1. **New Course Requests:**
   a. AERO 621 Aeromechanics of Wind Turbines
   b. CPSY 637 Latino Psychology
   c. ECEN 735 Electromagnetic Field Theory
   d. ECEN 754 Optimization for Electrical and Computer Engineering Applications
   e. ISEN 631 Cognitive Systems Engineering
   f. MEEN 620 Kinetic Processes in Materials Science
   g. MSEN 620 Kinetic Processes in Materials Science

2. **Course Change Requests:**
   a. Course Changes for Master of Science in Athletic Training program
      i. ATTR 652 Clinical Education II
      ii. ATTR 653 Clinical Education III
      iii. ATTR 654 Clinical Education IV
      iv. ATTR 655 Clinical Education V
      v. ATTR 656 Clinical Education VI
   b. CPSY 630 Foundations of Counseling
New Courses
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

1. This request is submitted by the Department of Aerospace Engineering

2. Course prefix, number and complete title of course: AERO 621 Aeromechanics of Wind Turbines

3. Catalog course description (not to exceed 50 words): Solid and fluid mechanics concepts applied to aerodynamics and aeroelasticity of wind turbine blades; failure analysis and structural design; composites and hybrid materials.

4. Prerequisite(s):

Graduate classification

Cross-listed 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)

MS, MEng, PhD in aerospace engineering or related fields

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)

AERO 621 AEROMECH WIND TURBINES

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Approval recommended by: Rodney D. Bowser
Department Head - Type Name & Sign John E. Hurter Date 3/21/13

Chair, College Review Committee Scott Miller Date 4/10/13

Dean of College Scott Miller Date 4/10/13

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

Submitted to Coordinating Board by:

Associate Director, Curricular Services

Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
Curricular Services – 3/09
AEROSPACE ENGINEERING

Course title and number  AERO 621 – Aeromechanics of Wind Turbines
Term  Fall 2014
Credit/Hours  3.0
Meeting times/location  TBA

Course Description and Prerequisites

Concepts, analyses and methods in solid and fluid mechanics applied to aerodynamics and aeroelasticity of wind turbine blades; stress and failure analysis of composites and hybrid material systems for blade structures; tradeoffs between manufacturing cost and long term performance of turbine structural elements.

Prerequisite: Graduate Classification.

Learning Outcomes or Course Objectives

Students will gain understanding of the complexities in aerodynamics and structural dynamics of wind turbine blades. They will learn how to apply the fundamentals of solid and fluid mechanics to analyzing deflections, vibrations, and performance of blade structures. They will appreciate use of advance material systems in design of large turbines such as for offshore wind energy.

Instructor Information

Name  Ramesh Talreja (lead instructor); Paul Cizmas; Mohammad Naraghi; Thomas Strganac; Ed White
Telephone number  979.458.3256 (Talreja)
Email address  Talreja@aero.tamu.edu
Office hours  TBA
Office location  HRBB 736A (Talreja)

Textbook and/or Resource Material

Handout notes and copies of selected articles.

Grading Policies

Midterm project report  30 percent
Final project report and presentation  70 percent
A 90 – 100%
B 80 – 89%
C 70 – 79%
D 60 – 69%
F below 60%
Course Topics

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<td>Aerodynamics of wind turbines</td>
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<td>Experimental aerodynamics</td>
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<td>Computational aeromechanics</td>
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<td>6-7</td>
<td>Aeroelasticity of turbine blades</td>
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<td>8</td>
<td>Materials and structural configurations for turbine blades</td>
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<td>9-10</td>
<td>Deformation, fatigue and failure of blade structures</td>
<td>6</td>
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<tr>
<td>11</td>
<td>Performance assessment by advanced, hybrid materials</td>
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<td>12</td>
<td>Project preparation, presentations</td>
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Other Pertinent Course Information

Students are expected to attend class. For additional information visit the student rules website on attendance: [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07).

Americans with Disabilities Act (ADA)

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

Academic Integrity

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

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

2. Course prefix, number and complete title of course: CPSY 637: Latino Psychology

3. Catalog course description (not to exceed 50 words): Examine psychological research and literature related to Latino experience in the U.S. via readings, media and class discussion; introduction to various Latino groups with the primary focus on individuals of Mexican descent.

4. Prerequisite(s): Graduate classification; approval of department head

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

Ph.D. Students in Counseling Psychology

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. Approval recommended by:

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

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

Mark Zoran, Ph.D.
Dean of College Date

Mark Zoran, Ph.D.
Chair, GC or UCC Date

Submitted to Coordinating Board by:

Associate Director, Curricular Services Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
Curricular Services – 3/13
CPSY 637: LATINO PSYCHOLOGY
June 3 – July 1, 2013

Instructor: Lizette Ojeda, Ph.D.
Email: LizetteOjeda@tamu.edu
Office: 710 Harrington Tower

Class Time: MTW 9am-12pm
Class Location: Harrington Tower rm
Office Hours: by appointment

COURSE OBJECTIVES

Examine psychological research and literature related to Latino experience in the U.S. via readings, media and class discussion; introduction to various Latino groups with the primary focus on individuals of Mexican descent. Pre-requisites: Graduate Classification and approval of department head.

Course goals include the following:

- To acquire knowledge regarding historical, cultural, economic, and political factors that explains the experiences and value orientations of Latinos in the U.S.
- To explore theories of identity development, theories of acculturation, language, and Latino research and theory.
- To gain cultural competence through exploring the research literature and media to advance one’s knowledge of between and within group difference among Latinos.
- To gain knowledge, awareness, and skills in working with Latino populations.

COURSE FORMAT

The course will take a seminar format, primarily reciprocal and cooperative learning for synthesizing and analyzing. The primary vehicle of learning is discussion and interaction. This requires active participation and adequate participation for each and every member of the class. For this course to function as a true seminar each of us must contribute our time and ideas. This necessitates preparation for each class meeting and active involvement in the learning process. The format of the course will be wholly interactive and participatory in nature. As is typically true, you will get out of this class what you are willing to put into it. We are each dependent on and responsible to one another in this course.

STUDENT EXPECTATIONS

- Read assigned readings and come to class prepared to discuss the selected topic(s).
- Attend class sessions regularly and punctually. For information on University absences please see student rule 7: http://student-rules.tamu.edu/rule07
- Participate actively in class discussions.
- Complete and present assignments on time.
- Maintain confidentiality of personal information within the class.

Academic Integrity
"An Aggie does not lie, cheat, or steal, or tolerate those who do." http://aggiehonor.tamu.edu

Americans with Disabilities Act (ADA)
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 Disability Services, in Cain Hall, Room B118, or call 845-1637. For additional information visit http://disability.tamu.edu
REQUIRED READINGS

Required readings are available on the eLearning website and can be found under the folder corresponding to the topic that will be discussed on a given class day. We may not always have enough time to discuss every reading, but it is still your responsibility to read them. Please bring readings to class.

COURSE ASSIGNMENTS

1. Discussion Questions (4): Due on assigned dates
   Bring a critically thought out question to class for group discussion based on readings assigned on a given day. Introduce and lead the class discussion related to your question.

2. News Article Critique: Due on assigned date
   Select a news article relevant to the topic of the class day you are assigned to. (Be prepared to introduce the issue discussed in the article in case someone is not familiar with it and it is not clearly explained in the article.) The selected news article should contradict your beliefs on the given issue. Criticize the article’s stance, provide a rationale for your critique, and provide an alternative perspective/resolution to the issue. Bring copies for everyone.

3. Film Analyses: Tuesday June 25th
   You will watch the films "My Family" and "La Mission" on the specified dates and provide a short paper (2-4pgs) in which you synthesize and analyze your observations of relevant issues in the film. Provide implications for your observations.

4. Special Topic Presentation (20-30 minutes): Wednesday June 19th
   Conduct a literature review on a relevant topic of your choice with Latinos that has not been extensively covered in class and provide a PowerPoint presentation. Examples of topics include application of a particular theory or specific issues within health, immigration, culture, education, etc. The presentation should go beyond a mere review of the issue. Provide the background information, statistics if applicable, and implications of the issue. Propose potential ways to address the issue. Receive instructor approval for your topic by Wednesday June 12th.

5. Case Presentation (20-30 minutes): Wednesday June 26th
   To gain an insider’s perspective, conduct an in-person semi-structured interview of a Latino individual to learn about the individual’s experiences, perceptions, attitudes, behaviors, coping strategies, and ideas about Latino issues and psychology. Gather demographic information such as generation level, immigration history, family of origin, education level, and occupation. Based on data gathered, how would you describe their level of acculturation, ethnic identity, cultural-related stress, cultural values, etc.? What other culturally based issues do you see at play? Include pictures if the individual permits.

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<td>News Article Critique</td>
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<tr>
<td>Film Analysis I</td>
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<td>Film Analysis II</td>
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**Grades by Points:** A = 90 -100; B = 80 - 89; C = 70 - 79; F = 69 and below
# Schedule

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<td>Acculturation &amp; Enculturation</td>
<td>PICK TOPIC PRESENTATION</td>
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<td>Immigration</td>
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<td>Cultural Values</td>
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<td>Movie: The Gatekeeper (2002)</td>
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<td>Ethnic Identity</td>
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<td>Ethnicity-Related Stress</td>
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<td>Children, Youth, Parents</td>
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<td>CASE PRESENTATION</td>
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<td>July 1st</td>
<td>Wrap-up</td>
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*This is a tentative course outline and may be subject to change due to the seminar format of the course.*
Kristie Stramaski

From: Lizette Ojeda
Sent: Friday, April 19, 2013 1:36 PM
To: Kristie Stramaski
Cc: Linda Castillo (Forward)
Subject: Re: Latino Psyc Course Request

Importance: High

Kristie, you are too funny.
The course is actually of interest to more students outside the Counseling Psych program such as Sociology, Hispanic Studies, and Public Health. Therefore, I hesitate to change the title or to change the course objectives. Hopefully it will change to where more of our own program students are taking it, but for now, I think the course name should stay as is.

Lizette Ojeda, Ph.D.
Assistant Professor
Licensed Psychologist
Counseling Psychology Program
Department of Educational Psychology
Texas A&M University
(979) 845-8608
http://people.cehd.tamu.edu/~lojeda/

From: Kristie Stramaski <kstramaski@tamu.edu>
Date: Friday, April 19, 2013 1:30 PM
To: lizetteojeda@tamu.edu
Cc: "Linda Castillo (Forward)" <lcastillo@tamu.edu>
Subject: Latino Psyc Course Request

Please note that I am just the messenger here. Please do not shoot me.

There were some minor changes requested of the course before being sent forth to GC.

1. It was requested that the title be changed so that is was more clear that the course was for counseling students. i.e Counseling Psychology for Latinos or Social Latino Psychology (see next point)
2. It was suggested that the objectives be adjusted to be less sociological or social oriented
3. I need to make a minor changes syllabus.

You don’t have to make these changes, but they were suggested. If you do want to make these changes, please send me a new syllabus. If you do not, please let me know and I will make the minor change I need to make and resubmit.

Thanks

Kristie

Kristie Stramaski
Senior Academic Advisor II
Department of Educational Psychology
704I Harrington Tower
4225 TAMU
College Station, TX 77843-4225
Phone: 979-845-1833
Fax: 979-862-1256
email: kstramaski@tamu.edu
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

Form Instructions

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

2. Course prefix, number and complete title of course: ECEN 735 Electromagnetic Field Theory

3. Catalog course description (not to exceed 50 words): Methods in wave propagation, diffraction and scattering analysis, including surface waves, creeping waves, surface plasmons and complex environments; applications to macroscopic and nano technology such as optical wave propagation in materials and wireless device wave propagation.

4. Prerequisite(s): ECEN 635 or equivalent

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)

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

   MS, PhD in Electrical 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)

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<th>Acad. Year</th>
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Approval recommended by:

Chanan Singh
Department Head or Program Chair (Type Name & Sign) Date 4/10/13

Krishna Narayanan Date 4/10/13

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

Chair, College Review Committee Date

Dean of College Date 4/10/13

Submitted to Coordinating Board by:

Chair, GC or UCC Date

Associate Director, Curricular Services Date Effective Date

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

ECEN 735 Electromagnetic Field Theory

Term: Fall 2013

Instructor: Robert Nevels, Rm. 235A Zachry

Course Description: Methods in wave propagation, diffraction and scattering analysis, including surface waves, creeping waves, surface plasmons and complex environments. Applications to macroscopic and nano technology such as optical wave propagation in materials and wireless device wave propagation.

Prerequisite: ECEN 351 or equivalent, ECEN 635 highly recommended

Book: Time Harmonic Electromagnetic Fields, R. Harrington and Handbook of Mathematical Functions, Abramowitz and Stegun

Reference Books on reserve (overnight checkout allowed):

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<td>Homogeneous Wave Equation Solutions</td>
<td>Modal expansions and wave functions</td>
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<td>Eigenfunction expansion methods</td>
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<td>Rectangular waveguide</td>
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<td>Circular Cylinders and Wedges</td>
<td>Spherical objects</td>
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<td>5</td>
<td>Surface plasmons</td>
<td>Metamaterials</td>
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<td>Propagation</td>
<td>Fourier transform methods</td>
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<td>9</td>
<td>Saddle point integration</td>
<td>Stationary Phase and Steepest Descent</td>
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<td>WKB in Atmospheric Propagation</td>
<td>WKB related methods in Propagation</td>
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<td>Precursers in homogeneous material (a)</td>
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<td>Creeping Waves</td>
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<td>14</td>
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Grading System:
Final 50%
Homework 50%
TOTAL 100%

If you have a university excused absence for missing the first exam, the final will be doubled.
Makeup Homework: After class late homework will be accepted until 4:30 PM the day it is due, but with a 15% penalty. It will be accepted the following day until 11:00AM, with a penalty of 25%. For planned university excused absences it is expected that you will turn in the homework before the absence. If the absence is unplanned there will be no penalty.

