Agenda
1. **Approval of January Email Agenda**
   See: [http://ogs.tamu.edu/faculty/graduatecouncil/January%202011%20Agenda.pdf](http://ogs.tamu.edu/faculty/graduatecouncil/January%202011%20Agenda.pdf)
   All items were approved, some with minor editorial changes.

2. **New Course Requests:**
   a. ALEC 617 – Software Development for Building Design
   b. ALEC 652 – Images of Agriculture Leadership, Education and Communications
   c. ARCH 643 – Leadership in Organizational Culture and Ethics
   d. BICH 676 – Bacteriophage Biology
   e. BICH 677 – Chemical Genetics and Drug Discovery
   f. ENTO 614 – Insect Community Ecology
   g. FSTC 669 – Experimental Nutrition and Food Science Laboratory
   h. NUTR 669 – Experimental Nutrition and Food Science Laboratory
   i. PSAA 601 – Foundations of Public Service

3. **Course Change Requests:** none
   a. EPSY 632 – Research in Second Language Education

4. **Special Consideration Items:**
   a. Graduate document processing
   b. Discontinuation of Zoology
   c. Athletic Training MS degree Proposal and Form
   d. Discussion - Election/Succession of Chair/Vice Chair
New Course Requests
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): Agricultural Leadership, Education, and Communication

2. Course prefix, number and complete title of course: ALEC 617: Leadership in Organizational Culture and Ethics

3. Catalog course description (not to exceed 50 words): Integration of organizational culture and ethical theories; implications and role of leaders in organizational culture and ethical situations; critical analysis of organizational culture and ethics in agricultural organizations.

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

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

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

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

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

9. Prefix | Course # | Title (excluding punctuation)  
|--------|--------|-----------------|
| A| L| E| C| 6| 1| 7| L| D| S| P| O| R| G| C| U| L| T| &| E| T| H| I| C| S

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<tr>
<th>Lect.</th>
<th>Lab.</th>
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<th>Admin. Unit</th>
<th>Acad. Year</th>
<th>FICE Code</th>
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<td>0 0 3 6 3 2</td>
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</tr>
</tbody>
</table>

Approval recommended by:  
Jack Elliot  
Department Head or Program Chair (Type Name & Sign)  
Date 12/10/10

David Reed  
Chair, College Review Committee  
Date 12/25/11

Dean of College  
Date 12/25/11

Chair, GC or UCC  
Date

Submitted to Coordinating Board by:  
Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
Curricular Services – 3/10
ALEC 617
Leadership in Organizational Culture and Ethics

Instructor Information:
Dr. Jen Williams
Scoates Hall 119A
979/862-1423
dr.jen@tamu.edu

Course Description:
Integration of organizational culture and ethical theories; implications and role of leaders in organizational culture and ethical situations; critical analysis of organizational culture and ethics in agricultural organizations.

Objectives: Upon completion of the course, students will be able to:
- identify moral and ethical theories.
- apply moral and ethical leadership theories to ethical dilemmas.
- diagnose organizational culture.
- discuss the importance of culture in organizational success.
- identify the role of the leader in creating and implementing organizational culture.

Prerequisite: Graduate classification

Required Texts:
Assigned reading via e-learning

Course Policies:
Participation: You are expected to become an active member of the leadership community. Because of the importance of participation, lack of participation will impact your final grade.

Explanation of assignments will be made in class and on e-learning. Assignments are due at the BEGINNING of the class on the due date. Late assignments are penalized 10% per day. Assignments will not be accepted more than 2 weekdays after the due date.

Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Readings/Assignments</th>
</tr>
</thead>
</table>
| Week 1 | Intersection of organizational culture and ethics in leadership | Why Your Gut is More Ethical than Your Brain Article  
Mere Christianity Chapters |
| Week 2 | The concept of organizational culture Levels of culture | Rituals in Organizations Article  
The Way it Should Be Article |
| Week 3 | Culture typologies  
Deciphering culture | Cultural Typology Article  
Cultural Typology Chapter  
Deciphering Culture Chapter |
|--------|------------------------|---------------------------------------------------------------|
| Week 4 | Leader’s role in beginning, embedding, & transmitting culture | The Contradictions that Drive Toyota’s Success Article  
Google Culture Article  
**Due: Case Study 1** |
| Week 5 | Organizational culture change | OC3 Article  
Org Change and Characteristics of Leadership Effectiveness Article  
Emotional Case for Change Article |
| Week 6 | Morality | Ch 1 T&K  
Amoral Leadership Article  
**Due: Corporate Culture Analysis** |
| Week 7 | Consequentialist & non consequentialist moral theories | Ch 2-3 T&K  
Does Consequentialism Make Too Many Demands or None at All? Article |
| Week 8 | Virtue Ethics | Ch 4 T&K  
Emerging Paradoxes in Executive Leadership Article  
**Due: Case Study 2** |
| Week 9 | Absolutism & relativism | Ch 5 T&K  
Values, Beliefs, & Leadership Article  
Vegetarianism, Sentimental, or Ethical Article |
| Week 10 | Ethical Theory Analysis | **Due: Vice President's In-Basket** |
| Week 11 | Moral leadership and culture | Defining the Socially Responsible Leader Article  
The Structure of Moral Leadership Article |
| Week 12 | Shaping ethical contexts | Building Effective Ethical Small Groups Article  
Creating an Ethical Organizational Climate Article  
**Due: Movie Analysis** |
| Week 13 | Teaching Ethics | Teaching Ethics Article  
Business Leadership: Three Levels of Ethical Analysis Article |
<table>
<thead>
<tr>
<th>Assignment</th>
<th>Assignment Description</th>
<th>Points</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>Lead and Facilitate Article Discussion</td>
<td>50</td>
<td>Throughout semester</td>
</tr>
<tr>
<td></td>
<td>Lead and Facilitate Online Posting Discussion</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>Culture and Ethics Application Papers</td>
<td>Corporate Culture Analysis</td>
<td>150</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Case Study 1</td>
<td>100</td>
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</tr>
<tr>
<td></td>
<td>Case Study 2</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Vice President’s In Basket</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Movie Analysis</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Final</td>
<td>Create Your Own Company</td>
<td>150</td>
<td></td>
</tr>
</tbody>
</table>

**Course Grade:**
Grades will be calculated based on points earned. There are a total of 800 points available. Grades will be assigned based on the following scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>A</td>
<td>800-716</td>
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<td>715-636</td>
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<td>C</td>
<td>635-556</td>
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<tr>
<td>D</td>
<td>555-476</td>
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<td>F</td>
<td>475 and below</td>
</tr>
</tbody>
</table>

**Special Notes:**

**Statement of Equal Opportunity in Educational Programs**
The College of Agriculture and Life Sciences does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. The following person has been designated to handle inquiries regarding the non-discrimination policies: Edward W. Romero, Ph.D.; Director of Diversity and Inclusion; Texas A&M AgriLife, 2147 TAMU; College Station, TX 77843-2147. Call 979-845-2423. Requests for accommodation of a disability should be directed to Mr. Steve Schulze, Chief Human Resources Officer and Director of Special Projects, Texas A&M AgriLife Human Resources.

**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.

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

According to the Texas A&M University Definitions of Academic Misconduct, plagiarism is the appropriation of another person’s ideas, processes, results or words without giving appropriate credit (www.tamu.edu/aggiehonor). You should credit your use of anyone else’s words, graphic images, or ideas using standard citation styles. If I should discover that you have failed to properly credit sources or have used a paper written by someone else, I will recommend that you receive an F in this course. The Aggie Honor System Office processes for adjudication and appeals can be found at www.tamu.edu/aggiehonor.

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

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

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

Please refer to the relevant section of student rules for the consequences of academic dishonesty: http://www.tamu.edu/aggiehonor/acadmisconduct.htm.

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

APA Format
The Publication Manual of the American Psychological Association is the primary style guide for several disciplines and fields of study, including agricultural education. It provides systematic and consistent rules for grammar, punctuation, spelling, quoting, manuscript format, presentation of tabular or graphic data, citations within the text, and referencing. It should not hinder your personal writing style. Applying APA rules to your writing (a) helps writers to learn APA style requirements, (b) helps readers focus on the manuscript’s content, and (c) suggests high-quality scholarly writing.

When preparing and submitting papers, manuscripts, and other assignments for this course, you will follow the APA rules. Adherence to these rules will be considered in the grading of all assignments.

The citation for the most current edition of the manual is as follows:
MEMORANDUM

TO: University Curriculum Committee

FROM: Daniel Conway
    Professor and Head of Philosophy

RE: Review of Course Proposal for ALEC 617

17 September 2010

The purpose of this memo is to confirm that I have reviewed the course proposal for ALEC 617, "Leadership in Organizational Culture and Ethics." It is my judgment that this course will not duplicate or compete with any similar courses currently offered by the Department of Philosophy. I have no objection to the formal approval of this course by the Faculty Senate.
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 Agricultural Leadership, Education, and Communications

2. Course prefix, number and complete title of course: ALEC 652 Images of Agriculture: Visual Communication Research

3. Catalog course description (not to exceed 50 words):
   Explore visual communication from theoretical, physiological, and interpretive perspectives as it applies to media images used to depict agriculture and agricultural issues; Current research in visual communication and its application to agriculture; use of visual images in agricultural communication research.

4. Prerequisite(s):
   ALEC 695 or introductory research methods

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., Ed. D., Ph.D. in Agricultural Leadership, Education and Communications

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)
    ALEC 652 Images of Agriculture: Visual Communication Research

<table>
<thead>
<tr>
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<th>Lab</th>
<th>SCH</th>
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<th>Admin. Unit</th>
<th>Acad. Year</th>
<th>FICE Code</th>
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</table>

Approval recommended by:

Jack F. Elliot
Department Head or Program Chair (Type Name & Sign) Date 1/6/10

David Reed
Chair, College Review Committee Date 1/25/11

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
ALEC 652
Images of Agriculture: Visual Communication Research
Texas A&M University
Department of Agricultural Leadership, Education, and Communications

Instructor
Tracy Rutherford, Associate Professor
125 Scoates Hall
Phone: 458-2744
Email: trutherford@tamu.edu

Required Texts


Course Description
This course will explore visual communication from theoretical, physiological, and interpretive perspectives as it applies to media images used to depict agriculture and agricultural issues. Current research in visual communications and its applications to agriculture with use of visual images in agricultural communications research.

Purpose
The interpretation of information is a critical component of informing, educating, and persuading individuals and cultures. Agriculture often finds itself in an identity crisis, balancing between the folklore of history and the modernization of the future.

Course Outcomes
Students will be able to:
1. Explore current research and literature of visual communication through selected readings.
2. Recognize the importance of visual images in media to agriculture, and
3. Identify the proper use of such images in agricultural communications research.

Projects
Personal viewing evaluation 15%
Based on class readings and a personal journal, explore how you view messages in general. Then, choose three specific visual examples from three different sources (photos, advertisements, Web pages, magazine stories, etc) and evaluate how they could be viewed differently by different people. Explore what the intentions were behind the use of visuals in the three examples.

Theoretical Concept Paper 20%
In 5-10 pages, describe a visual communication theory, its use and application to agricultural communications, and how it could be used in research. Your paper must include a minimum of five scholarly sources.
Integrative Literature Review 20%
A form of research that reviews, critiques, and synthesizes representative literature on a topic to generate new frameworks and perspectives (Torraco, 2005). Your review should create links between visual communication research and agriculture.

Visual Communication project 35%
This is practical application of visual literacy. Each student will develop a poster for presentation at a regional or national meeting proposing an innovative use of visual communication in the agricultural communication classroom or in agricultural communication research.

Professionalism 10%
Educators and learners are professionals guided by specific values and engage in particular behaviors. These values and behaviors include respect, cooperation, active participation, intellectual inquiry, punctuality and regular attendance. In addition to what you know and can do, you will be evaluated on your growth as a professional. Professional characteristics on which you will be judged include punctuality, attendance, collegial attitude, and participation. Because this course relies extensively on discussion and other class interactions, attendance is crucial to your success. If you are ill or an emergency occurs, contact your instructor prior to the scheduled class time; otherwise, your attendance and participation are firm expectations.

CELL PHONES MUST BE TURNED OFF PRIOR TO CLASS PERIOD BEGINNING.

Evaluation
Each assignment is critiqued by the professor and occasionally through peer evaluation. Assignments are evaluated on:
1. Accuracy and completeness of information.
2. Design complexity (how well parts are integrated into the whole).
3. Aesthetic (effective use of design principles).
5. Creativity (original rather than commonplace ideas).

Grading Scale

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<th>Range</th>
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<td>B</td>
<td>80–89</td>
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<tr>
<td>C</td>
<td>70–79</td>
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<tr>
<td>F</td>
<td>&lt;69%</td>
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## Projected Course Schedule

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<tr>
<th>Week</th>
<th>Lecture</th>
<th>Assignment</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Review Syllabus, Course Expectations, Assessments</td>
<td>Smith et al chapters 1 &amp; 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Kenney chapter 1</td>
</tr>
<tr>
<td>2</td>
<td>What we see, What we perceive</td>
<td>Smith et al chapters 3 &amp; 4</td>
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<td></td>
<td>Kenney chapter 8</td>
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<td>3</td>
<td>Physiology of vision</td>
<td>Personal Viewing Evaluation Due</td>
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<tr>
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<td>Smith et al chapter 5</td>
</tr>
<tr>
<td>4</td>
<td>Theories of Visual Communication</td>
<td>Smith et al chapters 6, 9, 15</td>
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<tr>
<td>5</td>
<td>Theories of Visual Communication</td>
<td>Draft concept paper due</td>
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<tr>
<td>6</td>
<td>Ethics of Visual Communication</td>
<td>Smith et al chapters 26, 27, 28</td>
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<td>7</td>
<td>Visual Literacy</td>
<td>Smith et al chapters 29 &amp; 30</td>
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<td>8</td>
<td>Research Design</td>
<td>Theoretical Concept Due</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Smith et al chapters 10, 11, 14</td>
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<td></td>
<td></td>
<td>Kenney chapter 10</td>
</tr>
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<td>9</td>
<td>Research Design - Semiotics</td>
<td>Smith et al chapters 15 &amp; 16</td>
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<td>Kenney chapter 2</td>
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<td>10</td>
<td>Research Design</td>
<td>Kenney chapters 3, 4</td>
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<td>Selected Current Research Readings</td>
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<td>Research Design</td>
<td>Kenney chapters 6</td>
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<td>Selected Current Research Readings</td>
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<tr>
<td>12</td>
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<td>Integrative Literature Review Due</td>
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<td>13</td>
<td>Sharing Visual Communication Projects</td>
<td>Visual Communication Project Due</td>
</tr>
<tr>
<td>14</td>
<td>Sharing of Visual Communication Projects</td>
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</table>

Selected Visual Literacy Journals and Web sites:

Visual Communication Quarterly: [http://sensenet.uoregon.edu/~vcg/vizbib.html](http://sensenet.uoregon.edu/~vcg/vizbib.html)
Visual Communication/Visual Rhetoric: [http://www.uiowa.edu/~commstud/resources/visual.html](http://www.uiowa.edu/~commstud/resources/visual.html)

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1 Topics or dates may change due to availability of resources
Rutherford, T. ©2010
Course Policies

Attendance: Two unexcused absences will result in one letter grade deduction (each occurrence) for the final grade. You cannot miss class and expect to do well in this class. If at all possible, please let your instructor know if you are going to be absent in advance. Quizzes and lab assignments may be made up for University Excused Absences. See the official student rules for clarification of excused absences.

Late Assignments:
The penalty for missing deadlines is 10 points for every weekday they are late and work will not be accepted (in accordance with university student rules) if it is more than one work week late.

Professionalism Statement:

APA: The Publication Manual of the American Psychological Association is the primary style guide for several disciplines and fields of study, including agricultural education. It provides systematic and consistent rules for grammar, punctuation, spelling, quoting, manuscript format, presentation of tabular or graphic data, citations within the text, and referencing. It should not hinder your personal writing style. Applying American Psychological Association (APA) rules to your writing (a) helps writers learn APA style requirements, (b) helps readers focus on the manuscript’s content, and (c) suggests high-quality scholarly writing.

When preparing and submitting papers, manuscripts, and other assignments for this course, you will follow the APA rules. Adherence to these rules will be considered in the grading of all assignments.

Academic Misconduct


ADA Policy: The Americans with Disabilities ACT (ADA) is a federal antidiscrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Company of Student Life, Services for Students with Disabilities in Room B-118 in the Cain Building, or call 845-1637.

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

We expect all class members to comply with TAMU policies regarding scholastic dishonesty and other issues outlined in the official student rules. As a professional in any communication field, plagiarism harms the credibility of the profession as a whole. Plagiarism of any sort (including submission of assignments used in a previous or concurrent course without explicit permission) will result in an F in this course and possible dismissal from Agricultural Communications & Journalism program.

