar and individual hearing

March 23 Asylum, withholding of removal, convention against torture (Part 1); request, authentication and translation of foreign government documents

March 30 Asylum, withholding of removal, convention against torture (Part 2); DEADLINE TO COMPLETE VISIT TO IMMIGRATION COURT AND SUBMIT WRITTEN REFLECTION

April 6 Practical considerations for the courtroom, including handling objections to translation/interpretation matters
April 13  Office, case and client management, marketing; USCIS and DACA
April 20  Simulated removal proceeding; review
May 4    FINAL EXAM
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
Submit original form and attach a course syllabus.

Form Instructions
1. Course request type:  [ ] Undergraduate  [ ] Graduate  [x] First Professional (DDS, MD, JD, PharmD, DVM)
2. Request submitted by (Department or Program Name): Select or Type Department/Program Name School of Law
   LAW 7647 Fatherhood & the Law Seminar
3. Course prefix, number and complete title of course:
   LAW 7647 Fatherhood & the Law Seminar
4. Catalog course description (not to exceed 50 words):
   Examines how fatherhood has changed over the centuries and how, despite these changes, much of the law presupposes that fathers are generally disinterested in being parents; addresses how these attitudes affect laws concerning abortion, adoption, child custody & support, and a host of other issues affecting fathers.

5. Prerequisite(s):
   All pre-req courses except LAW 7010

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

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

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

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

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

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

   J.D. School of Law

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

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

13. Prefix  Course #  Title (excluding punctuation)
    LAW  7647  Fatherhood & the Law Seminar

   Lect.  Lab  Other  SCH  CIP and Fund Code  Admin. Unit  Acct. Year  EICE Code
   2.00  0.00  0.00  2.00  2201010008  1710  16  -  37  0  0  3  6  3  2

   Approval recommended by:
   Maxine M. Harmon
   Department Head or Program Chair (Type Name & Sign) Date

   Wayne Barnes
   Chair, College Review Committee

   Andrew P. Morriss
   Dean of College

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

   Submitted to Coordinating Board by:
   Associate Director, Curricular Services

   Chair, GC or UCC

   Date Effective Date

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

   Curricular Services – 07/14
Law 7647 FATHERHOOD & THE LAW
SYLLABUS Fall 20xx

Professor: Malinda L. Seymour
Contact: 817/212-4005
mseymore@law.tamu.edu
Office Number: 114
Office Hours: Mon. 8:00 a.m. – 12:30 p.m.
Tues. & Thurs. 8:00 a.m. – 10:00 a.m.
Available at other times by appointment
Materials: Materials will be provided at the eCampus course page for this
seminar. No need to buy any books!

Course Description:

Fatherhood has changed over the centuries. Today, despite these changes, much of law
presupposes that fathers are generally disinterested in being parents. These attitudes affect
laws concerning abortion, adoption, child custody & support, and a host of other issues
affecting fathers. This seminar will examine these issues.

During the first class, we will decide as a group what subjects, within the general
framework of fatherhood and the law, we wish to explore. On some subjects, I will
assign the reading and lead the discussion. On other subjects, small groups of students
will assign the reading and lead the discussion. Some suggestions for topics:

1. Fatherhood generally: history; “new” fatherhood; social policy; welfare policy;
   rights & responsibilities of fathers; the Fathers’ Rights Movement; contrasting
   motherhood; fatherhood in different cultures
2. Fatherhood & reproduction: contraception & abortion; assisted reproduction,
   rights/responsibilities in donor insemination & stored embryos; avoiding
   fatherhood
3. Nonmarital fatherhood: becoming a legal father; putative fathers; birth fathers;
   adolescent fathers; child support
4. Gay fathers & transgendered fathers: surrogacy; adoption; separation; effect of
   new gay marriage ruling
5. Absent fathers: fathers in prison; military fathers; gone with the wind fathers; "deadbeat" dads
6. Post-separation fatherhood: divorce & custody; the maternal preference; the primary care-giver model; father as breadwinner; child support obligations; enforcing visitation
7. Step-fathers: rights & responsibilities; step-parent adoption; why only one legal father?
8. Paternity: presumptions of paternity; proving paternity; paternity fraud; avoiding paternity
9. Fathers & violence: child abuse; sexual abuse; incest

There are, obviously, many more potential topics for class discussion and presentations and for individual papers. Come prepared to discuss for the first day of class!

Course Prerequisite:

All lockstep courses except Constitutional Law.

Course Objectives:

By the end of this course students will understand:

1. How the law privileges and disadvantages fathers
2. Issues in Family Law that specifically affect fathers
3. How to research and write a scholarly legal paper

Class Meetings:

This class will meet one day a week, Thursday, from 10:00-11:50 a.m. First day of class is Thursday, August 27, 2015, and last day of class is Tuesday, December 1, 2015 (we meet on a Tuesday to make up for Thanksgiving's missed class). We will meet in room 106.

Schedule and Reading:

The materials for the course will be posted on our course eCampus page at least one week prior to class.
Assessment: This course follows the grading scale and grading policies outlined in Academic Standards 8.1-8.54, which may be found in the Student Handbook.

The final grade in this course will be based on class participation (10%), group class presentation (25%), and paper (65%). More detail on each component is as follows:

(1) Class Participation 10%

The following will be considered in assessing class participation credit:

- Attendance
- Quantity of participation in class discussion
- Quality of participation in class discussion
  
  (In particular, contributing to class discussion in a way that clearly demonstrates that the student has done the required reading)
- Cordiality, politeness and tolerance in class discussion
  
  (given the sensitivity of many issues discussed, it is critical that students adhere to high standards of cordiality, etc.)

(2) Group Presentation 25%

The following will be considered in assessing presentation credit:

- Relevance of assigned reading
  
  (students must get my approval one week prior to assigning reading)
- Timeliness of assigning reading
  
  (reading must be on line at least one week prior to class
- Preparation and organization
- Originality
- Stimulation of class discussion or involvement
- Focus on legal aspects as well as other aspects of problems
- Focus on solutions as well as problems

(3) Paper 65%

TurnItIn: TurnItIn is a resource for YOU to make sure that your work is original and that you are correctly attributing the work of others. ALL written assignments will be submitted via TurnItIn assignments on our course eCampus website. I do not do this because I expect you to plagiarize and I want to “catch” you at it, but because TurnItIn is a valuable teaching/learning tool to make sure you turn in your best work. This gives you the opportunity to clear up any problems before I ever seen the paper!

Topic description: Your paper can be on any subject you choose. It may be the same as your presentation topic, but it may be different if you desire. You must submit a short (one to two paragraphs) topic description by September 10, 20xx.
The paper should be submitted via the TurnItIn assignment on our course eCampus page (this gives you "practice" with TurnItIn before needing to submit your preliminary draft!). Five points will be deducted from the seminar-paper grade for each preliminary assignment that is turned in late or not completed.

