1. Approval of April 2012 Graduate Council minutes.

2. **New Course Requests:**
   a. BIOL 625  Structural and Molecular Biology
   b. CSCE 630  Speech Processing
   c. EDAD 628  Advanced Legal Issues in Higher Education
   d. GENE 677  Genes and Diseases
   e. MARB 605  Air Breathing Marine Vertebrate Research Techniques
   f. MARB 615  Coastal Marine Biology and Geology of Alaska
   g. VIBS 688  Epidemiological Modeling of Infectious Diseases

3. **Course Change Requests:**
   a. EPSY 631  Program Evaluation in School and Clinic
   b. EPSY 647  Adult Development and Aging

4. **Special Consideration Item:**
Minutes
Graduate Council Meeting Minutes
310 Jack K. Williams Administration Building
April 5, 2012
1:30 p.m.

In attendance: Skip Landis, Dick Haney, Carmelita Pickett, Nicole Wilkins, Sandra Williams, Dennis Jansen, Nancy Duran, Leslie Feigenbaum, Jane Welsh, Robin Autenrieth, R. Saravanan, Dave Reed, Patricia Hurley, Scott Miller, Sam Kirkpatrick, Delisa Falks, Karen Butler-Purry, Laura Hammons, Mark Zoran, Jana Corley

1. Discussion Items:
   a. Cost of Graduate Education—Delisa Falks spoke about the method Student Financial Aid uses in calculating Cost of Attendance. Historically, International Student Services has used Student Financial Aid’s Cost of Attendance numbers for non-resident students, and added additional numbers in order to derive costs for international students, including international students with families. Discussions are underway between the two offices to better estimate the amounts. Forecasts for Cost of Attendance had to be published some time ago, and include the increases in State Mandated Tuition. If University Authorized Tuition and fees increase in May, the Cost of Attendance numbers will be adjusted accordingly.
   b. Thesis Office Streamlining Update—Laura Hammons spoke about changes that are underway in the way that the Thesis Office processes documents. Starting this Spring, Thesis Office reviewers are using a checklist to provide global suggestions to students at the beginning of the process. Also, if a student has received 3 rounds of review, the document will be put on hold until other students are served. Beginning with the fall semester, additional changes will be implemented including reducing repetition of information required, no requirement for a journal format to be listed, and a less extensive review of references.

2. Approval of March 2012 Graduate Council minutes. March minutes were approved as written.

3. New Course Requests:
The following new course requests were approved by Graduate Council with friendly amendments.
   a. EDCI 609 Analysis and Reporting for Records of Study
   b. EHRD 643 Adult Education, Globalization and Social Justice
   c. MARA 685 Directed Studies
   d. SPED 601 Assessment in School Settings

4. Course Change Requests:
The following course change request was approved by Graduate Council with friendly amendments.
   a. ESSM 601 Ecosystem Stewardship

5. Special Consideration Items:
The following special consideration items were approved by Graduate Council.
   a. Expedited Course Withdrawal Memos
      i. College of Agriculture and Life Sciences
         1. AGEC 611 Production Economics I
         2. AGEC 618 E-Commerce: Auctions, Contracts and Exchanges
         3. ANSC 606 Advancements in Beef Cattle Production
4. ANSC 628 Databases Applications for Biologists
5. ANSC 635 Molecular Biotechnology
6. ANSC 650 Issues in Animal Agriculture
7. ANSC 654 Molecular Endocrinology
8. ANSC 677 Instrumental Methods and Food Analysis: Theory and Practice
9. BAEN 610 Spatial Technology for Site-Specific Crop Management
10. ENTO 623 Advanced Principles of Agroecosystem Management with Emphasis on Insects and Mites
11. ESSM 615 Advanced Silviculture
12. ESSM 644 Plant Cell Culture in Genetic Improvement & Conservation
13. FLOR 691 Research
14. FLOR 693 Professional Study
15. HORT 601 Nutrition of Horticultural Plants
16. FSTC 677 Instrumental Methods in Food Analysis
17. PLPA 625 Plant Pathogenic Fungi
18. PLPA 627 Theory of Plant Disease Epidemics
19. POSC 603 Avian Incubation and Embryology
20. RENR 689 Special Topics in
21. RPTS 681 Seminar
22. SCSC 606 Soil Microfabric and Reconstruction Analysis
23. SCSC 608 International Agronomic Development
24. SCSC 612 Forage Crops Management
25. SCSC 614 Biodegradation and Bioremediation
26. SCSC 616 Reclamation of Drastically Disturbed Lands
27. SCSC 617 Advanced Soil Physics
28. RENR 664 Coastal Zone Management
29. WFSC 600 Field and Laboratory Methods
30. WFSC 601 Vertebrate Systematics
31. WFSC 612 Conservation Biology
32. WFSC 615 Mariculture
33. WFSC 621 Aquatic Ecology
34. WFSC 629 Lower Foodweb Dynamics of Aquatic Ecosystems
35. WFSC 650 Aquatic Microbial Ecology

ii. The Bush School of Government & Public Services
1. INTA 679 Homeland Security and Business
2. PSAA 612 Public Policy Administration
3. PSAA 673 Conflict Resolution in Public Management

iii. Mays Business School
1. ACCT 631 Corporate Taxation II
2. ACCT 635 Certified Public Accountant—Problems
3. ACCT 642 Accounting Concepts and Procedures II
4. ACCT 661 Interdisciplinary Interface of Accounting Thought
5. ACCT 671 Contemporary Accounting Topics
6. ACCT 672 Accounting Field Project
7. ACCT 675 Empirical and Computational Methods in Accounting Research
8. ACCT 679 Managerial Accounting Analysis
9. ACCT 690 Theory of Research in Accounting
10. BUAD 698 Writing for Publication
11. INFO 618 E-Commerce: Auctions, Contracts and Exchanges
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>INFO 622</td>
<td>Management of Information Systems Quality</td>
</tr>
<tr>
<td>INFO 623</td>
<td>Groupware and Collaborative Technology</td>
</tr>
<tr>
<td>INFO 632</td>
<td>Business Operating Systems</td>
</tr>
<tr>
<td>INFO 640</td>
<td>Strategy and Business Modeling in E-Commerce</td>
</tr>
<tr>
<td>INFO 641</td>
<td>Theory and Research Management Information Systems</td>
</tr>
<tr>
<td>INFO 643</td>
<td>Knowledge Management</td>
</tr>
<tr>
<td>INFO 665</td>
<td>International Telecommunications</td>
</tr>
<tr>
<td>MKTG 679</td>
<td>Retail Management &amp; Consulting</td>
</tr>
<tr>
<td>AERO 619</td>
<td>Materials Modeling Phase Transformations</td>
</tr>
<tr>
<td>AERO 677</td>
<td>Rarefied Gas Dynamics</td>
</tr>
<tr>
<td>BMEN 603</td>
<td>Information Processing in Biomedical Engineering</td>
</tr>
<tr>
<td>BMEN 668</td>
<td>Biothermomechanics</td>
</tr>
<tr>
<td>ECEN 634</td>
<td>Morphological Methods in Image and Signal Processing</td>
</tr>
<tr>
<td>ECEN 645</td>
<td>Pattern Recognition by Neural Networks</td>
</tr>
<tr>
<td>ECEN 652</td>
<td>Switching Theory</td>
</tr>
<tr>
<td>ECEN 656</td>
<td>Physical Electronics</td>
</tr>
<tr>
<td>ECEN 657</td>
<td>Quantum Electronics</td>
</tr>
<tr>
<td>ECEN 672</td>
<td>Semiconductor Lasers and Photodetectors</td>
</tr>
<tr>
<td>ECEN 673</td>
<td>Fundamentals of Microelectronics</td>
</tr>
<tr>
<td>ECEN 678</td>
<td>Statistical Optics</td>
</tr>
<tr>
<td>ECEN 682</td>
<td>Spread Spectrum and CDMA</td>
</tr>
<tr>
<td>ECEN 698</td>
<td>Analog to Digital Converters</td>
</tr>
<tr>
<td>ENTC 615</td>
<td>Communications Networks</td>
</tr>
<tr>
<td>ENTC 625</td>
<td>Telecommunications Management</td>
</tr>
<tr>
<td>ENTC 630</td>
<td>Network Management</td>
</tr>
<tr>
<td>ENTC 665</td>
<td>International Telecommunications</td>
</tr>
<tr>
<td>ISEN 604</td>
<td>Advanced Work Methods and Measurements</td>
</tr>
<tr>
<td>ISEN 626</td>
<td>Model Building and Applications of Operations Research</td>
</tr>
<tr>
<td>ISEN 628</td>
<td>Combinatorial Optimization</td>
</tr>
<tr>
<td>ISEN 639</td>
<td>Human Factors in Expert Systems Development</td>
</tr>
<tr>
<td>ISEN 642</td>
<td>Integrated System Development Methods and Tools</td>
</tr>
<tr>
<td>MEMA 619</td>
<td>Materials Modeling Phase Transformations</td>
</tr>
<tr>
<td>NUEN 672</td>
<td>Operational Health Physics of Advanced Reactors</td>
</tr>
<tr>
<td>PETE 610</td>
<td>Numerical Simulation of Heat and Fluid Flow in Porous Media</td>
</tr>
<tr>
<td>PETE 666</td>
<td>Conservation Theory and Applications in Petroleum Engineering</td>
</tr>
<tr>
<td>SENG 636</td>
<td>Biological Control System Analysis</td>
</tr>
<tr>
<td>SENG 682</td>
<td>Instrumentation of Industrial Hygiene</td>
</tr>
<tr>
<td>SENG 683</td>
<td>Evaluation and Control of the Occupational Environment</td>
</tr>
<tr>
<td>SYEN 603</td>
<td>Practices in System Engineering</td>
</tr>
<tr>
<td>ANTH 608</td>
<td>Folklife and Material Culture</td>
</tr>
<tr>
<td>ECON 647</td>
<td>Macroeconomic Theory III</td>
</tr>
<tr>
<td>ENGL 656</td>
<td>Topics in Composition Theory and Practice</td>
</tr>
<tr>
<td>HIST 626</td>
<td>American Cultural and Intellectual History</td>
</tr>
<tr>
<td>HIST 637</td>
<td>Early Middle Ages</td>
</tr>
<tr>
<td>HIST 638</td>
<td>Medieval Europe</td>
</tr>
<tr>
<td>PHIL 614</td>
<td>Medieval Philosophy</td>
</tr>
<tr>
<td>PHIL 671</td>
<td>Professional Ethics</td>
</tr>
<tr>
<td>Course Number</td>
<td>Course Title</td>
</tr>
<tr>
<td>---------------</td>
<td>------------------------------------------------------------</td>
</tr>
<tr>
<td>9.</td>
<td>PSYC 641 Principles of Neuropsychology</td>
</tr>
<tr>
<td>10.</td>
<td>PSYC 645 Methods of Human Neuroscience</td>
</tr>
<tr>
<td>11.</td>
<td>PSYC 672 Factor Analysis for Behavioral Scientists</td>
</tr>
<tr>
<td>12.</td>
<td>PSYC 673 Psychometric Theory and Methods</td>
</tr>
<tr>
<td>13.</td>
<td>PSYC 674 Covariance Structure Models and Causal Analysis</td>
</tr>
<tr>
<td>14.</td>
<td>PSYC 676 Web-Based Data Collection</td>
</tr>
<tr>
<td>15.</td>
<td>PSYC 677 Clinical Research Seminar</td>
</tr>
<tr>
<td>16.</td>
<td>SOCI 602 Rural Sociology</td>
</tr>
<tr>
<td>17.</td>
<td>SOCI 620 Human Ecology</td>
</tr>
<tr>
<td>18.</td>
<td>SPAN 646 Spanish Literature of the Golden Age</td>
</tr>
<tr>
<td>19.</td>
<td>SPAN 654 Contemporary Spanish American Literature</td>
</tr>
<tr>
<td>20.</td>
<td>SPAN 665 From Realism to Postmodernism</td>
</tr>
<tr>
<td>21.</td>
<td>SPAN 669 Seminar in Hispanic Literature</td>
</tr>
<tr>
<td>22.</td>
<td>SPAN 685 Directed Studies</td>
</tr>
<tr>
<td>23.</td>
<td>SPAN 691 Research</td>
</tr>
<tr>
<td>24.</td>
<td>THAR 685 Directed Studies</td>
</tr>
</tbody>
</table>

**vi. College of Science**

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>BIOL 225 Physical Anthropology</td>
</tr>
<tr>
<td>2.</td>
<td>BIOL 281 Seminar in Quantitative Biology</td>
</tr>
<tr>
<td>3.</td>
<td>BIOL 330 Molecules &amp; Life</td>
</tr>
<tr>
<td>4.</td>
<td>BIOL 605 Principles and Methods of Systematic Biology</td>
</tr>
<tr>
<td>5.</td>
<td>BIOL 607 Terrestrial Ecosystems</td>
</tr>
<tr>
<td>6.</td>
<td>BIOL 624 Fungal Genetics</td>
</tr>
<tr>
<td>7.</td>
<td>BIOL 637 Field Systematic Botany</td>
</tr>
<tr>
<td>8.</td>
<td>BIOL 649 Comparative Endocrinology</td>
</tr>
<tr>
<td>9.</td>
<td>BIOL 653 Zoogeography</td>
</tr>
<tr>
<td>10.</td>
<td>BIOL 654 Field Zoogeography</td>
</tr>
<tr>
<td>11.</td>
<td>BIOL 667 Biology of Marine Annelida</td>
</tr>
<tr>
<td>12.</td>
<td>BIOL 670 The Cell Cycle</td>
</tr>
<tr>
<td>13.</td>
<td>BIOL 672 Molecular Biology of Photosynthesis and Light Signal Transduction</td>
</tr>
<tr>
<td>14.</td>
<td>BIOL 674 Cellular and Molecular Aspects of Development</td>
</tr>
<tr>
<td>15.</td>
<td>CHEM 334 Experimental Physical Chemistry II</td>
</tr>
<tr>
<td>16.</td>
<td>CHEM 622 Adsorption Phenomena and Heterogeneous Catalysis</td>
</tr>
<tr>
<td>17.</td>
<td>CHEM 671 Macromolecular Fold &amp; Design</td>
</tr>
<tr>
<td>18.</td>
<td>CHEM 698 Inquiry and Chemical Concepts</td>
</tr>
<tr>
<td>19.</td>
<td>MATH 202 Discrete Mathematics for Computer Science</td>
</tr>
<tr>
<td>20.</td>
<td>MATH 657 Spline Analysis and Applications</td>
</tr>
<tr>
<td>21.</td>
<td>MATH 668 Wavelet Analysis</td>
</tr>
<tr>
<td>22.</td>
<td>MATH 674 Information, Secrecy, and Authentication II</td>
</tr>
<tr>
<td>23.</td>
<td>PHYS 219 Electricity</td>
</tr>
<tr>
<td>24.</td>
<td>PHYS 659 The Evolution of Physics</td>
</tr>
<tr>
<td>25.</td>
<td>PHYS 660 Evolution of Physics</td>
</tr>
<tr>
<td>26.</td>
<td>PHYS 665 Concepts of Modern Physics</td>
</tr>
<tr>
<td>27.</td>
<td>PHYS 667 Physics for Advanced Placement Teachers</td>
</tr>
<tr>
<td>28.</td>
<td>PHYS 697 Seminar in the Teaching of Physics</td>
</tr>
<tr>
<td>29.</td>
<td>STAT 225 Mechanical Engineering Statistics</td>
</tr>
<tr>
<td>30.</td>
<td>STAT 415 Mathematical Statistics II</td>
</tr>
<tr>
<td>31.</td>
<td>STAT 602 Statistical Methods of Regression Analysis</td>
</tr>
<tr>
<td>32.</td>
<td>STAT 606 Design of Experiments</td>
</tr>
</tbody>
</table>
33. STAT 609  Order Statistics and Non-Parametric Methods  
34. STAT 634  Response Surface Design and Analysis  
35. STAT 635  Application of Stochastic Processes to the Natural Sciences  
36. STAT 637  Statistical Methods in Ecology  
37. STAT 655  Forecasting Methods and Applications

vii. College of Veterinary Medicine  
1. VIBS 614  Biodegradation and Bioremediation  
2. VIBS 618  Food Toxicology  
3. VIBS 628  Scan Electron Microscopy  
4. VIBS 632  Public Health Concepts  
5. VIBS 662  Reporting Science Policy  
6. VTPP 658  Anatomy and Physiology of the Equine Foot  
7. VTPP 665  Pharmacology  
8. VTPP 670  Toxicology  
9. VTPP 671  Toxicity Testing Concepts  
10. VTPP 672  Toxic Plants and Biotoxins  
11. VTPP 674  Natural Products Toxicology

b. Low Producing degrees-Termination and Teach-out plan  
   i. Master of Agriculture in Plant Science  
   ii. Master of Science in Forestry