Copyrights:
Please note that all handouts and supplements used in this course are copyrighted. This includes all materials generated for this class, including but not limited to syllabi, exams, in-class materials, review sheets, and lecture outlines. Materials may be downloaded or photocopied for personal use only, and may not be given to other individuals.
MEMORANDUM

TO:        Tracy Rutherford, PhD
            Associate Professor, Agricultural Communications & Journalism
            Department of Agricultural Leadership, Education and Communications

FROM:      Tim McLaughlin, Department Head

DATE:      December 13, 2010

SUBJECT:   Support for ALEC 652 Images of Agriculture: Visual Communication Research

I have reviewed the syllabus for the proposed course, ALEC 652 – Images of Agriculture: Visual Communication Research, and discussed it with the Department of Visualization’s Program Advisory Committee for the Master of Science in Visualization. We are fully supportive of the proposed course and believe it will be complementary to the offerings from the Department of Visualization.

Cc: Jack F. Elliot, Professor and Head Department of Agricultural Leadership, Education, & Communications,
    Fred Parke, Professor and Program Coordinator for the Master of Science in Visualization program
    Leslie Feigenbaum, Senior Lecturer and Assistant Dean for Academic Affairs, College of Architecture

C108 Langford Center
3137 TAMU
College Station, TX 77843-3137

Tel. 979.845.3465  Fax. 979.862.2705
www.viz.tamu.edu
Memorandum

December 3, 2010

TO: Richard L. Street
Professor and Head, Department of Communication
College of Liberal Arts

FROM: Tracy Rutherford, Ph.D.
Associate Professor, Agricultural Communications & Journalism
Department of Agricultural Leadership, Education and Communications

SUBJECT: Request for New Course, ALEC 652 Visual Communication Research

I am writing to request support for a proposed graduate course, Visual Communication Research, to be taught in the Department of Agricultural Leadership, Education, and Communications. This course is focused on the use and analysis of images in various forms of communication: Print media, photography, advertising, and web pages. The content of the course specifically explores the theoretical concepts applied through research methods. This class has been taught previously as a 689 and will now be sent to the university curriculum committee for approval as a regular course offering.

After you have reviewed the attached proposed course syllabus, please indicate the Department of Communication’s agreement, by your signature below, that this course complements the curricula in your department. I look forward to your response by December 8, 2010.

Signature

Date 12-3-10

CC: Jack F. Elliot, Professor and Head Department of Agricultural Leadership, Education, & Communications

102 Bolton Hall
1623 TAMU
College Station, TX 77843-2123
Tel. 979.845.5647 Fax. 979.845.5500
www.saged.tamu.edu
Sent from my Verizon Wireless Phone

------ Forwarded message ------
From: "Tim McLaughlin" <timm@viz.tamu.edu>
Date: Thu, Dec 9, 2010 5:48 pm
Subject: New Course Proposal
To: "Rutherford, Tracy" <TRutherford@aged.tamu.edu>
Cc: "Frederic Parke" <parke@viz.tamu.edu>

Tracy,

After reviewing the proposed course, ALEC 6XX - Visual Communication Research, the graduate faculty advisers of the MS-Visualization program have come to the conclusion that the title and substance would need to be more specific about Visual Communication as applied to Agricultural Leadership Research before we feel comfortable contributing our support.

The Department of Visualization is broadly positioned regarding visual communication. We have no reason to object, and in fact are supportive of, the development of visual communication courses that are related to specific aspects and application to fields of study and research such as Ag Leadership.

We commonly find ourselves in a similar situation when dealing with computer programming. We teach programming in both our undergraduate and graduate programs, and have coordinated carefully with the Department of Computer Science and Engineering to respect their broad domain and our specific application of programming to computing for visualization.

I hope this makes sense. I will be happy to visit with you by phone to cover more of this topic than can be conveyed adequately via email. Please let me know what we can do.

sincerely,
tim

ps - Dr. Fred Parke, the Program Coordinator of the Master of Science in Visualization program is Cc’ed on this email.

On 12/2/10 2:59 PM, Rutherford, Tracy wrote:
> Mr. Tim McLaughlin,
> I am writing to request support for a proposed graduate course,
> Visual Communication Research, to be taught in the Department of
> Agricultural Leadership, Education, and Communications. This
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): ARCHITECTURE
2. Course prefix, number and complete title of course: ARCH 643 Software Development for Building Design

3. Change requested
   a. Prerequisite(s): From: ARCH 642 or equivalent To: ARCH 633 or equivalent
   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 prefix, 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: ARCH 643 - Software Development for Building Design. (2-3). Credit 3. Microcomputer software development for applications in building design and analysis includes structures, acoustics, daylighting, economics, energy used and other design support systems; applications of microcomputer programming languages to data structuring, file management, algorithm development and simulation methods for building related problems.

6. Complete proposed course title and proposed catalog course description (not to exceed 50 words): ARCH 643 - Software Analysis for HVAC Systems in Low Energy Buildings (2-3). Credit 3. Energy analysis (using Energy Plus software) with an emphasis on developing strategies for low energy use; simulation of various heating and cooling systems in low energy buildings; analysis of the mechanical equipment (including air handling systems, chillers and boilers), the building envelope, energy management control systems and indoor air quality.

7. a. As currently in course inventory:

   Prefix  Course #  Title (excluding punctuation):
   ARCH 643  SOFTWARE DEVELOPMENT BLDG DES
   
   Lect.  Lab  SCH  CP and Fund Code
   0  2  0  3  3  0  4  0  2  0  1  0  0  6
   Admin. Unit  HEC Code  Level
   0  2  9  0  0  3  6  3  2  6

   b. Change to:

   Prefix  Course #  Title (excluding punctuation):
   ARCH 643  SOFTWARE ANALYSIS HVAC SYSTEMS
   
   Lect.  Lab  SCH  CP and Fund Code
   0  2  0  3  3  0  4  0  2  0  1  0  0  6
   Admin. Unit  HEC Code  Level
   0  2  9  0  1  0  -  1  0  0  3  6  3  2

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

   Chair, College Review Committee  Date
   
   Dean of College  Leslie Feigenbaum  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 – 09/10
ARCH 643 – Software Analysis for HVAC Systems in Low Energy Buildings
Professor Charles H. Culp, P.E., Ph.D., LEED-AP, FASHRAE

Class: Times To Be Determined

Office Hours: To Be Determined or by appointment.
E-mail or phone to make an appointment for other times.
I will make myself available during evenings and/or week-ends if needed.

Dr. Culp can be reached in the Architecture Department, Rm A-443.

Office Ph: 979-458-3600
Email: cculp@tamu.edu

Required Text: Textbook not required. Notes/Material Provided by Instructor

Goal: Introduce students to computational technologies and methods to achieve low energy use in residential and commercial building design by combining architectural design and technology.

Catalog Description: ARCH 643 - Software Analysis for HVAC Systems in Low Energy Buildings (2-3). Credit 3. Energy analysis (using Energy Plus software) with an emphasis on developing strategies for low energy use; simulation of various heating and cooling systems in low energy buildings; analysis of the mechanical equipment (including air handling systems, chiller and boilers), the building envelope, energy management control systems and indoor air quality.

Course Description: Students will develop an understanding of how to calculate and obtain low energy use in buildings while maintaining acceptable comfort and indoor environmental quality. The course will cover a commercial and a residential building with a focus on the performance of heating and cooling equipment, and air moving methods. The class will be divided into teams and each team will select a building type to analyze. Each team will complete a design of the building with a functioning high performance HVAC system. When appropriate, a site plan will also be completed. The building will be designed to minimize the energy use by applying low energy methods and technologies. Students will complete an analysis of the building performance and energy efficiency. Multidisciplinary teams may be formed consisting of Architecture and Engineering students. EnergyPlus from the US DOE will be taught and used for the analysis.

Prerequisite: Arch 633 or permission of instructor

Requirements: Access to a computer for completing drawings and running simulations is required. Free software (EnergyPlus) will be provided by the US Department of Energy. Sketch-Up and Revit 2010 (with MEP and Structures) will also be used in the class.

Objectives: Develop skills in working with multidisciplinary teams on integrating architectural design with engineering design. The project teams will learn to design an “optimal” low energy system using current state-of-the-art or state-of-the-future systems.
**Homework**: Homework and/or research assignments may be given weekly. These will be returned and discussed in class. Late homework will be marked down 10% per day late. Late homework will not be accepted after the answers are issued / discussed.

**Tests / Quizzes**: Tests may be given on specific subject matter covered in lectures.

**Final**: There will be a presentation developed in which the student designers (or design teams) will present and defend their designs. A final design document which includes the performance analysis is also required.

**Project**: Grading on the team project will be based on participation in the design team, level of energy reductions achieved, ability of the individuals to defend the designs.

**Attendance**: Attendance is required. Class discussions will cover material on low energy use systems which has not yet been organized in a book. The final review for the design presentations will scheduled at the end of the semester and may need to be in an evening. We may need to schedule other meeting / reviews as required. Absences will only be excused per student rule 7 (http://student-rules.tamu.edu/rule07).

**Extra Credit**: Attendance is needed since you will be working in teams. I give extra credit for class attendance. Five (5) consecutive days of attendance will earn 1 point (of up to 5). You can earn up to 5 extra points, which can make a difference of one letter grade.

<table>
<thead>
<tr>
<th>Grading Policy:</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Tests</td>
<td>10%</td>
</tr>
<tr>
<td>Homework / Reports</td>
<td>20%</td>
</tr>
<tr>
<td>Selected Presentations</td>
<td>10%</td>
</tr>
<tr>
<td>Final Written Project</td>
<td>40%</td>
</tr>
<tr>
<td>Final Presentation of Project</td>
<td>20%</td>
</tr>
<tr>
<td>Extra Credit</td>
<td>5%</td>
</tr>
<tr>
<td>Total</td>
<td>105%</td>
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</table>

<table>
<thead>
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<th>Grade Earned:</th>
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<tbody>
<tr>
<td>90% - 105%</td>
<td>A</td>
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<tr>
<td>80% - 89%</td>
<td>B</td>
</tr>
<tr>
<td>70% - 79%</td>
<td>C</td>
</tr>
<tr>
<td>60% - 69%</td>
<td>D</td>
</tr>
<tr>
<td>00% - 59%</td>
<td>F</td>
</tr>
</tbody>
</table>
Helpful Hints for Doing Well in this Class

1. **Read assigned material before class.** Reading material will be assigned to assist you in building your energy use references.

2. **Turn in homework on-time.** Working the homework will bring out areas that you understand and that you may need help in.

3. **Attend the lectures.** Copies of the lecture notes and all material covered in class will be available on the class Web-CT site. Keep your notes in a large, well organized notebook. You will need to use it to study and during the exams. Try not to fall behind.

4. **Ask questions in class.** Make sure that you have copies of the solutions to the homework problems and that you understand how to solve them. The exams and final will primarily draw on the material used in these problems and the lecture notes.

5. **Drop-by during office hours and ask questions.** E-mail or phone to make an appointment and drop-by during other hours. I will make myself available during evenings and/or weekends if needed. I will be using Web-CT e-mail to communicate to the class, so students in the class are required to check their Web-CT account daily.

6. **You are encouraged to work in groups to obtain a better understanding of the homework.** However, you are expected to turn-in your own homework that you have done. Your career performance on the tests will be based on what you know and therefore it is good idea to make sure you understand how to solve the homework problems by yourself.

7. **I use the Aggie Honor System for tests.** You will certify that you have completed the test by yourself. You are expected to perform all work on the tests by yourself.

**COPYRIGHT NOTICE:** The handouts in this class may contain material that has been photocopied with permission from the publisher and are therefore copyright. “Handouts” includes all material generated for this class, which includes, but is not limited to: syllabi, quizzes, exams, in-class notes and handouts, review sheets and assignments. Therefore, the copyright material in this class should not be copied without prior permission from the instructor.

**NOTE ABOUT PLAGIARISM:** Plagiarism consists of the passing off as one’s own ideas, words, writings, etc., which belong to another. In accordance to this definition you are committing plagiarism if you copy the work of another person and turn it in as your own. If you have questions about plagiarism please consult the Texas A&M University Student Rules book, under the section “scholastic dishonesty”.

**AGGIE HONOR CODE:** Please refer to the new University’s Honor System web site (//www.tamu.edu/aggiehonor/). This code has detailed policies and procedures on how professors need to handle instances which violate the Aggie Honor Code. Please read and understand the information.
“An Aggie does not lie, cheat, steal or tolerate those who do.” Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the examinations, research papers and other academic work. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System.

The following pledge applies to all course work, assignment and examinations at Texas A&M University. You may be required to sign this pledge on assignments. “On my honor, as an Aggie, I have neither given nor received unauthorized aid on this academic work.”

NOTE FOR STUDENTS WITH DISABILITIES:
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 or call 845-1637.

NOTE ABOUT ABSENCES: 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. Students are expected to attend class and to complete all assignments. Instructors are expected to give adequate notice of the dates on which major tests will be given and assignments will be due. The student is responsible for providing satisfactory evidence to the instructor to substantiate the reason for absence. Students are advised to consult the University regulations for a list of authorized absences.
### SEMESTER PLAN/LEARNING OBJECTIVES:
The following lecture plan reflects the current plan and may be adjusted to fit the specific needs of the university, faculty and students.

<table>
<thead>
<tr>
<th>Week</th>
<th>Lecture</th>
<th>Homework</th>
</tr>
</thead>
<tbody>
<tr>
<td>W3 2/1</td>
<td>1. Use of Slab and Basement, 2. Model Heat Flow to Ground</td>
<td>Lecture 4 - E+ Slab/Basement, Lecture 5 - E+ Slab Example</td>
</tr>
<tr>
<td>W4 2/8</td>
<td>1. Set up Fenestration in E+, 2. Use of Window 5</td>
<td>Lecture 6 - E+ Window Libraries, Lecture 7 - Window5</td>
</tr>
<tr>
<td>W9 3/15</td>
<td>1. EMCS Control Functions</td>
<td>Lecture 16 - EMCS Controls I, Lecture 17 - EMCS Controls II</td>
</tr>
<tr>
<td>W12 4/5</td>
<td>1. Design/Simulation Team Bld., 2. &quot;Studio time&quot; - Open class discussion</td>
<td>Lecture 19 - System Interactions</td>
</tr>
<tr>
<td>W13 4/12</td>
<td>1. Design/Simulation Team Bld., 2. &quot;Studio time&quot; - Open class discussion</td>
<td>Lecture 19 - System Interactions</td>
</tr>
<tr>
<td>W14 4/19</td>
<td>1. Design/Simulation Team Bld., 2. &quot;Studio time&quot; - Open class discussion</td>
<td>Lecture 19 - System Interactions</td>
</tr>
<tr>
<td>W16 5/3</td>
<td>1. Final Presentations</td>
<td>Design Presentation Review</td>
</tr>
<tr>
<td></td>
<td>2. Final Presentations</td>
<td>Design Presentation Review</td>
</tr>
</tbody>
</table>
This request is submitted by the Department of Biochemistry & Biophysics

Course prefix, number and complete title of course: BICH 676 Bacteriophage Biology

Oral presentation and discussion in the general area of the viruses of microbes and bacteria. Literature review with a broad scope, from basic molecular biology of phages to practical applications of microbial virus technology. Repeated for credit up to 12 times. Prerequisite: Approval of instructor.

Prerequisite(s): Approval of instructor

Cross-listed with:

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

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

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

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)

Ph.D. in Biochemistry

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

Prefix Course # Title (excluding punctuation)

<table>
<thead>
<tr>
<th>BICH</th>
<th>676</th>
<th>Bacteriophage Biology</th>
</tr>
</thead>
</table>

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

| 0 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 2 | 0 | 4 | 2 | 0 | 1 | 0 | 1 | 1 | 0 | 0 | 3 | 6 | 3 | 2 |

Approval recommended by:

Gregory D. Reinhart
Department Head - Type Name & Sign Date

Gregory D. Reinhart
Department Head - Type Name & Sign 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 – 3/09
BICH 676- Bacteriophage Biology

Syllabus for BICH 676 - 1 credit hours
Bacteriophage Biology
Spring 2010

Class Time: Tuesday 12:30 - 1:20 pm
BioBio 203

Office Hours: By appointment

Instructor: Ry Young (5-2087), room 311A BioBio; ryland@tamu.edu

Secretary: Daisy Wilbert (5-9427), room 308 BioBio; daisy@tamu.edu

TAMU L.E.A.D.S Emergency Information: http://studentaffairs.tamu.edu/emergency

Objectives:

This Journal Club (JC) is modeled on the Beckwith-Silhavy literature class of the 1970s. The goal is to make each class an active discussion, so we will all learn something. To this end, there are some general principles:

Format
1. There will be a minimum formal media preparation. As much as possible, papers will be presented by projected transparencies of the figures and tables; transparencies will be prepared by the course secretary, Daisy Wilbert. A computer/projector will be available, with the pdf of the paper loaded, but in general we will use it only for showing figures that do not convert into transparencies well, and structures/movies.
   The best thing about transparencies is you can mark on them!

