1. Approval of May 2012 Graduate Council minutes.

2. **New Course Requests:**
   a. BICH 661 Advanced Genome Annotation with Ontologies
   b. BIOL 625 Structural and Molecular Biology (tabled in May 2012)
   c. EDCI 606 Cognition, Culture and Literacies
   d. HISP 605 Spanish for Reading and Translation
   e. MARA 684 Professional Internship

3. **Course Change Requests:**
   a. AERO 631 Advanced Trajectory Optimization for Aerospace Systems
   b. BAEN 665 Design of Biological Waste Treatment Systems
   c. CVEN 684 Professional Internship
   d. ECEN 687 VLSI Physical Design Automation
   e. ENTO 619 Insect Toxicology

4. **Course Withdrawal Requests:**
   a. BAEN 610 Spatial Technology for Site-Specific Crop Management
   b. College of Geosciences: Course Withdrawal Memo
   c. College of Education and Human Development: Course Withdrawal Memo
   d. College of Liberal Arts: Course Withdrawal Memo

5. **Program Deactivation Requests:**
   a. College of Education and Human Development: Request for Deactivation of the Career Development Option for the MS and MED in Educational Psychology
   b. College of Education and Human Development: Request for Deactivation of the MED program in the Department of Health and Kinesiology

6. **Special Consideration Items:**
   a. Department of Engineering Technology and Industrial Distribution request to Add TAMU-Qatar to Approved Residency Week Locations
   b. College of Liberal Arts: Proposal for Early Modern Track in Philosophy PhD
Minutes
1. **Approval of April 2012 Graduate Council minutes.** Minutes were approved as written.

2. **New Course Requests:**
   The new course requests below were approved by Graduate Council members via email vote.
   a. CSCE 630   Speech Processing
   b. EDAD 628   Advanced Legal Issues in Higher Education
   c. GENE 677   Genes and Diseases
   d. MARB 605   Air Breathing Marine Vertebrate Research Techniques
   e. MARB 615   Coastal Marine Biology and Geology of Alaska
   f. VIBS 688   Epidemiological Modeling of Infectious Diseases

   **Tabled New Course Request:**
   a. BIOL 625   Structural and Molecular Biology

3. **Course Change Requests:**
   The course change requests listed below were approved by Graduate Council members via email vote.
   a. EPSY 631   Program Evaluation in School and Clinic
   b. EPSY 647   Adult Development and Aging

4. **Special Consideration Item:**
   The special consideration item listed below was approved by Graduate Council members via email vote.
New Courses
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

1. Request submitted by (Department or Program Name): Department of Biochemistry and Biophysics

2. Course prefix, number and complete title of course: BICH 661 Advanced Genome Annotation with Ontologies

3. Catalog course description (not to exceed 50 words):
Advanced topics in functional annotation using ontologies; usage issues and quality control for ontologies and annotations; mentoring annotation activities from BICH 460 and evaluation of annotations.

4. Graduate classification or approval of instructor

Cross-listed with: BICH 461

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

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

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

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

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

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

9. Prefix Course # Title (excluding punctuation)

<table>
<thead>
<tr>
<th>Lect.</th>
<th>Lab</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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<tbody>
<tr>
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</table>

Approval recommended by: Gregory Reinhart
Department Head or Program Chair (Type Name & Sign) Date: 5-2-12

Chair, College Review Committee Date: 5/16/12

Dean of College Date: 5/16/12

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

Associate Director, Curricular Services Date: Effective Date

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

<table>
<thead>
<tr>
<th>Course title and number</th>
<th>BICH 461/661 Advanced Genome Annotation with Ontologies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term</td>
<td>Fall 2012</td>
</tr>
</tbody>
</table>
| Meeting times and location | T 7-9pm  
106 Biochemistry  
http://aggiemap.tamu.edu/init.asp?Bldg=1507  
1CR |

## Course Description and Prerequisites

Utilizing the rapid growth of genome and metagenomic sequence data requires understanding the functions of genes encoded by these sequences. This course focuses on how genes and gene products are assigned annotations by genome databases. The course will involve an intensive introductory training period, followed by supervised practice of annotation and annotation evaluation in areas of interest to each student over the rest of the semester.

Undergrads must have completed BICH 460 Genome Annotation with Ontologies, junior or senior classification or approval of instructor.

Although there are no formal prerequisites for graduate students, students should have a good, solid understanding of Genetics and Molecular Biology. We strongly recommend students to take BICH/GENE631 and/or BIOL650.

Students will be expected to do independent work to supplement their background knowledge as needed. In addition, we will assume that students are familiar with the basic operational knowledge of computers and the internet.

## Learning Outcomes or Course Objectives

The course will cover theory and practice of functional annotation of gene products.

After completing this course students will be able to:

- Describe different levels of Genome Annotation from gene models to functional annotation to systems annotation
- Describe the use of ontologies for annotation
- Discuss the nature of gene function
- Describe different systems used for classification of genes and gene products
- Describe automated and manual approaches to annotation
- Compare models for biocuration and the challenges for each model.
- Perform literature-based annotation using Gene Ontology (GO)
- Evaluate the quality of literature-based annotations done by others (peers or students in BICH 460)
- Write a curriculum development section for an NSF CAREER award based on student annotation
- Students who complete this course should be qualified to teach undergraduate annotation courses to their areas of interest, either at TAMU or in their future.
Instructor Information

<table>
<thead>
<tr>
<th>Name</th>
<th>Dr. Jim Hu, PhD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Telephone number</td>
<td>979-862-4054</td>
</tr>
<tr>
<td>Email address</td>
<td><a href="mailto:jimhu@tamu.edu">jimhu@tamu.edu</a></td>
</tr>
<tr>
<td>Office hours</td>
<td>By appointment</td>
</tr>
</tbody>
</table>
| Office location        | Department of Biochemistry and Biophysics  
                        | Room 443A, Biochemistry and Biophysics Building  
                        | Texas A&M University  
                        | College Station, Texas 77843-2128 |

Grading Policies

Letter graded.
Grades will be based on:

- Preparation for each lecture and participation in the discussions
- Evaluation of peer and student evaluations
- Grad only: Usage notes for ontology terms
- Grad only: Ontology term requests and Annotation requests to GO Consortium

Points Distribution

<table>
<thead>
<tr>
<th>Undergrad</th>
<th>Grad</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mentoring</td>
<td>100</td>
</tr>
<tr>
<td>Annotation Evaluation</td>
<td>100</td>
</tr>
<tr>
<td>Total</td>
<td>200</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Undergrad</th>
<th>Grad</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mentoring</td>
<td>100</td>
</tr>
<tr>
<td>Annotation Evaluation</td>
<td>100</td>
</tr>
<tr>
<td>Extra Activities</td>
<td>100</td>
</tr>
<tr>
<td>Total</td>
<td>300</td>
</tr>
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</table>

Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>A</td>
<td>250+</td>
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<tr>
<td>B</td>
<td>200-249</td>
</tr>
<tr>
<td>C</td>
<td>175-200</td>
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<tr>
<td>D</td>
<td>150-174</td>
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<tr>
<td>F</td>
<td>&lt;150</td>
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</table>

Mentoring: 100 Points

Each student is required to provide written feedback on annotations made by students in the Community Assessment of Community Annotation with Ontologies (CACAO) competition during the first round of participation by any student. Students may join CACAO during any point in the semester and BICH 461/661 students are expected to provide written evaluations for these students throughout the semester. Each student is expected to lead group discussions with students enrolled in CACAO at TAMU.

Annotation evaluations: 100 Points

Each student will review annotations of other students in the course, as well as annotations being done in parallel by undergraduates doing GO annotation as part of the Community Assessment of Community Annotation with Ontologies.
Extra Activities (Grad only): 100 Points

Students will be graded on extra activities that reflect deeper understanding and use of the Gene Ontology. This will include usage notes for Gene Ontology added to the GONUTS wiki, term requests to the GO Consortium on the GO Sourceforge tracker, and Annotation requests on the GO Sourceforge tracker. Undergrads are welcome to do these activities, but they are not required.

<table>
<thead>
<tr>
<th>Course Topics, Calendar of Activities, Major Assignment Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Meeting/Date</strong></td>
</tr>
</tbody>
</table>
| Tues Aug 28 | ・ Introductions  
・ Course organization and learning objectives  
・ Set up accounts on GONUTS  
・ Web resources |  |
| Tues Sept 4 | Training | ・ Pre-evaluation out |
| Tues Sept 11 | Training |  |
| Sept 17 - 23* | Written feedback for CACAO students | CACAO round 1 |
| Sept 24 - 30* | Annotation assessment |  |
| Oct 1 - 7* | Challenge judgements, written feedback for new CACAO students | CACAO round 2 |
| Oct 8 - 14** | Annotation assessment |  |
| Oct 15 - 21* | Challenge judgements, written feedback for new CACAO students | CACAO round 3 |
| Oct 22 - 28** | Annotation assessment |  |
| Oct 29 - Nov 4* | Challenge judgements, written feedback for new CACAO students | CACAO round 4 |
| Nov 5 - 11** | Annotation assessment |  |
| Nov 12 - 16* | Challenge judgements, written feedback for new CACAO students | CACAO round 5 |
| Nov 19 - 25** | Annotation assessment |  |
| Tues Nov 27 | Wrap up  
Broader impacts and CACAO |  |

* Students will perform assessments of challenges made by students in CACAO and provide written feedback to the students.  
** Students will meet individually and/or in small groups to discuss their annotations with instructors and to review their review of annotations done by students in CACAO rounds as indicated.

Other Pertinent Course Information

**COURSE ORGANIZATION:**

There is no textbook for this course. We will use online resources and the primary literature.

The course will begin with two weeks of intensive background and training in annotation theory and practice. This will be followed by practical annotation activities by students and evaluation of competitive annotations by CACAO students at TAMU and elsewhere.
COURSE REQUIREMENTS:

E-mail and computer access:
All students are required to have an active e-mail account that can receive course announcements from Howdy. You will also need to be able to access the Internet to do class assignments, preferably with a high-speed connection, as you will need to access various Internet resources, including but not restricted to the class websites. If you have a laptop, it may be useful to bring it to class.

Attendance Policy:
Students start with 20 points for attendance, which is included in the points for mentoring. 10 points will be deducted for each unexcused absence. Note that the final attendance score can be a negative number. Attendance policy for this class conforms to student rule 7. See: http://student-rules.tamu.edu/rule07

<table>
<thead>
<tr>
<th>Americans with Disabilities Act (ADA)</th>
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<tbody>
<tr>
<td>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 <a href="http://disability.tamu.edu">http://disability.tamu.edu</a></td>
</tr>
</tbody>
</table>

<table>
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<tr>
<th>Academic Integrity</th>
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<tbody>
<tr>
<td>For additional information please visit: <a href="http://www.tamu.edu/aggiehonor">http://www.tamu.edu/aggiehonor</a></td>
</tr>
<tr>
<td>“An Aggie does not lie, cheat, or steal, or tolerate those who do.”</td>
</tr>
</tbody>
</table>

<table>
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<tr>
<th>Copyright Policy</th>
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<tbody>
<tr>
<td>All materials used in this class are copyrighted. Therefore, you do not have the right to copy class materials unless permission is expressly granted in writing. These materials include but are not limited to syllabi, in-class materials, and primary literature.</td>
</tr>
</tbody>
</table>
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

1. Request submitted by (Department or Program Name): Department of Biology
2. Course prefix, number and complete title of course: BIOL 625 Structural and Molecular Biology
3. Catalog course description (not to exceed 50 words):
The objective of this course is for students to successfully integrate structural knowledge into their own areas of interest. Literature examples will be used to integrate structural information from large macromolecular complexes to single proteins with functional information obtained through other methods.

4. Prerequisite(s):

Graduate classification or permission of instructor.

Cross-listed with:

Stacked with:

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

5. Is this a variable credit course? ☐ Yes ☑ No If yes, from _____ to _____
6. Is this a repeatable course? ☐ Yes ☑ No If yes, this course may be taken _____ times.
Will this course be repeated within the same semester? ☐ Yes ☑ No

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

M.S., Ph.D. in biology, neuroscience, and biochemistry

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

9. Prefix  Course #  Title (excluding punctuation)

<table>
<thead>
<tr>
<th>Lect.</th>
<th>Lab</th>
<th>SCH</th>
<th>CIP &amp; Fund Code</th>
<th>Admin. Unit</th>
<th>Acad. Year</th>
<th>HCL Code</th>
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<tbody>
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<td>0</td>
<td>0300003</td>
<td>0</td>
<td>2012</td>
<td>13</td>
</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)

Dean of College Date

Submitted to Coordinating Board by:

Chair, GC or UCC Date

Associate Director, Curricular Services Date

Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
Curricular Services – 3/10
BIOL 689 Structural and Molecular Biology Fall 2011

Tues/Thur 9:35 to 10:50 pm
Location TBD

Instructors:
Dr. Mark Harlow  Dr. Steve W. Lockless
ILSB 3126   ILSB 3141
458-5560  845-9824
harlow@bio.tamu.edu  lockless@bio.tamu.edu

Office hours - immediately following class or by appointment

Course Description and Prerequisites:
The growing structural and mechanistic information is likely to have a strong impact on the research of future generations in many diverse fields. The objective of this course is for students to successfully integrate structural knowledge into their own areas of interest. Literature examples will be used to integrate structural information from large macromolecular complexes to single proteins with functional information obtained through other methods. There are no prerequisites for this course but a basic understanding of chemistry is helpful.

Textbook and/or Resource Material:
Lectures, review articles and primary literature will be posted on the class website at http://elearning.tamu.edu.

The following textbook is optional:

Grading Policy:
Students will be evaluated on the basis of three equal criteria worth 100 points each:

1) Class participation – Students are expected to read and be prepared to discuss in class the primary literature and review articles assigned.
2) Final proposal – Students will prepare a proposal that utilizes structural & molecular biology. The proposal can center around the students current research interest.
3) In-class presentation – Students will present their final proposal to the class for comments and suggestions.
Grades will not be curved and are assigned on the following scale:

A = 270 to 300 points (≥90%)  
B = 240 to 269 points (≥80%)  
C = 210 to 239 points (≥70%)  
D = 180 to 209 points (≥60%)  
F = 179 or fewer points (<60%)

*The Americans with Disabilities Act (ADA) Policy Statement:*

The ADA is a federal anti-discrimination statue that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities in Room 126 if the Koldus Building, or call 845-1637.