6. New Business  
a. In order to expedite the approval of memos requesting course withdrawals and low producing degrees submitted subsequent to the April Graduate Council meeting, the Graduate Council delegated to the chair the authority to approve such memos.
New Courses
Texas A&M University
Departmental Request for a New Course
Undergraduate ▪ Graduate ▪ Professional
• Submit original form and attach a course syllabus.

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

2. Course prefix, number and complete title of course:
   BIOL 625 Structural and Molecular Biology

3. Catalog course description (not to exceed 50 words):
   The objective of this course is for students to successfully integrate structural knowledge into their own areas of interest. Literature examples will be used to integrate structural information from large macromolecular complexes to single proteins with functional information obtained through other methods.

4. Prerequisite(s):
   Graduate classification or permission of instructor.

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

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

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

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

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

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

9. Prefix Course # Title (excluding punctuation)

<table>
<thead>
<tr>
<th>BIO</th>
<th>L</th>
<th>6</th>
<th>2</th>
<th>5</th>
<th>STRUCT &amp; MOLEC BIO</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Admin. Unit Acad. Year SUOE Code</td>
</tr>
<tr>
<td>0</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3 0 4 1 2 1 3 0 0 3 6 3 2</td>
</tr>
</tbody>
</table>

Approval recommended by:

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

Chair, College Review Committee Date

Dean of College Date

Submitted to Coordinating Board by:

Chair, GC or UCC Date

Effective Date

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

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

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

Office hours - immediately following class or by appointment

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

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

The following textbook is optional:

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

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

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

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

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

Form Instructions

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

2. Course prefix, number and complete title of course: CSCE 630 Speech Processing

3. Catalog course description (not to exceed 50 words): Speech production and perception (speech apparatus, articulatory/auditory phonetics); mathematical foundations (sampling, filtering, probability, pattern recognition); speech analysis and coding (short-time Fourier analysis, linear prediction, cepstrum); speech recognition (dynamic time warping, hidden Markov models, language models); speech synthesis (frontend, back-end); speech modification (overlap-add, enhancement, voice conversion).

4. Prerequisite(s): ECEN 314 or equivalent or approval of instructor. Basic knowledge of signals and systems, linear algebra, probability and statistics. Programming experience in a high-level language is required

Cross-listed with: Stacked with:

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

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

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

7. This course will be:

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

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

MS and PhD in Computer Science and Computer Engineering

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

9. Prefix Course # Title (excluding punctuation)

<table>
<thead>
<tr>
<th>Lect.</th>
<th>Lab</th>
<th>SCH</th>
<th>GPA and Fund Code</th>
<th>Admin. Unit</th>
<th>Acad. Year</th>
<th>ECT Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>3</td>
<td>6</td>
</tr>
</tbody>
</table>

Approval recommended by: Ricardo Gutierrez-Osuna

Department Head or Program Chair (Type Name & Sign) Date 2/17/12

Robin Autenrieth
Chair, College Review Committee Date 4-12-12

Robin Autenrieth
Dean of College Date 4-11-12

Mark Zoran
Chair, GC or UCC Date

Submitted to Coordinating Board by:

Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
Curricular Services – 3/10
You may insert your syllabus (Word document) to this section of the form. Simply delete this paragraph and use the Insert/File option in the menu bar to insert your syllabus. If you cut and paste your syllabus, it is recommended that you first paste it after this statement and then delete this paragraph. Otherwise, it will lock the syllabus as read-only.
Course title and number  CSCE 630 Speech Processing
Term (e.g., Fall 200X)  Fall 2012
Meeting times and location  TBA

Course Description and Prerequisites

Objective: The main objective of this course is to provide computer scientists with an introduction to basic concepts in speech processing, including speech and speaker recognition, speech synthesis, and speech transformation. The course will also familiarize students with tools that can be used to analyze, manipulate and process speech signals.

Catalog description: Speech production and perception (speech apparatus, articulatory/auditory phonetics); mathematical foundations (sampling, filtering, probability, pattern recognition); speech analysis and coding (short-time Fourier analysis, linear prediction, cepstrum); speech recognition (dynamic time warping, hidden Markov models, language models); speech synthesis (front-end, back-end); speech modification (overlap-add, enhancement, voice conversion).

Prerequisites: ECEN 314 or equivalent, or permission of the instructor. Basic knowledge of signals and systems, linear algebra, probability and statistics. Programming experience in a high-level language is required.

Learning Outcomes or Course Objectives

Course Objectives: This course seeks to familiarize students with
- Fundamental concepts of speech production and speech perception
- Mathematical foundations of signal processing and pattern recognition
- Computational methods for speech analysis, recognition, synthesis, and modification

Course Outcomes: Upon satisfactory completion of the course, the student will be able to:
- Manipulate, visualize, and analyze speech signals
- Perform various decompositions, codifications, and modifications of speech signals
- Build a complete speech recognition system using state of the art tools

Instructor Information

Name  Ricardo Gutierrez-Osuna
Telephone number  (979) 845-2942
Email address  rgutier@cse.tamu.edu
Office hours  After class or by appointment
Office location  HRBB 520A

Textbook and/or Resource Material

The course will not have an official textbook and instead will be based on lecture slides developed by the instructor from several sources, including the following references:
- Speech Synthesis and Recognition, 2nd Ed, J. Holmes and W. Holmes, CRC Press, 2001
- Speech and Audio Signal Processing: Processing and perception of speech and music, B. Gold and N. Morgan, Wiley, 2000

Grading Policies

The course grade will be the weighted sum of four grades. Grading will be straight scale (90-100 A, 80-89 B, 70-79 C, 60-69 D, below 60 F). These numeric thresholds may be lowered due to clustering, but will not be raised.

- **Homework (40%)**: There will be three homework assignments, distributed every 2-3 weeks during the first part of the semester. Homework assignments will emphasize the implementation (programming) of material presented in class. Homework assignments must be done individually.
- **Tests (30%)**: There will be a midterm exam and a final exam. All tests will be closed-books, closed-notes. One double-sided, hand-written sheet (8.5"11") will be allowed. Tests will have an emphasis on new material from the class notes.
- **Project (30%)**: The last part of the semester will be dedicated to a term project. Students are encouraged to propose projects related to their own research. The projects must be performed in groups of up to three people. Projects may emphasize the application of existing tools, the development of new tools, or the design of new algorithms. Projects will be graded by their content (75%) and the quality of a classroom presentation (25%) at the end of the semester.

**Homework submissions.** Homework assignments are due at the starting class time on the due date. Electronic material will be submitted with the "turnin" utility at https://csnet.cs.tamu.edu; hardcopies will be submitted directly to the instructor. Email submissions will not be accepted. Note that "turnin" has a maximum file size that can be submitted.

**Late submissions.** Late submissions will receive a 15% penalty on the total grade of the assignment; the penalty will increase by an additional 15% every 24 hours. These penalties will not be applied in cases of excused absences; please refer to student rule 7: http://student-rules.tamu.edu/rule07.

**Missed Tests**: Missed tests can only be made up in case of emergency or work conflicts, and will require supporting documentation. For additional details on excused absences, please refer to student rule 7: http://student-rules.tamu.edu/rule07. Whenever possible, these issues should be discussed with the instructor prior to the conflicting date.

**Collaboration vs. Academic Dishonesty**: Students are encouraged to exchange ideas and form study groups to discuss the course material, and prepare for homework assignments and tests. However, discussions regarding homework assignments should be kept at the conceptual level (i.e., sharing code is not allowed). Scholastic dishonesty will not be tolerated in homework assignments, tests or projects. For a list of examples of scholastic dishonesty see Section 20 of the TAMU Student Rules (http://student-rules.tamu.edu/).

Course Topics, Calendar of Activities, Major Assignment Dates

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Required Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Course introduction</td>
<td>Lecture slides 1 and 2</td>
</tr>
<tr>
<td></td>
<td>Speech production and perception</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Organization of speech sounds</td>
<td>Lecture slides 3 and 4</td>
</tr>
<tr>
<td></td>
<td>Signals and transforms</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Digital filters</td>
<td>Lecture slides 5 and 6</td>
</tr>
<tr>
<td></td>
<td>Short-time Fourier analysis/synthesis</td>
<td></td>
</tr>
</tbody>
</table>
| 4 | Linear prediction of speech 
Source estimation | Lecture slides 7 and 8 |
| 5 | Cepstral analysis 
Probability, stats, estimation theory | Lecture slides 9 and 10 |
| 6 | Pattern recognition principles I  
Pattern recognition principles II | Lecture slides 11 |
| 7 | Template matching  
Hidden Markov models | Lecture slides 12 and 13 |
| 8 | Review/catch up day 
Midterm exam | |
| 9 | Refinements for HMMs  
Large vocabulary continuous speech recognition | Lecture slides 14 and 15 |
| 10 | HTK speech recognition system 
Speaker recognition | Lecture slides 21 and 16 |
| 11 | Speech synthesis (front-end)  
Speech synthesis (back end) | Lecture slides 17 and 18 |
| 12 | Prosodic modification of speech  
Voice conversion | Lecture slides 19 and 20 |
| 13 | Project presentations 
Project presentations | |
| 14 | Review/catch up day 
Final exam | |

**Other Pertinent Course Information**

To the best of my knowledge, there is not a single course at Texas A&M that covers speech-related topics for computer science and engineering students. As a result, and unlike other areas of research such as computer vision, robotics or physical human-computer interfaces, students interested in speech have little choice but to take several courses and complement that material with a great deal of self-study. This lack of speech-specific courses is surprising considering that speech is the main form of communication among humans, and also one of the most natural forms of interaction between humans and computers.

A handful of courses across campus cover material that is somewhat related to speech. A search through the 2009-2010 graduate catalog returns the following classes that mention the topic of “speech”:

- **COMM 651**: Presidential Rhetoric. […] Rhetorical discourse of American presidents, including principal genres of presidential communication, speechwriting and media strategies […]

- **CSCE 636**: Neural Networks. […] selective applications of neural networks to vision, speech, motor control and planning […]

- **ECEN 663**: Data Compression with Applications to Speech and Video. This course only covers low-level aspects of speech processing, namely coding and modulation of speech waveforms.

- **VIZA 617**: Advanced Animation. […] may include story development, expressive character design, motivation, acting, speech animation, choreography […]

In terms of fundamentals, the closest class in Computer Science and Engineering would be CSCE 666 (Pattern Analysis), which contains one lecture on Fourier analysis and two lectures on hidden Markov models. In the department of Psychology, PSYC 603 (Sensation and Perception) covers some basic aspects of speech perception, though speech is not a major topic (Takashi Yamauchi, personal communication). Finally, the ECEN Department offers several foundational courses in digital signal processing, including ECEN 603 (Time-frequency Analysis and Multirate Signal Processing) and the
aforementioned ECEN 663, both of which are unsuited for students with a traditional computer science background and still do not cover techniques that are specific to speech.

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

Form Instructions

1. Request submitted by (Department or Program Name): Educational Administration & Human Resource Development

2. Course prefix, number and complete title of course: EDAD 628, Advanced Legal Issues in Higher Education

3. Catalog course description (not to exceed 50 words): Legal issues associated with student affairs and higher education administration; understand establishment and maintenance of relationship with university attorneys and office of general counsel.

4. Prerequisite(s): EDAD 610 or equivalent, Graduate Classification

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

6. Is this a repeatable course? ☐ Yes ☒ No If yes, this course may be taken ________ times.

7. Will this course be repeated within the same semester? ☐ Yes ☒ No

8. 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)

   PhD in educational administration; MS in educational administration

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

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course #</th>
<th>Title (excluding punctuation)</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDAD</td>
<td>628</td>
<td>ADV LEGAL ISS HIGH EDUC</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lect.</th>
<th>Lab</th>
<th>SCH</th>
<th>GIP and Fund Code</th>
<th>Admin. Unit</th>
<th>Acad. Year</th>
<th>FAEC Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>0</td>
<td>3 6 3 2</td>
</tr>
</tbody>
</table>

Approval recommended by:

Frederick M. Nafukho
Department Head or Program Chair (Type Name & Sign) Date

Chair, College Review Committee Date

Dean of College Date

Submitted to Coordinating Board by:

Associate Director, Curricular Services Date

Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services – 3/10
Course title and number: EDAD 628, Advanced Legal Issues in Higher Education
Term (e.g., Fall 200X): Summer, 2013
Meeting times and location: TBA/TBA

Instructor Information
Name: David Parrott
Telephone number: 979-845-4728
Email address: davep@tamu.edu
Office hours: By appointment
Office location: Rm. 117, Koldus Building

Course Description and Prerequisites
Legal issues associated with student affairs and higher education administration; understand establishment and maintenance of relationship with university attorneys and office of general counsel.

Prerequisites: EDAD 610 or equivalent; graduate classification

Learning Outcomes or Course Objectives
The general objectives of this course are:

To explore in depth several pertinent topics in Higher Education Law.

To understand the establishment and maintenance of the relationship with university attorneys and the Office of General Counsel.

To become familiar with the jurisdiction of the courts and the implications of judicial opinions for postsecondary administrators.

To develop the ability to identify legal issues related to students, Student Affairs, and Higher Education.