2. There will be Designated Presenters (DPs), usually two, for each class session. Besides being responsible for finding the paper(s) to be covered, the Designated Presenters are responsible ONLY for giving a short background, looking up methodology and, at the end, to summarize the take-home lessons. Powerpoint is optional here; whatever is easier. The expected level of effort will be to generate one or two transparencies or slides, or just write on the board. Nothing has to be memorized; you can used prepared notes for the Intro and you can bring any references you want for the Methods.

3. The DPs can divide up their tasks in any way they want. The Introduction will provide necessary background and then state the question being addressed, its significance, and the system used to address the question. Important methods can be addressed at the start or at the appropriate time when they are invoked during analysis of the paper.

4. The presentation will be done jointly, by everyone else in the class that day. After the Introduction (and Methods summary, if needed), a student will stand up, proceed to the front of the room and describe the first figure or table. The order of presenters will be determined by lot, done at the beginning of each session. For each section of results or
data figure/table, what we want to know is what is the question, what was the approach, what were the results, and what did it mean? Then the next person does the next table/figure, and so on. If you are called on to do this, and you don't understand something, it is better to say so rather than obfuscate or bob and weave. If this happens or the class or Instructor judges the student is not getting it right, the next person in the lot rota will stand up and give it a try. (A clue that this has happened is the classic phrase: "Sit down, cadaver breath!"). Occasionally, if several people have not succeeded, the Instructor may recruit from down the list to speed up the class. The theory is that peer pressure will and the certain knowledge of getting a grade will have everyone putting in the effort to read and understand the paper.

5. Differences between this journal club and others: Here we are not emphasizing seminar presentation skills, so practice and timing are not required. Instead, we are developing critical thinking skills, initiative, and the ability to think on your feet.

Grading
The instructor is there to moderate, to provide experience/expertise, etc. There will be a grade assigned which will depend on your level of participation (50%) and, of course, the quality of your efforts when it is your turn to introduce the paper and provide methodology (50%).

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

Participation  50%
Paper and Methodology  50%

Attendance
Attendance is mandatory. Each unexcused absence beyond one lowers your possible grade one letter.
Please refer to this website below:
http://student-rules.tamu.edu/rule07

Materials
Paper that student find to present on and transparencies

Topics for Spring 2010
This Journal Club is an official function of the Center for Phage Technology. Thus we will explicitly sponsor papers from both basic and applied phage biology. No later than 2 weeks before their assigned journal club session, each DP team is required to submit to the Instructor a prioritized list of papers that they wish to have chosen for the journal club and negotiate with the Instructor, and make sure that the Course Secretary is notified about the final choice of the paper, so she can put it on the Google site and prepare the transparencies. The list can have only one entry on it if you prefer, but if it gets rejected, it means that another choice has to be made immediately.
We are looking for papers with "meat" and some interesting features. Again, papers can be either basic or applied. Moreover, papers do not have to be new literature. Finally, if they are small enough, two or more papers can be combined into one journal club session.

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

The following ADA Policy Statement (part of the Policy on Individual Disabling Conditions) was submitted to the University Curriculum Committee by the Department of Student Life. The policy statement was forwarded to the Faculty Senate for information. The Americans with Disabilities Act (ADA) is a federal antidiscrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities in Room B118 of Cain Hall or call 845-1637.

**Aggie Honor Code**

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

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

www.tamu.edu/aggiehonor/

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

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

3
## Schedule and papers for Spring 2010

<table>
<thead>
<tr>
<th>Week #</th>
<th>Papers</th>
<th>Designated Presenters</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Organizational meeting</td>
<td>Dr. Ryland Young</td>
</tr>
<tr>
<td>Week 2</td>
<td>Discussion on Bacteriophage T4 &amp; Supplementary Information</td>
<td>Two Graduate students</td>
</tr>
<tr>
<td>Week 3</td>
<td>Discussion on Bacteriophage gene &amp; Supplementary Information &amp; Supplementary Information</td>
<td>Two Graduate students</td>
</tr>
<tr>
<td>Week 4</td>
<td>Discussion on Domain on Bacteriophages &amp; Supplementary Information</td>
<td>Two Graduate students</td>
</tr>
<tr>
<td>Week 5</td>
<td>Discussion on Phage Lambda DNA &amp; Supplementary Information</td>
<td>Two Graduate students</td>
</tr>
<tr>
<td>Week 6</td>
<td>Discussion on DNA into Liposomes by Bacteriophage lambda &amp; Supplementary Information</td>
<td>Two Graduate students</td>
</tr>
<tr>
<td>Week 7</td>
<td>Discussion on Phage lambda chromosomes &amp; Supplementary Information</td>
<td>Two Graduate students</td>
</tr>
<tr>
<td>Week 8</td>
<td>Discussion on DNA Ejection from Single Phage Particles &amp; Supplementary Information</td>
<td>Two Graduate students</td>
</tr>
<tr>
<td>Week 9</td>
<td>Discussion on Liposomes by Bacteriophage lambda &amp; Supplementary Information</td>
<td>Two Graduate students</td>
</tr>
<tr>
<td>Week 10</td>
<td>Discussion on Injection of Phage lambda DNA &amp; Supplementary Information</td>
<td>Two Graduate students</td>
</tr>
<tr>
<td>Week 11</td>
<td>Discussion on Immunoglobulin-like domains on bacteriophage &amp; Supplementary Information</td>
<td>Two Graduate students</td>
</tr>
<tr>
<td>Week 12</td>
<td>Discussion on the DNA packaging into Bacteriophage &amp; Supplementary Information</td>
<td>Two Graduate students</td>
</tr>
<tr>
<td>Week 13</td>
<td>Discussion on Bacteriophage portal on package DNA &amp; Supplementary Information</td>
<td>Two Graduate students</td>
</tr>
<tr>
<td>Week 14</td>
<td>Discussion on Liposomes during injection of lambda DNA &amp; Supplementary Information</td>
<td>Two Graduate students</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 Biochemistry and Biophysics

2. Course prefix, number and complete title of course:
   BICH 677 Chemical Genetics and Drug Discovery

3. Catalog course description (not to exceed 50 words):
   Review, discuss and present scientific literature studies based on the usage of small molecules to alter protein function.

4. Graduate Classification

   Cross-listed with:

   Stacked with:

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

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

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

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

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)
    BICH 677 CHEM GENE & DRUG DISCVR

   Lect.  Lab  SCH  CIP and Fund Code  Admin. Unit  Acad. Year  FICE Code
   010001003632

   Approval recommended by:
   Gregory D. Reinhart
   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

   Chair, GC or UCC
   Date
   Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
Curricular Services – 3/10
BiCH 677
Chemical Genetics and Drug Discovery
Spring 2011

Instructor: James Sacchettini
Email: sacchett@tamu.edu
Phone: 862-7636
Office: 2138 ILSB

Prerequisite: Life Sciences Graduate Classification

Class time: Wednesday 12:00 PM – 1:00 PM

Location: ILB Room 3147

Credits: 1

Course Topic: The journal club will review, discuss and present scientific literature studies based on the usage of small molecules to alter protein function. Chemical genetics topics will focus on the identification of roles of proteins in different biological processes, investigation of the mechanism of their biological function, and identification of small molecules for medicinal drug therapies.

Course format and expectations:
1. A student will present a paper that has been previously shown to and approved by the instructor. This student will have researched the background and will after a 15 minute presentation, lead the discussion.
2. The presentation will include a PowerPoint.
3. All students are required to read the paper beforehand and to prepare questions and remarks.

Selection of the Paper:
1. The papers should be related to a recent chemical genetics and/or drug discovery topic.
2. The instructor approves one week before the paper is to be presented.
3. The paper needs to be emailed to the instructor and the students the week before presenting it. Every student needs to download their own paper and bring it to class.

Presentation:
1. The presenter should have the PowerPoint Presentation on a USB.
2. The PowerPoint should include important tables and figures.

Class Attendance:
Each student is required to attend all classes. Unexcused absences are not allowed. You may wish to refer to the Student Rules regarding Academics at http://student-rules.tamu.edu
Course Material:
Papers should be selected from current scientific journals such as Biochemistry, Structure, PNAS, Science and Nature.

Presentation Schedule:
- January 19: Discuss the presenting schedule
- January 26: Presentation # 1
- February 2: Presentation # 2
- February 9: Presentation # 3
- February 16: Presentation # 4
- February 23: Presentation # 5
- March 2: Presentation # 6
- March 9: Presentation # 7
- March 23: Presentation # 8
- March 30: Presentation # 9
- April 6: Presentation # 10
- April 13: Presentation # 11
- April 20: Presentation # 12
- April 27: Presentation # 13

Grading Scale:
Grade will be determined by 50% attendance and 50% presentation. The following grading scale will apply.

A = 90 – 100
B = 80 – 89
C = 70 – 79
D = 60 – 69
F = < 60

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

Academic Integrity Statement and Policy
"An Aggie does not lie, cheat or steal, or tolerate those who do." For additional information, please visit: http://www.tamu.edu/aggiehonor
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

Form Instructions

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

2. Course prefix, number and complete title of course: ENTO 614 Insect Community Ecology

3. Catalog course description (not to exceed 50 words): Provide a strong and contemporary foundation in insect population, community and evolutionary ecology. Review historical and theoretical perspectives, current philosophies, approaches and a description of classic experiments used to test and modify theories on topics including: insect herbivore-plant interactions; major biological forces affecting population dynamics and community structure (resource availability, competition, predation, mutualisms, etc.).

4. Prerequisite(s): Graduate classification

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

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

7. This course will be:
a. required for students enrolled in the following degree 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. and Ph.D. in Entomology

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

9. Prefix Course # Title (excluding punctuation)

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<th>C O M M E N T E C O L O G Y</th>
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Approval recommended by:

David Ragsdale 1/12/11
Department Head or Program Chair (Type Name & Sign) Date

Chair, College Review Committee 11/27/11

Dean of College 11/27/11

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.
Insect Community Ecology
Entomology 614
Spring
Micky D. Eubanks

Contact: Dr. Micky Eubanks
Ph: 979-862-7847
Email: m-eubanks@tamu.edu
Office: Biological Control Facility (BCC) 115
Lab: Biological Control Facility (BCC) 122

Number of credit hours: Three (3)
Days and times of lectures: Tu and Th 11:10 a.m. - 12:25 p.m.
Room: XXX
Office hours: Open door policy and meetings by appointment.
Class website: eLearning
Pre-requisites: Graduate classification or approval of instructor
Required Text: none


Additional Readings: Assigned readings from the primary literature and book chapters.

Course Rationale: The objective of this course is to provide a strong and contemporary foundation in insect population, community and evolutionary ecology. Insect ecology is a dynamic and relatively young field. As a result, our understanding of the forces that limit population growth, shape community structure, and influence the rate of evolution of insect populations is rapidly expanding. Insect ecology is maturing as our world’s natural resources become degraded and altered, perhaps irrevocably. At the same time, our agricultural crops are being challenged by insect pests that are becoming more difficult and expensive to control and calls for more ecologically based control measures are increasing. In addition, insects that have strong, negative effects on native species are invading our most precious indigenous habitats. Consequently, understanding the principles that underlie insect ecology is imperative to understand the natural world and to help solve serious environmental problems. My goal is to stimulate your interests in this exciting and rapidly growing field and to provide a background that will help you understand and study the problems facing our natural resources.

For each topic I will provide an historical and theoretical perspective and a description of classic experiments used to test and modify theory. I will address current philosophies, approaches, and conclusions for each subject. Students will read selected papers on each topic and participate in class discussions (see below). We will start with insect herbivore-plant interactions and expand our topics to include the major biological forces affecting population dynamics and community structure (resource availability, competition, predation, mutualisms, etc.). As the semester progresses, the scope of the lectures and literature will broaden from pair-wise interactions (e.g., two competing species or a predator and its prey) to the entire community of organisms and their
physical environment. We will finish our course by examining the role of ecological interactions in the evolution of insect species and their life histories. Along the way we will highlight “hot” topics in ecology such as invasion biology, trait-mediated effects, ecosystem function, etc.

Course Goals and Learning Outcomes: By the end of this course students should: 1) recognize the important role of natural history within the discipline of insect ecology, 2) understand how basic and applied ecological concepts relate to insects and their relatives, 3) appreciate the role insects play in the development and testing of ecological theories, 4) critically assess and objectively critique the primary scientific literature on insect ecology, 5) understand the mechanisms that mediate interactions of insects with their biotic and abiotic environments, 6) recognize the value and application of insect ecology in solving real-world problems.

Research Proposal: Everyone will write a research proposal that addresses an important, current topic of insect ecology (but not the topic of your dissertation or thesis). Two class meetings will be dedicated to panel meetings that evaluate the proposals. The class will be divided into two panels. Panel one will review the proposals of panel two members and vice-versa.

Regular and Final Exams: All three exams will consist of short-answer and essay type questions. The final exam will be comprehensive. I will stress general principles and theories and experimental tests or examples of these ideas. Full credit will require familiarity with lecture notes, literature used in our discussions, and assigned readings.

Discussions: There will be approximately ten class meetings devoted to the discussion of classic and recent papers. The class will be assigned two primary references. Two student “volunteers” will lead the discussion. Everyone should critically read to the best of her/his abilities each paper and should be capable of providing an oral summary of each. Discussion participation will be graded on how well you lead discussion and whether or not you participate in the discussion. It is very important that everyone participates in discussion. I will do my best to provide you with at least 4 days to read the papers.

Grading:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Exam 1:</td>
<td>20%</td>
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<td>Exam 2:</td>
<td>20%</td>
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<tr>
<td>Final Exam:</td>
<td>25%</td>
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<tr>
<td>Research Proposal:</td>
<td>25%</td>
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<tr>
<td>Discussion:</td>
<td>10%</td>
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A ≥ 90%  B 89 – 80%  C 79-70%  D 69 – 60%  F ≤ 59%

Final Notes: Everything is subject to change. I reserve the right to change any aspect of the course’s curriculum, examination procedure, or grading. I would, however, like to emphasize that I consider this our course and not my course. I encourage you to share your thoughts on the course and/or my teaching style at any time. Your input can change the course. I hope you take advantage of my open door policy and discuss the course and/or your academic and career interests with me during the semester.
Class Schedule for Insect Ecology
Micky D. Eubanks

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Topic</th>
</tr>
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<tbody>
<tr>
<td>January 18</td>
<td>Tu</td>
<td>Course Introduction</td>
</tr>
<tr>
<td>January 20</td>
<td>Th</td>
<td>Insect Behavior: Mating &amp; Finding Food &amp; Homes</td>
</tr>
<tr>
<td>January 25</td>
<td>Tu</td>
<td>Social Insects: Diversity &amp; Intensity</td>
</tr>
<tr>
<td>January 27</td>
<td>Th</td>
<td>Social Insects: Ecology &amp; Evolution of Eusociality</td>
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<tr>
<td>February 1</td>
<td>Tu</td>
<td>Discussion II</td>
</tr>
<tr>
<td>February 3</td>
<td>Th</td>
<td>Plant-Herbivore Interactions: Diversity, Diet Breadth, and Barriers to Herbivory</td>
</tr>
<tr>
<td>February 8</td>
<td>Tu</td>
<td>Plant-Herbivore Interactions: Plant Defense Hypotheses</td>
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<tr>
<td>February 10</td>
<td>Th</td>
<td>Discussion III</td>
</tr>
<tr>
<td>February 15</td>
<td>Tu</td>
<td>Plant-Herbivore Interactions: Distribution &amp; Abundance</td>
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<tr>
<td>February 17</td>
<td>Th</td>
<td>Plant-Herbivore Interactions: Evolutionary Ecology</td>
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<tr>
<td>February 22</td>
<td>Tu</td>
<td>Discussion IV</td>
</tr>
<tr>
<td>February 24</td>
<td>Th</td>
<td>Exam I</td>
</tr>
<tr>
<td>March 1</td>
<td>Tu</td>
<td>Competition: Resource Limitation &amp; Theory</td>
</tr>
<tr>
<td>March 3</td>
<td>Th</td>
<td>Competition in Herbivores, Detritivores, &amp; Predators</td>
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<tr>
<td>March 8</td>
<td>Tu</td>
<td>Discussion V</td>
</tr>
<tr>
<td>March 10</td>
<td>Th</td>
<td>Mutualisms Proposal Topics Due</td>
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<tr>
<td>March 15</td>
<td>Tu</td>
<td>Spring Break</td>
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<tr>
<td>March 17</td>
<td>Th</td>
<td>Spring Break</td>
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<tr>
<td>March 22</td>
<td>Tu</td>
<td>Predator-Prey Interactions: Feeding Habits &amp; Effects</td>
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<tr>
<td>March 24</td>
<td>Th</td>
<td>Predator-Prey Interactions: Dynamics</td>
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<tr>
<td>March 29</td>
<td>Tu</td>
<td>Discussion VI</td>
</tr>
<tr>
<td>March 31</td>
<td>Th</td>
<td>Community Structure: Niches, Organization, &amp; Genetics</td>
</tr>
<tr>
<td>April 5</td>
<td>Tu</td>
<td>Community Structure: Time, Space, &amp; Compound Communities</td>
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<tr>
<td>April 7</td>
<td>Th</td>
<td>Multi-trophic Interactions: Trophic Cascades</td>
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<tr>
<td>April 12</td>
<td>Tu</td>
<td>Discussion VII</td>
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<tr>
<td>April 14</td>
<td>Th</td>
<td>Biodiversity: Gradients &amp; Island Biogeography</td>
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<tr>
<td>April 19</td>
<td>Tu</td>
<td>Exam II</td>
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<tr>
<td>April 21</td>
<td>Th</td>
<td>Insects &amp; Earth: Paleobiology, Climate, &amp; Ecosystems</td>
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<tr>
<td>April 26</td>
<td>Tu</td>
<td>Insects &amp; Earth: Invasions &amp; Conservation Biology</td>
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<tr>
<td>April 28</td>
<td>Th</td>
<td>Proposal Panel I (note due dates below)</td>
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<tr>
<td>May 3</td>
<td>Tu</td>
<td>Proposal Panel II</td>
</tr>
<tr>
<td>May 6</td>
<td>Fri</td>
<td>Final Exams Start</td>
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</tbody>
</table>

Proposals Due by 5:00 p.m. Sunday, April 24th; Proposal Reviews Due by Wednesday, April 27th, 5:00 p.m.
Rules of conduct for and during exams and quizzes:

- There will be no excused trips to the bathroom or other excursions from the classroom during an exam.
- If one must leave the room during an exam, that student’s exam must be terminated and submitted to the instructor. Exceptions will be made on a case-by-case determination at the instructor’s discretion.
- Students arriving after the start of a test will be allowed to take the test at the discretion of the instructor.
- Tests for all students will end at the time allotted for the exam, even if the student started late.
- Examinations missed during an absence will be made up at the discretion of the instructor and only if the absence meets the guidelines of an official absence. Make-up examinations are discouraged.
- All materials (books, papers, backpacks) are to be placed below the desk and remain on the floor until tests and quizzes has been terminated for all students.
- Test papers are to be flat on the desktop at all times — not held up and read.
- Talking to others while taking the test will be considered cheating and grounds for invoking academic dishonesty.
- No food or drinks will be permitted during an examination.