**Format:** Your seminar paper should be a scholarly paper that is at least 6,500 words, excluding footnotes. Your paper must conform to the follow format requirements: (1) a word-processing format appropriate for TurnItIn (Word, WordPerfect will work, check other programs on your own); (2) 12-point Times New Roman; (3) double-spaced; (4) 1-inch margins, top and bottom, left and right; (5) justified on left and ragged on right; (6) no extra spaces between paragraphs; (7) all pages except the cover sheet and the first page should be numbered; (8) citations to authorities should be in proper Bluebook form (follow the rules for law-review articles). Cover sheet should indicate your word count excluding footnotes.

**Paper Grade:** The paper will be graded as follows:

1) thoroughness of research 25 points
2) thoroughness of discussion 25 points
3) writing quality 20 points
4) originality of thought & writing 10 points
5) organization 10 points
6) grammar/spelling, citations, etc. 10 points

In order to earn rigorous writing credit, the paper must achieve the level of B-.

**Preliminary Draft:** You are required to turn in a preliminary draft of your paper by November 5, 20xx. The paper should be submitted via the TurnItIn assignment on our course eCampus page. Five points will be deducted from the seminar-paper grade for each preliminary assignment that is turned in late or not completed. Failure to turn in a preliminary draft will also prevent you from receiving credit for the rigorous writing requirement.

**One-on-One Meeting:** Between turning in your preliminary draft on November 5, 20xx and the last day of class, December 1, 20xx, you **MUST schedule a meeting with me** to discuss your paper. Five points will be deducted from the seminar-paper grade for each preliminary assignment that is turned in late or not completed. Failure to meet with me will also prevent you from receiving credit for the rigorous writing requirement.
Paper Due Date: Your paper is due on the last day of the final examination period, Wednesday, December 16, 20xx. The paper should be submitted via the TurnIn assignment on our course eCampus page.

Attendance Policy:

You are required to adhere to the law school’s attendance policy as outlined in the Student Handbook.

Disability Policy:

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Assistant Dean of Students, Rosalind Jeffers. Due to the law school’s policy of testing anonymity, students should not discuss their disabilities with professors. For assistance, students should consult with Dean Jeffers. For additional information visit http://law.tamu.edu/current-students/student-affairs/exam-accommodation.

Academic Integrity and Professionalism:

An Aggie does not lie, cheat or steal, or tolerate those who do. For additional information, please visit: http://aggiehonor.tamu.edu and the law school Student Handbook.

The academic community regards breaches of the academic integrity rules as extremely serious matters. Please consult the law school’s Code of Conduct for further information.

Law is a learned profession, and as such, requires heightened standards of behavior as befitting professionals. “What does it mean to be a professional? The term refers to a group . . . pursuing a learned art as a common calling in the spirit of public service — no less a public service because it may incidentally be a means of livelihood. Pursuit of the learned art in the spirit of public service is the primary purpose.” Dean Roscoe Pound. I expect you to behave as professionals during this course. “What is professionalism? ‘Professionalism is conduct consistent with the tenets of the legal profession as demonstrated by a lawyer’s civility, honesty, integrity, character, fairness, competence, ethical conduct, public service, and respect for the rule of law, the courts, clients, persons who work within the legal profession, witnesses, and unrepresented parties.’” Commission on Professionalism, State Bar of New Mexico.
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Texas A&M University
Departmental Request for a New Course
Undergraduate  Graduate  Professional
• Submit original form and attach a course syllabus.

Form Instructions
1. Course request type:  □ Undergraduate  □ Graduate  ☑ First Professional (DDS, MD, JD, PharmD, DVM)
2. Request submitted by (Department or Program Name): Select or Type Department/Program Name School of Law LAW 7648 International Water Law Seminar
3. Course prefix, number and complete title of course:

4. Catalog course description (not to exceed 50 words):

Considers international law and policy relating to uses of and rights to freshwater resources; availability, distribution, and scarcity of global freshwater; sovereignty over natural resources; conflict, conflict resolution, and dispute prevention; ethics and human right to water; water and environment; and development, exploitation, and conservation of transboundary freshwater resources.

5. Prerequisite(s):
All lockstep courses except LAW 7010

6. Is this a variable credit course?  ☑ Yes  □ No  If yes, from 2 to 3

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

8. Will this course be repeated within the same semester?  ☑ No

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

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

10. This course will be:

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

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

J.D. School of Law

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

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

13. Prefix  Course #: Title (excluding punctuation)

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<th>LAW</th>
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Approval recommended by:

Maxine M. Harrington
Department Head or Program Chair (Type Name & Sign) Date

Wayne Barnes
Chair, College Review Committee Date

Andrew P. Morrise
Dean of College Date

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

Submitted to Coordinating Board by:

Chair, GC or UCC Date

Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services – 07/14
International Water Law Seminar
Topics Suggestions for Research Paper and Presentations
Page 1

International Water Law Seminar LAW- 7648
Texas A&M University
School of Law
Fall – 20xx

Criteria and Information for Students

Class Days: Monday
Time: 4:00-5:50pm
2 Semester Credits
Location: TBA

Professor Gabriel Eckstein
Tel: 817-212-3912
gabrielleckstein@law.tamu.edu

Course Description: This seminar will consider the basic concepts of international law and policy relating to the uses of and rights to freshwater resources. Topics will include: availability, distribution, and scarcity of global freshwater; rights to and sovereignty over natural resources; conflict, conflict resolution, and dispute prevention; the ethics of and human right to water; water and the environment; and international law regarding the development, exploitation, and conservation of transboundary freshwater resources.

Seminar Description: The development of policy and practice of law are no longer local or regional activities; policymakers, legislators, and lawyers can no longer operate exclusively within their national borders. All of them must have a global outlook to better understand the implications of how local actions can have international implications, and how international decisions can affect local communities. This is especially true when dealing with freshwater resources. The availability of clean and abundant freshwater is integral to every aspect of our society – agriculture, drinking water, recreation, energy production, transportation, and manufacturing – as well as for the environment and aesthetics. Water scarcity, however, is now a critical and growing global challenge facing both developed and developing countries. Likewise, water quality concerns are affecting water resources supplies in every corner of the globe. These stresses become especially acute when the freshwater resources at issue are transboundary and must be shared with other water stressed nations. Disputes over transboundary waters are evident on every continent, from the Nile River Basin to the Guarani Aquifer, and have emerged even in our own “back yard” (e.g., U.S./Mexico dispute over the Rio Grande/Bravo; groundwater concerns on the U.S./Mexico border; U.S./Canada concerns over the sale of Great Lakes water).

Grades and Assignments: All students will be required to complete reading assignments, participate in in-class discussions, and participate in in-class team presentations and exercises. In addition, students will be required to give a 10 minute presentation at the end of the semester on a topic selected by the student in conjunction with faculty. The presentation topic may, but need not, be related to the topic a student selects for a paper-writing component of the seminar.