*Academic Integrity:*

Misconduct in research or scholarship includes fabrication, falsification, or plagiarism in proposing, performing, reviewing, or reporting research. It does not include honest error or honest differences in interpretations or judgments of data. Texas A&M University students are responsible for authenticating all work submitted to an instructor. If asked, students must be able to produce proof that the item submitted is indeed the work of that student. Students must keep appropriate records at all times. The inability to authenticate one's work, should the instructor request it, is sufficient grounds to initiate an academic dishonesty case. [http://www.tamu.edu/aggiehonor/definitions.php](http://www.tamu.edu/aggiehonor/definitions.php)
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

Form Instructions:
1. Request submitted by (Department or Program Name): TLAC
2. Course prefix, number and complete title of course: EDCI 606- Cognition, Culture and Literacies
3. Catalog course description (not to exceed 50 words): Exploration of complex interrelationships among cognition, culture, and literacies and their implications for education.

4. Prerequisite(s): Graduate Classification
   Cross-listed with: n/a
   Stacked with: n/a
   Cross-listed courses require the signature of both department heads.

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

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

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

9. Prefix Course # Title (excluding punctuation)
   E D C I 6 0 6 C O G N C U L T & L I T E R A C I E S
   Lect. Lab SCH CIP and Fund Code Admin. Unit Acad. Year FICE Code
   0 3 0 0 0 0 3 0 3 0 3 0 1 0 0 0 4 2 8 0 4 1 3 - 1 4 0 0 3 6 3 2
   Level 6
   Approval recommended by:
   Yeping Li
   Department Head or Program Chair (Type Name & Sign) Date
   George Cunningham
   Chair, College Review Committee Date
   Doug Palmer
   Dean of College Date
   Mark Zoran
   Chair, GC or UCC Date

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

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
Curricular Services – 3/10
Department of Teaching, Learning & Culture
GRADUATE COURSE SYLLABUS
EDCI 606: Cognition, Culture, and Literacies
Fall 2012

Instructor: Dr. L. Quentin Dixon
Harrington Tower 352 (office)
979-845-8384
E-mail: qdixon@tamu.edu

Classes: Wednesdays 1 pm-4 pm EDCT 225

Office Hours: By appointment only.

Course Description
This course will explore the complex interrelationships among cognition, culture, and literacies and their implications for education.

Prerequisite
Graduate student status.

Course Focus and Purpose
The focus of this course centers on such questions: Is the development of students’ thinking universal and/or socio-culturally related? Is there a universal characterization of teacher’s competence in teaching? Understanding of such issues directly relates to how we may examine the mechanism of teaching and learning activities that happens in classrooms across various social-cultural contexts and how we may create/generalize instructional activities to facilitate students’ learning in a specific setting. Pursuit of such issues is of great interest to both cognitive psychologists and education researchers. Although researchers with different perspectives and approaches tend to agree that both socio-cultural factors and individual thinking/capability are two inseparable parts, the nature of different socio-cultural factors and teaching and learning activities and the relationship between them is far more complicated than we may think. In particular, students in this course will

• learn some fundamental knowledge about the brain, neurobiological base of cognitive functions, and its connection with culture;
• review theory and research of cognitive issues in teaching, learning, curriculum, and assessment;
• review theory and research in cultural studies and multicultural education through explorations of philosophical, anthropological, and psychological frameworks;
• review theory and research on the impact of culture on various literacies, including verbal, numerical, visual, critical and cultural literacies;
• consider various cultural influences on the cognitive development and process from multicultural, cross-cultural, and global perspectives;
• develop research capacities to explore the interrelationships of cognition, culture, and various literacies from multiple perspectives.

The course will be run as a seminar with the instructor and guest speakers giving some lectures and leading some discussions, and students also making presentations and leading discussions. In addition to participating in class discussions, all students will be involved in reading and writing about publications on cognition, culture and literacies, and in developing research proposals for possible studies related to the course’s theme. All students will be expected to work collaboratively on some assignments but individually on others over the semester.

Course Required Materials


There will be some other required readings. Specific reading information will be provided by the instructor. You will be able to locate most of these readings through “e-journals” online at http://library.tamu.edu/. Additional readings (e.g., recommended readings) may also be assigned over the semester.

Recommended Readings


For information on APA style, refer to the manual. You may wish to purchase it to keep it as a standard part of your professional library.

Publications (selected) which you should get in the habit of perusing on a regular basis, and which we will refer to occasionally:

- *Educational Researcher* (AERA)
- *Review of Educational Research* (AERA)
- *British Journal of Educational Psychology*
- *International Journal of Educational Research*
- *International Journal of Psychology*
- *Journal of Cross-Cultural Psychology*
- *Journal of Educational Psychology*

**Computer Technology, Internet and E-mail**

A course website on e-learning (http://elearning.tamu.edu) will be established for this course. Various notes, supporting information and readings, and assignment components will be posted on this website. Students should check this online site regularly.

Students are encouraged to ask questions and seek clarification of assignments through e-mails. Responses will be made in a timely manner.

To facilitate note-taking and some in-class assignments, students are encouraged to bring laptop notebooks to class when appropriate.

**Requirements and Grading**

**Class attendance**

Attendance is required for every class. Exchange of ideas is essential for the learning that occurs in this class. In some class meetings, students may work in pairs and/or in groups. The absence of one individual will affect the performance of all persons working in the group. If you are absent, it is each student’s responsibility to make up the work and provide evidence that the absence can be excused. Without this evidence, the absence will be considered unexcused. The instructor reserves the right to lower a person’s grade by one letter for every two unexcused absences.

You are also expected to complete required reading assignments before relevant class sessions. You should come to class sessions with questions and comments and be prepared to engage in seminar discussions related to issues raised in - but not limited to the content of - the respective required readings.

“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”

**Assignments**

- 15% Class attendance, participation, and interactions
- 25% Oral presentations
- 20% Journal article reviews
- 20% Paper #1 (not required for Masters Students)
- 20% (for PhD students), 40% (for Masters Students), Paper #2 and conference proposal. (Note: it is not required for Master students to submit a conference proposal)

Only assignments submitted complete and on time will be considered for full credit.
Class attendance, participation, interactions (15%) 

Each student will contribute to the class development and discussion of ideas in the following ways: (1) your class attendance and participations, and (2) your discussion online (http://elearning.tamu.edu), in the class, and in groups of the ideas from readings and other sources provided by the instructor.

Oral presentations (25%) 

Each student will be expected to take responsibility for (1) presenting and leading the discussion of the readings for the assigned sessions, and (2) presenting one of your term papers at the end of the semester. In the first activity, the student is expected to provide direction and/or resources that will engage members of the class rather than only reading or lecturing on the required reading materials. You need to involve the class in at least a portion of your presentations. You must send a copy of the Power Point file to the instructor and make sure that it runs on the equipment available. Also, preparations for a conference proposal (for PhD students) must be completed.

When you select working on your term papers, the topics for your term papers need to be approved by the instructor.

Journal article reviews (20%) 

Identify a researchable topic and locate at least 6 relevant articles to review. Reviews need to be submitted electronically. The articles must be research or theoretical articles (not teaching methods or similar how-to articles.) Your review, which includes a proper APA citation, should consist of (1) a one-page summary of the methods, results, and findings, (2) a critique of the methods, analyses, and/or author’s interpretation, and (3) a justification or rationale for the relevance of the selected article to your topic. Select articles that were published within the past 10 years. (Your article reviews will be due every other week: on 9/12/2012, 9/26/2012, 10/10/2012, 10/24/2012, 11/7/2012, 11/21/2012)

Paper #1 Theories of Cognition, Culture or Literacies (20%) 

For this paper, you must choose two of the theories or perspectives we have examined on cognition, culture and/or literacies. You will need to find additional articles or book chapters to read more about your chosen theories/perspectives. You will compare and contrast these two theories’ conceptions of learning, development, teaching, literacy, and/or education (all that are applicable).

Paper #2 Investigation in Cognition, culture & literacies; and conference proposal (20%) 

Your paper can be (choice-A) to prepare a substantive review of relevant literature on a topic related to the course or (choice-B) to conduct an investigation involving the culturally-based cognitive analysis of curriculum and instructional activities. If you plan to collect your own data involving human subjects, be prepared to get the IRB approval as soon as possible. Your paper must include rationale, research questions, methodology, results, analysis, and discussion. Your paper should follow the publication guidelines of the American Psychological Association. The length of your paper should also be between 1800 and 2500 words, not including references, and footnotes.

(Your paper #1 will be due on 10/31/2012, your paper #2 will be due on 12/05/2012, and your conference proposal will be due on the date of your paper presentation.)

Grades 
Percentages of the course grade are listed next to each requirement. Grades will be assigned as follows:
Attendance and class participation will also be used to decide the final grade if it is on a border, e.g., if the average grade is 89.5%.

Final notes
Whenever you write anything, put references in APA format. I suggest that you try to build a database of what you are reading, particularly if it is something you might use again. In the database you may want to enter the reference and a 2-3 sentence abstract. This will be invaluable to you later on. You can use RefWorks (through the library) or EndNote software to accomplish this goal as well.

Try to share articles with people in the class who might be interested in them.

**Americans with Disabilities Act (ADA Policy Statement)**

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

**Copyrighted Materials**

All materials generated for this class (which may include but are not limited to syllabi and online materials) are copyrighted. You do not have the right to copy or forward such materials unless the instructor expressly grants permission. This syllabus was originally developed by Dr. Yeping Li and is used by permission.

**Statement on Plagiarism**

As commonly defined, plagiarism consists of portraying someone else’s ideas, words, writing, etc., as one’s own work. 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 permission of that person. **BE SURE TO CITE PROPERLY ALL SOURCES USED IN YOUR WORK.** Plagiarism is one of the worst academic violations, for the plagiarist destroys trust among others. 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.”

**Academic Integrity Statement**

“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).

All assignments and exams should contain the following statement and be signed before it is turned in:
"On my honor, as an Aggie, I have neither given nor received unauthorized aid on this academic work."

Signature of student

**TLAC Discrimination Statement**

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.

**On-line Course Evaluations**

Every student in the course will be required to fill out on-line course evaluations. An email notification will be sent at the time when such an evaluation is going to take place. PICA website – for student evaluation is https://pica.tamu.edu

**Join the Research Community of Education in general and some other content-specific education community in specific**

I strongly recommended that you become a member of as many of the following organizations as possible: American Educational Research Association (AERA), Special Interest Groups of AERA (e.g., Research in Mathematics Education - SIG/RME), International Reading Association (IRA), National Council for the Social Studies (NCSS), National Council of Teachers of Mathematics (NCTM), National Science Teachers Association (NSTA). Check out their websites for further information and take advantages of student membership rates.

I urge you to become a proposal reviewer of some professional meetings soon. I also urge you to attend and make a presentation at some professional meetings in near future.

**EDCI 606: Cognition, Culture, and Literacies**  
**Fall 2012**

**Class Schedule, Topics, and Partial Reading List**  
(Additional Readings will be Assigned)

**Week 1: Wednesday, August 29, 2012**
*Introduction to Biological, Cultural & Ecological Perspectives*
Partial readings: VL Preface & Intro

**Week 2: Wednesday, September 5, 2012**
*Brain Facts and Neurobiological Base of Cognition*
Partial readings: SfN Intro, Neuron, Brain Development, BU Ch. 11
Week 3: Wednesday, September 12, 2012
Sociocultural Perspectives on Cognitive Development
Partial readings: VL Ch. 1, 3, & 4, RB Ch. 1

Week 4: Wednesday, September 19, 2012
Sociocultural Perspectives on Learning & Development
Partial readings: VL Ch. 6, 7 & Afterword

Week 5: Wednesday, September 26, 2012
Neurobiological bases of learning
Partial readings: SfN Learning, Memory & Language, Stress, Neural Disorders

Week 6: Wednesday, October 3, 2012
Cultural Conceptions of Learning
Partial readings: RB Ch. 2, 5

Week 7: Wednesday, October 10, 2012
Bioecological Perspectives on Development
Partial readings: BU: Ch. 1, 2, 4

Week 8: Wednesday, October 17, 2012
Bioecological Perspectives on Development, cont.
Partial readings: BU: Ch. 5, 10

Week 9: Wednesday, October 24, 2012
Literacy and Culture
Partial readings: VL Ch. 8, RB Ch. 7, 8

Week 10: Wednesday, October 31, 2012
Culture and Change
Partial readings: RB Ch. 9, BU Ch. 8, 9

Week 11: Wednesday, November 7, 2012
Culturally Responsive Teaching
Partial readings: GG Ch. 1, 2, 3

Week 12: Wednesday, November 14, 2012
Culture and Communication
Partial readings: GG Ch. 4, 6, 7

Week 13: Wednesday, November 21, 2012
Neuroscience and Education
Partial readings:

Week 14: Wednesday, November 28, 2012

**Applying Research in Schools**

Partial readings:


The instructor reserves the right to change the syllabus and/or hold some classes online.
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

Form Instructions

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

2. Course prefix, number and complete title of course: HISP 605 Spanish for Reading and Translation

3. Catalog course description (not to exceed 50 words): Lexical and grammatical study and practice for the acquisition of research-practical reading and translation competence in Spanish; for graduate students needing foreign language reading competence; taught in English.

4. Prerequisite(s):

   Cross-listed with:

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

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

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

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

   Non-HISP Graduate students with foreign language reading requirement

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

9. 

