Discussion Items
Graduate Council Administrator

From: Mark Zoran
Sent: Thursday, February 11, 2016 12:02 PM
To: Bright Jr, Leonard A
Cc: Stephenson, Michael T.; Scott, Timothy P; Sandra Williams; Pullen, Kirsten W; Johnson, LaRhesa J
Subject: Re: Discontinuing programs, certificates, and instructional locations

Leonard,

Please see the attached email thread with regard to discontinued programs (certificates), teach out plans and SACS regulations.

Mark

From: <Stephenson>, "Michael T." <mstephenson@tamu.edu>
Date: Thursday, February 11, 2016 at 11:00 AM
To: "sandra-williams@tamu.edu" <sandra-williams@tamu.edu>, Mark Zoran <zoran@science.tamu.edu>, Timothy Scott <tim@science.tamu.edu>
Subject: FW: Discontinuing programs, certificates, and instructional locations

Sandra, Mark, and Tim –

The message below went out to the deans yesterday. But I thought you needed to see this as well given your visibility in handling curricular issues. Any request to discontinue any program (certificates included) need to have a teach out plan. But more importantly, they cannot have stopped admitting to the programs until SACSCOC approves it. Would you mind sharing this information with your respective committees?

Mike

From: Stephenson, Michael T.
Sent: Wednesday, February 10, 2016 2:03 PM
To: Miller, Kate <kcmiller@tamu.edu>
Cc: Kling, Janet L <jklng@geos.tamu.edu>
Subject: Discontinuing programs, certificates, and instructional locations

Dear College Deans,

SACSCOC requires that prior notification and approval must be obtained before we discontinue/close any program (including degrees and certificates as well as programs at approved off-campus locations). What is equally important is that SACSCOC defines a closure as the date when the institution no longer admits students into the program. We cannot stop admitting students into a program until SACSCOC approves a teach-out plan for those who are affected. My staff can provide guidance to you on these matters if you have questions, so please reach out if we can help. I know this
I am sharing this with you given the likelihood of your involvement in discussions about the discontinuation of a program/certificate/location. But knowing that the processing of curricular issues often falls to others in your office, I’d be grateful if you could make sure they receive this information as well.

Thank you,

Mike

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

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

1. Course request type: ☑️ Graduate
2. Request submitted by (Department or Program Name): Department of Animal Science
3. Course prefix, number and complete title of course: ANSC 651 Current Issues in Animal Agriculture
4. Catalog course description (not to exceed 50 words):
Prepare students to project a professional image and use communication skills to describe animal agriculture; converse about the strengths and weaknesses of animal agriculture.

5. Prerequisite(s):
Graduate classification
Cross-listed with: 
Stacked with: ANSC 351

6. Is this a variable credit course? ☑️ No
7. Is this a repeatable course? ☑️ No
8. Will this course be submitted to the Core Curriculum Council? ☑️ No
9. How will this course be graded: ☑️ Grade
10. This course will be:
a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)
b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

College of Agriculture and Life Sciences

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

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

13. Prefix Course # Title (excluding punctuation)
   ANSC 651 Current Issues in Animal Ag
   
<table>
<thead>
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<th>Lab</th>
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<th>Admin. Unit</th>
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</table>

Approval recommended by:

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

David Reed
Chair, College Review Committee Date

Mark Hussey
Dean of College Date

Submitted to Coordinating Board by:

Chair, GC or UCC Date

Associate Director, Curricular Services Effective Date

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**Postscripts:**

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

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

Form Instructions:
1. Course request type: ☐ Undergraduate ☒ Graduate ☐ First Professional (D.D.S., M.D., J.D., Pharm.D., D.V.M.)
2. Request submitted by (Department or Program Name):
   Computer science and engineering
3. Course prefix, number and complete title of course:
   Software reverse engineering
4. Catalog course description (not to exceed 50 words):
   Introduction to the compilation mechanism to generate executable files and raw binary
codes from source codes; the executable file formats for an operating system to run the binary code; disassembly algorithms and control
graph analysis; static and dynamic analyses; case studies on code obfuscation, codebreaking, malware analysis.

5. Prerequisite(s):
   CSCE 313, or instructor's permission
   Cross-listed with: CSCE 451 - Software reverse engineering
   Stacked with: CSCE 451 - Software reverse engineering

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

13. Prefix Course # Title (excluding punctuation)
    CSCE 651 SOFTWARE REVERSE ENGINEERING

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Approval recommended by:
John Keyser
Department Head or Program Chair (Type Name & Sign) Date
Chair, College Review Committee Date
Department Head or Program Chair (Type Name & Sign) Date
Department Head or Program Chair (Type Name & Sign) Date

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

Associate Director, Curricular Services
Date Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
Curricular Services – 07/14
SYLLABUS
Department of Computer Science and Engineering
CSCE 451/651, Software Reverse Engineering (REEN)
Spring 206
Meeting time: twice a week (1 hour lecture+1 hour hands-on lab practice)
3 credit hours, elective
Meeting place: TBD
Updated Nov. 12, 2015

INSTRUCTOR
Jyh-Charn (Steve) Liu
HRBB 502B
Tel: 845-8739.
Email: liu@cs.tamu.edu
Office Hours: by appointments

TEACHING ASSISTANT
TBD

LEARNING OBJECTIVES: Develop independent and team based skills for static and dynamic analysis of binary codes for Intel and ARM architectures.

OUTCOMES:
At end of the class, students should be proficient in the following aspects.
(1) Understanding of basic laws and regulations related to reverse engineering of software.
(2) Survey of relevant literature, and present results in written and oral reports.
(3) Master tools for static and dynamic analysis of binary codes.
(4) Basic principles of anti-analysis techniques to protect binary codes.

COURSE PREREQUISITES AND WORKLOAD:
• Minimal requirement: CSCE 313, or instructor’s approval. Students must be proficient in programming and in computer architecture.
• This class is expected to have extensive hands-on work. Students are advised to weigh their overall workload in taking this course.

TECHNICAL THEMES
Architecture & Assembly language
• Basics of low level software and their relationship with hardware resources. (Instruction set architectures, privileges, interrupt, address space)

Design
• Programming in Assembly, exploits (virus, drivers)

Binary Analysis
• From HLL statements to binary idioms.
• Executable header, symbols,
• Disassembly tool IDA Pro, and debuggers
• Anti-analysis techniques: Virtual ISA, Address space layout randomization (ASLR), code packing

GRADING POLICY:
Curved with exceptional conditions consideration.
**Rules for missing assignments:** D or worse for 3 missing assignments. C or worse for 2 missing assignments.

**Submitted Assignments:** Programming (100 points). Note: All projects will be archived for future classes as teaching and learning references.

(A) Programming Assignments (Documents are an integrated part of submissions.)
- Programming/analysis assignments: 5
- Competition: 1
- Open term project: 1
- Litigation case study & reporting: 1

**A NOTE ABOUT HACKING**

Software reverse engineering (RE) is about reversing of binary codes to their high level computing logic. It is an enabling tool for a broad range of applications, including hacking. Hacking is loosely defined as the process of exploiting vulnerability of software systems by defeating protective measures in order to achieve certain goals, such as exploitation of computing resources and unauthorized access to privileged data. Learning about hacking practices is essential to build better protected software systems, but misusing the skills for real world hacking may lead to serious legal penalty. As such, in this class students will learn about real world legal cases of high profile litigations tied to RE.

**TEXTBOOKS**
- None required
- Reference books (not exclusive)
  - Assembly language for Intel based computers, by Irvine
  - ARM Assembly Language: Fundamentals and Techniques, by William Hohl
  - The IDA Pro Book, by Chris Eagle
  - Reverse Engineering, secret of reverse engineering, by Eldad Eilam
  - Practical Malware analysis, by M. Sikorski and A. Honig
  - Open literature, vendors technical information (Intel, ARM, Microsoft)

**LECTURE, DISCUSSION AND BYOD (BRING YOUR OWN DEVICES)**

The class follows a staged development process as follows: (1) starting with introduction of basic core body of knowledge, and examples, (2) practice and assignments related to the topic under discussion, (3) instructor and student initiated basic topics for students to discover and report the findings to the class, and (4) Student initiated open project topics, and/or open challenge competitions. Quality reports and presentations (audio and slides) will be archived to build community knowledge base for future learning purposes. Students should bring their own devices in order to work collaboratively with classmates during class hours.

Copy and paste is not allowed for composition of all reports and programs.

**ATTENDANCE POLICY:**
- Except for University excused absence, students are responsible for any missed materials. Attendance policies are defined by student rule 7; see http://student-rules.tamu.edu/rule07.
- Missing assignments or tests
  - For excused absences: an opportunity will be provided to make up any graded work.
For unexcused absences: a grade of zero will be assigned to the missed work/test. At discretion of the instructor, a missed test is subject to a 25% penalty even if retaking of the test is granted.

- To request approval of an absence, send me an e-mail explaining the reason for the absence. If advance notification is not possible (e.g. unexpected illness) send the e-mail within 48 hours to justify the absence. For illness, a note from a doctor or clinic is required.

Special rules for team projects
- Every student is required to contribute technical and documentation work.
- If there is a project partner dispute, it is critical to report the issue quickly to the instructor or TA. Otherwise, you share grade consequences if the issues contribute to a poor grade.

COMMUNICATIONS: Emails will be used extensively. All emails related to this class should be sent to litu@cse.tamu.edu. The ecampus portal will contain the majority of the material.

SCHOLASTIC DISHONESTY will not be tolerated. Plagiarism is the presentation of the work of someone else without giving him or her due credit. Any such incidents will be dealt with in accordance with the procedures outlined in the University Student Rules. Some specific rules:
1. In most cases, you are encouraged to discuss assignments, but the final product submitted for grade must be the individual work of the person turning it in.
2. If code from two or more students is essentially identical, and it is determined to the satisfaction of the instructor that the code is the product of a group effort, the assignment may be rejected with no credit for any of the students involved.
3. Always be prepared to answer the questions: "What is your contribution?" "Where did you get this design?" "What is your responsibility and contribution in the team?"
4. Using third party codes and tools to solve challenging computing problems is critical to most software reverse engineering, and therefore is allowed. When doing so, it is a must to have full disclosure prior reporting results. Claiming credit without such disclosure will be considered cheating.

"An Aggie does not lie, cheat or steal, or tolerate those who do." For additional information, please visit: http://aggiehonor.tamu.edu.

STUDENTS WITH DISABILITIES: 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

COPYRIGHT NOTICE: The handouts used in this course are copyrighted and cannot be copied without permission. By "handouts," this means all materials generated for this class, which includes but is not limited to, syllabi, quizzes, exams, lab and homework problems, lab handbook, lab manuals, in-class materials, review sheets, and Web site materials. You must obtain the instructor’s explicit permission to video/record the class contents.
Weekly activity plan

Week 1: Introduction to software reverse engineering
Week 2: Assembly instructions and binary
  Assignment 1
Weeks 3-4: High level language statements and their assembly language representations
  Assignment 2
Week 5: Code breaker case study
  Assignment 3
Week 6: Discussion on code breaking techniques and challenges
  Assignment 4
Weeks 7: Stack overflow and code vulnerability examples
Week 8: PIN, python and IDAPro
  Assignment 5
Week 9: spring break
Week 10: Executable formats
  Term project
Week 11: Packers and unpackers
Week 12: Disassembly algorithms
Week 13-14: presentations & final project review

Note: The activity plan is subject to change, and all changes will be communicated to students in classroom and posted on class portal.
Texas A&M University
Departmental Request for a New Course
Undergraduate + Graduate + Professional
- Submit original form and attach a course syllabus.

Form Instructions:
1. Course request type:
   - [ ] Undergraduate  [x] Graduate  [ ] First Professional 2019-2020

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

3. Course prefix, number and complete title of course:
   FINC 606 - Investments

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

5. Prerequisite(s):
   [ ] Major
   [ ] Other
   [ ] N/A

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

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

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

9. How will this course be graded? [x] Grade  [ ] S/U  [ ] Pass/No Pass
   [ ] N/A

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

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

12. [x] I verify that I have reviewed the PAQ for Reporting Control Baseline for Distance Education (http://www.tamu.edu/resources/seasonal-control-baseline-for-distance-education).

13. Curricular Committee:
   [ ] Course ID: FINC 606
   Options, Futures and Other Derivatives

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<th>Lab</th>
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   Approval recommended by:
   [ ] Department Head or Program Chair (Type Name & Sign) Date
   Chair, College Review Committee
   [ ] Date

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

   Submitted to Coordinating Board by:
   [ ] Chair, MSC or UCC Date

   Associate Director, Curricular Services
   Date

   Effective Date

Questions regarding this form should be directed to Sandra Williams at 945-8201 or sandra.williams@tamu.edu.
Curricular Services - 07/14
Syllabus

Texas A&M University
Finance 606
Mays College of Business
Dr. Detlef Hallermann

Options, Futures and Other Derivatives
Spring 2018

Course Description and Objectives:

Finance 606 has three main objectives:
1. Understanding how derivatives and their markets function
2. Evaluation/pricing of basic derivative securities
3. Managing risk using derivative contracts

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

Prerequisites:

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

Required Material:

The required text is


Scholastic Dishonesty:

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


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

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

**Classroom Care:**

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

**Teaching Style:**

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

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

**Attendance and Classroom Participation:**

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

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

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

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

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

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

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

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

Homework Assignments:

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

Grading:

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

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

Your final grade will be determined by the following weights:

<table>
<thead>
<tr>
<th>Exam</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam 1</td>
<td>33%</td>
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<tr>
<td>Exam 2</td>
<td>33%</td>
</tr>
<tr>
<td>Exam 3</td>
<td>33%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>33%</td>
</tr>
</tbody>
</table>

Students with Special Needs:

In addition, if you have any special needs please inform me either after the first day of class or during my office hours for the first week of class. Please do not assume that I will notice your special needs. If you believe you have a disability requiring an accommodation, please contact the Department of student Life, Services for Students with Disabilities in Cain Hall, Room B118, or call 845-1637.
Schedule of Classes:

<table>
<thead>
<tr>
<th>Week</th>
<th>Chapter</th>
<th>Topic</th>
<th>Assignment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Chapter 0</td>
<td>Syllabus</td>
<td>eCampus</td>
</tr>
<tr>
<td></td>
<td>Chapter 1</td>
<td>Introduction</td>
<td></td>
</tr>
<tr>
<td>Week 2</td>
<td>Chapter 1</td>
<td>Introduction</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Chapter 2</td>
<td>Futures Markets</td>
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<tr>
<td>Week 3</td>
<td>Chapter 2</td>
<td>Futures Markets</td>
<td></td>
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<td></td>
<td>Chapter 2-4</td>
<td>Futures Markets &amp; 4.4</td>
<td></td>
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<tr>
<td>Week 4</td>
<td>Chapter 2-4</td>
<td>Futures Markets &amp; 4.4</td>
<td></td>
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<tr>
<td></td>
<td>Chapter 3</td>
<td>Forwards and Futures Prices</td>
<td></td>
</tr>
<tr>
<td>Week 5</td>
<td>Chapter 3-4</td>
<td>Forwards and Futures Prices &amp; 4.5 – 4.6</td>
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<tr>
<td></td>
<td>Exam 1</td>
<td></td>
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<tr>
<td></td>
<td>Chapter 5</td>
<td>Interest Rate Futures</td>
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<tr>
<td>Week 6</td>
<td>Chapter 5</td>
<td>Interest Rate Futures</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Chapter 5</td>
<td>Interest Rate Futures</td>
<td></td>
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<tr>
<td>Week 7</td>
<td>Chapter 6</td>
<td>Swaps</td>
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<td></td>
<td>Chapter 6</td>
<td>Swaps</td>
<td></td>
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<tr>
<td>Week 8</td>
<td>Chapter 6</td>
<td>Swaps</td>
<td></td>
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<tr>
<td></td>
<td>Chapter 6</td>
<td>Swaps</td>
<td></td>
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<tr>
<td>Week 9</td>
<td>Review Session</td>
<td>Exam 1 Review</td>
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<tr>
<td></td>
<td>Exam 2</td>
<td></td>
<td></td>
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<td></td>
<td>Chapter 7 &amp; 8</td>
<td>Option Properties</td>
<td></td>
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<tr>
<td>Week 10</td>
<td>Chapter 9</td>
<td>Option Trading Strategies</td>
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<tr>
<td></td>
<td>Chapter 9</td>
<td>Option Trading Strategies</td>
<td></td>
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<tr>
<td>Week 11</td>
<td>Chapter 10</td>
<td>Binomial Trees</td>
<td></td>
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<tr>
<td></td>
<td>Chapter 10</td>
<td>Binomial Trees</td>
<td></td>
</tr>
<tr>
<td>Week 12</td>
<td>Chapter 11</td>
<td>Binomial Trees</td>
<td></td>
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<td></td>
<td>Exam 3</td>
<td></td>
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<tr>
<td></td>
<td>Chapter 12</td>
<td>Black &amp; Scholes &amp; Stock Price Behavior</td>
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<tr>
<td>Week 13</td>
<td>Chapter 12</td>
<td>Black &amp; Scholes &amp; Stock Price Behavior</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Chapter 12</td>
<td>Black &amp; Scholes &amp; Stock Price Behavior</td>
<td></td>
</tr>
<tr>
<td>Week 14</td>
<td>Review Session</td>
<td>Final Exam Review</td>
<td></td>
</tr>
<tr>
<td>Week 15</td>
<td>Final Exam</td>
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</tr>
</tbody>
</table>

**FINAL EXAM**

Class Time: TBD, Wehner 187

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

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

Form Instructions

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

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

3. Course prefix, number and complete title of course:
   FORS 601: Foundations of Forensic Healthcare

4. Catalog course description (not to exceed 50 words):
   Foundations of Forensic Healthcare (2-0). Credit 2. Legal, ethical, clinical, and advocacy responsibilities of responders and providers; forensic medical terminology; mechanisms of injury and death; identification of intentional and non-intentional wounds; scientific and medico-legal investigation of suspicious injury and death; introduction to written and photographic documentation of findings; judicial system overview. Prerequisite: Graduate classification.

5. Prerequisite(s):
   None
   Cross-listed with: N/A
   Stacked with: N/A

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

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

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

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

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

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

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

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

13. Prefix  Course #  Title (excluding punctuation)
    FORS  601  FOUNDATIONS OF FORENSIC HEALTH

    | Lect. | Lab | Other | SCH | CIP and Fund Code | Admin. Unit | Acad. Year | FICE Code |
    |-------|-----|-------|-----|------------------|-------------|------------|-----------|
    | 2.00  | 0.00| 0.00  | 0.00| 51.3899          | CON         | 16         | -         |

    Approval recommended by:

    [Signature]
    [Name]
    [Date]

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

    Chair, College Review Committee  Date

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

    Dean of College  Date

    Submitted to Coordinating Board by:

    [Signature]
    [Name]
    [Date]

    Chair, GC or UCC  Date

    Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
Curricular Services – 07/14
Texas A&M Health Science Center
College of Nursing

Course title and number FORS 601 Foundations of Forensic Healthcare

Term
Meeting times and location Online

Course Description and Prerequisites

Foundations of Forensic Healthcare (2-0). Credit 2. Legal, ethical, clinical, and advocacy responsibilities of responders and providers; forensic medical terminology; mechanisms of injury and death; identification of intentional and non-intentional wounds; scientific and medico-legal investigation of suspicious injury and death; introduction to written and photographic documentation of findings; judicial system overview. Prerequisite: Graduate classification.

Graduate Certificate in Forensic Healthcare Outcomes*

Upon earning a Graduate Certificate in Forensic Healthcare, the graduate will be able to:
1. Respond to victims and perpetrators of trauma, injury, accidents, neglect, abuse, exploitation, and all forms of violence using evidence-based protocols within systems.
2. Translate current research and policies to clinical encounters with persons experiencing violence, injury, trauma, accidents, neglect, abuse, exploitation, and all forms of victimization.
3. Articulate the role and processes of criminal and civil courts in seeking justice for victims of violence.
4. Document techniques to collect and preserve evidence with integrity, competence, and respect.
5. Formulate interdisciplinary approaches within systems to address health-related problems associated with accidents, trauma, crime, victimization, abuse, neglect, exploitation, and all forms of violence.
6. Integrate knowledge of cultural diversity in working with victims and survivors of violence.
7. Advocate for the needs and interests of victims of violence to improve access to services.
8. Design interdisciplinary education and crime prevention strategies to address community needs at the primary, secondary and tertiary prevention levels.

*Graduate Certificate Outcomes derived from:
International Association of Forensic Nurses Core Competencies for Advanced Practice Forensic Nursing
Learning Outcomes or Course Objectives

By the completion of this course, the student will be able to:

<table>
<thead>
<tr>
<th>Course Objectives</th>
<th>Graduate Certificate Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Outline the processes of scientific and medico-legal approaches in working with</td>
<td>1, 2, 5</td>
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<tr>
<td>victims of accidents, injury, abuse, neglect and death.</td>
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<tr>
<td>2. Examine various types of violence, abuse, neglect, victimization, and</td>
<td>1, 2</td>
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<tr>
<td>exploitation occurring across the lifespan and the related injuries.</td>
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<tr>
<td>3. Summarize approaches used to facilitate the transition of a victim to a</td>
<td>4, 5, 8</td>
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<tr>
<td>survivor and prevention of future victimization.</td>
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<tr>
<td>4. Examine ethical and cultural considerations when working with victims of</td>
<td>6, 7</td>
</tr>
<tr>
<td>violence.</td>
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<tr>
<td>5. Discuss the interdisciplinary collaboration between healthcare, social,</td>
<td>1, 3</td>
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<tr>
<td>political and judicial systems involved in serving the needs of individuals,</td>
<td></td>
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<tr>
<td>families and communities as they respond to accident, injury, violence, trauma,</td>
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<tr>
<td>crime or other victimization.</td>
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<tr>
<td>6. Correlate the impact of prevention strategies to the incidence of victimization.</td>
<td>8</td>
</tr>
</tbody>
</table>

Instructor Information

Name: Virginia Ann Utterback, PhD, RN, CNE, SANE
Telephone number: 806-789-9714
Email address: utterback@tamhsc.edu
Office hours:

Textbook and/or Resource Material

REQUIRED LEARNING MATERIALS:


Grading Policies

Ungraded Activities
Reading Assignments

Graded Activities (percentage of course grade)

<table>
<thead>
<tr>
<th>Learning Activity</th>
<th>Percentage of Final Course Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Boards</td>
<td>15</td>
</tr>
<tr>
<td>Assignments</td>
<td>25</td>
</tr>
<tr>
<td>Journal Article Summaries</td>
<td>20</td>
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<td></td>
<td></td>
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<td>------------------</td>
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<tr>
<td>Quizzes</td>
<td>20</td>
</tr>
<tr>
<td>Mid-term Reflective Summary</td>
<td>10</td>
</tr>
<tr>
<td>Final Project</td>
<td>10</td>
</tr>
</tbody>
</table>

Grading Scale:

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

**Students must have a final course average of at least 70% to successfully pass the course.**

**Faculty Expectations and Course Assumptions**

Students are expected to follow specific instructions for all learning activities provided within each module. Each module will open on Wednesday 0001 CST and must be completed by the following Tuesday at midnight CST. Each module is self-contained and will have information and resources/references necessary to successfully complete learning activities.