Attendance: You are required to adhere to the law school’s attendance policy as outlined in the Student Handbook. The class meets once per week. Accordingly, attendance is critical and mandatory.
Prerequisites: All lockstep courses except Constitutional Law. Students will greatly benefit from having taken courses on such topics as: public international law, international relations, law and policy of the global environment, U.S. water law and policy. Students who have not taken any of these courses are strongly encouraged to, at the very least, review a basic text on public international law (s.a., Public International Law in a Nutshell).

Learning Outcomes: Upon completing this course, students should be able to:

1) articulate the general rules, principles and concepts of international water law and policy;
2) demonstrate their comprehension of the general rules, principles and concepts of international water law and policy;
3) comprehend and be comfortable with the lexicon of international water law and policy;
4) identify, analyze, and explain issues using general rules, principles and concepts of international water law and policy; and
5) solve problems using the rules, principles and concepts of international water law and policy.

Meetings With Prof. Eckstein: While I do not have established office hours, I am available to meet with all students as needed. You are welcome to stop by my office (room 129). Students may call or email me at with any questions, concerns, or comments, or to schedule an appointment.

Seminar Website: You should familiarize yourself with Prof. Eckstein’s International Water Law Project website: www.InternationalWaterLaw.org. We will use this website as a resource for the course.


Supplemental required reading materials are indicated in the syllabus and/or will be identified during the course. Whenever a supplemental material is assigned, the material must be brought to the class (hard copy or digital) during which the subject matter is scheduled for discussion.

NOTE: Whenever a handout or other supplemental required reading material is assigned, the handout must be available (e.g., electronic or hard copy) to you during the class in which the subject matter is scheduled for discussion.

Reading Assignments: Depending on the topic, we read and discuss 30 to 60 pages each class sessions. You may often find that some sections can be skimmed while others require that you read the material more than once. Plan accordingly. The attached Course Outline and Schedule provides details of required reading assignments as well as an outline of the topics we will cover in class. Additional readings may be assigned as handouts or websites. I reserve the right to change and adjust this schedule and outline based on the pace and progress of the class, the topics of particular interest to the class, and otherwise, as I deem necessary.

Recommended Texts: In addition to the required texts, there are numerous articles and books that you may want to consider reading. While these are not required for the course, you may find some of them useful to get a better understanding of the subject matter covered in this course. In addition, some of them may be especially useful for your particular research projects. An extensive list is available on the International Water Law Project website under the “Bibliography” tab. Some of the more prominent ones include:
International Water Law Seminar
Topics Suggestions for Research Paper and Presentations
Page 3

- Dante A. Caponera, Principles of Water Law and Administration: National and International (Taylor & Francis 2007)
- Ariel Dinar, et.al., Bridges over Water: Understanding Transboundary Water Conflicts, Negotiation and Cooperation (World Scientific 2007)
- Todd Jarvis, Contesting Hidden Waters: Conflict Resolution for Groundwater and Aquifers (Earthscan 2014)
- Sandra Postel, Last Oasis: Facing Water Scarcity (W. W. Norton & Co., revised 1997)
- Susanne Schmeier, Governing International Watercourses: River Basin Organizations and the Sustainable Governance of Internationally Shared Rivers and Lakes (Earthscan 2013)
- Atlas of International Freshwater Agreements (UNEP 2002)

Grades and Assignments: This course follows the grading scale and grading policies outlined in Academic Standards 8.1-8.54, which may be found in the Student Handbook. Students’ grades will be based 30% on class participation and 70% on either a research paper, or a final, comprehensive, take-home examination.

- **Class Participation (30% of final grade)** – Students will be assessed on the degree to which they contribute to in-class discussions and participate in in-class exercises. In particular, they will be assessed in relation to the learning outcomes outlined for this seminar. Law students are expected to come to class prepared to discuss the materials assigned for that day. In addition, students will be assigned in-class exercises, group projects, and an individual presentation and are expected to fully participate and contribute to these activities.

- **Final Paper or Exam (70% of final grade)**
  - Students must elect either the research paper or the comprehensive, take-home examination option and notify Professor Eckstein of their choice no later than Monday, September 14, 2015, at 4:00pm.
    - Election must be submitted via email: gabrieleckstein@law.tamu.edu.
    - Students electing the final paper option also must prepare and submit their paper as detailed in the accompanying “Research Paper Option.”
  - **Final Paper**
    - Can be used to fulfill the Rigorous Writing Requirement;
    - Must be a minimum 6,500 words (inclusive of footnotes/citations);
    - Topics must be selected with Professor Eckstein approval;
    - Additional information, including suggested topics, can be found in the accompanying “Research Paper Option” material.
    - This paper can qualify for the law school’s Rigorous Writing Requirement if it comports with supplemental criteria described below.
**Academic Integrity – Law School:** *An Aggie does not lie, cheat or steal, or tolerate those who do.* For additional information, please visit: [http://aggiehonor.tamu.edu](http://aggiehonor.tamu.edu) and the law school [Student Handbook](http://aggiehonor.tamu.edu).

**Disability Policy:** The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Assistant Dean of Students, Rosalind Jeffers. Due to the law school’s policy of testing anonymity, students should not discuss their disabilities with professors. For assistance, students should consult with Dean Jeffers. For additional information visit [http://law.tamu.edu/current-students/student-affairs/exam-accommodation](http://law.tamu.edu/current-students/student-affairs/exam-accommodation).

Statement on Professionalism: “What does it mean to be a professional? The term refers to a group... pursuing a learned art as a common calling in the spirit of public service – no less a public service because it may incidentally be a means of livelihood. Pursuit of the learned art in the spirit of public service is the primary purpose.' Dean Roscoe Pound.”

“What is professionalism? ‘Professionalism is conduct consistent with the tenets of the legal profession as demonstrated by a lawyer’s civility, honesty, integrity, character, faithfulness, competence, ethical conduct, public service, and respect for the rule of law, the courts, clients, persons who work within the legal profession, witnesses, and unrepresented parties.’”

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**International Water Law Seminar Texas**  
A&M University  
School of Law and Water Management & Hydrological Science Program Fall – 20xx  

**Research Paper Criteria**

- **Grade**
  - Paper – 70% of final course grade
  - Papers will be graded on the basis of the research, substantive analysis, originality of thought, organization, format requirements, organization, footnoting, grammar, and punctuation

- **Format**
  - Length – Minimum 6,500 words (*inclusive* of citations and footnotes)
  - Citation
    - Use footnotes. Do not use endnotes or citations in the text.
    - Law Review style (s.a., The Blue Book: A Uniform System of Citation)
  - Spacing
    - Double-space body of the paper
    - Single-space all footnotes
  - Spell-checked and grammatically correct.
  - Must include page numbers.
Proposal list
- Due September XXX, at 4:00pm via email: gabrieleckstein@law.tamu.edu.
- Law students must submit two (2) topic choices listed in order of preference. Each topic must include two paragraphs: 1) a brief discussion of the subject matter or issue that describes the objective or purpose of the paper, and 2) a brief discussion about why you chose this topic.
- Law students must indicate whether or not they intend to submit the paper for the Rigorous Writing Requirement.
- Each law student will then be assigned a topic for their paper by Monday, September 21, 2015, giving due regard to each student's preference.