To understand the parameters of the law relate to:
(a.) OCR Dear Colleague Letter
(b.) Sexual harassment
(c.) Free speech
(d.) Forum Analysis
(e.) Other pertinent topics as time permits
Textbook and/or Resource Material

The Constitution of the United States of America, (2009), (provided by the instructor)


Other readings as assigned.

Grading Policies

Scale:
A= 90 points and above
B=80-89 points
C=70-79 points
F=69 and below

Assignment value:
Reaction papers = 20 points
Case studies = 25 points
Class participation = 25 points
Final project = 30 points

Reaction papers: Evaluation based on teamwork (when applicable), application of pertinent case law and legal concepts, identification and resolution of issues contained in case, presentation of position and outcome.

Case studies: Evaluation based on thoroughness of response, citation of appropriate cases and concepts, clarity of thought, clear and concise expression of ideas, and other pertinent factors.

Class participation: Evaluation based on student's attendance, involvement, engagement in discussions and debates, prior reading of material, obvious preparedness, contribution to the class, professional demeanor and other factors deemed appropriate by the instructor.

Final project: Evaluation based on topic pertinence, clarity of thought, conciseness, thoroughness, and application of legal concepts and case law.

Class Attendance

Students are responsible for providing satisfactory evidence to the instructor to substantiate the reason for an excused absence. The reasons absences are considered excused by the university can be found at the following website: http://student-rules.tamu.edu/rule07.
Course Topics, Calendar of Activities, Major Assignment Dates

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Items to be Covered</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introductions and Overall Review</td>
<td>History of University/Student Relationship; Review of Basic Legal Concepts and Ethical Principles</td>
</tr>
<tr>
<td>2</td>
<td>Overall Review (cont'd)</td>
<td>Review of Basic Legal Concepts and Ethical Principals</td>
</tr>
<tr>
<td>3</td>
<td>Presentation Discussion</td>
<td>Selection of Presentation Groups and Topic Selection</td>
</tr>
<tr>
<td>4</td>
<td>Freedom of Speech</td>
<td>Freedom of Speech/Marketplace of Ideas/Interplay of First Amendment and Federal Statutes</td>
</tr>
<tr>
<td>5</td>
<td>Freedom of Speech (cont'd)</td>
<td>Freedom of Speech/Marketplace of Ideas/Interplay of First Amendment and Federal Statutes</td>
</tr>
<tr>
<td>6</td>
<td>Overview</td>
<td>Freedom of Speech Forum Analysis</td>
</tr>
<tr>
<td>7</td>
<td>Case Study</td>
<td>Students provided case studies to analyze in regards to freedom of speech/ marketplace of ideas/interplay of first amendment and federal statutes</td>
</tr>
<tr>
<td>8</td>
<td>Preview of OCR Dear Colleague</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Letters</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Sexual Harassment</td>
<td>Sexual Harassment/OCR Dear Colleague Letters</td>
</tr>
<tr>
<td>10</td>
<td>Case Study</td>
<td>Guest Speaker</td>
</tr>
<tr>
<td>11</td>
<td>Working with General Counsel</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Class Presentations</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Class Presentations</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Class Presentations</td>
<td></td>
</tr>
</tbody>
</table>

Case Law to be researched, read and briefed. Headings coincide with the topics listed in the calendar. Please read in advance and be prepared to lead discussion on each.

History of the University/Student Relationship:

Gott v. Berea College, 161 S.W. 204, 206 (Ky. 1913).
Steinberg v. Chicago Medical College, 371 N. E. 2d 634 (Ill. 1977).
Dixon v. Alabama State Board of Education, 294 F. 2d 150 (5th Cir. 1961).
Healy v. James, 92 S Ct. 2338 (1972); 33 L.Ed. 226.

Free Speech:

Iota Xi Chapter of Sigma Chi Fraternity v. George Mason University, 993 F. 2d 386 (4th Cir. 1993).

Joyner v. Whiting, 477 F. 2d 456 (4th Cir. 1978).
Rosenberger v. Rector and Visitors of the University of Virginia, 63 L. W. 4702 (June 27, 1995).
Sword v. Fox, 448 F. 2d 1091 (4th Cir. 1971).

Forum Analysis:


Sexual Harassment:

Davis v. Monroe County Board of Education, 74 F. 3d 1186 (11th Cir. 1996).
Winston v. Maine Technical College System, 631 A. 2d 70 (Me. 1993)

Department of Education, OCR Dear Colleague Letter, April 11, 2011, from Assistant Secretary for Civil Rights, Russlynn Ali. The letter provides guidance and examples about Title IX requirements and how they relate to sexual harassment and sexual violence, discusses proactive efforts schools can take to prevent sexual violence and educate employees and students, and provides examples of the types of remedies schools and OCR may use to respond to sexual violence.

Department of Education OCR Dear Colleague Letter, July 28, 2003, reaffirming that OCR's regulations and policies do not require or prescribe speech, conduct or harassment codes that impair the exercise of rights protected under the First Amendment.

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://www.tamu.edu/aggiehonor

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

Form Instructions

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

2. Course prefix, number and complete title of course: GENE 677 Genes and Diseases

3. Catalog course description (not to exceed 50 words): Molecular and genetic basis for human disease; structure, function and evolution of chromosomes; epigenetics; gene mapping, complex genetic traits, cancer genetics, neurodegenerative disorders, animal models (yeast, mouse, worms, fruitflies); ethics

4. Prerequisite(s): GENE 603, GENE 631, or MSCI 601 or approval of instructor

    Cross-listed with: MCMD 677
    Stacked with: 
    Cross-listed courses require the signature of both department heads.

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

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

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

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

9. Prefix | Course # | Title (excluding punctuation) | Lect. | Lab | SCH | CLP and Fund Code | Admin. Unit | Acad. Year | FICE Code |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>GENE</td>
<td>677</td>
<td>GENES AND DISEASES</td>
<td>0</td>
<td>3</td>
<td>0</td>
<td>0 3 2 6 0 8 0 1 0 0 0 2 0 4 2 0 1 2 - 1 3 0 0 3 6 3 2</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Approval recommended by:

Craig Coates
Department Head or Program Chair (Type Name & Sign) Date 4/29/12
Chair, College Review Committee Date

Geoffrey Kapler
Department Head or Program Chair (Type Name & Sign) Date (if cross-listed course) 2/12/12
Dean of College Date

Submitted to Coordinating Board by:

Mark Zoran
Chair, GC or UCC Date

Associate Director, Curricular Services Date

Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services – 3/10
CLASS SESSIONS
Tu/Th, 9:35-10:50 AM
College Station: 162 Reynolds Medical Building
Temple: R207 Medical Education Center

COURSE DIRECTORS
Geoffrey Kapler, Ph.D.
email: gkapler@tamuhs.edu
phone: 979-847-8690
office: 440 Reynolds Medical Building
office hours: 11:00 am to 12:00 pm or by appointment

Hubert Amrein, Ph.D.
email: amrein@medicine.tamuhs.edu
phone: 979-845-6742
office: 242 Reynolds Medical Building
office hours: 11:00 am to 12:00 pm or by appointment

COURSE DESCRIPTION
The course examines the molecular and genetic basis for human disease. Emphasis is placed on current approaches that exploit human genome sequence information, molecular genetic tools, and animal model systems to identify disease genes and elucidate disease mechanisms. Reading assignments consist of primary literature research and review articles, with handout and textbook support.

PREREQUISITES
One of the following: MSCI 601, GENE 603, GENE 631 or Approval of Instructor

COURSE REQUIREMENTS
Students are expected to attend class and participate in class discussions. All written assignments must be original work by the student unless properly cited. Homework assignments must be submitted electronically prior to the start of class to jchmiel@tamu.edu.

COURSE LEARNING OBJECTIVES
Students should obtain proficiency in the application of basic genetic principles and molecular biology techniques to the identification of human disease genes and the functional analysis of their products. Students should understand how model organisms have been developed to study the genetic and epigenetic basis for inherited diseases, including the elucidation of molecular and biochemical pathways that are altered in the disease state. Students should understand how different genes contribute to disease in common polygenic disorders, and how environmental factors contribute to manifestation of the disease state.

COURSE FORMAT
This team-taught course consists of lectures and journal club presentations/discussions by students on papers related to the lecture material. Student grades are based on performance on three non-cumulative written exams, oral journal club presentations, written homework assignments and class participation. Officially excused absences are required for the submission of late homework assignments or scheduling of makeup exams in accordance with Texas A&M policy. See student rule 7 at http://student-rules.tamu.edu/rule07 for more details.
Assessment and Grading Policy
Student grades will be based on:
Exams I ........................................ 100 points
Exams II ........................................ 100 points
Final Exam ..................................... 100 points
Journal Club .................................. 50 points
Homework .................................... 25 points
Participation ................................ 25 points
Total .......................................... 400 points

Grading Scale:
Or we can do points
A= 360-400 points
B= 320-359 points
C= 280-319 points
D= 240-279 points
F= <240 points

Attendance is mandatory.

Required Text: none

Other Required Readings: Peer-reviewed primary research journal papers, review articles, handouts and limited materials from textbook sources will be provided to students in an electronic format during the course.

Course Schedule for “Genes & Diseases”

<table>
<thead>
<tr>
<th>Date/Day</th>
<th>Topic</th>
<th>Remarks</th>
<th>Lecturer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tue 1-15-2013</td>
<td>Human Chromosomes</td>
<td>Structure, function and evolution of human chromosomes</td>
<td>Kapler</td>
</tr>
<tr>
<td>Thu 1-17-2013</td>
<td>Genome Instability</td>
<td>Trinucleotide repeat disorders, telomeres and telomerase</td>
<td>Kapler</td>
</tr>
<tr>
<td>Tue 1-22-2013</td>
<td>Genetic Model System I: Saccharomyces cerevisiae Paper/Discussion 1: Genome Instability</td>
<td>Primer in yeast genetics</td>
<td>Kapler</td>
</tr>
<tr>
<td>Thu 1-24-2013</td>
<td>Genetic Basis of Human Disease</td>
<td>Mendelian and non-Mendelian Inheritance</td>
<td>Kapler</td>
</tr>
<tr>
<td>Tue 1-29-2013</td>
<td>Mapping Disease Genes</td>
<td>Next generation sequencing, comparative genome hybridization, microarray analysis of transcriptomes, PCR</td>
<td>Kapler</td>
</tr>
<tr>
<td></td>
<td>Date</td>
<td>Topic</td>
<td>Instructor</td>
</tr>
<tr>
<td>---</td>
<td>--------------</td>
<td>----------------------------------------------------------------------</td>
<td>-------------</td>
</tr>
<tr>
<td>6</td>
<td>Thu 1-3-2013</td>
<td>Genetic Model Systems II and III: Mouse, C. elegans</td>
<td>Liu</td>
</tr>
<tr>
<td>7</td>
<td>Tue 2-5-2013</td>
<td>Signal Transduction Pathways and Disease</td>
<td>Liu</td>
</tr>
<tr>
<td>8</td>
<td>Thu 2-7-2013</td>
<td>Paper/Discussion 2: Signal Transduction and Development</td>
<td>Liu</td>
</tr>
<tr>
<td>9</td>
<td>Tue 2-12-2013</td>
<td>Population Genetics: Key Concepts and Thalassemia</td>
<td>Ji</td>
</tr>
<tr>
<td>10</td>
<td>Thu 2-14-2013</td>
<td>Multifactorial Inheritance and Complex Diseases</td>
<td>Ji</td>
</tr>
<tr>
<td>11</td>
<td>Tue 2-19-2013</td>
<td>Exam I</td>
<td>Kapler and Liu</td>
</tr>
<tr>
<td>12</td>
<td>Thu 2-21-2013</td>
<td>Obesity: Transcriptional Regulations of Lipid Metabolism</td>
<td>Ji</td>
</tr>
<tr>
<td>13</td>
<td>Tue 2-26-2013</td>
<td>Paper/Discussion 3: Cell Signaling</td>
<td>Ji</td>
</tr>
<tr>
<td>14</td>
<td>Thu 2-28-2013</td>
<td>Epigenetics and Epigenetic Disease</td>
<td>Dindot</td>
</tr>
<tr>
<td>15</td>
<td>Tue 3-5-2013</td>
<td>Genomic Imprinting and Imprinting Disorders</td>
<td>Dindot</td>
</tr>
<tr>
<td>16</td>
<td>Thu 3-7-2013</td>
<td>Paper/Discussion 4: Prader-Willi and Angelman Syndromes</td>
<td>Dindot</td>
</tr>
<tr>
<td></td>
<td>Tue 3-12-2013</td>
<td>Spring break</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Thu 3-14-2013</td>
<td>Spring break</td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>Tue 3-19-2013</td>
<td>Cancer: Oncogenes and tumor suppressors</td>
<td>Zimmer</td>
</tr>
<tr>
<td>18</td>
<td>Thu 3-21-2013</td>
<td>Cancer Genomics</td>
<td>Zimmer</td>
</tr>
<tr>
<td>19</td>
<td>Tue 3-26-2013</td>
<td>Paper/Discussion 5: Cancer</td>
<td>Zimmer</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Instructor(s)</td>
<td></td>
</tr>
<tr>
<td>------------</td>
<td>----------------------------------------------------</td>
<td>---------------</td>
<td></td>
</tr>
<tr>
<td>20/3-28-2013</td>
<td>Exam 2</td>
<td>Ji/Dindot Zimmer</td>
<td></td>
</tr>
<tr>
<td>21/4-2-2013</td>
<td>Genetic Model System IV: Drosophila</td>
<td>Amrein</td>
<td></td>
</tr>
<tr>
<td>22/4-4-2013</td>
<td>Neurodegenerative Disease I</td>
<td>Amrein</td>
<td></td>
</tr>
<tr>
<td>23/4-9-2013</td>
<td>Neurodegenerative Disease II</td>
<td>Amrein</td>
<td></td>
</tr>
<tr>
<td>24/4-11-2013</td>
<td>Paper/Discussion 6:</td>
<td>Amrein</td>
<td></td>
</tr>
<tr>
<td>25/4-16-2013</td>
<td>Treatment of Inherited Diseases</td>
<td>Amrein</td>
<td></td>
</tr>
<tr>
<td>26/4-18-2013</td>
<td>Environmental Effects on Birth Defects</td>
<td>Bix</td>
<td></td>
</tr>
<tr>
<td>27/4-23-2013</td>
<td>Environmental Effects on Genetic Diseases</td>
<td>Bix</td>
<td></td>
</tr>
<tr>
<td>28/4-25-2013</td>
<td>Ethics in Medical Genetics</td>
<td>Bix</td>
<td></td>
</tr>
<tr>
<td>29/4-30-2013</td>
<td>Paper/Discussion 7: Huntington Disease</td>
<td>Bix</td>
<td></td>
</tr>
<tr>
<td>30/5-2-2013</td>
<td>Final Examination</td>
<td>Amrein/Bix</td>
<td></td>
</tr>
</tbody>
</table>

**Required Policy Statements**

**FEDERAL EDUCATION RIGHTS & PRIVACY ACT (FERPA):** The Federal Education Rights & Privacy Act requires that we advise students that by registering for this course, their HSC assigned e-mail address will be revealed to classmates and the instructor. By continuing your enrollment in the course you acknowledge your understanding of this policy.