Faculty will consider crisis situations on a case-by-case basis. If an illness or emergency is experienced that prevents the student from accessing the online course and completing assignments in a timely manner, the student should notify the faculty member as soon as possible so that options can be discussed.

**Due Dates/Times:**

Projects/Special Learning Activities: Please refer to the related learning module for specific instructions for completing a project or special learning activity including due dates and grading rubrics.

**Individual Assignments:**

1. All assignments are due on Tuesday midnight CST and are uploaded via the assignments link in eCampus.
2. Late assignments will be reduced by 10 points per day unless otherwise determined by the course faculty.

**Discussion Boards:**

1. *Initial Posts* to the Discussion Board are due by Sunday at midnight CST. *Secondary Posts* (in response to colleagues' *Initial Posts*) are due by Tuesday midnight CST.
2. Due to the nature of discussion postings, late *Secondary Posts* (posted after Tuesday midnight CST) will not be graded and will result in point deduction. Discussion Board grades will be reduced by 10 points per day for late *Initial Posts*.
3. Online Etiquette: A collaborative and friendly learning environment is the expectation of an online discussion. Please use professional language only. Proofread your responses carefully before posting to ensure they are not offensive to others. Use discussions to develop your skills in collaboration and teamwork. Treat the discussion areas as a creative environment where you and your colleagues can ask questions, express informed opinions, revise/reverse opinions, and take positions just as you would in a more traditional classroom setting.

**Other Pertinent Course Information**

Discussion board (DB) participation is an opportunity to contribute evidence-based content to the group discussion, while providing an opportunity for personal sharing. Please use the following guidelines (in combination with the grading rubric) to develop *Initial Posts* and *Secondary Posts*. Please use these guidelines for DB participation:

1. Always complete the required or assigned learning activities within a module before developing a DB post. This includes reading assignments, videos, PowerPoint presentations, visits to websites and
any other learning activities provided in the module PRIOR to developing Initial or Secondary Posts. All Initial Posts MUST be evidence-based, properly cited, and provide direct responses to prompts within the module. Initial Posts should demonstrate an understanding of the assigned content within a module and uniquely contribute to the class discussion. Please do not directly repeat information previously submitted in other colleagues’ posts. Use the Secondary Posting phase as an opportunity to deepen the discussion. This type of posting provides students an opportunity to share personal experiences, informed opinions and other contributory sources of information to the class discussion.

2. Length of Initial Posts should be maintained between 150 – 250 words and MUST include citations according to the grading rubric. Secondary Posts should be a minimum of 100 words and may require citations. (refer to the instructions). Please read a sampling of your colleagues’ Initial Posts to the Discussion Board and respond to the number of postings required as stated in the instructions.

3. Suggestions for replying to colleagues in during the Secondary Posting phase of the DB include:
   * Always be respectful of others, but scholarly disagreements are fine. 
   * Provide an alternative perspective with a discussion of your point of view.
   * Share own experiences but use empirical resources in the analysis.
   * Ask questions to further the discussion, post additional resources such as articles, websites video clips, etc.
   * Suggest why you might see things differently. (cite/reference)
   * Ask a probing or clarifying question.
   * Share an insight form having read the colleague’s posting.
   * Offer and support with evidence from the literature an informed opinion. (cite/reference)
   * Validate an idea with your own experience.
   * Make a suggestion supported with evidence from the literature. (cite/reference)
   * Expand on the colleague’s posting.
   * Ask for evidence that supports a posting.

4. Please refer to the Discussion Board Grading Rubric found within the module. The faculty will assign a specific score based on criteria provided in the rubric.

Americans with Disabilities Act (ADA)

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

Academic Integrity

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

“An Aggie does not lie, cheat, or steal, or tolerate those who do.”
<table>
<thead>
<tr>
<th>Module</th>
<th>Week/Date</th>
<th>Content</th>
<th>Reading Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Week: 1</td>
<td>Introduction to Justice and Science; Forensic Medical Terminology</td>
<td>Chapters: 1, 2, 21 Discussion Board</td>
</tr>
<tr>
<td>2</td>
<td>Week: 2</td>
<td>Forensic Healthcare in Acute Care Settings</td>
<td>Learning resources located in module Discussion Board</td>
</tr>
<tr>
<td>3</td>
<td>Week: 3</td>
<td>Overview of the Judicial System; Role of Advocacy</td>
<td>Learning resources located in module Assignment</td>
</tr>
<tr>
<td>4</td>
<td>Week: 4</td>
<td>Overview of Interpersonal Violence</td>
<td>Learning resources located in module Research Article Summary 1</td>
</tr>
<tr>
<td>5</td>
<td>Week: 5</td>
<td>Mechanisms of Intentional and Non-intentional Injury and Death</td>
<td>Learning resources located in module Quiz</td>
</tr>
<tr>
<td>6</td>
<td>Week: 6 &amp; 7</td>
<td>Forensic Death Investigation</td>
<td>Chapters: 5, 6, 7, 16 Assignment</td>
</tr>
<tr>
<td>7</td>
<td>Week: 8</td>
<td>Crime Scene Investigation</td>
<td>Chapters: 3, 4 Assignment Mid-Term Reflective Summary</td>
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<td>8</td>
<td>Week: 9</td>
<td>Introduction to Written and Photographic Documentation</td>
<td>Learning resources located in module Assignment</td>
</tr>
<tr>
<td>9</td>
<td>Week: 10</td>
<td>Investigative Forensic Anthropology/Entomology</td>
<td>Chapters: 6, 7 Quiz</td>
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<tr>
<td>10</td>
<td>Week: 11</td>
<td>Investigative Forensic Biology</td>
<td>Chapters: 8, 9 Quiz</td>
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<tr>
<td>11</td>
<td>Week: 12</td>
<td>Investigative Forensic Chemistry</td>
<td>Chapters: 10, 11, 12 Quiz</td>
</tr>
<tr>
<td>12</td>
<td>Week: 13</td>
<td>Behavioral Forensic Science</td>
<td>Chapter: 20 Research Article Summary 2</td>
</tr>
<tr>
<td>13</td>
<td>Week: 14</td>
<td>Collaborative Response to Sexual Assault</td>
<td>Learning resources located in module Discussion Board</td>
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<td></td>
<td>Week: 15</td>
<td>Final Course Project Presentations, Course/Faculty Evaluations</td>
<td>PowerPoint or Prezi Presentation posted to Discussion Board</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. -

Form Instructions
1. Course request type:  □ Undergraduate  □ Graduate  □ First Professional (D.D.S., M.D., J.D., Pharm.D., D.V.M.)
2. Request submitted by (Department or Program Name):  College of Nursing
3. Course prefix, number and complete title of course:  FORS 602: Victimology: Clinical Implications and Applications

4. Catalog course description (not to exceed 50 words):  Victimology: Clinical Implications and Applications (3-0). Credit 3. Comprehensive examination of human responses to victimization resulting in physical and psychological trauma; interpersonal violence as a public health issue; overview of intentional injury, neglect, abuse, and exploitation throughout the lifespan; process of seeking justice for victims; characteristics and motivational issues related to perpetrators of violence; transitioning patterns from role of victim to survivor including secondary effects of victimization; theoretical and evidence-based approaches to assessment; documentation of victims and perpetrators of violence. Prerequisite: Graduate Classification

5. Prerequisite(s):  None
Cross-listed with:  N/A  Stacked with:  N/A

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

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

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

13. Prefix  Course #  Title (excluding punctuation)
    FORS  602  VICTIMOLOGY: CLINICAL IMPLICAT

<table>
<thead>
<tr>
<th>Lect.</th>
<th>Lab</th>
<th>Other</th>
<th>SCH</th>
<th>GIP and Fund Code</th>
<th>Admin. Unit</th>
<th>Acad. Year</th>
<th>FICE Code</th>
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<td>51.3899</td>
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<td>17</td>
<td>3</td>
</tr>
</tbody>
</table>

Approval recommended by:

Debra Matthews  2-15-16
Department Head or Program Chair (Type Name & Sign)  Date

Kari P. Andres  2-16-16
Chair, College Review Committee  Date

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

Dean of College  2-14-16  Date

Submitted to Coordinating Board by:

Chair, GC or UCC  Date

Associate Director, Curricular Services  Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services – 07/14
Texas A&M Health Science Center
College of Nursing

Course title and number
FORS 602 Victimology: Clinical Implications & Applications

Term
Meeting times and location
Online

Course Description and Prerequisites

Victimology: Clinical Implications & Applications (1-0). Credits 1. Comprehensive examination of human responses to victimization resulting in physical and psychological trauma; interpersonal violence as a public health issue; overview of intentional injury, neglect, abuse, and exploitation throughout the lifespan; process of seeking justice for victims; characteristics and motivational issues related to perpetrators of violence; transitioning patterns from role of victim to survivor including secondary effects of victimization; theoretical and evidence-based approaches to assessment; documentation of victims and perpetrators of violence. Prerequisite: FORS 601 and graduate classification.

Graduate Certificate in Forensic Health Care Outcomes*

Upon earning a Graduate Certificate in Forensic Health Care, the graduate will be able to:
1. Respond to victims and perpetrators of trauma, injury, accidents, neglect, abuse, exploitation, and all forms of violence using evidence-based protocols within systems.
2. Translate current research and policies to clinical encounters with persons experiencing violence, injury, trauma, accidents, neglect, abuse, exploitation, and all forms of victimization.
3. Articulate the role and processes of criminal and civil courts in seeking justice for victims of violence.
4. Document techniques to collect and preserve evidence with integrity, competence, and respect.
5. Formulate interdisciplinary approaches within systems to address health-related problems associated with accidents, trauma, crime, victimization, abuse, neglect, exploitation, and all forms of violence.
6. Integrate knowledge of cultural diversity in working with victims and survivors of violence.
7. Advocate for the needs and interests of victims of violence to improve access to services.
8. Design interdisciplinary education and crime prevention strategies to address community needs at the primary, secondary and tertiary prevention levels.

*Graduate Certificate Outcomes derived from:
International Association of Forensic Nurses Core Competencies for Advanced Practice Forensic Nursing
Learning Outcomes or Course Objectives

By the completion of this course, the student will be able to:

<table>
<thead>
<tr>
<th>Course Objectives</th>
<th>Graduate Certificate Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Critique theories related to victimization and those who perpetrate violence through the life span.</td>
<td>1, 2</td>
</tr>
<tr>
<td>2. Relate the issues and consequences of violence to the societal cost of victimization across the life span.</td>
<td>2, 3, 6, 8</td>
</tr>
<tr>
<td>3. Synthesize the human response to physical, sexual, psychological, emotional, social, and financial effects of victimization.</td>
<td>6, 7, 8</td>
</tr>
<tr>
<td>4. Summarize interventions which aid in transitioning a victim of violence to survivor status while preventing re-victimization.</td>
<td>1, 2</td>
</tr>
<tr>
<td>5. Outline a provider's response to a victim of physical, sexual, psychological, and emotional violence.</td>
<td>1, 5</td>
</tr>
<tr>
<td>6. Utilize evidenced-based assessment and documentation approaches to victims of violence resulting in physical and psychological trauma.</td>
<td>2, 4, 5</td>
</tr>
</tbody>
</table>

Instructor Information

Name: Nancy R. Downing, PhD, RN, SANE-A
Telephone number: 979-436-0157
Email address: downing@tamhsc.edu
Office hours:

Textbook and/or Resource Material

REQUIRED LEARNING MATERIALS:


Grading Policies

Ungraded Activities
Reading Assignments

Graded Activities (percentage of course grade)

<table>
<thead>
<tr>
<th>Learning Activity</th>
<th>Percentage of Final Course Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussions</td>
<td>30</td>
</tr>
<tr>
<td>Final Exam</td>
<td>30</td>
</tr>
<tr>
<td>Final Paper</td>
<td>40</td>
</tr>
</tbody>
</table>
Grading Scale:

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

Students must have a final course average of at least 70% to successfully pass the course.

Faculty Expectations and Course Assumptions

Students are expected to follow specific instructions for all learning activities provided within each module. Each module will open on Wednesday 0001 CST and must be completed by the following Tuesday at midnight CST. Each module is self-contained and will have information and resources/references necessary to successfully complete learning activities.

Faculty will consider crisis situations on a case-by-case basis. If an illness or emergency is experienced that prevents the student from accessing the online course and completing assignments in a timely manner, the student should notify the faculty member as soon as possible so that options can be discussed.

Due Dates/Times:

Projects/Special Learning Activities: Please refer to the related learning module for specific instructions for completing a project or special learning activity including due dates and grading rubrics.

Individual Assignments:
1. All assignments are due on Tuesday midnight CST and are uploaded via the assignments link in eCampus.
2. Late assignments will be reduced by 10 points per day unless otherwise determined by the course faculty.

Discussion Boards:
Discussion board (DB) participation is an opportunity to contribute evidence-based content to the group discussion, while providing an opportunity for personal sharing. Please use the following guidelines (in combination with the grading rubric) to develop Initial Posts and Secondary Posts. Please use these guidelines for DB participation:

1. Always complete the required or assigned learning activities within a module before developing a DB post. This includes reading assignments, videos, PowerPoint presentations, visits to websites and any other learning activities provided in the module PRIOR to developing Initial or Secondary Posts. All Initial Posts MUST be evidenced-based, properly cited, and provide direct responses to prompts within the module. Initial Posts should demonstrate an understanding of the assigned content within a module and uniquely contribute to the class discussion. Please do not directly repeat information previously submitted in other colleagues’ posts. Use the Secondary Posting phase as an opportunity to deepen the discussion. This type of posting provides students an opportunity to share personal experiences, informed opinions and other contributory sources of information to the class discussion.

2. Length of Initial Posts should be maintained between 150 – 230 words and MUST include citations according to the grading rubric. Secondary Posts should be a minimum of 100 words and may require citations. (refer to the instructions). Please read a sampling of your colleagues’ Initial Posts to the Discussion Board and respond to the number of postings required as stated in the instructions.

3. Suggestions for replying to colleagues in during the Secondary Posting phase of the DB include:
   * Always be respectful of others, but scholarly disagreements are fine.
   * Provide an alternative perspective with a discussion of your point of view.
   * Share own experiences but use empirical resources in the analysis.
   * Ask questions to further the discussion, post additional resources such as articles, websites, video clips, etc.
   * Suggest why you might see things differently. (cite/reference)
*Ask a probing or clarifying question.
*Share an insight form having read the colleague’s posting.
*Offer and support with evidence from the literature an informed opinion. (cite/reference)
*Validate an idea with your own experience.
*Make a suggestion supported with evidence from the literature. (cite/reference)
*Expand on the colleague’s posting.
*Ask for evidence that supports a posting.

4. Please refer to the Discussion Board Grading Rubric found within the module. The faculty will assign a specific score based on criteria provided in the rubric.

Americans with Disabilities Act (ADA)

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

Academic Integrity

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

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

## Course Calendar
### FORS 602—Victimology: Clinical Implications & Applications
#### Semester/Year

<table>
<thead>
<tr>
<th>Module</th>
<th>Week/Date</th>
<th>Content</th>
<th>Reading Assignment Learning Activity</th>
</tr>
</thead>
</table>
| 1      | Week: 1   | Introduction to Victimology  
The Language of Victimology | Diagle & Mufic Chapter 1  
Video Presentation |
| 2      | Week: 2   | Theories of Victimization | Diagle & Mufic Chapter 2 |
| 3      | Week: 3   | The Costs of Victimization | Diagle & Mufic Chapter 4 |
| 4      | Weeks: 4  | Perpetrators & Predators | Assigned Readings  
Video Presentation  
Discussion |
| 5      | Week: 5   | Homicide | Diagle & Mufic Chapter 7 |
| 6      | Week: 6   | Sexual Assault | Diagle & Mufic Chapter 8 |
| 7      | Week: 7   | Intimate Partner Violence | Diagle & Mufic Chapter 9 |
| 8      | Week: 8   | Child Maltreatment | Diagle & Mufic Chapter 10 |
| 9      | Week: 9   | Elder Maltreatment | Diagle & Mufic Chapter 10  
Discussion |
| 10     | Weeks: 10, 11 | Special Populations and Issues:  
Persons with Disabilities  
Human Trafficking  
Hate Crimes  
Terrorism  
Stalking | Diagle & Mufic Chapters 11 &12 |
| 11     | Week: 12  | Responding to Victims | Assigned Readings  
Video Presentation |
| 12     | Week: 13  | From Victim to Survivor to Thriver | Assigned Readings  
Discussion |
|        | Week: 14  | Work on Final Paper | Work on Final Paper |
|        | Week: 15  | Finals Week  
Course/Faculty Evaluations | Final Exam  
Final Paper Due |
Texas A&M University
Departmental Request for a New Course
Undergraduate ∙ Graduate ∙ Professional

Submit original form and attach a course syllabus.

Form Instructions

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

2. Request submitted by (Department or Program Name):
   - College of Nursing

3. Course prefix, number and complete title of course:
   - FORS 603: Justice Today, Prevention Tomorrow

4. Catalog course description (not to exceed 50 words):
   Justice Today, Prevention Tomorrow (3-0). Credit 3. In-depth analysis of the role of
   the trauma specialist within the criminal and civil court system; critical collaboration
   between representatives of the healthcare system, investigative systems and the legal
   system in seeking justice for victims of violence; investigative processes involving
   trauma, injury and death; methods of evidence collection and preservation in the trauma/emergency
   department and other settings; public health perspective of interpersonal violence and prevention;
   social-ecological model of primary prevention; factors placing individuals at risk for violence;
   batterer/anti-bullying intervention programs. Prerequisite: NURS 601 and NURS 602.

5. Prerequisite(s):
   - None

   Cross-listed with: [ ] N/A
   Stacked with: [ ] N/A

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

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

   If yes, from _______ to _______

7. Is this a repeatable course?
   - [ ] Yes
   - [x] No

   If yes, this course may be taken _______ times.

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

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

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

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

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

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

13. Prefix   Course #   Title (excluding punctuation)

   FORS 603   JUSTICE TODAY, PREVENTION TOMO

   Lect.  Lab  Other  SCH  CIP and Fund Code  Admin. Unit  Acad. Year  FICE Code
   3.00  0.00  0.00  0.00  51.3899  CON  16 - 17 0 0 3 6 3 2

   Approval recommended by:

   [Signature]

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

   Chair, College Review Committee Date

   [Signature]

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

   (if cross-listed course)

   Dean of College Date

   [Signature]

   Submitted to Coordinating Board by:

   Chair, GC or UCC Date

   [Signature]

   Associate Director, Curricular Services Date

   Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
Curricular Services – 07/14
Texas A&M Health Science Center
College of Nursing

Course title and number  FORS 603 Justice Today, Prevention Tomorrow

Term  XXXX
Meeting times and location  Online

Course Description and Prerequisites

Justice Today, Prevention Tomorrow (3-0). Credit 3. In-depth analysis of the role of the trauma specialist within the criminal and civil court system; critical collaboration between representatives of the healthcare system, investigative systems and the legal system in seeking justice for victims of violence; investigative processes involving trauma, injury and death; methods of evidence collection and preservation in the trauma/emergency department and other settings; public health perspective of interpersonal violence and prevention; social-ecological model of primary prevention; factors placing individuals at risk for violence; batterer/anti-bullying intervention programs. Prerequisite: FORS 601 and FORS 602.

Graduate Certificate in Forensic Healthcare Outcomes*

Upon earning a Graduate Certificate in Forensic Healthcare, the graduate will be able to:
1. Respond to victims and perpetrators of trauma, injury, accidents, neglect, abuse, exploitation, and all forms of violence using evidence-based protocols within systems.
2. Translate current research and policies to clinical encounters with persons experiencing violence, injury, trauma, accidents, neglect, abuse, exploitation, and all forms of victimization.
3. Articulate the role and processes of criminal and civil courts in seeking justice for victims of violence.
4. Document techniques to collect and preserve evidence with integrity, competence, and respect.
5. Formulate interdisciplinary approaches within systems to address health-related problems associated with accidents, trauma, crime, victimization, abuse, neglect, exploitation, and all forms of violence.
6. Integrate knowledge of cultural diversity in working with victims and survivors of violence.
7. Advocate for the needs and interests of victims of violence to improve access to services.
8. Design interdisciplinary education and crime prevention strategies to address community needs at the primary, secondary and tertiary prevention levels.