Outline and Preliminary Bibliography
- Law students must submit 1) a minimum 3-page (double-spaced) outline of the paper, and 2) a preliminary bibliography
- Due by October XXX via e-mail.

Paper Due Date: Final papers are due by December 4, XXXX via e-mail.

Standard for Grading: All papers will be graded on the following criteria:

a) Substance (50% of the paper's grade)
   1) Research - thorough and in-depth research as evidenced by the scope and reliability of the bibliography and the diversity of positions presented by the authors cited, relevance of specific works in the bibliography to the paper's thesis and objective, scope of the research in addressing topics and issues relevant to the thesis and objective;
   2) Content and Analysis - central idea clearly defined and developed with in-depth coverage of the subject matter that includes theoretical and technical definitions, academic thinking (beyond personal opinion), and cited support;
   3) Originality of Thought - the paper does not merely restate legal development or others' ideas, but rather evaluates a theory critically, provides a distinctive perspective on the subject matter, takes a creative approach to the topic, and generally shows that the writer has put some thought into the topic;

b) Structure & English (20% of the paper's grade)
   1) Organization - clear and consistent overall organization that relates all the ideas of the paper together logically in a thoughtful, sophisticated, and memorable manner with ample transitions to aid the reader;
   2) Grammar, Composition, and Punctuation - proper English, clear but concise sentences with no errors of grammar, punctuation, word choice, spelling, or usage, and with unified, coherent, and well-developed sentences structure and paragraphs;

c) Sources and Citation (15% of the paper's grade) - The paper must employ an appropriate number and diversity of reputable sources reflecting the treatment that the subject matter has received in critical scholarship and other literature. The paper must follow a standard system of citation (as noted above).

d) Process (15% of the paper's grade) - meeting deadlines and complying with general requirements.
Supplemental Criteria for Rigorous Writing Requirement

- Length – Minimum 6,500 words (exclusive of citations and footnotes).
- A substantially complete draft of the paper must be submitted to Prof. Eckstein no later than Friday, November 6, 2015, at 5:00pm for review and comments.
- The final paper must take into account comments and suggestions provided by Prof. Eckstein on the draft paper.
- Students must schedule at least 2 individual meetings with Prof. Eckstein during the semester to discuss progress on the paper, one of which must occur prior to the submission of the outline and preliminary bibliography, and one after receiving comments and suggestions on the draft paper.
- To receive the Rigorous Writing Credit, the final paper must be of sufficient quality to receive a grade of at least a B- (2.67).

Plagiarism: Plagiarism will not be tolerated. Any language, phrases, or ideas obtained from another person’s work (whether or not published) must be properly cited. Use of another’s work without an appropriate citation (i.e., author, source, quotations where appropriate, etc.) is considered plagiarism and is a violation of the Honor Code. All such violations will be addressed in accordance with the Honor Code.

International Water Law Seminar
Texas A&M University
School of Law and Water Management & Hydrological Science Program
Fall – 20XX

Course Outline and Schedule

NOTE: All documents and articles listed with “class website” can be found at:

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<tr>
<th>DATE</th>
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| 8/31 | Introduction  
- To seminar & syllabus  
- Technology (TTVN and Hangouts)  
- JWLP | Required Reading:  
- Review syllabus and supplemental material  
- pp. 3-22 in McCaffrey  
- Udita Wang, Food companies are unprepared for global water scarcity, says new report, The Guardian, May 7, 2015 – class website  
- Katherine Parvis, Access to clean water and sanitation around the world – mapped, The Guardian, July 1, 2015 – class website  
<p>| 9/7  | NO CLASS – LABOR DAY | |</p>
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<th>Date</th>
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| 9/14 | Water as a Human Right | - Sovereignty  
- Conceptualizing and implementing human rights  
- The role of the state, other riparians, and the international community in ensuring a human right to water  
- U.N. General Assembly Resolution on the Human Right to Water and Sanitation, A/64/L.65/R.V.1 (26 July 2010) – [class website](class website) |
| 9/21 | Water Rights & Values | - Water as a need vs. water as a right  
- The value of water  
- Private rights vs. public rights vs. human rights  
- The ethic of water  
- [K.B. Nakai, *Water: It Always Has Been; It Is; It Will Be – A Cultural Perspective on the Valuation of Water*, 38 Texas Tech L.R. 1027 (2006)](class website)  
| 9/28 | Managing Transboundary Waters | In-class navigation regulation exercise | [pp. 23-75 in McCaffrey](in McCaffrey) |
| 10/5 | Case studies presentations | In-class exercise – categorizing and comparing interests across case studies | Research for team case study presentations |
| 10/12 | In-class negotiation exercise | Developing International Water Law: Theoretical Basis | - Sovereignty and transboundary waters  
- Traditional Principles | - [pp. 75-100 in McCaffrey on The Dispute Between the United States and Mexico over the Use of Rio Grande Waters in the Late Nineteenth Century](class website)  
- [Territorial Jurisdiction of the International Commission of the River Oder, 1929, PCIJ (ser. A) no. 23, pp. 5-46 (10 Sept. 1929)](class website) plus summary in McCaffrey pp. 204-6  
- [Division of the River Mouse, PCIJ 1937, Series A/B, no. 70] – [class website](class website) plus summary in McCaffrey pp. 206-9  
- [Corfu Channel Case, ICJ Reports (1949) p.24] – [class website](class website) plus summary in McCaffrey pp. 209-10  
Contemporary Principles of 
International Water Law; 
Substantive Obligations

Required Reading:
- pp. 384-445 and 210-221 in McCaffrey

Recommended Reading:
- UN Convention on the Non-navigational Uses of International Watercourse (1997) – class website
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<td>Other Relevant Principles</td>
<td>• pp. 464-480 in McCaffrey</td>
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<td>• C. Payne, Pulp Mills on the River Uruguay: The International Court of</td>
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<td>• pp. 482-503 in McCaffrey</td>
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<td>• E. Eckstein &amp; Eckstein, A Hydrogeological Approach to Transboundary</td>
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<td>• Stephen Foster, Essential Concepts for Groundwater Regulators in</td>
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Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

Form Instructions
1. Course request type:  
   - Undergraduate  
   - Graduate  
   - First Professional (DO, MD, JD, PharmD, DVM)
2. Request submitted by (Department or Program Name):  
   - Select or Type Department/Program Name  
   - School of Law  
   - LAW 7649 Marijuana Law, Policy & Business Seminar
3. Course prefix, number and complete title of course:

4. Catalog course description (not to exceed 50 words):
   - Explores legal, policy, and business issues raised by the growth of medical and recreational marijuana businesses; 
   - examines various approaches to regulation and taxation of marijuana businesses, and the practical problems involved in an industry that is illegal at the federal level.