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course #</th>
<th>Title (excluding punctuation)</th>
<th>Lec.</th>
<th>Lab</th>
<th>SCH</th>
<th>CPP and Fund Code</th>
<th>Admin. Unit</th>
<th>Acad. Year</th>
<th>ECF Code</th>
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<tbody>
<tr>
<td>HISP</td>
<td>605</td>
<td>READING SPANISH</td>
<td>0</td>
<td>3</td>
<td>0</td>
<td>1 6 0 9 0 5 0 0 1</td>
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<td>14 0 0 3 6 3 2</td>
<td>Level 6</td>
</tr>
</tbody>
</table>

Approval recommended by:

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

Chair, College Review Committee Date

Dean of College Date

Submitted to Coordinating Board by:

Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
Curricular Services – 3/10
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities in Cain Hall. The phone number is 845-1637.

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

Objectives of the course: At the end of this course, the student should be able to:
- use the dictionary to facilitate translation;
- identify the parts of the sentence (SVO) and the tense of the verb;
- understand how to translate particles in Spanish;
- sight-recognize important vocabulary in his/her field of study;
- translate a previously unseen 600-word passage
- consider his/her knowledge of Spanish as a valuable research tool.


In addition, you will work on reading a monograph, anthology, or text written in Spanish in your field of interest.

Student responsibilities: The following components will enter into a determination of a final course grade. Beside each component is the relative weighted value of same.

- Weekly translations 25%
- Final exam 50%
- Class participation 25%
Grading: Technically, this is a P/F or S/U course, and it cannot be used on a student’s degree plan. But, credit towards the Graduate Proficiency Requirement can be reported for students who earn no less than a B in the course. Students who earn less than a B may repeat the course, take another Spanish course, or seek other instruction. Then, reading proficiency testing may be requested of the Department.

Organization of the course: The sessions that we have together each week of the course will be dedicated to the presentation of different grammatical themes, to the acquisition of fundamental vocabulary, as well as to instruction and practice in reading/translation techniques. Additionally, on a bi-weekly basis class time will be dedicated to timed translation practice.

Weekly translations: Each week, once a grammatical and lexical baseline is established, the student will turn in a translation of material written in Spanish and related to his/her chosen field.

HISP 605 - Course plan - Summer 2012

Week 1 (5/29-6/1)
T  Introduction + reading strategies, cognates and use of the dictionary
    Gender and number of nouns, definite and indefinite articles, and prepositions
R  Adjectives, subject pronouns, present tense, ser and estar
    Timed reading/translation.

Week 2 (6/4-6/8)
T  Imperfect tense and preterit tense
    The Art of Reading without Knowing All the Words
R  Future tense, conditional tense and affirmative and negative word pairs
    Timed reading/translation

Week 3 (6/11-6/15)
T  Review + Direct and indirect object pronouns, gustar and similar verbs, personal a,
    neuter pronoun lo, pronouns as objects of prepositions, reflexive pronouns, and reciprocal
    constructions
    Timed reading/translation
R  Compound tenses and progressive tenses
    Commands, present subjunctive, and present subjunctive in noun clauses

Week 4 (6/18-6/22)
T  Identification of subjects + Possessive adjectives and pronouns, demonstrative adjectives
    and pronouns, and relatives
    Timed reading/translation
R  Present subjunctive in adjective and adverbial clauses, imperfect subjunctive, and
    sequence of tenses

Week 5 (6/25-6/29)
T  Compound tenses of the subjunctive, si clauses, adjective, adverbs, and superlatives
    Timed reading/translation
R  True passive voice, passive construction with se, se in accidental happenings, estar plus
    past participle, and hace in time expressions
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
* Submit original form and attach a course syllabus.*

Form Instructions

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

2. Course prefix, number and complete title of course: 684

3. Catalog course description (not to exceed 50 words): Professional Internship. Credit 1-4. On the job training in the field of maritime administration and logistics. Prerequisites: Graduate standing; approval of department head.

4. Prerequisite(s): Graduate Standing and approval of department head

Cross-listed with: N/A

Stacked with: N/A

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

5. Is this a variable credit course? ☑ No

If yes, from _______ to _______

6. Is this a repeatable course? ☑ No

If yes, this course may be taken _______ times.

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

7. This course will be:

a. required for students enrolled in the following degree 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)

Master of Maritime Administration and Logistics

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

9. Prefix Course # Title (excluding punctuation)

<table>
<thead>
<tr>
<th>M</th>
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<th>4</th>
<th>PROFESSIONAL</th>
<th>INTERNSHIP</th>
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<td>Feet.</td>
<td>Lab</td>
</tr>
</tbody>
</table>

Approval recommended by:

Joan P Mileski
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 Date

Effective Date

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

TO: 
Dr. Mark Zoran, Chair
Graduate Council

THROUGH: 
Dr. Robin Autenrieth
Associate Dean for Academic Affairs

FROM: 
Dr. R. Bowersox
Professor, Associate Department Head

RE: 
Aerospace Engineering Course Change Request: AERO 631

Attached is a Departmental Request for a Change in Course Form and revised syllabus for the existing AERO 631 Advanced Trajectory Optimization for Aerospace Systems:

- Change of title to: MODEL PREDICTIVE CONTROL FOR AEROSPACE SYSTEMS
- Change of wording for description: To show multiple uses of the material and broader application
- Change of prerequisite wording: Specify need for control theory background by listing prerequisite AERO 623 rather than requiring instructor approval.

The instructor who created the course in 2008 continues as instructor with the above refinements reflecting his experience with the course. Thank you for your consideration of this request.

cc: D. Lagoudas
K. Shryock
R. Bhattacharya
file
Texas A&M University
Departmental Request for a Change in Course
Undergraduate • Graduate • Professional
Submit original form and attachments

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

2. Course prefix, number and complete title of course:
   AERO 631 Model Predictive Control for Aerospace Systems

3. Change requested
   Attach a brief supporting statement for changes made to items 3a thru 3d and 6 below.
   a. Prerequisite(s): From:
   b. Withdrawal (reason):
   c. Cross-list with:
   d. Change in course title and description. Enter complete current course title and current course description in item 5; enter proposed course title and proposed course description in item 6. Complete item 7 for change in title.
   e. Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 7. Attach a course syllabus.

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

5. Complete current course title and current catalog course description:
   Advanced Trajectory Optimization for Aerospace Systems: Numerical solution of optimal control problems (OCP) as a nonlinear programming problem (NLP); control of a nonlinear missile using SNOPT, trajectory generation, motion planning, atmospheric entry problems; elements of approximation, distributed and parallel computation techniques, dynamical systems, stability theory, parameter optimization.

6. Complete proposed course title and proposed catalog course description (not to exceed 50 words):
   Model Predictive Control for Aerospace Systems: Nonlinear optimal control and optimization, optimal control theory, dynamical systems stability and control, approximation theory, convex optimization; control of engineering systems with state and control constraints with parametric uncertainty; formulate optimal control problems, solve as nonlinear programming problems using available solvers; requires background in control theory.

7. a. As currently in course inventory:
   Prefix: AERO 631
   Course #: OPTMZTN
   Admin. Unit: 01 00 00 03
   EICE Code: 632
   Level: 6

   b. Change to:
   Prefix: AERO 631
   Course #: MDLPREDICTIVECTRL
   Admin. Unit: 01 00 00 03
   Acad. Year: 14 00 03 63
   Level: 6

   Approval recommended by:
   Rodney D. Bowes - AERO
   Department Head or Program Chair (Type Name & Sign) Date
   Robin Autenrieth
   Chair, College Review Committee Date
   Robin Autenrieth
   Dean of College Date
   Mark Zoran
   Chair, GC or UCC Date

   Submitted to Coordinating Board by:
   Date
   Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu
Curricular Services – 02/11
AEROSPACE ENGINEERING
AERO 631  Model Predictive Control for Aerospace Systems
Semester: TBA
Day/Time/Place: TBA

Course Description and Prerequisites

This course will address model predictive control (MPC) that is increasingly becoming a design method of choice in aerospace, mechanical, chemical, petroleum and nuclear engineering. In this course, the students will learn how to formulate constrained control problems as optimal control problems and analyze robustness of such algorithms in the presence of system uncertainty. The students will also learn how to solve optimal control problems as nonlinear programming problems using available solvers. Students will be introduced to elements of approximation theory, numerical analysis, stochastic optimal control theory, dynamical systems and stability theory and advanced parameter optimization methods. Projects will be assigned individually and a term paper is expected at the end of the semester. A background in optimal control theory is necessary.

Prerequisites: Graduate classification and AERO 623 or comparable course.

Learning Outcomes

(i) Formulate constrained control problems as optimal control problems.
(ii) Understand stability of MPC algorithms and their robustness properties.
(iii) Understand and derive numerical solution techniques to solve linear and nonlinear optimal control problems.
(iv) Understand elements of approximation theory to transcribe optimal control problems to nonlinear programming problems including direct collocation, pseudo-spectral methods, Spline approximations, mesh less FEM approaches.
(v) Learn to apply MPC algorithms to engineering problems.

Instructor Information

Name: Dr. R. Bhattacharya, Associate Professor, Department of Aerospace Engineering
Telephone number:  (979) 862-2914
Email address: raktim@aero.tamu.edu
Office hours: By Appointment
Office location: 727C HRBB
TA name: 

Textbook and/or Resource Materials

No text book. Material will be provided in form of handouts. Following references will used.

References:
1. Practical Guide to Splines, Carl de Boor.
2. Orthogonal Polynomials, G. Szego.
3. Applied Optimal Control by A.E. Bryson and Y.-C. Ho
4. IEEE Transactions in Automatic Control
5. Automatica, A Journal of IFAC, the International Federation of Automatic Control
6. Journal of Guidance, Control, and Dynamics

Grading Policies
Homework will be assigned, but not graded.
Midterm Project 50%
Final Project 50%
Total 100%

**Grades:** Grades are based on the weighted average following the schedule above.
A 90 – 100%
B 80 – 89%
C 70 – 79%
D 60 – 69%
F below 60%

*More information on the grading policy can be found at: [http://student-rules.tamu.edu](http://student-rules.tamu.edu)*

**Course Topics, Calendar of Activities, Assignments, Test Dates**

<table>
<thead>
<tr>
<th>TOPICS</th>
<th>HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Introduction</td>
<td>6</td>
</tr>
<tr>
<td>Constrained control &amp; limitation of other methods, optimal control review, linear and nonlinear optimal control problems.</td>
<td></td>
</tr>
<tr>
<td>2. Numerical Solution of Optimal Control Problems</td>
<td>12</td>
</tr>
<tr>
<td>Direct and indirect methods, orthogonal polynomials, spline theory, numerical sensitivity, error analysis.</td>
<td></td>
</tr>
<tr>
<td>3. Model Predictive Control</td>
<td>6</td>
</tr>
<tr>
<td>Literature review, stability &amp; robustness issues, formulation.</td>
<td></td>
</tr>
<tr>
<td>4. Robust Model Predictive Control</td>
<td>9</td>
</tr>
<tr>
<td>Uncertainty description, stochastic system analysis.</td>
<td></td>
</tr>
<tr>
<td>5. Stochastic Optimal Control</td>
<td>6</td>
</tr>
<tr>
<td>Problem formulation and solution process.</td>
<td></td>
</tr>
<tr>
<td>6. Applications</td>
<td>3</td>
</tr>
<tr>
<td>Total = 42</td>
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</tbody>
</table>

**Other Pertinent Course information**

**Attendance Policy:** Students are expected to attend class. The following link has more information on student rule 7 - Attendance: [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07)

**Copyrights**
The handouts used in this course are copyrighted. By "handouts" we mean all materials generated for this class, which include but are not limited to syllabi, 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 the author expressly grants permission.

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

Departmental Request for a Change in Course

Undergraduate + Graduate + Professional

* Submit original form and attachments *

1. Request submitted by (Department or Program Name):
   Department of Biological and Agricultural Engineering

2. Course prefix, number and complete title of course:
   BAEN 665: Design of Biological Waste Treatment Systems

3. Change requested:
   a. Prerequisite(s): From: __________________________ To: __________________________
   b. Withdrawal (reason): __________________________
   c. Cross-list with: __________________________
   d. Change in course title and description. Enter complete current course title and current course description in item 5; enter proposed course title and proposed course description in item 6. Complete item 7 for change in title.
   e. Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 7. Attach a course syllabus.

4. For informational purposes only, please indicate course number if this course will be stacked: 465

5. Complete current course title and current catalog course description:
   Design of Biological Waste Treatment Systems. (3-0). Credit 3.

   Management and treatment of organic wastes, with emphasis on human, agricultural and food processing wastes; engineering design of biological waste treatment processes; regulatory aspects affecting management of organic waste

6. Complete proposed course title and proposed catalog course description (not to exceed 50 words):
   Design of Biological Waste Treatment Systems. (3-0). Credit 3.

   Management and treatment of high organic content waste streams, with emphasis on agricultural, municipal, and agro-industry wastewater; engineering design of biological waste treatment processes; resource recovery from waste streams; recycle and reuse of finished effluents

7. a. As currently in course inventory:

<table>
<thead>
<tr>
<th>Prefix</th>
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<th>Title, including prerequisites</th>
</tr>
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<tbody>
<tr>
<td>BAEN</td>
<td>665</td>
<td>DES BIOL WASTE TREAT SYS</td>
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<tr>
<td>030003</td>
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   b. Change to:

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course</th>
<th>Title, including prerequisites</th>
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</table>

   Approval recommended by:

   Stephen W. Saenz
   Department Head or Program Chair (Type Name & Sign) Date

   Chair, College Review Committee Date

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

   Submitted to Coordinating Board by:

   Chair, GC or UCC Date

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

   Curricular Services – 02/11
BAEN 465/665 Design of Biological Waste Treatment Systems

Spring 2012

Syllabus

Professor: Dr. R. Karthikeyan ("Dr. Karthi" or "Dr. K")
Office: 306-A Scoates Hall
Phone: 979.845.7951
E-mail: karthi@tamu.edu
Lecture hours: 11:10 – 12:25 PM (TR)
Lecture location: 215 Scoates Hall
Office hours: 2:00 – 3:00 (TR); other times - only through appointment.