*Graduate Certificate Outcomes derived from:

International Association of Forensic Nurses Core Competencies for Advanced Practice Forensic Nursing
National Association of Social Workers Standards for Social Work Practice in Health Care Settings
https://www.socialworkers.org/practice/standards/NASWHealthCareStandards.pdf
The Commission on Accreditation for Law Enforcement Agencies, Inc.
http://www.des.wa.gov/SiteCollectionDocuments/About/1063/RFP/Add7_Item4CALEA.pdf
Learning Outcomes or Course Objectives

By the completion of this course, the student will be able to:

<table>
<thead>
<tr>
<th>Course Objectives</th>
<th>Graduate Certificate Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Explain the role of the criminal and civil courts systems in seeking justice for victims of violence.</td>
<td>3, 5</td>
</tr>
<tr>
<td>2. Delineate medico-legal investigative processes associated with crimes resulting in victimization.</td>
<td>1, 3</td>
</tr>
<tr>
<td>3. Specify methods and techniques of evidence collection and preservation for clothing, body fluids, hair, photography.</td>
<td>4, 5</td>
</tr>
<tr>
<td>4. Portray the attributes of expert witness testimony in a mock trial.</td>
<td>2, 3, 4</td>
</tr>
<tr>
<td>5. Apply the social-ecological model of primary prevention of violence at the individual, relationship, community, and societal levels.</td>
<td>5, 8</td>
</tr>
<tr>
<td>6. Explore factors placing people at risk for violence and factors protecting them from violence.</td>
<td>6, 7, 8</td>
</tr>
</tbody>
</table>

Instructor Information

Name: Daniel J. Sheridan, PhD, RN, FNE-A, FAAN
Telephone number: 979-436-0177
Email address: dsheridan@tamhsc.edu
Office hours: By appointment

Textbook and/or Resource Material

REQUIRED LEARNING MATERIALS:

Grading Policies

Ungraded Activities
Reading Assignments

Graded Activities (percentage of course grade)

<table>
<thead>
<tr>
<th>Learning Activity</th>
<th>Percentage of Final Course Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Boards</td>
<td>20</td>
</tr>
<tr>
<td>Quizzes</td>
<td>30</td>
</tr>
<tr>
<td>Journal Article Summaries (3)</td>
<td>25</td>
</tr>
<tr>
<td>Mid-Term Reflection</td>
<td>10</td>
</tr>
<tr>
<td>Final Project</td>
<td>15</td>
</tr>
</tbody>
</table>
Grading Scale:

A = 90-100
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C = 70-79
D = 60-69
F = < 60

Students must have a final course average of at least 70% to successfully pass the course.

Faculty Expectations and Course Assumptions

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Due Dates/Times:

Projects/Special Learning Activities: Please refer to the related learning module for specific instructions for completing a project or special learning activity including due dates and grading rubrics.

Individual Assignments:
1. All assignments are due on Tuesday midnight CST and are uploaded via the assignments link in eCampus.
2. Late assignments will be reduced by 10 points per day unless otherwise determined by the course faculty.

Discussion Boards:
1. Initial Posts to the Discussion Board are due by Sunday at midnight CST. Secondary Posts (in response to colleagues’ Initial Posts) are due by Tuesday midnight CST.
2. Due to the nature of discussion postings, late Secondary Posts (posted after Tuesday midnight CST) will not be graded and will result in point deduction. Discussion Board grades will be reduced by 10 points per day for late Initial Posts.
3. Online Etiquette: A collaborative and friendly learning environment is the expectation of an online discussion. Please use professional language only. Proofread your responses carefully before posting to ensure they are not offensive to others. Use discussions to develop your skills in collaboration and teamwork. Treat the discussion areas as a creative environment where you and your colleagues can ask questions, express informed opinions, revise/reverse opinions, and take positions just as you would in a more traditional classroom setting.

Other Pertinent Course Information

Discussion board (DB) participation is an opportunity to contribute evidence-based content to the group discussion, while providing an opportunity for personal sharing. Please use the following guidelines (in combination with the grading rubric) to develop Initial Posts and Secondary Posts. Please use these guidelines for DB participation:

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   * Ask a probing or clarifying question.
   * Share an insight form having read the colleague’s posting.
   * Offer and support with evidence from the literature an informed opinion. (cite/reference)
   * Validate an idea with your own experience.
   * Make a suggestion supported with evidence from the literature. (cite/reference)
   * Expand on the colleague’s posting.
   * Ask for evidence that supports a posting.

4. Please refer to the Discussion Board Grading Rubric found within the module. The faculty will assign a specific score based on criteria provided in the rubric.

Americans with Disabilities Act (ADA)

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<table>
<thead>
<tr>
<th>Module</th>
<th>Week/Date</th>
<th>Topic</th>
<th>Reading Assignment Learning Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Week: 1</td>
<td>Introduction/ Course Overview</td>
<td>Selected Reading: James, Nordby, Bell Chapter 1</td>
</tr>
<tr>
<td>3</td>
<td>Week: 3</td>
<td>Overview of Criminal Justice Systems</td>
<td>Mitchell &amp; Anglin Chapter 28 Discussion Board – Response Post</td>
</tr>
<tr>
<td>4</td>
<td>Week: 4</td>
<td>Overview of Civil Justice Systems</td>
<td>Mitchell &amp; Anglin Chapter 28 Quiz</td>
</tr>
<tr>
<td>5</td>
<td>Week: 5</td>
<td>Testifying as a Fact or Expert Witness/Tips on Testifying</td>
<td>Selected Readings Discussion Board</td>
</tr>
<tr>
<td>6</td>
<td>Week: 6</td>
<td>Overview of Investigative Services and Systems</td>
<td>Selected Readings Journal Article Summary</td>
</tr>
<tr>
<td>7</td>
<td>Week: 7</td>
<td>Practice Breakdown vs. Abuse or Neglect</td>
<td>Selected Readings Discussion Board</td>
</tr>
<tr>
<td>8</td>
<td>Week: 8</td>
<td>Principles of Evidence Collection and Preservation for All</td>
<td>Selected Readings Mid-term Reflection</td>
</tr>
<tr>
<td>9</td>
<td>Week: 9</td>
<td>Public Health Perspectives of Interpersonal Violence</td>
<td>Selected Readings Quiz</td>
</tr>
<tr>
<td>10</td>
<td>Week: 10</td>
<td>Placing the Victim/Client/Patient within a Social Ecological Mode</td>
<td>Selected Readings Journal Article Summary</td>
</tr>
<tr>
<td>11</td>
<td>Week: 11</td>
<td>Assessing for Dangerousness Across the Lifespan</td>
<td>Mitchell &amp; Anglin Chapter 23 Quiz</td>
</tr>
<tr>
<td>12</td>
<td>Week: 12</td>
<td>Linking the ACE Study to a System Approach to Prevention</td>
<td>Selected Readings Discussion Board – Initial Post</td>
</tr>
<tr>
<td></td>
<td>Week: 15</td>
<td>Final Project Course/Faculty Evaluations</td>
<td>Final Project</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.

Form Instructions

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

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

3. Course prefix, number and complete title of course:  FORS 604: Advanced Trauma Assessments and Injury Pathology

4. Catalog course description (not to exceed 50 words):  Advanced Trauma Assessments and Injury Pathology (3-1). Credit 3. In-depth review of injury pathology, advanced trauma assessments, and diagnosis of physical and psychological injuries across the lifespan; biomechanical and forensics of sharp, blunt, thermal, penetrating, and mixed injuries; methods to differentiate between intentional versus unintentional injuries; diseases and physical findings mimicking abuse; physiology of wound healing; biomechanics and pathophysiology of bruising; bruise resolution and similarities and differences with/in ecchymoses; pressure ulcer formation, healing, and treatment; cutaneous injury prevention. Prerequisite: FORS 601, FORS 602, and FORS 603.

5. Prerequisite(s):  None

Cross-listed with:  N/A
Stacked with:  N/A

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

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

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

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

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

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

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

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

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

13. Prefix  Course #  Title (excluding punctuation)
    FORS  604  ADVANCED TRAUMA ASSESSMENTS AN

   Lect.  Lab  Other  SCH  CIP and Fund Code  Admin. Unit  Acad. Year  FICE Code
   3   0   0  0.00  0.00  51.3899  CON  16 -  17  0  0  3  6  3  2

Approval recommended by:
Debra Matthews  2-15-16
Department Head or Program Chair (Type Name & Sign)  Date

Kev J. Andrews  2-16-16
Chair, College Review Committee  Date

Dean of College  2/16/16
Date

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

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

Associate Director, Curricular Services  Date

Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
Curricular Services – 07/14
Texas A&M Health Science Center
College of Nursing

Course title and number FORS 604 Advanced Trauma Assessments and Injury Pathology

Term
Meeting times and location Online

Course Description and Prerequisites

Advanced Trauma Assessments and Injury Pathology (3-1). Credit 3. In-depth review of injury pathology; advanced trauma assessments, and diagnosis of physical and psychological injuries across the lifespan; biomechanical and forensics of sharp, blunt, thermal, penetrating, and mixed injuries; methods to differentiate between intentional versus unintentional injuries; diseases and physical findings mimicking abuse; physiology of wound healing; biomechanics and pathophysiology of bruising; bruise resolution and similarities and differences with/from ecchymoses; pressure ulcer formation, healing, and treatment; cutaneous injury prevention. Prerequisite: FORS 601, FORS 602, and FORS 603.

Graduate Certificate in Forensic Health Care Outcomes*

Upon earning a Graduate Certificate in Forensic Health Care, the graduate will be able to:

1. Respond to victims and perpetrators of trauma, injury, accidents, neglect, abuse, exploitation, and all forms of violence using evidence-based protocols within systems.
2. Translate current research and policies to clinical encounters with persons experiencing violence, injury, trauma, accidents, neglect, abuse, exploitation, and all forms of victimization.
3. Articulate the role and processes of criminal and civil courts in seeking justice for victims of violence.
4. Document techniques to collect and preserve evidence with integrity, competence, and respect.
5. Formulate interdisciplinary approaches within systems to address health-related problems associated with accidents, trauma, crime, victimization, abuse, neglect, exploitation, and all forms of violence.
6. Integrate knowledge of cultural diversity in working with victims and survivors of violence.
7. Advocate for the needs and interests of victims of violence to improve access to services.
8. Design interdisciplinary education and crime prevention strategies to address community needs at the primary, secondary and tertiary prevention levels.

*Graduate Certificate Outcomes derived from:

International Association of Forensic Nurses Core Competencies for Advanced Practice Forensic Nursing

National Association of Social Workers Standards for Social Work Practice in Health Care Settings
https://www.socialworkers.org/practice/standards/NASWHealthCareStandards.pdf

The Commission on Accreditation for Law Enforcement, Inc.
http://www.des.wa.gov/SiteCollectionDocuments/About/1063/RFP/Add7_Item4CALEA.pdf

Learning Outcomes or Course Objectives
By the completion of this course, the student will be able to:

<table>
<thead>
<tr>
<th>Course Objectives</th>
<th>Graduate Certificate Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compare and contrast the biomechanics of sharp, blunt, thermal, penetrating and mixed injuries based on current research and evidenced-based practice.</td>
<td>1, 2, 5</td>
</tr>
<tr>
<td>Describe the physiology of wound healing and list factors contributing to and compounding bruising and bruise healing</td>
<td>1, 2</td>
</tr>
<tr>
<td>Review diseases and physical findings that mimic abuse/neglect and differentiate accidental from intentional injury.</td>
<td>1, 2, 3, 7</td>
</tr>
<tr>
<td>Cite current research anc best practices in injury pathology, physiology, and treatment around asphyxiation, strangulation and trauma to the brain and skull.</td>
<td>1, 2</td>
</tr>
<tr>
<td>Review two redacted actual case histories and develop written forensic reports.</td>
<td>5, 6, 7, 8</td>
</tr>
<tr>
<td>Critique the written forensic reports of others enrolled in the class</td>
<td>7, 8</td>
</tr>
</tbody>
</table>

**Instructor Information**

Name: Daniel J. Sheridan, PhD, RN FNE-A, FAAN
Telephone number: 979 – 436 – 0177
Email address: dsheridan@tamhs.edu
Office hours: By appointment.

**Textbook and/or Resource Material**

REQUIRED LEARNING MATERIALS:


**Ungraded Activities**

**Graded Activities (percentage of course grade)**

<table>
<thead>
<tr>
<th>Learning Activity</th>
<th>Percentage of Final Course Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Boards</td>
<td>15</td>
</tr>
<tr>
<td>Quizzes</td>
<td>20</td>
</tr>
<tr>
<td>Journal Article Summaries</td>
<td>20</td>
</tr>
<tr>
<td>Forensic Report #1</td>
<td>15</td>
</tr>
<tr>
<td>Forensic Report #2</td>
<td>15</td>
</tr>
<tr>
<td>Peer Critique of Forensic Report</td>
<td>10</td>
</tr>
<tr>
<td>Final Reflective Summary</td>
<td>5</td>
</tr>
</tbody>
</table>

Grading Scale:

A = 90-100
B = 80-89
Students must have a final course average of at least 70% to successfully pass the course.

Faculty Expectations and Course Assumptions

Students are expected to follow specific instructions for all learning activities provided within each module. Each module will open on Wednesday 0001 CST and must be completed by the following Tuesday at midnight CST. Each module is self contained and will have information and resources/references necessary to successfully complete learning activities.

Faculty will consider crisis situations on a case by case basis. If an illness or emergency is experienced that prevents the student from accessing the online course and completing assignments in a timely manner, the student should notify the faculty member as soon as possible so that options can be discussed.

Due Dates/Times:

Projects/Special Learning Activities: Please refer to the related learning module for specific instructions for completing a project or special learning activity including due dates and grading rubrics.

Individual Assignments:

1. All assignments are due on Tuesday midnight CST and are uploaded via the assignments link in eCampus.
2. Late assignments will be reduced by 10 points per day unless otherwise determined by the course faculty.

Discussion Boards:

1. Initial Posts to the Discussion Board are due by Sunday at midnight CST. Secondary Posts (in response to colleagues’ Initial Posts) are due by Tuesday midnight CST.
2. Due to the nature of discussion postings, late Secondary Posts (posted after Tuesday midnight CST) will not be graded and will result in point deduction. Discussion Board grades will be reduced by 10 points per day for late Initial Posts.
3. Online Etiquette: A collaborative and friendly learning environment is the expectation of an online discussion. Please use professional language only. Proofread your responses carefully before posting to ensure they are not offensive to others. Use discussions to develop your skills in collaboration and teamwork. Treat the discussion areas as a creative environment where you and your colleagues can ask questions, express informed opinions, revise/reverse opinions, and take positions just as you would in a more traditional classroom setting.

Other Pertinent Course Information

Discussion board (DB) participation is an opportunity to contribute evidence-based content to the group discussion, while providing an opportunity for personal sharing. Please use the following guidelines (in combination with the grading rubric) to develop Initial Posts and Secondary Posts. Please use these guidelines for DB participation:

1. Always complete the required or assigned learning activities within a module before developing a DB post. This includes reading assignments, videos, PowerPoint presentations, visits to websites and any other learning activities provided in the module PRIOR to developing Initial or Secondary Posts. All Initial Posts MUST be evidenced-based, properly cited, and provide direct responses to prompts within the module. Initial Posts should demonstrate an understanding of the assigned content within a module and uniquely contribute to the class discussion. Please do not directly repeat information previously submitted in other colleagues’ posts. Use the Secondary Posting phase as an opportunity to deepen the discussion. This type of posting provides students an opportunity to share personal experiences, informed opinions and other contributory sources of information to the class discussion.
2. Length of Initial Posts should be maintained between 150 – 250 words and MUST include citations.
according to the grading rubric. Secondary Posts should be a minimum of 100 words and may require citations. (refer to the instructions). Please read a sampling of your colleagues’ Initial Posts to the Discussion Board and respond to the number of postings required as stated in the instructions.

3. Suggestions for replying to colleagues in during the Secondary Posting phase of the DB include:
   *Always be respectful of others, but scholarly disagreements are fine.
   *Provide an alternative perspective with a discussion of your point of view.
   *Share own experiences but use empirical resources in the analysis.
   *Ask questions to further the discussion, post additional resources such as articles, websites video clips, etc.
   *Suggest why you might see things differently. (cite/reference)
   *Ask a probing or clarifying question.
   *Share an insight form having read the colleague’s posting.
   *Offer and support with evidence from the literature an informed opinion.(cite/reference)
   *Validate an idea with your own experience.
   *Make a suggestion supported with evidence from the literature. (cite/reference)
   *Expand on the colleague’s posting.
   *Ask for evidence that supports a posting.

4. Please refer to the Discussion Board Grading Rubric found within the module. The faculty will assign a specific score based on criteria provided in the rubric.

Americans with Disabilities Act (ADA)

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

Academic Integrity

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

“An Aggie does not lie, cheat, or steal, or tolerate those who do.”
## Course Calendar
**FORS 604 – Advanced Trauma Assessments and Injury Pathology**

### Semester/Year

<table>
<thead>
<tr>
<th>Module</th>
<th>Week/Date</th>
<th>Content</th>
<th>Reading Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Week: 2</td>
<td>Forensic documentation</td>
<td>Online Sources <em>Discussion Board</em></td>
</tr>
<tr>
<td>3</td>
<td>Week: 3</td>
<td>Blunt force trauma I</td>
<td>Chapter 29 Mitchell &amp; Anglin <em>Assignment</em></td>
</tr>
<tr>
<td>4</td>
<td>Week: 4</td>
<td>Blunt force trauma II</td>
<td>Chapters 4, 5 DiMaio &amp; DiMaio <em>Quiz</em></td>
</tr>
<tr>
<td>5</td>
<td>Week: 5</td>
<td>Wounds caused by pointed/sharp edges weapons</td>
<td>Chapter 7 DiMaio &amp; DiMaio <em>Research Journal Article</em></td>
</tr>
<tr>
<td>6</td>
<td>Week: 6</td>
<td>Asphyxiation /Strangulation</td>
<td>Chapter 8 DiMaio &amp; DiMaio Chapter 16 Mitchell &amp; Anglin <em>Discussion Board</em></td>
</tr>
<tr>
<td>7</td>
<td>Week 7</td>
<td>Skull &amp; brain trauma</td>
<td>Chapter 6 DiMaio &amp; DiMaio Chapter 14 Mitchell &amp; Anglin <em>Quiz</em></td>
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<tr>
<td>8</td>
<td>Week 8</td>
<td>Physical/psychological trauma of children</td>
<td>Chapter 12 DiMaio &amp; DiMaio Chapter 33 Mitchell &amp; Anglin <em>Discussion Board</em></td>
</tr>
<tr>
<td>9</td>
<td>Week 9</td>
<td>Sexual assault of children</td>
<td>Chapter 18 DiMaio &amp; DiMaio Chapter 19 Mitchell &amp; Anglin <em>Assignment</em></td>
</tr>
<tr>
<td>10</td>
<td>Week 10</td>
<td>Sexual assault of adults</td>
<td>Chapter 19 Mitchell &amp; Anglin <em>Quiz</em></td>
</tr>
<tr>
<td>11</td>
<td>Week 11</td>
<td>Elder/vulnerable person abuse/neglect</td>
<td>Chapter 21 DiMaio &amp; DiMaio Chapter 35 Mitchell &amp; Anglin <em>Assignment</em></td>
</tr>
<tr>
<td>12</td>
<td>Week 12</td>
<td>Redacted case review and Forensic Report 1</td>
<td>Case Study Materials <em>Forensic Report #1</em></td>
</tr>
<tr>
<td>13</td>
<td>Week 13</td>
<td>Redacted case review and Forensic Report 2</td>
<td>Case study materials <em>Forensic Report #2</em></td>
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<tr>
<td>14</td>
<td>Week 14</td>
<td>Peer critique of selected classmates write up</td>
<td><em>Discussion Board</em></td>
</tr>
<tr>
<td></td>
<td>Week 15</td>
<td>Final Reflective Summary Course/Faculty Evaluations</td>
<td><em>Final Reflective Summary</em></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. *

Form Instructions
1. Course request type:  □ Undergraduate  □ Graduate  □ First Professional (DVM, MD, JD, PharmD, DVM)
2. Request submitted by (Department or Program Name):  College of Nursing
3. Course prefix, number and complete title of course:  FORS 610: Forensic Sexual Assault Examiner Course
4. Catalog course description (not to exceed 50 words):  Forensic Sexual Assault Examiner Course (3-0). 3 credit. Roles and responsibilities; legal definitions; expert witness testimony; nurse advocacy; motivations of perpetrators to offend; obtaining historical account of sexual assault using interview techniques; appropriate methods of documentation; EMTALA; head-to-toe assessment; injury documentation; anatomy of female and male sexual organs; evidence collection kit; treatment of STDs; pregnancy prophylactic treatment; role of advocates and advocacy centers; communication skills; vicarious victimization; civil and criminal trial procedures. Prerequisite: Graduate classification.

5. Prerequisite(s):  None
Cross-listed with:  N/A  Stacked with:  N/A
Cross-listed courses require the signature of both department heads.

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

13. Prefix  Course #  Title (excluding punctuation)
   FORS  610  FORENSIC SEXUAL ASSAULT EXAMIN

<table>
<thead>
<tr>
<th>Lecture</th>
<th>Lab</th>
<th>Other</th>
<th>SCH</th>
<th>CIP and Fund Code</th>
<th>Admin. Unit</th>
<th>Acad. Year</th>
<th>FICE Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>51.3899</td>
<td>CON</td>
<td>16</td>
<td>-</td>
</tr>
</tbody>
</table>

   Approval recommended by:
   [Signature]
   [Date]
   Department Head or Program Chair (Type Name & Sign)  Date
   Chair, College Review Committee
   [Signature]
   [Date]
   Dean of College
   [Signature]
   [Date]

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

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

   [Signature]
   [Effective Date]

   Associate Director, Curricular Services

   [Date]

   [Effective Date]

   Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
   Curricular Services – 07/14
Course title and number
FORS 610 Forensic Sexual Assault Examiner

Term
Meeting times and location
Online

Course Description and Prerequisites
Forensic Sexual Assault Examiner (3-0). Credits 3. Roles and responsibilities; legal definitions; expert witness testimony; nurse advocacy; motivations of perpetrators to offend; obtaining historical account of sexual assault using interview techniques; appropriate methods of documentation; EMTALA; head-to-toe assessment; injury documentation; anatomy of female and male sexual organ; evidence collection kit; treatment of STDs; pregnancy prophylactic treatment; role of advocates and advocacy centers; communication skills; vicarious victimization; civil and criminal trial procedures. Prerequisites: NURS 601 or current enrollment in NURS 601.

Graduate Certificate in Forensic Health Care Outcomes*

Upon earning a Graduate Certificate in Forensic Health Care, the graduate will be able to:
1. Respond to victims and perpetrators of trauma, injury, accidents, neglect, abuse, exploitation, and all forms of violence using evidence-based protocols within systems.
2. Translate current research and policies to clinical encounters with persons experiencing violence, injury, trauma, accidents, neglect, abuse, exploitation, and all forms of victimization.
3. Articulate the role and processes of criminal and civil courts in seeking justice for victims of violence.
4. Document techniques to collect and preserve evidence with integrity, competence, and respect.
5. Formulate interdisciplinary approaches within systems to address health-related problems associated with accidents, trauma, crime, victimization, abuse, neglect, exploitation, and all forms of violence.
6. Integrate knowledge of cultural diversity in working with victims and survivors of violence.
7. Advocate for the needs and interests of victims of violence to improve access to services.
8. Design interdisciplinary education and crime prevention strategies to address community needs at the primary, secondary and tertiary prevention levels.