Grades will be calculated on the basis of total earned points according to the following standard: A (90-100%), B (80-89%), C (70-79%), D(60-69%), F (59% and lower).

Attendance Policy:

http://student-rules.tamu.edu/rule07

Exam Dates

TBA

Learning Outcomes or Course Objectives

Course Objectives: To provide students with the essence of wave propagation, waveguiding systems, antenna radiation and elements of electromagnetic theory.

1. Methods for solving wave propagation and scattering from canonical shaped objects in rectangular cylindrical and spherical coordinates.
2. Methods for solving wave propagation in dispersive media, such as Noble metals, and inhomogeneous media, such as the ionospheric layers.
3. Techniques for calculating fields scattered from objects that a large in terms of wavelengths and associated asymptotic methods.
4. Special wave groups including surface, leaky and creeping waves, surface plasmons and floquet modes.
5. Mathematical methods for field analysis including complex plane integration, saddle point, steepest descent and stationary phase evaluation of integrals, as well as Laplace and Fourier Transform methods.
6. Common techniques in field analysis such as WKB, geometrical optics and the geometrical theory of diffraction.

Academic Integrity

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

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

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.
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): Electrical and Computer Engineering

2. Course prefix, number and complete title of course: ECEN 754 Optimization for Electrical and Computer Engineering Applications

3. Catalog course description (not to exceed 50 words): Principles of optimization, including linear and nonlinear optimization, as well as Electrical and Computer Engineering applications in signal estimation, routing in communication networks, flows in wireless networks, wafer fabrication plants, and economic dispatch in power systems.

4. Prerequisite(s): Math 304 or 309 or 311; Math 251 or Graduate Classification

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

6. Is this a repeatable course? □ 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)

   MS and PHD, ELEN and CEEN

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)

   ECEN 754 OPTIMIZATION FOR ELECTRONICS

   Lect. Lab SCI CIP and Fund Code Admin. Unit Aced. Year EEL Code
   0 3 0 0 0 3 1 4 1 0 0 0 6 0 9 3 6 1 1 4 1 5 0 3 6 3 2

   Approval recommended by:

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

   Chairman, College Review Committee Date

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

   Dean of College Date

   Submitted to Coordinating Board by:

   Chair, GC or UCC Date

   Associate Director, Curricular Services

   Date Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
Curricular Services – 3/10
Course Title: ECEN 754 Optimization for Electrical and Computer Engineering Applications

Term: Fall 2014

Meeting Times & Location: TBA

Course Description:
Principles of optimization, including linear and nonlinear optimization, as well as Electrical and Computer Engineering applications in signal estimation, routing in communication networks, flows in wireless networks, wafer fabrication plants, and economic dispatch in power systems.

Prerequisites:
Math 304 or 309 or 311; and Math 251; and Graduate standing

Class absences: There will be some class absences. Every class absence will be made up by a make-up class. The schedule for class absences and corresponding make-up classes will be announced in class. 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.

Learning Outcomes or Course Objectives
The students will learn how to formulate optimization problems with application to Electrical and Computer Engineering. They will also learn how to solve optimization methods using a variety of methodologies. Finally they will have experience in writing programs to solve optimization problems in Electrical and Computer Engineering.

Instructor Information
Name: P. R. Kumar
Telephone number: 979-862-3376
Email address: prk@tamu.edu
Office Hours: Wednesdays 10-11am
Office Location: Room 331E WERC

Textbook
Grading

Homeworks:
There is an additional project that is required for graduate students. There will also be additional homework problems assigned to graduate students.
Homeworks: 37.5%, Midterm 18.75%, Project 18.75%, Final 25%

In the Undergraduate version:

Homeworks: 50%, Midterm 25%, Final 25%

Grading scale (will be adjusted according to student performance distribution):
90-100 A, 80-89 B, 70-79 C, 60-69 D, below 59 F.

Course Schedule

1. Linear Programming and ECE Applications (14 hours)
   a. Introduction to linear programming and graphical solution 1 hour
   b. The Simplex algorithm 2 hours
   c. Sensitivity to constraint relaxation 1 hour
   d. Reduction to standard form 2 hours
   e. Multiple optimal solutions, unboundedness, and infeasibility 1 hour
   f. Duality and complementary slackness 3 hours
   g. Optimization of Communication Networks 2 hours
   h. Duality of performance and optimization in Semiconductor Wafer Fabrication Plants 2 hours

2. Nonlinear Optimization and ECE Applications (22 hours)
   a. Necessary conditions and sufficient conditions for unconstrained local optimality 1 hour
   b. Necessary conditions and sufficient conditions for constrained local optimality 1 hour
   c. Optimality conditions for convex functions on convex sets 1 hour
   d. Projection onto a convex set 2 hours
   e. Optimization with inequality and equality constraints Kuhn-Tucker Conditions 2 hours
   f. Lagrange dual function and strong duality 3 hours
   g. Separating hyperplanes 2 hour
   h. Convex duality and Slater’s condition 3 hours
   i. Complementary slackness and sensitivity 3 hours
   j. Minimum Delay Routing in the Internet 1 hour
k. Economic Dispatch in Electric Power Networks 1 hour
l. Signal Estimation 1 hour
m. Congestion Control in Wired and Wireless Networks 1 hour

3. Numerical methods (6 hours)
   a. Order of convergence 1 hour
   b. Newton's method and quadratic convergence 1 hour
   c. Steepest descent and linear convergence 1 hour
   d. Subgradient method 1 hour
   e. Penalty and barrier methods 1 hour
   f. Augmented Lagrangian methods 1 hour

TOTAL 42 hours

Americans with Disabilities Act (ADA)

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

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

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

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

1. Request submitted by (Department or Program Name): Department of Industrial and Systems Engineering

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

ISEN 631 Cognitive Systems Engineering

3. Catalog course description (not to exceed 50 words):
Analyze how artifacts, displays, social interaction, and factors such as stress, time pressure, competing demands, and uncertainty affect human cognitive functions such as perception, attention, memory, decision-making, and problem-solving in joint human-machine systems. User-centered design techniques, research and evaluation methods introduced and applied to a design project.

4. Prerequisite(s):

Cross-listed with:

Stacked with:

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

5. Is this a variable credit course? □ Yes □ No 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.Eng., M.S., Ph.D. in 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>ISEN</th>
<th>631</th>
<th>COGNITIVE SYSTEMS ENG NG</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Lect.</th>
<th>Lab</th>
<th>SCH</th>
<th>CP</th>
<th>and Fund Code</th>
<th>Admin. Unit</th>
<th>Acad. Year</th>
<th>HICE Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>1</td>
<td>4</td>
</tr>
</tbody>
</table>

Approval recommended by:

Cesar O. Malmiya
Department Head of Program Chair (Type Name & Sign) Date

Chair, College Review Committee
Date

Dean of College
Date

Submitted to Coordinating Board by:

Chair, GC or UCC
Date

Associate Director, Curricular Services

Date

Effective Date

Questions regarding this form should be directed to Sandra Williams at 945-8201 or smodr-Williams@tamu.edu.
Curricular Services — 3/10
ISEN 631: Cognitive Systems Engineering
Fall 2014

Lectures: 2:20 – 3:35, Tuesdays and Thursdays
1013 ETB

Instructor: Thomas Ferris, PhD
4081 ETB
tferris@tamu.edu (preferred), 979-458-2340
Office Hours: 3:45 – 5:00 Tuesdays, or by request

Text: All course readings will be posted on the course eLearning site:
http://elearning.tamu.edu/

Scope and Objectives:
This course will provide an overview of the fields of Cognitive Systems Engineering (CSE) and Cognitive Ergonomics (CE), which are concerned with studying the role of humans in engineered systems and designing processes, tools, and technologies to support cognitive functions such as communication, planning, decision-making, and problem-solving in complex work domains. It will analyze how artifacts, displays, social interactions, and factors such as time pressure, competing demands, and uncertainty affect performance in joint human-machine cognitive systems. Examples of ongoing CSE and CE research will be discussed. Research and evaluation methods will be presented and applied to a group project throughout the semester. Prerequisites for this course are ISEN 430/630, ISEN 635, or approval of instructor.

Grade Determination:
20% Reading responses
50% Exams: midterm (25%) and final exam (25%)
30% Semester project

Grades will be calculated on the basis of total points earned. The points can be curved based on class average and may be lower than the following standard (out of a total of 100 points).

A 90-100
B 80-89
C 70-79
D 60-69
F 59 and lower
Reading Responses:

With few exceptions, there will be an assigned reading related to the lecture material for each class. The readings will be posted on eLearning. As a way to jump-start class discussion, you will need to submit a reading response for each assigned reading via eLearning by 12:00 noon on the day of the associated lecture, unless otherwise specified. These responses must be one page in length (strictly enforced; 11 point font, single spacing) and must include:

1) A summary of the reading, in your own words (anything copied verbatim from text or other sources will result in no credit given for the response, and potentially an honor system violation)

2) **Clearly separated from the summary**, at least one of the following:
   A) An insightful question about the reading. Time permitting, I will address as many of these questions as I can in lecture.
   B) A comment about how the reading relates to other course concepts or to an example/anecdote from your own life experience.

The reading response exercises are designed to support assimilation and retention of the course material, and also to identify emphases for me to cover in lecture. Please be prepared to expand on, and discuss, your comment or question.

Generally, late submissions for any responses will not receive any credit. Exceptions can be made in case of sickness, military service, jury duty, presentation at a professional conference, or family emergencies. In all of these cases, some form of documentation will be required.

Exams:

There will be two written exams: a midterm which is tentatively scheduled for October 10th, and a comprehensive final exam (TBD), each of which account for 25% of your final grade. The exams are closed-book and will emphasize material discussed in lecture, but can include any material from the assigned readings. Each exam will consist primarily of short answer essay questions. Make-up exams will be offered only in case of sickness, military service, jury duty, presentation at a professional conference, or family emergency (documentation required in all cases).

Re-grading Policy:

Students have 1 week after grades are released for an assignment or exam to submit a re-grade request in writing. This request must not exceed 1 page (11 point font, single spacing), and must clearly indicate the relevant problem(s) and justification for why you think re-grading is warranted. Note that a requested re-grade may result in further point deductions if new errors are discovered.

Semester Project:

Teams of 2 – 4 students (formed by the instructor) will collaborate on a project analyzing the cognitive work in a sociotechnical system, tentatively planned to be a local Neonatal Intensive Care Unit (NICU). This project will take part in 3 phases, each with its own deliverables. Note that the 3-phase plan
below is tentative and may change due to the availability of NICU personnel and other resources. Changes in the plan could also lead to redistribution of project grade percentages for each deliverable.

- **Phase 1:** Students will perform a literature review and reasonable front end analysis regarding a project focus that involves some subset of operations within the NICU system. This will serve to inform the in situ data collection and guide the task analysis in Phase 2.
  - Deliverable: Literature review and front end analysis report (30% of project grade)

- **Phase 2:** Students will apply task analysis techniques to formally describe the NICU system tasks/functions that were selected for the project focus. In addition to a task analysis, the report deliverable will include identification of subtasks that are problematic or could likely be improved with different technology, training, or procedures.
  - Deliverable: Hierarchical Task Analysis, task description report (30% of project grade)

- **Phase 3:** Students will design a “solution” to improve the effectiveness of the NICU system according to shortcomings that were identified in phase 2. This solution may take several forms, for example, it may involve the development of technology the nurses can use (e.g., software tool, external memory aid, information visualization), a procedural change, or a training method. An additional requirement may be for the solution to be evaluated using techniques discussed in class (e.g., usability study, focus groups/interviews/surveys, mini-experiments). Project groups will work with Dr. Ferris to determine the appropriate scope for this activity.
  - Deliverables: Solution and evaluation report (30% of project grade), in-class presentation (10% of project grade)

Each team member is expected to contribute to each phase of the project and each deliverable. Students will be required to submit peer evaluation forms for the members of their team, and individual grades will be adjusted up/down based on the combined evaluation forms from all team members. Students are strongly encouraged to contact Dr. Ferris early on if there are any problems with/between team members that require attention.

**Americans with Disabilities Act (ADA)**

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**Academic Integrity**

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

**Lecture Topics and Tentative Schedule (Subject to Change)**
Changes will be announced in class/via email and an updated schedule will be available on eLearning. Note: reading responses (RR’s) must be submitted by 12:00 noon on the day of the associated lecture.