5. Prerequisite(s):
   - All lockstep courses except LAW 7010

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

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

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

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

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

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

J.D. School of Law

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

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

13. Prefix  
    Course #  
    Title (excluding punctuation)

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Approval recommended by:
Maxine M. Harrington
Department Head or Program Chair (Type Name & Sign)
Date: 4/19/16

Wayne Barnes
Chair, College Review Committee
Date: 4/19/16

Andrew P. Morrise
Dean of College
Date: 4/19/2016

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

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

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
Curricular Services – 07/14
SEMINAR: MARIJUANA LAW, POLICY & BUSINESS

Basic Course Information
LAW-7649
Fall 20xx
Wed 6:00-7:50 pm
Room 107
First Day of Class: Wed, Aug 26
Last Day of Class: Wed, Nov 25
Final Paper Due: Wed, Dec 16, 5:00 pm

Prof. Frank Snyder
Email: fsnyder@law.tamu.edu
Phone: 817-212-3921
Office: Room 142
Office Hours: Tue & Thu 3:00-4:30 pm; Mon & Wed 9:00-11:00 am

Required Materials:

There are no designated texts for the course. Readings for each class period (or links to the readings) will be posted on the course's eCampus web site. As noted below, students will be responsible for helping to develop readings for the course.

Course Description:

This course explores the legal, policy, and business issues raised by the growth of medical and recreational marijuana businesses. The course will address the problems and benefits of legalization, various approaches to regulation and taxation of these businesses, and the practical problems involved in an industry that is illegal at the federal level.

Prerequisite:
All lockstep courses except Constitutional Law.

Seminar Course

This class is a seminar, which requires a final paper or project, and there is no final exam. That paper or project may take many formats—the goal is to help you write something that will forward you in your career path. If you are taking the course in fulfillment of your rigorous writing requirement, please note this definition from the Student Handbook:

For a seminar, a "research paper" may be, at the option of the instructor, a traditional law review article; the author's empirical research with analysis; a proposal for law reform with justification and analysis; a legal memorandum, brief, or judicial opinion, addressing a
substantial legal issue; or an equivalent project, showing original thought and demonstrating research, writing, and analytical skills.

To comply with the rigorous writing requirement, the student's final paper must be at least a second draft of his or her work, and as part of the writing process, the faculty member supervising the work must confer individually with the student during the semester or session in which the writing occurs.

The student's final paper must be of sufficient quality to receive a grade of at least a B- (2.67) to receive credit for the rigorous writing requirement.

If you are not seeking rigorous writing credit, and would like to do something other than what is listed above, please talk to the instructor to work out something that will fit your needs.

**Course Objectives:**

- Basic understanding of the existing legal regime regulating cannabis in the United States.
- Understanding the complexities of doing business in that legal environment.
- General understanding of the various regulatory schemes used to regulate medical and recreational cannabis.
- Deep understanding of one student-selected issue in the area of marijuana legalization.
- Improving legal writing and argumentation through crafting a seminar paper or project.
- Developing contacts with lawyers and businesses involved in commercial cannabis activities.

**Student Class Teaching**

Each student is required to take responsibility for at least one of the weekly class sessions. Working with the instructor, the student will search out and select readings, identify and make contact with potential guest speakers, and assist the instructor in leading the class discussion on that day. Ideally, students should try to work on particular class sessions related to the issues they are exploring in their own seminar paper or project.
Blackboard Site and Email:
All assignments and materials for this course will be posted on the class Blackboard site. All announcements and emails will be sent through this site. It is your responsibility to make sure you are registered on the site; if you have a problem, you must contact the Help Desk at http://ecampus.tamu.edu/student-help.php. The instructor does not have access to the site for registration purposes and cannot grant you access. The instructor also cannot assist with access to the site or technical problems, which must be referred to the Help Desk. It is advisable that you register for the class site with an email address that you check regularly.

Grades:
This course follows the grading scale and grading policies outlined in Academic Standards 8.1-8.54, which may be found in the Student Handbook. Grades in the class will be based on your final seminar paper or project (80 percent), and your involvement and work in developing and leading one of the class sessions (20 percent).

Academic Integrity and Professionalism:
An Aggie does not lie, cheat or steal, or tolerate those who do. For additional information, please visit: http://aggiehonor.tamu.edu and the law school Student Handbook.

Law School Code of Conduct: While you are a student of the School of Law, your actions are governed at all times by the law school’s Code of Conduct. You can find this code on the law school’s website. Familiarize yourself with that document, including the consequences for violating the Code of Conduct through academic dishonesty. You are in a professional academic program and are expected to conduct yourself professionally and with the highest level of integrity.

Professionalism: Law is a profession that demands a great deal from its practitioners. Lawyers must always strive to put the welfare of their clients ahead of their own personal and pecuniary interests; to act honestly and with scrupulous integrity in all things; to be civil and respectful to all; and to encourage the ideas of justice and the rule of law.

Class Attendance and Conduct:
You are required to adhere to the law school’s attendance policy as outlined in the Student Handbook. A student who violates the conduct rules by disrupting the classroom or otherwise interfering with the right of others in the class to learn may be asked to leave the class. In this course, (i) any non-emergency use of—or audible sound from—an electronic device (including smartphones and pagers), and (ii) any
use of an electronic devices for non-class purposes (including for games, texting, email, and internet browsing) is considered disruptive classroom conduct. Any student asked to leave the class for disruptive conduct will be counted as absent for that class meeting. The absence will count toward the maximum allowed absences.

Law School Disability Policy:
The Americans with Disabilities Act (ADA) is a federal antidiscrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Assistant Dean of Students, Rosalind Jeffers. Due to the law school’s policy of testing anonymity, students should not discuss their disabilities with professors. For assistance, students should consult with Dean Jeffers. For additional information visit http://law.tamu.edu/current-students/student-affairs/exam-accommodation.

Syllabus May Change:
Course syllabi are intended to provide students with basic information concerning a course and give you some idea of what lies ahead for the semester. The syllabus may be changed or expanded at any time during the semester as circumstances warrant. You will be informed of all changes, so it is important to pay attention to classroom announcements, emails from the instructor, and postings on the course Blackboard site.

ALL ASSIGNMENTS AND READINGS ARE AVAILABLE ON THE ECAMPUS WEB SITE FOR THE COURSE. PLEASE CONSULT THE WEB SITE FOR THE CLASS SCHEDULE.
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

Form Instructions
1. Course request type:
   ☐ Undergraduate  ☐ Graduate  ☑ First Professional (DOS, M.D., J.D., Pharm.D., D.V.M.)
2. Request submitted by (Department or Program Name):
   Select or Type Department/Program Name School of Law
   LAW 7894  LARW III: Environmental Litigation Drafting

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

4. Catalog course description (not to exceed 50 words):
   Introduces students to a realistic view of the pretrial litigation process in a typical environmental lawsuit; using a state
district court forum and the Texas Rules of Civil Procedure, students conduct research and draft litigation documents
from the clients' first contact through the pretrial process.