Prerequisites
BAEN 302; junior or senior classification or approval of instructor

Text Book
The following text book is highly recommended for this class:


Course Description
Management and treatment of high organic content waste streams, with emphasis on agricultural, municipal, and agro-industry wastewater; engineering design of biological waste treatment processes; resource recovery from waste streams; recycle and reuse of finished effluents.

Learning Objectives and Outcomes
At the end of the course, students should be able to design biochemical treatment systems to process high organic content waste streams. Engineering design emphasis will be placed on resource recovery from waste streams, recycle and reuse of finished effluents, and recharge aquifers by treated effluents.

Grading
BAEN 465 (undergraduate credit)
1. Quiz: There will be four quizzes (4 x 15 = 60 points).
2. Design Project: There will be one “team” design project (1 x 40 = 40 points).

Final Grade (100 points maximum); A: 90-100; B: 80-89; C: 70-79; D: 60-69; and F: <60.
BAEN 665 (graduate credit)
1. Quiz: There will be four quizzes (4 x 15 = 60 points).
2. Design Project: There will be one “team” design project (1 x 40 = 40 points).
3. Term Paper: There will be one term paper (1 x 50 = 50 points)

Final Grade (150 points converted to 100 points maximum); A: 90-100; B: 80-89; C: 70-79; D: 60-69; and F: <60.

Note: For every unexcused lecture absence, 1 point will be subtracted up to 5 points total from the final grade. (Example: if your final grade is 90 and you were absent for 4 classes unexcused, your final grade will be: 90 - (4 x 1) = 86. You will get a B instead of A!). For make-up quiz guidelines, please refer to http://student-rules.tamu.edu

Guidelines & Policies

The philosophy in this course is that each student is encouraged and motivated to learn as much as he or she can by active in-class learning, self study, taking quizzes, and working on a design project.

Self Study

Quiz
There will be four quizzes (30 minutes each; closed-book; closed-notes) given in class and graded towards final grade. In addition to this, one sample quiz and one optional quiz for bonus points will be given. There will be no makeup quiz under normal (unexcused) circumstances. In general, each quiz will have one conceptual question and one workout problem. Grading rubric will be discussed in class.

Design Project
There will be one team design project. Rubric for individual grading and specific design project guidelines will be handed in class.

Term Paper (only for BAEN 665)
There will be one term paper related to a contemporary topic on biological wastewater treatment. Specific term paper guidelines will be handed out in class.
Attendance and Classroom Policy
Class participation is highly recommended. For each unexcused lecture absence, 1 point will be deducted up to a total of 5 points from the final grade. If you have an excused absence, please email the details to me prior to the absence if possible. There will be no makeup quiz or exam under normal (unexcused) circumstances. For make-up quiz/exam guidelines, please refer to http://student-rules.tamu.edu. Your attention and interaction is important to my concentration and that of your classmates. Those engaged in activities disruptive to other students or to me will be warned or asked to leave. Disruptive activities include but not limited to: reading newspapers, interacting with handheld devices (attending calls, texting, etc.), disruptive talking to others, and working on class materials that are not related to BAEN 465/665. As a courtesy, please turn off your mobile phone audible ringers.

Communication Policy
Since it is a “design” class, I expect you to handle the work professionally and follow high work ethic. I strongly encourage you to meet with me on a regular basis (I am available most of the TR afternoons – other days only through appointment) to discuss design aspects of biological WWT. This will not only enhance your learning but also help you understand the basic concepts better.

Academic Honesty
Aggies do not lie, cheat or steal nor do they tolerate those who do.
The Aggie Code of Honor states that the students at Texas A&M University should value honesty and personal integrity. Therefore, it is the responsibility of students and faculty members to help maintain scholastic integrity at the University by refusing to participate in or tolerate scholastic dishonesty.

In this course, it is permissible to discuss assignments and projects. It is NOT permissible to copy assignments from another student. It is NOT permissible to discuss any aspect of any examination until ALL students have completed the exam. The penalties for violating this policy will range from a ZERO on the assignment or exam to an F in the course. In addition, a report will be made to the TAMU Honor Council Office. If you have any questions about the Aggie Honor Code, please consult the website: http://www.tamu.edu/aggiehonor/. Please get familiar with university regulations and student rules (http://student-rules.tamu.edu/); all relevant rules will be enforced in this class.

Additional Accommodations
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable
accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities in Room 126 of the Koldus Building. The phone number is 845-1637.

**Tentative Schedule:**

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<tr>
<th>Class #</th>
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<td>7. Fundamentals of Biological Treatment - FBT</td>
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<td>3</td>
<td>01/24/2012</td>
<td>Animal Science facility visit</td>
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<td>Q # A*</td>
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<td>7</td>
<td>02/07/2012</td>
<td>8. Aerobic Suspended Growth Processes - ASP</td>
<td>Q # 1 (ch - FBT)</td>
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<td>9. Aerobic Attached Growth Processes - TFP</td>
<td>Q # 2 (ch - ASP)</td>
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<td>13</td>
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<td>03/13/2012</td>
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<td>19</td>
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* - sample Quiz; ** - optional Quiz
Texas A&M University

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

• Submit original form and attachments •

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

2. Course prefix, number and complete title of course: CVEN 684 Professional Internship

3. Change requested
a. Prerequisite(s): Approval of the department head and one semester of graduate work completed.

b. Withdrawal (reason):

c. Cross-list with:

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

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

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

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

5. Complete current course title and current catalog course description: Professional Internship (3-0) Credit 3 Training under the supervision of practicing professional engineers in settings appropriate to the student's professional objectives, away from Texas A&M campus.

6. Complete proposed course title and proposed catalog course description (not to exceed 50 words): Professional Internship Credit 1 to 2

7. a. As currently in course inventory:

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Approval recommended by:
Mark Burris 4/10/12

Robin Autenreith 5-8-12
Chair, College Review Committee

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 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 – 02/11
CVEN 684 – Professional Internship Credit 1 to 2 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 ending 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 course work for domestic students (minimum 9 credit hours) and two semesters of graduate course work for international students that 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 the Department of Student Life, Services for Students with Disabilities in Cain Hall, Room B118, or call 845-1637.

Academic Integrity Statement

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Texas A&M University
Department Request for a Change in Course
Undergraduate  Graduate  Professional
• Submit original form and attachments •

Form Instructions

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

2. Course prefix, number and complete title of course: ECEN 687 VLSI Physical Design Automation

3. Change requested
   a. Prerequisite(s): From: ECEN248, CSCE311 To: ECEN248
   b. Withdrawal (reason):
   c. Cross-list with:
      Cross-listed courses require the signature of both department heads.
   d. Change in course title and description. Enter complete current course title and current course description in item 5; enter proposed course title and proposed course description in item 6. Complete item 7 for change in title.
   e. Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 7. Attach a course syllabus.

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

5. Complete current course title and current catalog course description: VLSI Physical Design Automation. The course is on algorithms for VLSI physical design automation, which include partitioning, floor planning, placement, and routing. Technical papers on the above topics will be chosen from premier CAD, conference proceedings, journals and presented in class.

6. Complete proposed course title and proposed catalog course description (not to exceed 50 words): Introduction to VLSI Design Automation. Introduction to algorithms and techniques for VLSI design automation, including basic optimization techniques, high level synthesis, logic synthesis/verification, physical design, timing verification and optimization.

7. a. As currently in course inventory:

<table>
<thead>
<tr>
<th>Prefix</th>
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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

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services - 09/11
Supporting Statement:
The technology progress in the field of VLSI design automation demands a comprehensive preparation of the knowledge for students. Previously, this course is focused on only a part of this field, physical design. To meet the social and industrial needs for student education, we extend this course to cover a wider scope of the knowledge on physical design. The title, description and prerequisite changes correspond to the course content change.

Course Name: ECEN 687
Course Title: Introduction to VLSI Design Automation
Term: Fall 2013
Meeting time: TBD
Location: TBD

Instruction:
Jiang Hu, Associate Professor, Department of Electrical and Computer Engineering
jianghu@ece.tamu.edu
Office phone: 979-847-8768
Office: WERC 333L

Catalog Description:
687. Introduction to VLSI Design Automation. (3). Credit 3. The course provides a comprehensive introduction to algorithms and techniques for VLSI design automation, including basic optimization techniques, high level synthesis, logic synthesis/verification, physical design, timing verification and optimization.

Prerequisite(s): ECEN 248

Required Textbook: No

Course Objectives: At the end of this course, students should:
Understand basic algorithmic techniques for automated VLSI design and verification at circuit and system level.

Course Topics and Hours:

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<th>Topic</th>
<th>Hours</th>
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<td>1</td>
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<td>3</td>
<td>Nonlinear programming</td>
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<td>4</td>
<td>Graph theory and computational complexity</td>
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<td>Combinatorial optimization</td>
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<td>Hardware models for high level synthesis</td>
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20 Interconnect models
21 Interconnect optimization
22 Combinational circuit optimization
23 Sequential circuit optimization

Lecture Schedule – 150 minutes per week

Grading scale: A=85:100, B=70:85, C=55:70, D=40:55, F=0-40

Attendance policy: follow university student rules
Student rule 7 http://student-rules.tamu.edu/rule07

Student Evaluation:
Homework 25%
Midterm 1  25%
Midterm 2  25%
Midterm 3  25%
TOTAL POINTS 100%

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Texas A&M University
Departmental Request for a Change in Course
Undergraduate • Graduate • Professional
• Submit original form and attachments •

Form Instructions

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

2. Course prefix, number and complete title of course: ENTO 619

3. Change requested
   a. Prerequisite(s): From: ____________________________ To: ____________________________
   b. Withdrawal (reason):
   c. Cross-list with:
      Cross-listed courses require the signatures of both department heads.
   d. Change in course title and description. Enter complete current course title and current course description in item 5; enter proposed course title and proposed course description in item 6. Complete item 7 for change in title.
   e. Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 7. Attach a course syllabus.

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

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

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

7. a. As currently in course inventory:

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</tbody>
</table>

Approval recommended by:

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

Chair, College Review Committee
Dean of College

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 – 02/11

Effective Date
Insect Toxicology  ENTO 619
Spring Semester
Lecture: MWF 10:20-11:10 a.m.
Location: Heep Center Room 207
Credit: 3

COURSE DESCRIPTION: Classification and properties of major types of insecticides; chemistry, metabolism and mode of action; selectivity, use hazards, residues and resistance; environmental problems: biological magnification, persistence and effects on non-target organisms.

PREREQUISITES: one course in organic chemistry and ENTO 615 (Insect Physiology) or approval of instructor.

LEARNING OUTCOMES: Upon completion of the course, students should be able to demonstrate competency by:

- Describing the mode of action of the major groups of insecticides, comparing broad chemical structures by chemical group and/or site of action (target site).

- Describing the most common mutations in target sites that lead to insecticide/acaricide resistance through target site insensitivity, and the applications of molecular biology to insect toxicology (resistance detection).

- Comparing organismal symptoms, biochemical and molecular responses of insects to synthetic and biological insecticides or plant pesticides (transgenic plants) and when known, to symptoms in mammals.

- Predicting, evaluating and assessing health and environmental risks to insecticides in novel situations.

- Comparing and contrasting the molecular basis of insecticide selectivity, efficacy and safety to non-targets, especially mammals.

- Assessing best practices for safe insecticide handling and disposal.

- Constructing a bioassay (theory-dry/lab), analyzing data and interpreting numeric and in graphical summaries (Probit analysis) to assess the presence of insecticide resistance.

- Demonstrating mastery of a selected topic through classroom presentation and supporting
documentation.

Instructor: Patricia V. Pietrantonio, Professor
Office: Heep Center Room 517
Mail Stop 2475
Email: p-pietrantonio@tamu.edu
Phone Office: (979) 845-9728 / Lab: 845-9755
Fax: (979) 845-6305

Consultation & Office Hours: By appointment.

Resource Materials: Reading assignments, supporting reference materials, and lectures will be posted to the course website http://insects.tamu.edu/students/grad/gcourses/ento619/

Grading Policies:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Maximum Points</th>
<th>Percentage of Grade</th>
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<tbody>
<tr>
<td>Mid-term Examination</td>
<td>35</td>
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<tr>
<td>Master Lecture*</td>
<td>25</td>
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<tr>
<td>Final Comprehensive Exam</td>
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<td>Total</td>
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</table>

Final Grade: A-90-100% of total points, B-80-89%, C-70-79%, D-60-69%, F-Below 60%.

*Student Master Lectures are 45 minute power-point presentations on an instructor-approved topic pertaining to insect toxicology, based upon a scientific review of the topic (consisting of 12-15 sources). Presentation is to be accompanied by handouts and bibliography. Evaluation will include written assessments by student audience and instructor.

Student Attendance: Class attendance is a student responsibility (see Student Rules at http://student-rules.tamu.edu); 3 or more unexcused absences to lectures will result in a 5% reduction of course grade. Students are responsible for communicating with the instructor about absences and for obtaining the material(s) and handouts given while absent.

Lecture Topics and Schedule (Weekly basis):


Concept of LD<sub>90</sub>, LD<sub>50</sub>, LC<sub>50</sub>, LC<sub>90</sub>, etc. Bioassay principles and techniques. Synergism. Additive effects. EPA and WHO pesticide toxicity classifications. Introduction to the concept of insecticide resistance (see also 15). Resistance ratio. A tutorial on probit and resistance and real world Texas example can be found at: http://insecticideresistance.tamu.edu


12. **Metabolism:** Enzymes involved in metabolism of xenobiotics. Mixed function oxidases (cytochrome P450). Esterases. Esterases and gene amplification. Glutathione-S-transferases. Synergists and enzyme inhibitors. PBO, DEF, etc.


14. **Student master lectures:** The instructor will provide a list of current topics to be selected by students within the first week of classes. Students are welcome to propose topics as long as they are NOT their research for graduate studies.