<table>
<thead>
<tr>
<th>Date</th>
<th>Lecture Topic</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>26-Aug</td>
<td>Introduction, Cognitive Systems, Human-Centered design</td>
<td>Read Norman, 1986 (no RR required, but know the reading material for exams)</td>
</tr>
<tr>
<td>2-Sep</td>
<td>more CSE, human-centered design</td>
<td>RR2: Wickens et al., 2004 (Ch. 3)</td>
</tr>
<tr>
<td>4-Sep</td>
<td>CE methods</td>
<td>RR3: Stanton, 2006</td>
</tr>
<tr>
<td>9-Sep</td>
<td>HTA</td>
<td>RR4: Ferris essay and Carayon et al.</td>
</tr>
<tr>
<td>11-Sep</td>
<td>project intro</td>
<td></td>
</tr>
<tr>
<td>16-Sep</td>
<td>Human-automation interaction part 1: models and key concepts</td>
<td>RR5: Wickens et al., 2004 (Ch. 16)</td>
</tr>
<tr>
<td>18-Sep</td>
<td>Human-automation interaction part 2: Breakdowns and Ironies of automation</td>
<td>RR6: Ferris et al., 2010; Project proposal due</td>
</tr>
<tr>
<td>25-Sep</td>
<td>Human error/human-machine mismatches</td>
<td>RR8: Reason, 1990 (Ch. 3)</td>
</tr>
<tr>
<td>30-Sep</td>
<td>Error and disturbance management</td>
<td>RR9: Reason, 1990 (Ch. 7)</td>
</tr>
<tr>
<td>2-Oct</td>
<td>TBD/Midterm review: Concept mapping</td>
<td>Project phase 1 deliverable due</td>
</tr>
<tr>
<td>7-Oct</td>
<td>Concept mapping continued</td>
<td></td>
</tr>
<tr>
<td>9-Oct</td>
<td>Midterm</td>
<td></td>
</tr>
<tr>
<td>14-Oct</td>
<td>Ecological Interface Design</td>
<td>RR10: Vicente, 2002</td>
</tr>
<tr>
<td>16-Oct</td>
<td>Bridging the Gulf of Execution: Natural mappings, DMIs, and other techniques</td>
<td>RR11: Norman, 1993 (Ch. 3)</td>
</tr>
<tr>
<td>21-Oct</td>
<td>TBD (No class: HFES conference)</td>
<td>TBD</td>
</tr>
<tr>
<td>23-Oct</td>
<td>TBD (No class: HFES conference)</td>
<td>TBD</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>References</td>
</tr>
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<td>-------------------------------------------</td>
</tr>
<tr>
<td>30-Oct</td>
<td>Interface design to support attention and task management</td>
<td>RR13: Ferris &amp; Sarter, 2011;</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Project phase 2 deliverable due</strong></td>
</tr>
<tr>
<td>4-Nov</td>
<td>Interface design continued</td>
<td>RR14: TBD</td>
</tr>
<tr>
<td>6-Nov</td>
<td>Interruption management</td>
<td>RR15: Trafton &amp; Monk, 2008</td>
</tr>
<tr>
<td>11-Nov</td>
<td>Naturalistic Decision Making, heuristics and biases</td>
<td>RR16: Wickens et al., 2004 (Ch. 7)</td>
</tr>
<tr>
<td>13-Nov</td>
<td>Design of intelligent decision support systems</td>
<td>RR17: Mosier, 1997</td>
</tr>
<tr>
<td>18-Nov</td>
<td>Emotion and Stress factors</td>
<td>RR18: Eccles et al., 2011</td>
</tr>
<tr>
<td>20-Nov</td>
<td>Cultural factors/TBD/slack...</td>
<td>RR19: TBD</td>
</tr>
<tr>
<td>25-Nov</td>
<td>Project presentations</td>
<td><strong>Project phase 3 deliverable due</strong></td>
</tr>
<tr>
<td>27-Nov</td>
<td>Thanksgiving Break</td>
<td></td>
</tr>
<tr>
<td>2-Dec</td>
<td>Project Presentations/TBD (redefined day...?)</td>
<td></td>
</tr>
</tbody>
</table>

Final exam date/time TBD
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
* Submit original form and attach a course syllabus.*

Form Instructions

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

2. Course prefix, number and complete title of course: MEEN 620 Kinetic Processes in Materials Science

3. Catalog course description (not to exceed 50 words): Atomic and mesoscale levels; foundation for microstructural evolution and behavior of materials; basic and irreversible thermodynamics; diffusion equations solutions; atomistic diffusion, nucleation; phase transformations; gas-solid, liquid-solid, and solid-solid reactions; FIPy (finite volume solver for PDE) to simulate kinetic processes.

4. Prerequisite(s): MEEN 222 or equivalent materials science course. Preliminary general thermodynamics course is not necessary.

Cross-listed with: MSEN 620

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

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

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

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

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

M.S., Ph.D., Materials Science and Engineering, Mechanical Engineering, Aerospace 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)

   MEEN 620 KINETIC PROC MAT SCI

   Lect. Lab. SCH. CIP and Fund Code: 03 00 00 31 4 18 0 1 0 0 0 6 1 9 2 0 1 0 1 4 - 1 5 0 0 3 6 3 2

   Approval recommended by:

   Sal C. Lau
   Department Head or Program Chair (Type Name & Sign) Date

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

   Scott Miller
   Chair, College Review Committee Date

   Scott Miller
   Dean of College Date

   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
MEEN/MSEN 620
Kinetic Processes in Materials Science
Spring 2013

Instructor: Raymundo Arróyave
email:.rarroyave@tamu.edu
Office hours: Tuesday 10–11 AM
Thursday 10–11 AM
By appointment (e-mail)
Phone: (979) 845-5416
Office: 119 MEOB

Class schedule: e-mail:

Description of this Course:
This graduate course offers a comprehensive overview of kinetic processes in materials at the atomistic and mesoscale levels. The course will provide a foundation for the advanced understanding of processing, microstructural evolution and behavior for a broad spectrum of materials classes. Topics included are: basic thermodynamics, irreversible thermodynamics, solution to diffusion equations, atomistic diffusion, nucleation, phase transformations, gas-solid, liquid-solid and solid-solid reactions. In addition, the course will provide the students with an introductory overview of the use of FiPy (a sophisticated finite volume solver for partial differential equations) to simulate complex kinetic processes in materials such as multi-component diffusion, dendrite formation during solidification and solid-solid phase transformations.

Class Credits: Three credits (3-0).
Prerequisites: MEEN 222 or equivalent materials science course. Preliminary general thermo course is not necessary.

Textbook:
Kinetic Processes in Materials Science by Ballufl, Allen, and Carter

Learning Outcomes:
At the end of this course, students will be able to:
• Recognize that most materials are not at thermodynamic equilibrium in their usable forms and it is necessary to understand their kinetic behavior in order to predict their evolution towards equilibrium, during synthesis as well as operation
• To understand the fundamental connection between thermodynamics and kinetics
• To apply irreversible thermodynamics to the understanding of kinetic processes related to the transport of mass and energy through materials
• To understand the basic mechanisms for atomic diffusion
• To understand the processes by which new phases nucleate, form and grow from metastable matrices
• To be able to simulate simple materials kinetic processes through the use of advanced computational techniques based on the Phase Field Method
• To relate the material covered in class to actual research
Expectations:

What you can expect from me:
- To make sure that the quizzes, homework and exams will be graded within a week of being turned in.
- To come prepared to class.
- To treat you with respect.
- To begin and end the class on time.
- To admit to not knowing something, but to search for an answer promptly.
- To make myself available to you for both course and career advice.
- To maintain confidentiality regarding your performance.
- To assign a grade that will reflect the quality of your work and nothing else.
- To be honest with you.

What I expect from you:
- To treat everyone in the class, including the instructor, sponsors, and visitors with respect.
- To do the work on time.
- To accept that previous academic preparation (e.g., mathematics, lower engineering courses) will affect your performance in this course.
- To not plagiarize or otherwise steal the work of others and be true to the Aggie Honor Code.

Grading Policy

<table>
<thead>
<tr>
<th>Homework</th>
<th>%</th>
<th>Homework usually due on Fridays (you will have a week to complete). Students are encouraged to consult other classmates but they will present individual homework.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam 1</td>
<td>35</td>
<td>There will be two midterm Exams.</td>
</tr>
<tr>
<td>Exam 2</td>
<td>35</td>
<td></td>
</tr>
<tr>
<td>Final/FiPy Project</td>
<td>20</td>
<td>Students will be required to perform a kinetics simulation using the FiPy code.</td>
</tr>
<tr>
<td>Final Exam</td>
<td>0</td>
<td>There will be no final exam for this class.</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

The final weighed average of each student will be calculated based on the indicated grade distribution. The letter grade will be assigned by the following criterion:

A: \( \geq 85 \)
B: 70 – 84
C: <70

Note on Grading: Homework and individual Take-home exams will be graded and then normalized according to level of difficulty/class performance.

Final Grade:
At any time during the semester, you will be able to know how many points you have accumulated.

GUIDELINES

**Homework:**
- *Homework is to be submitted with cover page. It is requested that the work is stapled. No loose sheets.*
- *You may ask for help from other classmates. However, everyone is required to submit an individual HW.*
- Solutions to the homework will be posted online within a week of the due date.
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The following statement should be printed and signed on all assignments and examination cover pages:

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

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

**Form Instructions**

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

2. Course prefix, number and complete title of course: MSEN 620 Kinetic Processes in Materials Science

3. Catalog course description (not to exceed 50 words): Atomistic and mesoscale levels; foundation for microstructural evolution and behavior of materials; basic and irreversible thermodynamics; diffusion equations solutions; atomistic diffusion, nucleation; phase transformations: gas-solid, liquid-solid, and solid-solid reactions; FiPy (finite volume solver for PDE) to simulate kinetic processes.

4. Prerequisite(s): MEEN 222 or equivalent materials science course; preliminary general thermodynamics course is not necessary.  

Cross-listed with: MEEN 620  
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., Materials Science and Engineering, Mechanical Engineering, Aerospace 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)**  
--- | --- | ---
MSEN 620 | KINETIC PROC MAT SCI | 

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<th>SCH</th>
<th>CP and Fund Code</th>
<th>Admin. Unit</th>
<th>Acal. Year</th>
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<td>1</td>
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<td>4</td>
<td>1</td>
<td>8</td>
<td>0</td>
<td>0</td>
<td>6</td>
</tr>
</tbody>
</table>

Approval recommended by:

Ibrahim Karaman  
Department Head or Program Chair (Type Name & Sign)  
Date: 03/11/2013  

Scott Miller  
Chair, College Review Committee  
Date: 04/10/13

Sai C. Lau  
Department Head or Program Chair (Type Name & Sign)  
Date (if cross-listed course):  

Scott Miller  
Dean of College  
Date: 04/10/13

Mark Zoran  
Chair, GC or UCC  
Date:

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

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

Curricular Services – 3/10
**MEEN/MSEN 620**  
*Kinetic Processes in Materials Science*  
*Spring 2013*

**Instructor:** Raymundo Arróyave  
**Email:** rarroyave@tamu.edu  
**Office hours:** Tuesday 10–11 AM  
**Phone:** (979) 845-5416  
**Office:** 119 MEOB  
**By appointment (e-mail):**

<table>
<thead>
<tr>
<th>TA:</th>
<th>e-mail:</th>
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<th>Class schedule:</th>
<th>Classroom:</th>
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</table>

**Description of this Course:**  
This graduate course offers a comprehensive overview of kinetic processes in materials at the atomistic and mesoscale levels. The course will provide a foundation for the advanced understanding of processing, microstructural evolution and behavior for a broad spectrum of materials classes. Topics included are: basic thermodynamics, irreversible thermodynamics, solution to diffusion equations, atomistic diffusion, nucleation, phase transformations, gas-solid, liquid-solid and solid-solid reactions. In addition, the course will provide the students with an introductory overview of the use of FiPy (a sophisticated finite volume solver for partial differential equations) to simulate complex kinetic processes in materials such as multi-component diffusion, dendrite formation during solidification and solid-solid phase transformations.

**Class Credits:** Three credits (3-0).  
**Prerequisites:** MEEN 222 or equivalent materials science course. Preliminary general thermo course is not necessary.

**Textbook:**  
*Kinetic Processes in Materials Science* by Ballufi, Allen, and Carter

**Learning Outcomes:**  
At the end of this course, students will be able to:
- Recognize that most materials are not at thermodynamic equilibrium in their usable forms and it is necessary to understand their kinetic behavior in order to predict their evolution towards equilibrium, during synthesis as well as operation
- To understand the fundamental connection between thermodynamics and kinetics
- To apply irreversible thermodynamics to the understanding of kinetic processes related to the transport of mass and energy through materials
- To understand the basic mechanisms for atomic diffusion
- To understand the processes by which new phases nucleate, form and grow from metastable matrices
- To be able to simulate simple materials kinetic processes through the use of advanced computational techniques based on the Phase Field Method
- To relate the material covered in class to actual research
Expectations:

What you can expect from me:
- To make sure that the quizzes, homework and exams will be graded within a week of being turned in.
- To come prepared to class.
- To treat you with respect.
- To begin and end the class on time.
- To admit to not knowing something, but to search for an answer promptly.
- To make myself available to you for both course and career advice.
- To maintain confidentiality concerning your performance.
- To assign a grade that will reflect the quality of your work and nothing else.
- To be honest with you.

What I expect from you:
- To treat everyone in the class, including the instructor, sponsors, and visitors with respect.
- To do the work on time.
- To accept that previous academic preparation (e.g., mathematics, lower engineering courses) will affect your performance in this course.
- To not plagiarize or otherwise steal the work of others and be true to the Aggie Honor Code.