5. Prerequisite(s):
   One year in law school in the full-time or part-time program including
   Law 7001; Law 7002; Law 7005

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

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

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

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

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

     J.D. School of Law

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

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

13. Prefix  Course #  Title (excluding punctuation)

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<td>Department Head or Program Chair (Type Name &amp; Sign)</td>
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Wayne Barnes
Chair, College Review Committee
Date

Andrew P. Moriss
Dean of College
Date

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

Submitted to Coordinating Board by:

Chair, GC or UCC
Date

Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
LARW III: Environmental Litigation Drafting  
Spring 20xx (Goldman)  
LAW-7894 SYLLABUS  

Professor: Michael Goldman  
Contact Information: 214.692.0025 (office)  
214.274.6857 (mobile)  
mrgoldman@law.tamu.ed  
goldman@gspfc.com  
Meeting Times: Thursday, 6:00 – 7:50 p.m.  
Classroom: Room 216  
Office Hours: By appointment  

COURSE DESCRIPTION AND OBJECTIVES  

This course will introduce you to a realistic view of the pretrial litigation process in a typical environmental lawsuit. Using a state district court forum and the Texas Rules of Civil Procedure, we will draft litigation documents from the clients' first contact with you through the pretrial process. You will conduct research; interview clients; draft letters; prepare petitions, answers, and affirmative defenses; propound written discovery; object and respond to written discovery; prepare motions; present oral arguments; and prepare other litigation-related documents.  

Prerequisites: One year in law school in the full-time or part-time program, including LARW I and II and Civil Procedure.  

TEXTBOOKS  

☐ Kamela Bridges & Wayne Schiess, Writing for Litigation (2011);  
☐ The Bluebook: A Uniform System of Citation (Columbia Law Review Ass’n, et al. eds., 19th ed. 2010); and  
☐ The Texas Rules of Form (Texas Law Review Ass’n ed. 12th ed. 2010).  

Recommended Texts  

☐ Michol O'Connor & Byron P. Davis, O'Connor’s Texas Rules, Civil Trials 2015 (Student Ed.) ("O’Connor’s") (note that this book will not be available until a few weeks after the semester begins); and  
☐ Deborah E. Bouchoux, Aspen Handbook for Legal Writers (2nd ed. 2009); or
This course follows the grading scale and grading policies outlined in Academic Standards 8.1-8.54, which may be found in the Student Handbook.

Policies or grading rules should cover late work, grade assignment and weighting, attendance policy (may refer students to the law school’s policy), and make-up guidelines, if any. Changing grading policies should occur only under extraordinary circumstances.

This course follows the law school curve. Your final grade will be based on a combination of class participation, oral-presentations, and written assignments. There is no final exam. The assignments are weighted as follows:

Individual Written Assignments: 20%
Group Written Assignments: 10%
Class Participation: 10%
Oral Presentations: 10%
Major Motion Assignment: 50%

Despite the percentages given to particular assignments, you must turn in all course assignments to be eligible to pass the course.

Class preparation

Be here. Be prepared. Much of the work you will do in this class will be interactive with other students. That means you will be impeding them if you do not meet your obligations. In addition, much of the feedback on assignments will be provided during class.

Because we will often simulate law practice, you will occasionally be asked to share your written work with your colleagues. In that way, you can learn from your colleagues’ successes and missteps. Mutual respect and simple courtesy are expected.

Attorney Time Sheets

Periodically, you will be required to keep and turn in time sheets describing the work that you have done for your client(s). These time sheets will count toward the “Class Participation” portion of your grade. I will not individually critique the time sheets but will periodically review them. This process should enable you prepare time sheets that accurately reflect your work and that encourage clients to pay for that work.
Written assignments

Just like in real life, you will occasionally work with colleagues on assignments. Unless an assignment is designated a “Group Assignment,” however, you must do your own work; you may not collaborate with others on “Individual Assignments.” You may and should seek assistance from the law librarians or from me if you need assistance with research. You may also contact the “help desks” of Westlaw, LexisNexis, and Bloomberg if you need help with research.

Assignments are intended to help you learn by doing. Feel free to use the library’s secondary source materials and electronic resources. Do not reinvent the wheel, but invent your own questions or adapt conventional sources to the facts of your case. Do not use unnecessary or irrelevant boilerplate language.

Also like in real life, all assignments are expected when due. The court (in this case, the professor), will not likely grant extensions of time unless you demonstrate good cause. Unless an extension is granted, late penalties will be strictly enforced. Absent extraordinary circumstances, a penalty of one grade increment will be assessed for papers turned in up to an hour late (for example, a B paper would receive a B-), a penalty of two grade increments will be assessed for papers turned in more than an hour late but less than two hours late (for example, a B paper would receive a C+), and a grade of F may be assessed for papers turned in more than two hours late. Additionally, you must make a good faith effort on all writing assignments and turn in all assignments by the end of the semester to be eligible to pass the course.

LAPTOP POLICY

You may use your laptop computer in this class as long as you are using it for class-related purposes. Do not use your computer during class to access the Internet or communicate with others unless I direct you to do so. Using a laptop or other electronic device during class in violation of this policy may result in your being marked absent for the day and/or being required to leave class.

LAW-SCHOOL DISABILITY POLICY

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Assistant Dean of Students, Rosalind Jeffers. Due to the law school’s policy of testing anonymity, students should not discuss their disabilities with professors. For assistance, students should consult with Dean Jeffers. For additional information visit http://law.tamu.edu/current-students/student-affairs/exam-accommodation.
TEXAS A&M HONOR CODE

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ATTENDANCE POLICY

You are required to adhere to the law school's attendance policy as outlined in the Student Handbook.

ASSIGNMENTS

Week 1: January 14

Topics: Course Overview; Litigation Writing; Litigation Planning; and Engagement Letters

- Kamela Bridges & Wayne Schiess, Writing for Litigation, Introduction and Chapter 1, Engagement Letters (pages 1-19); and
- Thomas A. Mauet, Pretrial (7th ed.), Chapter 1, Introduction to Litigation Planning (pages 3-18), and Chapter 2, Informal Fact Investigation (pages 19-52) (I will email you these reading assignments).

Week 2: January 21

Topics: Client Interviews and Demand Letters

- Pretrial, Chapter 2, Client Interviews (review pages 28-37 from first week’s Mauet Reading);
- Writing for Litigation, Chapter 2, Demand Letters (pages 21-28).
- RR Street v. Pilgrim Enterprise, Inc., 166 S.W.3d 232 (Tex. 2005) (I will email you this case); and

*Due January 21 at beginning of class:
Short Research Memo on environmental causes of action available to Client as well as appropriate forum (individual assignment)

**Week 3: January 28**

**Topics: Research and Plaintiff's Lawsuit**

- *Writing for Litigation*, Chapter 3, Complaints (pages 29-41); and
- *O'Connor's Commentaries*, Chapter 2, Plaintiff's Lawsuit (I will email you these reading assignments).