**ACADEMIC INTEGRITY STATEMENT:** Academic integrity is the pursuit of scholarly activity free from fraud and deception and is an educational objective of this institution. Students are expected to adhere to all TAMUS, HSC, and the Graduate School policies regarding academic integrity and classroom conduct. Academic integrity is the pursuit of scholarly activity free from fraud and deception. 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. Individuals found guilty of academic dishonesty may be dismissed from the degree program, and at a minimum will receive an F for the course. It is the student’s responsibility to have a clear understanding of how to reference other individuals’ work, as well as having a clear...
understanding in general as to the various aspects of academic dishonesty. Aggie Honor Code: "An Aggie does not lie, cheat or steal, or tolerate those who do". See Aggie Honor Code website at http://aggiehonor.tamu.edu/ for more details.

THE AMERICANS WITH DISABILITIES ACT STATEMENT: The Americans with Disabilities Act (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 Disability Services in Cain Hall, Room B118, or call 845-1637. For additional information visit http://disability.tamu.edu

EQUAL OPPORTUNITY STATEMENT: The Texas A&M Health Science Center is an Equal Opportunity/ Affirmative Action employer. Inquiries regarding nondiscrimination policies may be directed to the Human Resources Office by phone at (979) 436-9208 or by mail at 200 Technology Way, Suite 2079, College Station, TX 77845.

Revised 3/6/12
Basic Course Information

College: College of Medicine
Course Prefix: MCMD
Course #: 677
Effective Term: Spring 2013
Course Title: Genes and Diseases
Title Abbreviation: Genes and Diseases

Action
- Delete Course
- Add Course
- Change Course

Hours
- Contact Hours: 45
- Lecture: 45
- Lab: 
- Other: 
- Credit Hours: 3
- Variable Credit Hours?:

From ___ To ___ Hours

Schedule Information

Course Credit Level:
- GRAD
- UG
- PHARM
- PROF
- NDO

Schedule Type:
- A
- B
- C
- G
- I
- L
- N
- P
- R
- S
- T
- W

Instructional Method:
- CLAS
- CLIN
- DE
- FELL
- INDI
- LAB
- LECT
- LELA
- PRACT
- RSCH
- SEM
- VIDC
- WEB

Grade Mode
- Standard
- S/U

Course Fees

Course Detail

This course is a [Select option] course for students in the [Select option] Medical Sciences/Genetics [Select option] Degree Program.

Does this course duplicate a course already in the inventory? [Select option] Yes [Select option] No [If applicable, provide course prefix and number]

Is this course repeatable? [Select option] Yes [Select option] No

Has this course been previously taught as topics course? [Select option] Yes [Select option] No

Course Description: (limit to 75 words)
Molecular and genetic basis for human disease; structure, function and evolution of chromosomes; epigenetics; gene mapping; complex genetic traits; cancer genetics; neurodegenerative disorders; animal models (yeast, mouse, worms, fruitflies); ethics [Course cross-listed with GENE 677]

Instructor of Record: Geoffrey Kapler

Restrict Courses to Students In (If applicable):

Major
Class
Level: Graduate
Degree
Program

Course Prerequisite(s):

MSCI 601
GENE 603
GENE 631

Course Co-Requisite(s):

Approved By:
Geoffrey Kapler
Department Head
Date

Chair of College Curriculum Committee
Date

Van Wilson
Associate Dean for Academic Affairs or Equivalent
Date
Registrar
Date

Administrative Use Only
- Web
- SCACRSE
- Sent to component contact
Date: __________________ By: __________________
Genes and Diseases  
MCM 677/GENE 677  
Spring 2013  
Instructors: Geoffrey Kapler and Hubert Amrein

CLASS SESSIONS  
Tu/Th, 9:35-10:50 AM  
College Station: 162 Reynolds Medical Building  
Temple: R207 Medical Education Center

COURSE DIRECTORS  
Geoffrey Kapler, Ph.D.  
email: gkapler@tamhsc.edu  
phone: 979-847-8690  
office: 440 Reynolds Medical Building  
office hours: 11:00 am to 12:00 pm or by appointment

Hubert Amrein, Ph.D.  
email: amrein@medicine.tamhsc.edu  
phone: 979-845-6742  
office: 242 Reynolds Medical Building  
office hours: 11:00 am to 12:00 pm or by appointment

COURSE DESCRIPTION  
The course examines the molecular and genetic basis for human disease. Emphasis is placed on current  
approaches that exploit human genome sequence information, molecular genetic tools, and animal model  
systems to identify disease genes and elucidate disease mechanisms. Reading assignments consist of primary  
literature research and review articles, with handout and textbook support.

PREREQUISITES  
one of the following: MSCI 601, GENE 603, GENE 631 or Approval of Instructor

COURSE REQUIREMENTS  
Students are expected to attend class and participate in class discussions. All written assignments must be  
original work by the student unless properly cited. Homework assignments must be submitted electronically  
prior to the start of class to jchmiel@tamu.edu.

COURSE LEARNING OBJECTIVES  
Students should obtain proficiency in the application of basic genetic principles and molecular biology  
techniques to the identification of human disease genes and the functional analysis of their products. Students  
should understand how model organisms have been developed to study the genetic and epigenetic basis for  
inherited diseases, including the elucidation of molecular and biochemical pathways that are altered in the  
disease state. Students should understand how different genes contribute to disease in common polygenic  
disorders, and how environmental factors contribute to manifestation of the disease state.

COURSE FORMAT  
This team-taught course consists of lectures and journal club presentations/discussions by students on papers  
related to the lecture material. Student grades are based on performance on three non-cumulative written  
exams, oral journal club presentations, written homework assignments and class participation. Officially  
excused absences are required for submission of late homework assignments or scheduling of makeup  
exams in accordance with Texas A&M policy. See student rule 7 at http://student-rules.tamu.edu/rule07 for  
more details.
Assessment and Grading Policy
Student grades will be based on:
Exam I .......................................................... 100 points
Exam II .......................................................... 100 points
Final Exam ................................................. 100 points
Journal Club ................................................. 50 points
Homework .................................................. 25 points
Participation .................................................. 25 points
Total .......................................................... 400 points

Grading Scale:
Or we can do points
A= 360-400 points
B= 320-359 points
C= 280-319 points
D= 240-279 points
F=<240 points

Attendance is mandatory.

Required Text: none

Other Required Readings: Peer-reviewed primary research journal papers, review articles, handouts and limited materials from textbook sources will be provided to students in an electronic format during the course

Course Schedule for “Genes & Diseases”

<table>
<thead>
<tr>
<th>Date/Day</th>
<th>Topic</th>
<th>Remarks</th>
<th>Lecturer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Tue 1-15-2013</td>
<td>Human Chromosomes</td>
<td>Structure, function and evolution of human chromosomes</td>
<td>Kapler</td>
</tr>
<tr>
<td>2 Thu 1-17-2013</td>
<td>Genome Instability</td>
<td>Trinucleotide repeat disorders, telomeres and telomerase</td>
<td>Kapler</td>
</tr>
<tr>
<td>3 Tue 1-22-2013</td>
<td>Genetic Model System I: Saccharomyces cerevisiae Paper/Discussion 1: Genome Instability</td>
<td>Primer in yeast genetics Assigned journal club paper</td>
<td>Kapler</td>
</tr>
<tr>
<td>4 Thu 1-24-2013</td>
<td>Genetic Basis of Human Disease</td>
<td>Mendelian and non-Mendelian inheritance</td>
<td>Kapler</td>
</tr>
<tr>
<td>Tue 1-29-2013</td>
<td>Mapping Disease Genes</td>
<td>Next generation sequencing, comparative genome hybridization, microarray analysis of transcriptomes, PCR</td>
<td>Kapler</td>
</tr>
<tr>
<td>Date</td>
<td>Day</td>
<td>Topic</td>
<td>Instructor</td>
</tr>
<tr>
<td>------------</td>
<td>-----------</td>
<td>----------------------------------------------------------------------</td>
<td>----------------</td>
</tr>
<tr>
<td>Thu 1-3-2013</td>
<td>Thu</td>
<td>Genetic Model Systems II and III: Mouse, C. elegans</td>
<td>Liu</td>
</tr>
<tr>
<td>7</td>
<td>Tue 2-5-2013</td>
<td>Signal Transduction Pathways and Disease</td>
<td>Liu</td>
</tr>
<tr>
<td>8</td>
<td>Thu 2-7-2013</td>
<td>Paper/Discussion 2: Signal Transduction and Development</td>
<td>Liu</td>
</tr>
<tr>
<td>9</td>
<td>Tue 2-12-2013</td>
<td>Population Genetics: Key Concepts and Thalassemia</td>
<td>Ji</td>
</tr>
<tr>
<td>10</td>
<td>Thu 2-14-2013</td>
<td>Multifactorial Inheritance and Complex Diseases</td>
<td>Ji</td>
</tr>
<tr>
<td>11</td>
<td>Tue 2-19-2013</td>
<td>Exam I</td>
<td>Kaplan and Liu</td>
</tr>
<tr>
<td>12</td>
<td>Thu 2-21-2013</td>
<td>Obesity: Transcriptional Regulations of Lipid Metabolism</td>
<td>Ji</td>
</tr>
<tr>
<td>13</td>
<td>Tue 2-26-2013</td>
<td>Paper/Discussion 3: Cell Signaling</td>
<td>Ji</td>
</tr>
<tr>
<td>14</td>
<td>Thu 2-28-2013</td>
<td>Epigenetics and Epigenetic Disease</td>
<td>Dindot</td>
</tr>
<tr>
<td>15</td>
<td>Tue 3-5-2013</td>
<td>Genomic Imprinting and Imprinting Disorders</td>
<td>Dindot</td>
</tr>
<tr>
<td>16</td>
<td>Thu 3-7-2013</td>
<td>Paper/Discussion 4: Prader-Willi and Angelman Syndromes</td>
<td>Dindot</td>
</tr>
<tr>
<td></td>
<td>Tue 3-12-2013</td>
<td>Spring break</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Thu 3-14-2013</td>
<td>Spring break</td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>Tue 3-19-2013</td>
<td>Cancer: Oncogenes and tumor suppressors</td>
<td>Zimmer</td>
</tr>
<tr>
<td>18</td>
<td>Thu 3-21-2013</td>
<td>Cancer Genomics</td>
<td>Zimmer</td>
</tr>
<tr>
<td>19</td>
<td>Tue 3-26-2013</td>
<td>Paper/Discussion 5: Cancer</td>
<td>Zimmer</td>
</tr>
<tr>
<td>Date</td>
<td>Event</td>
<td>Location</td>
<td></td>
</tr>
<tr>
<td>------------</td>
<td>--------------------------------------------</td>
<td>-----------</td>
<td></td>
</tr>
<tr>
<td>2013</td>
<td>Genetics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20 Thu 3-28-2013</td>
<td>Exam 2</td>
<td>Ji/Dindot</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Zimmer</td>
<td></td>
</tr>
<tr>
<td>21 Tue 4-2-2013</td>
<td>Genetic Model System IV: Drosophila</td>
<td>Amrein</td>
<td></td>
</tr>
<tr>
<td>22 Thu 4-4-2013</td>
<td>Neurodegenerative Disease I</td>
<td>Amrein</td>
<td></td>
</tr>
<tr>
<td>23 Tue 4-9-2013</td>
<td>Neurodegenerative Disease II</td>
<td>Amrein</td>
<td></td>
</tr>
<tr>
<td>24 Thu 4-11-2013</td>
<td>Paper/Discussion 6:</td>
<td>Amrein</td>
<td></td>
</tr>
<tr>
<td>25 Tue 4-16-2013</td>
<td>Treatment of Inherited Diseases</td>
<td>Amrein</td>
<td></td>
</tr>
<tr>
<td>26 Thu 4-18-2013</td>
<td>Environmental Effects on Birth Defects</td>
<td>Bix</td>
<td></td>
</tr>
<tr>
<td>27 Tue 4-23-2013</td>
<td>Environmental Effects on Genetic Diseases</td>
<td>Bix</td>
<td></td>
</tr>
<tr>
<td>28 Thu 4-25-2013</td>
<td>Ethics in Medical Genetics</td>
<td>Bix</td>
<td></td>
</tr>
<tr>
<td>29 Tue 4-30-2013</td>
<td>Paper/Discussion 7: Huntington Disease</td>
<td>Bix</td>
<td></td>
</tr>
<tr>
<td>30 Thu 5-2-2013</td>
<td>Final Examination</td>
<td>Amrein/Bix</td>
<td></td>
</tr>
</tbody>
</table>

Required Policy Statements

FEDERAL EDUCATION RIGHTS & PRIVACY ACT (FERPA): The Federal Education Rights & Privacy Act requires that we advise students that by registering for this course, their HSC assigned e-mail address will be revealed to classmates and the instructor. By continuing your enrollment in the course you acknowledge your understanding of this policy.

ACADEMIC INTEGRITY STATEMENT: Academic integrity is the pursuit of scholarly activity free from fraud and deception and is an educational objective of this institution. Students are expected to adhere to all TAMUS, HSC, and the Graduate School policies regarding academic integrity and classroom conduct. Academic integrity is the pursuit of scholarly activity free from fraud and deception. 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. Individuals found guilty of academic dishonesty may be dismissed from the degree program, and at a minimum will receive an F for the course. It is the student’s responsibility to have a clear understanding of how to reference other individuals' work, as well as having a clear
understanding in general as to the various aspects of academic dishonesty. Aggie Honor Code: "An Aggie does not lie, cheat or steal, or tolerate those who do". See Aggie Honor Code website at http://aggiehonor.tamu.edu/ for more details.

THE AMERICANS WITH DISABILITIES ACT STATEMENT: The Americans with Disabilities Act (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 Disability Services in Cain Hall, Room B118, or call 845-1637. For additional information visit http://disability.tamu.edu

EQUAL OPPORTUNITY STATEMENT: The Texas A&M Health Science Center is an Equal Opportunity/Affirmative Action employer. Inquiries regarding nondiscrimination policies may be directed to the Human Resources Office by phone at (979) 436-9208 or by mail at 200 Technology Way, Suite 2079, College Station, TX 77845.