Attendance and class etiquette:

Lecture attendance: Texas A&M University expects all students to attend class and to complete all assignments. For official rules on attendance, please visit the student rules website (see http://student-rules.tamu.edu/rule7.htm). If you miss class on a regular basis, we will likely ask you to explain your repeated absences.

Exams and quizzes: You will be required to take all quizzes and exams the days they are scheduled. Only the following absences are considered excused by Texas A&M University...

- Participation in an activity appearing on the university authorized activity list (see http://studentactivities.tamu.edu/stuactweb/submainpages/authisponmain.htm). If engaged on any of these activities please inform instructor or TA in advance.
- Death or major illness in a student’s immediate family. Immediate family may include: mother, father, sister, brother, grandparents, spouse, child, spouse’s child, spouse’s parents, spouse’s grandparents, stepmother, step-father, step-sister, step-brother, step-grandparents, grandchild, step-grandchild, legal guardian, and others as deemed appropriate by faculty member or student’s academic dean.
- Illness of a dependent family member.
• Participation in legal proceedings or administrative procedures that require a student’s presence.

• Religious holy day (see http://student-rules.tamu.edu/append4.htm). If observing a religious holy day please inform instructor or TA in advance.

• Illness that is too severe or contagious for the student to attend class (to be determined by Health Center or off-campus physician).

• Required participation in military duties.

• Mandatory admission interviews for professional or graduate school, which cannot be rescheduled.

Class etiquette:

• Students are expected to be in their seats and prepared for lecture at the time scheduled for the start of class. Personal conversations should cease at this time.

• If a student must be late, please enter quietly and be seated as close to the door as possible.

• If you have reason to be late consistently, please discuss the reasons with the instructor and obtain approval.

• If a student is absent, the student remains responsible for all lecture or laboratory subjects discussed and materials provided during the period(s) of absence.

Classroom and laboratory conduct:

All lectures and laboratories are to be conducted in a professional manner. Therefore, the following conduct is expected...

• No tobacco products are allowed (this is a University rule for the buildings).

• No cell phones or pagers in use or active.

Academic Integrity and Dishonesty

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

The processes, procedures, rules and definitions associated with academic misconduct may be found at the websites listed below. All questions associated with academic misconduct should be directed to the Aggie Honor System Office (AHSO) in the Academic Building, Suite 104 or at the following telephone number: (979) 458-3378.

Aggie Honor System Office: http://www.tamu.edu/aggiehonor

Rules & Definitions: http://www.tamu.edu/aggiehonor/acadmisconduct.htm

Cheating – Intentionally using or attempting to use unauthorized materials, information, notes, study aids or other devices or materials in any academic exercise.
- During an examination, looking at another student's examination or using external aids (for example, books, notes, calculators, conversation with others, or electronic devices) unless specifically allowed in advance by the instructor.

- Having others conduct research or prepare work without advance authorization from the instructor.

- Acquiring answers for any assigned work or examination from any unauthorized source. This includes, but is not limited to, using the services of commercial term paper companies, purchasing answer sets to homework from tutoring companies, and obtaining information from students who have previously taken the examination.

- Collaborating with other students in the completion of assigned work, unless specifically authorized by the instructor teaching the course. It is safe to assume that all assignments are to be completed individually unless the instructor indicates otherwise; however, students who are unsure should seek clarification from their instructors.

- Other similar acts.

**Plagiarism** - The appropriation of another person's ideas, processes, results, or words without giving appropriate credit.

- Intentionally, knowingly, or carelessly presenting the work of another as one's own (i.e., without crediting the author or creator).

- Failing to credit sources and attempting to pass off the work as one's own.

- Attempting to receive credit for work performed by another, including papers obtained in whole or in part from individuals or other sources. Students are permitted to use the services of a tutor (paid or unpaid), a professional editor, or the University Writing Center to assist them in completing assigned work, unless such assistance is explicitly prohibited by the instructor. If such services are used by the student, the resulting product must be the original work of the student. Purchasing research reports, essays, lab reports, practice sets, or answers to assignments from any person or business is strictly prohibited. Sale of such materials is a violation of both these rules and State law.

- Failing to cite the World Wide Web, databases and other electronic resources if they are utilized in any way as resource material in an academic exercise.

Process and Procedures: [http://www.tamu.edu/aggiehonor/reporting.html](http://www.tamu.edu/aggiehonor/reporting.html)

Appeals: [http://www.tamu.edu/aggiehonor/appeal.html](http://www.tamu.edu/aggiehonor/appeal.html)

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

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legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities, in Cain Hall or call 845-1637.
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): Nutrition & Food Science

2. Course prefix, number and complete title of course: FSTC 669 Experimental Nutrition & Food Science Laboratory

3. Catalog course description (not to exceed 50 words): Nutritional intervention into animal models of metabolic or emotional disorders; genetic modifications or pathogens in food products; analyses of gene expression and behavior

4. Prerequisite(s): BICH/GENE 432 recommended; graduate in nutrition or related major

Cross-listed with: NUTR 669

Stacked with: FSTC 369

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)

Open to all majors

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: FSTC Course #: 669 Title (excluding punctuation): Experimental Nutrition & Food Science Laboratory

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<th>Admin. Unit</th>
<th>Acad. Year</th>
<th>FICE Code</th>
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Approval recommended by: Alex Castillo

Date: 1-20-2011

Chair, College Review Committee

Date: 1/25/11

Steve Smith

Department Head or Program Chair (Type Name & Sign)

Date: 1/20/11

Dean of College

Date: 1/25/11

Submitted to Coordinating Board by: Chair, GC or UCC

Date: Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
Curricular Services – 3/10
NUTR 369/669 and FSTC 369/669 (4 credits)
Experimental Nutrition & Food Science Laboratory
Semester: Fall 2011

Department of Nutrition & Food Science, Texas A&M University
Class Time: MWF 08:00 – 10:20 AM       Classroom Location: 007 Kleberg

Instructor: Caurnel Morgan, Ph.D.
Office: 218C Kleberg       Office Hours: by appointment
Tel: 458-1849       E-mail: camorgan@tamu.edu

Textbooks

Course Description: Study nutritional intervention into animal models of metabolic or emotional disorders. Assess genetic modifications or pathogens in food products. Experimental approaches include analyses of gene expression and behavior. Training culminates in a mock manuscript, and either an oral presentation (undergraduates) or a mock funding proposal (graduates).

Prerequisites: Undergraduate: junior or senior in nutrition or related major and BICH/GENE 432 recommended; Graduate: BICH/GENE 432 recommended graduate in nutrition or related major

Course Objectives
1. Knowledge of experimental nutrition: enhanced by lectures, reading and discussing journal articles; assessed by examinations, manuscript, oral presentation (undergraduates), and funding proposal (graduates)
2. Training in experimental techniques: obtained from laboratory experiments; assessed from laboratory notebook, manuscript, and examinations
3. Critical analysis: enhanced by discussion of journal articles, feedback on laboratory notebook, experimental design, and the outline, draft, and critique of manuscript; assessed from examinations, manuscript, oral presentation (undergraduates), and funding proposal (graduates)
4. Writing quality: enhanced by workshops on manuscript writing, discussions of journal articles, and feedback on laboratory notebook, experimental design, the outline, draft, and critique of manuscript, and the outline, draft, and critique of manuscript proposal (graduates); assessed by manuscript, laboratory notebook, and proposal (graduates)
5. Speaking quality: enhanced by workshop on oral presentation, practice oral presentation, and feedback on discussions of journal articles; assessed by oral presentation

Examinations: Contain multiple-choice, fill-in, true-false, short-answer, and essay problems. Graduate examinations will contain an additional essay problem. A make-up examination will be
provided if a university-approved absence prevents taking a regular examination. Absences due to injury or illness will be excused by a verifiable physician’s note.

**Laboratory Notebook:** Grade depends on organization, neatness, and legibility in meticulous and accurate recording of data in a bound notebook using ink. Reserve first 3 pages for Table of Contents. Use transparent tape to add gel photos and DNA sequences. Regular attendance is crucial for the grade, as there will be no make-up experiments.

**Manuscript: Format:** Word; 12-point Times New Roman; double-spaced; 1-inch margins; ≥ 20 pages. Drafts will be critiqued in writing by a peer and instructor, and graded by instructor. The University Writing Center (http://writingcenter.tamu.edu) assists with writing assignments. Include the following components.

- **Abstract** (~1 page): Summarize hypothesis, methods, results, and significance.
- **Introduction** (~4 pages): Describe relevant research done previously.
- **Materials & Methods** (~4 pages): Describe experimental subjects, materials, technologies, equipment, reagents, statistical methods, and experimental design.
- **Results** (~8 pages): Describe results with tables and/or graphs, statistics, and figure legends. Prism 3 and SigmaStat 2 are available for graphing and statistics, respectively.
- **Discussion** (~5 pages): Discuss significance and potential impact of experimental findings. Describe future research that might be conducted.
- **Literature Cited** (~20 references): Cite relevant literature (primary research papers) as sources for your Introduction, Materials & Methods, and Discussion sections.

**Submission of Writing Assignments:** Submit Word documents in e-mail attachments by 5:00 PM on due dates (see class schedule below). Beginning at 5:01 PM on due date, late submissions will be penalized 5% per day. Verify submission by e-mail response from instructor. Late assignments due to injury or illness will be excused by a verifiable physician’s note.

**Oral Presentation.** Each undergraduate will give a 5-minute presentation based on assigned journal article and two articles selected by the student. Feedback will be received in a discussion with instructor, graduate assistant, and classmates. Provide an overview, reformatted graphs and tables as relevant, and your conclusions. Schedule required practice presentation with a classmate. **Outline and additional articles are due 1 week before presentation date.** All students are urged to attend the weekly Nutrition Seminar Series.

**Funding Proposal.** Each graduate will prepare a mock funding proposal based on his/her experimental results (actual or predicted). **Format:** Word; 12-point Arial; single-spaced; 1-inch margins; 8-page maximum. Drafts will be critiqued in writing by a peer and instructor, and graded by instructor. The University Writing Center assists with writing assignments (http://writingcenter.tamu.edu). Include the following components.

- **Project Summary** (~1/2 page): State scientific problem. Summarize long-term goal, project goal, central hypothesis, rationale, specific aims, significance, and innovation.
- **Project Narrative** (~1/4 page): State the relevance to public health and the relevance to the mission of the funding agency (e.g., NIH).
- **Specific Aims** (~1 page): Provide background paragraph, paragraph with long-term goal, project goal, central hypothesis, and rationale, 2-3 specific aims, working hypothesis for each aim. Last paragraph provides predicted outcome and projected positive impact.
• **Significance & Innovation** (~1 page): First paragraph, describe relevant research done previously to illustrate significance of proposed work; Second paragraph, describe relevant research done previously to illustrate innovation in the proposed work.

• **Experimental Approach** (~5 pages): For each specific aim, provide introductory paragraph with objective of the aim, working hypothesis, general approach, rationale, and general prediction. Justification & Feasibility (review of relevant literature and preliminary data). Describe subjects, materials, technologies, equipment, reagents, statistical methods, and experimental design. Provide expected outcome summary, and describe potential problems and alternative strategies. Provide a table of the experimental timeline for completing the project.

• **Future Directions** (~1/4 page): Discuss significance and potential impact of experimental findings. Describe future research that might arise from the proposed work.

• **Literature Cited** (~20 references): Cite relevant literature (primary research papers) as sources for Significance & Innovation and Experimental Approach sections.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Undergraduates</th>
<th>Graduates</th>
<th>Final Grading Scale</th>
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<tbody>
<tr>
<td>Exam I</td>
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Plagiarism on any assignment will not be tolerated, and it will be recommended that you receive an “F” in this course if evidence of plagiarism is found.

Cheating: Aggies do not lie, cheat, or steal, nor do they tolerate those who do.
Visit www.tamu.edu/aggiehonor for more information.