*Graduate Certificate Outcomes derived from:
International Association of Forensic Nurses Core Competencies for Advanced Practice Forensic Nursing
Learning Outcomes or Course Objectives

By the completion of this course, the student will be able to:

<table>
<thead>
<tr>
<th>Course Objectives</th>
<th>Graduate Certificate Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Analyze the roles and responsibilities of the SANE in respect to the provision of services.</td>
<td>1, 5</td>
</tr>
<tr>
<td>2. Appraise approaches used to obtain comprehensive histories of reported sexual assaults.</td>
<td>1</td>
</tr>
<tr>
<td>3. Analyze the components of comprehensive head-to-toe physical assessments to identify body surface injury for the victim and perpetrator.</td>
<td>1, 2, 4</td>
</tr>
<tr>
<td>4. Analyze the components of a genital examination assessing for genital injury.</td>
<td>1, 2, 4</td>
</tr>
<tr>
<td>5. Delineate standard practices for the collection, preservation, storage and chain of custody of evidence.</td>
<td>2, 3</td>
</tr>
<tr>
<td>6. Explain the use of photography and written documentation in supporting a sexual assault examination and prosecution.</td>
<td>3, 4</td>
</tr>
<tr>
<td>7. Describe the role and responsibilities as expert witness in legal proceedings.</td>
<td>3</td>
</tr>
</tbody>
</table>

Instructor Information

Name: Nancy R. Downing, PhD, RN, SANE-A
Telephone number: 979-436-0157
Email address: downing@tamhsc.edu
Office hours:

Textbook and/or Resource Material

REQUIRED LEARNING MATERIALS:


Grading Policies

Ungraded Activities
Reading Assignments

Graded Activities (percentage of course grade)
<table>
<thead>
<tr>
<th>Learning Activity</th>
<th>Percentage of Final Course Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Progress Reports</td>
<td>30</td>
</tr>
<tr>
<td>Final Exam.</td>
<td>30</td>
</tr>
<tr>
<td>Final Project</td>
<td>40</td>
</tr>
</tbody>
</table>

Grading Scale:

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

Students must have a final course average of at least 70% to successfully pass the course.

**Faculty Expectations and Course Assumptions**

Students are expected to follow specific instructions for all learning activities provided within each module. Each module will open on Wednesday 0001 CST and must be completed by the following Tuesday at midnight CST. Each module is self-contained and will have information and resources/references necessary to successfully complete learning activities.

Faculty will consider crisis situations on a case-by-case basis. If an illness or emergency is experienced that prevents the student from accessing the online course and completing assignments in a timely manner, the student should notify the faculty member as soon as possible so that options can be discussed.

**Due Dates/Times:**

**Projects/Special Learning Activities:** Please refer to the related learning module for specific instructions for completing a project or special learning activity including due dates and grading rubrics.

**Individual Assignments:**
1. All assignments are due on Tuesday midnight CST and are uploaded via the assignments link in eCampus.
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Discussion board (DB) participation is an opportunity to contribute evidence-based content to the group discussion, while providing an opportunity for personal sharing. Please use the following guidelines (in combination with the grading rubric) to develop Initial Posts and Secondary Posts. Please use these guidelines for DB participation:

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*Share own experiences but use empirical resources in the analysis.
*Ask questions to further the discussion, post additional resources such as articles, websites video clips, etc.
*Suggest why you might see things differently. (cite/reference)
*Ask a probing or clarifying question.
*Share an insight from having read the colleague’s posting.
*Offer and support with evidence from the literature an informed opinion. (cite/reference)
*Validate an idea with your own experience.
*Make a suggestion supported with evidence from the literature. (cite/reference)
*Expand on the colleague’s posting.
*Ask for evidence that supports a posting.

4. Please refer to the Discussion Board Grading Rubric found within the module. The faculty will assign a specific score based on criteria provided in the rubric.

Other pertinent course information:

This course satisfies required didactic component of sexual assault nurse examiner training; students will need to complete clinical training in their own communities to practice as sexual assault nurse examiners.

Professionals with other roles related to responding to sexual assault will complete modules specific to their discipline: advocacy, law enforcement, prosecution.

Americans with Disabilities Act (ADA)

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Academic Integrity

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"An Aggie does not lie, cheat, or steal, or tolerate those who do."
### Course Calendar
FORS 610 – Forensic Sexual Assault Examiner Course

#### Semester/Year

<table>
<thead>
<tr>
<th>Module</th>
<th>Week/Date</th>
<th>Content</th>
<th>Reading Assignment Learning Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Week: 1</td>
<td>A Trauma-Informed Approach</td>
<td>Assigned Reading</td>
</tr>
<tr>
<td>2</td>
<td>Weeks: 2&amp;3</td>
<td>Building a Sexual Assault Response Team (SART)</td>
<td>SANE-SART Modules</td>
</tr>
<tr>
<td>3</td>
<td>Weeks: 4&amp;5</td>
<td>Overview of Procedures for Responding to Sexual Assault</td>
<td>SANE-SART Modules</td>
</tr>
<tr>
<td>4</td>
<td>Weeks: 6&amp;7</td>
<td>Sexual Assault Evidentiary Exam Procedures (or module associated with other professional discipline)</td>
<td>SANE-SART Modules</td>
</tr>
<tr>
<td>5</td>
<td>Week: 8</td>
<td>SART Member Case Examples</td>
<td>SANE-SART Modules</td>
</tr>
<tr>
<td></td>
<td>Week: 9</td>
<td>SART Meetings</td>
<td>SANE-SART Modules</td>
</tr>
<tr>
<td>7</td>
<td>Week: 10</td>
<td>Underserved Populations</td>
<td>SANE-SART Modules</td>
</tr>
<tr>
<td>8</td>
<td>Week: 11</td>
<td>Technology to Assist Evidence Collection</td>
<td>Assigned Readings Video Presentations</td>
</tr>
<tr>
<td>11</td>
<td>Week: 12</td>
<td>Evidence-Based Practice in Responding to Sexual Assault</td>
<td>Assigned Readings</td>
</tr>
<tr>
<td>12</td>
<td>Week: 13</td>
<td>Planning to Practice in Your Community</td>
<td>Online Discussion</td>
</tr>
<tr>
<td></td>
<td>Week: 14</td>
<td>Work on Final Projects</td>
<td>Work on Final Project</td>
</tr>
<tr>
<td></td>
<td>Week: 15</td>
<td>Finals Week Course/Faculty Evaluations</td>
<td>Final Exam Final Project Due</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.

Form Instructions
1. Course request type: ☐ Undergraduate ☒ Graduate ☐ First Professional (DDS, MD, JD, PharmD, DVM)
2. Request submitted by (Department or Program Name): College of Nursing
3. Course prefix, number and complete title of course: FORS 611: Application of Clinical Pharmacology to Victims of Violence
4. Catalog course description (not to exceed 50 words): Application of Clinical Pharmacology to Victims of Violence (1-0). Credit 1. Drug facilitated sexual assault; pharmacological treatment of STDs and pregnancy prophylaxis; pharmacological treatment for individuals with existing drug addiction; patient safety and compliance; methods to assess for current drug abuse; types of date-rape drugs and their actions. Prerequisites: Graduate classification.

5. Prerequisite(s): None
   Cross-listed with: N/A
   Stacked with: N/A
   Cross-listed courses require the signature of both department heads.

6. Is this a variable credit course? ☐ Yes ☒ No If yes, from _____ to _____
7. Is this a repeatable course? ☐ Yes ☒ No If yes, this course may be taken _____ times.
   Will this course be repeated within the same semester? ☐ Yes ☒ No
8. Will this course be submitted to the Core Curriculum Council? ☐ Yes ☒ No
9. How will this course be graded: ☒ Grade ☐ S/U ☐ P/F (CLMD)
10. This course will be:
    a. required for students enrolled in the following degree programs(s) (e.g., B.A. in history)
       N/A
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11. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.
12. ☒ I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpr.tamu.edu/resources/export-controls/export-controls-basics-for-distance-education).
13. Prefix Course # Title (excluding punctuation)
    FORS 611 APPLICATION OF CLINICAL PHARMA

<table>
<thead>
<tr>
<th>Lec.</th>
<th>Lab</th>
<th>Other</th>
<th>SCH</th>
<th>CIP and Fund Code</th>
<th>Admin. Unit</th>
<th>Acad. Year</th>
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Approval recommended by:

Debra Matthews 2-15-16
Department Head or Program Chair (Type Name & Sign) Date

Kari L. Apel 2-16-16
Chair, College Review Committee Date

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

Dean of College 2-16-16
Date

Submitted to Coordinating Board by:

Chair, GC or UCC Date

Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
Curricular Services – 07/14
Texas A&M Health Science Center
College of Nursing

Course title and number FORS 611 Application of Clinical Pharmacology to Victims of Violence

Term XXXX
Meeting times and location Online

Application of Clinical Pharmacology to Victims of Violence (1-0). Credit 1. Drug-facilitated sexual assault; pharmacological treatment of STDs and pregnancy prophylaxis; pharmacological treatment for individuals with existing drug addiction; patient safety and compliance; methods to assess for current drug abuse; types of date-rape drugs and their actions. Prerequisites: Graduate classification.

Graduate Certificate in Forensic Healthcare Outcomes*

Upon earning a Graduate Certificate in Forensic Healthcare, the graduate will be able to:

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

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

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

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

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

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

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

*Graduate Certificate Outcomes derived from:

International Association of Forensic Nurses Core Competencies for Advanced Practice Forensic Nursing

National Association of Social Workers Standards for Social Work Practice in Health Care Settings
https://www.socialworkers.org/practice/standards/NASWHealthCareStandards.pdf

The Commission on Accreditation for Law Enforcement Agencies, Inc.
http://www.des.wa.gov/SiteCollectionDocuments/About/1063/RFP/Add7_Item4CALEA.pdf
Learning Outcomes or Course Objectives

By the completion of this course, the student will be able to:

<table>
<thead>
<tr>
<th>Course Objectives</th>
<th>Graduate Certificate Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Delineate characteristics and motivations of drug-facilitated sexual assault including typical date-rape drugs used to render a victim powerless.</td>
<td>1, 7</td>
</tr>
<tr>
<td>2. Explain the actions, side effects, interactions, adverse effects (alone and when mixed with street drugs) for the following chemical agents: (1) γ-Hydroxybutyric acid (GHB), (2) flunitrazepam (Rohypnol), (3) benzodiazepines, (4) ketamine, (5) ethanol, and (6) MDMA (Ecstasy) and modalities to test for the presence of these drugs in the human body.</td>
<td>1, 2, 4</td>
</tr>
<tr>
<td>3. Evaluate recommended pharmacological treatment for STDs and pregnancy prophylaxis through the actions, side effects, interactions, adverse effects (alone and when mixed with other drugs).</td>
<td>1, 2</td>
</tr>
</tbody>
</table>

Instructor Information

Name: Virginia Ann Utterback, PhD, RN, CNE, SANE
Telephone number: 806-789-9714
Email address: utterback@tamuhs.edu
Office hours: Arranged at student request

Textbook and/or Resource Material

REQUIRED LEARNING MATERIALS:

Grading Policies

Ungraded Activities
Reading Assignments

Graded Activities (percentage of course grade)

<table>
<thead>
<tr>
<th>Learning Activity</th>
<th>Percentage of Final Course Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quiz</td>
<td>35</td>
</tr>
<tr>
<td>Discussion Board</td>
<td>25</td>
</tr>
<tr>
<td>Mid-term Exam</td>
<td>20</td>
</tr>
<tr>
<td>Final Exam</td>
<td>20</td>
</tr>
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</table>
Grading Scale:

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

Students must have a final course average of at least 70% to successfully pass the course.

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Due Dates/Times:

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Discussion board (DB) participation is an opportunity to contribute evidence-based content to the group discussion, while providing an opportunity for personal sharing. Please use the following guidelines (in combination with the grading rubric) to develop Initial Posts and Secondary Posts. Please use these guidelines for DB participation:

1. Always complete the required or assigned learning activities within a module before developing a DB post. This includes reading assignments, videos, PowerPoint presentations, visits to websites and any other earning activities provided in the module PRIOR to developing Initial or Secondary Posts. All Initial Posts MUST be evidenced-based, properly cited, and provide direct responses to prompts within the module. Initial Posts should demonstrate an understanding of the assigned content within a module and uniquely contribute to the class discussion. Please do not directly repeat information
previously submitted in other colleagues’ posts. Use the *Secondary Posting* phase as an opportunity to deepen the discussion. This type of posting provides students an opportunity to share personal experiences, informed opinions and other contributory sources of information to the class discussion.

2. Length of *Initial Posts* should be maintained between 150 – 250 words and *MUST* include citations according to the grading rubric. *Secondary Posts* should be a minimum of 100 words and may require citations. (refer to the instructions). Please read a sampling of your colleagues’ *Initial Posts* to the Discussion Board and respond to the number of postings required as stated in the instructions.

3. Suggestions for replying to colleagues in during the *Secondary Posting* phase of the DB include:
   * Always be respectful of others, but scholarly disagreements are fine.
   * Provide an alternative perspective with a discussion of your point of view.
   * Share own experiences but use empirical resources in the analysis.
   * Ask questions to further the discussion, post additional resources such as articles, websites video clips, etc.
   * Suggest why you might see things differently. (cite/reference)
   * Ask a probing or clarifying question.
   * Share an insight form having read the colleague’s posting.
   * Offer and support with evidence from the literature an informed opinion. (cite/reference)
   * Validate an idea with your own experience.
   * Make a suggestion supported with evidence from the literature. (cite/reference)
   * Expand on the colleague’s posting.
   * Ask for evidence that supports a posting.

4. Please refer to the Discussion Board Grading Rubric found within the module. The faculty will assign a specific score based on criteria provided in the rubric.

**Americans with Disabilities Act (ADA)**

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

**Academic Integrity**

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

*"An Aggie does not lie, cheat, or steal, or tolerate those who do."*
# Course Calendar

**FORS 611 - Application of Clinical Pharmacology to Victims of Violence**

**Semester/Year**

<table>
<thead>
<tr>
<th>Module</th>
<th>Week/Date</th>
<th>Content</th>
<th>Reading Assignment Learning Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Week: 1</td>
<td>Introduction to Clinical Pharmacology</td>
<td>Reading Assignment Discussion Board</td>
</tr>
<tr>
<td>2</td>
<td>Week: 2</td>
<td>Pharmacodynamics of Drugs Used to Induce Powerlessness</td>
<td>Reading Assignment Quiz</td>
</tr>
<tr>
<td>3</td>
<td>Week: 3</td>
<td>Pharmacokinetics of Drugs Used to Induce Powerlessness</td>
<td>Reading Assignment Quiz</td>
</tr>
<tr>
<td>4</td>
<td>Week: 4</td>
<td>Motivations Behind Drug-Facilitated Assault</td>
<td>Reading Assignment Discussion Board</td>
</tr>
<tr>
<td>5</td>
<td>Week: 5</td>
<td>Focused Study: GHB, Rohypnol, Benzodiazepines</td>
<td>Reading Assignment Quiz</td>
</tr>
<tr>
<td>6</td>
<td>Week: 6</td>
<td>Focused Study: Ketamine, Ethanol, Ecstasy</td>
<td>Reading Assignment Quiz</td>
</tr>
<tr>
<td>7</td>
<td>Week: 7</td>
<td>Pharmacological Treatment and Existing Drug Addiction</td>
<td>Reading Assignment Discussion Board</td>
</tr>
<tr>
<td>8</td>
<td>Week: 8</td>
<td>Prepare for Mid-term Exam</td>
<td>Mid-term Exam</td>
</tr>
<tr>
<td>9</td>
<td>Week: 9</td>
<td>Methods to Assess for Current Drug Abuse</td>
<td>Reading Assignment Discussion Board</td>
</tr>
<tr>
<td>10</td>
<td>Week: 10</td>
<td>Indications and Drugs Used for Pregnancy Prophylaxis Post Sexual Assault</td>
<td>Reading Assignment Quiz</td>
</tr>
<tr>
<td>11</td>
<td>Week: 11</td>
<td>Pathophysiology of Selected STDs</td>
<td>Reading Assignment Quiz</td>
</tr>
<tr>
<td>12</td>
<td>Week: 12</td>
<td>Overview of STD Identification and Treatment</td>
<td>Reading Assignment Discussion Board</td>
</tr>
<tr>
<td>13</td>
<td>Week: 13</td>
<td>Specific Drugs Used to Treat STDs</td>
<td>Reading Assignment Quiz</td>
</tr>
<tr>
<td>14</td>
<td>Week: 14</td>
<td>Drug-to-drug Interactions</td>
<td>Reading Assignment Quiz</td>
</tr>
<tr>
<td>15</td>
<td>Week: 15</td>
<td>Final Course Exam Course/Faculty Evaluations</td>
<td>Final Course Exam</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.

Form Instructions
1. Course request type: ☐ Undergraduate ☑ Graduate ☐ First Professional (DVM, MD, JD, PharmD, DVM)
2. Request submitted by (Department or Program Name): College of Nursing
3. Course prefix, number and complete title of course: FORS 612: Human Trafficking
4. Catalog course description (not to exceed 50 words): Human Trafficking (1-0). Credit 1. Forms of trafficking; Trafficking Victims Protection Act; involuntary servitude, peonage, debt bondage; recruitment and transportation; bio-psycho-social impact; human trafficking and the internet; identification and investigation of trafficked individuals; trafficking across U. S. borders. Prerequisites: Graduate classification.

5. Prerequisite(s): None
6. Cross-listed with: N/A
7. Stacked with: N/A
8. Cross-listed courses require the signature of both department heads.

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

17. Prefix Course # Title (excluding punctuation)

<table>
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<tr>
<th>FORS</th>
<th>612</th>
<th>HUMAN TRAFFICKING</th>
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Approval recommended by:

Debra Matthews 2-15-16
Department Head or Program Chair (Type Name & Sign) Date

Chair, College Review Committee 2-16-16

Dean of College Date

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

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

Associate Director, Curricular Services Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services – 07/14
Texas A&M Health Science Center
College of Nursing

Course title and number FORS 612 Human Trafficking

Term XXXX
Meeting times and location Online

Human Trafficking (1-0). Credit 1. Forms of trafficking; Trafficking Victims Protection Act; involuntary servitude, peonage, debt bondage; recruitment and transportation; bio-psycho-social impact; human trafficking and the internet; identification and investigation of trafficked individuals; trafficking across U. S. borders. Prerequisites: Graduate classification.

Graduate Certificate in Forensic Healthcare Outcomes*

Upon earning a Graduate Certificate in Forensic Healthcare, the graduate will be able to:

1. Respond to victims and perpetrators of trauma, injury, accidents, neglect, abuse, exploitation, and all forms of violence using evidence-based protocols within systems.
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3. Articulate the role and processes of criminal and civil courts in seeking justice for victims of violence.
4. Document techniques to collect and preserve evidence with integrity, competence, and respect.
5. Formulate interdisciplinary approaches within systems to address health-related problems associated with accidents, trauma, crime, victimization, abuse, neglect, exploitation, and all forms of violence.
6. Integrate knowledge of cultural diversity in working with victims and survivors of violence.
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Learning Outcomes or Course Objectives

By the completion of this course, the student will be able to:

<table>
<thead>
<tr>
<th>Course Objectives</th>
<th>Graduate Certificate Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Differentiate various forms of trafficking and associated recruitment practices designed to attract vulnerable individuals and populations.</td>
<td>1, 2, 6</td>
</tr>
<tr>
<td>2. Explore biological, psychological, spiritual, and sociological impacts of human bondage impacting the challenge of identifying trafficked individuals.</td>
<td>1, 5</td>
</tr>
<tr>
<td>3. Summarize global ant-trafficking laws intended to combat trafficking through prevention, protection of victims and prosecution of offenders.</td>
<td>7, 8</td>
</tr>
</tbody>
</table>

Instructor Information

Name: Virginia Ann Utterback, PhD, RN, CNE, SANE  
Telephone number: 806-789-9714  
Email address: utterback@tamhsc.edu  
Office hours:

Textbook and/or Resource Material

REQUIRED LEARNING MATERIALS:  

Grading Policies

Ungraded Activities  
Reading Assignments

Graded Activities (percentage of course grade)

<table>
<thead>
<tr>
<th>Learning Activity</th>
<th>Percentage of Final Course Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Boards</td>
<td>30</td>
</tr>
<tr>
<td>Assignments</td>
<td>30</td>
</tr>
<tr>
<td>Mid-term/Final Guided Self-Reflection</td>
<td>20</td>
</tr>
<tr>
<td>Final Course Project</td>
<td>20</td>
</tr>
</tbody>
</table>

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## Course Calendar
**FORS 612 – Human Trafficking**

### Semester/Year

<table>
<thead>
<tr>
<th>Module</th>
<th>Week/Date</th>
<th>Content</th>
<th>Reading Assignment Learning Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Week: 1</td>
<td>Introduction of Human Trafficking – <em>Not in Our City</em></td>
<td>Palmiotto Chapter 14 <strong>Assignment</strong></td>
</tr>
<tr>
<td>2</td>
<td>Week: 2</td>
<td>Historical Perspectives</td>
<td>Palmiotto Chapter 1 <strong>Discussion Board</strong></td>
</tr>
<tr>
<td>3</td>
<td>Week: 3</td>
<td>Sociological Perspectives</td>
<td>Palmiotto Chapter 3 <strong>Discussion Board</strong></td>
</tr>
<tr>
<td>4</td>
<td>Week: 4</td>
<td>Psychological Perspectives</td>
<td>Palmiotto Chapter 4 <strong>Discussion Board</strong></td>
</tr>
<tr>
<td>5</td>
<td>Week: 5</td>
<td>Forms of Trafficking and Types of Bondage</td>
<td>Palmiotto Chapter 9 <strong>Assignment</strong></td>
</tr>
<tr>
<td>6</td>
<td>Week: 6</td>
<td>Recruitment Practices and Cultural Influences</td>
<td>Palmiotto Chapter 8 <strong>Discussion Board</strong></td>
</tr>
<tr>
<td>7</td>
<td>Week: 7</td>
<td>Role of the Internet in Human Trafficking</td>
<td>Palmiotto Chapter 5 <strong>Discussion Board</strong> <strong>Mid-term Guided Self Reflection</strong></td>
</tr>
<tr>
<td>8</td>
<td>Week: 8</td>
<td>Child Victim Recruitment into Sex Trafficking</td>
<td>Palmiotto Chapter 6 <strong>Assignment</strong></td>
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<tr>
<td>9</td>
<td>Week: 9</td>
<td>Human Trafficking and Street Gangs</td>
<td>Palmiotto Chapter 10 <strong>Assignment</strong></td>
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<tr>
<td>10</td>
<td>Week: 10</td>
<td>Illegal Immigrants and Forced Labor</td>
<td>Palmiotto Chapter 11 <strong>Assignment</strong></td>
</tr>
<tr>
<td>11</td>
<td>Week: 11</td>
<td>Investigation into Human Trafficking</td>
<td>Palmiotto Chapter 7 <strong>Assignment</strong></td>
</tr>
<tr>
<td>12</td>
<td>Week: 12</td>
<td>Laws and Law Enforcement Awareness</td>
<td>Palmiotto Chapters 13, 16 <strong>Discussion Board</strong></td>
</tr>
<tr>
<td>13</td>
<td>Week: 13</td>
<td>Transportation Across Borders; Federal Law</td>
<td>Palmiotto Chapters 2, 12 <strong>Assignment</strong></td>
</tr>
<tr>
<td>14</td>
<td>Week: 14</td>
<td><strong>•</strong> Providing Effective Services to Victims</td>
<td>Palmiotto Chapter 15 <strong>Discussion Board</strong> <strong>Final Guided Self-Reflection</strong></td>
</tr>
<tr>
<td></td>
<td>Week: 15</td>
<td>Final Course Project</td>
<td>PowerPoint or Prezi Presentation <strong>Discussion Board</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Course/Faculty Evaluations</td>
<td></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.