Revised 3/6/12
Texas A&M University
Departmental Request for a New Course
Undergraduate ✦ Graduate ✦ Professional
✦ Submit original form and attach a course syllabus. ✦

Form Instructions

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

2. Course prefix, number and complete title of course: MARB 605: Air Breathing Marine Vertebrate Research Techniques

3. Catalog course description (not to exceed 50 words): Introductory and advanced descriptions and hands-on learning of photo-identification, theodolite, radio, satellite, and video-enhanced tracking, underwater remote sensing, acoustics, and other cutting edge research techniques

4. Prerequisite(s): Graduate standing or permission from instructor

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

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

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

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

9. Prefix Course# Title (excluding punctuation)
   MARB 605 MAR VIP TECH

   Lect. Lab SCH CIP and Fund Code Admin Unit Year Start End Year Code
   0 3 0 0 0 3 2 6 1 3 0 2 0 0 2 1 8 0 5 1 2 - 1 3 0 1 0 2 9 8

   Approval recommended by:

   John Schwarz
   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

   (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 – 3/10
Course title and number: Air Breathing Marine Vertebrate Research Techniques, MARB 605, 3 Cr.
Term: Fall 20XX
Meeting times and location: Tuesday 11-2 PM, or as decided for a particular year

Course Description and Prerequisites

Lectures, readings, hands-on learning, and discussions on basic and advanced research topics, as shown in course topics, below. Each grad student will be presenting a research techniques topic, plus a synopsis of their own research. Topics are on the days shown below, and will be by sign-up on Day #1.

Learning Outcomes or Course Objectives

Students will leave this course with knowledge of the mechanisms and application of research on air breathing marine vertebrates, including “bread-and-butter” techniques of natural identification, tagging and focal follows, and application of modern radio, theodolite, satellite, and other remote techniques. They will have developed the skills needed to investigate detailed topics of distributional and behavioral ecology, through library, internet web, “old fashioned” hard-copy, and other searches. They will be able to cogently speak and write about recent findings in topics of data gathering of air breathing marine vertebrates, and evaluate aspects of these findings from the peer review literature, news reports, chapter and other summaries, and search engines such as (but not limited to) Google Scholar, Web of Science, etc.

Instructor Information

Name: Bernd Würsig
409-740-4413
Email address: wursigb@tamug.edu
Office hours: Tuesday/Thursday 8-930 AM; Thursday 11 AM – 2 PM
Office location: OCSB #243

Textbook and/or Resource Material

There is no textbook, but Powerpoints, handouts, websites, etc., will be provided

Grading Policies

Grades will be based on participation (20%), quizzes (20%), oral presentation of specific research topic (20%), and paper research/writing of chosen topic (40%). Late work is deducted 5% per day late, attendance is required with excused absences for valid reasons on a case-by-case basis, and make-up work for excused absences is accepted for 7 days after the end of the excused absence. The grading scale is 90+ = “A”, 80-90 = “B”, 70-80 = “C”, 60-70 = “D”, and below 60 = “F”.

Further to the above, the University views class attendance as the responsibility of an individual student. Attendance is essential to complete the course successfully. University rules related to excused and unexcused absences are located on-line at http://student-rules.tamu.edu/rule07
Course Topics, Calendar of Activities, Major Assignments

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Data gathering opportunities and pitfalls — Wursig</td>
</tr>
<tr>
<td>2</td>
<td>Methods of quantifying behavior; Ethograms, focal animal and focal group sampling strategies — Wursig and Student</td>
</tr>
<tr>
<td>3</td>
<td>Basic statistics for field behavior — Wursig and Student</td>
</tr>
<tr>
<td>4</td>
<td>Photos and photo-identification, taking, archiving, retrieval — Wursig and Student</td>
</tr>
<tr>
<td>5</td>
<td>Finscan and other photo analysis systems — Wursig and Student</td>
</tr>
<tr>
<td>6</td>
<td>Ciné/video and movement data acquisition and analysis — Wursig and Student</td>
</tr>
<tr>
<td>7</td>
<td>Motion analysis techniques — Wursig and Student</td>
</tr>
<tr>
<td>8</td>
<td>Theodolite tracking, including basis of Pythagoras use and analyses — Wursig and Student</td>
</tr>
<tr>
<td>9</td>
<td>Radio and satellite tracking — Wursig and One Student, draft paper due</td>
</tr>
<tr>
<td>10</td>
<td>Downward and side-scan sonar and other remote sensing techniques — Wursig and Student</td>
</tr>
<tr>
<td>11</td>
<td>Acoustic recording, hydrophones, pop-ups, and other systems — Wursig and Student</td>
</tr>
<tr>
<td>12</td>
<td>Acoustic analysis procedures; Summary overview — Wursig and Student</td>
</tr>
<tr>
<td>13</td>
<td>Final papers due; wrap up discussions and suggestions for new techniques</td>
</tr>
</tbody>
</table>

Other Pertinent Course Information

Whether or not students team up for particular topic presentations depends on number enrolled. All students present a written topic draft and final paper, and all have at least one topic to cover orally.

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)

The Aggie Code of Honor & Academic Dishonesty:

For many years Aggies have followed a Code of Honor, which is stated in this very simple verse:

"Aggies do not lie, cheat, or steal, nor do they tolerate those who do."

The Aggie Code of Honor is an effort to unify the aims of all Texas A&M men and women toward a high code of ethics and personal dignity. This code also applies in the classroom. For most, living under this code will be no problem, as it asks nothing of a person that is beyond reason. The Aggies code of honor and the scholastic dishonesty section in the TAMUUG University Rules will be the standard upon which scholastic integrity is maintained.

Student Rights, Responsibilities, and Regulations:

Students should be familiar with the University Rules, which are available from the Office of Student Affairs. This handbook contains valuable information concerning attendance, academic dishonesty, appeals processes, incomplete grades, sexual harassment, and other topics that are important to you.

Family Educational and Rights to Privacy Act (FERPA):

FERPA is a federal law designed to protect the privacy of educational records, to establish the right of students to inspect and review their educational records and to provide guidelines for the correction of inaccurate and misleading data through informal and formal hearings. To obtain a listing of directory information or to place a hold
or any or all of this information, please consult the Admissions & Records Office. Items that can never be identified as public information are a student’s social security number of institutional identification number, citizenship, gender, grades, GPR, or class schedule. All efforts will be made in this class to protect your confidentiality.
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

Form Instructions

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

2. Course prefix, number and complete title of course: MARB 615 Coastal Marine Biology and Geology of Alaska

3. Catalog course description (not to exceed 50 words): The course gives students an opportunity to learn about the coastal marine biology and geology of south-central Alaska and to participate in a behavioral ecological study of sea otters for 12 days at a remote field station in north-eastern Prince William Sound.

4. Prerequisite(s): Graduate standing and permission from instructor

Cross-listed with: MARB 415

5. Is this a variable credit course? □ Yes ☒ No

If yes, from _______ to _______

6. Is this a repeatable course? □ Yes ☒ No

If yes, this course may be taken _______ times.

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

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

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

   any master's or doctoral program

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

9. Prefix | Course # | Title (excluding punctuation) |
MAR     | B          | COAST MARINE BIO- GEOLOGY |

<table>
<thead>
<tr>
<th>Lect.</th>
<th>Lab</th>
<th>SCh</th>
<th>Class Field Code</th>
<th>Admin. Unit</th>
<th>Acad. Year</th>
<th>FCF Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>2</td>
<td>6130</td>
</tr>
<tr>
<td>0</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2180</td>
</tr>
<tr>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1213</td>
</tr>
<tr>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>10298</td>
</tr>
</tbody>
</table>

Approval recommended by:

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

Chair, College Review Committee Date

Dean of College Date

Submitted to Coordinating Board by:

Associate Director, Curricular Services Date

Chair, GC or UCC Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
Curricular Services – 3/10
Summer 20XX
MARB 615
Coastal Marine Biology and Geology of Alaska

Instructors: Dr. Randall Davis - 409-740-4712
Dr. Tim Dellapenna - 409-740-4952

Class Schedule: Summer 2012
281-250-7839 (cell)

Meeting times and location: 12 full days at Alice Cove, Alaska

Office Hours: By appointment

Pre-requisites: Graduate standing or permission from instructor

Textbook: None, but a suggested reading list will be provided

Course description and objectives: This 3 credit hour course will give students an opportunity to learn about the coastal marine biology and geology of south-central Alaska and to participate in a behavioral ecological study of sea otters for 12 days at a remote field station in north-eastern Prince William Sound. Students will learn field research techniques by collecting behavioral observations of sea otters, water samples for primary productivity, and benthic invertebrates. They will also learn about the local marine biology, geology and wildlife through hikes, tide-pooling and lectures.

Course Syllabus

This syllabus is what we plan to do, but changes may be necessary depending on weather and logistics.

May
- Introduction and briefing on campus

June-Aug
- Each summer session is 12 days in duration. Five sessions are planned
  - Day 1: Arrive Alice Cove
  - Day 2: Introduction to Simpson Bay study area; overview of methods; safety briefing
  - Day 3-10: Rotate through Project components (weather dependent)
    - Collect behavioral observations of sea otters in Simpson Bay
    - Collect water samples for primary productivity in Simpson/Sheep Bays
    - Collect benthic samples for invertebrate survey in Simpson/Sheep Bays
    - Visit tide pools to study algae and invertebrates
    - Hikes for terrestrial wildlife observations
    - Lectures on the biology of sea otters and local geology
  - Day 11: Travel to Cordova to visit the Sheridan Glacier and Copper River Delta
  - Day 12: Depart Cordova for Anchorage and return home

August
- Final report due

Grading will be based on participation in the field course (50%) and the final report (50%). Participation will include learning field research protocols and assisting with data collection within the limits of each student’s physical ability. We will also collect marine specimens for taxonomic identification as well as survey the local geology and glaciology. Most students enthusiastically participate in all aspects of the course. The grade for the final report will be based on the depth and understanding on a topic of the student’s choice related to the field course as well as grammar and syntax in a 20 page report. If needed, late work or make-up is available. Grading will be: A 90-100%, B 80-89%, C 70-79%, D 60-69%, F 59% or less.

The Americans with Disabilities Act, ADA, is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the director of counseling.

It is the responsibility of students and faculty members to help maintain scholastic integrity at the University by refusing to participate in or tolerate scholastic dishonesty. An Aggie does not lie, cheat or steal, or tolerate those who do.
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

Form Instructions

1. Request submitted by (Department or Program Name): Department of Veterinary Integrative Biosciences

2. Course prefix, number and complete title of course: VIBS 688 Epidemiological Modeling of Infectious Diseases

3. Catalog course description (not to exceed 50 words): Concepts of mathematical modeling of infectious diseases; steps and methods for the development and analysis of models.

4. Prerequisite(s): Graduate classification

    Cross-listed with: None

    Stacked with: None

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

    If yes, from ______ to ______

6. Is this a repeatable course? □ Yes □ No

    If yes, this course may be taken ______ times.

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

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

      N/A

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

      MS and PhD in Biomedical Sciences, Genetics, Virology, Toxicology, Microbiology, Pathology, Health Services Research; MS in Veterinary Public Health, Epidemiology, Laboratory Animal Medicine, Parasitology;

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

    Attach approval letters.

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

   VIBS | 688 | EPI | MODEL | INFECTIOUS | DIS

   Lect. | Lab | SCH | N | CIP | Fund Code | Admin. Unit | Acad. Year | HCE Code

   0 2 | 0 | 2 | 0 | 3 | 5 | 1 | 2 | 5 | 1 | 0 | 0 | 0 | 2 | 2 | 8 | 7 | 3 | 1 | 3 | 1 | 4 | 0 | 0 | 3 | 6 | 3 | 2

   Approval recommended by:

   Evelyn Tiffany-Castiglioni
   Department Head or Program Chair (Type Name & Sign)
   Date

   Jane Welsh
   Chair, College Review Committee
   Date

   Eleanor Green
   Dean of College
   Date

   Mark Zoran
   Chair, GC or UCC
   Date

   Submitted to Coordinating Board by:

   Associate Director, Curricular Services

   Date

   Effective Date
COURSE: Epidemiological modeling of infectious diseases

VIBS 688 Fall Semester – 2012

Lecture: T 11:10am-12:25pm, Room TBD
Lab: R 11:10am-12:25pm, Computer Lab room 106 FAS Bldg. 1194

INSTRUCTOR: Dr. Renata Ivanek-Miojevic
Office: College of Vet. Med. and Biomedical Sci., Veterinary Teaching Hospital, Room #8.
Office phone: (979) 862-4819, Mailbox: in VMA Bldg., Rm. 107.
E-mail: rivanek@cvm.tamu.edu;
Office hours: After class or by appointment

Teaching Assistant: TBD
Office hours: After class or by appointment

CREDIT HOURS: 3 Hours

COURSE DESCRIPTION: The goal of this course is to introduce students from a biological/medical background (such as biology, epidemiology, medicine, veterinary medicine and public health) with limited mathematical training to calculus-based epidemiological modeling of infectious diseases.

Course is limited to a maximum of 10 students.


COURSE REQUIREMENTS: Access to e-Learning and Matlab software is required. e-Learning is an online Learning Management System that allows the development and delivery of educational courses using the Internet. It will be your responsibility to check this site regularly for course related announcements. Having access to e-Learning and Matlab software at home would be a plus; however, all students at Texas A&M have computing resources available to them through the Virtual Open Access Lab (https://voal.tamu.edu/) and on campus.

ADDITIONAL RESOURCES:
e-Learning orientation for students: http://elearning.tamu.edu/elearning-orientation/

LEARNING OUTCOMES: The course is intended to serve as an introduction to infectious disease modeling and will provide an overview of the concepts and underlying assumptions, as well as the importance and utility of mathematical modeling of infectious diseases. You will learn general information on the steps and methods for setting up and analysis of models. Models that have been employed in the past to understand the natural history of infectious diseases and in their control will be demonstrated. At the end of the course, you should be able to (i) explain the basic concepts and steps in modeling of infectious diseases, (ii) develop and analyze simple
models using differential equations in standard software, and (iii) appreciate the value of modeling in the epidemiology of infectious diseases.

I am looking forward to getting to know each of you and to working with you as we accomplish these learning outcomes.

**GRADING POLICY:** Your grade for this course will be based on the in-class quizzes, homework, and final project.

**In-class quizzes:** Prior to coming to the lecture/lab each week you will be expected to read pertinent text from the course textbook. The assigned reading will be tested by the in-class quizzes. In-class quizzes will be open-notes. If you have done the reading the questions should pose you no difficulty. For any missed in-class quiz, you will write a page long essay about the assigned reading; there will be no make-up quizzes except if absence was University Excused (http://student-rules.tamu.edu/rule07).

**Homework:** Assigned homework will be due a week from the day of assignment. Late homework will be marked down except if due to a University Excused Absence (http://student-rules.tamu.edu/rule07). Homework may involve writing a short essay, modeling and analysis by hand or using Matlab software and/or preparing a Powerpoint presentation.

**Final project:** For the final project, you will develop and analyze a model of an infectious disease of your choice. By mid semester, you should indicate your choice of a model and the rationale for your choice in a page long proposal. You will receive feedback on the proposal and will be consulted during model development and analysis. The final project will be due at the end of the semester. It will be in the form of a conference-like Powerpoint presentation describing objectives, methods, results and conclusions drawn from the performed modeling work.