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.
<table>
<thead>
<tr>
<th>Schedule</th>
<th>Date</th>
<th>Lecture and Laboratory Topics</th>
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<tr>
<td></td>
<td>Aug 29</td>
<td>Lec 01. DNA Synthesis &amp; Expression</td>
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<td>Workshop 01. Laboratory Procedures and Safety</td>
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<td>Lab 01a. Basic Techniques: Pipetting &amp; AGE</td>
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<td><strong>Laboratory Safety Tutorial Due (Online)</strong></td>
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<tr>
<td>Week 01</td>
<td>Aug 31</td>
<td>Lab 01b. Basic Techniques: Control DNA Extraction, Purification, &amp; AGE</td>
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<td>Workshop 02. Measurements, Calculations, &amp; Dilutions</td>
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<td><strong>Problem Set 01. (Lab Math) Assigned</strong></td>
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<td><strong>Academic Integrity Tutorial Due (Online)</strong></td>
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<td>Sep 02</td>
<td>Lab 01c. Basic Techniques: Control DNA Digestion, AGE, &amp; Recovery</td>
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<td>Workshop 03. Manuscript Preparation: Materials &amp; Methods</td>
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<td><strong>Problem Set 1 (Lab Math) Due</strong></td>
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<td>Team Projects and Journal Articles Assigned</td>
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<td><strong>Problem Set 02. (Target Genes) Assigned</strong></td>
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<td>Sep 05</td>
<td>Lec 02. RNA Synthesis &amp; Expression</td>
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<td>Lab 02a. Control RNA Analysis: Extraction from Tissue</td>
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<td>Sep 07</td>
<td>Lab 02b. Control RNA Analysis: RNA Purification</td>
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<td>Workshop 04. Manuscript Preparation: Results</td>
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<td>Sep 09</td>
<td>Lab 02c. Control RNA Analysis: Northern Blotting</td>
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<td><strong>Problem Set 2 (Target Genes) Due</strong></td>
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<td>Sep 12</td>
<td>Lec 03. Reverse Transcription &amp; Polymerase Chain Reaction</td>
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<td>Lab 03a. Control RT-PCR Analysis: Reverse Transcription</td>
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<td>Workshop 05. Bioinformatics: PCR Primer Design</td>
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<td>Sep 14</td>
<td>Lab 03b. Control RT-PCR Analysis: PCR</td>
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<td>Workshop 06. Manuscript Preparation: Introduction &amp; Discussion</td>
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<td>Sep 16</td>
<td>Lab 03c. Control RT-PCR Analysis: AGE Analysis of PCR Amplicons</td>
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<td><strong>Problem Set 03. (PCR Primer Targets) Assigned</strong></td>
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<td>Lec 04. Protein Synthesis &amp; Expression</td>
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<td>Lab 04a. Control Protein Analysis: Protein Extraction from Tissue</td>
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<td>Sep 21</td>
<td>Lab 04b. Control Protein Analysis: PAGE &amp; Western Blotting</td>
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<td>Workshop 07. Manuscript Preparation: Citations &amp; Literature Searching</td>
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<td><strong>Citation Tutorial Due (Online)</strong></td>
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<td>Sep 23</td>
<td>Lab 04c. Control Protein Analysis: Western Blot Probing</td>
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<td><strong>Problem Set 3 (PCR Primer Designs) Due</strong></td>
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<td>Week 05</td>
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<td>Lec 05. Experimental Design</td>
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<td>Lab 05a. Experimental RNA Analysis: Extraction</td>
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<td><strong>Order PCR Primers for Target Genes</strong></td>
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<td>Sep 28</td>
<td>Lab 05b. Experimental RNA Analysis: Purification</td>
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<td>Workshop 08. Manuscript Preparation: Abstract &amp; Title</td>
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<td>Sep 30</td>
<td>Lab 05c. Experimental RNA Analysis: cDNA Preparation</td>
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<td><strong>Problem Set 04. (Experimental Design Topics) Assigned</strong></td>
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<td>Workshop 09. How to Deliver an Oral Presentation</td>
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<td><strong>Manuscript Outlines Due</strong></td>
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<td><strong>Proposal Outlines Due (Graduates)</strong></td>
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<td>Oct 03</td>
<td>Lec 06. Molecular Cloning &amp; Expression</td>
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<td>Lab 06a. Experimental Protein Analysis: Extraction</td>
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<td>Week 06</td>
<td>Oct 05</td>
<td>Lab 06b. Experimental Protein Analysis: Purification</td>
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<td>Workshop 10. Behavior Analysis</td>
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<td>Date</td>
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| Oct 07 | Lab 06c. Experimental Protein Analysis: Blotting  
**Oral Presentations (Undergraduates) and Discussion (All)**  
**Problem Set 4 (Experimental Designs) Due** |
| Oct 10 | Lec 07. Bacterial Amplification & Sequencing of Cloned DNA  
Lab 07a. Experimental Gene Expression or Behavior Analysis |
| Oct 12 | Lab 07b. Experimental Gene Expression or Behavior Analysis |
| Oct 14 | Lab 07c. Experimental Gene Expression or Behavior Analysis  
**Oral Presentations (Undergraduates) and Discussion (All)** |
| Oct 17 | Lab 08a. Experimental Gene Expression or Behavior Analysis |
| Oct 19 | Lab 08b. Experimental Gene Expression or Behavior Analysis |
| Oct 21 | Lab 08c. Experimental Gene Expression or Behavior Analysis  
**Oral Presentations (Undergraduates) and Discussion (All)**  
Manuscript Drafts Due  
Proposal Drafts Due (Graduates) |
| Oct 24 | Lab 09a. Experimental Gene Expression or Behavior Analysis |
| Oct 26 | Lab 09b. Experimental Gene Expression or Behavior Analysis |
| Oct 28 | Lab 09c. Experimental Gene Expression or Behavior Analysis  
**Oral Presentations (Undergraduates) and Discussion (All)** |
| Oct 31 | **Mid-Term Examination (08:00 – 10:00 AM)**  
Lectures 1-7, Workshops 1, 2, 5, & 10, and Problem Sets 1-4  
**Laboratory Notebooks Checked** |
| Nov 02 | Lab 10a. Experimental Gene Expression or Behavior Analysis |
| Nov 04 | Lab 10b. Experimental Gene Expression or Behavior Analysis  
**Oral Presentations (Undergraduates) and Discussion (All)**  
Manuscript Critiques Due  
Last Day to Q-Drop |
| Nov 07 | Lab 11a. Experimental Gene Expression or Behavior Analysis |
| Nov 09 | Lab 11b. Experimental Gene Expression or Behavior Analysis |
| Nov 11 | Lab 11c. Experimental Gene Expression or Behavior Analysis  
**Oral Presentations (Undergraduates) and Discussion (All)**  
Proposal Critiques Due (Graduates) |
| Nov 14 | Lab 12a. Experimental Gene Expression or Behavior Analysis |
| Nov 16 | Lab 12b. Experimental Gene Expression or Behavior Analysis |
| Nov 18 | Lab 12c. Experimental Gene Expression or Behavior Analysis  
**Oral Presentations (Undergraduates) and Discussion (All)** |
| Nov 21 | Lab 13a. Cloning of Recombinant DNA |
| Nov 23 | Lab 13b. Cloning of Recombinant DNA |
| Nov 25 | No Class – Thanksgiving Holiday |
| Nov 28 | Lab 14a. cDNA Preparation for Sequencing: Bacterial Transformation |
| Nov 30 | Lab 14b. cDNA Preparation for Sequencing: Bacterial Amplification  
**Manuscripts Due**  
**Laboratory Notebooks Due**  
**Proposals Due (Graduates)**  
Submit cDNA Samples for Sequence Verification |
| Dec 02 | Lab 14b. cDNA Preparation for Sequencing: Plasmid Preparation  
**Manuscripts Due**  
**Laboratory Notebooks Due**  
**Proposals Due (Graduates)**  
Submit cDNA Samples for Sequence Verification |
| Dec 12 | **Final Examination (08:00 – 10:00 AM)**  
Lectures 1-7, Workshops 1, 2, 5, & 10, and Problem Sets 1-4 |
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): Nutrition & Food Science
2. Course prefix, number and complete title of course: NUTR 669 Experimental Nutrition & Food Science Laboratory
3. Catalog course description (not to exceed 50 words): Nutritional intervention into animal models of metabolic or emotional disorders; genetic modifications or pathogens in food products; analyses of gene expression and behavior

4. Prerequisite(s): BICH/GENE 432 recommended; graduate in nutrition or related major
   Cross-listed with: FSTC 669 Stacked with: NUTR 369
   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)
      Open to all majors

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)
   NUTR 669 EXP NUTR & FSTC LAB
   Lect. Lab SCH CIP and Fund Code Admin. Unit Acad. Year FICE Code
   0 1 0 6 0 4 3 0 1 9 0 1 0 0 2 1 2 0 1 1 - 1 2 0 0 3 6 3 2
   Approval recommended by:
   Steve Smith 1/20/11
   Department Head or Program Chair (Type Name & Sign) Date
   Alex Castillo 1/20/11
   Department Head or Program Chair (Type Name & Sign) Date
   (if cross-listed course)

Submitted to Coordinating Board by:
Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@ TAMU.EDU.
Curricular Services - 3/10
NUTR 369/669 and FSTC 369/669 (4 credits)
Experimental Nutrition & Food Science Laboratory
Semester: Fall 2011

Department of Nutrition & Food Science, Texas A&M University
Class Time: MWF 08:00 – 10:20 AM Classroom Location: 007 Kleberg

Instructor: Caurnel Morgan, Ph.D.
Office: 218C Kleberg Office Hours: by appointment
Tel: 458-1849 E-mail: camorgan@tamu.edu

Textbooks

Course Description: Study nutritional intervention into animal models of metabolic or emotional disorders. Assess genetic modifications or pathogens in food products. Experimental approaches include analyses of gene expression and behavior. Training culminates in a mock manuscript, and either an oral presentation (undergraduates) or a mock funding proposal (graduates).

Prerequisites: Undergraduate: junior or senior in nutrition or related major and BICH/GENE 432 recommended; Graduate: BICH/GENE 432 recommended graduate in nutrition or related major

Course Objectives
1. Knowledge of experimental nutrition: enhanced by lectures, reading and discussing journal articles; assessed by examinations, manuscript, oral presentation (undergraduates), and funding proposal (graduates)
2. Training in experimental techniques: obtained from laboratory experiments; assessed from laboratory notebook, manuscript, and examinations
3. Critical analysis: enhanced by discussion of journal articles, feedback on laboratory notebook, experimental design, and the outline, draft, and critique of manuscript; assessed from examinations, manuscript, oral presentation (undergraduates), and funding proposal (graduates)
4. Writing quality: enhanced by workshops on manuscript writing, discussions of journal articles, and feedback on laboratory notebook, experimental design, the outline, draft, and critique of manuscript, and the outline, draft, and critique of manuscript proposal (graduates); assessed by manuscript, laboratory notebook, and proposal (graduates)
5. Speaking quality: enhanced by workshop on oral presentation, practice oral presentation, and feedback on discussions of journal articles; assessed by oral presentation

Examinations: Contain multiple-choice, fill-in, true-false, short-answer, and essay problems. Graduate examinations will contain an additional essay problem. A make-up examination will be
provided if a university-approved absence prevents taking a regular examination. Absences due to injury or illness will be excused by a verifiable physician’s note.

**Laboratory Notebook:** Grade depends on organization, neatness, and legibility in meticulous and accurate recording of data in a bound notebook using ink. Reserve first 3 pages for Table of Contents. Use transparent tape to add gel photos and DNA sequences. Regular attendance is crucial for the grade, as there will be no make-up experiments.

**Manuscript:** **Format:** Word; 12-point Times New Roman; double-spaced; 1-inch margins; ≥ 20 pages. Drafts will be critiqued in writing by a peer and instructor, and graded by instructor. The University Writing Center (http://writingcenter.tamu.edu) assists with writing assignments. Include the following components.

- **Abstract** (~1 page): Summarize hypothesis, methods, results, and significance.
- **Introduction** (~4 pages): Describe relevant research done previously.
- **Materials & Methods** (~4 pages): Describe experimental subjects, materials, technologies, equipment, reagents, statistical methods, and experimental design.
- **Results** (~8 pages): Describe results with tables and/or graphs, statistics, and figure legends. Prism 3 and SigmaStat 2 are available for graphing and statistics, respectively.
- **Discussion** (~5 pages): Discuss significance and potential impact of experimental findings. Describe future research that might be conducted.
- **Literature Cited** (~20 references): Cite relevant literature (primary research papers) as sources for your Introduction, Materials & Methods, and Discussion sections.

**Submission of Writing Assignments:** Submit Word documents in e-mail attachments by 5:00 PM on due dates (see class schedule below). Beginning at 5:01 PM on due date, late submissions will be penalized 5% per day. Verify submission by e-mail response from instructor. Late assignments due to injury or illness will be excused by a verifiable physician’s note.

**Oral Presentation.** Each undergraduate will give a 5-minute presentation based on assigned journal article and two articles selected by the student. Feedback will be received in a discussion with instructor, graduate assistant, and classmates. Provide an overview, reformatted graphs and tables as relevant, and your conclusions. Schedule required practice presentation with a classmate. **Outline and additional articles are due 1 week before presentation date.** All students are urged to attend the weekly Nutrition Seminar Series.

**Funding Proposal.** Each graduate will prepare a mock funding proposal based on his/her experimental results (actual or predicted). **Format:** Word; 12-point Arial; single-spaced; 1-inch margins; 8-page maximum. Drafts will be critiqued in writing by a peer and instructor, and graded by instructor. The University Writing Center assists with writing assignments (http://writingcenter.tamu.edu). Include the following components.

- **Project Summary** (~1/2 page): State scientific problem. Summarize long-term goal, project goal, central hypothesis, rationale, specific aims, significance, and innovation.
- **Project Narrative** (~1/4 page): State the relevance to public health and the relevance to the mission of the funding agency (e.g., NIH).
- **Specific Aims** (~1 page): Provide background paragraph, paragraph with long-term goal, project goal, central hypothesis, and rationale, 2-3 specific aims, working hypothesis for each aim. Last paragraph provides predicted outcome and projected positive impact.
- **Significance & Innovation** (~1 page): First paragraph, describe relevant research done previously to illustrate significance of proposed work; Second paragraph, describe relevant research done previously to illustrate innovation in the proposed work.

- **Experimental Approach** (~5 pages): For each specific aim, provide introductory paragraph with objective of the aim, working hypothesis, general approach, rationale, and general prediction; Justification & Feasibility (review of relevant literature and preliminary data). Describe subjects, materials, technologies, equipment, reagents, statistical methods, and experimental design. Provide expected outcome summary, and describe potential problems and alternative strategies. Provide a table of the experimental timeline for completing the project.

- **Future Directions** (~1/4 page): Discuss significance and potential impact of experimental findings. Describe future research that might arise from the proposed work.

- **Literature Cited** (~20 references): Cite relevant literature (primary research papers) as sources for Significance & Innovation and Experimental Approach sections.

### Assignment Details:

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<th>Undergraduates</th>
<th>Graduates</th>
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<td>B  80-89%</td>
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<td>PCR Primer Design</td>
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<td>C  70-79%</td>
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<td>D  60-69%</td>
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- Once you have completed the tutorial, choose the "Email results" button and email instructor the results by the specified date (see class schedule above for due dates).
- **Failure to complete both tutorials (with a grade of ≥85%) and to submit results to instructor will result in a 5% deduction from final grade.**

Plagiarism on any assignment will not be tolerated, and it will be recommended that you receive an "F" in this course if evidence of plagiarism is found.

**Cheating:** *Aggies do not lie, cheat, or steal, nor do they tolerate those who do.*
Visit [www.tamu.edu/aggiehonor](http://www.tamu.edu/aggiehonor) for more information.

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

Form Instructions

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

2. Course prefix, number and complete title of course: PSAA 601, Foundations of Public Service

3. Catalog course description (not to exceed 50 words): Different perspectives on management and leadership in public service; provides overview of how public and nonprofit organizations work; discusses ethical dilemmas that occur in public service careers.

4. Prerequisite(s): PSAA Majors Only

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 _____

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Approval recommended by:

Jeryl L. Mumpower
Department Head or Program Chair (Type Name & Sign) Date

Samuel A. Kirkpatrick
Chair, College Review Committee Date

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

Samuel A. Kirkpatrick
Dean of College Date

Submitted to Coordinating Board by:

Chair, GC or UCC Date

Associate Director, Curricular Services Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
PSAA 601: Foundations of Public Service
Fall 2011
Bill West

Contact Information
office: 1099 Allen Academic Building
e-mail: wwest@bushschool.tamu.edu
phone: (979) 862-8825 (w); (512) 306-0573 (h); (979) 571-4837 (c)
office hours: MW 9:30-10:30 and 3-5, by appointment, or whenever I am in
classroom: Allen 1107
class hours: 11:00-12:15

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   Case: “Rural Democracy”
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I. Characteristics of Effective Leaders
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*first round of group presentations*

**Part II: The Nuts and Bolts of Public Service**

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*second round of group presentations*

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

Form Instructions

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

2. Course prefix, number and complete title of course: PSAA 601, Foundations of Public Service

3. Catalog course description (not to exceed 50 words): Different perspectives on management and leadership in public service; provides overview of how public and nonprofit organizations work; discusses ethical dilemmas that occur in public service careers.

4. Prerequisite(s): PSAA Majors Only

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   Approval recommended by:

   Jeryl L. Mumpower  
   Department Head or Program Chair (Type Name & Sign) Date

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

   Submitted to Coordinating Board by:

   Associate Director, Curricular Services

   Date

   Chair, GC or UCC Date

   Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services – 3/10
PSAA 601: Foundations of Public Service  
Fall 2011  
Bill West

Contact Information  
office: 1099 Allen Academic Building  
e-mail: wwest@bushschool.tamu.edu  
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*final exam*
Course Change Requests
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): Educational Psychology

2. Course prefix, number and complete title of course: EPSY 632 - Research in Second Language Education

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

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

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

   e. Change in course prefix, 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:


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

7. a. As currently in course inventory:

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Approval recommended by:

Dr. Victor Willson
Department Head or Program Chair (Type Name & Sign) Date

Chair, College Review Committee Date

Dr. James Kracht
Dean of College Date

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

Submitted to Coordinating Board by:

Chair, GC or UCC Date

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

Curricular Services – 09/10
Course Information

<table>
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<tr>
<th>Course Number and Title</th>
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<td>Term</td>
<td>Spring, 2009</td>
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<tr>
<td>Meeting Times and Location</td>
<td>Wednesdays, 5:00-8:00 p.m. Harrington Tower 413</td>
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Course Description and Prerequisites

Course Description: Investigates studies related to the teaching/learning process in two languages and field methods for carrying out those studies.

Prerequisites: EPSY 611; EPSY 612 or consent of instructor

Learning Outcomes

- To develop an understanding of research design used in second language studies.
- To review current research in culturally and linguistically diverse settings.
- To analyze research studies in second language learning and teaching.
- To systematically develop skills and understanding of the research process in culturally and linguistically diverse settings.
- To compile own research data from culturally and linguistically diverse settings, to analyze those data and report the results in a systematic, organized and understandable way.