15. **Student master lectures (cont.).** Last lecture of this week for review session and conclusions: Review of the insecticide classification by target site presented in lecture 1. Summary of the key knowledge and understanding acquired through this course. Student evaluations of instructor at end of lecture. The instructor is available for an extra “out of schedule” review session if students indicate this need. **FINAL EXAM according to University Calendar.**
Americans with Disabilities Act (ADA)

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

Academic Integrity

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

For additional information please visit: http://aggiehonor.tamu.edu
Course Withdrawals
Texas A&M University
Departmental Request for a Change in Course
Undergraduate • Graduate • Professional
• Submit original form and attachments •

1. Request submitted by (Department or Program Name): Department of Biological and Agricultural Engineering

2. Course prefix, number and complete title of course: BAEN 610: Spatial Technology for Site-Specific Crop Management

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

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

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

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

7. a. As currently in course inventory:

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   b. Change to:

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Approval recommended by:

Stephen W. Searcy
Department Head or Program Chair (Type Name & Sign) 3/12/12
Date

Chair, College Review Committee 3/12/12
Date

Dean of College 3/12/12
Date

Chair, GC or UCC 3/12/12
Date

Submitted to Coordinating Board by:

Associate Director, Curricular Services 3/12/12
Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services – 02/11
May 1, 2012

MEMORANDUM

TO: Graduate Curriculum Committee
FROM: Dr. Sarah Witham Bednarz  
Associate Dean for Academic Affairs

SUBJECT: College of Geosciences Courses to Be Deleted

The College of Geosciences wishes to withdraw the following graduate courses from our course inventory. This request has gone through appropriate department and college-level approval processes.

Thank you for your consideration. Please contact me if you have any questions.

ATMO 605 Atmospheric Phenomena
ATMO 621 Atmospheric Science
ATMO 638 Dynamics of Convective Clouds
ATMO 666 Agricultural Meteorology
ATMO 635 Atmospheric Thermodynamics
GEOG 641 Hist. Geography of the World System
GEOG 646 Periglacial Geomorphology
GEOL 646 Biogeochemical Cycling
GEOL 667 Structural Geology II
GEOP 630 Interactive Seismic Interpretation
April 24, 2012

MEMORANDUM

TO: Dr. Karen Butler-Purry
    Associate Vice President for Graduate Studies

FROM: George B. Cunningham
      Associate Dean for Academic Affairs

SUBJECT: GC Agenda Item

The College of Education and Human Development would like GC to review the attached request for course withdrawal of SPSY 629. The request was approved by the college GIC at its April 20th meeting. Please let me know if you have any questions or concerns.
To: GIC

From: Dr. Victor Willson
Professor and Head, Educational Psychology

Through: Dr. George Cunningham
Associate Dean, College of Education and Human Development

Re: Course Withdrawal for SPSY 629

Date: April 3, 2012

This memo is to request the withdrawal for SPSY 629: Psychosocial Variables in the Education of Minority Children from the Graduate Catalog. This course is no longer a required for School Psychology Students and we have no future plans to teach the course.
May 15, 2012

MEMORANDUM

TO:            Dr. Mark Zoran, Chair, Graduate Council
FROM:          Patricia A. Hurley, Associate Dean of Liberal Arts
               and Chair, College of Liberal Arts Graduate Instruction Committee
RE:            Additional courses to eliminate from catalog for the College of Liberal Arts

The following course has not been taught in five years and should be removed from the catalog:

MODL 645 Studies in Modern and Classical Literatures

The following courses were all associated with the MA degree in Comparative Literature and Culture. This program was formally canceled through appropriate university approval channels last year. It was on the list of low-producing programs. The courses associated with the program were not canceled at the same time, but should be removed from the catalog.

COML 603 Introduction to Comparative Literature
COML 645 Studies in Comparative Literature and Culture
COML 685 Directed Studies
COML 689 Special Topics in Comparative Literature and Culture
COML 691 Research
COML 697 Methodology of Teaching English and Foreign Language and Literatures.
Yes, please send the original to me as well. Thanks!

Sent from my iPhone

On May 15, 2012, at 4:59 PM, "Ely, Deyanira" <dely@tamu.edu> wrote:

Dear Jana,

Please find attached a memo from Dean Hurley requesting additional courses to be eliminated from catalog for College of Liberal Arts. Do you require the hard copy of this memo as well?

Let me know if you have any questions.

Best,
Deyanira Ely

-----------------------------------------
Deyanira Ely | Administrative Coordinator
<image001.png>

The Cornerstone of Leadership
OFFICE OF THE DEAN
Texas A&M University
4223 TAMU | College Station, Texas 77843-4223
(979) 845-8541 or (979) 845-5141
dely@tamu.edu | liberalarts.tamu.edu

<Additional Courses to be eliminated from catalog-CLLA.pdf>
Program Deactivation Requests
April 24, 2012

MEMORANDUM

TO: Dr. Karen Butler-Purry  
   Associate Vice President for Graduate Studies

FROM: George B. Cunningham  
   Associate Dean for Academic Affairs

SUBJECT: GC Agenda Item

The College of Education and Human Development would like GC to review the attached request for the deactivation of the MS/MED in Career Development option in Educational Psychology. The request was approved by the college GIC at its April 20th meeting. Please let me know if you have any questions or concerns.
To: GIC

From: Dr. Victor Willson  
Professor and Head, Educational Psychology

Through: Dr. George Cunningham  
Associate Dean, College of Education and Human Development

Re: Deactivation of MS/MED Career Development option in Educational Psychology

Date: April 3, 2012

This memo is to request deactivation of the MS and MED Career Development option in the Educational Psychology program. The Department of Educational Psychology is not currently allowing students to be admitted to the program and has not for some time. A review of departmental records shows a total of four Master's graduates and eight doctoral graduates from this program, with the last student graduating in 2006. As the department does not currently have any students enrolled in this program, and we no longer plan to accept students to this program we are formally requesting that the career development option be terminated. If you have any questions or concerns about this request, please contact me at v-willson@tamu.edu or 979-845-1394.
1. Date of closure
   August 31, 2012

2. An explanation of how affected parties (students, faculty, staff) will be informed of the impending closure.

   The remaining students will complete their degree this August. All faculty and staff are being retained in the department in support of other programs in the department, including bachelor degrees.

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

   There will be no distribution or additional expense as students will complete before closure.

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

   There are no agreements with other institutions.

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

   No faculty or staff will be redeployed as they will continue to support the other programs in the department.

6. If closing an institution, arrangement for the storage of student records, disposition of financial resources and other assets.

   N/A
MEMORANDUM

To: GIC
From: Richard B. Kreider, PhD, Head
Department of Health & Kinesiology
Through: Dr. George Cunningham
Associate Dean, College of Education and Human Development
Re: Deactivation of MED degree program in Health and Kinesiology
Date: April 24, 2012

This memo is to request deactivation of the MED degree program in the Department of Health and Kinesiology. The Department of Health and Kinesiology is not currently allowing students to be admitted to the program and has not for the past year. A review of departmental records indicate that two student are currently in the program with expected graduation dates of Summer, 2012. As the department no longer has plans to accept students to this program, we formally request that MED option be terminated effective January 1, 2013. This date will allow current students the opportunity to complete their degree requirements. If you have any questions or concerns about this request, please contact me at rkreider@hlkn.tamu.edu or 979-845-1333.
Deactivation of MED degree program in Health and Kinesiology

1. Date of closure

   January 1, 2013

2. An explanation of how affected parties (students, faculty, staff) will be informed of the impending closure.

   The remaining students will complete their degree this August. All faculty and staff are being retained in the department in support of other programs in the department, including bachelor degrees. We will make an announcement to faculty, staff, and graduate students via e-mail once the program is officially deactivated.

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

   We currently have one student in the program who is scheduled to complete the degree in the August of 2012. There will be no distribution or additional expense as students will complete before closure.

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

   There are no agreements with other institutions.

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

   No faculty or staff will be redeployed as they will continue to support the other programs in the department.

6. If closing an institution, arrangement for the storage of student records, disposition of financial resources and other assets.

   N/A
Special Consideration Items
February 28, 2012

To: President,
   Texas A&M University

Through: Faculty Senate,
         Texas A&M University

Through: Chair,
        Graduate Council

Through: Dr. M. Katherine Banks,
         Dean, Dwight Look College of Engineering

Through: Chair, College Review Committee,
         Dwight Look College of Engineering

Through: Dr. Walter W. Buchanan,
         Head, Dept of Engineering Technology & Industrial Distribution

From: Dr. Daniel F. Jennings,
      Professor & Program Director, Master of Industrial Distribution

Re: Adding TAMU-Qatar to Approved MID Residency Week Locations

The Department of Engineering Technology and Industrial Distribution would like to request TAMU-Qatar as an additional location to offer Residency Week for the existing Master of Industrial Distribution (MID) degree program.

We would like to conduct MID Residency Week at the TAMU-Qatar campus beginning Spring 2014. All other aspects of the MID program will remain the same. No changes to program or admissions requirements are being requested.

**Background:** The Master of Industrial Distribution is a distance based graduate degree designed for working professionals in industrial distribution and manufacturing channels. The program has been in existence for the past 10 years. The program prepares working professionals for management and leadership positions to manage global challenges. The MID program has seen steady growth over the last 5 years and demand for such an education is growing outside North America. By conducting Residency Week each August at TAMU-Qatar, the MID program can provide working professionals in the gulf region convenient and cost effective way to complete 6 hour residency requirements. Faculty from College Station campus will travel to TAMU-Qatar to conduct Residency Week classes each January. All academic requirements and standards will remain the same as College Station campus.

Please do not hesitate to contact me for any further questions at jennings@entc.tamu.edu or 845-4972. We thank you in advance for your support.

cc: Dr. Robin Autenrieth
     Dr. F. Barry Lawrence
     Kaye Mateja
Texas A&M University
New Certificate, Bachelors, Masters, or Doctoral Program
• Proposal Checklist •

Requested by the Department or Unit of: Engineering Technology and Industrial Distribution

Program Type, Level, Designation, Title, Description, Hours
Program Type Certificate Program □ Degree Program □
Program Level Undergraduate Certificate □ Grad Certificate □ Bachelor □ Master □ Doctoral □
Degree Designation (i.e., BS, BA, MA, MS, MInf, Med, PhD, EdD, etc.) MID (Master of Industrial Distribution)
Title of proposed program: Master of Industrial Distribution
Proposed CIP Code (if known): 52020200

Brief program description (provide a catalog description for undergraduate and graduate certificates):
The Master of Industrial Distribution (MID) is a 30 credit hour distance based graduate degree for working professionals. The
program focuses on developing students for operations, management and leadership positions with distributors and
manufacturers. The program teaches distribution theory and practice to prepare working professionals for global challenges. The
program includes Residency week each August at Texas A&M, Global Distribution trip and Capstone project.

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

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<th>% of Program</th>
<th>Program Start Date</th>
<th>SACS Approval**</th>
<th>When Provost needs to inform SACS</th>
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<td>Notification Only</td>
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<td>6 months before first day of program</td>
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*12 hours minimum to appear on transcript

Off-Campus or Distance Delivery

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<th>% of Program</th>
<th>Program Start Date</th>
<th>SACS Approval**</th>
<th>When Provost needs to inform SACS</th>
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<td>Notification Only</td>
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<td>Approval Required</td>
<td>6 months before first day of program</td>
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<td>80%</td>
<td>(TAMU-Q Campus)</td>
<td>Approval Required</td>
<td>6 months before first day of program</td>
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<td>100%</td>
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<td>Approval Required</td>
<td>6 months before first day of program</td>
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**Notification letter arranged through the Vice Provost for Academic Affairs and sent by TAMU President.

Program Delivery Mode

<table>
<thead>
<tr>
<th>Location</th>
<th>On-campus TAMU-College Station and TAMU-Qatar</th>
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<tr>
<td>Specific off-campus location***</td>
<td>In-State X Out-of-State X Start Date</td>
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<tr>
<td>Distance Education / Internet</td>
<td>Will this program be offered with another institution? Yes X No</td>
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<tr>
<td>Out-of-Country</td>
<td>If yes, contact the Vice Provost for Academic Affairs for additional reporting requirements.</td>
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***Is this an approved SACS location? Yes X No □ If no, a program prospectus must be sent to SACS.

Approved locations as of September 2009: TAMU-Galveston, TAMU-Qatar, University Center-The Woodlands, Dubai (EMBA)

Program Funding

Has program funding been finalized at the department or college level? Yes X No □
If no, explain or attach budget: __________

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Dr. Dan Jennings</th>
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</thead>
<tbody>
<tr>
<td>Program</td>
<td>ETID - Engineering Tech &amp; Industrial Distribution</td>
</tr>
<tr>
<td>Title</td>
<td>Professor &amp; Director, Master of Industrial Distribution Program</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:jennings@ente.tamu.edu">jennings@ente.tamu.edu</a></td>
</tr>
<tr>
<td>Phone</td>
<td>(979) 845-4972</td>
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**Certification Statement**

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

<table>
<thead>
<tr>
<th>Signature, Department Head or Interdisciplinary Chair</th>
<th>Date</th>
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<tr>
<td>Dr. Walter W. Buchanan</td>
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Additional Approvals Required: Faculty Senate and President.
Exam results must be submitted with original signatures of only the committee members approved by the Office of Graduate Studies. If an approved committee member substitution (1 only) has been made, his/her signature must also be submitted to the Office of Graduate Studies.

Application for Degree

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

The Degree of Master of Industrial Distribution

The Dwight Look College of Engineering offers a graduate program leading to the degree of Master of Industrial Distribution (MID). Enrollment in MID classes is restricted to students who have been admitted to the MID program. The program of study has been designed for individuals within both manufacturing and industrial distribution companies.

The MID degree is a non-thesis degree for which a final oral examination is not required. The majority of MID courses are offered via web-based distance learning. New students are admitted in the fall semester only.

Residence (See Residence Requirements, page 31.)

A student must complete 6 credit hours of Texas A&M University resident credit to satisfy the residence requirement for the Master of Industrial Distribution degree.

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

Student's Advisory Committee

After receiving admission to graduate studies and enrolling for coursework, the student will consult with the MID Program Office concerning program structure and requirements. The MID student's "committee" consists of the Director of the MID Program Office. The Director has the responsibility for counseling the student on academic matters, and, in the case of academic deficiency, initiating recommendations to the Office of Graduate Studies.