**Week 4: February 4**

**Topics: Defendant's Responsive Pleadings and Attorney Time Sheets**

- *Writing for Litigation*, Chapter 4, Answers (pages 43-50); and
- *O'Connor's Commentaries*, Chapter 3, Defendant's Pleadings and The Answer—Denying Liability (I will email you these reading assignments)

*Due February 4 at the beginning of class:*
Demand Letter under the Texas Solid Waste Disposal Act (group assignment)

**Week 5: February 11**

**Topics: Introduction to Discovery, Scope of Discovery, and Discovery Strategy**

- *Writing for Litigation*, Chapter 6, Discovery Requests (pages 65-74); and
- Thomas A. Mauet, *Pretrial* (7th ed.) (pages 185-200) (I will email you these reading assignments)

*Due February 11 at the beginning of class:*
Original Petition for cost-recovery under the Texas Solid Waste Disposal Act (group assignment)

**Week 6: February 18**

**Topics: Responding to Discovery and Communicating with Opposing Counsel**

- *Writing for Litigation*, Chapter 7, Discovery Responses, and Chapter 8 Opposing Counsel Communications (pages 75-92).
* Due February 18 at the beginning of class: 
Defendant’s Answer (individual assignment)

Week 7: February 25

Topics: Responding to Discovery and Communicating with Opposing Counsel; Billing Time

☐ Review Writing for Litigation, Chapter 7, Discovery Responses, and Chapter 8 Opposing Counsel Communications (pages 75-92).

* Due February 25 at the beginning of class: 
Discovery Requests (group assignment)

Week 8: March 3

Topics: Motions and Persuasive Writing; Disposition without Trial

☐ Writing for Litigation, Chapter 9, Motions (pages 93-108); and
☐ O’Connor’s Commentaries, Motion to Dismiss - Baseless Cause of Action (I will email you these reading assignments).

* Due March 3 at the beginning of class 
Objections and Responses to Discovery (group assignment)

Week 9: March 11

Topics: Common Problems of Written Legal Advocacy; In-Class Hearing on Discovery Disputes.

☐ O’Connor’s Commentaries, Motion for Summary Judgment (I will email you these reading assignments).
☐ James A. Gardner, Legal Argument: The Structure and Language of Effective Advocacy, Chapter 11, Common Problems of Written Legal Advocacy and How to Avoid Them (pages 105-20) (I will email you these reading assignments); and Jim McElhaney, Give Chronology a Timeout: Organize your Evidence so it will have the most impact with the jury, ABA Journal, Oct. 2009, 26-27 (I will email you these reading assignments).

* Due March 11 at the beginning of class 
Short Motion to Dismiss based upon Lack of Capacity (individual assignment)
Week 10: March 18 -- No Class

Week 11: March 25 -- No Class

Week 12: April 1

Topics: Responses to Motions

☐ Writing for Litigation, Chapter 10, Responses (pages 109-119); Chapter 11, Supporting Evidence (pages 121-132)

Week 13: April 8

Topics: Presenting your arguments at a hearing

☐ Hearings on Motions for Summary Judgment

* Due March 11 at the beginning of class
Motion for Summary Judgment on owner/operator liability under the Texas Solid Waste Disposal Act (individual assignment)

Week 14: April 15

Topics: Presenting your arguments at a hearing

☐ Hearings on Motions for Summary Judgment

* Due March 11 at the beginning of class
Motion for Summary Judgment on owner/operator liability under the Texas Solid Waste Disposal Act (individual assignment)

Week 15: April 22

Topics: Presenting your arguments at a hearing

☐ Hearings on Motions for Summary Judgment
☐ Writing for Litigation, Chapter 12, Mediation Statements (pages 133-142).

* Due March 11 at the beginning of class
Short Mediation Statement (group assignment)
### Class Assignments

Unless instructed otherwise, all assignments are due by the beginning of class.

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<td>Demand Letter under the Texas Solid Waste Disposal Act (group assignment)</td>
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<td>Discovery Requests (group assignment)</td>
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Texas A&M University  
Departmental Request for a New Course  
Undergraduate • Graduate • Professional  
• Submit original form and attach a course syllabus.

Form Instructions  
1. Course request type:  
   - Undergraduate  
   - Graduate  
   - First Professional (DLS, MD, JD, PharmD, DVM)  
2. Request submitted by (Department or Program Name):  
   Select or Type Department/Program Name School of Law  
   LAW 7895 LARW III: Oil and Gas Drafting
3. Course prefix, number and complete title of course:  
   - Drafting
4. Catalog course description (not to exceed 50 words):  
   Provides students with skills necessary to draft effective and clear oil and gas contracts; reviews basic components and building blocks of contracts; trains student in translating the business deal into an oil and gas contract; allows students to suggest solutions for problems encountered by counsel in oil and gas industry.

5. Prerequisite(s):  
   One year in law school in the full-time or part-time program; Law 7444

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

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

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

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

10. How will this course be graded?  
   - Grade
   - S/U
   - Pass/Fail (CLM)

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

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

   J.C. School of Law

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

13. Prefix Course #  Title (excluding punctuation)  

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Approval recommended by:  
Maxine M. Harrington  
Department Head or Program Chair (Type Name & Sign)  
(If cross-listed course)  
Wayne Barnes  
Chair, College Review Committee  
Andrew P. Morrise  
Dean of College  
4/19/16

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

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.  
Curricular Services – 07/14
TEXAS A&M UNIVERSITY – SCHOOL OF LAW

LARW III OIL & GAS DRAFTING (LAW - 7895)
Spring Semester, 20xx
Adjunct Professor - Harry W. Sullivan, Jr.
Tel.: 214-517-2438
E mail: sullivahnw@aol.com

Schedule

Oil & Gas Drafting will meet on Tuesdays from 4:30 pm to 6:20 pm in Room 106.

Office Hours/Assistance

I will not be maintaining an office on campus this semester. However, I am available to meet with students on campus before or after class or by appointment. Additionally I can be contacted by email or phone.

Materials

There is no required text for this class, although DRAFTING CONTRACTS How and Why Lawyers Do What They Do by Tina L. Stark (2nd ed. 2014) may be helpful.

I will provide you with sample contracts and clauses along with each weekly assignment.

Power Point presentations and other materials will be posted to a Westlaw TWEN site established for this course. Please go to Westlaw and register. I will try to make available the Power Point slides that I use in advance of class on TWEN.

Course Description

This course provides the student with the practical skills necessary to draft effective and clear oil and gas contracts. It will review the basic components and building blocks of effective contracts and train the student in translating the business deal into an effective and clear oil and gas contract. The course consists of a combination of lectures and multiple drafting exercises that allow the student to suggest solutions for problems encountered by counsel in the oil and gas industry.