Form Instructions

1. Course request type:
   □ Undergraduate  □ Graduate  □ First Professional (DENT, MD, JD, PharmD, DPhm)

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

3. Course prefix, number and complete title of course:
   FORS 613: Forensic Photography

4. Catalog course description (not to exceed 50 words):
   Forensic Photography (1-0). I credit. Fundamentals of photographic documentation of
   injuries sustained during a crime; camera and equipment selection; camera skills; forensic photography techniques; supporting documentation;
   data management; victim rights. Prerequisite: Graduate Classification.

5. Prerequisite(s):
   None
   Cross-listed with: N/A
   Stacked with: N/A
   Cross-listed courses require the signature of both department heads.

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

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

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

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

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

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

13. Prefix  Course #  Title (excluding punctuation)
    FORS  613  FORENSIC PHOTOGRAPHY

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

Approval recommended by:

[Signature]
Department Head or Program Chair (Type Name & Sign) Date
Chair, College Review Committee Date
Chair, GC or UCC Date
Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
Curricular Services – 07/14
Texas A&M Health Science Center  
College of Nursing

Course title and number  
FORS 613 Forensic Photography

Term
Meeting times and location  
Online

Course Description and Prerequisites

Forensic Photography (1-0). Credit 1. Fundamentals of photographic documentation of injuries sustained during a crime; camera and equipment selection; camera skills; forensic photography techniques; supporting documentation; data management; victim rights. Prerequisite: Graduate classification.

Graduate Certificate in Forensic Healthcare Outcomes*

Upon earning a Graduate Certificate in Forensic Healthcare, the graduate will be able to:

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

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

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

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

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

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

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

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

*Graduate Certificate Outcomes derived from: 
International Association of Forensic Nurses Core Competencies for Advanced Practice Forensic Nursing
Learning Outcomes or Course Objectives

By the completion of this course, the student will be able to:

<table>
<thead>
<tr>
<th>Course Objectives</th>
<th>Graduate Certificate Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Identify necessary equipment for photographic documentation of injuries</td>
<td>4</td>
</tr>
<tr>
<td>2. Demonstrate correct forensic photography techniques and data management</td>
<td>4</td>
</tr>
<tr>
<td>3. Practice photographic skills while maintaining integrity and respect, and advocating for victims</td>
<td>7</td>
</tr>
</tbody>
</table>

Instructor Information

Name: Daniel J. Sheridan, PhD, RN, FNE-A, FAAN
Telephone number: 979-436-0177
Email address: dsheridan@tamhsc.edu
Office hours:

Textbook and/or Resource Material

REQUIRED LEARNING MATERIALS:


Grading Policies

Ungraded Activities
Reading Assignments

Graded Activities (percentage of course grade)

<table>
<thead>
<tr>
<th>Learning Activity</th>
<th>Percentage of Final Course Grade</th>
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</thead>
<tbody>
<tr>
<td>Assignments</td>
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<tr>
<td>Final Exam</td>
<td>30</td>
</tr>
<tr>
<td>Final Project</td>
<td>30</td>
</tr>
</tbody>
</table>

Grading Scale:

A = 90-100
B = 80-89
C = 70-79
D = 60-69
Students must have a final course average of at least 70% to successfully pass the course.

Faculty Expectations and Course Assumptions

Students are expected to follow specific instructions for all learning activities provided within each module. Each module will open on Wednesday 0001 CST and must be completed by the following Tuesday at midnight CST. Each module is self-contained and will have information and resources/references necessary to successfully complete learning activities.

Faculty will consider crisis situations on a case-by-case basis. If an illness or emergency is experienced that prevents the student from accessing the online course and completing assignments in a timely manner, the student should notify the faculty member as soon as possible so that options can be discussed.

Due Dates/Times:

Projects/Special Learning Activities: Please refer to the related learning module for specific instructions for completing a project or special learning activity including due dates and grading rubrics.

Individual Assignments:
1. All assignments are due on Tuesday midnight CST and are uploaded via the assignments link in eCampus.
2. Late assignments will be reduced by 10 points per day unless otherwise determined by the course faculty.

Discussion Boards:
1. Discussion boards in this course will be used only for clarification of assignments, troubleshooting and sharing information and assignments. They will not be graded.
2. Online Etiquette: A collaborative and friendly learning environment is the expectation of an online discussion. Please use professional language only. Proofread your responses carefully before posting to ensure they are not offensive to others. Use discussions to develop your skills in collaboration and teamwork. Treat the discussion areas as a creative environment where you and your colleagues can ask questions, express informed opinions, revise/reverse opinions, and take positions just as you would in a more traditional classroom setting.

Other Pertinent Course Information

You must have regular access to a camera in order to take this course.

Required camera features and equipment:
- Digital SLR
- 10 or higher megapixel image sensors
- Manual exposure settings
- A macro lens or macro capability for close-up photographs
- Electronic flash that can be manually turned off
- Tripod

You will also purchase a kit that will include items required to complete assignments.

Americans with Disabilities Act (ADA)

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

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

Course Calendar
FORS 613– Forensic Photography

<table>
<thead>
<tr>
<th>Module</th>
<th>Week/Date</th>
<th>Content</th>
<th>Reading Assignment</th>
<th>Learning Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Week: 1</td>
<td>Introduction to Forensic Photography</td>
<td>Robinson Chapter: 1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Week: 2</td>
<td>Basic Camera Skills</td>
<td>London &amp; Stone, Chapters 1 &amp; 2</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Week 3</td>
<td>Composition</td>
<td>Robinson Chapter 2</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Week: 4&amp;5</td>
<td>Exposure and Resolution</td>
<td>London &amp; Stone Chapter 3</td>
<td>Robinson Chapter 3</td>
</tr>
<tr>
<td>5</td>
<td>Week: 6</td>
<td>Depth of Field</td>
<td>Robinson Chapter 4</td>
<td>Assignment</td>
</tr>
<tr>
<td>6</td>
<td>Week: 7</td>
<td>Using a Flash</td>
<td>Robinson Chapter 5</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Week: 8</td>
<td>Photographing Victims</td>
<td>Robinson Chapter 6</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Week: 9</td>
<td>Filters, Alternate Light Source and Fluorescence</td>
<td>Robinson Chapter 7</td>
<td>Assignment</td>
</tr>
<tr>
<td>9</td>
<td>Week: 10</td>
<td>Management of Digital Data</td>
<td>Robinson Chapter 11</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Week: 11</td>
<td>Legal Considerations</td>
<td>Robinson Chapter 12</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Week: 12</td>
<td>Putting it All Together</td>
<td>Robinson Chapter 12</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Week: 13</td>
<td>Final Projects</td>
<td>Work on Final Project</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Week: 14</td>
<td>Present Final Projects</td>
<td>Post Final Projects on Discussion Board</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Week 15</td>
<td>Finals Week Course/Faculty Evaluations</td>
<td>Final Projects Due</td>
<td></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.

Form Instructions
1. Course request type:  □ Undergraduate   ◐ Graduate  □ First Professional (DDS, MD, JD, PharmD, DVM)
2. Request submitted by (Department or Program Name):  College of Nursing
3. Course prefix, number and complete title of course:  FORS 614: Policy and Ethics of Interpersonal Violence

4. Catalog course description (not to exceed 50 words):  Policy and Ethics of Interpersonal Violence (1-0). 1 credit. Overview of policies and ethical considerations that inform forensic healthcare practice and procedures; identification, discussion, and analysis of federal, state, and local policies; regulation of professional practice; scopes and standards of practice; policy and legislation regarding victim populations; ethical standards for health professionals working with victims. Prerequisite: Graduate Classification.

5. Prerequisite(s):  None  
Cross-listed with:  N/A  
Stacked with:  N/A

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

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

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

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

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

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

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

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

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

13. Prefix  Course #  Title (excluding punctuation)
    FORS  614  POLICY AND ETHICS OF INTERPERSONAL VIOLENCE

<table>
<thead>
<tr>
<th>Lect.</th>
<th>Lab</th>
<th>Other</th>
<th>SCH</th>
<th>CIP and Fund Code</th>
<th>Admin. Unit</th>
<th>Acad. Year</th>
<th>FICE Code</th>
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<td>17</td>
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</table>

Approval recommended by:

Debra Matthews  2-15-16
Department Head or Program Chair (Type Name & Sign)  Date

Chair, College Review Committee  Date

Dean of College  Date

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

Submitted to Coordinating Board by:

Chair, GC or UCC  Date

Associate Director, Curricular Services  Date

Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services – 07/14
Texas A&M Health Science Center
College of Nursing

Course title and number FORS 614 Policy and Ethics of Interpersonal Violence

Term
Meeting times and location Online

Course Description and Prerequisites
Policy and Ethics of Interpersonal Violence (1-0). Credits 1. Overview of policies and ethical considerations that inform forensic healthcare practice and procedures; identification, discussion, and analysis of federal, state, and local policies; regulation of professional practice; scopes and standards of practice; policy and legislation regarding victim populations; ethical standards for health professionals working with victims. Prerequisite: Graduate classification.

Graduate Certificate in Forensic Healthcare Outcomes*

Upon earning a Graduate Certificate in Forensic Healthcare, the graduate will be able to:
1. Respond to victims and perpetrators of trauma, injury, accidents, neglect, abuse, exploitation, and all forms of violence using evidence-based protocols within systems.
2. Translate current research and policies to clinical encounters with persons experiencing violence, injury, trauma, accidents, neglect, abuse, exploitation, and all forms of victimization.
3. Articulate the role and processes of criminal and civil courts in seeking justice for victims of violence.
4. Document techniques to collect and preserve evidence with integrity, competence, and respect.
5. Formulate interdisciplinary approaches within systems to address health-related problems associated with accidents, trauma, crime, victimization, abuse, neglect, exploitation, and all forms of violence.
6. Integrate knowledge of cultural diversity in working with victims and survivors of violence.
7. Advocate for the needs and interests of victims of violence to improve access to services.
8. Design interdisciplinary education and crime prevention strategies to address community needs at the primary, secondary and tertiary prevention levels.

*Graduate Certificate Outcomes derived from:
International Association of Forensic Nurses Core Competencies for Advanced Practice Forensic Nursing
Learning Outcomes or Course Objectives

By the completion of this course, the student will be able to:

<table>
<thead>
<tr>
<th>Course Objectives</th>
<th>Graduate Certificate Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Summarize the policy-making process at the federal, state, and local levels pertaining to care of victims</td>
<td>2, 6</td>
</tr>
<tr>
<td>2. Apply policy and ethics guidelines important to professionals working with victims of violence</td>
<td>2, 5, 7</td>
</tr>
</tbody>
</table>

Instructor Information

Name: Daniel J. Sheridan, PhD, RN, FNP-A, FAAN
Telephone number: 979-436-0177
Email address: dsheridan@tamhsc.edu
Office hours:

Textbook and/or Resource Material

REQUIRED LEARNING MATERIALS:


Grading Policies

Ungraded Activities
Reading Assignments

Graded Activities (percentage of course grade)

<table>
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<tr>
<th>Learning Activity</th>
<th>Percentage of Final Course Grade</th>
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<tbody>
<tr>
<td>Discussions</td>
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<tr>
<td>Final Exam</td>
<td>30</td>
</tr>
<tr>
<td>Policy Paper</td>
<td>40</td>
</tr>
</tbody>
</table>

Grading Scale:

A = 90-100
B = 80-89
C = 70-79
D = 60-69
Students must have a final course average of at least 70% to successfully pass the course.

Faculty Expectations and Course Assumptions

Students are expected to follow specific instructions for all learning activities provided within each module. Each module will open on Wednesday 0001 CST and must be completed by the following Tuesday at midnight CST. Each module is self-contained and will have information and resources/references necessary to successfully complete learning activities.

Faculty will consider crisis situations on a case-by-case basis. If an illness or emergency is experienced that prevents the student from accessing the online course and completing assignments in a timely manner, the student should notify the faculty member as soon as possible so that options can be discussed.

Due Dates/Times:

Projects/Special Learning Activities: Please refer to the related learning module for specific instructions for completing a project or special learning activity including due dates and grading rubrics.

Individual Assignments:
1. All assignments are due on Tuesday midnight CST and are uploaded via the assignments link in eCampus.
2. Late assignments will be reduced by 10 points per day unless otherwise determined by the course faculty.

Discussion Boards:
Discussion board (DB) participation is an opportunity to contribute evidence-based content to the group discussion, while providing an opportunity for personal sharing. Please use the following guidelines (in combination with the grading rubric) to develop Initial Posts and Secondary Posts. Please use these guidelines for DB participation:

1. Always complete the required or assigned learning activities within a module before developing a DB post. This includes reading assignments, videos, PowerPoint presentations, visits to websites and any other learning activities provided in the module PRIOR to developing Initial or Secondary Posts. All Initial Posts MUST be evidenced-based, properly cited, and provide direct responses to prompts within the module. Initial Posts should demonstrate an understanding of the assigned content within a module and uniquely contribute to the class discussion. Please do not directly repeat information previously submitted in other colleagues’ posts. Use the Secondary Posting phase as an opportunity to deepen the discussion. This type of posting provides students an opportunity to share personal experiences, informed opinions and other contributory sources of information to the class discussion.

2. Length of Initial Posts should be maintained between 150 – 250 words and MUST include citations according to the grading rubric. Secondary Posts should be a minimum of 100 words and may require citations. (refer to the instructions). Please read a sampling of your colleagues’ Initial Posts to the Discussion Board and respond to the number of postings required as stated in the instructions.

3. Suggestions for replying to colleagues in during the Secondary Posting phase of the DB include:
   * Always be respectful of others, but scholarly disagreements are fine.
   * Provide an alternative perspective with a discussion of your point of view.
   * Share own experiences but use empirical resources in the analysis.
   * Ask questions to further the discussion, post additional resources such as articles, websites, videos, etc.
   * Suggest why you might see things differently. (cite/reference)
   * Ask a probing or clarifying question.
   * Share an insight from having read the colleague’s posting.
   * Offer and support with evidence from the literature an informed opinion. (cite/reference)
   * Validate an idea with your own experience.
   * Make a suggestion supported with evidence from the literature. (cite/reference)
   * Expand on the colleague’s posting.
   * Ask for evidence that supports a posting.
4. Please refer to the Discussion Board Grading Rubric found within the module. The faculty will assign a specific score based on criteria provided in the rubric.

Americans with Disabilities Act (ADA)

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

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

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

## Course Calendar
### FORS 614—Policy and Ethics of Interpersonal Violence

#### Semester/Year

<table>
<thead>
<tr>
<th>Module</th>
<th>Week/Date</th>
<th>Content</th>
<th>Reading Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Week: 1</td>
<td>Introduction to Policy</td>
<td>Porche Chapter 1</td>
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<tr>
<td>2</td>
<td>Week: 2</td>
<td>Federalism and State Law</td>
<td>Porche Chapter 2</td>
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<td>Week 3</td>
<td>Policy Making</td>
<td>Porche Chapter 7</td>
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<td>Week: 4</td>
<td>Policy &amp; Ethics</td>
<td>Porche Chapter 11</td>
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<td>5</td>
<td>Week: 5</td>
<td>Professional Codes of Ethics</td>
<td>Discussion</td>
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<td>6</td>
<td>Week: 6</td>
<td>Crime Victim Rights</td>
<td>Assigned Readings</td>
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<td>7</td>
<td>Week: 7&amp;8</td>
<td>Violence Against Women &amp; Law</td>
<td>Robinson Chapter 6</td>
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<tr>
<td>8</td>
<td>Week: 9</td>
<td>Child Abuse &amp; Neglect &amp; Law</td>
<td>Robinson Chapter 7</td>
</tr>
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<td>9</td>
<td>Week: 10</td>
<td>Elder Abuse &amp; Neglect &amp; Law</td>
<td>Robinson Chapter 11</td>
</tr>
<tr>
<td>10</td>
<td>Week: 11</td>
<td>Scopes &amp; Standards of Practice</td>
<td>Discussion</td>
</tr>
<tr>
<td>11</td>
<td>Week: 12</td>
<td>Unintended Consequences of Laws &amp; Policy &amp; Future Directions</td>
<td>Assigned Readings</td>
</tr>
<tr>
<td></td>
<td>Week: 13</td>
<td></td>
<td>Discussion</td>
</tr>
<tr>
<td></td>
<td>Week: 14</td>
<td></td>
<td>Final Exam</td>
</tr>
<tr>
<td></td>
<td>Week: 15</td>
<td>Finals Week Course/Faculty Evaluations</td>
<td>Work on Final Paper</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Final Paper Due</td>
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Texas A&M University
Departmental Request for a New Course
Undergraduate □ Graduate □ Professional
- Submit original form and attach a course syllabus -

Form Instructions

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

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

3. Course prefix, number and complete title of course: FORS 615; Forensic Mental Health

4. Catalog course description (not to exceed 50 words): Forensic Mental Health (1-0). Credit 1. Examination of mental health issues relevant to forensic healthcare; forensic mental health roles; determination of diminished capacity and competence to stand trial; mental health risk factors and outcomes associated with both crime perpetration and victimization; addiction and crime; ethical issues associated with crime and mental health. Prerequisites: Graduate classification.

5. Prerequisite(s): None

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

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

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

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

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

10. This course will be:

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

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

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

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

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

<table>
<thead>
<tr>
<th>FORS</th>
<th>615</th>
<th>FORENSIC MENTAL HEALTH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lect.</td>
<td>Lab</td>
<td>Other</td>
</tr>
<tr>
<td>1.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
</tbody>
</table>

Approval recommended by:

Debra Matthews 2-15-16
Department Head or Program Chair (Type Name & Sign)

Kavi R. P. Javeri 2-16-16
Chair, College Review Committee

Dean of College 2-16-16

Submitted to Coordinating Board by:

Chair, GC or UCC

Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
Curricular Services – 07/14
Texas A&M Health Science Center
College of Nursing

Course title and number FORS 615 Forensic Mental Health

Term
Meeting times and location Online

Course Description and Prerequisites

Forensic Mental Health (1-0). Credit 1. Examination of mental health issues relevant to forensic healthcare; forensic mental health roles; determination of diminished capacity and competence to stand trial; mental health risk factors and outcomes associated with both crime perpetration and victimization; addiction and crime; ethical issues associated with crime and mental health. Prerequisites: Graduate classification.

Graduate Certificate in Forensic Healthcare Outcomes*

Upon earning a Graduate Certificate in Forensic Healthcare, the graduate will be able to:
1. Respond to victims and perpetrators of trauma, injury, accidents, neglect, abuse, exploitation, and all forms of violence using evidence-based protocols within systems.
2. Translate current research and policies to clinical encounters with persons experiencing violence, injury, trauma, accidents, neglect, abuse, exploitation, and all forms of victimization.
3. Articulate the role and processes of criminal and civil courts in seeking justice for victims of violence.
4. Document techniques to collect and preserve evidence with integrity, competence, and respect.
5. Formulate interdisciplinary approaches within systems to address health-related problems associated with accidents, trauma, crime, victimization, abuse, neglect, exploitation, and all forms of violence.
6. Integrate knowledge of cultural diversity in working with victims and survivors of violence.
7. Advocate for the needs and interests of victims of violence to improve access to services.
8. Design interdisciplinary education and crime prevention strategies to address community needs at the primary, secondary and tertiary prevention levels.

*Graduate Certificate Outcomes derived from:
International Association of Forensic Nurses Core Competencies for Advanced Practice Forensic Nursing
Learning Outcomes or Course Objectives

By the completion of this course, the student will be able to:

<table>
<thead>
<tr>
<th>Course Objectives</th>
<th>Graduate Certificate Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Examine roles and competencies of forensic health professionals</td>
<td>3</td>
</tr>
<tr>
<td>2. Identify mental health risk factors, including addiction, for crime perpetration and victimization</td>
<td>2</td>
</tr>
<tr>
<td>3. Apply knowledge of mental health issues to forensic healthcare practice</td>
<td>1, 2, 5, 8</td>
</tr>
</tbody>
</table>

Instructor Information

Name: Virginia Ann Utterback, PhD, RN, CNE
Telephone number: 806-789-9714
Email address: utterback@tamhsc.edu
Office hours:

Textbook and/or Resource Material

REQUIRED LEARNING MATERIALS:


Grading Policies

Ungraded Activities
Reading Assignments

Graded Activities (percentage of course grade)

<table>
<thead>
<tr>
<th>Learning Activity</th>
<th>Percentage of Final Course Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Boards</td>
<td>25</td>
</tr>
<tr>
<td>Assignments</td>
<td>25</td>
</tr>
<tr>
<td>Journal Article Summaries</td>
<td>20</td>
</tr>
<tr>
<td>Final Paper</td>
<td>30</td>
</tr>
</tbody>
</table>
Grading Scale:

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

Students must have a final course average of at least 70% to successfully pass the course.