Instructor Information

<table>
<thead>
<tr>
<th>Name</th>
<th>Dr. Y. Padrón</th>
</tr>
</thead>
<tbody>
<tr>
<td>Telephone number</td>
<td>(979) 845-5625</td>
</tr>
<tr>
<td>Email address</td>
<td><a href="mailto:ypadron@tamu.edu">ypadron@tamu.edu</a></td>
</tr>
<tr>
<td>Office hours</td>
<td>Mondays, 1:00-3:00 p.m.; Wednesdays, 2-4; or by appointment</td>
</tr>
<tr>
<td>Office location</td>
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Textbooks and/or Resource Material


Grading Policies

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<td>Research Paradigms in Second Language Research</td>
</tr>
<tr>
<td>2</td>
<td>Case Studies Research in Second Language Education</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Introspection Research in Second Language Education</td>
</tr>
<tr>
<td></td>
<td>Return graded Assignment 1</td>
</tr>
<tr>
<td>4</td>
<td>Review of the Literature</td>
</tr>
<tr>
<td>5</td>
<td>Classroom Research in Second Language Education Review for Exam</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>EXAM I</td>
</tr>
<tr>
<td>7</td>
<td>Descriptive Studies in Second Language Education Return graded exams Return graded Assignment 2</td>
</tr>
<tr>
<td>8</td>
<td>Correlational Research in Second Language Education Writing the Methods Section</td>
</tr>
<tr>
<td>9</td>
<td>Quasi-experimental Research in Second Language Education</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Individual student conferences</td>
</tr>
<tr>
<td>11</td>
<td>Experimental Research on Second Language Education</td>
</tr>
<tr>
<td>12</td>
<td>Return graded Assignment 4 Review for exam</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Presentations of Studies</td>
</tr>
<tr>
<td>14</td>
<td>EXAM II Return graded Research Papers</td>
</tr>
</tbody>
</table>
### Other Pertinent Course Information

This course will utilize a variety of instructional strategies. These will include cooperative learning activities, lectures, class discussion, partner activities, action research, and the use of technology.

### Americans with Disabilities Act (ADA)

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

### Academic Integrity

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

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

### Helpful Websites

<table>
<thead>
<tr>
<th>Academic Calendar</th>
<th><a href="http://admissions.tamu.edu/Registrar/General/Calendar.aspx">http://admissions.tamu.edu/Registrar/General/Calendar.aspx</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>Final Exam Schedule</td>
<td><a href="http://admissions.tamu.edu/Registrar/General/FinalSchedule.aspx">http://admissions.tamu.edu/Registrar/General/FinalSchedule.aspx</a></td>
</tr>
<tr>
<td>On-line Catalog</td>
<td><a href="http://www.tamu.edu/admissions/catalogs/">http://www.tamu.edu/admissions/catalogs/</a></td>
</tr>
<tr>
<td></td>
<td>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 online at <a href="http://student-rules.tamu.edu/rule07.">http://student-rules.tamu.edu/rule07.</a></td>
</tr>
</tbody>
</table>
Graduate Council Document Processing –
Log into Pink and Black logbook. Cut off for agenda is Tuesday the week before the
Thursday meeting. Try not to make exceptions because they will push you up to the
last day if you let them.
New courses are A600 numbers carried forward from previous month.
Course Changes are C600 numbers continued from previous month.
Withdrawals are B numbers – beginning with B600 for first course withdrawal of
2011.
Special Consideration Items are SC numbers as carried forward from previous
month.

Courses –
Must have all signatures. Signatures must be typed or written underneath each
signature.
Check number and title on syllabus to be same as on course form.
Check prerequisites on form and syllabus – should be really close.
Cross-listed courses need letters of agreement if outside discipline (i.e., Math and
Finance.)
Check credits and hours be sure it is 3-0-3 not 30-0-30!!!
Be sure if it is an abnormal amount – 12 or more it is in accordance with rules.
Use the check sheet to make sure all things are shown in the syllabus.
ADA statement, Academic honesty paragraph, etc.

Course change requests –
Need a syllabus with request.
Watch the changes requested. Sometimes the departments are only changing one
thing, but fill out the entire form – making you thinking everything is being changed.
Could only be the prerequisite is changing...

Course withdrawals –
Paragraph needs to accompany withdrawal request as to why the course is being
withdrawn from inventory.

***************
In the past small changes could be done with a memo – no longer – everything has t
be approved through Graduate Council. In the pink and black book there is a listing
of courses that Dr. Reed will approve without GC approval – 685’s, etc.

Special Consideration Items:
Double check the correct forms – now in use – are included with the certificate, new
degree. Changes to programs can be done with a paragraph.
Memo request can change course prefix – listing courses to be changed. Do not need
separate course change requests for this change.
Special Consideration Items
November 23, 2010

TO: Dr. Karan L. Watson, Interim Provost and Executive Vice President for Academics Affairs

THROUGH: Dr. Robert Strawser, Speaker, Faculty Senate

THROUGH: Dr. David W. Reed, Chair, University Graduate Council

THROUGH: Dr. H. Joseph Newton, Dean, College of Science

THROUGH: Dr. Mark J. Zoran, Chair, Graduate Instruction Committee, College of Science

FROM: Dr. U. J. McMahan, Head, Department of Biology

RE: Discontinuation of the Graduate Degrees in Zoology and Botany

The Department of Biology requests that the Graduate Degree (MS and PhD) Programs in Zoology and Botany be discontinued and officially removed from Texas A&M University Degree Inventory as of September 1, 2013. These degree programs have been underperforming in recent years and are no longer attractive majors with regard to graduate recruiting.

We are no longer admitting students into these programs and only a few students are currently enrolled, with expected graduate dates in the next year or two.

Please feel free to contact me with any questions or concerns. You may reach me at 979-845-2301.
January 28, 2011

MEMORANDUM

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

FROM: James B. Kracht
      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 revised Athletic Training Master’s Degree. This program was previously approved by the committee. However, the department has since hired a director for this program. She felt the program needed to be revised in order to add course content and so it could meet national accreditation guidelines and be more consistent with the other programs in the state (both about 56 hours). Please let me know if you have any questions or concerns.
MEMORANDUM

January 27, 2011

To: Graduate Instruction Committee
   College of Education and Human Development

Through: James B. Kracht
         Executive Associate Dean
         College of Education and Human Development

From: Richard Kreider
      Professor and Head
      Department of Health and Kinesiology

RE: Revised Athletic Training Master’s Degree

Please see attached the revised Master of Science degree in Athletic Training. This program was approved through the university and slated to be reviewed and acted upon by the Regents. However, we have since hired a director for this program, Dr. Lori Greenwood, and she felt the program needed to be revised in order to add course content so it could meet national accreditation guidelines and be more consistent with the other programs in the state (both about 56 hours). Therefore, we decided to pull the program from the Regent agenda and revise. The program has not been re-approved by the Kinesiology Division and our Graduate faculty. I obviously also approve the program. I have attached an updated proposal, OGS form, and budget.

Please forward the proposal to the appropriate CEHD committee for review. Of course, we would like to get this to the Faculty Senate as soon as possible so your assistance in facilitating re-approval of this program will be greatly appreciated. Please contact me should any questions arise. I can be reached by email at rkreider@hlkn.tamu.edu or by phone (979) 845-1333.

158 Read Building
4243 TAMU
College Station, TX 77843-4243

Tel. 979.845.3109 Fax. 979.847.8987
http://hlknweb.tamu.edu
January 28, 2011

MEMORANDUM

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

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      Associate Dean for Academic Affairs

SUBJECT: GC Agenda Item

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College of Education and Human Development

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Professor and Head
Department of Health and Kinesiology

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New Program Request Form for Bachelor's and Master's Degrees

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

Information: Contact the Division of Academic Affairs and Research at 512/427-6200 for more information.

Administrative Information

1. **Institution**: Texas A&M University

2. **Program Name** – Show how the program would appear on the Coordinating Board’s program inventory (e.g., Bachelor of Business Administration degree with a major in Accounting): Master of Science in Athletic Training

3. **Proposed CIP Code**: 51.0913.0002

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

   All certified athletic trainers must receive a degree from an accredited college or university. The Commission on Accreditation of Athletic Training Education (CAATE) accredits the academic programs by developing, maintaining, and promoting appropriate minimum standards of quality of entry-level Athletic Training educational programs. The proposed Masters of Science in Athletic Training (Non-Thesis) is designed to meet CAATE standards, which will allow our graduates to achieve certification as an athletic trainer (A.T.C.) by the Board of Certification (BOC).

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

   Department of Health & Kinesiology - College of Education & Human Development

6. **Proposed Implementation Date** – Report the first semester and year that students would enter the program: Summer 2011

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

   Name: Richard Kreider
   Title: Department Head of Health and Kinesiology
   E-mail: rkreider@hlkn.tamu.edu
   Phone: 979-845-1333
Program Information

I. Need

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

A. Job Market Need – The job market for athletic trainers is very good. Athletic trainers work in a variety of health care delivery systems including secondary schools, colleges and universities, professional sports programs, sports medicine clinics, corporate/industrial, and other health care settings. A job search in February of 2010 on the National Athletic Trainers’ Association’s (NATA) Career Center showed a listing of 219 jobs. Previous searches during peak hiring times (May/June) would have over 500 listings. There appears to be greater opportunities for athletic trainers with a Masters Degree.

B. Student Demand – There are currently only 2 accredited entry-level masters programs in Texas (Stephen F. Austin and Texas Tech University). According to the directors of these respective programs, they are unable to accept all the qualified applicants to their programs. Two specific groups of people will benefit from this program. One group consists of licensed athletic trainers in the State of Texas who would like to achieve certification. The added benefit for these individuals would be attainment of a master’s degree. Several of our student athletic trainers who were A&M graduates have continued their education at Stephen F. Austin University for these reasons. According to the NATA, 70% of credential holders nationally have a master’s degree. A second group that would benefit would be those who have already graduated with non athletic training majors but have now decided they would like to become an athletic trainer. These individuals would be able to achieve their goal of becoming an athletic trainer by completing this program. Stephen F. Austin University reports approximately a 50/50 split between these two groups.

C. Enrollment Projections – Use this table to show the estimated cumulative headcount and full-time student equivalent (FTSE) enrollment for the first five years of the program. (Include majors only and consider attrition and graduation.). Note: Students will take 31 hours in year one and 29 hours in year two of the program. FTSE calculated by dividing hours take by 24.

<table>
<thead>
<tr>
<th>YEAR</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcount</td>
<td>7</td>
<td>22</td>
<td>30</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>FTSE</td>
<td>9</td>
<td>32</td>
<td>37.5</td>
<td>37.5</td>
<td>37.5</td>
</tr>
</tbody>
</table>
II. Quality

A. Degree Requirements – Use this table to show the degree requirements of the program.

<table>
<thead>
<tr>
<th>Category</th>
<th>Semester Credit Hours</th>
<th>Clock Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education Core Curriculum (master’s degree only)</td>
<td>7</td>
<td>5,250 min (87.5 hrs)</td>
</tr>
<tr>
<td>Required Courses (11 lecture, 5 labs, 6 lecture/labs)</td>
<td>53</td>
<td>40,500 min (675 hrs)</td>
</tr>
<tr>
<td>Field-Based Experience for Clinical Education Classes listed above (6)</td>
<td></td>
<td>63,000 min (1,050 hrs)</td>
</tr>
<tr>
<td>TOTAL</td>
<td>60</td>
<td>45,750 min (762.5 hrs)</td>
</tr>
</tbody>
</table>

B. Curriculum – Use these tables to identify the required courses and prescribed electives of the program. Note with an asterisk (*) courses that would be added if the program is approved.

<table>
<thead>
<tr>
<th>Prefix and Number</th>
<th>Required Courses</th>
<th>SCH</th>
</tr>
</thead>
<tbody>
<tr>
<td>KINE 601</td>
<td>Reading Research (Research Methods)</td>
<td>3</td>
</tr>
<tr>
<td>KINE 690S</td>
<td>Theory of Kinesiology (Statistics)</td>
<td>3</td>
</tr>
<tr>
<td>KINE 681</td>
<td>Seminar</td>
<td>1</td>
</tr>
<tr>
<td>ATTR 660*</td>
<td>Prevention and Care of Injuries</td>
<td>3</td>
</tr>
<tr>
<td>ATTR 661*</td>
<td>Prevention and Care of Injuries Lab</td>
<td>1</td>
</tr>
<tr>
<td>ATTR 662*</td>
<td>Clinical Examination and Diagnosis-Lower Extremity</td>
<td>3</td>
</tr>
<tr>
<td>ATTR 663*</td>
<td>Clinical Examination and Diagnosis-Lower Extremity Lab</td>
<td>1</td>
</tr>
<tr>
<td>ATTR 664*</td>
<td>Clinical Examination and Diagnosis-Upper Extremity</td>
<td>3</td>
</tr>
<tr>
<td>ATTR 665*</td>
<td>Clinical Examination and Diagnosis-Upper Extremity Lab</td>
<td>1</td>
</tr>
<tr>
<td>ATTR 666*</td>
<td>Physical Rehabilitation</td>
<td>3</td>
</tr>
<tr>
<td>ATTR 667*</td>
<td>Physical Rehabilitation Lab</td>
<td>1</td>
</tr>
<tr>
<td>ATTR 668*</td>
<td>Therapeutic Modalities</td>
<td>3</td>
</tr>
<tr>
<td>ATTR 669*</td>
<td>Therapeutic Modalities Lab</td>
<td>1</td>
</tr>
<tr>
<td>ATTR 670*</td>
<td>General Medical Conditions and Therapeutic Medication</td>
<td>3</td>
</tr>
<tr>
<td>ATTR 671*</td>
<td>Organization and Administration in Athletic Training</td>
<td>3</td>
</tr>
<tr>
<td>ATTR 672*</td>
<td>Professional Preparation and Issues in Athletic Training</td>
<td>3</td>
</tr>
<tr>
<td>ATTR 681*</td>
<td>Clinical Education I</td>
<td>2</td>
</tr>
<tr>
<td>ATTR 682*</td>
<td>Clinical Education II</td>
<td>3</td>
</tr>
<tr>
<td>ATTR 683*</td>
<td>Clinical Education III</td>
<td>3</td>
</tr>
<tr>
<td>ATTR 684*</td>
<td>Clinical Education IV</td>
<td>2</td>
</tr>
<tr>
<td>ATTR 685*</td>
<td>Clinical Education V</td>
<td>3</td>
</tr>
<tr>
<td>ATTR 686*</td>
<td>Clinical Education VI</td>
<td>3</td>
</tr>
<tr>
<td>KINE 628</td>
<td>Nutrition in Sports and Exercise</td>
<td>3</td>
</tr>
<tr>
<td>KINE 629</td>
<td>Physiology of Strength and Conditioning</td>
<td>3</td>
</tr>
<tr>
<td>KINE 685</td>
<td>Directed Studies</td>
<td>2</td>
</tr>
</tbody>
</table>

C. Faculty – Use these tables to provide information about Core and Support faculty. Add an asterisk (*) before the name of the individual who will have direct administrative responsibilities for the program.
<table>
<thead>
<tr>
<th>Name of Core Faculty and Faculty Rank</th>
<th>Highest Degree and Awarding Institution</th>
<th>Courses Assigned in Program</th>
<th>% Time Assigned To Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>*New Faculty in Year 2011</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lori Greenwood</td>
<td>Ph.D. in Education, Oregon State University</td>
<td>KINE 681, ATTR 660, ATTR 661, ATTR 666, ATTR 667, ATTR 668, ATTR 669, ATTR 672, ATTR 686, KINE 685 Directed Studies</td>
<td>100%</td>
</tr>
<tr>
<td>Clinical Professor</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>New Faculty in Year 2012</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asst./Assoc. Clinical Professor</td>
<td>Ph.D., A.T.C., L.A.T., Associate Graduate Faculty Status Qualified</td>
<td>ATTR 662, ATTR 663, ATTR 664, ATTR 665, ATTR 671, ATTR 681, ATTR 682, ATTR 683, ATTR 684, KINE 685</td>
<td>100%</td>
</tr>
<tr>
<td>Michael Massett</td>
<td>Ph.D. in Exercise Science, University of Iowa</td>
<td>KINE 601</td>
<td></td>
</tr>
<tr>
<td>Assistant Professor</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Charles Shea</td>
<td>Ph.D. in Educational Research and Evaluation, Virginia Polytechnic Institute and State University</td>
<td>KINE 690S</td>
<td></td>
</tr>
<tr>
<td>Professor</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Richard Kreider</td>
<td>Ph. D. in Exercise Physiology, University of Southern Mississippi</td>
<td>KINE 628</td>
<td></td>
</tr>
<tr>
<td>Professor and Head</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Steven E. Riechman</td>
<td>Ph.D. in Exercise Physiology, University of Pittsburgh</td>
<td>KINE 629</td>
<td></td>
</tr>
<tr>
<td>Assistant Professor</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Staff Athletic Trainer (TBA)</td>
<td>TBA</td>
<td>ATTR 685</td>
<td></td>
</tr>
<tr>
<td>Physician (TBA)</td>
<td>TBA</td>
<td>ATTR 670</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name of Support Faculty and Faculty Rank</th>
<th>Highest Degree and Awarding Institution</th>
<th>Courses Assigned in Program</th>
<th>% Time Assigned To Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>JP Bramhall</td>
<td>M.D., Texas A&amp;M University</td>
<td>ATEP Medical Director</td>
<td></td>
</tr>
<tr>
<td>Josh Cohen</td>
<td>M.Ed, A.T.C., L.A.T., University of Nebraska</td>
<td>Clinical Instructor</td>
<td></td>
</tr>
<tr>
<td>Matt Doles</td>
<td>M.S., A.T.C., L.A.T., University of New Mexico</td>
<td>Clinical Instructor</td>
<td></td>
</tr>
<tr>
<td>Kari Kapchinski</td>
<td>B.S., A.T.C., L.A.T., Texas A&amp;M University</td>
<td>Clinical Instructor</td>
<td></td>
</tr>
<tr>
<td>Matthew Kee</td>
<td>D.P.T, A.T.C., L.A.T., Arizona School of Health Sciences</td>
<td>Clinical Instructor</td>
<td></td>
</tr>
<tr>
<td>Stephanie Kee</td>
<td>M.Ed., A.T.C., L.A.T., Arizona State University</td>
<td>Clinical Instructor</td>
<td></td>
</tr>
<tr>
<td>Danny Kniffin</td>
<td>M.Ed, A.T.C., L.A.T., University of Texas</td>
<td>Clinical Instructor</td>
<td></td>
</tr>
<tr>
<td>Saul Luna</td>
<td>A.T.C., L.A.T., Texas A&amp;M University</td>
<td>Clinical Instructor</td>
<td></td>
</tr>
<tr>
<td>Jay Martin</td>
<td>M.A., A.T.C. L.A.T., Western Michigan</td>
<td>Clinical Instructor</td>
<td></td>
</tr>
<tr>
<td>David Weir</td>
<td>B.S., A.T.C., L.A.T., Texas A&amp;M University</td>
<td>Clinical Instructor</td>
<td></td>
</tr>
</tbody>
</table>

AAR/Webmasters Updated 9/22/2009
D. **Students** – Describe general recruitment efforts and admission requirements. In accordance with the institution's Uniform Recruitment and Retention Strategy, describe plans to recruit, retain, and graduate students from underrepresented groups for the program.