**Grading:**
- In-class quizzes = 30%
- Homework = 35%
- Final project = 35%

**Grading scale:**
90-100% = A
80-89% = B
70-79% = C
60-69% = D
Below 60% = F

**COURSE SCHEDULE**:

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Steps in the development and use of mathematical models of infectious diseases</td>
</tr>
<tr>
<td>2</td>
<td>Simple epidemic models</td>
</tr>
<tr>
<td>3-4</td>
<td>Calculating R0</td>
</tr>
<tr>
<td>5</td>
<td>A vector-borne disease with lifelong immunity</td>
</tr>
<tr>
<td>6</td>
<td>A vector-borne disease with temporal immunity</td>
</tr>
<tr>
<td>7</td>
<td>What can we learn from the spread of measles</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
</tr>
<tr>
<td>------</td>
<td>-------</td>
</tr>
<tr>
<td>8</td>
<td>Fall Break</td>
</tr>
<tr>
<td>9</td>
<td>Force of infection</td>
</tr>
<tr>
<td>10</td>
<td>Introduction to stochastic modeling</td>
</tr>
<tr>
<td>11</td>
<td>Heterogeneous mixing in spread of infectious diseases</td>
</tr>
<tr>
<td>12</td>
<td>Fitting curves to data</td>
</tr>
<tr>
<td>13</td>
<td>Bifurcations/Guest lecture</td>
</tr>
<tr>
<td>13</td>
<td>Partial differential equations/Guest lecture</td>
</tr>
<tr>
<td>14</td>
<td>Revision</td>
</tr>
<tr>
<td>15</td>
<td>Final project presentations</td>
</tr>
</tbody>
</table>

* Subject to change to accommodate students’ learning process

**ATTENDANCE POLICY:** Attendance to lectures and laboratories is expected ([http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07)).


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

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

• Submit original form and attachments •

Form Instructions

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

2. Course prefix, number and complete title of course: EPSY 631: Program Evaluation in School and Clinic

3. Change requested
   a. Prerequisite(s): From: Approval of Instructor and department head To: EPSY 635 or equivalent and approval of instructor
   b. Withdrawal (reason):
   c. Cross-list with:
   d. Change in course title and description. Enter complete current course title and current course description in item 5; enter proposed course title and proposed course description in item 6. Complete item 7 for change in title.
   e. Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 7. Attach a course syllabus.

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

5. Complete current course title and current catalog course description: EPSY 631: Program Evaluation in School and Clinic - Learning key evaluation skills: establishing focus with client, posing evaluation questions, data collection techniques, designing for internal validity, data aggregation; scenario practice.

6. Complete proposed course title and proposed catalog course description (not to exceed 50 words): EPSY 631: Program Evaluation

7. a. As currently in course inventory:

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course #</th>
<th>Title (excluding punctuation)</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPSY</td>
<td>631</td>
<td>PROG EVAL SCH / CLIN</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lect.</th>
<th>Lab</th>
<th>SCH</th>
<th>G/F and Fund Code</th>
<th>Admin. Unit</th>
<th>HCL Code</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>6</td>
</tr>
</tbody>
</table>

b. Change to:

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course #</th>
<th>Title (excluding punctuation)</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPSY</td>
<td>631</td>
<td>PROGRAM EVAL</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lect.</th>
<th>Lab</th>
<th>SCH</th>
<th>G/F and Fund Code</th>
<th>Admin. Unit</th>
<th>Acad. Year</th>
<th>HCL Code</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>6</td>
</tr>
</tbody>
</table>

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

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

Mark Zoran
Chair, GC or UCC

Submitted to Coordinating Board by:

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
Curricular Services – 02/11
TEXAS A&M UNIVERSITY
EPSY 631-600
Fall, 2012

Program Evaluation (3)

Instructor: Jorge E. Gonzalez, Ph.D.
Office: 723 Harrington
Phone: 845-2324
Email: jegonzalez@tamu.edu
Class Hours: Thursdays 1:50-4:30
Place: Harrington 714
Office Hours: Thursdays 9:30-12:00

COURSE GOALS:

From Graduate Catalog: Learning of key evaluation skills: establishing focus with client, posing evaluation questions, data collection techniques, designing for internal validity, data aggregation, scenario practice.

Prerequisite: EPSY 635 or equivalent

REQUIRED TEXTS:


LEARNING OUTCOMES:

<table>
<thead>
<tr>
<th>OUTCOME</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discuss the purposes of program evaluation</td>
</tr>
<tr>
<td>Be familiar with major varieties of evaluation and research methods used in each</td>
</tr>
<tr>
<td>Identify political issues associated with program evaluation</td>
</tr>
<tr>
<td>Analyze ethical issues associated with program evaluation</td>
</tr>
<tr>
<td>Determine the process for a needs assessment prior to program evaluation</td>
</tr>
<tr>
<td>Compare and contrast the different evaluation models</td>
</tr>
<tr>
<td>Explain the application contexts for a variety of evaluation models</td>
</tr>
<tr>
<td>Relate the design of program evaluation to stakeholder questions</td>
</tr>
</tbody>
</table>
Be familiar with major varieties of evaluation and research methods used in each
Articulate program objectives and action models to be used in process and outcome evaluations
Determine the most appropriate type of evaluation for a program given program stage of
development, stakeholder needs for information, and available resources
Select, design and apply appropriate evaluation methods.
Summarize and interpret the data typically gathered for program evaluations
Be familiar with process evaluation methods to monitor fidelity and population served
Discuss the importance of measurement reliability and validity in evaluation and define major
methods for their assessment

Websites

➢ American Evaluation Association (http://www.eval.org/)
➢ National Council on Measurement in Education (http://www.ncme.org/)

COURSE REQUIREMENTS

CLASS PARTICIPATION IS KEY

This class is seminar style. Because this class is seminar style, participation is crucial. It
is expected that each student will attend all class sessions and meaningfully participate in class
discourse, didactic work and other activities. Class meetings will provide each student with the
opportunity to learn new information. To obtain the optimal learning from class discussions, each
student’s willingness to provide comments, feedback and sharing is essential.
Many of the class readings will inform your knowledge of theoretical and key concepts, methods
and approaches in the field of evaluation research. Students will be exposed to the theoretical and
methodological diversity inherent in current evaluation practices across a number of substantive
areas (e.g., social services, education, clinic). The comprehensive range of activities involved in
designing, implementing and assessing the utility of programs will be the focus of this course. The
skills learned in this course will assist the practitioner in determining the effectiveness for their
intended purpose of new and/or existing programs. Please review http://student-
rules.tamu.edu/rule07 for information regarding approved absences.

Class time will also be allocated for working on your program evaluation projects (e.g.,
interviewing stakeholders, data collection, data summarizing, group meetings)

This course is also designed to familiarize students with current issues and debates in the program
evaluation and policy analysis literature and to ensure that students can synthesize and apply
knowledge gained throughout the course. To support these outcomes, three assignments are
required: (a) a program evaluation proposal, (b) a program evaluation article summary, and (c) an ethical scenario.

Course Requirements

Assignment (1): Program Evaluation Proposal (45% of grade)

For the program evaluation proposal, you are required to submit a document that includes the framework you would use to evaluate a specific program or project (TBD). Students will work in groups. As soon as you have been assigned a program to evaluate, you can begin working on the assignment. The paper should be limited to a maximum of 12 single-spaced pages when fully completed. This assignment includes the following three components, which will be completed throughout the term:

a. Needs Assessment, Purpose & Goals: The group will submit a short summary of the program evaluation topic and background that will be addressed in the proposal. (10 points)

- What is the purpose of the evaluation?
- Why is the program or policy being evaluated? (i.e., needs assessment)
- What is the structure and sociopolitical/economic context of the program being evaluated?
- What are the general goals of the program being evaluated?
- What do you want to accomplish with the evaluation?

b. Evaluation Plan & Implementation: Using the material discussed in class, the group will create a plan for the evaluation. The evaluation plan will help guide the design and analysis of the evaluation. (20 points)

- Who are the stakeholders?
- What are the evaluation questions?
- What methods will be used to answer the evaluation questions?
- What resources are needed? (i.e., budget, staff, timeline)

c. Data Collection Plan & Reporting Results: The data collection plan (data may or may not be collected, but can rather be "proposed") is closely tied to the questions contained in the "needs assessment and evaluation plan. This assignment will help to "connect" the data with the corresponding evaluation question. The group will propose a data collection plan used to answer each evaluation question. (15 points)

- What was evaluated?
- How is the program being assessed?
- What will be the reporting procedures?
- What are the recommendations?
- How will the reported recommendations be implemented?
- How do you plan to assess the evaluation’s effectiveness?
Assignment (2): Program Evaluation Journal Article Summary (25% points)

Each student will select and summarize one program evaluation journal article of their choosing. These articles are related to specific programs and their evaluation models, technical issues, or substantive areas that have appeared in the evaluation literature over the past decade. A three-page summary of an article is required along with a statement of key points, including similarities. Summaries should also include a critique of the appropriateness of the evaluation model or method used. Students must also examine whether the interpretation of findings is accurate and whether recommendations and implications have merit (Popular program evaluation journals include: Evaluation Review; American Journal of Evaluation; Evaluation and Program Planning; Educational Evaluation and Program Policy Analysis). Please see Appendix A for additional information in reviewing journal articles.

Assignment (3): Evaluation Briefing (30%)

This activity simulates a common format for presenting the findings and recommendations from the evaluation reports. Each group will develop a short presentation (supported by a PowerPoint or other multimedia presentation software) designed to convey the substantive findings of their evaluation, where appropriate, to their stakeholders. Consider how briefly, clearly, and convincingly convey the 3-to-5 most important items stakeholders should learn from your evaluation report. The presentation will be given in class and evaluated by your peers and professor. If appropriate, it is strongly suggested the presentation be provided to the evaluated program's stakeholders.

GRADING POLICY

Grades will be calculated in the following manner:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Program evaluation proposal</td>
<td>45%</td>
</tr>
<tr>
<td>Program evaluation article summary</td>
<td>25%</td>
</tr>
<tr>
<td>Evaluation briefing</td>
<td>30%</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>100%</td>
</tr>
</tbody>
</table>

FINAL COURSE GRADE:

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100 points</td>
<td>A</td>
</tr>
<tr>
<td>80-89 points</td>
<td>B</td>
</tr>
<tr>
<td>70-79 points</td>
<td>C</td>
</tr>
<tr>
<td>60-69 points</td>
<td>D</td>
</tr>
<tr>
<td>&lt;60-</td>
<td>F</td>
</tr>
</tbody>
</table>

Grades on Assignments

“A” Represents excellent performance. To receive this grade, papers should be professionally written and contain a very high level of content coverage. Presentations and projects should have a breadth and depth of coverage, comprehensiveness, and accuracy that demonstrate considerable
effort and thought on the part of the author. Presentations earning an “A” should be graphically and visually outstanding in addition to containing high-quality content. (91-100)

“B+” For assignments that are highly meritorious on most criteria. “B+” grades indicate a breadth and depth of coverage, even though a few aspects of the assignment may be somewhat weak. (86-90)

“B” Indicates acceptable performance on an assignment and that the content and coverage are appropriate. (80-85)

“F” No credit.

“I” Incomplete

Any students encountering difficulties completing the readings, assignments, and projects required in the course should immediately contact the professor to discuss eligibility for requesting a grade of incomplete (I). To qualify for an incomplete, a student must first request the professor’s approval, who will stipulate the requirements and a timeline to satisfy the course’s requirements. Failure to submit assignments and projects when due will result in an automatic “F” unless an incomplete has been approved and documented by your professor.

Any grade below “B” indicates minimal requirements were not met, and the student may be asked to revise and resubmit the assignment. Students will be allowed one rewrite or resubmission of assignments, at the discretion of the instructor. The highest grade for a rewritten paper or resubmitted project is “B.”

Copyright/Plagiarism

The handouts used in this course are copyrighted. Handouts include all materials generated for this class including, but not limited to self-assessments, exams, lab problems, in-class materials, review sheets, vignettes, and additional problem sets. Because these materials are copyrighted, you do not have the legal right to copy them, unless express permission is granted by the course instructor. A common definition of plagiarism is exemplified in passing off as one’s own the ideas, words, writing etc. that belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if granted permission by that person. Plagiarism is one of the most egregious academic violations, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated. If you have any questions regarding plagiarism, please consult the latest issue of the Texas A & M University Student Rules [http://student-rules.tamu.edu](http://student-rules.tamu.edu) under part I. Academic Rules, No. 20 Scholastic Dishonesty.

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.

AGGIE HONOR CODE

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

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

For Additional Information please visit: www.tamu.edu/aggiehonor/

TOLERANCE STATEMENT

The faculty of the College of Education and Human Development value and respect diversity and the uniqueness of each individual. The faculty affirms its dedication to non-discrimination in our teaching, programs, and services on the basis of race, color, religion, gender, age, sexual orientation, domestic partner status, ethnic or national origin, veteran status, or disability. The College of Education and Human Development at Texas A & M University is open an open and affirming organization that does not tolerate discrimination, vandalism, violence or hate crimes. We insist that appropriate action be taken against those who perpetrate such acts. Further, the College is committed to protecting the welfare, rights and privileges of anyone who is a target of prejudice or bigotry. Our commitment to tolerance, respect, and action to promote and enforce these values embraces the entire university community. In the spirit of shared responsibility, each University unit, student organization, and community member is encouraged to help make our campus, and this class, a welcoming place for all. Should you have any concerns related to respect for diversity or feel that you (or an others) are being discriminated against, please contact your departmental Ombudsperson, or the Department Head, or the College Ombudsperson.

INCOMPLETES:

Incompletes are discouraged; however, they will be addressed on a case-by-case basis

COURSE OUTLINE

<table>
<thead>
<tr>
<th>Session</th>
<th>Topics</th>
<th>Readings</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 1</td>
<td>• Overview of class.</td>
<td>Rossi et al., (chapter 1)</td>
<td>Overview Syllabus</td>
</tr>
<tr>
<td>September 8</td>
<td>• Overview of program evaluation</td>
<td></td>
<td>Guiding Principles</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Reference</td>
<td>Topic Area</td>
</tr>
<tr>
<td>-----------------------</td>
<td>----------------------------------------------------------------------</td>
<td>-------------------------</td>
<td>-------------------------------------</td>
</tr>
</tbody>
</table>
| Thursday, September 15| • Background on Evaluation Planning  
• Tailoring Evaluations                                                 | Rossi et al., (chapter 2)   | Presentation                        |
| Thursday, September 22| • Identifying Issues and Formulating Questions                       | Rossi et al., (chapter 3)   |                                     |
| Thursday, September 29| • Assessing the Need for a Program                                    | Rossi et al., (chapter 4)  | Introduction to Logic Models         |
|                      | • Expressing and Assessing Program Theory   
| Thursday, October 6   | • Assessing and Monitoring Program Process                               | Rossi et al., (chapter 6)  | Program Logic Models                 |
| Thursday, October 13  | • Assessing Program Impact: Randomized Field Experiments               | Rossi et al. (chapter 8)   | Millery (2009)                       |
|                      | • Planning for a service program evaluation                             |                         |                                     |
| Thursday, October 27  | • Assessing Program Impact: Alternative Designs   
• Case Study: Developing a collaborative evaluation plan for a new community-based program | Rossi et al. (chapter 9)   | Reischl & Franzen (2009)             |
| Thursday, November 3  | • Detecting, Interpreting, and Analyzing Program Effects               | Rossi et al., (chapter 10) |                                     |
| Thursday, November 10 | • Measuring Efficiency   
• Ethics and program evaluation                                      | Rossi et al. (chapter 11)  | Rallis, Rossman & Gajada (2007)      |
| Thursday, November 17 | • The Social Context of Evaluation   
| Thursday, November 24 | **Thanksgiving Break**                                                 | No Class                 | No Class                            |
| Thursday, December 1  | • Class Presentations                                                   | Class Presentations       |                                     |
| Thursday, December 8  | • Class Presentations                                                   | Class Presentations       |                                     |
Suggested Supplementary Readings


Appendix A

Reviewing Journal Articles
This appendix offers an outline of the issues and areas of inquiry to consider when reviewing and critiquing journal articles. Please note that these are only suggested guidelines. Students are not expected to address every point.