Degree Plan

The degree plan must be completed and filed with the Office of Graduate Studies prior to the deadline imposed by the student's college or by dates announced in the OGS calendar.

This proposed degree plan should be submitted through the online Automated Degree Plan System located on the website ogsdpss.tamu.edu.
Additional coursework may be added to the approved degree plan by petition if it is deemed necessary by the MID Program Director to correct deficiencies in the student’s academic preparation.

Credit Requirement
A minimum of 30 semester credit hours of approved courses is required for the Master of Industrial Distribution degree.

Limitations on the Use of Transfer, Extension and Certain Other Courses
1. No transfer credit is allowed.
2. No credit may be obtained by correspondence study.
3. A maximum of 12 credit hours of 685 (Directed Studies) may be used with the approval of the MID Program Director.
4. A maximum of 3 hours of 689 (Special Topics) may be used with the approval of the MID Program Director.
5. A maximum of 3 hours of 693 (Professional Study) may be used with the approval of the MID Program Director.
6. Extension courses are not acceptable for credit.

Exceptions will be permitted only in unusual cases and when petitioned by the student’s program and approved by the Director of the Master of Industrial Distribution Program and the Office of Graduate Studies.

Transfer of Credit
No transfer of credit is allowed for the Master of Industrial Distribution degree.

Scholastic Requirements
To maintain good academic standing, an MID student must maintain a minimum cumulative 3.000 GPR each semester. If a student fails to attain a cumulative 3.000 GPR, he or she is placed on academic probation. A student on academic probation must raise his/her cumulative GPR to 3.000 or above by the end of the next 9 hours of coursework or within one calendar year, whichever comes first. If this requirement is not met, the MID Program Director will recommend that the Office of Graduate Studies block the student from further enrollment. If a student is blocked from further enrollment in the MID program, he or she shall not be permitted to enroll in other MID courses.

An MID student must attain a minimum cumulative 3.000 GPR on MID core courses.

Foreign Languages
A foreign language is not required for the Master of Industrial Distribution degree.

Time Limit
All degree requirements must be completed within a period of seven consecutive years for the degree to be granted. A course will be considered valid until seven years after the end of the semester in which it was taken. Graduate credit for coursework which is more than seven calendar years old may not be used to satisfy degree requirements.
Final Examination

A final oral examination is not required for the Master of Industrial Distribution degree. Except as noted above, the requirements for the degree of Master of Industrial Distribution are identical with those for the degree of Master of Science.

Application for Degree

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

The Degree of Master in International Affairs

The George Bush School of Government and Public Service offers a non-thesis program leading to the degree of Master in International Affairs (MPIA). This program is designed for individuals planning careers in public international affairs. Courses are intended for those with such interests, and it enables a student to specialize in one of two career tracks: international economics and development and national security and diplomacy. The degree entails 48 credit hours of study.

The Master in International Affairs degree includes a core curriculum of five courses, a summer internship (or intensive language and cultural study) and a six-course specialization in two selected areas of concentration. The professional nature of the program provides a curriculum taught by a multi-disciplinary faculty who also combine a mix of scholarly and professional international experience. The core curriculum includes seminars in leadership and public management in world affairs, international politics, global economics, research methods, and American foreign policy. In addition, all students participate in a final semester capstone project working as a team under the supervision of a faculty member to address a real world client’s international problem. Capstone research culminates in a major written report to the client. Prerequisites exist for each of the two areas of concentration. The Bush School equips students having a disposition towards leadership and public service with the vital skills and knowledge critical for successful careers whether in government or non-governmental organizations. A foreign language background is not required for admission into the program. To graduate, however, a student must successfully pass a foreign language exam administered in accordance with the ratings of the American Council on the Teaching of Foreign Languages. For this test the student must demonstrate a minimal proficiency in speaking and comprehension at the established rating of “intermediate low.”

The Bush School, in conjunction with the Economics department, also offers a dual degree program that enables students to receive both their Economics undergraduate degree and a Master of International Affairs (MPIA) degree in international economics and development in five years. Students admitted into this program will be enrolled in Bush School graduate courses with an undergraduate classification for the fall of their fourth year and will be reclassified as master’s degree students upon completing 120 credit hours, typically following
March 13, 2012

MEMORANDUM

To: Dr. Mark Zoran, Chair, Graduate Council

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

From: Dr. Gary Varner, Interim Head, Department of Philosophy

Subject: Proposal for Early Modern Track in Philosophy PhD

The PhD in Philosophy at Texas A&M University currently requires students to have or obtain a master’s degree in a field other than philosophy. Fulfilling the requirements of the master’s is intended to complement the philosophy PhD and improve students’ job opportunities. But for students who focus on early modern philosophy, a complementary master’s degree does not enhance their scholarly development or employment prospects as much as in-depth study of 17th and 18th century topics and figures in a variety of disciplines.

We therefore propose to modify our PhD to allow students working specifically in early modern philosophy to take 24 hours of approved graduate courses in several fields (e.g., communication, English, history, mathematics, modern languages, physics, political science) instead of getting a master’s in a single discipline. No more than four courses could be taken in the same academic department; each student’s course of studies would be overseen by a faculty committee; and students would have to complete a 20-page (minimum) publishable paper (as determined by the committee) that incorporates aspects of their interdisciplinary studies.

The proposal does not drop the required complementary master’s degree at A&M for other PhD philosophy students; it merely adds an option for those students who write a dissertation on some aspect of early modern philosophy. This recommendation springs from the 2008 Academic Program Review in which the Department was encouraged to make its PhD graduates more attractive to research-intensive doctoral institutions by modifying its complementary master’s requirement to take advantage of our program’s strengths. Last year in our strategic plan we identified early modern philosophy as one of our two areas of targeted excellence, and our program in 17th century philosophy was ranked among the top 30 in the U.S. By having an early modern track in our PhD program, we want our students to be able to take advantage of this status and not be hindered by the fact that there is no master’s degree that provides the interdisciplinary training most valued in 17th and 18th century scholarship.

Philosophy departments elsewhere sometimes link their PhDs to the history and philosophy of science, classics, cognitive science, linguistics, and gender studies, but no other program singles out early modern philosophy for special treatment in an interdisciplinary context. Our proposal would thus make our PhD program distinctive and allow our graduates the flexibility to enhance their mastery of early modern thought in a way that would promote our national prominence.
Proposal to Modify Requirements for Philosophy PhD at Texas A&M University:
Early Modern Philosophy Track

The PhD in Philosophy at Texas A&M University requires students to have or obtain a master’s
degree in a field other than philosophy. Fulfilling the requirements of the master’s degree is
intended to complement the philosophy PhD and improve students’ job opportunities. But for
students who focus on early modern philosophy, a complementary master’s degree does not
enhance their scholarly development or employment prospects as much as in-depth study of 17th
and 18th century topics and figures in a variety of disciplines. We therefore propose to modify
our PhD to allow students working specifically in early modern philosophy to take 24 hours of
approved graduate courses in several fields instead of getting a master’s in a single discipline.

Philosophy departments elsewhere sometimes have joint JD/Philosophy PhD or MD/Philosophy
PhD degrees. Others link up with non-philosophy programs to create philosophy PhDs in the
history and philosophy of science, classics, cognitive science, linguistics, and gender studies
(Appendix 1), and a few allow for or require minors (Appendix 2). But no other program singles
out early modern philosophy for special or extensive treatment. This is striking, considering the
consistent demand for teachers specializing in early modern philosophy and the history of
philosophy (Appendix 3). If our early modern philosophy program were recognized for
providing a distinctively broad background in 17th and 18th century scholarship, it could attract
more students who would be appealing to a wider range of institutions upon graduation.

Even the External Committee charged with our 2008 Program Review recognized that amending
the master’s requirement would expand our applicant pool and placement opportunities:

- “If, as the Department’s visibility grows, it decides to revise the requirements for the PhD
to attract more traditional applicants by waiving the requirement for a complementary
master’s degree, its applicant pool for the PhD program will grow as well.”
- “If the requirements of the [PhD] program are amended as the Department gains national
recognition, research-intensive doctoral institutions will also find [the Department’s PhD
graduates] attractive.”

Having an interdisciplinary early modern option would achieve these objectives in a unique way.
Specifically, the early modern philosophy track will include these features:

- Twenty-four (24) hours of non-philosophy graduate courses from an approved list
(Appendix 4)
- Oversight of each student’s course of studies by an interdisciplinary faculty committee
- Completion of a 20-page (minimum) publishable paper (as determined by the faculty
committee) that incorporates aspects of the student’s interdisciplinary studies
- No more than four courses (12 hours) in the same academic department
- Each course completed with a grade of B or better
- Notation of the early modern focus on the student’s transcript

This proposal does not drop the required complementary master’s degree at A&M for other
PhD philosophy students; it merely adds an option for those students who write a dissertation
on some aspect of early modern philosophy. The impact on our overall program would therefore
be minor, but it would be significant for those students who take advantage of it.
### Appendix 3: Recent Advertisements in *Jobs for Philosophers* (Online or In Print) for a Specialist in Early Modern Philosophy or the History of Philosophy

<table>
<thead>
<tr>
<th>Date</th>
<th>Jobs Listed</th>
<th>Specialization in Early Modern/History</th>
<th>% of Jobs Advertised</th>
</tr>
</thead>
<tbody>
<tr>
<td>November 2011</td>
<td>176</td>
<td>29</td>
<td>16%</td>
</tr>
<tr>
<td>October 2011</td>
<td>194</td>
<td>29</td>
<td>15%</td>
</tr>
<tr>
<td>September 2011</td>
<td>68</td>
<td>11</td>
<td>16%</td>
</tr>
<tr>
<td>June 2011</td>
<td>48</td>
<td>10</td>
<td>21%</td>
</tr>
<tr>
<td>April 2011</td>
<td>187</td>
<td>19</td>
<td>10%</td>
</tr>
<tr>
<td>February 2011</td>
<td>331</td>
<td>22</td>
<td>7%</td>
</tr>
<tr>
<td>October 2010</td>
<td>157</td>
<td>29</td>
<td>18%</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>1161</strong></td>
<td><strong>149</strong></td>
<td><strong>13%</strong></td>
</tr>
</tbody>
</table>

### Appendix 4: Non-Philosophy Graduate Courses Approved for Early Modern Philosophy PhD Program

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 609</td>
<td>Culture and Evolution</td>
</tr>
<tr>
<td>ANTH 635</td>
<td>Violence and Warfare</td>
</tr>
<tr>
<td>ANTH 648</td>
<td>Issues in Human Evolutionary Theory</td>
</tr>
<tr>
<td>COMM/ENGL 654</td>
<td>History and Theory of Rhetoric to 1800</td>
</tr>
<tr>
<td>ENGL/LING 610</td>
<td>Topics in the History of the English Language (when applicable)</td>
</tr>
<tr>
<td>ENGL 611</td>
<td>Topics in Early Modern Literature and Culture (when applicable)</td>
</tr>
<tr>
<td>ENGL 613</td>
<td>Readings in Early Modern Literature</td>
</tr>
<tr>
<td>ENGL 618</td>
<td>Readings in 18th Century British Literature (when applicable)</td>
</tr>
<tr>
<td>ENGL 638</td>
<td>Topics in 18th/19th Century British Literature and Culture (when applicable)</td>
</tr>
<tr>
<td>ENGL 666</td>
<td>Topics in Textual Studies and Book History (when applicable)</td>
</tr>
<tr>
<td>ENGL 667</td>
<td>Topics in the History and Theory of Rhetoric (when applicable)</td>
</tr>
<tr>
<td>HISP 630</td>
<td>Studies in Latin American Literature (when applicable)</td>
</tr>
<tr>
<td>HISP 640</td>
<td>History of Ideas in the Hispanic World</td>
</tr>
<tr>
<td>HISP 665</td>
<td>Studies in Spanish Literature</td>
</tr>
<tr>
<td>HIST 601</td>
<td>Colonial North America</td>
</tr>
<tr>
<td>HIST 643</td>
<td>European History from the Renaissance to the French Revolution</td>
</tr>
<tr>
<td>POLS 650</td>
<td>Normative Political Theory</td>
</tr>
<tr>
<td>POLS 654</td>
<td>Theories of Political Legitimacy, Order and Obligation</td>
</tr>
</tbody>
</table>

Special Topics (689) and Directed Studies (685) courses must be approved by the student's interdisciplinary faculty committee.
Subject: Re: Support for PHIL PhD program proposal [ANTH]
From: Sheela Athreya <athreya@tamu.edu>
Date: 5/1/2012 8:24 AM
To: Gary Varner <gary@philosophy.tamu.edu>
CC: Cynthia Werner <werner@tamu.edu>

Dear Gary,

I've heard back from Bruce Dickson and Mike Alvard who teach the ANTH 635 and ANTH 609 courses, respectively. I teach ANTH 648. All three of us would be more than happy to have PHIL students in these classes, and have no problem having them included in the new early modern philosophy track.

Please let me know if you have any questions or need more information.

Best wishes,
Sheela

*************************************************************************
Sheela Athreya, Ph.D.
Associate Professor & Director of Graduate Studies
Department of Anthropology
Texas A&M University
4352 TAMU
College Station, TX 77843
phone: 1-979-845-4785
fax: 1-979-845-4070

On Apr 30, 2012, at 8:58 AM, Gary Varner wrote:

Sheela -

I’m writing you in your capacity as Director of Graduate Studies for Anthropology, and I’m copying your department head so that she is aware of this request that I’m making of you.

As you know from the GIC meeting last week, the Philosophy Department is proposing to add an option for its PhD students who are specializing in the history of early modern philosophy and this option involves taking a set of courses in several different academic disciplines that contextualize philosophical issues related to the early modern period. At last week’s GIC meeting, the proposal was approved contingent upon Philosophy
obtaining notes from the departments on the list of suggested classes indicating both that they would welcome a small number of Philosophy students into the classes listed from their departments and any issues they foresaw such as the classes not being offered frequently enough to be of help to Philosophy students, that there might be background knowledge assumed that our students would lack, etc.; or if they had other courses to suggest for inclusion on the list.