### Grading Policy

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<tr>
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<th>%</th>
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</thead>
<tbody>
<tr>
<td>Homework</td>
<td>10</td>
<td>Homework usually due on Fridays (you will have a week to complete). Students are encouraged to consult other classmates but they will present individual homework.</td>
</tr>
<tr>
<td>Exam 1</td>
<td>35</td>
<td>There will be two midterm Exams.</td>
</tr>
<tr>
<td>Exam 2</td>
<td>35</td>
<td></td>
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<tr>
<td>Final/FiPy Project</td>
<td>20</td>
<td>Students will be required to perform a kinetics simulation using the FiPy code.</td>
</tr>
<tr>
<td>Final Exam</td>
<td>0</td>
<td>There will be no final exam for this class.</td>
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<td><strong>Total:</strong></td>
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The final weighed average of each student will be calculated based on the indicated grade distribution. The letter grade will be assigned by the following criterion:
A: ≥ 85
B: 70 – 84
C: <70

**Note on Grading:** Homework and individual Take-home exams will be graded and then normalized according to level of difficulty/class performance.

### Final Grade:

At any time during the semester, you will be able to know how many points you have accumulated.

---

### GUIDELINES

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Course Changes
April 4, 2013

MEMORANDUM

TO:      Dr. Karen Butler-Purry
         Associate Provost
         Director, Office of Graduate Studies

FROM:   George Cunningham
        Associate Dean for Academic Affairs

SUBJECT:  GC Agenda Items

The College of Education and Human Development would like GC to review the attached course changes at the next meeting.
MEMORANDUM

DATE: April 1, 2013

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

FROM: Dr. Richard Kreider
      Department Head and Professor
      Health and Kinesiology

RE: Course Changes for MSAT Program

The Master of Science in Athletic Training (MSAT) program was recently reviewed for accreditation by the Commission on Accreditation of Athletic Training Education (CAATE). CAATE was concerned that with our previous course sequencing and student progressions, a student could fail to pass a content course but still be allowed to enroll in the clinical education course where they would need to apply the knowledge and skills to a patient population learned in the content course. Therefore, CAATE requires that students be disallowed from enrolling in a clinical education course, if the related content courses have not been passed with a grade of “C” or better. The attached courses include the proposed changes to the prerequisites that are required to meet the CAATE concerns.
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 Health and Kinesiology
2. Course prefix, number and complete title of course: ATTR 652 - Clinical Education II

Attach a brief supporting statement for changes made to items 3a thru 3d, and 6 below:

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: Integration of clinical competencies with classroom instruction and a supervised field based experience in athletic training to link theory into practice. Prerequisite: ATTR 651.

6. Complete proposed course title and proposed catalog course description (not to exceed 50 words): Integration of clinical competencies with classroom instruction and a supervised field based experience in athletic training to link theory into practice. Prerequisite: ATTR 651, ATTR 660, ATTR 661 with grades of "C" or better.

7. a. As currently in course inventory:

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b. Change to:

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</tbody>
</table>

Approval recommended by:

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

George Cunningham  
Chair, College Review Committee  
Date

George Cunningham  
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 – 02/11
ATTR 652: Clinical Education II  
Texas A&M University  
Department of Health and Kinesiology

Instructor: Stephanie Kee, MS, ATC, LAT, PES  
Office: Olympic Athletic Training Room  
Phone: 979-458-3670  
E-mail: skee@athletics.tamu.edu  
Office Hrs: TBA  
Classroom: 217 Heldenfels and Olympic Sports AT Room  
Day/Time: Mon. 8:30 – 10:20AM

Course Description:  
Integration of clinical competencies with classroom instruction and a supervised field based experience in athletic training to link theory into practice. Prerequisite: ATTR 651, ATTR 660, ATTR 661 with grades of “C” or better. (3 credits)

Required Text and Reading:  
AT-MAP – Aggie Athletic Training Mastery and Assessment of Clinical Proficiencies

Other Texts Utilized From Other Courses:  
Course Objectives:
A. Students will gain practical experience in the domains of athletic training under the supervision of a Certified Athletic Trainer or other medical/allied health professional.
B. Students will learn and practice professionalism and ethical conduct.
C. Students will learn and practice effective communication skills with a variety of populations utilizing ethnic and cultural sensitivity.
D. Students will demonstrate knowledge of medical terminology commonly utilized in athletic training.
E. Student will learn skills and knowledge related to the performance of basic injury evaluations for the lower extremity.
F. Students will learn advanced techniques in taping and wrapping to a variety of joints to limit any or all motion.
G. Students will demonstrate their ability to apply and fabricate protective equipment and devices.
H. Students will demonstrate their ability to apply a variety of protective padding to different body parts.
I. Students will demonstrate their ability to fabricate foot orthotics based on the needs of the patient.
J. Students will demonstrate skills in anatomical palpation and identification.
K. Students will learn how to apply and record the use of various therapeutic modalities.
L. Students will practice and gain mastery of assigned clinical proficiencies during field experience assignments.

a. Initial instruction of the following athletic training proficiencies:
   A16 Protective Equipment
   *FB equipment manager instructs FB equipment proficiency
   A17 Padding
   • Hip pointer pad – Perrin: p. 83
   • A/C pad – Perrin: p. 92
   • Doughnut pad for foot blisters
   • Quad contusion pad – Perrin: p. 84
   • Medial longitudinal arch pad – Perrin: p. 42
   • Metatarsal arch pad – Perrin: p. 45
   • Heel pad – Perrin: p. 37 (pad) and 49 (tape technique)
   • Peroneal tendon “J” pad (1/2 horseshoe pad)
   B3 Electrotherapy (Mono-Direct)
   B4 Electrotherapy (Biphasic/Alternating)
   B5 Ultrasound
   B6 Therapeutic Massage
   B7 Therapeutic Traction
   B8 Intermittent Compression
   B12 Protective Devices (hard, soft casts)
   B13 Taping
   • McConnell taping for AC Joint Sprain - Perrin: p. 84
   • Elbow Hyperextension tape - Perrin: p. 98
b. Evaluation of the following athletic training proficiencies:

A15 Environmental Testing (ACI)
A16 Protective Equipment
*FB equipment evaluated in class by FB equip. manager
A17 Padding (ACI)
  • Hip pointer pad – Perrin: p. 83
  • A/C pad – Perrin: p. 92
  • Doughnut pad for foot blisters
  • Quad contusion pad – Perrin: p. 84
  • Medial longitudinal arch pad – Perrin: p. 42
  • Metatarsal arch pad – Perrin: p. 45
  • Heel pad – Perrin: p. 37 (pad) and 49 (tape technique)
  • Peroneal tendon “J” pad (1/2 horseshoe pad)
A27 Environmental Illness (ACI)
B12 Protective Devices (hard, soft casts)
  * evaluated in class
B13 Taping (ACI)
  • McConnell taping for AC Joint Sprain - Perrin: p. 94
  • Elbow Hyperextension tape - Perrin: p. 110
  • Knee Hyperextension taping - Perrin: p. 64
  • Knee Collateral & Cruciate Lig. Taping - Perrin: p. 59
  • Patella tendon taping (No reference)
  • Patello-femoral (McConnell procedure) - Perrin, p. 68; Prentice, 227
  • Achilles taping - Perrin: p. 36; Prentice: p. 225 (teach stretch and white tape procedures)
Evaluation Procedures: Grades awarded in this class will be calculated as a simple percentage of the total number of points possible. The specific point values for each of the various evaluative criteria appear below, as well as the grading scale to be applied to earned percentage values.

For the didactic component of the course students are expected to:
1. Attend and participate in class activities.
2. Dress appropriately for class activities (see dress code below).
3. Practice proficiencies inside and outside of class.
4. Complete all class assignments.
5. Take all written and practical examinations.
6. Complete assigned clinical proficiencies for the semester.
7. Maintain a clinical experience reflection journal.
   a. A reflection journal is an opportunity for students to critically review their week of clinical experiences and discuss what they learned through observation, hands on experience or through interactions with patients, peers, coaches and clinical instructors. A reflection journal is not a simple diary of events for the week. Instead, students are encouraged to reflect on their clinical choices and why they made those choices and if they would choose differently in the future. Students are allowed one (1) late journal submission without penalty. Further late journal submissions will result in a zero (0) score. Students are expected to fully use the space provided on the form for journaling and to use correct terminology, grammar and spelling. Students should first create their narrative in a Word document, edit it accordingly, paste it into the Comments field on ATrack and also attach the Word file to an email sent to the clinical education course instructor by 5 p.m. each Monday. Course instructors will grade reflection journals each week and return them to students via email. Students must save all of their weekly reflection journals in the same Word file which will be submitted electronically to the CC at the end of each semester and placed in the students’ file. Students’ grade will not be deducted for personal opinions or for the clinical choices that were made. For AT students, the practicum course instructor will grade the journals and may return them with comments, corrections or further questions that will help students with their professional development.

b. Reflection Journal Grading = 10/10

   Instructor Note: Students are not graded on what they choose to reflect upon during their clinical experience, only on the end result.

   6 pts. = Student reflected on their clinical experience, choices that were made, and what they learned. Student did not give a list of duties for the
week nor did they simply list what they observed. Student did not write about a topic that was unrelated to their clinical experience for the week unless they accumulated no clinical hours for that week.

2 pts. = Student utilized the space provided

1 pt. = Student utilized correct terminology, medical and professional (e.g., Athletic Trainer vs. Trainer, Athletic Training Room, vs. Training Room).

1 pt. = Student used correct grammar, spelling and sentence structure

8. Meet with your approved clinical instructor (ACI) at a scheduled time each week (minimum of 2 hours per week) to practice and have clinical proficiencies evaluated.

9. Complete an Evaluation of Approved Clinical Instructor at the end of the semester.

For the Field Experience component of the course students are expected to:

1. Complete a minimum of 15 and a maximum 20 hrs/week in field experience assignment as scheduled.

2. Complete surgical observation at The Physicians Centre Hospital. This will be scheduled through the PD/CC and recorded on form in Atrack.

3. Complete ER rotation at The Physicians Centre Hospital. This will be scheduled through the PD/CC.

4. Each day, students will sign in/out at their respective clinical site. Each week, students will submit their clinical experience hours on ATrack. The hours report and narrative covers a week beginning on Monday and ending on Sunday to be submitted by 5 p.m. each Monday.

5. Dress appropriately for assignment.

6. Complete assigned duties as directed by designated clinical instructor.

7. Adhere to MSAT Student Handbook and clinical experience site policies and procedures.

8. Meet with clinical instructor at the beginning of assignment for orientation.

9. At midterm and at the end of each assignment, meet with your clinical instructor for completion of an Evaluation of Student Clinical/Field Experience Performance.

10. At the end of each assignment, complete an Evaluation of Clinical Instructor.

- Journals/Assignments/Quizzes = 15%
  - 14 reflection journal narratives (9/3/12 - 12/3/12)
  - 8 Quizzes
- Student Clinical/Field Experience Performance Evaluation = 25%
- Clinical Proficiencies = 60%

TOTAL = 100%

Grading System:
90% and above A; 80-89% B; 70-79% C; 60-69% D; Below 60% F

Course Policies:

Dress Code: All students must dress appropriately for lab sessions and examinations. Failure to dress appropriately for lab sessions will count as an absence from lab. Failure to dress appropriately for lab examinations will result in a zero "0" for that examination. Appropriate dress includes the following: exercise shorts (wearing tights underneath is acceptable), sport bras for women, men will need to remove shirts for torso and upper extremity injury evaluation.

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this class is to be individual work unless otherwise noted. "An Aggie does not lie, cheat, or steal, or tolerate those who do."

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

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Additional Notes: The instructor reserves the right to modify this course syllabus at any time. Students will receive verbal notification of such modifications.

**ATTR 652: Clinical Education II**

**Tentative Course Schedule**

<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPIC</th>
<th>ASSIGNMENT</th>
<th>READING</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Mon.</td>
<td>Introduction to Clinical Education (Dr. Greenwood) A17 Padding</td>
<td></td>
<td>MSAT Student Handbook</td>
</tr>
<tr>
<td>2 Mon.</td>
<td>A16 Protective Equipment (Proficiency graded for FB helmet/shoulder pads)</td>
<td>ACI Meeting Schedules Due</td>
<td>AT-MAP</td>
</tr>
<tr>
<td>3 Mon.</td>
<td>B13 Elbow Hyperextension Taping B13 Shoulder McConnell and AC Taping B13 Knee Hyperextension Taping B13 Knee Collateral and Cruciate Taping</td>
<td></td>
<td>Perrin</td>
</tr>
<tr>
<td>4 Mon.</td>
<td>B13 Patello-Femoral Taping B13 Patella Tendon Taping</td>
<td></td>
<td>Perrin</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Quiz</td>
<td>Instructor</td>
</tr>
<tr>
<td>-------</td>
<td>----------------------------------------------------------------------</td>
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</tr>
<tr>
<td>5 Mon.</td>
<td>B12 Protective Devices (proficiency instructed and graded in class)</td>
<td></td>
<td>Perrin and Prentice</td>
</tr>
<tr>
<td></td>
<td><strong>Guest Speaker: James Distefano, D.O. TAMU Team Physician</strong></td>
<td></td>
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</tr>
<tr>
<td>6 Mon.</td>
<td>B23 Assessment of the Thorax and Abdomen</td>
<td>Quiz 1: Thorax and Abdomen</td>
<td>Starkey Ortho</td>
</tr>
<tr>
<td>7 Mon.</td>
<td>B24 Assessment of Thoracic and Lumbar Spine</td>
<td>Quiz 2: Spine</td>
<td>Starkey Ortho</td>
</tr>
<tr>
<td>8 Mon.</td>
<td>B5 Ultrasound Modality FYI: Diathermy</td>
<td>Quiz 3: Ultrasound</td>
<td>Starkey Mod</td>
</tr>
<tr>
<td>9 Mon.</td>
<td>Orthotic Manufacturing <strong>Guest clinician: Matt Zurcher CPO, LPO from Central Texas Orthotics &amp; Prosthetics (students will meet at CTOP)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10 Mon.</td>
<td>B25 Assessment of the Pelvis and Thigh</td>
<td>Quiz 4: Pelvis and Thigh</td>
<td>Starkey Ortho</td>
</tr>
<tr>
<td>11 Mon.</td>
<td>B4 and B5 Electrotherapy</td>
<td>Quiz 5: Electrotherapy</td>
<td>Starkey Mod</td>
</tr>
<tr>
<td>13 Mon.</td>
<td>B6 Therapeutic Massage (Guest clinician: Saul Luna, MS, ATC, LAT, LMT, CSCS – licensed massage therapist) Modality FYI: Hivamat</td>
<td>Quiz 7: Ther. Massage</td>
<td>Starkey Mod</td>
</tr>
<tr>
<td>14 Mon.</td>
<td>B7 Therapeutic Traction B8 Intermittent Compression Modality FYI: Laser</td>
<td>NO QUIZ</td>
<td>Starkey Mod</td>
</tr>
<tr>
<td>15 Mon.</td>
<td>B27 Assessment of the Ankle and Lower Leg B28 Assessment of the Foot and Toes</td>
<td>Quiz 8: Leg, ankle, foot</td>
<td>Starkey Ortho</td>
</tr>
<tr>
<td></td>
<td><strong>Semester</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proficiencies Due</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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 Health and Kinesiology
2. Course prefix, number and complete title of course: ATTR 653 - Clinical Education III

Attach a brief supporting statement for changes made to items 3 through 6 below.