Faculty Expectations and Course Assumptions

Students are expected to follow specific instructions for all learning activities provided within each module. Each module will open on Wednesday 00:01 CST and must be completed by the following Tuesday at midnight CST. Each module is self-contained and will have information and resources/references necessary to successfully complete learning activities.

Faculty will consider crisis situations on a case-by-case basis. If an illness or emergency is experienced that prevents the student from accessing the online course and completing assignments in a timely manner, the student should notify the faculty member as soon as possible so that options can be discussed.

Due Dates/Times:

Projects/Special Learning Activities: Please refer to the related learning module for specific instructions for completing a project or special learning activity including due dates and grading rubrics.

Individual Assignments:
1. All assignments are due on Tuesday midnight CST and are uploaded via the assignments link in eCampus.
2. Late assignments will be reduced by 10 points per day unless otherwise determined by the course faculty.

Discussion Boards:

Discussion board (DB) participation is an opportunity to contribute evidence-based content to the group discussion, while providing an opportunity for personal sharing. Please use the following guidelines (in combination with the grading rubric) to develop Initial Posts and Secondary Posts. Please use these guidelines for DB participation:

1. Always complete the required or assigned learning activities within a module before developing a DB post. This includes reading assignments, videos, PowerPoint presentations, visits to websites and any other learning activities provided in the module PRIOR to developing Initial or Secondary Posts. All Initial Posts MUST be evidence-based, properly cited, and provide direct responses to prompts within the module. Initial Posts should demonstrate an understanding of the assigned content within a module and uniquely contribute to the class discussion. Please do not directly repeat information previously submitted in other colleagues’ posts. Use the Secondary Posting phase as an opportunity to deepen the discussion. This type of posting provides students an opportunity to share personal experiences, informed opinions and other contributory sources of information to the class discussion.
2. Length of Initial Posts should be maintained between 150 – 250 words and MUST include citations according to the grading rubric. Secondary Posts should be a minimum of 100 words and MAY require citations (refer to the instructions). Please read a sampling of your colleagues’ Initial Posts to the Discussion Board and respond to the number of postings required as stated in the instructions.
3. Suggestions for replying to colleagues in during the Secondary Posting phase of the DB include:
   * Always be respectful of others, but scholarly disagreements are fine.
   * Provide an alternative perspective with a discussion of your point of view.
   * Share own experiences but use empirical resources in the analysis.
   * Ask questions to further the discussion, post additional resources such as articles, websites video clips, etc.
   * Suggest why you might see things differently. (cite/reference)
   * Ask a probing or clarifying question.
*Share an insight form having read the colleague’s posting.
*Offer and support with evidence from the literature an informed opinion. (cite/reference)
*Validate an idea with your own experience.
*Make a suggestion supported with evidence from the literature. (cite/reference)
*Expand on the colleague’s posting.
*Ask for evidence that supports a posting.

4. Please refer to the Discussion Board Grading Rubric found within the module. The faculty will assign a specific score based on criteria provided in the rubric.

Americans with Disabilities Act (ADA)

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B113, or call 845-1637. For additional information visit http://disability.tamu.edu

Academic Integrity

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

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

**FORS 615 - Forensic Mental Health**

**Semester/Year**

<table>
<thead>
<tr>
<th>Module</th>
<th>Week/Date</th>
<th>Content</th>
<th>Reading Assignment Learning Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Week: 1</td>
<td>Introduction to Forensic Mental Health</td>
<td>Belenko &amp; Spohn Chapter 1 Assignment</td>
</tr>
<tr>
<td>2</td>
<td>Week: 2</td>
<td>Theories of Drug Use and Abuse</td>
<td>Belenko &amp; Spohn Chapter 3 Discussion Board</td>
</tr>
<tr>
<td>3</td>
<td>Week 3</td>
<td>Abuse, Addiction &amp; Crime</td>
<td>Belenko &amp; Spohn Chapter 2, 4 Assignment</td>
</tr>
<tr>
<td>4</td>
<td>Week 4</td>
<td>Roles in Forensic Mental Health</td>
<td>Journal Article Journal Article Summary</td>
</tr>
<tr>
<td>5</td>
<td>Week: 5</td>
<td>Mental Health &amp; Crime: Victimization</td>
<td>Journal Article Journal Article Summary</td>
</tr>
<tr>
<td>6</td>
<td>Week: 6</td>
<td>Mental Health &amp; Crime: Perpetration</td>
<td>Belenko &amp; Spohn Chapter Assignment</td>
</tr>
<tr>
<td>7</td>
<td>Week: 7 &amp; 8</td>
<td>Mental Health Diagnoses Associated with Perpetration of Crime</td>
<td>Simon &amp; Golds Case Study Assignment Discussion Board</td>
</tr>
<tr>
<td>8</td>
<td>Week: 9</td>
<td>Mental Health Ethics</td>
<td>Belenko &amp; Spohn Chapter 5 Discussion Board</td>
</tr>
<tr>
<td>9</td>
<td>Week: 10</td>
<td>Determination of Diminished Capacity</td>
<td>Simon &amp; Golds Assignment</td>
</tr>
<tr>
<td>10</td>
<td>Week: 11</td>
<td>Competent to Stand Trial: Laws and Procedures</td>
<td>Belenko &amp; Spohn Chapters 7, 8 Assignment</td>
</tr>
<tr>
<td>11</td>
<td>Week: 12</td>
<td>Mental Health and Juvenile Justice</td>
<td>Journal Article Journal Article Summary</td>
</tr>
<tr>
<td>12</td>
<td>Week 13</td>
<td>Psychological Profiling in Criminal Investigative Analysis</td>
<td>Simon &amp; Golds Discussion Board</td>
</tr>
<tr>
<td>13</td>
<td>Week 14</td>
<td>Current Issues in Forensic Mental Health</td>
<td>Belenko &amp; Spohn Chapter 10 Discussion Board</td>
</tr>
<tr>
<td></td>
<td>Week: 15</td>
<td>Final Course Paper Course/Faculty Evaluations</td>
<td>Final Course Paper Due</td>
</tr>
</tbody>
</table>
Course Changes
Texas A&M University
Departmental Request for a Change in Course
Undergraduate • Graduate • Professional
• Submit original form and attachments •

Form Instructions:

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

2. Request submitted by (Department or Program Name):
   Oral & Maxillofacial Radiology, TAMBCO

3. Course prefix, number and complete title of course:
   OMFR5210

4. Change requested
   a. Prerequisite(s): From: ____________________________ To: ____________________________
   b. Withdrawal (reason):
   c. Cross-list with:
   d. Change in course title and description. Enter complete current course title and current course description in item 9; enter proposed course title and proposed course description in item 10. Complete item 11a and b for a change in title.
   e. Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 11a and b. Attach a course syllabus.

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

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

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

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

9. Complete current course title and current catalog course description:
   Topics include acquisition techniques using ionizing radiation, nonionizing radiation, and other imaging modalities. Specific discussions will include plain radiography image projects, panoramic radiology, cone beam computed tomography, multi-detector computed tomography, magnetic resonance imaging, nuclear medicine/molecular imaging, and ultrasonography, as well as imaging displays. Must be taken on a satisfactory/unsatisfactory basis.

10. Complete proposed course title and proposed catalog course description (not to exceed 50 words):
    Topics include acquisition techniques using ionizing radiation, nonionizing radiation, and other imaging modalities. Specific discussions will include plain radiography image projections, panoramic radiology, cone beam computed tomography, multi-detector computed tomography, magnetic resonance imaging, nuclear medicine/molecular imaging, and ultrasonography, as well as imaging displays.

11. a. As currently in course inventory:
    Prefix: OMFR
    Course #: 5210
    Title (excluding punctuation): Adv Imaging Technology

    | Lect | Lab | Other | SCH | CRP and Fund Code | Admin Unit | EOR Code | Level |
    |------|-----|-------|-----|-------------------|------------|---------|-------|
    | 2.00 |     |       | 2.00| 5105010014        | 0782       | 003632  | 5     |

   b. Change to:
    Prefix: OMFR
    Course #: 5210
    Title (excluding punctuation): Adv Imaging Technology

    | Lect | Lab | Other | SCH | CRP and Fund Code | Admin Unit | EOR Code | Level |
    |------|-----|-------|-----|-------------------|------------|---------|-------|
    |       |     |       |     |                   |            |         |       |

   Approval recommended by:
   Diane J. Flint, DDS, MS
   Department Head or Program Chair
   Date: 12/01/15
   [Signature]

   Chair, College Review Committee
   Date: 1/27/16
   [Signature]

   Dean of College
   Date: 1/27/16
   [Signature]

   Submitted to Coordinating Board by:
   Chair, GC or UCC
   Date: 1/27/16
   [Signature]

   Associate Director, Curricular Services
   Date: 1/27/16
   [Signature]

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
Curricular Services – 08/14
OMR Imaging Technology
OMFR 5210
Summer 2016
Monday, 9:00AM – 11:00AM, Imaging Center
Thursday, 9:00AM -11:00AM, Imaging Center

Course Description and Prerequisites:
This course is an oral and maxillofacial radiology imaging technique course and is intended to
provide graduate students with an understanding of the generation, properties, and techniques for
use of X-rays in dentistry. The students need to be familiar with the imaging techniques used in
dentistry, from basic to advance, such as intraoral technique to cone beam computed tomography in
a laboratory setting. Prerequisites include oral and maxillofacial radiology course credits from
dental school.

Learning Outcomes:
Upon completion of this course, the student/resident will:

1. Be proficient in the routine and special procedures performed in oral and maxillofacial
   radiology including, but not limited to:
   a. Intraoral projections
   b. Panoramic projections
   c. Cephalometric projections
   d. Conventional tomography
   e. Cone-beam computed tomography
   f. Computed tomography
   g. Magnetic resonance imaging
   h. Digital system

2. Understand radiation physics including basic imaging physics of:
   a. Conventional and digital oral and maxillofacial radiography
   b. Computed tomography
   c. Magnetic resonance imaging
   d. Ultrasound imaging
   e. Nuclear medicine

Instructor Information:
Hui Liang, DDS, PhD, MS, Professor (Course Director)
214-828-8392
hliang@bcd.tamhsc.edu
Room 219

Byron W. Benson, DDS, MS, Regents Professor (Course Director)
214-828-8393
bbenson@bcd.tamhsc.edu
Room 108
Textbook and/or Resource Material:
Required textbook and handouts from faculty.


Grading Policies:
Students/residents are expected to attend all classes and actively participate in all lab assignments for each session. Students/residents must tell the Course Director in advance of a planned absence.

Student grades will be based on:
Lab Assignment ........................................... 25 points
Final Written Exam ..................................... 75 points
Total for Course ........................................ 100 points

Lab Assignment. Each individual registered for this course is required to finish all lab assignments. Each session is designed to let student/resident be familiar with routine and special procedures performed in oral and maxillofacial radiology. Student/resident should be able to make corrections if technique errors occur. Students/Residents can do lab assignments together, but must turn in their own work. For assignments turned in late, points will be deducted.

Final Examination. Residents must be able to demonstrate their knowledge of material presented in each session. The final examination may consist of a multiple essay questions. Students missing the exam or presentation due to family emergencies or medical problems should contact the course director before the exam or as soon as possible. With an excused absence a makeup exam will be made available.

Attendance and Makeup Policy. Attendance is mandatory and the course director should be notified prior to any anticipated absence. Texas A&M University Student Rules, especially Rule 7, address student absences from class; those policies http://student-rules.tamu.edu/rule07 will be followed. If a student is absence due to illness or other unforeseen factors the student should contact the instructor on how to make up the lost instruction. Make-up sessions will be scheduled as needed. In-course remediation is available to some extent; however, course failure will require the course to be retaken at a future date.

Grading Scale: A (90-100), B (80-89), C (70-79).
### 2016 Course Outline and Schedule
**OMR Imaging Technology OMFR5210**

<table>
<thead>
<tr>
<th>Date</th>
<th>Session Title/Topic</th>
<th>Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session 1</td>
<td>Intraoral Radiographic Technique (periapical, bitewing &amp; occlusal) and Digital Radiography</td>
<td>Dr. Liang</td>
</tr>
<tr>
<td>Session 2</td>
<td>Laboratory Assignment</td>
<td>Dr. Liang</td>
</tr>
<tr>
<td>Session 3</td>
<td>Panoramic Radiography</td>
<td>Dr. Liang</td>
</tr>
<tr>
<td>Session 4</td>
<td>Laboratory Assignment</td>
<td>Dr. Liang</td>
</tr>
<tr>
<td>Session 5</td>
<td>Cranial, Facial Bones and Extraoral Projections and TMJ</td>
<td>Dr. Flint</td>
</tr>
<tr>
<td>Session 6</td>
<td>Laboratory Assignment</td>
<td>Dr. Flint</td>
</tr>
<tr>
<td>Session 7</td>
<td>Cone-Beam Computed Tomography</td>
<td>Dr. Benson</td>
</tr>
<tr>
<td>Session 8</td>
<td>Laboratory Assignment</td>
<td>Dr. Benson</td>
</tr>
<tr>
<td>Session 9</td>
<td>Computed Tomography, Magnetic Resonance Imaging (MRI), Ultrasound, Nuclear Medicine</td>
<td>Dr. Benson</td>
</tr>
<tr>
<td>Session 10</td>
<td>Laboratory Assignment</td>
<td>Dr. Benson</td>
</tr>
<tr>
<td>Session 11</td>
<td>Quality Assurance and Trouble Shooting Techniques</td>
<td>Dr. Liang</td>
</tr>
<tr>
<td>Session 12</td>
<td>Laboratory Assignment</td>
<td>Dr. Liang</td>
</tr>
<tr>
<td>Session 13</td>
<td>Final exam</td>
<td>All</td>
</tr>
<tr>
<td>Session 14</td>
<td>Evaluation</td>
<td>All</td>
</tr>
</tbody>
</table>

**Americans with Disabilities Act (ADA) Policy Statement:**
The ADA is a federal antidiscrimination statute that provides comprehensive civil 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 Texas A&M University, Baylor College of Dentistry Associate Dean for Academic Affairs in room 514, 214-828-8208.

**Academic Integrity:**

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

Academic integrity is an educational objective of this institution and students are expected to adhere
to all Texas A&M University rules. Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabricating information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used, or tampering with the academic work of another student.

Upon admission to Texas A&M University Baylor College of Dentistry a student immediately accepts the commitment to uphold the Honor Code. See the following link for additional information.

http://aggiehonor.tamu.edu/RulesAndProcedures/
Texas A&M University
Departmental Request for a Change in Course
Undergraduate • Graduate • Professional
* Submit original form and attachments *

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

2. Request submitted by (Department or Program Name):
   Oral & Maxillofacial Radiology, TAMBCD

3. Course prefix, number and complete title of course:
   OMFRS250

4. Change requested
   a. Prerequisite(s):
      From: ____________________________
      To: ____________________________
   b. Withdrawal (reason):
      ____________________________
   c. Cross-list with:
      ____________________________
   d. Change in course title and description:
      Enter complete current course title and current course description in item 9;
      enter proposed course title and proposed course description in item 10.
      Complete item 11a and b for a change in title.
   e. Change in course number, contact hours (lab & lecture), and semester credit hours:
      Complete item 11a and b. Attach a course syllabus.

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

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

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

8. I verify that I have reviewed the FAQ for Export Control Basics for Distance Education

9. Complete current course title and current catalog course description:
   This course is intended to provide the student with an advanced review of medico-legal aspects of radiology,
   advanced interpretation principles, comparison and selection of digital imaging systems, advanced imaging
   techniques, and radiation risk. Must be taken on a satisfactory/unsatisfactory basis.

10. Complete proposed course title and proposed catalog course description (not to exceed 50 words):
    This course is intended to provide the student with an advanced review of medico-legal aspects of radiology,
    advanced interpretation principles, comparison and selection of digital imaging systems, advanced imaging
    techniques, and radiation risk.

11. a. As currently in course inventory:
    Prefix Course # Title (excluding punctuation):
    OMFRS 250 Adv Oral Max Radiology

    Lect. Lab Other SCH CIP and Fund Code Admin. Unit HLC Code
    1.00 1.00 5105010014 0782 0 0 3 6 3 2 5

    b. Change to:
    Prefix Course # Title (excluding punctuation):

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

    Approval recommended by:
    Diane J. Flint, DDS, MS ____________________________ 12/14/15

    Department Head or Program Chair (Type Name & Sign)
    ____________________________ 11/14/16
    Date

    Department Head or Program Chair (Type Name & Sign) (if cross-listed course)
    ____________________________ 11/14/16
    Date

    Submitted to Coordinating Board by:
    Chair, GC or UCC ____________________________ 1/27/16
    Date

    Associate Director, Curricular Services ____________________________ 08/14

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services – 08/14
Advanced Oral and Maxillofacial Radiology
OMFR 5250
Spring 2016
Thursdays, 4:00PM – 5:00PM, Room 736

Course Description and Prerequisites:
This course is intended to provide the student/resident with an advanced review of medico-legal aspects of radiology, advanced interpretation principles, comparison and selection of digital imaging systems, advanced imaging techniques, and radiation risk. The course format is lecture/seminar. There are no prerequisites.

Learning Outcomes:
Upon completion of this course, the student/resident will be able to:

1. Understand the medico-legal aspects of radiology, including patient selection criteria, interpretation responsibilities, and ownership of imaging data.
2. Understand and apply advanced principles of radiologic interpretation including projection radiology and cone-beam computed tomography studies.
3. Understand the principles of cephalometric radiograph acquisition and interpretation.
4. Understand the advantages and limitations of certain specialized extraoral and advanced imaging techniques, including cone beam computed tomography.
5. Understand the role of radiology in the development of a differential diagnosis of pathologic entities.
6. Appreciate the variety of commercially-available digital imaging systems and be able to compare them with respect to cost, advantages, and limitations.
7. Appreciate the relative risks of using ionizing radiation and how to minimize that risk.

Instructor Information:
Byron W. Benson, DDS, MS, Regents Professor (Course Director)
214-828-8393
bbenson@bcd.tamhsc.edu
Room 108

Hui Liang, DDS, PhD, MS, Professor
214-828-8392
hliang@bcd.tamhsc.edu
Room 205

Diane J. Flint, DDS, MS, Associate Professor
214-828-8394
dflint@bcd.tamhsc.edu
Room 206
Textbook and/or Resource Material:
No specific text is required. However, the following references are suggested.

**Oral Radiology - principles and interpretation.** SC White and M Pharoah.

**Diagnostic Imaging: oral and maxillofacial.** LJ Koenig, D Tammi, HR Harnsberger, BW Benson, D Hatcher, CG Petrikowski, A Ruprecht, M Van Dis, and SE Perschbacher.
Amirsys, Salt Lake City, 2012.


Grading Policies:
Students/residents are expected to attend all class and must tell the Course Director in advanced of a planned absence.

Student grades will be based on:
Group presentation participation ........................................ 25 points
Final Written Exam ............................................................ 75 points
Total for Course ............................................................... 100 points

**Group Presentation.** Each individual registered for this course is required to participate in a 15-20 minute group presentation of any format on a selected topic by specialty. The topic may be a selected imaging systems applicable to the group's specialty or a case presentation emphasizing the how radiology affected the treatment outcome. The faculty will provide sample topic selections. The course director must approve the topic at least 60 days prior to the presentation.

**Final Examination.** Residents must be able to demonstrate their knowledge of material presented in lectures/seminars. The final examination may consist of a combination of multiple choice, true/false, matching, and/or completion and short discussion type questions. Students missing the exam or presentation due to family emergencies or medical problems should contact the course director before the exam or as soon as possible. With an excused absence a makeup exam will be made available.

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**Grading Scale:** A (90-100), B (80-89), C (70-79).
<table>
<thead>
<tr>
<th>Date</th>
<th>Title</th>
<th>Content</th>
<th>Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan. 14</td>
<td>Advanced principles of interpretation</td>
<td>Critical thinking in advanced radiographic interpretation</td>
<td>Dr. Liang</td>
</tr>
<tr>
<td>Jan. 21</td>
<td>Cephalometric projection radiology</td>
<td>Principles of acquiring and interpreting projection cephalometric radiographs - lateral, posteroanterior, and SMV</td>
<td>Dr. Benson</td>
</tr>
<tr>
<td>Jan. 28</td>
<td>Comparison of digital X-ray Systems</td>
<td>Comparison of commercially-available digital x-ray systems: cost, advantages, and disadvantages</td>
<td>Dr. Flint</td>
</tr>
<tr>
<td>Feb. 4, 11</td>
<td>Specialized imaging techniques</td>
<td>Imaging techniques used to address but not limited to MDCT, MRI, nuclear medicine and ultrasonography.</td>
<td>Dr. Flint</td>
</tr>
<tr>
<td>Feb. 18, 25</td>
<td>Cone-beam computed tomography (CBCT)</td>
<td>Basics of CBCT interpretation: appearance and variations in normal anatomy; interactive software</td>
<td>Dr. Benson</td>
</tr>
<tr>
<td>Mar. 3</td>
<td>Imaging and interpretation for dental implants</td>
<td>The techniques and anticipated diagnostic yield of imaging studies made to plan and evaluate dental implants.</td>
<td>Dr. Liang</td>
</tr>
<tr>
<td>Mar. 10</td>
<td>Imaging and interpretation of TMJ pathology</td>
<td>The techniques and anticipated diagnostic yield of imaging studies for suspected abnormalities of the TMJ.</td>
<td>Dr. Liang</td>
</tr>
<tr>
<td>Mar. 17</td>
<td>NO CLASS</td>
<td>Spring Recess</td>
<td></td>
</tr>
<tr>
<td>Mar. 24</td>
<td>Interpretation of soft tissue calcifications and sinus pathology</td>
<td>Case presentations with interpretation of imaging studies, reviewing pathology of the soft tissues of the maxillofacial complex and the paranasal sinuses</td>
<td>Dr. Benson</td>
</tr>
<tr>
<td>Mar 31</td>
<td>From 2D to 3D: Localization on radiographic studies</td>
<td>Advanced principles of object localization and visualization of impacted teeth</td>
<td>Dr. Liang</td>
</tr>
<tr>
<td>Apr. 7</td>
<td>Medico-legal aspects of radiology</td>
<td>Discussion of legal issues in radiology including obligations of providers for appropriate selection, interpretation, and registration in Texas.</td>
<td>Dr. Benson</td>
</tr>
<tr>
<td>Apr. 14</td>
<td>Clinico-Radiology Conference: class presentation</td>
<td>(1) Presentation by residents (2) Current concepts on radiation safety</td>
<td>Dr. Benson</td>
</tr>
<tr>
<td>Apr. 21</td>
<td>Clinico-Radiology Conference: class presentation</td>
<td>(1) Presentation by residents (2) &quot;Radio-oddities&quot;</td>
<td>Dr. Flint</td>
</tr>
</tbody>
</table>
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http://aggiehonor.tamu.edu/RulesAndProcedures/
Texas A&M University
Departmental Request for a Change in Course
Undergraduate • Graduate • Professional
• Submit original form and attachments •

Form Instructions:

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

2. Request submitted by (Department or Program Name): Oral & Maxillofacial Radiology, TAMBCD

3. Course prefix, number and complete title of course: OMF25V01

4. Change requested
   a. Prerequisite(s): From:  [ ] To:
   b. Withdrawal (reason):
   c. Cross-list with:
   d. Change in course title and description. Enter complete current course title and current course description in item 9; enter proposed course title and proposed course description in item 10. Complete item 11a and b for a change in title.