Admission to study for a master's degree is based on:
- The applicant's academic record - including an undergraduate grade point ratio (GPR) in the last 60 semester hours
- Graduate Record Examination (GRE) scores
- Relevant experience
- Foreign students whose native language is not English must have a score of at least 550 paper-based, 213 computer-based, or 80 internet based (iBT) on the Test of English as a Foreign Language (TOEFL) examination.

Students will be recruited from historically Black and Hispanic Colleges and Universities, list servers, organizations, graduate fairs, etc.

E. **Library** – Provide the library director's assessment of library resources necessary for the program. Describe plans to build the library holdings to support the program.

There would not be any need for additional library holdings to support this program.

F. **Facilities and Equipment** – Describe the availability and adequacy of facilities and equipment to support the program. Describe plans for facility and equipment improvements/additions.

Classroom facilities will be housed within the Department of Health and Kinesiology located in the Read Building and G. Rollie White. Additional clinical facilities will be utilized in the Athletics Department. These facilities include athletic training rooms at the Bright Building and the West Campus Athletic Training Room. These athletic training rooms are fully equipped and will not need any improvements.

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

We will be pursuing accreditation with the Commission on Accreditation of Athletic Training Education (CAATE). This agency is responsible for the accreditation of 360 professional (entry-level) Athletic Training educational programs. The American Academy of Family Physicians (AAFP), The American Academy of Pediatrics (AAP), the American Orthopaedic Society for Sports Medicine (AOSSM), and the National Athletic Trainers' Association, Inc. (NATA), cooperate to sponsor the CAATE and to collaboratively develop the Standards for Entry-Level Athletic Training
Educational Programs. The process for accreditation includes an application, comprehensive self-study report, and site visit by CAATE. The site visit will commence once all classes have been or are being taught and all clinical components have been implemented. A copy of the Standards for the Accreditation of Entry-Level Athletic Training Education Programs can be found at: [http://caate.net/documents/Standards.6.30.08.pdf](http://caate.net/documents/Standards.6.30.08.pdf)

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

CAATE requires annual reports that are designed to document compliance with the standards set forth by CAATE. Part of these reports will be qualitative and quantitative data to determine the outcomes and effectiveness of the program. In addition, initial accreditation through CAATE will last for a maximum of 5 years at which time the program will go through a complete review.

III. **Costs and Funding**

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

<table>
<thead>
<tr>
<th>Five-Year Costs</th>
<th>Five-Year Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personnel</td>
<td>$742,475</td>
</tr>
<tr>
<td>Facilities and Equipment</td>
<td>$0</td>
</tr>
<tr>
<td>Library, Supplies, and Materials</td>
<td>$0</td>
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<tr>
<td>Other</td>
<td>$93,600</td>
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<tr>
<td><strong>Total Costs</strong></td>
<td><strong>$836,075</strong></td>
</tr>
<tr>
<td>Reallocated Funds</td>
<td>$836,075</td>
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<tr>
<td>Anticipated New Formula Funding</td>
<td>$912,808</td>
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<tr>
<td>Special Item Funding</td>
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<tr>
<td>Other</td>
<td>$0</td>
</tr>
<tr>
<td><strong>Total Funding</strong></td>
<td><strong>$1,748,883</strong></td>
</tr>
</tbody>
</table>

1. Report costs for new faculty hires, graduate assistants, and technical support personnel. For new faculty, prorate individual salaries as a percentage of the time assigned to the program. If existing faculty will contribute to program, include costs necessary to maintain existing programs (e.g., cost of adjunct to cover courses previously taught by faculty who would teach in new program).

2. Specify other costs here (e.g., administrative costs, travel).

3. Indicate formula funding for students new to the institution because of the program; formula funding should be included only for years three through five of the program and should reflect enrollment projections for years three through five.

4. Report other sources of funding here. In-hand grants, "likely" future grants, and designated tuition and fees can be included.
Signature Page

1. Adequacy of Funding – The chief executive officer shall sign the following statement:

   I certify that the institution has adequate funds to cover the costs of the new program. Furthermore, the new program will not reduce the effectiveness or quality of existing programs at the institution.

   ____________________________  ____________________________
   Chief Executive Officer        Date

2. Board of Regents or Designee Approval – A member of the Board of Regents or designee shall sign the following statement:

   On behalf of the Board of Regents, I approve the program.

   ____________________________  ____________________________
   Board of Regents (Designee)    Date of Approval

3. Board of Regents Certification of Criteria for Commissioner of Assistant Commissioner Approval – For a program to be approved by the Commissioner or the Assistant Commissioner for Academic Affairs and Research, the Board of Regents or designee must certify that the new program meets the eight criteria under TAC Section 5.50 (b): The criteria stipulate that the program shall:

   (1) be within the institution’s current Table of Programs;
   (2) have a curriculum, faculty, resources, support services, and other components of a degree program that are comparable to those of high quality programs in the same or similar disciplines at other institutions;
   (3) have sufficient clinical or in-service sites, if applicable, to support the program;
   (4) be consistent with the standards of the Commission of Colleges of the Southern Association of Colleges and Schools and, if applicable, with the standards or discipline-specific accrediting agencies and licensing agencies;
   (5) attract students on a long-term basis and produce graduates who would have opportunities for employment; or the program is appropriate for the development of a well-rounded array of basic baccalaureate degree programs at the institution;
   (6) not unnecessarily duplicate existing programs at other institutions;
   (7) not be dependent on future Special Item funding
   (8) have new five-year costs that would not exceed $2 million.

   On behalf of the Board of Regents, I certify that the new program meets the criteria specified under TAC Section 5.50 (b).

   ____________________________  ____________________________
   Board of Regents (Designee)    Date
## Funding Requirements for Masters of Athletic Training Years 1-5

<table>
<thead>
<tr>
<th>Year</th>
<th>CEHD/HLKN</th>
<th>Athletics</th>
<th>Provost</th>
<th>Tuition Return†</th>
<th>Total</th>
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<td>Director Startup</td>
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<td>Program Expenses</td>
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<td>Adjunct Faculty &amp; Summer Teaching</td>
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<td></td>
<td>Benefits *</td>
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<td>(177,537)</td>
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<td></td>
<td>Adjunct Faculty and Summer Teaching</td>
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<tr>
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<td>Benefits *</td>
<td>16,900</td>
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<td>16,900</td>
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<td>Site Visits and Other Program Expenses</td>
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<td>(140,959)</td>
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<td>(404,851)</td>
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<td>Clinical Assistant Professor</td>
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<td>Adjunct Faculty and Summer Teaching</td>
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<td>24,000</td>
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<tr>
<td></td>
<td>Benefits *</td>
<td>16,900</td>
<td></td>
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<td>16,900</td>
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<tr>
<td></td>
<td>Site Visits and Other Program Expenses</td>
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<td>(324,458)</td>
<td>(173,311)</td>
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<td>(497,769)</td>
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<td>Year 4 Net Expenses</td>
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<td>(309,467)</td>
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<td>Year 5–FY15</td>
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<td>Clinical Professor/Director (9 mo Appt)</td>
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<td></td>
<td>Adjunct Faculty and Summer Teaching</td>
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</tr>
<tr>
<td></td>
<td>Benefits *</td>
<td>16,900</td>
<td></td>
<td></td>
<td>16,900</td>
</tr>
<tr>
<td></td>
<td>Site Visits and Other Program Expenses</td>
<td>10,000</td>
<td></td>
<td></td>
<td>10,000</td>
</tr>
<tr>
<td>Total Year 5 Expenses</td>
<td>110,340</td>
<td>81,900</td>
<td></td>
<td></td>
<td>192,240</td>
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<td>Subvention funding: (15) 2nd Year Students @ 21 hours total/stu; (15) Year 1 students @ 33 hours total/stu; (15) Year 1 students @ 6 hours total/stu</td>
<td>(324,458)</td>
<td>(173,311)</td>
<td></td>
<td>(497,769)</td>
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<tr>
<td>Year 5 Net Expenses</td>
<td>110,340</td>
<td>81,900</td>
<td></td>
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<td>(305,529)</td>
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</tbody>
</table>

* Benefits are for salaries projected from State Funding. If State funding is not available, an additional 26% in addition to the stated salary amount will be required to fund the faculty positions.

**Subvention funding calculation was calculated using the weighted semester credit hour (WSCH).** THECB weighting factor for a masters level course in athletic training health services ($51.0913.0014) is 6.47. The value of a SCH is $55.72.

† Assumes 85% Return on Resident tuition at $226.55 SCH
Athletic Training
Master of Science Degree
Program Proposal

From the

Department of Health & Kinesiology
College of Education and Human Development

Department of Health & Kinesiology
158 Read Building
Texas A&M University
College Station, TX 77843-4243
Phone: 979/845-1333
Fax: 979/847-8987

January 6, 2011
Executive Summary

We propose to add a Master of Science degree program in athletic training within the Department of Health and Kinesiology at Texas A&M University. This program will meet the standards of the Commission on Accreditation of Athletic Training Education (CAATE) the accrediting organization for athletic training education. This program will provide students an opportunity to obtain a Master of Science degree in athletic training and achieve certification as an athletic trainer by the Board of Certification. Since there are only 15 programs of its kind nationally and two in the state, this program will allow the Department of Health & Kinesiology to become a state and national leader in preparing masters level athletic trainers. It will also provide needed support to the sports medicine programs within the Department of Athletics at Texas A&M University. This program has been endorsed by the Department of Health & Kinesiology, College of Education and Human Development, Department of Athletics, and the Huffines Institute for Sports Medicine and Human Performance.

Rationale

All certified athletic trainers must receive a degree from an accredited college or university. The Commission on Accreditation of Athletic Training Education (CAATE) accredits the academic programs by developing, maintaining, and promoting appropriate minimum standards of quality of entry-level Athletic Training educational programs. The proposed Master of Science degree in Athletic Training is designed to meet the CAATE standards, which would allow our graduates to achieve certification as an athletic trainer (ATC) by the Board of Certification (BOC).

Currently, undergraduate students enrolled at Texas A&M University are only able to achieve state licensure as an athletic trainer (L.A.T.) which allows them to work only in the state of Texas. Should they desire to work outside the state of Texas, they would be required to attend a CAATE accredited program to obtain their athletic training certification. Many of our current undergraduate students go on to other masters programs to obtain certification. Unfortunately, there are limited opportunities to do so as there are currently only 15 accredited entry-level masters’ degree programs across the nation. Two of these programs are in Texas (Stephen F. Austin University and Texas Tech University). These Universities are unable to accommodate the numbers of students applying to their programs. Stephen F. Austin University averages 15 applicants per year of which they admit 10. Texas Tech University has a similar sized program.

Several groups of individuals would benefit from development of this program. One group would be licensed athletic trainers in the state of Texas (LAT) who would like to become BOC certified athletic trainers (ATC) so they can work as athletic trainers outside the State of Texas. We have had several of our student athletic trainers continue their education at Stephen F. Austin University for this reason. The added benefit to our program would be the addition of a Master of Science degree. According to the National Athletic Trainers Association (NATA), 70 percent of credential holders have a master’s degree. A second group that would benefit would be those who already hold a baccalaureate degree in other program areas (e.g., exercise science, kinesiology, etc.) but have decided they would like to become a certified athletic trainer. These individuals would be able to achieve their goal of becoming a certified athletic trainer by completing this program. Stephen F. Austin University reports approximately a 50/50 split in admitted students between these two groups.

The job market for athletic trainers is very good. Athletic trainers work in a variety of health care delivery systems including secondary schools, colleges and universities, professional sports programs, sports medicine clinics, corporate/industrial, and other health care settings. A recent look at the NATA career center had a total of 528 job listings of which 126 were at a College/University setting.
Proposed General Graduate Admission Requirements

Students wishing to pursue a Master of Science degree in Athletic Training must apply and meet all general requirements for admission to the Graduate School of Texas A&M University. Qualified students will be admitted regardless of race color, national or ethnic origin, gender, age or disability. The applicant’s packet will be considered complete when all application materials have been received.

Proposed Department Admission Requirements

The following are the specific requirements from the Department of Health & Kinesiology for admission to the Master of Science degree with a specialization in Athletic Training:

- The applicant's academic record including an undergraduate grade point ratio (GPR) in the last 60 semester hours
- Graduate Record Examination (GRE) scores
- Relevant experience
- Foreign students whose native language is not English must have a score of at least 550 paper-based, 213 computer-based, or 79-80 on the Internet-based Test of English as a Foreign Language (TOEFL) examination.
- The student must have completed the list of undergraduate prerequisites for the program or their equivalent approved by the program director.

Period of Study

The program will be equivalent to two full academic years of study (fall, spring and summer semesters) that includes 60 hours of graduate coursework beyond the bachelor’s degree.

Once the approval has been obtained for the master’s degree in athletic training, we will also consider developing a 3+2 program in order for current students at Texas A&M to complete a bachelor's degree in a related discipline and obtain a master's degree in athletic training in 5 years. There are several CAATE accredited entry-level master’s programs that have this as an option in their programs such as the University of Findlay and Long Island University. Developing this program option can help to recruit undergraduates to the university that are interested in pursuing athletic training as a career.

Departmental Supervision

The student will be assigned to an appropriate faculty member to serve as advisor by the Graduate Athletic Training Program Director after the first semester.

Final Examination

A final oral comprehensive examination will be held during the last semester of the student’s program. A final examination committee will be chaired by the student’s advisor. In addition to the HLKN committee chair, the committee will be comprised of two other graduate faculty members (one member from the program and one member outside the department). The student must pass the oral final examination in order to graduate. If the student fails the exam, a second and final oral examination will be given no sooner than four months after taking the first exam.

Program Development

This program has been developed following CAATE standards for accreditation of entry-level athletic training education programs. Multiple programs that are currently CAATE accredited have been reviewed and their curriculums have been used as a guide. These programs include University of North Carolina at Greensboro, Stephen F. Austin University, and the University of Tennessee at Chattanooga. Additional information about CAATE can be found at: http://www.caate.net/.
Proposed Curriculum for the M.S. degree in Athletic Training (non-thesis)

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<thead>
<tr>
<th>Courses</th>
<th>Credit Hours</th>
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<tr>
<td><strong>Required Research Core (7 hours):</strong></td>
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</tr>
<tr>
<td>KINE 601 Reading Research (Research Methods)</td>
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<tr>
<td>KINE 690S Theory of Kinesiology (Statistics)</td>
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<tr>
<td>KINE 681 Seminar</td>
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<tr>
<td><strong>Required Athletic Training Core (53 hours):</strong></td>
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<tr>
<td>*ATTR courses are new course proposals</td>
<td></td>
</tr>
<tr>
<td>ATTR 660 Prevention and Care of Injuries</td>
<td>3</td>
</tr>
<tr>
<td>ATTR 661 Prevention and Care of Injuries Lab</td>
<td>1</td>
</tr>
<tr>
<td>ATTR 662 Clinical Examination and Diagnosis-Lower Extremity</td>
<td>3</td>
</tr>
<tr>
<td>ATTR 663 Clinical Examination and Diagnosis-Lower Extremity Lab</td>
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<tr>
<td>ATTR 664 Clinical Examination and Diagnosis-Upper Extremity</td>
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<tr>
<td>ATTR 666 Physical Rehabilitation</td>
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<tr>
<td>ATTR 667 Physical Rehabilitation Lab</td>
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<tr>
<td>ATTR 668 Therapeutic Modalities</td>
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<tr>
<td>ATTR 669 Therapeutic Modalities Lab</td>
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<td>ATTR 670 General Medical Conditions and Therapeutic Medication</td>
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<td>ATTR 671 Organization and Administration in Athletic Training</td>
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<td>ATTR 672 Professional Preparation and Issues in Athletic Training</td>
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<td>ATTR 683 Clinical Education III</td>
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<td>KINE 628 Nutrition in Sports and Exercise</td>
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<td>KINE 629 Physiology of Strength and Conditioning</td>
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<tr>
<td>KINE 685 Directed Studies</td>
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**Prerequisites:**

**Required Prerequisites:**
- Human Anatomy (BIOL 319/320)
- Human Physiology (BIOL 319/320)
- Physiology of Exercise (KINE 433)
- Analysis of Movement (KINE 426)
- Basic Health (HLTH 231)
- Introduction to Psychology (PSYC 107) or Psychology of Sport and Physical Activity (KINE 304)

**Suggested Prerequisites:**
- Chemistry
- Physics
Course Descriptions

ATTR 660  Prevention and Care of Injuries. 3 credits
Prevention strategies and procedures, recognition and care of common injuries and conditions. Foundational concepts and principles of the athletic training profession are included. Prerequisite: Graduate Athletic Training Student.