Accordingly, I’m writing to ask if your department would welcome some of these students taking the following courses in your department:

ANTH 609  Culture and Evolution  
ANTH 635  Violence and Warfare  
ANTH 648  Issues in Human Evolutionary Theory  

These are the courses that the early modern specialists in our department (Steve Daniel and Mike LeBuffe) identified as valuable to various students in the early modern track, and that is why they are listed in appendix #4 of the attached copy of the proposal.

Please let me know if you have any related concerns.

As the proposal will be considered by the Liberal Arts Council on Wednesday, May 9, it would be helpful to receive your reply this week if possible.

Thank you,

--

Gary Varner  
Professor and Interim Head  
Department of Philosophy, Texas A&M University  
(979) 845-5600, 845-0458 (FAX)  
http://philosophy.tamu.edu/~gary/  
<Early Modern Track Proposal-2.pdf>
Subject: RE: Support for PHIL PhD program proposal [COMM]
From: "Aune, James" <Jaune@tamu.edu>
Date: 4/30/2012 3:23 PM
To: "Barge, Kevin" <kbarge@tamu.edu>, Gary Varner <gary@philosophy.tamu.edu>

I would enthusiastically welcome PHIL grad students in that class; I just want to make sure it's clear, Gary, that this course is cross-listed with ENGL, and we trade off on a somewhat irregular schedule. But 654 is always taught in the fall.

From: Barge, Kevin
Sent: Monday, April 30, 2012 3:20 PM
To: Gary Varner
Cc: Aune, James
Subject: RE: Support for PHIL PhD program proposal [COMM]

Hey Gary,

Let me check with Jim on this, but I don’t foresee this as a problem. The sign off on the proposal probably needs to come from Jim as Department Head.

Take care,

kevin

From: Gary Varner [mailto:gary@philosophy.tamu.edu]
Sent: Monday, April 30, 2012 8:50 AM
To: Barge, Kevin
Cc: Aune, James; Gary Varner
Subject: Support for PHIL PhD program proposal [COMM]

Kevin -

I’m writing you in your capacity as Director of Graduate Studies for Communication, and I’m copying your department head so that he is aware of this request that I’m making of you.

As you know from the GIC meeting last week, the Philosophy Department is proposing to add an option for its PhD students who are specializing in the history of early modern philosophy and this option involves taking a set of courses in several different academic disciplines that contextualize philosophical issues related to the early modern period. At last week’s GIC meeting, the proposal was approved contingent upon Philosophy obtaining notes from the departments on the list of suggested classes indicating both that they would welcome a small number of Philosophy students into the classes listed from their departments and any issues they foresaw such as the classes not being offered frequently enough to be of help to Philosophy students, that there might be background knowledge assumed that our students would lack, etc.; or if they had other courses to suggest for inclusion on the list.

Accordingly, I’m writing to ask if your department would welcome some of these students taking the following course in your department:
COMM 654  History and Theory of Rhetoric to 1800

This is the course that the early modern specialists in our department (Steve Daniel and Mike LeBuffe) identified as valuable to various students in the early modern track, and that is why it is listed in appendix #4 of the attached copy of the proposal.

Please let me know if you have any related concerns.

As the proposal will be considered by the Liberal Arts Council on Wednesday, May 9, it would be helpful to receive your reply this week if possible.

Thank you,

--

Gary Varner
Professor and Interim Head
Department of Philosophy, Texas A&M University
(979) 845-5600, 845-0458 (FAX)
http://philosophy.tamu.edu/~gary/
Subject: Re: Support for PHIL PhD program proposal [ENGL]
From: Nancy Warren <nwarren@tamu.edu>
Date: 4/30/2012 9:57 AM
To: Claudia Nelson <claudia_nelson@tamu.edu>
CC: Gary Varner <g-varner@tamu.edu>, Gary Varner <gary@philosophy.tamu.edu>

I just want to add my voice in support of this effort. I primarily teach medieval literature, but on occasion I venture into the early modern period, and I personally would be delighted to have philosophy grad students in any course I taught that might be relevant for their degree programs. Speaking departmentally, I think this sort of interdisciplinary collaboration is a very good thing.

All the best,

Nancy

----- Original Message ----- 
From: "Claudia Nelson" <claudia_nelson@tamu.edu> 
To: "Gary Varner" <gvarner@philosophy.tamu.edu> 
Cc: "Nancy Warren" <nwarren@tamu.edu>, "Gary Varner" <g-varner@tamu.edu>
Sent: Monday, April 30, 2012 9:54:16 AM
Subject: RE: Support for PHIL PhD program proposal [ENGL]

Dear Gary,

English would welcome your students. Here are some points about these courses that PHIL should be aware of for advising purposes:

--Readings courses (ENGL 613) are intended to look more like surveys of the literature of a period and do not suppose detailed knowledge on the part of the student. Topics courses are more specialized. We presently try to offer a given period's Readings and Topics courses in an alternation such that in any given year there will be one or the other, but not both; this does mean that for our students as for yours, some will matriculate during the year when the Topics course is being taught and will thus take it before the Readings course.
--As its name suggests, ENGL 638, Topics in 18th- and 19th-C. British Lit. and Culture, will sometimes focus on 18th- and sometimes on 19th-c topics. Since your definition of early modern embraces the one but not the other, you might want to add a phrase such as "when applicable" to your spreadsheet entry for this course. You might however want to add ENGL 618, Readings in 18th-C British Lit., which will always be a survey focusing on the 18th century.
--Similarly, ENGL/LING 610, Topics in the History of the English Language, will sometimes be used as the number under which the Old English/Beowulf sequence is taught--too early to be of interest to your early modernists, I assume. Here again a "when applicable" might be desirable.
--And ENGL 666 and 667 will also sometimes have an early modern focus and sometimes not.
--You might also note that COMM 654 is cross-listed with ENGL 654 and that students could register under either number.

Best,
Claudia

Claudia Nelson
Professor and Cornerstone Faculty Fellow
Interim Director of Graduate Studies  
Department of English, Blocker 241C  
TAMU 4227  
College Station, TX  77843-4227  
979-458-0377

From: Gary Varner [gary@philosophy.tamu.edu]  
Sent: Monday, April 30, 2012 8:49 AM  
To: Nelson, Claudia; grad-program@tamuenglish.org  
Cc: Nancy Warren; Gary Varner  
Subject: Support for PHIL PhD program proposal [ENGL]

Claudia -

I’m writing you in your capacity as Director of Graduate Studies for English, and I’m copying your department head so that she is aware of this request that I’m making of you.

As you know from the GIC meeting last week, the Philosophy Department is proposing to add an option for its PhD students who are specializing in the history of early modern philosophy and this option involves taking a set of courses in several different academic disciplines that contextualize philosophical issues related to the early modern period. At last week’s GIC meeting, the proposal was approved contingent upon Philosophy obtaining notes from the departments on the list of suggested classes indicating both that they would welcome a small number of Philosophy students into the classes listed from their departments and any issues they foresaw such as the classes not being offered frequently enough to be of help to Philosophy students, that there might be background knowledge assumed that our students would lack, etc.; or if they had other courses to suggest for inclusion on the list.

Accordingly, I’m writing to ask if your department would welcome some of these students taking the following courses in your department:

- **ENGL 611** Topics in Early Modern Literature and Culture  
- **ENGL 613** Readings in Early Modern Literature  
- **ENGL 638** Topics in 18th and 19th Century British Literature and Culture  
- **ENGL 666** Topics in Textual Studies and Book History  
- **ENGL 667** Topics in the History and Theory of Rhetoric  
- **LING 610** Topics in the History of the English Language

These are the courses that the early modern specialists in our department (Steve Daniel and Mike LeBuffe) identified as valuable to various students in the early modern track, and that is why they are listed in appendix #4 of the attached copy of the proposal.

Please let me know if you have any related concerns.

As the proposal will be considered by the Liberal Arts Council on Wednesday, May 9, it would be helpful to receive your reply this week if possible.

Thank you,

--

Gary Varner  
Professor and Interim Head  
Department of Philosophy, http://philosophy.tamu.edu, Texas A&M University  
(979) 845-5600, 845-0458 (FAX)
April 12, 2012

MEMORANDUM

TO: Gary Varner
Professor and Interim Head, Department of Philosophy

FROM: Steven M. Oberhelman
Interim Head, Department of International Studies

SUBJECT: Support for Ph.D. Proposal in Philosophy

Thank you for sharing with my Department your proposal for adding an option for doctoral students in the Department of Philosophy in the history of early modern philosophy. As part of your proposed curriculum, you have proposed adding two courses from my Department’s inventory of graduate classes:

FREN 692  Readings in French Literary Texts
GERM 692  Readings in German Literary Texts

We would welcome the inclusion of your doctoral students in these classes and do not foresee any difficulty in accommodating them. I must stress two points, however. First, I do not know when we will be able to offer these courses, since they comprise part of our proposed Ph.D. Degree in European Studies. That proposal has been in a holding pattern at the Provost level for six years now, and we do not know if and when approval will be granted. Second, a student enrolled in either course will have to possess a reading proficiency in the target language (French or German) such as would allow her or him to read literary texts in the original. If the student does have advanced reading proficiency, we would be delighted to have her or him in the class.
Subject: RE: Support for PHIL PhD program proposal [HISP]
From: "Hilaire Kallendorf" <h-kallendorf@tamu.edu>
Date: 4/30/2012 9:19 AM
To: "Gary Varner" <gary@philosophy.tamu.edu>
CC: "Moreiras, Alberto" <moreiras@tamu.edu>, "Gary Varner" <g-varner@tamu.edu>

Gary, as we said at the GIC meeting, your students are more than welcome to take our courses with the understanding that instruction is in Spanish. They would also need to be able to write a seminar paper in Spanish at the Ph.D. level. Please note that HISP 665 is actually Studies in Spanish Literature. I would also recommend including HISP 630, Studies in Latin American Literature, although it would only be relevant for your purposes when it is taught as an early modern colonial course.

Hilaire

Hilaire Kallendorf, Ph.D.
Associate Professor of Hispanic and Religious Studies
Director of Graduate Studies

MS 4238, Academic Bldg 204C
Texas A&M University
College Station, TX
77843-4238
(979) 458-0621
fax (979) 845-6421

From: Gary Varner [mailto:gary@philosophy.tamu.edu]
Sent: Monday, April 30, 2012 9:02 AM
To: Kallendorf, Hilaire
Cc: Moreiras, Alberto; Gary Varner
Subject: Re: Support for PHIL PhD program proposal [HISP]

Hilaire -

I accidentally included a History course on the list of three courses below. Please disregard "HISP [HIST] 601, Colonial North America."

Thanks, -gv

On 4/30/2012 9:01 AM, Gary Varner wrote:
Hilaire -

I'm writing you in your capacity as Director of Graduate Studies for Hispanic Studies, and I'm copying your department head so that he is aware of this request that I'm making of you.
As you know from the GIC meeting last week, the Philosophy Department is proposing to add an option for its PhD students who are specializing in the history of early modern philosophy and this option involves taking a set of courses in several different academic disciplines that contextualize philosophical issues related to the early modern period. At last week’s GIC meeting, the proposal was approved contingent upon Philosophy obtaining notes from the departments on the list of suggested classes indicating both that they would welcome a small number of Philosophy students into the classes listed from their departments and any issues they foresaw such as the classes not being offered frequently enough to be of help to Philosophy students, that there might be background knowledge assumed that our students would lack, etc.; or if they had other courses to suggest for inclusion on the list.

Accordingly, I’m writing to ask if your department would welcome some of these students taking the following courses in your department:

HISP 640  History of Ideas in the Hispanic World
HISP 665  Studies in Hispanic Literature
HISP 601  Colonial North America

These are the courses that the early modern specialists in our department (Steve Daniel and Mike LeBuffe) identified as valuable to various students in the early modern track, and that is why they are listed in appendix #4 of the attached copy of the proposal.

Please let me know if you have any related concerns.

As the proposal will be considered by the Liberal Arts Council on Wednesday, May 9, it would be helpful to receive your reply this week if possible.

Thank you,

--

Gary Varner
Professor and Interim Head
Department of Philosophy, Texas A&M University
(979) 845-5600, 845-0458 (FAX)
http://philosophy.tamu.edu/~gary/

--

Gary Varner
Professor and Interim Head
Department of Philosophy, Texas A&M University
(979) 845-5600, 845-0458 (FAX)
http://philosophy.tamu.edu/~gary/
Dear Professor Varner:

David Vaught, department head; Adam Seipp, incoming director of graduate studies; and I discussed your request.

HIST 628: Historiography is not an appropriate course for the program you describe.

The history department will welcome a small number of your students in HIST 601: Colonial North America and HIST 643: Reading Seminar in European History from the Renaissance to the French Revolution on a space available basis, but the department cannot guarantee the frequency with which each of the courses will be offered.

Sincerely,

Jim Bradford

James C. Bradford
Director of Graduate Studies
Department of History
Texas A&M University
College Station, TX 77843-4236
Tel: Office: 979-845-7165
Home: 979-775-5448
Fax: 979-862-4314

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From: "Gary Varner" <gary@philosophy.tamu.edu>
To: "James Bradford" <jcb Bradford@tamu.edu>
Cc: "David Vaught" <d-vaught@neo.tamu.edu>, "Gary Varner" <g-varner@tamu.edu>
Sent: Monday, April 30, 2012 9:20:12 AM
Subject: Support for PHIL PhD program proposal [HIST]

James -

I'm writing you in your capacity as Director of Graduate Studies for History, and I'm copying your department head so that he is aware of this request that I'm making of you.