**Introduction**
- What is the stated purpose of the study?
- Does the literature review provide a context, background, and direction? Does it support the need for the study? Is the review adequate; if not, what seems to be missing?
- Is a theoretical framework presented? Is it appropriate? Can you think of a different or additional theoretical perspective that might have been useful?
- How does study intend to contribute to knowledge about the field of study?
- What are the research questions, hypotheses, and objectives? If there is a hypothesis, is it directional? What were the independent and dependent variables? Is there a connection between the literature review and the research questions, hypotheses, and objectives?

**Research Design**
- Is the study descriptive, causal-comparative, or correlational? Longitudinal? Crosssectional? Qualitative? Quantitative?
- How well is this design suited to the research question or hypothesis? Is the design modified in response to any constraints? Are there threats to the internal validity of the research design?
- Is this an evaluation study? If so, was the model used appropriately?
- Is it a formative or summative evaluation?

**Sampling**
- Describe the characteristics of the population studied.
- Identify sampling procedures (e.g., simple random sampling), and explain why it was selected. Indicate the size of the sample and explain why the size is sufficient.
- Was a probability sampling method used? Was it representative of the population?
- What was the sample size? Was it sufficient?
- What was the response/participation rate? How did those who responded or participated differ from those who did not? How was this addressed?

**Measures**
- What measures were utilized? Were the variables operationalized as needed?
- What instruments were used? How were they developed? What did they measure? Were any standardized instruments used?
- Were the instruments valid, reliable, and appropriate? Describe any reliability and validity tests that were conducted? Was this sufficient?
- What other type of tests would you have recommended?

**Data Analysis Procedures**
- What kind of data analysis was conducted? What statistical analysis was conducted?
- Were the statistics appropriate for the type of questions and the variables being used?
- What were the units of analysis? Were they appropriate?
• Was the information discussed and described clearly and accurately? Describe the information presented in each of the figures and tables (e.g., in each, select two numbers and discuss what they represent).
• Were any statements made that are open to the ecological fallacy or that suggest reductionist reasoning?
• What were the findings? Do you think the conclusions are valid and reliable?
• Were any causal assertions made or implied in the hypotheses or in subsequent discussion? What approach was used to demonstrate the existence of causal effects?
• Were all four criteria for establishing causal relationships addressed?
• Were any variables controlled to reduce the risk of spurious relationships? Should any other variables have been measured and controlled? How satisfied are you with the internal validity of the conclusions?
• Was the information presented in the figures and tables clear and was it discussed in the text?

Findings
• What were the study findings? Were they discussed and described clearly and accurately? Were explanations proposed for any anticipated and unanticipated findings? Were the results substantively important? Were conclusions well grounded in the findings? Was any light shed on the theoretical framework used?
• Are any other interpretations possible? Was any further research recommended? What might you recommend? Are there any questions you feel were not addressed or addressed adequately?
• Were there any confounding variables? If so, how might the research design have been improved to reduce interference from confounding variables?
• Was any further research recommended? What might you recommend? What additional research questions and hypotheses are suggested by the study’s results? Did the study yield additional insights?
• Was the study conducted in an objective fashion? Is there any evidence of bias? Are there limitations to the generalizability (i.e., external validity) of the findings?

Ethics and Human Subjects Review
• Did the study seem consistent with current ethical standards? Did it pose any threats to research participants? Were any steps taken to minimize these threats?
• How was cooperation of research participants obtained? Was there informed consent?
• If you were on a Human Subjects Review Committee, what kind of information would you want to know about this study’s design and methodology?
• Do you consider this a “good” study? Imagine that you are reviewing this piece as a potential publication. Consider whether you would accept this paper. Why, or why not? Consider whether the findings contribute to our knowledge in the field. Would you recommend that the paper be revised and subsequently reconsidered?
• If it is the latter, what should be revised?
Texas A&M University
Departmental Request for a Change in Course
Undergraduate • Graduate • Professional
• Submit original form and attachments •

Form Instructions

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

2. Course prefix, number and complete title of course: EPSY 647: Adult Development and Aging

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

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

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

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

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

5. Complete current course title and current catalog course description: EPSY 647: Adult Development and Aging: Issues and models of studying adult development and aging; research and theory of adult development; and the effect our aging population has on society.

6. Complete proposed course title and proposed catalog course description (not to exceed 50 words): EPSY 647: Lifespan Development: Issues and models of studying lifespan development; research and theory of lifespan development; comprehensive and current foundation of lifespan development.

7. a. As currently in course inventory:

   Prefix  Course #  Title (excluding punctuation)
   EPSY  647 ADULT DEVELOPMENT & AGING

   Lect.  Lab  SCL  CIP and Fund Code  Admin. Unit  FCE Code  Level
   03  0  0  0  3  4  2  2  8  0  6  0  0  4  0  9  2  0  0  3  6  3  2  6

   b. Change to:

   Prefix  Course #  Title (excluding punctuation)
   EPSY  647 LIFESPAN DEVELOPMENT

   Lect.  Lab  SCL  CIP and Fund Code  Admin. Unit  Acad. Year  FCE Code  Level
   03  0  0  0  3  4  2  2  8  0  6  0  0  4  0  9  2  0  1  3  1  0  0  3  6  3  2

   Approval recommended by:
   Victor Wilson, Ph.D.
   Chair, College Review Committee
   Date

   Department Head or Program Chair (Type Name & Sign)

   (if cross-listed course)

   Mark Zoran
   Chair, GC or UCC
   Date

   Submitted to Coordinating Board by:

   Associate Director, Curricular Services

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

   Curricular Services – 02/11

   George Cunningham, Ph.D.
   Dean of College
   Date

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

   Victor Wilson, Ph.D.
   Chair, College Review Committee
   Date
EPSY 647: Lifespan Development

Fall 2012
Thursdays 12:40pm – 3:30pm
Instructor: Dr. Jeffrey Liew
Office: 722 Harrington Tower
Phone: (979) 845-1239
Email: Jeffrey.Liew@tamu.edu
Office Hours: Thursdays 3:30 – 5:30pm, or by appointment.

Note: Please do not email me at ELEARNING Vista. Email me directly using above email address.

Required Textbook: Essentials of Life-Span Development (2nd Edition) by John Santrock

Note: There may be a few supplemental readings during the semester that will be emailed to you as a PDF.

Course Description: Issues and models of studying lifespan development; research and theory of lifespan development; comprehensive and current foundation of lifespan development.

Prerequisites: Graduate Classification; Approval of Department Head

Course Expectations and Objectives

--What I expect from you
You are responsible for readings of the assigned chapters from the textbook and any assigned supplemental readings. Except for the first class, readings should be done before you come to class for that week. Each week, I will highlight or discuss in depth specific topics or themes. However, I will not reiterate everything in your readings or textbook. There are no exams for this course. You earn your grades through (1) reading text and supplemental materials each week, (2) actively participating in class discussions, (3) actively participating in online activities, (4) writing a final paper, and (5) presenting a brief summary of your final paper in class. Keeping in mind of learners’ diverse learning styles, I will incorporate multiple methods of learning including the use of multi-media or inviting students to share personal experiences that are relevant to course topics to facilitate everyone’s learning. Learning is a collaborative process and we will create a learning environment where we can be enriched by one another’s perspectives, backgrounds, and experiences. Please contact me if you anticipate missing significant numbers of classes this semester, because your grade may suffer due to missing the in-class participation points (2 points each week). Please refer to student rule 7 at http://student-rules.tamu.edu/rule07 for information regarding attendance.

--What you should expect from me
For my part, if you are willing and able to invest time and effort in the course work, I am happy to do what I can to assist and facilitate learning. I will also do my best to provide you with a comprehensive and up-to-date foundation of lifespan development. Lifespan development is an extremely broad topic. Therefore, I will aim to cover what is typically considered “essential” information on this topic. My main goal is to stimulate your intellectual curiosity about Human Development, and to provide you with the basic knowledge and background so you could then apply it in your professional work or in your everyday lives.

Grading Criteria: A = 100-90; B = 89-80; C = 79-70

In-class Participation (0, 1, or 2 pts weekly) maximum = 28 pts.
On-line Participation (0, 1, or 2 pts weekly) maximum = 28 pts.
Final Paper maximum = 22 pts.
Class Presentation maximum = 22 pts.

In regards to on-line participation points, “0” is assigned for no participation; “1” is assigned for posting and reading of at least 50% of others’ postings; “2” is assigned for posting and reading of at least 75% of others’ postings.
# Outline of Course Domains and Topics

<table>
<thead>
<tr>
<th>Week</th>
<th>ASSIGNED READINGS and TOPICS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Course Introduction and Overview</td>
</tr>
<tr>
<td>2</td>
<td>(Chapter 1) Introduction: Theories of Human Development</td>
</tr>
<tr>
<td>3</td>
<td>(Chapter 2) Biological Beginnings: Prenatal Development and Birth</td>
</tr>
<tr>
<td>4</td>
<td>(Chapters 3 &amp; 4) Infancy</td>
</tr>
<tr>
<td>5</td>
<td>(Chapters 5 &amp; 6) Early Childhood</td>
</tr>
<tr>
<td>6</td>
<td>(Chapters 7 &amp; 8) Late Childhood</td>
</tr>
<tr>
<td>7</td>
<td>(Chapters 9 &amp; 10) Adolescence</td>
</tr>
<tr>
<td>8</td>
<td>(Chapters 11 &amp; 12) Early Adulthood</td>
</tr>
<tr>
<td>9</td>
<td>(Chapters 13 &amp; 14) Middle Adulthood</td>
</tr>
<tr>
<td>10</td>
<td>(Chapters 15 &amp; 16) Late Adulthood</td>
</tr>
<tr>
<td>11</td>
<td>(Chapter 17) Death &amp; Grieving</td>
</tr>
<tr>
<td>12</td>
<td>Articles on Personality (Caspi &amp; Roberts, 2001) and on Attachment (Dykas &amp; Cassidy, 2011)</td>
</tr>
<tr>
<td>13</td>
<td>Thanksgiving Holiday (No Class)</td>
</tr>
<tr>
<td>14</td>
<td>Articles on Autobiographic Memories (Berntsen &amp; Ruben, 2002) and Meaning of Life (Steger, Oishi, &amp; Kashdan, 2009)</td>
</tr>
<tr>
<td>15</td>
<td>Final presentations (Final Papers Due)</td>
</tr>
</tbody>
</table>
Guidelines for Final Paper & Presentation

You must email me at jeffrey.liew@tamu.edu your final paper (in Word document) by 5pm on the final class meeting. For all late papers, 2 points will be deducted for each day that it is late (including days on a weekend) as late papers can be sent via email.

Structure & Content of Your Final Paper

Your final paper must not exceed 15 pages (not including the reference page), so present your ideas concisely. For your final paper you will discuss your own personality, and how it has developed from infancy, childhood, adolescence, and adulthood. You will gather “data” by interviewing your family members and close friends who know you well (especially those who have known you since infancy or early childhood). You will document carefully where and how you collected your data (including the relations and possible biases or errors from your sources of data). In addition, you will attempt to address issues of personality stability or change and possible correlates or reasons for why there is such stability or change (e.g., issues related to nature and nurture). You must provide evidence from previous research studies (a minimum of 5 research articles) that support your findings of stability or change and possible reasons. Synthesize and integrate previous research into the interpretation and discussion of your data that you’ve collected on your own personality development across your life.

Your paper will be graded on how well you present and organize your ideas in each of the sections below:

- **Introduction and Methods/Procedures (6 pts)** – Clear description of how you collected your data
- **Data and Results (6 pts)** – What information you collected
- **Integration, Synthesis, and Conclusion (10 pts)** – How do your data and results fit in with what previous research studies say about personality development, personality stability, or personality change? What are potential explanations (based on previous theories and research) for stability or change that you found in your own personality development?
- **Reference** list of the research articles you cited in your paper

Maximum total points earned for final paper = 22 points

Class Presentation of your final paper will be graded on a similar 22 point rubric. Points are assigned according to how effectively you communicate the main points of your final paper to your peers and to me. Your presentation must not exceed 10 minutes with additional 5 minutes at the end of your presentation for questions for discussion from peers or me.
Guidelines for Online Participation (E-Learning)

To log on, visit: http://elearning.tamu.edu

Each week, you are expected to post at least 1 question or comment for each of the assigned course readings. So if you have 2 readings assignments for a given week, you are expected to post at least 2 questions and/or comments for that week. Postings must be made no later than 9pm of each Tuesday. This gives you at least 1 full day to review everyone’s postings, and you are expected to read everyone’s postings prior to coming to class.

Toolbar: One way to access Discussions in WebCT Vista is through the toolbar region of the home page - similar to accessing Assignments.

To post a message in a topic on the discussion board click on the name of the topic you want to post in. If there are no messages, you will see the following screen:

Messages

Create Message

Introductions

There are currently no messages in this view.

Create Message

To create a message, in a topic click on Create Message.
Create Message

*Subject: Assessments

HTML Creator: On / Off

Message: What is the difference between a mini-assessment and an alternative assessment?

☐ Use HTML  Insert equation: New  

Add Attachments

Post  Preview  Cancel  Save as Draft

* Required field

You will need to include a subject at the least and you can add a message. If you want to include links or any formatting you can use the HTML Creator, by clicking On. You can also include your own HTML coding; if you do this make sure you select the Use HTML box. You can include an image and an attachment with your post. When you are done creating your message, click on Post.