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: Integration of clinical competencies with classroom instruction and a supervised field based experience in athletic training to link theory into practice. Prerequisite: ATTR 652.

6. Complete proposed course title and proposed catalog course description (not to exceed 50 words): Integration of clinical competencies with classroom instruction and a supervised field based experience in athletic training to link theory into practice. Prerequisite: ATTR 652, ATTR 662, ATTR 663, ATTR 668, ATTR 669 with grades of “C” or better.

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>ATTR</td>
<td>653</td>
<td>CLIN EDU 111</td>
</tr>
</tbody>
</table>

   Lecture: 0116035109130000214020036325

b. Change to:

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course #</th>
<th>Title (excluding punctuation)</th>
</tr>
</thead>
</table>

   Lecture: 003632

Approval recommended by:

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

George Cunningham
Chair, College Review Committee Date

George Cunningham
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 – 02/11
ATT 653: Clinical Education III
Texas A&M University
Department of Health and Kinesiology

Instructor: Andi Tate, MS, ATC, LAT
Office: Olympic Athletic Training Room
Phone: 979-845-6249
E-mail: atate@athletics.tamu.edu
Office Hrs: by appointment
Classroom: Held 217 and Olympic Athletic Training Room
Day/Time: W 8:30 – 10:20AM

Course Description:
Integration of clinical competencies with classroom instruction and a supervised field based experience in athletic training to link theory into practice. Prerequisite: ATT 652, ATT 662, ATT 663, ATT 668, ATT 669 with grades of “C” or better. (3 credits)

Required Text and Reading:
AT-MAP – Aggie Athletic Training Mastery and Assessment of Clinical Proficiencies

Support Texts Utilized From Other Courses:


Course Objectives:
A. Students will gain practical experience in the domains of athletic training under the supervision of a Certified Athletic Trainer or other medical/allied health professional.
B. Students will learn and practice professionalism and ethical conduct.
C. Students will learn and practice affective communication skills with a variety of populations utilizing ethnic and cultural sensitivity.
D. Students will learn advanced knowledge and skills in the assessment of orthopedic injuries to the upper extremity, head and cervical spine.
E. Students will learn appropriate procedures for documenting orthopedic injury assessments.
F. Students will demonstrate advanced knowledge and skills in the assessment of orthopedic injuries to the lower extremity and lumbar spine.
G. Students will practice and gain mastery of assigned clinical proficiencies during field experience assignments.

a. **Initial instruction of the following athletic training proficiencies by course instructor:**
   - B17 Face Injury Assessment
   - B18 Head Injury Assessment
   - B19 Cervical Spine Injury Assessment
   - B20 Shoulder Injury Assessment
   - B21 Elbow Injury Assessment
   - B22 Forearm, Wrist, Hand Injury Assessment

b. **Evaluation of the following athletic training proficiencies by ACI in the field:**
   - B23 Assessment of the Thorax and Abdomen
   - B24 Assessment of Thoracic and Lumbar Spine
   - B25 Assessment of Pelvis and Thigh
   - B26.A Assessment of the Knee
   - B26.B Assessment of the Patellofemoral Joint
   - B27 Assessment of the Foot and Toes
   - B28 Assessment of the Ankle and Lower Leg

c. **Evaluation of the following athletic training proficiencies by course instructor:**
   - B3.7 Iontophoresis
   - B7.1 Mechanical Lumbar Traction
   - B7.2 Mechanical Cervical Traction

**Evaluation Procedures:** Grades awarded in this class will be calculated as a simple percentage of the total number of points possible. The specific point values for each of the various evaluative criteria appear below, as well as the grading scale to be applied to earned percentage values.

**For the didactic component of the course students are expected to:**
1. Attend and participate in class activities.
2. Dress appropriately for class activities (see dress code below).
3. Practice proficiencies inside and outside of class.
4. Complete all class assignments.
5. Take all written and practical examinations.
6. Complete assigned clinical proficiencies for the semester.
7. Maintain a clinical experience reflection journal.
   a. A reflection journal is an opportunity for students to critically review their
      week of clinical experiences and discuss what they learned through
      observation, hands on experience or through interactions with patients,
      peers, coaches and clinical instructors. A reflection journal is not a simple
      diary of events for the week. Instead, students are encouraged to reflect
      on their clinical choices and why they made those choices and if they
      would choose differently in the future. Students are allowed one (1) late
      journal submission without penalty. Further late journal submissions will
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      ATrack and also attach the Word file to an email sent to the clinical
      education course instructor by 5 p.m. each Monday. Course instructors
      will grade reflection journals each week and return them to students via
      email. Students must save all of their weekly reflection journals in the
      same Word file which will be submitted electronically to the CC at
      the end of each semester and placed in the students' file. Students' grade
      will not be deducted for personal opinions or for the clinical choices
      that were made. For AT students, the practicum course instructor will
      grade the journals and may return them with comments, corrections or
      further questions that will help students with their professional
      development.

b. Reflection Journal Grading = 10/10

   Instructor Note: Students are not graded on what they choose to reflect
   upon during their clinical experience, only on the end result.

   6 pts. = Student reflected on their clinical experience, choices that were
   made, and what they learned. Student did not give a list of duties for the
   week nor did they simply list what they observed. Student did not write
   about a topic that was unrelated to their clinical experience for the week
   unless they accumulated no clinical hours for that week.

   2 pts. = Student utilized the space provided

   1 pt. = Student utilized correct terminology, medical and professional (e.g.,
   Athletic Trainer vs. Trainer, Athletic Training Room, vs. Training Room).

   1 pt. = Student used correct grammar, spelling and sentence structure
8. Meet with your approved clinical instructor (ACI) at a scheduled time each week (minimum of 2 hours per week) to practice and have clinical proficiencies evaluated.

9. Complete an *Evaluation of Approved Clinical Instructor* at the end of the semester.

For the Field Experience component of the course students are expected to:

1. Complete a minimum of 15 and a maximum 20 hrs/week in field experience assignment as scheduled.

2. Complete surgical observation at The Physician Center Hospital (TPCH) with Dr. Bramhall if you did not do so in the fall. This will be scheduled through the PD/CC.

3. Complete an ER observation if you did not do so in the fall. The ER supervisor will verify that you completed the rotation by signing the *Emergency Response Clinical Education Rotation Verification Form* in your AT-MAP. Turn this verification form in to the MSAT Clinical Coordinator within one week of the rotation to receive credit.

4. Each day, students will sign in/out at their respective clinical site. Each week, students will submit their clinical experience hours on ATrack. The hours report and narrative covers a week beginning on Monday and ending on Sunday to be submitted by 5 p.m. each Monday.

5. Dress appropriately for assignment.

6. Complete assigned duties as directed by designated clinical instructor.

7. Adhere to MSAT Student Handbook and clinical experience site policies and procedures.

8. Meet with clinical instructor at the beginning of assignment for orientation.

9. At midterm and at the end of each assignment, meet with your clinical instructor for completion of an *Evaluation of Student Clinical/Field Experience Performance*.

10. At the end of each assignment, complete an *Evaluation of Clinical Instructor*.

- Journals/Assignments/Quizzes = 15%
  - 14 reflection journal narratives (1/21/13-4/29/13)
  - 8 Quizzes
- Student Clinical/Field Experience Performance Evaluation = 25%
- Clinical Proficiencies = 60%
- Completion of PDUs (required not grades) = 0%

TOTAL = 100%

**Grading System:**
90% and above A; 80-89% B; 70-79% C; 60-69% D; Below 60% F

**Course Policies:**
Dress Code: All students must dress appropriately for lab sessions and examinations. Failure to dress appropriately for lab sessions will count as an absence from lab. Failure to dress appropriately for lab examinations will result in a zero '0' for that examination. Appropriate dress includes the following: exercise shorts (wearing tights underneath is acceptable), sport bras for women, men will need to remove shirts for torso and upper extremity injury evaluation.

Electronic Submission of Course Assignments:
At times, students may be required to submit a course assignment electronically by emailing it to the course instructor on a specified date and time. Failure to follow electronic submission guidelines may result in the assignment not being accepted. When doing so, students are expected to do the following:
- Send a professional email to the instructor which contains a professional salutation (Dr., or Ms., or Mr.),
- Brief information regarding the purpose of the email should be included, and;
- The email should be closed with the student’s name and affiliation.
- The subject line on the email should include the course, assignment, and student name.
- The name of the attached file should be as follows unless otherwise specified: Course prefix and number (ATTR 5332), Name of assignment (Case Study Assignment #1), Jane Doe, 2.14.12

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## ATTR 653: Clinical Education III
### Tentative Course Schedule

<table>
<thead>
<tr>
<th>WEEK</th>
<th>PROFICIENCY TOPIC</th>
<th>Readings</th>
<th>Quiz/Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction to Clinical Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Range of Motion</td>
<td>Norkin and White (Goniometry)</td>
<td>Quiz (ROM)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- ACI Meetings schedule due</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Clinical hours schedule due</td>
</tr>
<tr>
<td>3</td>
<td>Manual Muscle Testing; Upper Quarter Screening</td>
<td>Hislop and Montgomery (MMT)</td>
<td>Quiz (MMT and UQS)</td>
</tr>
<tr>
<td>4</td>
<td>LE Assessment Review for Spring Semester Evaluations by ACI</td>
<td>Starkey (ortho); AT-MAP</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>B19 Cervical Spine</td>
<td></td>
<td>Quiz (cervical)</td>
</tr>
<tr>
<td>6</td>
<td>B17 Face Injury Evaluation</td>
<td>Starkey (ortho); AT-MAP</td>
<td>Quiz (face)</td>
</tr>
<tr>
<td>7</td>
<td>B18 Head and C-Spine Evaluation</td>
<td></td>
<td></td>
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<tr>
<td>8</td>
<td>B3.7 Iontophoresis Evaluation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>SPRING BREAK</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>B7.1 and B7.2 Mechanical Lumbar and Cervical Traction</td>
<td>Starkey (ortho); AT-MAP</td>
<td>Quiz (shoulder)</td>
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<td>B20 Shoulder</td>
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<td>B22 Wrist/Hand Injury</td>
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<td>15</td>
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Texas A&M University
Departmental Request for a Change in Course
Undergraduate • Graduate • Professional
• Submit original form and attachments •

Form Instructions
1. Request submitted by (Department or Program Name): Department of Health and Kinesiology
2. Course prefix, number and complete title of course: ATTR 654 - Clinical Education IV
3. Change requested
   a. Prerequisite(s): From: ___________________________ To: ___________________________
   b. Withdrawal (reason): ___________________________
   c. Cross-list with: ___________________________
   d. Change in course title and description. Enter complete current course title and current course description in item 5; enter proposed course title and proposed course description in item 6. Complete item 7 for change in title.
   e. Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 7. Attach a course syllabus.
4. For informational purposes only, please indicate course number if this course will be stacked: ___________________________
5. Complete current course title and current catalog course description: Integration of clinical competencies with classroom instruction and a supervised field based experience in athletic training to link theory into practice. Prerequisite: ATTR 653.

6. Complete proposed course title and proposed catalog course description (not to exceed 50 words): Integration of clinical competencies with classroom instruction and a supervised field based experience in athletic training to link theory into practice. Prerequisite: ATTR 653 with grade of “C” or better.