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

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

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

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

9. Complete current course title and current catalog course description:
   Detailed review of significant literature on all subjects related to oral and maxillofacial radiology. Critical evaluation of the scientific literature will be stressed. Students are assigned recent or classical articles from selected journals for critical review for scientific merit and relevance. Must be taken on a satisfactory/unsatisfactory basis.

10. Complete proposed course title and proposed catalog course description (not to exceed 50 words):
    Detailed review of significant literature on all subjects related to oral and maxillofacial radiology. Critical evaluation of the scientific literature will be stressed. Students are assigned recent or classical articles from selected journals for critical review for scientific merit and relevance.

11. a. As currently in course inventory:
    Prefix  Course #  Title (excluding punctuation)
    OMF25V01  Literature Review Journ Club
    Lect  Lab  Other  SCH  CP and Final Code  Admin. Unit  HICE Code
    4.00  0.5  1.00  5105010014  0782  0 0 3 6 3 2 5
    b. Change to:
    Prefix  Course #  Title (excluding punctuation)

Approval recommended by:
Diane J. Flint, DDS, MS

Chair, College Review Committee

Dean of College

Submitted to Coordinating Board by:
Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
Curricular Services – 08/14
Literature Review / Journal Club
OMFR 5V01
Spring 2016
Wednesdays, 9:00PM – 9:50PM, Room 108

Course Description and Prerequisites:
Detailed review of recently published literature on all subjects related to oral and maxillofacial radiology; critical evaluation of the scientific literature; student assignment of recent and classical issues of selected journals for critical review of pertinent articles for scientific merit and clinical relevance.

Learning Outcomes:
Upon completion of this course, the student/resident will develop and optimize their skills in:

1. Critically evaluating of the professional literature.
2. Understanding the classical literature for the specialty.
3. Assessing the impact of current literature.

Instructor Information:
Byron W. Benson, DDS, MS, Regents Professor (Course Director)
214-828-8393
bbenson@bcd.tamhsc.edu
Room 108

Textbook and/or Resource Material:
None. Specific articles will be assigned for each session.

Grading Policies:
Students/residents are expected to attend all class and must tell the Course Director in advance of a planned absence.

Student grades will be based on:
Oral literature presentation #1 ...................................................... 50 points
Oral literature presentation #2 ........................................................ 50 points
Total for Course ................................................................. 100 points

Each student/resident will present several literature reviews, two of which will be graded. The presentation will primarily oral, but other presentation methods are also acceptable. The resident/student will decide which two presentations will be graded. For each graded presentation, the student/resident will also lead a discussion of the research methodology and clinical applications of the reviewed paper. The course director will assess the grade for the two papers and discuss the evaluation with the student/resident. With an excused absence, a makeup opportunity will be made available.
Attendance and Makeup Policy: Attendance is mandatory and the course director should be notified prior to any anticipated absence. Texas A&M University Student Rules, especially Rule 7, address student absences from class; those policies http://student-rules.tamu.edu/rule07 will be followed. If a student is absent due to illness or other unforeseen factors the student should contact the instructor on how to make up the lost instruction. Make-up sessions will be scheduled as needed. In-course remediation is available to some extent; however, course failure will require the course to be retaken at a future date.

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

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

2. Request submitted by (Department or Program Name):
   Oral & Maxillofacial Radiology, TAMBCD

3. Course prefix, number and complete title of course:
   OMFR5V06

4. Change requested
   a. Prerequisite(s):
      From: ____________________________ To: ____________________________
   b. Withdrawal (reason):
   c. Cross-list with:
   d. Change in course title and description. Enter complete current course title and current course description in item 9; enter proposed course title and proposed course description in item 10. Complete item 11a and b for a change in title.
   e. Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 11a and b. Attach a course syllabus.

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

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

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

8.  

9. Complete current course title and current catalog course description:
   This course will prepare for the student/resident for the clinical practice of oral and maxillofacial radiology. The student/resident will develop the skills necessary to order, acquire, and interpret diagnostic imaging studies. This will include the formulation and dictation of interpretation reports and interactions with other health care professionals and patients. Must be taken on a satisfactory/unsatisfactory basis.

10. Complete proposed course title and proposed catalog course description (not to exceed 50 words):
    This course will prepare for the resident for the clinical practice of oral and maxillofacial radiology. The resident will develop the skills necessary to order, acquire, and interpret diagnostic imaging studies. This will include the formulation and dictation of interpretation reports and interactions with other health care professionals and patients.

11. a. As currently in course inventory:
<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course #</th>
<th>Title (excluding pronunciation)</th>
</tr>
</thead>
<tbody>
<tr>
<td>OMFR</td>
<td>5V06</td>
<td>Clinical Oral Max Radio Serv</td>
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<th>CIP and Fund Code</th>
<th>Admin. Unit</th>
<th>ECE Code</th>
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<td>0762</td>
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</table>

   b. Change to:
<table>
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<tr>
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<th>Title (excluding pronunciation)</th>
</tr>
</thead>
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<tr>
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<tr>
<td>Lab</td>
<td>Other</td>
<td>SCH</td>
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</tbody>
</table>

   Approval recommended by:
   Diane J. Pihl, DDS, MS
   [Signature] 12/14/15

   Chair, College Review Committee
   [Signature] 12/27/16

   Department Head or Program Chair (Type Name & Sign) Date
   [Signature] 12/27/16

   Dean of College
   Date 1-27-16

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

   Associate Director, Curricular Services
   Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services – 08/14
Texas A&M University Baylor College of Dentistry

Clinical Oral and Maxillofacial Radiology Service
OMFR 5V06
Spring 2016

Meeting Times and Location:
Mondays, 10:00-12:00, Room 115B
Wednesdays, 1:00-4:30 PM, Room 115B
Thursdays, 8:00-12:00, Room 115B
Fridays, 8:00-12:00 & 1:00-3:00, Room 115B

Course Description:
This course will prepare the student/resident for the clinical practice of oral and maxillofacial radiology. The student/resident will develop the skills necessary to order, acquire, and interpret diagnostic imaging studies. This will include the formulation and dictation of interpretation reports and interactions with other health care professions and patients. The course format is clinical.

Prerequisites:
None, but this course is sequenced in the OMR residency program curriculum.

Learning Outcomes:
This course is a major cornerstone in the development of a sound defendable rationale for the acquisition and interpretation of imaging studies to develop critical thinking, and in helping the aspiring oral and maxillofacial radiologist to be a scientifically-based clinician. In addition, it will help prepare the student/resident to successfully challenge the certification examination of the American Board of Oral and Maxillofacial Radiology.

The student/resident will develop and optimize their skills in:

1. Radiographic case selection
2. Supervision of imaging study acquisitions
3. Imaging reformatting/renderings
4. Imaging study interpretation and differential diagnosis
5. Dictation of interpretation reports
6. Inter-professional consultations
7. Case follow up
Instructor Information:
Diane J. Flint, DDS, MS, Associate Professor (Room 217, 214-828-8394
dflint@bcd.tamhsc.edu) – Course Director
Byron W. Benson, DDS, MS, Regents Professor (Room 108, 214-828-8393,
bbenson@bcd.tamhsc.edu)
Hui Liang, DDS, PhD, MS, Professor (Room 219, 214-828-8392, hliang@bcd.tamhsc.edu)

Textbook and/or Resource Material:
Required Textbook:
Recommended Textbooks:
Diagnostic Imaging: Head and Neck. H. Ric Harnsberger et al., Amirsys®. 2010

Grading Policies
Students/residents are expected to attend all class and must tell the Course Director in advanced of a planned absence.

Student grades will be based on clinical evaluation and performance. Assessment will be made mid-semester (40% of final grade) and end-of semester (60% of final grade). Grading will examine decision making in the selection of image acquisition parameters (10%), image reformatting (20%), case differential diagnosis and interpretation (40%), professionalism and interpersonal skills with patient and staff (30%). Grading Scale: A (90-100), B (80-89), C (70-79).

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**Schedule:**

As listed under meeting times.
Special Consideration Items
Texas A&M University - New Certificate Proposal

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

Requested by the Department or Unit of:  College of Nursing

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

Program Type:  ☒ Certificate Program  ☐ Degree Program
Program Level:  ☐ UG Certificate  ☒ Grad Certificate  ☐ Bachelor  ☐ Master  ☐ Doctoral  ☐ Professional
Degree Designation (i.e., BS, BA, MA, MS, MAg, MEd, PhD, EdD, etc.)
Title of proposed program:  Graduate Certificate in Forensic Healthcare
Proposed CIP Code (if known):  51.3899
Brief program description (provide a catalog description for undergraduate and graduate certificates):

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

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

Proposed program hours:  12 hours

*12 hours minimum to appear on transcript

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

Off-Campus or Distance Delivery

% of Program a student can take off-campus or through Distance Education  Program Start Date  SACSCOC Approval**  When Provost needs to inform SACSCOC

☐ 25%  ———  Notification Only  ———
☐ 50%  ———  Approval Required  6 months before first day of program
☐ 80%  ———  Approval Required  6 months before first day of program
☒ 100%  Fall 2016  Approval Required  6 months before first day of program

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

Program Delivery Mode

☐ On-campus  ———
☐ Broadcast / TTVN  ———
☐ Specific off-campus location***  ———
☒ Distance Education / Internet  ☒ In-State  ☐ Out-of-State  Start Date  Fall 2016
☐ Out-of-Country  Will this program be offered with another institution?  ☐ Yes  ☒ No
If yes, contact the Vice Provost for Academic Affairs for additional reporting requirements.

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

Program Funding

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

Will new costs for the first five years of the program be under $2 million?  ☒ Yes  ☐ No
Submitted by (Contact Person):
Kevin P. Gosselin
gosselin@tamhsc.edu

Name
Email
Assistant Dean for Graduate Studies
979-436-0153
Title
Phone

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

<table>
<thead>
<tr>
<th>Program Chair</th>
<th>Date</th>
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<td>12-17-15</td>
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</table>

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

<table>
<thead>
<tr>
<th>Typing or Printed Name</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chair, College Review Committee</td>
<td>12-17-15</td>
</tr>
<tr>
<td>Dean of College</td>
<td>12-17-15</td>
</tr>
</tbody>
</table>

Chair, University Curriculum Committee or Graduate Council

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

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

Administrative Information

1. Institution: Texas A & M Health Science Center

2. Program Name – Show how the program would appear on the Coordinating Board’s program inventory (e.g., Bachelor of Business Administration degree with a major in Accounting):
   Graduate Certificate in Forensic Healthcare

3. Proposed CIP Code: 51.3899

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

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

Program outcomes:

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

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

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

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

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

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

7. Advocate for the needs and interests of victims of violence to improve access to services.
8. Design interdisciplinary education and crime prevention strategies to address community needs at the primary, secondary and tertiary prevention levels.

Number of Semester Credit Hours Required – 12

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

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

7. Contact Person – Provide contact information for the person who can answer specific questions about the program:
Name: Daniel J. Sheridan, Ph.D., RN
Title: Professor & Forensic Nursing Program Director
E-mail: dsheridan@tambhsc.edu
Phone: 979-436-0177

Program Information

I. Need

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

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

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

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

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

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

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

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

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

II. **Quality**

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

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

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

<table>
<thead>
<tr>
<th>Prefix and Number</th>
<th>Required Courses</th>
<th>SCH</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 601*</td>
<td>Foundations of Forensic Healthcare</td>
<td>2</td>
</tr>
<tr>
<td>NURS 602*</td>
<td>Victimology: Clinical Implications and Applications</td>
<td>3</td>
</tr>
<tr>
<td>NURS 603*</td>
<td>Justice Today: Prevention Tomorrow</td>
<td>3</td>
</tr>
<tr>
<td><strong>CORE COURSE SCH</strong></td>
<td><strong>8</strong></td>
<td></td>
</tr>
</tbody>
</table>
### Prescribed Elective Courses

<table>
<thead>
<tr>
<th>Prefix and Number</th>
<th>Prescribed Elective Courses (students choose combination totaling 4 credits)</th>
<th>SCH</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 604</td>
<td>Advanced Trauma Assessments and Injury Pathology</td>
<td>2</td>
</tr>
<tr>
<td>NURS 6XX*</td>
<td>Forensic Sexual Assault Examiner Course</td>
<td>3</td>
</tr>
<tr>
<td>NURS 6XX*</td>
<td>Clinical Pharmacology: Implications for Victims of Violence</td>
<td>1</td>
</tr>
<tr>
<td>NURS 6XX*</td>
<td>Human Trafficking</td>
<td>1</td>
</tr>
<tr>
<td>NURS 6XX*</td>
<td>Forensic Photography</td>
<td>1</td>
</tr>
<tr>
<td>NURS 6XX</td>
<td>Drug Facilitated Sexual Assault</td>
<td>1</td>
</tr>
<tr>
<td>NURS 6XX</td>
<td>Policy and Ethics of Interpersonal Violence</td>
<td>1</td>
</tr>
<tr>
<td>NURS 6XX</td>
<td>Forensic Mental Health</td>
<td>1</td>
</tr>
<tr>
<td>NURS 6XX</td>
<td>Forensic Report Writing</td>
<td>1</td>
</tr>
<tr>
<td>NURS 6XX</td>
<td>Overview of Capacity of Vulnerable Persons</td>
<td>1</td>
</tr>
</tbody>
</table>

(Students may take electives totaling 4 credits)

Elective option total 21

---

C. **Faculty** – Use these tables to provide information about Core and Support faculty. Add an asterisk (*) before the name of the individual who will have direct administrative responsibilities for the program. *(Add and delete rows as needed.)*

<table>
<thead>
<tr>
<th>Name of Core Faculty and Faculty Rank</th>
<th>Highest Degree and Awarding Institution</th>
<th>Courses Assigned in Program</th>
<th>% Time Assigned To Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>e.g.: Robertson, David Asst. Professor</td>
<td>PhD in Molecular Genetics Univ. of Texas at Dallas</td>
<td>MG200, MG285, MG824 (Lab Only)</td>
<td>50%</td>
</tr>
<tr>
<td>*Sheridan, Daniel Professor</td>
<td>PhD in Nursing, Oregon Health Sciences University</td>
<td>NURS 603, 604, electives</td>
<td>10%</td>
</tr>
<tr>
<td>Downing, Nancy Associate Professor</td>
<td>PhD in Nursing, University of Iowa</td>
<td>NURS 601, 602, 603, electives</td>
<td>40%</td>
</tr>
<tr>
<td>Utterback, Virginia Clinical Associate Professor</td>
<td>PhD in Curriculum and Instruction, Texas Tech University</td>
<td>NURS 601, electives</td>
<td>40%</td>
</tr>
</tbody>
</table>

Revised 01.14.2014
<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>n/a</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

D. Students – Describe general recruitment efforts and admission requirements. How will students be accepted into the program? In accordance with the institution’s Uniform Recruitment and Retention Strategy, describe plans to recruit, retain, and graduate students from underrepresented groups for the program.

Admission requirements:

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

References: Three academic and/or professional references

TOEFL score: Required for international applicants

Recruitment:

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

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

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

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

Currency of information is a prime consideration in the study and teaching of nursing; therefore, the MSL is continually adding to its collection in both print and online, including a purchase program that is updated weekly to
provide access to online books as they are published. Students and faculty can request additions to the collection through phone, e-mail and from the library website. Library staff routinely assess the collection for adequacy of coverage and currency.

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

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

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

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

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

**Instructional Technology & Learning Management System**

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

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

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

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

This is not applicable to the certificate program.

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

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

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

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

III. Costs and Funding

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

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

1. Report costs for new faculty hires, graduate assistants, and technical support personnel. For new faculty, 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). Travel $10,590, Faculty development $4,800, Telecommunications $3,960.
3. Indicate formula funding for students new to the institution because of the program; formula funding should be included only for years three through five of the program and should reflect enrollment projections for years three through five.
4. Report other sources of funding here. In-hand grants, "likely" future grants, and designated tuition and fees can be included. Designated, State and Differential tuition is included.
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
Texas A&M University
New Certificate, Bachelors, Masters, or Doctoral Program
Undergraduate • Graduate • Professional • Proposal Checklist •

Program request type:  □ Undergraduate  ☒ Graduate  □ First Professional (ex., DWM, JD, MD, etc.)
Requested by the Department or Unit of:  Mays Business School

Program Type, Level, Designation, Title, Description, Hours
Program Type:  □ Certificate Program  ☒ Degree Program
Program Level:  □ UG Certificate  □ Grad Certificate  □ Bachelor  □ Master  □ Doctoral  □ Professional
Degree Designation (i.e., BS, BA, MA, MS, MAg, MED, PhD, EdD, etc.)  MS
Title of proposed program:  Master of Science in Entrepreneurial Leadership
Proposed CIP Code (if known):  52.0701

Brief program description (provide a catalog description for undergraduate and graduate certificates):
Master's degree in entrepreneurship designed for students enrolled in the Professional Program in Accounting (PPA).

Minimum program semester credit hours (SCH)  Certificates - 12 hours*  Bachelors - 120 hours  Masters - 30 hours
Proposed program hours:  --------  --------  36
*12 hours minimum to appear on transcript

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

Off-Campus or Distance Delivery
% of Program a student can take off-campus or through Distance Education
Program Start Date  SACSCOC Approval**  When Provost needs to inform SACSCOC
□ 25%  __________  Notification Only  __________
□ 50%  __________  Approval Required  6 months before first day of program
□ 80%  __________  Approval Required  6 months before first day of program
□ 100%  __________  Approval Required  6 months before first day of program

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

Program Delivery Mode
□ On-campus  Location  College Station
□ Broadcast / TTVN
□ Specific off-campus location***
□ Distance Education / Internet  □ In-State  □ Out-of-State  Start Date  __________
□ Out-of-Country

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

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

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

Will new costs for the first five years of the program be under $2 million?  □ Yes  □ No
If new costs exceed $2 million, coordinating board approval is required.
**Submitted by (Contact Person):**
- Richard Lester
- rlester@mays.tamu.edu
- Clinical Professor
- 979.862.7091
- Title
- Phone

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

<table>
<thead>
<tr>
<th>Signature</th>
<th>Department Head or Interdisciplinary Program Chair</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wendy Boswell</td>
<td></td>
<td>2/5/16</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Signature</th>
<th>Department Head or Interdisciplinary Program Chair</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>M. Sheid</td>
<td></td>
<td>2/8/16</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Signature</th>
<th>Department Head or Interdisciplinary Program Chair</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>P. MacKey</td>
<td></td>
<td>2-3-16</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Signature</th>
<th>Department Head or Interdisciplinary Program Chair</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chair, College Review Committee</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Signature</th>
<th>Department Head or Interdisciplinary Program Chair</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chair, University Curriculum Committee or Graduate Council</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Additional Approvals Required: Faculty Senate and President.

Rev. 04/2014
Texas A&M University

Master of Science
with a major in Entrepreneurial Leadership
(CIP Unknown)

Program Review Outline

BACKGROUND & PROGRAM DESCRIPTION

Administrative Unit: Mays Graduate Programs, Mays Business School

Educational Objectives:
The Master of Science in Entrepreneurial Leadership (MS-EntL) degree program will prepare graduate students aligned with the Professional Program in accounting at the Mays Business School the ability to recognize and seize upon business opportunities as well as hone their skills in creativity, innovation, leadership, and new venture creation. In addition many of these students will be working with clients who are high tech and fast growing so understanding this dynamic expanding class of business is critically important.

Curriculum Requirements

<table>
<thead>
<tr>
<th>Prefix and Number</th>
<th>Required Courses</th>
<th>Course Title</th>
<th>SCH</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGMT 640</td>
<td>Creativity</td>
<td></td>
<td>3</td>
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<tr>
<td>MGMT 637</td>
<td>Foundations of New Ventures and Entrepreneurship</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>MGMT 632</td>
<td>Technology Commercialization</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>MGMT 675</td>
<td>Leadership</td>
<td></td>
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</tr>
<tr>
<td>MGMT 639</td>
<td>Negotiations</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>MGMT 638</td>
<td>Strategic Entrepreneurship</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>MGMT/ACCT</td>
<td>Internship</td>
<td></td>
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<tr>
<td>ACCT 650</td>
<td>Accounting Ethics</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Choose 1</td>
<td>From Below:</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>MGMT 633 Organizational Change and Development</td>
<td></td>
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<td></td>
<td>MGMT 620 Strategic Human Resource Management</td>
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<td></td>
<td>MGMT 658 Managing Projects</td>
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</tr>
<tr>
<td></td>
<td>FINC 644 Funding New Ventures</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

Choose 3             Accounting Electives                          | 9   |

TOTAL CREDIT HOURS 36

The proposed implementation date is Fall 2016 since this is an ongoing program with students having been enrolled in the MS-MGMT for the last 7 years.
Texas A&M University certifies that the proposed new degree program meets the criteria under the 19 Texas Administrative Code, Section 5.45 in regards to need, quality, financial and faculty resources, standards and costs. New costs during the first five years will not exceed $2 million.