Course Prerequisite

One year in law school in the full-time or part-time program; Oil and Gas

Course Objective

The objective of the course is for you to gain practical hands-on knowledge of oil and gas legal issues and contracts by working with actual oil and gas contract. We will examine, in a step wise progression, the phases, steps and contracts encountered in oil and gas transactions and the main legal issues and problem areas. We will examine issues relating to the exploration and development of oil and gas that are mostly not covered in the basic course in Oil and Gas Law. One year of law school and the basic course in Oil and Gas Law are prerequisites for this course.
If you are worried about oil and gas basics, J. Lowe OIL AND GAS LAW IN A NUTSHELL (6th ed. West 2014) and/or J. Shade and R. Blackwell PRIMER ON THE TEXAS LAW OF OIL & GAS (5th Ed. LexisNexis 2013), may be helpful.

During the semester, students will have drafting exercises involving many of the following, as time allows:

- Expression of Interest Letter
- Letter of Intent
- Binding Bid Letter
- Opinion of Counsel Letter
- Oil and Gas Lease — Special Provisions (Pugh Clause, no royalty deductions, limited surface use and other tailored provisions)
- Division Order
- Demand Letter for under payment of royalties
- Confidentiality Agreement
- Farmout Agreement
- Assignment
- Service Agreement and Master Service Agreement — Indemnity Provisions
- Operating Agreement — Special Provisions to AAPL Form
- Area of Mutual Interest Agreement
- Release
- Gas Sales Agreement
- Other Contracts as time allows

**Evaluation and Grading**

This course follows the grading scale and grading policies outlined in Academic Standards 8.1-8.34, which may be found in the *Student Handbook*.

This course will be very interactive and the success of each student will depend on:

- Active participation in class discussions, the preparation of written assignments and the class analysis and critique of the written assignments. **Active participation will constitute 20% of the final grade.**
- Each student must timely prepare the writing assignments during the semester. **The writing assignments will constitute 70% of the final grade.** The value of each individual writing assignment will be noted with each assignment.
- Write a brief retrospective paper after the conclusion of the course on the lessons learned about oil and gas contracts. More detailed instructions will be provided in class. **This paper will constitute 10% of the final grade. The paper will be due at the end of the exam period.**
- There will be no final exam.
- In addition to the once a week class, it will be necessary for students to work between class sessions to prepare, critique and revise the written assignments. This preparation will be reflected in the quality of the written assignments. This will be taken into account as a part of the participation component of the final grade.
Your grade will not be hurt by your class participation, but your class attendance (or lack thereof) may affect your grade, and a strong participation and performance in class may help your grade in marginal cases.

**Attendance, Make-up Classes and Updated Syllabus**

_You are required to adhere to the law school's attendance policy as outlined in the Student Handbook._

As I prepare this First Syllabus, I do not know of any classes that I must miss. Experience teaches me that something else may likely happen to interfere with our schedule. If I have to miss a class, I have in the past done a video conference class. However, if we need to schedule make-up classes, I will discuss this with the class beforehand.

This is a tentative syllabus. We will need to make adjustments as we proceed. Please try to do all of the reading assigned for a given day and to complete the drafting assignments timely. I reserve the right to cover the material faster, if possible. If we move slower, I will count upon you to make the necessary adjustments.

I will post this syllabus and other materials to a TWEN site for this course. Please go to Westlaw and register.

**Disability Policy**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Assistant Dean of Students, Rosalind Jeffers, due to the law school’s policy of testing anonymity, students should not discuss their disabilities with professors. For assistance, students should consult with Dean Jeffers. For additional information visit [http://law.tamu.edu/current-students/student-affairs/exam-accommodation](http://law.tamu.edu/current-students/student-affairs/exam-accommodation).

**Academic Integrity**

Each student is expected to comply fully with the Aggie Honor Code as set out in the Texas A&M University Law School Honor System Rules contained in the Student Handbook. _An Aggie does not lie, cheat or steal, or tolerate those who do._ For additional information, please visit: [http://aggiehonor.tamu.edu](http://aggiehonor.tamu.edu) and the law school Student Handbook.

**Professionalism**

"Professionalism is conduct consistent with the tenets of the legal profession as demonstrated by a lawyer's civility, honesty, integrity, character, fairness, competence, ethical conduct, public service, and respect for the rule of law, the
courts, clients, persons who work within the legal profession, witnesses, and unrepresented parties.’ As lawyers and future lawyers, we should exemplify professionalism.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Note</th>
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| Tues. 1/12 | Course Overview & Introduction of Main Themes  Video Class  
Introduction to Oil and Gas Contract Drafting  
Pre-contractual Documents  
Contracts and Contract Drafting  
Goals of a Contract  
First writing assignment (Pre-Contractual Document) distributed |                                                          |
| Tues. 1/19 | Review Confidentiality Agreements  
Translating the Business Deal into a Contract: Steps 1 – 4  
1. Understanding Your Client’s Goals  
2. Understanding the Deal  
3. Asking the “Important Question”  
4. Turning Answers into K Clause Types  
First writing assignment due |                                                          |
| Tues. 1/26 | Some Specific Oil & Gas Lease Clauses  
Second writing assignment (Mutual Confidentiality Agreement) distributed |                                                          |
| Tues. 2/2  | Contracts Overview  
Parts of a Contract  
7 Building Blocks  
Vagueness vs. Ambiguity  
Second writing assignment due |                                                          |
| Tues. 2/9  | Review Study and Bid Group Agreements  
Review Area of Mutual Interest Agreements  
Third writing assignment (Damage Waiver) distributed | Video Class                                      |
| Tues. 2/16 | Review Surface Use Agreements  
Review Seismic Agreements  
Third writing assignment due |                                                          |
| Tues. 2/23 | Review Farmout Agreements  
Review Contribution Agreements |                                                          |
<table>
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<tr>
<th>Date</th>
<th>Activity</th>
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<tbody>
<tr>
<td>Tues. 3/1</td>
<td>Fourth writing assignment (Contribution Agreement) distributed</td>
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<td>Review of first, second, third and fourth writing assignments</td>
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<td>Parts of a Contract</td>
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<td>Tues. 3/8</td>
<td>Review JOAs</td>
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<td>Video Class</td>
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<td>Tues. 3/15</td>
<td>---No Class – Spring Break---</td>
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<td>Tues. 3/22</td>
<td>Review Oil and Gas Purchase and Sale Agreements</td>
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<td>Tues. 3/29</td>
<td>Review Conveyances</td>
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<td>Review Division Orders</td>
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<td>Fifth writing assignment (Sale and Purchase Agreement)</td>
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<td>Sixth writing assignment (JOAs) distributed</td>
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<td>Tues. 4/5</td>
<td>Review Services Agreements</td>
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<td>Fifth and sixth writing assignments due</td>
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<td>Seventh writing assignment (Indemnity) distributed</td>
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<td>Tues. 4/12</td>
<td>Review Production Sharing Agreements</td>
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<td>Seventh writing assignment due</td>
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<tr>
<td>Tues. 4/19</td>
<td>Review Oil and Gas Legal Opinions</td>
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<td>Review fifth, sixth and seventh writing assignments</td>
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<tr>
<td>Wed. 5/11 5:00p.m.</td>
<td>Short Paper on Oil and Gas Contracts Drafting due</td>
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