7. a. As currently in course inventory:

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b. Change to:

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Approval recommended by:
Richard Kreider
Department Head or Program Chair (Type Name & Sign) 04/03/13

George Cunningham
Chair, College Review Committee
Date: 04/03/13

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

George Cunningham
Dean of College
Date: 04/03/13

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 – 02/11
ATTR 654: Clinical Education IV
Texas A&M University
Department of Health and Kinesiology

Instructor: Tony Boucher, PhD, PT, ATC, LAT
Office: Held 213C
Phone: 979-845-4002
E-mail: tony_boucher@hlkn.tamu.edu
Office Hrs: TBA
Classroom: Blocker 313
Day/Time: MTWRF 11:45-1:00

Course Description:
Integration of clinical competencies with classroom instruction and a supervised field based experience in athletic training to link theory into practice. Prerequisite: ATTR 653 with grade of "C" or better. (2 credits)

Required Reading:

Course Objectives:
A. Students will gain practical experience in the domains of athletic training under the supervision of a Certified Athletic Trainer or other medical/allied health professional.
B. Students will learn and practice professionalism and ethical conduct.
C. Students will learn and practice affective communication skills with a variety of populations utilizing ethnic and cultural sensitivity.
D. Students will demonstrate knowledge of growth and maturation related to anatomy, physiology and injuries.
E. Students will understand the age related differences in injuries and rehabilitation.
F. Students will demonstrate knowledge of the different needs and approaches to dealing with diverse populations such as pediatric, senior, female and special needs populations.
G. Students will demonstrate cross-cultural sensitivity and effective cross-cultural communication.
H. Students will understand the theories and techniques for intervention when dealing with the psychological and sociological effects of injury and rehabilitation on a patient population.
I. Students will demonstrate the ability to recognize and refer at-risk individuals and those with psychosocial disorders and/or mental health emergencies including eating disorders.
J. Students will demonstrate knowledge of the psychological and emotional responses to a catastrophic event, and the potential need for a
psychological intervention and a referral plan.

**Evaluation Procedures:** Grades awarded in this class will be calculated as a simple percentage of the total number of points possible. The specific point values for each of the various evaluative criteria appear below, as well as the grading scale to be applied to earned percentage values.

**For the didactic component of the course students are expected to:**
1. Attend and participate in class activities.
2. Dress appropriately for class activities (see dress code below).
3. Practice proficiencies inside and outside of class.
4. Complete all class assignments.
5. Take all written and practical examinations.
6. Complete assigned clinical proficiencies for the semester.

**For students the Field Experience component of the course students are expected to:**
1. Students are not assigned to an ACI and clinical experience during this course, however, a student assigned to an ACI in the spring with a sport rotation whose season extends into June, may elect to volunteer hours to continue to work with the team during post-season competition (e.g., softball, baseball, track and field, etc.). For those students, they should record their clinical experience hours on ATrack as they normally would during fall and spring. However, reflection journals are not required.

- Exam I = 30%
- Exam II = 30%
- Cultural Self-Assessment Exercises = 10%
- Psychology article review = 10%
- Psychosocial Intervention Assignment = 20%

**TOTAL = 100%**

**Cultural Self-Assessment Exercises**
The student will complete 5 Cultural Self-Assessment Exercises from the Lattanzi and Purnell book. Exercise 1-5 on pages 15-17.

**Injury Psychology Review Article**
Select a peer reviewed article on the psychology of injury and rehabilitation. In order to not duplicate, you need to email me the article name so I can make sure that no one else has that article (first come first serve). Prepare a written review of the article. Your review should include a discussion of the context of the article, the major points of emphasis, its application to athletic training practice and how you may be able to utilize the information in your therapeutic intervention. You need to send an electronic copy of your review and the article used to the course instructor for placement on Blackboard for access by other students.
Psychosocial Intervention Assignment
Students are required to plan an intervention for a mental health scenario taking into consideration psychosocial intervention theory, using current intervention techniques and providing appropriate and specific referral resources.

Grading System:
90% and above A; 80-89% B; 70-79% C; 60-69% D; Below 60% F

Course Policies:
Dress Code: All students must dress appropriately for lab sessions and examinations. Failure to dress appropriately for lab sessions will count as an absence from lab. Failure to dress appropriately for lab examinations will result in a zero "0" for that examination. Appropriate dress includes the following: exercise shorts (wearing tights underneath is acceptable), sport bras for women, men will need to remove shirts for torso and upper extremity injury evaluation.

Electronic Submission of Course Assignments:
At times, students may be required to submit a course assignment electronically by emailing it to the course instructor on a specified date and time. Failure to follow electronic submission guidelines may result in the assignment not being accepted. When doing so, students are expected to do the following:
- Send a professional email to the instructor which contains a professional salutation (Dr., or Ms., or Mr.),
- Brief information regarding the purpose of the email should be included, and;
- The email should be closed with the student's name and affiliation.
- The subject line on the email should include the course, assignment, and student name.
- The name of the attached file should be as follows unless otherwise specified: Course prefix and number (ATTR 5332), Name of assignment (Case Study Assignment #1), Jane Doe, 2.14.12

Attendance Policy: Attendance requirements will be as described in the Texas A&M University Student Rules handbook (http://student-rules.tamu.edu/rule07). TAMU views class attendance as an individual student's responsibility. Students are expected to attend class and to complete all assignments. Instructors are expected to give adequate notice of the dates on which major tests will be given and assignments will be due. Absences will be authorized for reasons deemed sufficient by the instructor or by the university. When an absence is authorized, the instructor must either provide the student an opportunity to make up tests, assignments and other work missed or provide a satisfactory alternative to be completed within 30 days of the excused absence. The manner in which make-up work is administered remains the prerogative of the instructor. The instructor is under no obligation to provide an opportunity for the student to make up work missed because of unauthorized absence. The student may appeal the instructor's decision that an absence is unauthorized.
Professional Conduct: Students are expected to conduct themselves professionally at all times and to adhere to the guidelines published in the Texas A&M University Student Rules Handbook. Professional conduct entails but is not limited to attending classes on time, showing respect for the instructor and fellow classmates, being prepared for class, dressing appropriately and turning completed assignments in on time with exact adherence to instructions for completion.

Cell Phones (and other IM Devices) and IPods: Cell phones, IPods, and other IM devices should be turned OFF during class - not in silent/vibrate or other mode. Students must not answer incoming calls or text (or other mode of communication) during class. These are to be turned off and put away before entering the classroom. If you have a situation (family illness, etc.), and you need to be contacted, notify the instructor to acquire permission to keep the device on vibrate and then step out of the room before answering.

Academic Integrity Statement and Policy: The handling of possible incidents of academic dishonesty will be as described in the Texas A&M University Student Rules handbook. Students are encouraged to review Section 20 at http://student-rules.tamu.edu/search/rule20.htm of the Texas A&M University Student Rules as well as http://aggiehonor.tamu.edu. Students who do not understand any part of Section 20 should consult the instructor of this course. All work to be completed for this class is to be individual work unless otherwise noted. "An Aggie does not lie, cheat, or steal, or tolerate those who do."

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

Americans with Disabilities Act (ADA) Policy Statement: The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 845-1637. For additional information visit http://disability.tamu.edu
Additional Notes: The instructor reserves the right to modify this course syllabus at any time. Students will receive verbal notification of such modifications.

ATTR 654: Clinical Education IV
Tentative Course Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>TOPIC</th>
<th>Reading/Assignments from Lattanzi and Purnell (Deadlines)</th>
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<tr>
<td><strong>Week 1</strong></td>
<td><strong>Course Introduction</strong>&lt;br&gt;NATA Ethnic Diversity Advisory Committee&lt;br&gt;<a href="http://www.edacweb.org/">http://www.edacweb.org/</a>&lt;br&gt;Introduction to Cultural Competence</td>
<td><strong>Note: Students are expected to complete reading assignments for the date listed.</strong></td>
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<td>Cultural Competence and Awareness</td>
<td>Chps. 1 &amp; 2&lt;br&gt;Supplemental Reading:&lt;br&gt;Geisler. Multiculturalism and AT Education&lt;br&gt;Perrin. Promoting Diversity in AT: Editorial comments</td>
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<td>Cultural concepts; Steps to cultural study &amp; compliance&lt;br&gt;Purnell's Model for Cultural Competence</td>
<td>Chps: 1 &amp; 2&lt;br&gt;Supplemental Reading:&lt;br&gt;Maurer-Starks article&lt;br&gt;<strong>Self-Assessments Due</strong></td>
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<td>Cultural heritage; Communication; Roles of healthcare practitioners</td>
<td>Chap: 3, 4, 9</td>
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<td><strong>WEEK 2</strong></td>
<td>Introduction to Psychosocial Strategies and Referral</td>
<td>Prentice’s Principles of AT text, Chp. 11</td>
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<td>Psychological Response to Injury and Rehabilitation</td>
<td>Supplemental Reading:&lt;br&gt;Andrews, Chp. 1&lt;br&gt;Psychological Consideration in Ortho Rehab&lt;br&gt;<strong>Injury Psychology</strong></td>
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<td>Mental health disorders and resources</td>
<td>Review Article Due</td>
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<td>Guest Lecture: Mary Ann Covey, PhD</td>
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<td>NCAA. Managing Student-Athletes' Mental Health Issues</td>
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<td>Smith and Milliner. Injured Athletes and The Risk of Suicide</td>
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<td>Fisher. Athlete's Adherence to Rehabilitation</td>
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<th>Psychosocial Strategies (cases)</th>
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**WEEK 3**

**EXAM I**

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<th>Pediatric &amp; adolescent patients/athletes</th>
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<td>NATA Position Statement. Pediatric Overuse Injuries</td>
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<th>Senior patients/athletes &amp; age-related conditions</th>
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<td>Chen. Orthopedic Care of the Injured Athlete</td>
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**WEEK 4**

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<td>Nutrition for Injury prevention and tissue healing/rehabilitation</td>
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<td>Jon Tanguay, RD</td>
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<td>Dietician Texas A&amp;M Athletics</td>
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<td>Disabled patients/athletes</td>
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<td>Platt: Disabled Athletes and Comorbid Conditions</td>
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<td>Student Presentations and Proficiency Completion</td>
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Texas A&M University
Departmental Request for a Change in Course
Undergraduate • Graduate • Professional
Submit original form and attachments

Form Instructions
1. Request submitted by (Department or Program Name): Department of Health and Kinesiology
2. Course prefix, number and complete title of course: ATTR 655 - Clinical Education V

Attach a brief supporting statement for changes made to items 3 through 6 below.

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

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

5. Complete current course title and current catalog course description: Integration of clinical competencies with classroom instruction and a supervised field based experience in athletic training to link theory into practice. Prerequisite: ATTR 654.

6. Complete proposed course title and proposed catalog course description (not to exceed 50 words): Integration of clinical competencies with classroom instruction and a supervised field based experience in athletic training to link theory into practice. Prerequisite: ATTR 654, ATTR 664, ATTR 665, ATTR 671 with grades of “C” or better.

7. a. As currently in course inventory:

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b. Change to:

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Approval recommended by:

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

George Cunningham
Chair, College Review Committee Date

George Cunningham
Dean of College Date

Submitted to Coordinating Board by:

Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
Curricular Services – 02/11
ATTR 655: Clinical Education V
Texas A&M University
Department of Health and Kinesiology

Instructor: Matt Kee, DPT, ATC, LAT and
            Danny Kniffin, MED, ATC, LAT
Office: Bright Athletic Training Room
Phone: 979-845-3409
E-mail: mkee@athletics.tamu.edu
dkniffin@athletics.tamu.edu
Office Hrs: by appointment only
Classroom: Bright Athletic Training Room
Day/Time: Wed. 10:00 – 11:50AM

Course Description:
Integration of clinical competencies with classroom instruction and a supervised field
based experience in athletic training to link theory into practice. Prerequisite: ATTR
654, ATTR 664, ATTR 665, ATTR 671 with grades of “C” or better. (3 credits)

Required Text and Reading:

Philadelphia: FA Davis; 2005.

AT-MAP – Aggie Athletic Training Mastery and Assessment of Clinical Proficiencies

Other Texts Utilized From Other Courses:
Hislop HJ and Montgomery J. Muscle Testing: Techniques of Manual Examination (8th
ed.). Saunders Elsevier

Appleton & Lange.

Champaign, IL.


Handbook (2nd ed.). Philadelphia, PA; FA Davis.

Course Objectives:

A. Students will demonstrate knowledge of blood borne pathogens and universal precautions.
B. Students will gain practical experience in the domains of athletic training under the supervision of a Certified Athletic Trainer or other medical/allied health professional.
C. Students will learn and practice professionalism and ethical conduct.
D. Students will learn and practice affective communication skills with a variety of populations utilizing ethnic and cultural sensitivity.
E. Students will learn the proper procedure for documenting therapeutic exercise programs.
F. Students will learn knowledge and skills related to rehabilitation and reconditioning of orthopedic injuries.
G. Students will demonstrate knowledge and skills related to the assessment of orthopedic injuries to the upper extremity and spine.
H. Students will practice and gain mastery of assigned clinical proficiencies during field experience assignments.

a. Initial instruction of the following athletic training proficiencies:

   B29 Clinical examination & Diag Common Illness/Disease
   C2 Motivational Techniques
   C3 Isokinetics
   C6 Range of Motion (PROM, AAROM, AROM)
   C7 Joint Mobilization
   C8 Progressive Resistance Exercise (Iso/con/Ecc)
   C9 Aquatic Exercise
   C11.A Neuromuscular Control. Upper Body
   C11.B Neuromuscular Control. Lower Body
   C12 Rehabilitation Plan

b. Evaluation of the following athletic training proficiencies:

   B17 Face Injury Assessment
   B18 Head Injury Assessment
   B19 Cervical Spine Injury Assessment
   B20 Shoulder Injury Assessment
   B21 Elbow Injury Assessment
   B22 Forearm, wrist, hand Assessment
   B29 Clinical Examination & Diag Common Illness/Disease
   B3 Electrotherapy (Mono-Direct)
   B4 Electrotherapy (Biphasic/Alternating)
   B5 Ultrasound
   B6 Therapeutic Massage
Evaluation Procedures: Grades awarded in this class will be calculated as a simple percentage of the total number of points possible. The specific point values for each of the various evaluative criteria appear below, as well as the grading scale to be applied to earned percentage values.