I. NEED

A. Employment Opportunities

Entrepreneurship is grounded in the fabric of Texas A&M University (TAMU), inherent to our heritage as Texas' first public institution established to educate the family farmers and engineering leaders of our state. Since its launch in 1876, TAMU has maintained an intentional focus on developing innovative and entrepreneurial students, while nurturing a growing entrepreneurial ecosystem to support their experiential learning opportunities and encourage an entrepreneurial culture across our campus.

Fostering entrepreneurship opportunities can provide valuable returns, not only for TAMU, but also for local community’s economic development efforts. As an example, consider that, since its founding in 1989 by the IC² Institute at the University of Texas at Austin, the Austin Technology Incubator (ATI) has worked with over 200 teams of entrepreneurs and collectively has raised almost $750 million in investor capital and created thousands of jobs, according to the organization. In just the past two years, ATI has helped its members raise almost $40 million in investor capital¹. Additionally, the Student Business Incubator at Louisiana State University's Louisiana Business & Technology Center (LBTC) touts that its programs effectively “anchor” student entrepreneurs to the campus community, providing a home for students to pursue their business ideas in an environment of collaboration and mentorship while they complete their studies. As of July 2011 (less than 6 months in operation), the LBTC had assisted 20 existing student businesses and launched 11 new student businesses, with four additional new business starts pending. These new businesses had already generated 12 new (paid) student jobs and raised over $600,000 in capital funding².

Entrepreneurship is one of the fastest growing subjects in today's curricula. In the past three decades, formal programs in entrepreneurship, such as majors, minors and certificates, have more than quadrupled, from 104 in 1975 to more than 500³ more recently. Traditionally a significant growth in curriculum is also accompanied with a corresponding increase in experiential learning activities. Consider the following:

- Representing 95 percent of all U.S. companies, businesses with fewer than fifty employees are undoubtedly important to overall economic strength.
- New businesses account for nearly all net new job creation and almost 20 percent of gross job creation, whereas small businesses do not have a significant impact on job growth when age is accounted for.
- Companies less than one year old have created an average of 1.5 million jobs per year over the past three decades.

¹ The Importance of Young Firms for Economic Growth
By Jason Wiens and Chris Jackson, 09/13/15, Kauffman Foundation Report

Page 2 of 5
Many young firms exhibit an “up or out” dynamic, in which innovative and successful firms grow rapidly and become a wellspring of job and economic growth, or quickly fail and exit the market, allowing capital to be put to more productive uses.

Young firms were hit hard during the Great Recession. Even still, from 2006 to 2009, young and small firms (fewer than five years old and twenty employees) remained a positive source of net employment growth (8.6 percent), whereas older and larger firms shed more jobs than they created.

The chart below demonstrates the impact that early stage companies can have on job creation, it is vitally important that we instill in our students the potential for entrepreneurial activity.

B. Projected Enrollment

Years labeled with (-) represent last 5 years actual enrollment (2011-2015). Years 1 thru 5 represent the average of the previous 5 years actuals.

<table>
<thead>
<tr>
<th>Year</th>
<th>Transfers</th>
<th>New Students</th>
<th>Attrition</th>
<th>Graduation</th>
<th>Cumulative Headcount</th>
<th>Cumulative FTES (New only)</th>
</tr>
</thead>
<tbody>
<tr>
<td>-5</td>
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<td>-4</td>
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<td>30-actual</td>
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<tr>
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<td>14-actual</td>
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<tr>
<td>-2</td>
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<td>42-actual</td>
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<td>0</td>
<td>27</td>
<td>0</td>
<td>27</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

C. Existing State Programs
The Texas Higher Education Coordinating Board (THECB) program inventory does not list any program similar to this and to compliment this we are fairly certain that this program in entrepreneurship for accounting graduate students is the only one in the state of Texas and very likely the only one in the country. It can easily be said this is a very innovative program.

II. QUALITY & RESOURCES

A. Faculty
The MS-EntL degree is a focused degree with content taken primality from the Department of Management within the Mays Business School. We plan on continuing the existing selection of courses as has been done previously. Therefore there are no additional responsibilities to faculty beyond what they have experienced in the last few years, most of the faculty will teach MS EntL classes as a regular part of their teaching load.

Program Administration
The Mays Graduate Programs in the Mays Business School will administer the program. The Center for New Ventures and Entrepreneurship (CNVE) housed in the Department of Management will oversee the program.

B. Other Personnel
No requirements are foreseen for additional personnel as the Management department and the CNVE are familiar with the scope and content of the proposed program.

C. Supplies, Materials
No additional supplies or materials are required.

D. Library
The library resources currently available for Texas A&M University and Mays Business School students will be sufficient to meet the needs for the students in this program.

E. Equipment, Facilities
All classes will be held in the regular classrooms throughout the Mays Business School. Classes will be scheduled and classrooms assigned as each responsible department normally undertakes this process at present.

F. Accreditation
We have no plans to pursue accreditation beyond the AACSB and SACS accreditations already held.

III. NEW 5 YEAR COSTS & FUNDING SOURCES

<table>
<thead>
<tr>
<th>NEW FIVE-YEAR COSTS</th>
<th>SOURCES OF FUNDING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty</td>
<td>$0</td>
</tr>
<tr>
<td>Program Administration</td>
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</tr>
<tr>
<td>Graduate Assistants</td>
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<td>----------------------</td>
<td>----</td>
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<tr>
<td>Supplies &amp; Materials</td>
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</tr>
<tr>
<td>Library &amp; IT Resources</td>
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<tr>
<td>Equipment, Facilities</td>
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<tr>
<td>Other</td>
<td>$0</td>
</tr>
<tr>
<td>Estimated 5-Year Costs</td>
<td>$0</td>
</tr>
</tbody>
</table>


ii E. J. Ourso College of Business Presentation, August 2011

# Certification Form for New Bachelor's and Master's Programs

## Texas Higher Education Coordinating Board

### Administrative Information

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

2. **Program Name:**
   
   Master of Science in Entrepreneurial Leadership

3. **Proposed CIP Code:**
   
   52.0701

4. **Number of Required Semester Credit Hours (SCHs):**
   
   36

5. **Administrative Unit:**
   
   Mays Graduate Programs within Mays Business School

6. **Delivery Mode:**
   
   The new program will be delivered face-to-face on the main campus in College Station.

7. **Proposed Implementation Date:**
   
   Fall 2016

8. **Contact Person:**
   
   Richard Lester
   Mays Business School
   979.862.7091
   rlester@mays.tamu.edu
Signature Page

I hereby certify that all of the following criteria have been met in accordance with the procedures outlined in Coordinating Board Rules, Chapter 5, Subchapter C, Section 5.44:

(a) The program has institutional approval.

(b) The program complies with the Standards for Bachelor's and Master's Programs.

(c) Adequate funds are available to cover the costs of the new program.

(d) New costs during the first five years of the program will not exceed $2 million.

(e) The program is a non-engineering program (i.e., not classified under CIP code 14).

(f) The program will be offered by a university or health-related institution.

I understand that the Coordinating Board will update the program inventory for the institution if no objections to the proposed program are received during the 30-day public comment period.

__________________________________________  ______________________________
Chief Executive Officer                                Date

I hereby certify that the Board of Regents has approved this program.

Date of Board of Regents approval: ________________________________

__________________________________________  ______________________________
Board of Regents (Designee)                                Date
Submitted by: Michael Young, President/CEO
Texas A&M University

Subject: Approval of a New Master of Science in Entrepreneurial Leadership and Authorization to Request Approval from the Texas Higher Education Coordinating Board

Proposed Board Action:

Approve the establishment of a new degree program at Texas A&M University leading to a Master of Science in Entrepreneurial Leadership, authorize the submission of this degree program to the Texas Higher Education Coordinating Board (THECB) for approval and certify that all applicable THECB criteria have been met.

Background Information:

The Master of Science in Entrepreneurial Leadership (MS-EntL) degree program will prepare graduate students aligned with the Professional Program in accounting at the Mays Business School the ability to recognize and seize upon business opportunities as well as hone their skills in creativity, innovation, leadership, and new venture creation. In addition many of these students will be working with clients who are high tech and fast growing so understanding this dynamic expanding class of business is critically important. This program has been in place for the past 7 years with a 100% job placement record.

Students will complete 36 credit hours of focused business coursework in one year tied to the existing 5 year Professional Program in accounting degree. The goal is to enroll approximately 27 students each year as has been done the previous 7 years. No additional expenses or commitment from faculty is required once this degree is approved. This degree compliments existing programs in both the Management and Accounting departments.

A&M System Funding or Other Financial Implications:

There are no new funding implications for the System. All faculty in the program will be from existing Mays Business School faculty. No overload payment will be required because of this program.
Agenda Item No.

TEXAS A&M UNIVERSITY
Office of the President
Date of Submission

Members, Board of Regents
The Texas A&M University System

Subject: Approval of a New Master of Science in Entrepreneurial Leadership Degree Program, and Authorization to Request Approval from the Texas Higher Education Coordinating Board

I recommend adoption of the following minute order:

"The Board of Regents of The Texas A&M University System approves the establishment of a new degree program at Texas A&M University leading to a Master of Science in Entrepreneurial Leadership degree.

The Board also authorizes submission of Texas A&M University's new degree program request to the Texas Higher Education Coordinating Board for approval and hereby certifies that all applicable criteria of the Coordinating Board have been met."

Respectfully submitted,

Michael Young, President/CEO

Approval Recommended:  
John Sharp
Chancellor

Approved for Legal Sufficiency:
Ray Bonilla
General Counsel

Billy Hamilton
Executive Vice Chancellor and
Chief Financial Officer

James R. Hallmark, Ph.D.
Vice Chancellor for Academic Affairs
Request Form for Bachelor’s and Master’s Degrees

I. Need

A. Job Market Need

Fostering entrepreneurship opportunities can provide valuable returns, not only for TAMU, but also for local community’s economic development efforts. As an example, consider that, since its founding in 1989 by the IC² Institute at the University of Texas at Austin, the Austin Technology Incubator (ATI) has worked with over 200 teams of entrepreneurs and collectively has raised almost $750 million in investor capital and created thousands of jobs, according to the organization. In just the past two years, ATI has helped its members raise almost $40 million in investor capital¹. Additionally, the Student Business Incubator at Louisiana State University’s Louisiana Business & Technology Center (LBTC) touts that its programs effectively “anchor” student entrepreneurs to the campus community, providing a home for students to pursue their business ideas in an environment of collaboration and mentorship while they complete their studies. As of July 2011 (less than 6 months in operation), the LBTC had assisted 20 existing student businesses and launched 11 new student businesses, with four additional new business starts pending. These new businesses had already generated 12 new (paid) student jobs and raised over $600,000 in capital funding².

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- Young firms were hit hard during the Great Recession. Even still, from 2006 to 2009, young and small firms (fewer than five years old and twenty employees) remained a positive source of net employment growth (8.6 percent), whereas older and larger firms shed more jobs than they created.

B. Student Demand

¹ The Importance of Young Firms for Economic Growth
By Jason Wiens and Chris Jackson, 09/13/15, Kauffman Foundation Report
Entrepreneurship in general has seen significant interest as depicted by the chart below produced by the Kauffman Foundation and since the time of publication has continued to grow exponentially. The Center for New Ventures and Entrepreneurship annually hosts over 4,000 students and alumni in its programs with growth again seeing significant gains year on year. In addition the degree proposed with this application is one that was instituted in 2008 and has continued to this date.

### Formal Programs
(majors, minors, certificates) in Entrepreneurship offered by U.S. colleges

<table>
<thead>
<tr>
<th>Year</th>
<th>Transfers</th>
<th>New Students</th>
<th>Attrition</th>
<th>Graduation</th>
<th>Cumulative Headcount</th>
<th>Cumulative FTES (New only)</th>
</tr>
</thead>
<tbody>
<tr>
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<td>27</td>
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<td>27</td>
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<tr>
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<td>0</td>
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<td>27</td>
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<tr>
<td>3</td>
<td>0</td>
<td>27</td>
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<td>27</td>
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<tr>
<td>4</td>
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<td>27</td>
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Source: *Entrepreneurship Education Comes of Age on Campus* by Kauffman Foundation.

### Entrepreneurship Courses
offered by U.S. colleges

\[
\text{~5,000} \quad \text{~250}
\begin{align*}
\text{1985} & \quad \text{2008} \\
\end{align*}
\]

C. **Enrollment Projections**
II. Quality

I. Degree Requirements

<table>
<thead>
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<th>Non-Thesis SCH</th>
<th>Thesis SCH</th>
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<td>b. Required Courses (of all students)</td>
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<tr>
<td>c. Prescribed Elective Courses</td>
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<tr>
<td>d. Elective Courses</td>
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</tr>
<tr>
<td>e1. Thesis/Dissertation</td>
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</tr>
<tr>
<td>e2. Other (specify)</td>
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<td><strong>TOTAL SCH REQUIREMENTS</strong></td>
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</table>

II. Curriculum

REQUIRED COURSES

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<tr>
<th>Prefix and Number</th>
<th>Course Title</th>
<th>SCH</th>
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</thead>
<tbody>
<tr>
<td>MGMT 640</td>
<td>Creativity</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 637</td>
<td>Foundations of New Ventures and Entrepreneurship</td>
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<td></td>
<td>MGMT 633 Organizational Change and Development</td>
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<td>MGMT 620 Strategic Human Resource Management</td>
<td></td>
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<td></td>
<td>MGMT 658 Managing Projects</td>
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</tr>
<tr>
<td></td>
<td>FINC 644 Funding New Ventures</td>
<td></td>
</tr>
<tr>
<td>Choose 3</td>
<td>Accounting Electives</td>
<td>9</td>
</tr>
<tr>
<td><strong>TOTAL CREDIT HOURS</strong></td>
<td></td>
<td><strong>36</strong></td>
</tr>
</tbody>
</table>
The MS-EntL degree is focused program aimed at Professional Program in accounting students and as such has a captured student population as well as an established faculty teaching the courses. Therefore the vast majority of course requirements and electives are ones that are normally offered by the department of Management or Accounting on an annual basis and have been done so for many years.

**CORE FACULTY**

<table>
<thead>
<tr>
<th>Name and 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>Richard Lester</td>
<td>PhD in Management</td>
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<tr>
<td>Clinical Professor</td>
<td>Texas A&amp;M University</td>
<td>MGMT 638</td>
<td></td>
</tr>
<tr>
<td>Brett Cornwell</td>
<td>BBA and MBA</td>
<td>MGMT 632</td>
<td>10%</td>
</tr>
<tr>
<td>Associate Vice Chancellor for</td>
<td>Baylor University and Texas A&amp;M University</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Commercialization</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>John Watt</td>
<td></td>
<td>MGMT 640</td>
<td>25%</td>
</tr>
<tr>
<td>Stephen Courtright</td>
<td>PhD in Business Administration</td>
<td>MGMT 675</td>
<td>25%</td>
</tr>
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<td>Assistant Professor</td>
<td>University of Iowa</td>
<td></td>
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</tr>
<tr>
<td>Kathryn King-Metters</td>
<td>PhD Capella University</td>
<td>MGMT 639</td>
<td>10%</td>
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</tbody>
</table>

**SUPPORT FACULTY**

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<tr>
<th>Name and Rank</th>
<th>Highest Degree and Awarding Institution</th>
<th>Courses Assigned in Program</th>
<th>% Time Assigned to Program</th>
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<tr>
<td>Richard Woodman</td>
<td>PhD Organizational Behavior</td>
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<td>Victoria Buenger</td>
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<tr>
<td>Clinical Associate Professor</td>
<td>Texas A&amp;M University</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a. What impact will the new program have on current programs in regards to faculty resources?

The new program will have little to no impact on current programs for three reasons: (1) no new addition to curriculum, (2) no impact on faculty load beyond what they have experienced for the last few years, and (3) no differential impact to faculty compensation beyond what they have experienced over the last few years.

1. How will the teaching load of current faculty be impacted?

   No change from previous years.

2. How with the teaching load of faculty assigned a portion of their time to the new program be covered?

   There will be no teaching load reassigned.

IV. **Students**
We will admit only Texas A&M University undergraduates who are admitted into the Professional Program in Accounting. They are admitted into the spring and summer of their junior year and will begin taking their entrepreneurship classes in their senior and graduate year.

V. Library

All necessary library resources are already in place, both at the University level and via internet searches.

VI. Facilities and Equipment

All classes will be held in the normal classrooms in the Mays Business School. Since there are no new classes there is no change to existing schedules.

VII. Accreditation

We have no plans to pursue accreditation beyond the AACSB and SACS accreditations already held.

VIII. Evaluation

We will evaluate the quality and effectiveness of the new program through enrollment into the program and through the quality monitoring done by the Professional Program in accounting staff.

III. Costs and Funding

NEW FIVE-YEAR COSTS AND FUNDING SOURCES
There are no new funding implications for the System.

<table>
<thead>
<tr>
<th>Five-Year Costs</th>
<th>Five-Year Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personnel</td>
<td>Reallocated Funds $0</td>
</tr>
<tr>
<td>Faculty</td>
<td>$0</td>
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<tr>
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APPENDIX

FTE Personnel Involved in Delivery of New Program

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# ANTICIPATED SOURCES OF FUNDING

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<td>III. Reallocation of Existing Resources</td>
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## NON-FORMULA SOURCES OF FUNDING

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2E. J. Ourso College of Business Presentation, August 2011
# New Bachelor's and Master's Degree
## Cover Page/Signature Page

### Administrative Information

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

2. **Program Name:**
   - Master of Science in Entrepreneurial Leadership

3. **Proposed CIP Code:**
   - 52.0701

4. **Number of Required Semester Credit Hours (SCHs):**
   - 36

5. **Brief Program Description**
   - The Master of Science in Entrepreneurial Leadership (MS-EntL) degree program will prepare graduate students aligned with the Professional Program in accounting at the Mays Business School the ability to recognize and seize upon business opportunities as well as hone their skills in creativity, innovation, leadership, and new venture creation. In addition many of these students will be working with clients who are high tech and fast growing so understanding this dynamic expanding class of business is critically important.

6. **Administrative Unit:**
   - Mays Graduate Programs within Mays Business School

7. **Proposed Implementation Date:**
   - Fall semester 2016

8. **Contact Person:**
   - Richard Lester
   - Mays Business School
   - 979.862.7091
   - rlester@mays.tamu.edu
# 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**

3. **Board of Regents Certification of Criteria for Commissioner of Assist 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**
Returned Items
Dear Dr. Langari,

First, I would like to sincerely thank you and Dr. Leon for the fruitful meeting that we held this morning pertaining to your proposed Master of Engineering in Technical Management. Second, my colleagues in the department Drs. Dirani, Jones and Smith, deeply appreciated the dialogue that we had and as we all agreed, there are many ways that our two departments can collaborate to benefit our students and faculty. Three, we unanimously agreed to the following:

1. That you retain the name of the masters degree as proposed since your focus is on equipping engineers with technical management skills. This is different from our technology management undergraduate degree program whose focus is on computer hardware, software, and instructional design and delivery.

2. That you change name of the course METM 644 - Leading and Managing Teams to Leading and Managing Technical Teams.

My colleagues and I were pleased to learn that Dr. Jia Wang a faculty member in EAHR is collaborating with your faculty on several research projects and that two of your faculty will be offering two courses in the proposed Cyber Security minor which Dr. Jones has been involved with. In addition, we were pleased to know that one of our advanced doctoral students who is an employee in your department, Mr. Bharani Nagarathanam will be teaching one course in the METM program.

I wish you success in your proposed METM program and look forward to increasing the interdisciplinary collaboration between our sister departments.

Sincerely,
Fred
Dear Trez,

I understand that during the discussion of our proposal to create a Master of Engineering in Technical Management (METM) degree at the faculty senate, you raised some concerns vis-à-vis your existing program in technology management. As you well know from the discussions that we had had here in ETID some time ago, our two programs are not at all alike in that our proposed program is a graduate professional degree with a mix of technological and soft skills intended to enable graduates of engineering technology (and some engineering) programs lead teams of people and manage processes in manufacturing, product development and the like where they are employed. The degree offered by your program at the undergraduate level focuses on managing computer networks and systems, targets a different audience, and focuses on management of information technology (IT) in a more specific sense as opposed to the broader technical management domain that is our focus.

As you also know we have been supportive of your efforts in the past and, in our meeting here in ETID two years ago, even offered to help you with the delivery of educational material as well as enabling some of our students to potentially transition to your program based on their forte and inclinations. With this background in mind, and while I am personally disappointed that our proposal was removed from the consent agenda of yesterday’s senate meeting, I would like to suggest that my ADH (Dr. Jorge Leon) and I to meet with you and Dr. Nafukho ASAP so we that can help overcome any issues that may exist in enabling us to move this proposal forward towards fruition. I have asked my assistant, Mr. Margaret Lomas Carpenter to arrange a meeting on this ASAP (ideally on Thursday) and appreciate your making yourself available to visit with us on this issue.

Regards,

Reza Langari, Ph.D., Professor and JR Thompson Department Head Chair
Engineering Technology and Industrial Distribution (ETID)
Texas A&M University
College Station, TX 77843-3367

979-845-4949 (office)
979-847-9396 (fax)
979-571-8498 (cell)
rlangari@tamu.edu
TO: Reza Langari, Professor and JR Thompson Department Head Chair
Engineering Technology and Industrial Distribution (ETID)

FROM: Bala Shetty, Interim Associate Dean for Graduate Programs
Mays Business School

DATE: February 11, 2016

SUBJECT: Master of Engineering in Technical Management

Following a review of the proposal by the Department of Engineering Technology and Industrial Distribution (ETID), to create a Master of Engineering Degree in Technical Management, Mays Business School does not see a conflict between this degree program and any of its existing degree offerings. Mays Business School is supportive of the ETID proposal, and in particular, has no objections to the Faculty Senate approving this program per its normal operating procedures.

Please contact me if I can be of further assistance.

Bala Shetty