Messages

Create Message  Edit Settings  Set Release Criteria  View Drafts

Introductions

Expand All  Collapse All  Display:  Threaded  Unthreaded  All  Unread

☐ Subject  Messages  Author  Date

☐ Assessments Blackburn, Rhonda  May 18, 2004 1:15 PM

☐ Delete  Mark as Read  Mark as Unread  Create Printable View

Move to:  Copy to:

Create Message

When you look at a topic with message your will see the screen above. You will see the message subject and who authored it. You will also see when the message was posted. As the instructor you can also delete any posts.
Tolerance Statement

The faculty of the College of Education and Human Development value and respect diversity and the uniqueness of each individual. The faculty affirms its dedication to non-discrimination in our teaching, programs, and services on the basis of race, color, religion, gender, age, sexual orientation, domestic partner status, ethnic or national origin, veteran status, or disability. The College of Education and Human Development at Texas A & M University is an open and affirming organization that does not tolerate discrimination, vandalism, and violence or hate crimes. We insist that appropriate action be taken against those who perpetrate such acts. Further, the College is committed to protecting the welfare, rights, and privileges of anyone who is a target of prejudice or bigotry. Our commitment to tolerance, respect, and action to promote and enforce these values embraces the entire university community. In the spirit of shared responsibility, each University unit, student organization, and community member is encouraged to help make our campus, and this class, a welcoming place for all. Should you have any concerns related to respect for diversity or feel that you (or any others) are being discriminated against, please contact your departmental Ombudsperson, or the Department Head, or the College Ombudsperson.

The 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.

Students with Special Needs

Any students who could require assistance in the event of a necessary evacuation of the building in which this class is taught are asked to notify the instructor so that individuals can be identified to assist him/her during an evacuation.

Scholastic Dishonesty

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

Academic Integrity Statement

"An Aggie does not lie, cheat, or steal or tolerate those who do.” Since this credo is inflexible in an absolute sense, students need to understand how to abide by the spirit of the statement are referred to the Honor Council Rules and Procedures on the web, http://www.tamu.edu/aggiehonor

Some Journals in Child and Adolescent Development

Special Consideration Items
Texas A&M University
New Certificate, Bachelors, Masters, or Doctoral Program
• Proposal Checklist •

Requested by the Department or Unit of: Marketing

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

<table>
<thead>
<tr>
<th>Program Type</th>
<th>Certificate Program ✓</th>
<th>Degree Program □</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Level</td>
<td>Undergrad Certificate ✓</td>
<td>Grad Certificate ✓</td>
</tr>
</tbody>
</table>

Degree Designation (i.e., BS, BA, MA, MS, MAg, Med, PhD, EdD, etc.)

Title of proposed program: Certificate in Advertising

Proposed CIP Code (if known): __________

Brief program description (provide a catalog description for undergraduate and graduate certificates):

The Certificate in Advertising complements the student’s degree and provides tangible evidence of rigorous academic and experiential preparation for a career in advertising, media, public relations, or a related field. This certificate provides an educational curriculum that develops the skill sets of the whole person, a necessity for students planning to become leaders in a fast-paced and dynamic industry. The curriculum emphasizes principles of integrated marketing communications, campaign development, advertising research, planning, digital and social media, and campaign evaluation and also has a significant hands-on component. The internship provides opportunities for students to gain real-world experience in the various functions of advertising and teaches the importance of organizational communication, and critical thinking skills. In the Aggie Advertising Club, students refine professional skills through networking, leadership, and participation in regional and national advertising competitions.

Minimum program semester credit hours (SCH)

<table>
<thead>
<tr>
<th>Certificates - 12 hours*</th>
<th>Bachelors - 120 hours</th>
<th>Masters - 30 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*12 hours minimum to appear on transcript

Off-Campus or Distance Delivery

<table>
<thead>
<tr>
<th>% of Program a student can take off-campus or through Distance Education</th>
<th>Program Start Date</th>
<th>SACS Approval**</th>
<th>When Provost needs to inform SACS</th>
</tr>
</thead>
<tbody>
<tr>
<td>25%</td>
<td></td>
<td>Notification Only</td>
<td>-------</td>
</tr>
<tr>
<td>50%</td>
<td></td>
<td>Approval Required</td>
<td>6 months before first day of program</td>
</tr>
<tr>
<td>80%</td>
<td></td>
<td>Approval Required</td>
<td>6 months before first day of program</td>
</tr>
<tr>
<td>100%</td>
<td></td>
<td>Approval Required</td>
<td>6 months before first day of program</td>
</tr>
</tbody>
</table>

**Notification letter arranged through the Assistant Provost and sent by TAMU President.

Program Delivery Mode

✓ On-campus
□ Broadcast / TTVN
□ Specific off-campus location***
□ Distance Education / Internet
□ Out-of-Country

Location

Mays Business School

Will this program be offered with another institution? Yes □ No ✓

If yes, contact Assistant Provost for additional reporting requirements.

***Is this an approved SACS location? Yes □ No □

If no, a program prospectus must be sent to SACS.

Approved locations as of September 2009: TAMU-Galveston, TAMU-Qatar, University Center-The Woodlands, Dubai (EMBA)
Texas A&M University
New Certificate, Bachelors, Masters, or Doctoral Program
• Proposal Checklist •

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):
Janet T. Parish
Name
Assistant Department Head
Department of Marketing
Title
jparish@mays.tamu.edu
Email
979-845-1067
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.

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

Signature, Department Head or Interdisciplinary Program Chair
P. Varadarajan
Typed or Printed Name
Date

Signature, Department Head or Interdisciplinary Program Chair (if joint program)
Typed or Printed Name
Date

Chair, College Review Committee
Date

Chair, College Review Committee
Date

Dean of College
Date

Dean of College
Date

Chair, University Curriculum Committee or Graduate Council
Date

Chair, University Curriculum Committee or Graduate Council
Date

Additional Approvals Required: Faculty Senate and President.
New Program Request Form for Certificate Programs, Bachelor’s and Master’s Degrees

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

---

**Administrative Information**

1. **Institution:**
   - Texas A&M University – College Station

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):*
   - Certificate in Advertising

3. **Proposed CIP Code:**

4. **Brief Program Description** – Describe the program and the educational objectives:
   - Number of Semester Credit Hours Required: 12
   - The Certificate in Advertising complements the student’s degree and provides tangible evidence of rigorous academic and experiential preparation for a career in advertising, media, public relations, or a related field. This certificate provides an educational curriculum that develops the skill sets of the whole person, a necessity for students planning to become leaders in a fast-paced and dynamic industry. The curriculum emphasizes principles of integrated marketing communications, campaign development, advertising research, planning, digital and social media, and campaign evaluation and also has a significant hands-on component. The internship provides opportunities for students to gain real-world experience in the various functions of advertising and teaches the importance of organizational communication, and critical thinking skills. In the Aggie Advertising Club, students refine professional skills through networking, leadership, and participation in regional and national advertising competitions.
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*):

The Department of Marketing within Mays Business School

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

Fall 2012

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

   Name: Janet T. Parish  
   Title: Assistant Department Head, Department of Marketing  
   E-mail: jparish@mays.tamu.edu  
   Phone: 979-845-1067

---

**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.

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

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>40</td>
<td>60</td>
<td>80</td>
<td>100</td>
</tr>
<tr>
<td>FTSE</td>
<td>240</td>
<td>480</td>
<td>720</td>
<td>960</td>
<td>1200</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></td>
</tr>
<tr>
<td>Required Courses (choose 2):</td>
<td>6</td>
</tr>
<tr>
<td>MKTG 345</td>
<td></td>
</tr>
<tr>
<td>MKTG 347</td>
<td></td>
</tr>
<tr>
<td>MKTG 489/445</td>
<td></td>
</tr>
<tr>
<td>MKTG 447</td>
<td></td>
</tr>
<tr>
<td>Prescribed Electives (choose 2):</td>
<td>6</td>
</tr>
<tr>
<td>MKTG 335</td>
<td></td>
</tr>
<tr>
<td>MKTG 425</td>
<td></td>
</tr>
<tr>
<td>MKTG 438</td>
<td></td>
</tr>
<tr>
<td>MKTG 440</td>
<td></td>
</tr>
<tr>
<td>MKTG 442</td>
<td></td>
</tr>
<tr>
<td>MKTG 489/426</td>
<td></td>
</tr>
<tr>
<td>MGMT 440</td>
<td></td>
</tr>
<tr>
<td>MKTG 656 <em>(Graduate students only)</em></td>
<td></td>
</tr>
<tr>
<td>Free Electives</td>
<td></td>
</tr>
<tr>
<td>Other <em>(Specify, e.g., internships, clinical work)</em></td>
<td><em>(if not included above)</em></td>
</tr>
<tr>
<td>Internship</td>
<td></td>
</tr>
<tr>
<td>Participation in Student Organization</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>12</td>
</tr>
</tbody>
</table>

The certificate is open to all majors in Mays Business School. Students will submit a declaration of intent form to the marketing department and their progress through program requirements will be monitored by the advising staff.
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 (choose 2)</th>
<th>SCH</th>
</tr>
</thead>
<tbody>
<tr>
<td>MKTG 345</td>
<td>Alternative Media, Public Relations, and Sales Promotions</td>
<td>3</td>
</tr>
<tr>
<td>MKTG 347</td>
<td>Advertising and Creative Marketing Communications</td>
<td>3</td>
</tr>
<tr>
<td>MKTG 489/445</td>
<td>Advertising Account Planning</td>
<td>3</td>
</tr>
<tr>
<td>MKTG 447</td>
<td>Advertising Procedures</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Prefix and Number</th>
<th>Prescribed Elective Courses (choose 2)</th>
<th>SCH</th>
</tr>
</thead>
<tbody>
<tr>
<td>MKTG 335</td>
<td>Personal Selling</td>
<td>3</td>
</tr>
<tr>
<td>MKTG 425</td>
<td>Retail Merchandising</td>
<td>3</td>
</tr>
<tr>
<td>MKTG 438</td>
<td>Strategic Internet Marketing</td>
<td>3</td>
</tr>
<tr>
<td>MKTG 440</td>
<td>Services Marketing</td>
<td>3</td>
</tr>
<tr>
<td>MKTG 442</td>
<td>Innovation and Product Management</td>
<td>3</td>
</tr>
<tr>
<td>MKTG 489/426</td>
<td>Advanced Retail Case Competition</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 440</td>
<td>Creativity and Innovation in Business</td>
<td>3</td>
</tr>
<tr>
<td>MKTG 656</td>
<td>Marketing Communications Management (Graduate Students Only)</td>
<td>3</td>
</tr>
</tbody>
</table>

**TOTAL SCH** 12

An internship in the advertising industry is required.

The internship must be for a minimum of 300 hours over 15 weeks or fewer. Academic credit is not required for the internship. However, no more than 20% of work can be clerical or unrelated to the development of professional skills in marketing. The internship must offer meaningful, professional-level learning in areas of sales, advertising, retailing, sports marketing, event planning, or communication. The internship and hired student must comply with all company regulations, health & safety conditions, and legal requirements.

**Internship Objectives:**
Apply academic knowledge in a supervised work environment
Build contacts
Develop professional competencies
Increase understanding of career paths in marketing

*Updated 06.07.2010*
Active participation in the associated student organization, Aggie Advertising Club, is required. Participation points are earned through various programs and are verified by the organization advisor. Financial aid is available by application through the Department of Marketing.

Students must complete 12 hours of coursework, six hours of required courses and six hours of prescribed elective courses, and earn a grade of 'B' or better in each certificate course as well as an overall GPA of 3.0 by graduation.

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.)

All courses for the new certificate program are currently offered and taught by existing faculty in the Department of Marketing.

Fall 2011 faculty currently include:
- 24 Tenured/Tenure-track Faculty
  - 10 Professors
  - 3 Associate Professors
  - 4 Assistant Professors
  - 3 Clinical Associate Professors
  - 1 Professor of Practice
  - 1 Senior Lecturers
  - 2 Lecturers
Note: 21 members of the total faculty have Ph.D. degrees

<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>Busch, Paul Professor of Marketing</td>
<td>Ph.D. in Marketing The Pennsylvania State University</td>
<td>MKTG 345 MKTG 347</td>
<td>80%</td>
</tr>
<tr>
<td>Troy, Lisa Clinical Associate Professor of Marketing</td>
<td>Ph.D. in Marketing Texas A&amp;M University</td>
<td>MKTG 347 MKTG 489/445 MKTG 447</td>
<td>80%</td>
</tr>
<tr>
<td>Zimmer, Mary Clinical Associate Professor of Marketing</td>
<td>Ph.D. in Marketing The University of Texas at Austin</td>
<td>MKTG 347</td>
<td>20%</td>
</tr>
</tbody>
</table>
D. **Students** – Describe general recruitment efforts and admission requirements. In accordance with the institution’s Uniform Recruitment and Retention Strategy, describe plans to recruit, retain, and graduate students from underrepresented groups for the program.

Students are recruited for the Certificate in Advertising in classes at the beginning of each semester; at Mays and TAMU open houses; at the Aggie Advertising Club meetings; one-on-one meetings with the student and sometimes with parents on campus. Some strategies to retain students in the program are to offer counseling by appointment and on request, and by involving all students in relevant advertising such as local and national professional and student conferences, guest lecturer visits, and field trips.

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.

The Texas A&M University Libraries, and its West Campus Library business facility, is well positioned to support a certification in Advertising. The Libraries hold over 3,000 titles in the library catalog relating to advertising. The Libraries have holdings of over 100 electronic and print periodicals that address various forms and aspects of both traditional and online advertising. Additionally, the West Campus Library provides access to 10 key marketing and advertising databases in the R.C. Barclay Reference and Retailing Resources Center, including the Advertising Red Books and AdSpender.

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.

Existing Wehner classrooms and administrative offices will be used to support this program.

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

Not Applicable for this Certificate

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

Evaluations are done in the classroom based on assessment tools and out of the classroom by companies and supervisors for whom the students work during internships. Participation in the Aggie Advertising Club is evaluated based on points they earn for involvement in the organization’s activities.
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.

No additional costs will be incurred for this certificate program.

<table>
<thead>
<tr>
<th>Five-Year Costs</th>
<th>Five-Year Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personnel¹</td>
<td>Reallocated Funds</td>
</tr>
<tr>
<td>Facilities and Equipment</td>
<td>Anticipated New Formula Funding²</td>
</tr>
<tr>
<td>Library, Supplies, and Materials</td>
<td>Special Item Funding</td>
</tr>
<tr>
<td>Other²</td>
<td>Other²</td>
</tr>
<tr>
<td>Total Costs</td>
<td>Total Funding</td>
</tr>
</tbody>
</table>

$0 $0

$0 $0

$0 $0

$0 $0

$0 $0

1. Report costs for new faculty hires, graduate assistants, and technical support personnel. For new faculty, prorate individual salaries as a percentage of the time assigned to the program. If existing faculty will contribute to program, include costs necessary to maintain existing programs (e.g., cost of adjunct to cover courses previously taught by faculty who would teach in new program).
2. Specify other costs here (e.g., administrative costs, travel).
3. Indicate formula funding for students new to the institution because of the program; formula funding should be included only for years three through five of the program and should reflect enrollment projections for years three through five.
4. Report other sources of funding here. In-hand grants, “likely” future grants, and designated tuition and fees can be included.
Signature Page

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

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

   ________________________________________________________________
   Chief Executive Officer                                           Date

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

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

   ________________________________________________________________
   Board of Regents (Designee)                                     Date of Approval

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

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

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

   ________________________________________________________________
   Board of Regents (Designee)                                     Date

*Updated 06.07.2010*