For the didactic component of the course students are expected to:
1. Attend and participate in class activities.
2. Dress appropriately for class activities (see dress code below).
3. Practice proficiencies inside and outside of class.
4. Complete all class assignments.
5. Take all written and practical examinations.
6. Complete assigned clinical proficiencies for the semester.
7. Maintain a clinical experience reflection journal.
   a. A reflection journal is an opportunity for students to critically review their week of clinical experiences and discuss what they learned through observation, hands on experience or through interactions with patients, peers, coaches and clinical instructors. A reflection journal is not a simple diary of events for the week. Instead, students are encouraged to reflect on their clinical choices and why they made those choices and if they would choose differently in the future. Students are allowed one (1) late journal submission without penalty. Further late journal submissions will result in a zero (0) score. Students are expected to fully use the space provided on the form for journaling and to use correct terminology, grammar and spelling. Students should first create their narrative in a Word document, edit it accordingly, paste it into the Comments field on ATrack and also attach the Word file to an email sent to the clinical education course instructor by 5 p.m. each Monday. Course instructors will grade reflection journals each week and return them to students via email. Students must save all of their weekly reflection journals in the same Word file which will be submitted electronically to the CC at the end of each semester and placed in the students' file. Students' grade will not be deducted for personal opinions or for the clinical choices that were made. For AT students, the practicum course instructor will grade the journals and may return them with comments, corrections or further questions that will help students with their professional development.

b. Reflection Journal Grading = 10/10

Instructor Note: Students are not graded on what they choose to reflect upon during their clinical experience, only on the end result.

6 pts. = Student reflected on their clinical experience, choices that were made, and what they learned. Student did not give a list of duties for the
week nor did they simply list what they observed. Student did not write about a topic that was unrelated to their clinical experience for the week unless they accumulated no clinical hours for that week.

2 pts. = Student utilized the space provided

1 pt. = Student utilized correct terminology, medical and professional (e.g., Athletic Trainer vs. Trainer, Athletic Training Room, vs. Training Room).

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8. Meet with your approved clinical instructor (ACI) at a scheduled time each week (minimum of 2 hours per week) to practice and have clinical proficiencies evaluated.

9. Complete an Evaluation of Approved Clinical Instructor at the end of the semester.

For the Field Experience component of the course students are expected to:

1. Complete a minimum of 15 and a maximum 20 hrs/week in field experience assignment as scheduled.

2. Complete either a general medical rotation or a rehabilitation rotation that will be schedule through the PD or CC.

3. Each day, students will sign in/out at their respective clinical site. Each week, students will submit their clinical experience hours on ATrack. The hours report and narrative covers a week beginning on Monday and ending on Sunday to be submitted by 5 p.m. each Monday.

4. Dress appropriately for assignment.

5. Complete assigned duties as directed by designated clinical instructor.

6. Adhere to MSAT Student Handbook and clinical experience site policies and procedures.

7. Meet with clinical instructor at the beginning of assignment for orientation.

8. At midterm and at the end of each assignment, meet with your clinical instructor for completion of an Evaluation of Student Clinical/Field Experience Performance.

9. At the end of each assignment, complete an Evaluation of Clinical Instructor.

- Journals/Assignments/Quizzes = 15%
  - 15 reflection journal narratives
  - 8 Quizzes
- Student Clinical/Field Experience Performance Evaluation = 25%
- Clinical Proficiencies = 60%

TOTAL = 100%

Grading System:
90% and above A; 80-89% B; 70-79% C; 60-69% D; Below 60% F
Course Policies:

**Dress Code:** All students must dress appropriately for lab sessions and examinations. Failure to dress appropriately for lab sessions will count as an absence from lab. Failure to dress appropriately for lab examinations will result in a zero “0” for that examination. Appropriate dress includes the following: exercise shorts (wearing tights underneath is acceptable), sport bras for women, men will need to remove shirts for torso and upper extremity physical rehabilitation.

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this class is to be individual work unless otherwise noted. "An Aggie does not lie, cheat, or steal, or tolerate those who do."

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

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**Additional Notes:** The instructor reserves the right to modify this course syllabus at any time. Students will receive verbal notification of such modifications.
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<thead>
<tr>
<th>Date</th>
<th>Topic/Proficiency</th>
<th>Assignments</th>
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<td>Week 1</td>
<td>Comprehensive Review Examination including BBP – meet in computer lab (Read Rm 150)</td>
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<td>Week 2</td>
<td>C7 Joint mobilization: Extremity</td>
<td>ACI Meeting Schedules Due</td>
<td>K&amp;C, AT-MAT, supplemental</td>
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<td>C7 Joint mobilization: Spine</td>
<td>Quiz 1: Joint mobilization</td>
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<td>Week 4</td>
<td>C2 Motivational Techniques</td>
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<td>Week 4</td>
<td>C6 Range of Motion &amp; Flexibility</td>
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<td>Week 5</td>
<td>C3 Isokinetics</td>
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<tr>
<td>Week 6</td>
<td>C8 Progressive Resistance Exercise</td>
<td>Quiz 2: Resistance Exercise</td>
<td>K&amp;C and AT-MAP</td>
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<td>Week 7</td>
<td>C11.A. PNF Upper Body</td>
<td>Quiz 3: PNF</td>
<td>K&amp;C and AT-MAP</td>
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<td>Week 8</td>
<td>C11.B. PNF Lower Body</td>
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<td>Week 9</td>
<td>C9 Aquatics</td>
<td>Quiz 4: Aquatics</td>
<td>K&amp;C and AT-MAP</td>
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<td>Week 10</td>
<td>C11 Neuromuscular Control</td>
<td>Quiz 5: Neuromuscular Control</td>
<td>K&amp;C and AT-MAP</td>
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<td>Week 11</td>
<td>C12 Rehabilitation Plan: spine</td>
<td>Quiz 6: Rehabilitation Plan-spine</td>
<td>K&amp;C and AT-MAP</td>
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<tr>
<td>Week 12</td>
<td>C12 Rehabilitation Plan: UE</td>
<td>Quiz 7: Rehabilitation Plan-UE</td>
<td>K&amp;C and AT-MAP</td>
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<tr>
<td>Week 13</td>
<td>C12 Rehabilitation Plan: LE</td>
<td>Quiz 8: Rehabilitation Plan-LE</td>
<td>K&amp;C and AT-MAP</td>
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<tr>
<td>Week 14</td>
<td>B29 Clinical exam &amp; Diag Common Illness/Disease</td>
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<td>Cuppett</td>
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<td></td>
<td>Wrap-Up Course/Evaluations</td>
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Texas A&M University
Departmental Request for a Change in Course
Undergraduate • Graduate • Professional
• Submit original form and attachments •

Form Instructions
1. Request submitted by (Department or Program Name): Department of Health and Kinesiology
2. Course prefix, number and complete title of course: ATTR 656 - Clinical Education VI

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: Integration of clinical competencies with classroom instruction and a supervised field based experience in athletic training to link theory into practice. Prerequisite: ATTR 655.

6. Complete proposed course title and proposed catalog course description (not to exceed 50 words): Integration of clinical competencies with classroom instruction and a supervised field based experience in athletic training to link theory into practice. Prerequisite: ATTR 655, ATTR 666, ATTR 667, ATTR 670 with grades of “C” or better.

7. a. As currently in course inventory:

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<td>CLIN EDUC VI</td>
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   b. Change to:

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</thead>
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<th>CIP and Fund Code</th>
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<th>Acad. Year</th>
<th>FICE Code</th>
</tr>
</thead>
</table>

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

George Cunningham
Chair, College Review Committee Date

George Cunningham
Dean of College Date

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

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
Curricular Services – 02/11
ATTR 656: Clinical Education VI
Texas A&M University
Department of Health and Kinesiology

Instructor: Tony Boucher, PhD, MPT, ATC, LAT
Office: Heldenfels 213C
Phone: (979) 845-4002
Office Hrs. TR 1:00-2:00 pm or by appointment
Classroom: Heldenfels 217
Day/Time: TH 10:30AM -12:20 PM; Other times TBD
E-mail: tony_boucher@hlkn.tamu.edu
Class Notes: E-learning/handouts

Course Description:
Integration of clinical competencies with classroom instruction and a supervised field based experience in athletic training to link theory into practice. Prerequisite: ATTR 655, ATTR 666, ATTR 667, ATTR 670 with grades of “C” or better. (3 credits)

Required Text and Reading:

- Aggie Athletic Training Mastery and Assessment of Proficiencies (AT-MAP)

- Athletic Training Program Texts per Domain (texts used for previous courses)

Course Objectives:
A. Students will gain practical experience in the domains of athletic training under the supervision of a Certified Athletic Trainer or other medical/allied health professional.
B. Students will learn and practice professionalism and ethical conduct.
C. Students will learn and practice effective communication skills with a variety of populations utilizing ethnic and cultural sensitivity.
D. Students will demonstrate the ability to plan and instruct a variety of therapeutic exercises in order to rehabilitate and recondition a patient following an injury.
E. Students will continue to practice and will review all clinical proficiencies in class and during clinical experiences.
F. Students will be evaluated on clinical proficiencies that they have shown a weakness in based on past evaluations or that their ACI recommends for re-evaluation.
G. Students will practice and gain mastery of assigned clinical proficiencies during field experience assignments.
   a. Review of past proficiencies and skills
   b. Instruction of the following athletic training proficiencies:
      B11 Fitness Test
      C20 Flexibility
      C21 Strength Training and Spotting
      C22 Resistance Training
      C23 Plyometrics: Upper Body
c. **Evaluation of the following athletic training proficiencies:**

C2  Motivational Techniques  
C3  Isokinetics*  
C6  Range of Motion  
C7  Joint Mobilization  
C8  Isometric and progressive resistance  
C9  Aquatic Exercise*  
C11A Neuromuscular Control Upper  
C11B Neuromuscular Control Lower  
C12 Rehabilitation Plan  
B11 Fitness Test  
C20 Flexibility  
C21 Strength Training and Spotting  
C22 Resistance Training  
C23 Plyometrics: Upper Body  
C24 Plyometrics: Lower Body

**Evaluation Procedures:** Grades awarded in this class will be calculated as a simple percentage of the total number of points possible. The specific point values for each of the various evaluative criteria appear below, as well as the grading scale to be applied to earned percentage values.

**For the didactic component of the course students are expected to:**

1. Attend and participate in class activities.
2. Dress appropriately for class activities (see dress code below).
3. Practice proficiencies inside and outside of class.
4. Complete all class assignments.
5. Take all written and practical examinations.
6. Complete assigned clinical proficiencies for the semester.
7. Maintain a clinical experience reflection journal.

a. A reflection journal is an opportunity for students to critically review their week of clinical experiences and discuss what they learned through observation, hands on experience or through interactions with patients, peers, coaches and clinical instructors. A reflection journal is not a simple diary of events for the week. Instead, students are encouraged to reflect on their clinical choices and why they made those choices and if they would choose differently in the future. Students are allowed one (1) late journal submission without penalty. Further late journal submissions will result in a zero (0) score. Students are expected to fully use the space provided on the form for journaling and to use correct terminology, grammar and spelling. Students should first create their narrative in a Word document, edit it accordingly, paste it into the Comments field on ATrack and also attach the Word file to an email sent to the clinical education course instructor by 5 p.m. each Monday. Course instructors will grade reflection journals each week and return them to students via email. Students must save all
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b. Reflection Journal Grading = 10/10

Instructor Note: Students are not graded on what they choose to reflect upon during their clinical experience, only on the end result.

6 pts. = Student reflected on their clinical experience, choices that were made, and what they learned. Student did not give a list of duties for the week nor did they simply list what they observed. Student did not write about a topic that was unrelated to their clinical experience for the week unless they accumulated no clinical hours for that week.

2 pts. = Student utilized the space provided

1 pt. = Student utilized correct terminology, medical and professional (e.g., Athletic Trainer vs. Trainer, Athletic Training Room, vs. Training Room).

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8. Meet with your approved clinical instructor (ACI) at a scheduled time each week (minimum of 2 hours per week) to practice and have clinical proficiencies evaluated.

9. Complete an Evaluation of Approved Clinical Instructor at the end of the semester.

10. Complete the students Professional Development Units (PDU) by the end of the semester.

For the Field Experience component of the course students are expected to:

1. Complete a minimum of 15 and a maximum 20 hrs/week in field experience assignment as scheduled.

2. Complete either a general medical rotation or a rehabilitation rotation that will be schedule through the PD or CC.

3. Each day, students will sign in/out at their respective clinical site. Each week, students will submit their clinical experience hours on ATrack. The hours report and narrative covers a week beginning on Monday and ending on Sunday to be submitted by 5 p.m. each Monday.