As you know from the GIC meeting last week, the Philosophy Department is proposing to add an option for its PhD students who are specializing in the history of early modern philosophy and this option involves taking a set of courses in several different academic disciplines that contextualize philosophical issues related to the early modern period. At last week's GIC meeting, the proposal was approved contingent upon Philosophy obtaining notes from the departments on the list of suggested classes indicating both that they would welcome a small
number of Philosophy students into the classes listed from their departments and any issues they foresaw such as the classes not being offered frequently enough to be of help to Philosophy students, that there might be background knowledge assumed that our students would lack, etc.; or if they had other courses to suggest for inclusion on the list.

Accordingly, I'm writing to ask if your department would welcome some of these students taking the following courses in your department:

HIST 601 Colonial North America
HIST 628 Historiography
HIST 643 European History from the Renaissance to the French Revolution

These are the courses that the early modern specialists in our department (Steve Daniel and Mike LeBuffe) identified as valuable to various students in the early modern track, and that is why they are listed in appendix #4 of the attached copy of the proposal.

Please let me know if you have any related concerns.

As the proposal will be considered by the Liberal Arts Council on Wednesday, May 9, it would be helpful to receive your reply this week if possible.

Thank you,

--
Gary Varner
Professor and Interim Head
Department of Philosophy, Texas A&M University
(979) 845-5600, 845-0458 (FAX)
http://philosophy.tamu.edu/~gary/
Hi Gary,

Thank you for your inquiry. Unfortunately, INTA 627 has not been offered in a while, and it is in the process of being removed from our course listing.

Regards,
Lisa Brown

Lisa Brown
Assistant Director, Office of Extended Education
The Bush School of Government and Public Service
Texas A&M University
4220 TAMU
College Station, TX 77843
Ph. (979) 862-8826
Fax (979) 862-3196
http://bush.tamu.edu/certificate
lisa@tamu.edu

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From: Gary Varner [mailto:gary@philosophy.tamu.edu]
Sent: Tuesday, May 01, 2012 10:01 AM
To: Brown, Lisa M.
Cc: Gary Varner
Subject: Support for PHIL PhD program proposal [INTA]

Lisa (if I may) -

I called the INTA office about this and was told that you should be my point of contact on this.

The Philosophy Department is proposing to add an option for its PhD students who are specializing in the history of early modern philosophy and this option involves taking a set of courses in several different academic disciplines that contextualize philosophical issues related to the early modern period. At last week’s meeting of the Graduate Instruction Committee in the College of Liberal Arts, the proposal was approved contingent upon Philosophy obtaining notes from the departments on the list of suggested classes indicating both that they would welcome a small number of Philosophy students into the classes listed from their departments and any issues they foresaw such as the classes not being offered frequently enough to be of help to Philosophy students, that there might be background
knowledge assumed that our students would lack, etc.; or if they had other courses to suggest for inclusion on the list.

Accordingly, I’m writing to ask if your department would welcome some of these students taking the following course in your department:

INTA 627 The Great Books of World Politics

This is the course that the early modern specialists in our department (Steve Daniel and Mike LeBuffe) identified as valuable to various students in the early modern track, and that is why they are listed in appendix #4 of the attached copy of the proposal.

Please let me know if you have any related concerns.

As the proposal will be considered by the Liberal Arts Council on Wednesday, May 9, it would be helpful to receive your reply this week if possible.

Thank you,

--

Gary Varner
Professor and Interim Head
Department of Philosophy, Texas A&M University
(979) 845-5600, 845-0458 (FAX)
http://philosophy.tamu.edu/~gary/
Hi, Gary,

Yes, always cross-listed.

Best,
Claudia

Claudia Nelson
Professor and Cornerstone Faculty Fellow
Interim Director of Graduate Studies
Department of English, Blocker 241C
TAMU 4227
College Station, TX 77843-4227
979-458-0377

From: Gary Varner [gary@philosophy.tamu.edu]
Sent: Tuesday, May 01, 2012 10:23 AM
To: Nelson, Claudia
Subject: Re: Grad advisor for LING?

Thanks, Claudia. Yes, this is what I was writing about.

Do I understand correctly that 610 is always crosslisted as both ENGL and LING, or is the course sometimes taught as ENGL and sometimes as LING depending on content?

(And please excuse me if I've misunderstood something from your previous email.)

Thanks for your help with this, -gv

On 5/1/2012 10:18 AM, Nelson, Claudia wrote:

Dear Gary,

LING doesn't have a separate advising staff. If what you want is assurance that PHIL PhD students would be welcome in the LING as in the ENGL half of 610, ENGL can provide that. If you have questions about the content of the course in years when it isn't the Old English/Beowulf sequence, these would be best answered by whatever faculty member is assigned to teach the course that semester, possibly Larry Mitchell or Shari Kendall.

Best,
Claudia

Claudia Nelson
Professor and Cornerstone Faculty Fellow
Interim Director of Graduate Studies
Department of English, Blocker 241C
TAMU 4227
College Station, TX 77843-4227
979-458-0377

From: Gary Varner [gary@philosophy.tamu.edu<mailto:gary@philosophy.tamu.edu>]
Sent: Tuesday, May 01, 2012 10:10 AM
To: grad-program@tamuenglish.org<mailto:grad-program@tamuenglish.org>
Subject: Grad advisor for LING?

Can you please give me the contact information for the graduate advisor to your Linguistics Program, specifically?

Thanks,
--
Gary Varner
Professor and Interim Head
Department of Philosophy<http://philosophy.tamu.edu>, Texas A&M University
(979) 845-5600, 845-0458 (FAX)
http://philosophy.tamu.edu/~gary/<http://philosophy.tamu.edu/%7Egary/>
No, I was not. I'll pass that information on to our history of early modern people.

Thanks for the information, -gv

On 5/1/2012 10:34 AM, Emil Straube wrote:

Gary:

BTW, are you aware that this is an on-line course?

Emil

On 05/01/2012 09:40 AM, Gary Varner wrote:

Thanks, -gv

On 5/1/2012 9:39 AM, Emil Straube wrote:

Gary:

I have forwarded your message to Peter Howard, who is the Director of Graduate Studies in Math. We should be able to get back to you soon.

Best wishes,

Emil Straube

--

Gary Varner
Professor and Interim Head
Department of Philosophy, Texas A&M University
Subject: Re: Support for PHIL PhD program proposal [PHYS]
From: "George R. Welch" <grw@tamu.edu>
Date: 5/1/2012 1:58 PM
To: Gary Varner <gary@philosophy.tamu.edu>
CC: Gary Varner <g-varner@tamu.edu>

Gary,

PHYS-659 (and PHYS-660) have not been taught in many years. They were introduced long ago by a professor who was running summer schools for high-school and junior-college teachers. (That is why the course description says "For physics teachers.") That professor retired some time ago. These courses are being removed from the catalog and course inventory.

Sorry,

--George

On 5/1/12 9:53 AM, Gary Varner wrote:

George -

I’m writing you in your capacity as Department Head in Physics.

The Philosophy Department is proposing to add an option for its PhD students who are specializing in the history of early modern philosophy and this option involves taking a set of courses in several different academic disciplines that contextualize philosophical issues related to the early modern period. At last week’s meeting of the Graduate Instruction Committee in Liberal Arts, the proposal was approved contingent upon Philosophy obtaining notes from the departments on the list of suggested classes indicating both that they would welcome a small number of Philosophy students into the classes listed from their departments and any issues they foresaw such as the classes not being offered frequently enough to be of help to Philosophy students, that there might be background knowledge assumed that our students would lack, etc.; or if they had other courses to suggest for inclusion on the list.

Accordingly, I’m writing to ask if your department would welcome some of these students taking the following course in your department:

PHYS 659 The Evolution of Physics

This is the course that the early modern specialists in our department (Steve Daniel and Mike LeBuffe) identified as valuable to various students in the early modern track, and that is why they are listed in appendix #4 of the attached copy of the proposal.
Please let me know if you have any related concerns.

As the proposal will be considered by the Liberal Arts Council on Wednesday, May 9, it would be helpful to receive your reply this week if possible.

Thank you,

--

Gary Varner
Professor and Interim Head
Department of Philosophy, Texas A&M University
(979) 845-5600, 845-0458 (FAX)
http://philosophy.tamu.edu/~gary/
Subject: Support for PHIL PhD program proposal [POLS]
From: Gary Varner <gary@philosophy.tamu.edu>
Date: 5/1/2012 9:48 AM
To: Michelle Taylor-Robinson <m-taylor11@pols.tamu.edu>
CC: Political Science <rogers@politics.tamu.edu>, Gary Varner <g-varner@tamu.edu>

Michelle -

I’m writing you in your capacity as Director of Graduate Studies for, and I’m copying your department head so that she is aware of this request that I’m making of you.

As you know from the GIC meeting last week, the Philosophy Department is proposing to add an option for its PhD students who are specializing in the history of early modern philosophy and this option involves taking a set of courses in several different academic disciplines that contextualize philosophical issues related to the early modern period. At last week’s GIC meeting, the proposal was approved contingent upon Philosophy obtaining notes from the departments on the list of suggested classes indicating both that they would welcome a small number of Philosophy students into the classes listed from their departments and any issues they foresaw such as the classes not being offered frequently enough to be of help to Philosophy students, that there might be background knowledge assumed that our students would lack, etc.; or if they had other courses to suggest for inclusion on the list.

Accordingly, I’m writing to ask if your department would welcome some of these students taking the following course in your department:

POLS 650 Normative Political Theory

These is the courses that the early modern specialists in our department (Steve Daniel and Mike LeBuffe) identified as valuable to various students in the early modern track, and that is why they are listed in appendix #4 of the attached copy of the proposal.

Please let me know if you have any related concerns.

As the proposal will be considered by the Liberal Arts Council on Wednesday, May 9, it would be helpful to receive your reply this week if possible.

Thank you,

--

Gary Varner
Professor and Interim Head
Department of Philosophy, Texas A&M University
(979) 845-5600, 845-0458 (FAX)
http://philosophy.tamu.edu/~gary/
Subject: Re: Support for PHIL PhD program proposal [POLS 650 and 654]
From: "Michelle M. Taylor" <m-taylor11@pols.tamu.edu>
Date: 5/4/2012 12:11 PM
To: Gary Varner <gary@philosophy.tamu.edu>
CC: "James R. Rogers" <rogers@politics.tamu.edu>

Gary,

Political Science would be glad to have graduate students from Philosophy enroll in POLS 650 and POLS 654. We have checked with the faculty who have taught both of these seminars in recent years and there are no prerequisite or other impediments to a Philosophy graduate student taking either course. We do not offer POLS 650 every year, but most recently POLS 650 was taught in fall 2011, fall 2009 and fall 2007. POLS 654 was taught in summer and spring 2011, spring 2010, and spring 2009 so it does seem feasible to use both courses as an option for your students.

Misha

Michelle M. Taylor-Robinson
Professor & Director of Graduate Studies
Dept. of Political Science
Texas A&M University
College Station, TX 77843-4348
(979) 845-2525
e-mail: m-taylor11@pols.tamu.edu

----- Original Message -----
From: "Gary Varner" <gary@philosophy.tamu.edu>
To: "Michelle M. Taylor" <m-taylor11@pols.tamu.edu>
Sent: Friday, May 4, 2012 7:21:27 AM
Subject: Re: Support for PHIL PhD program proposal [POLS]

Michelle -

As the early modern folks reviewed the proposal in light of response from the various other departments, they want to add 654, Theories of Political Legitimacy, Order and Obligation (although that looks to me like a course that varies enough that our students' advisers would want to sign off on particular offerings of it for our students' purposes).

I don't know if you'd be able to contact faculty who have taught that recently by next Wednesday (the proposal goes before the Liberal Arts Council that afternoon).

Thanks for your help with this.

-gv

On 5/4/2012 6:08 AM, Michelle M. Taylor wrote:

Gary,
Political Science would be glad to have graduate students from Philosophy enroll in POLS 650. We have checked with the faculty who have taught the seminar in recent years and there are no prerequisite or other impediments to a Philosophy graduate student taking the course. We do not offer this seminar every year, but most recently it was taught in fall 2011, fall 2009 and fall 2007, so it does seem feasible to use this course as an option for your students.

Misha

Michelle M. Taylor-Robinson
Professor & Director of Graduate Studies
Dept. of Political Science
Texas A&M University
College Station, TX 77843-4348
(979) 845-2525
e-mail: m-taylor11@pols.tamu.edu

----- Original Message ----- 

From: "Gary Varner" <gary@philosophy.tamu.edu> To: "Michelle Taylor-Robinson" <m-taylor11@pols.tamu.edu> Cc: "Political Science"
<rogers@politics.tamu.edu> , "Gary Varner" <g-varner@tamu.edu> Sent:
Tuesday, May 1, 2012 7:48:50 AM
Subject: Support for PHIL PhD program proposal [POLS]

Michelle -

I'm writing you in your capacity as Director of Graduate Studies for , and I'm copying your department head so that she is aware of this request that I'm making of you.

As you know from the GIC meeting last week, the Philosophy Department is proposing to add an option for its PhD students who are specializing in the history of early modern philosophy and this option involves taking a set of courses in several different academic disciplines that contextualize philosophical issues related to the early modern period. At last week's GIC meeting, the proposal was approved contingent upon Philosophy obtaining notes from the departments on the list of suggested classes indicating both that they would welcome a small number of Philosophy students into the classes listed from their departments and any issues they foresaw such as the classes not being offered frequently enough to be of help to Philosophy students, that there might be background knowledge assumed that our students would lack, etc.; or if they had other courses to suggest for inclusion on the list.

Accordingly, I'm writing to ask if your department would welcome some of these students taking the following course in your department:

POLS 650 Normative Political Theory

These is the courses that the early modern specialists in our department (Steve Daniel and Mike LeBuffe) identified as valuable to various students in the early modern track, and that is why they are listed in appendix #4 of the attached copy of the proposal.
Please let me know if you have any related concerns.

As the proposal will be considered by the Liberal Arts Council on Wednesday, May 9, it would be helpful to receive your reply this week if possible.

Thank you,

--

Gary Varner
Professor and Interim Head
Department of Philosophy, Texas A&M University
(979) 845-5600, 845-0458 (FAX) http://philosophy.tamu.edu/~gary/

--

Gary Varner
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