ATTR 661  Lab for Prevention and Care of Injuries. 1 credit
Laboratory to accompany “Prevention and Care of Injuries” in which students will apply theories and practice skills.

ATTR 662  Clinical Examination and Diagnosis-Lower Extremity. 3 credits
Pathomechanics, clinical examination, diagnosis and appropriate medical referral of orthopedic injuries and other conditions to the lower extremity and spine. Prerequisite: Graduate Athletic Training Student.

ATTR 663  Clinical Examination and Diagnosis Lab -Lower Extremity. 1 credit
Laboratory to accompany “Clinical Examination and Diagnosis-Lower Extremity” in which students will apply theories and practice skills.

ATTR 664  Clinical Examination and Diagnosis-Upper Extremity. 3 credits
Pathomechanics, clinical examination, diagnosis and appropriate medical referral of orthopedic injuries and other conditions to the upper extremity, head and cervical spine. Prerequisite: ATTR 662.

ATTR 665  Clinical Examination and Diagnosis Lab -Upper Extremity. 1 credit
Laboratory to accompany “Clinical Examination and Diagnosis-Upper Extremity” in which students will apply theories and practice skills.

ATTR 666  Physical Rehabilitation. 3 credits
The study of physical rehabilitation theory and techniques used as a therapeutic intervention for orthopedic injuries and conditions. Prerequisite: Graduate Athletic Training Student.

ATTR 667  Physical Rehabilitation Lab. 1 credit
Laboratory to accompany “Physical Rehabilitation” in which students will apply theories and practice skills.

ATTR 668  Therapeutic Modalities. 3 credits
A detailed study of modern therapeutic devices used in the treatment and rehabilitation of orthopedic injuries and conditions. Prerequisite: Graduate Athletic Training Student.

ATTR 669  Therapeutic Modalities Lab. 1 credit
Laboratory to accompany “Therapeutic Modalities” in which students will apply theories and practice skills.

ATTR 670  General Medical Conditions and Therapeutic Medication. 3 credits
Pathophysiology, assessment, and appropriate intervention and referral for general medical conditions and disabilities. Common diagnostic tests and imaging assessment tools are included in addition to the study of commonly used therapeutic medications. Prerequisite: Graduate Athletic Training Student.

ATTR 671  Organization and Administration in Athletic Training. 3 credits
Organization and administration of athletic training services including financial, human resources, facility, information technology and risk management.
ATTR 672  Professional Preparation and Issues in Athletic Training. 3 credits
Knowledge and skills for successful pursuit of athletic training credentials, employment
and continuing professional competencies. Emphasis will be placed on current topics and
issues that will contribute to the professional preparation of athletic training students.
Prerequisite: Graduate Athletic Training Student.

ATTR 681  Clinical Education I. 2 credits
Integration of clinical competencies with classroom instruction and a supervised field
based experience in athletic training to link theory into practice. Prerequisite: Graduate
Athletic Training Student.

ATTR 682  Clinical Education II. 3 credits
Integration of clinical competencies with classroom instruction and a supervised field
based experience in athletic training to link theory into practice. Prerequisite: Graduate
Athletic Training Student.

ATTR 683  Clinical Education III. 3 credits
Integration of clinical competencies with classroom instruction and a supervised field
based experience in athletic training to link theory into practice. Prerequisite: Graduate
Athletic Training Student.

ATTR 684  Clinical Education IV. 2 credits
Integration of clinical competencies with classroom instruction and a supervised field
based experience in athletic training to link theory into practice. Prerequisite: Graduate
Athletic Training Student.

ATTR 685  Clinical Education V. 3 credits
Integration of clinical competencies with classroom instruction and a supervised field
based experience in athletic training to link theory into practice. Prerequisite: Graduate
Athletic Training Student.

ATTR 686  Clinical Education VI. 3 credits
Integration of clinical competencies with classroom instruction and a supervised field
based experience in athletic training to link theory into practice. Prerequisite: Graduate
Athletic Training Student.

KINE 628  Nutrition in Sports and Exercise. 3 credits
Interaction between nutrition, exercise, and athletic performance: including:
biomechanical and physiological aspects of nutrition and exercise; nutrition for training
and competition; exercise and oxidant stress; nutritional supplements and ergogenic
acids; and, nutritional aspects of body composition and weight control.

KINE 629  Physiology of Strength and Conditioning. 3 credits
Physiological, bio-mechanical, and metabolic aspects of muscular strength and
conditioning programs for various athletic and non-athletic populations; review of
resistance training based on scientific literature; promote the use of a structured scientific
approach in the prescription of progressive resistance training.

KINE 685  Directed Studies. 2 credits
Directed study of selected problems in athletic training.
# Course Rotation

<table>
<thead>
<tr>
<th>Summer 1st year (2nd session)</th>
<th>13 credits</th>
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<tbody>
<tr>
<td>ATTR 660 Prev and Care of Injuries</td>
<td>3</td>
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<tr>
<td>ATTR 661 Prev and Care of Injuries Lab</td>
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<tr>
<td>ATTR 681 Clinical Education I</td>
<td>2</td>
</tr>
<tr>
<td><strong>6 hours</strong></td>
<td></td>
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<tr>
<td><strong>Fall 1st year</strong></td>
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<tr>
<td>ATTR 662 Clin Exam and Diagnosis-LE</td>
<td>3</td>
</tr>
<tr>
<td>ATTR 663 Clin Exam and Diagnosis Lab-LE</td>
<td>1</td>
</tr>
<tr>
<td>ATTR 682 Clinical Education II</td>
<td>3</td>
</tr>
<tr>
<td>KINE 601 Reading Research</td>
<td>3</td>
</tr>
<tr>
<td>ATTR 671 Organization and Admin in Athl Tr</td>
<td>3</td>
</tr>
<tr>
<td><strong>12 credits</strong></td>
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<tr>
<td><strong>Spring 1st year</strong></td>
<td></td>
</tr>
<tr>
<td>ATTR 668 Therapeutic Modalities</td>
<td>3</td>
</tr>
<tr>
<td>ATTR 669 Therapeutic Modalities Lab</td>
<td>1</td>
</tr>
<tr>
<td>ATTR 664 Clin Exam and Diagnosis-UE</td>
<td>3</td>
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<tr>
<td>ATTR 665 Clin Exam and Diagnosis Lab-UE</td>
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</tr>
<tr>
<td>ATTR 683 Clinical Education III</td>
<td>3</td>
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<tr>
<td>KINE 681 Seminar 1</td>
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<table>
<thead>
<tr>
<th>Summer 2nd year (1st session)</th>
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<tbody>
<tr>
<td>ATTR 684 Clinical Education IV</td>
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<tr>
<td>KINE 628 Nutrition in Sports and Exercise</td>
<td>3</td>
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<tr>
<td>KINE 690S Theory of Kinesiology (Stats)</td>
<td>3</td>
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<tr>
<td><strong>8 hours</strong></td>
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</tr>
<tr>
<td><strong>Fall 2nd year</strong></td>
<td></td>
</tr>
<tr>
<td>ATTR 670 General Med Cond and Ther Med</td>
<td>3</td>
</tr>
<tr>
<td>ATTR 666 Physical Rehabilitation</td>
<td>3</td>
</tr>
<tr>
<td>ATTR 667 Physical Rehabilitation Lab</td>
<td>1</td>
</tr>
<tr>
<td>ATTR 685 Clinical Education V</td>
<td>3</td>
</tr>
<tr>
<td>KINE 685 Directed Studies 1</td>
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<tr>
<td><strong>11 hours</strong></td>
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<tr>
<td><strong>Spring 2nd year</strong></td>
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<tr>
<td>ATTR 672 Professional Prep and Issues Athl Tr</td>
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<tr>
<td>ATTR 686 Clinical Education VI</td>
<td>3</td>
</tr>
<tr>
<td>KINE 685 Directed Studies</td>
<td>3</td>
</tr>
<tr>
<td>KINE 629 Phys of Strength &amp; Cond</td>
<td>1</td>
</tr>
<tr>
<td><strong>10 hours</strong></td>
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</tr>
</tbody>
</table>

## Faculty and Staff Needs

Dr. Lori Greenwood, PhD, ATC, LAT has been hired to serve as the Director of the Graduate Athletic Training Program and teach courses within the program beginning in May 2011 (see job description below) which has received support from Athletics. However, in order to meet CAATE requirements, we will need to hire an additional Assistant/Associate Clinical Professor who has a PhD and is a BOC certified athletic trainer (ATC) and a Texas licensed athletic trainer (LAT) to act as the clinical education coordinator for the program (see job description below) and who will also teach courses within the program. The College of Education and Human Development has indicated that they will support this new position. The program director will have a 50% teaching load and a 50% administrative load and the clinical coordinator will have a 75% teaching load and a 25% administrative load. In addition to these faculty members, the Departments of HLKN and Athletics have a number of faculty and staff members who will be able to support this program by teaching classes, serving as medical support personnel, and/or serving as Approved Clinical Instructors (ACI’s). As the budget below indicates, once two full classes of students are recruited to the program, the program will generate revenue to the university.

## Supporting Faculty and Staff Members and Proposed Teaching Assignments

<table>
<thead>
<tr>
<th>Faculty/Staff</th>
<th>Faculty Rank</th>
<th>Course(s) Taught</th>
</tr>
</thead>
<tbody>
<tr>
<td>Richard Kreider, PhD</td>
<td>Professor, HLKN</td>
<td>KINE 628 Nutrition-3cr.</td>
</tr>
<tr>
<td>Steven E. Riechman, PhD</td>
<td>Assistant Professor, HLKN</td>
<td>KINE 629 Strength&amp;Cond-3cr.</td>
</tr>
<tr>
<td>Charles Shea, PhD</td>
<td>Professor, HLKN</td>
<td>KINE 690S Theory of KIN – Statistics - 3 cr.</td>
</tr>
<tr>
<td>Michael Massett, PhD</td>
<td>Assistant Professor, HLKN</td>
<td>KINE 601 Reading Research (Research Methods) - 3 cr.</td>
</tr>
<tr>
<td>Lori Greenwood, PhD, ATC, LAT</td>
<td>Clinical Professor, HLKN</td>
<td>KINE 681 Seminar-1 cr. ATTR 660 Prev/Care-3 cr. (SU)</td>
</tr>
</tbody>
</table>
(Hired to begin F’11)

<table>
<thead>
<tr>
<th>New Faculty Hire (to begin Fall 2012)</th>
<th>Asst/Assoc. Clinical Professor, HLKN</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ATTR 662 Clin Exam Dx LE-3cr.</td>
</tr>
<tr>
<td></td>
<td>ATTR 663 Clin Exam Dx LE lab-1cr.</td>
</tr>
<tr>
<td></td>
<td>ATTR 664 Clin Exam Dx UE-3cr.</td>
</tr>
<tr>
<td></td>
<td>ATTR 665 Clin Exam Dx UE lab-1cr.</td>
</tr>
<tr>
<td></td>
<td>ATTR 671 Org &amp; Admin-3cr.</td>
</tr>
<tr>
<td></td>
<td>ATTR 681 Clin Educ I-2cr. (SU)</td>
</tr>
<tr>
<td></td>
<td>ATTR 682 Clin Educ II-3cr.</td>
</tr>
<tr>
<td></td>
<td>ATTR 683 Clin Educ III-3cr.</td>
</tr>
<tr>
<td></td>
<td>ATTR 684 Clin Educ IV-2cr. (SU)</td>
</tr>
<tr>
<td></td>
<td>KINE 685 Directed Studies-1cr.</td>
</tr>
<tr>
<td>Staff Athletic Trainer (TBA)</td>
<td>Adjunct, Athletics</td>
</tr>
<tr>
<td>Physician (TBA)</td>
<td>Adjunct</td>
</tr>
</tbody>
</table>

The following faculty and staff members will also support the program as follows:

**Research Lab Directors**
- Steve Crouse, PhD, FACSM – Professor & Director, Applied Physiology Laboratory
- Rick Kreider, PhD, FACSM, FISSN – Professor and Head, Department of HLKN; Director, Exercise & Sport Nutrition Lab

**Medical Director for Athletic Training Program**
- J.P. Bramhall, MD – Director of Sports Medicine – Team Orthopedic Surgeon, Athletics

**Clinical Instructors and Field Supervisors**
*Clinical Education courses (ATTR 681, 682, 683, 684, 685, 686) are 2-3 credit hour courses combining in class instruction and field experiences which will be supervised by the following:*
- Karl Kapchinski, BS, ATC, LAT- Assistant Athletic Director for Athletic Training, Athletics
- Josh Cohen, MEd, ATC, LAT-Athletic Trainer, Athletics
- Matt Doles, MS, ATC, LAT-Athletic Trainer, Athletics
- Matthew Kee ATC, LAT, PT, DPT-Athletic Trainer/Physical Therapist, Athletics
- Stephanie Kee, MEd, ATC, LAT, PES –Athletic Trainer, Athletics
- Danny Kniffin, MEd, ATC LAT, Rehabilitation Coordinator/Athletic Trainer, Athletics; Instructional
- Saul Luna, LAT, ATC, CSCS, Athletics
- Jay Martin, MA, ATC, LAT, Athletics
- David Weir, BS, ATC, LAT, Head Athletic Trainer for Football, Athletics

**New Faculty Positions**

**Program Director (New Clinical Professor Position – Funded by Athletic Department):**
- Full time faculty member hired to begin planning process for CAATE review
- Have full faculty status, rights, responsibilities, and privileges as defined by institution policy
- Have programmatic administrative and supervisory responsibility recognized as a department assignment consistent with other similar assignments at the institution
- Experience in attracting extramural funding to support programs through grants and contracts
- Have amount of released/reassigned time that is necessary to meet the administrative responsibilities of this assignment. This released/reassigned workload must be consistent with similar assignments at the institution.
- Must hold current national certification and be in good standing with the BOC
- Have a minimum of 3 years experience as a BOC certified athletic trainer
- Possess a current state credential for athletic training as required
- Demonstrate a strong academic and clinical orientation
- Demonstrate sincere interest in the professional preparation of athletic training students
- Demonstrate teaching, scholarly activities, and service consistent with institutional standards
- Responsible for organizing and administration of all aspects of the educational program; curricula planning and development; fiscal and budgetary input and management as determined by the institution; equitable distribution of educational sites; recognizable institutional responsibility for the day-to-day operation, coordination, supervision, and evaluation of all components (academic and clinical education) of the ATEP.
- Must be able to qualify for HLKN graduate faculty to teach graduate level courses and chair graduate committees
- Must be an experienced and practicing athletic trainer within the athletic department

**Clinical Education Coordinator (New Clinical Professor Position – Funded by CEHD)**

- Full time faculty member hired during second year of program to be designated as the Clinical Education Coordinator of the program
- Ability and/or experience in maintaining an active research agenda leading to publications in appropriate scholarly journals
- Have a minimum of 3 years experience as a BOC certified athletic trainer
- Designated and authorized by the institution to oversee Approved Clinical Instructor (ACI) training
- Knowledgeable in the content areas required for the training of ACI’s and able to act as the Clinical Instructor Educator (CIE)
- Must be BOC credentialed athletic trainer
- Must be able to qualify for HLKN graduate faculty to teach graduate level courses and chair graduate committees
- Must be an experienced and practicing athletic trainer within the athletic department

**Budget**

We have attached a projected budget. This program will add 20-30 new graduate students to our graduate program. The Department of Athletics has agreed to provide funding for the Program Director as well as some of the accreditation expenses. The Department of HLKN and CEHD will match this commitment by hiring a Clinical Education Coordinator. If we bring in 10-15 students per year who pay tuition, the program will generate revenue to the university. However, it is understood that the Department of HLKN and CEHD will incur costs if these funding projections are not met. Consequently, this is a program that can meet the needs of preparing master’s level athletic trainers for the State of Texas, enhance sport medicine related scholarship at Texas A&M University, provide needed support to our sport medicine programs; increase graduate enrollment; and, generate revenue to the university.