4. Dress appropriately for assignment.
5. Complete assigned duties as directed by designated clinical instructor.
6. Adhere to MSAT Student Handbook and clinical experience site policies and procedures.
7. Meet with clinical instructor at the beginning of assignment for orientation.
8. At midterm and at the end of each assignment, meet with your clinical instructor for completion of an **Evaluation of Student Clinical/Field Experience Performance**.
9. At the end of each assignment, complete an **Evaluation of Clinical Instructor**.

- Journals/Assignments/Quizzes = 15%
  - 14 Clinical experience narratives (1/21-4/29/13)
  - 4 Practical Exams
  - 8 Quizzes
- Student Clinical/Field Experience Performance Evaluation = 25%
- Clinical Proficiencies = 60%
- Completion of PDU's (Non-graded requirement) = 0%

**TOTAL** = 100%

**Grading System:**
90% and above A; 80-89% B; 70-79% C; 60-69% D; Below 60% F

**Course Policies:**

**Dress Code:** All students must dress appropriately for lab sessions and examinations. Failure to dress appropriately for lab sessions will count as an absence from lab. Failure to dress appropriately for lab examinations will result in a zero “0” for that examination. Appropriate dress includes the following: exercise shorts (wearing tights underneath is acceptable), sport bras for women, men will need to remove shirts for torso and upper extremity injury evaluation.

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<th>Date</th>
<th>Topic</th>
<th>Practical Exams</th>
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<tr>
<td>1/17</td>
<td>Introduction</td>
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<td>1/24</td>
<td>Risk Management/Injury Prevention</td>
<td>ACI Schedules due</td>
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<td>1/31</td>
<td>Quiz #1 Risk Management</td>
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<td>Acute Care of Injury/Illness</td>
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* Practical exams may be scheduled outside of class time
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: CPSY 630: Foundations of Counseling

Attach a brief supporting statement for changes made to items 3a through 3d. and 6 below.

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:


6. Complete proposed course title and proposed catalog course description (not to exceed 50 words): Foundations of School Counseling: Philosophical, psychological, and sociological concepts fundamental to counseling in schools.

7. a. As currently in course inventory:

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b. Change to:

<table>
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<tr>
<th>Prefix</th>
<th>Course #</th>
<th>Title (excluding punctuation)</th>
<th>Lect.</th>
<th>Lab</th>
<th>SCH</th>
<th>CRP and Fund Code</th>
<th>Admin. Unit</th>
<th>Acad. Year</th>
<th>ECU Code</th>
<th>Level</th>
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</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
Date

George Cunningham, Ph.D.
Dean of College
Date

Mark Zoran, Ph.D.
Chair, GC or UCC
Date

Submitted to Coordinating Board by:

Associate Director, Curricular Services
Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
Curricular Services – 02/11
CPSY 630 Foundations of School Counseling: Summer 2013

Instructor: Constance J. Fournier, Ph.D.
Email: cfournier@tamu.edu* preferred
Telephone: 458-1864 fax 862-1256
Office: 701F Harrington Hall
Hours: Fridays and by appointment

Course Description: Philosophical, psychological, and sociological concepts fundamental to counseling in schools.

Prerequisite: Graduate classification and approval of department head

Goal: To provide the learner with knowledge and skills about school counseling that can be applied in the school setting.

Standards Covered in this course: See end of syllabus

Objectives:
The learner will have a working knowledge of the ethical standards of the profession and will be able to apply these to an analog case.
The learner will have a working knowledge of the legal standards related to the profession and will be able to apply these to an analog case.
The learner will have an understanding of the overall profession, including where key information can be obtained.
The learner will be able to communicate with a variety of audiences in both written and oral formats.
The learner will identify potential community resources that will assist in the school counselor role.
The learner will design and develop an entry plan for the new role as school counselor that includes community strategies for parents and faculty.

Handouts will be required in class—these are posted on WEB CT Vista or via neo accounts

Required Products: Percentage
Class attendance, postings, and active participation in class activities 10%
Self-Reflection project (each piece is 10%) 20%
Intervention or assessment tool review 20%
Community resources project 20%
Entry Project 30%

<table>
<thead>
<tr>
<th>Grading Scale</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
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<td>B</td>
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<tr>
<td>C</td>
<td>70-79</td>
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<td>D</td>
<td>60-69</td>
</tr>
<tr>
<td>F</td>
<td>&lt;60</td>
</tr>
</tbody>
</table>
Class Attendance Requirements:

The learner is expected to attend synchronous class on time with the readings completed and to be prepared for active participation in class discussions. There is an expectation all postings and projects are completed and turned in by the times indicated on the syllabus. For information regarding attendance please see: http://student-rules.tamu.edu/rule07

Project Requirements:
There are 3 projects. All project elements are expected at the beginning of the due date class, and are to be typed in 12 point font with double spacing, following the APA format for references. Students must retain a second copy of each paper. If any paper does not meet expected competencies, the student is expected to rewrite the paper and to turn it in within two days in order to meet the competencies. There will be a 2-point penalty from the final grade for each rewrite (one rewrite per student will be exempted from this). There is an additional 2-point penalty from the final grade for each day the paper is late. All papers must be typed with 12 point typed, and double-spaced. All papers must include a cover sheet that has all of the following:
  __Product description and element # (e.g., Self-reflective Analysis: Element 2)
  __Name
  __Date
  __How does this paper contribute to your overall understanding of consultation? (one short paragraph)
  __On all course work, assignments, or examinations at Texas A&M University, the following Honor Pledge shall be pre-printed and signed by the student: “On my honor, as an Aggie, I have neither given nor received unauthorized aid on this academic work.”

Americans with Disabilities Act

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other thing 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 accommodation, contact the Office of Support Services for Students with Disabilities in Room B118 of Cain Hall, or call (979) 845-1637. Helpful information is located at http://disability.tamu.edu

Scholastic Dishonesty

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

The Aggie Honor is “An Aggie does not lie, cheat, or steal, or tolerate those who do.” For more information on the Aggie Honor Code and the Honor Council Rules and Procedures please visit http://aggiehonor.tamu.edu
Respect 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, 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.

Overview of Course

**CPSY 630 Foundations of School Counseling**

<table>
<thead>
<tr>
<th>Day</th>
<th>Topic</th>
<th>Chapter</th>
<th>Due</th>
<th>Activity</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>Overview of School Counseling</td>
<td>1</td>
<td>Post: Introduction</td>
<td>What it is; what it is not</td>
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<tr>
<td>2</td>
<td>History and models</td>
<td>2</td>
<td>Post: Model in your school</td>
<td>Assess models with pro/con</td>
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<td>Ethics in School Counseling</td>
<td>5</td>
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<td>Comparison of models</td>
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<td>Legal issues in School Counseling</td>
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<td>Self-Reflection Part I</td>
<td>What laws do you already follow</td>
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<td>response to ethical situation</td>
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<td>5</td>
<td>Comprehensive model</td>
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<td>How to critically read articles</td>
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<td>6</td>
<td>Accountability</td>
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<td>Self-reflection Part II:</td>
<td>How can you build resilience</td>
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<td>Response to Legal issue</td>
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<tr>
<td>7</td>
<td>Assessment I</td>
<td>12</td>
<td></td>
<td>What would be helpful</td>
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<tr>
<td>8</td>
<td>Assessment II</td>
<td></td>
<td></td>
<td>What is used at your school</td>
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<tr>
<td>9</td>
<td>Leadership</td>
<td>7</td>
<td>Post: leadership in your</td>
<td>What skills can be developed</td>
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<td>10</td>
<td>Prevention I</td>
<td>8</td>
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<td>What is most critical</td>
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<td>11</td>
<td>Prevention to Intervention II</td>
<td>11</td>
<td>Review of intervention or</td>
<td>How do we create the bridges</td>
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<td></td>
<td></td>
<td>tool</td>
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<td>12</td>
<td>Intervention I</td>
<td>9</td>
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<td>Who will supervise</td>
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<td>13</td>
<td>Intervention II</td>
<td></td>
<td></td>
<td>How do you select students</td>
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<tr>
<td>14</td>
<td>Coordination I</td>
<td>10</td>
<td>Review of intervention</td>
<td>Who do you use now</td>
</tr>
<tr>
<td></td>
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<tr>
<td>15</td>
<td>Coordination II</td>
<td></td>
<td></td>
<td>Who can you use</td>
</tr>
<tr>
<td></td>
<td>Advocacy</td>
<td>6</td>
<td>Community resources Project</td>
<td>What is your advocacy priority</td>
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<tr>
<td>---</td>
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<td>---</td>
<td>-----------------------------</td>
<td>-------------------------------</td>
</tr>
<tr>
<td>17</td>
<td>Developing your new role I</td>
<td>13</td>
<td>What must you consider</td>
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<tr>
<td>18</td>
<td>Developing your new role II</td>
<td>14</td>
<td>What might be a timeline</td>
<td></td>
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<tr>
<td>19</td>
<td>Professional issues</td>
<td>Entry Project</td>
<td>What makes a professional</td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>Evaluation</td>
<td></td>
<td>How do you evaluate your service</td>
<td></td>
</tr>
</tbody>
</table>

* Note: Some topics may overlap within the week

Note: All grades are calculated on whole numbers—they are NOT rounded up at all.

Description of projects:

Self-reflection: This will be done in two parts in response to a situation posed. The student is expected to use the book and any extra material needed to support their response. Work will be graded on a rubric.

Assessment review: The student will do a technical and practical evaluation of tools used by school counselors for any type of assessment. Work will be graded on a rubric.

Community Resources project: The student will develop a community resources guide that can be shared with parents, and can be updated as needed. Work will be graded on a rubric.

Entry project: The student will develop an entry portfolio in anticipation of the new role as a school counselor. This is intended to be a guide when the actual role is achieved. Work will be graded on a rubric.
<table>
<thead>
<tr>
<th>Topic</th>
<th>Proficiency: Question analyzed; shows reflective self-analysis; application to current or future career setting is evident</th>
<th>Emerging Proficiency: analysis and response to items could be refined, but generally address the situation or question</th>
<th>MUST REDO: Missing, incomplete or superficial</th>
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<tbody>
<tr>
<td><strong>Part I: Ethics</strong></td>
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<tr>
<td><strong>Cover Sheet complete</strong></td>
<td>All elements present; self reflection is thoughtful and complete</td>
<td>X</td>
<td>Any element missing OR self-reflection is superficial</td>
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<tr>
<td>Points</td>
<td>20</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td><strong>Question 1: dual relationships</strong></td>
<td>Meets or exceeds proficiency expectations; includes at least two different types of dual relationships and provides support from ethical guidelines</td>
<td>Minor problems with any key elements; lack of clarity; includes two types of dual relationship</td>
<td>Elements missing or incomplete; only one type discussed; or response is superficial and/or not self-reflective</td>
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<tr>
<td>Points</td>
<td>20</td>
<td>15</td>
<td>0</td>
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<tr>
<td><strong>Question 2: confidentiality</strong></td>
<td>Meets or exceeds expectations; includes at least three different types of confidentiality issue and provides support from ethical guidelines</td>
<td>Minor problems with any key elements; lack of clarity; includes two types of confidentiality issues</td>
<td>Elements missing or incomplete; superficial or addresses one type of confidentiality issue</td>
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<tr>
<td>Points</td>
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<td><strong>Part II: legal issues</strong></td>
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<tr>
<td><strong>Cover Sheet complete</strong></td>
<td>All elements present; self reflection is thoughtful and complete</td>
<td>X</td>
<td>Any element missing OR self-reflection is superficial</td>
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<tr>
<td>Points</td>
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<td>0</td>
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<tr>
<td><strong>Question 1. Identifies possible legal issues from analog case along with a supported plan of action</strong></td>
<td>Key legal issue is identified; plan of action is doable and supported</td>
<td>Minor problems with any key elements; lack of clarity</td>
<td>Any elements missing or incomplete</td>
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<td>Points</td>
<td>25</td>
<td>20</td>
<td>0</td>
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<tr>
<td><strong>Question 2. Identifies possible legal issue from analog case along with a supported plan of action</strong></td>
<td>Key legal issue is identified; plan of action is doable and supported</td>
<td>Minor problems with any key elements; lack of clarity</td>
<td>Any elements missing or incomplete</td>
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<tr>
<td>Points</td>
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CPSY 630 Rubric for Entry Project

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<td><strong>Cover Sheet</strong></td>
<td>All elements</td>
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<td>Any element</td>
</tr>
<tr>
<td>Points</td>
<td>Timeline&lt;br&gt;-Indicates what will be done and when&lt;br&gt;-is doable for someone entering the field&lt;br&gt;-Includes professional requirements</td>
<td>All elements present and well done</td>
<td>One element could use work</td>
</tr>
<tr>
<td>-------</td>
<td>--------------------------------</td>
<td>--------------------------------</td>
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</tr>
<tr>
<td>Points</td>
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<td>25</td>
<td>0</td>
</tr>
<tr>
<td>Letter to parents&lt;br&gt;-introduction to self&lt;br&gt;-introduction to new role&lt;br&gt;-provides contact information&lt;br&gt;-is parent friendly with no jargon</td>
<td>All elements present and well done; pleasing to user</td>
<td>One element could use work</td>
<td>More than one element could use work</td>
</tr>
<tr>
<td>Points</td>
<td>20</td>
<td>15</td>
<td>0</td>
</tr>
<tr>
<td>On-going parent contact developed&lt;br&gt;-method appropriate for school, age of students&lt;br&gt;-includes what will be presented&lt;br&gt;-is doable for situation</td>
<td>Clear, user friendly, provides useful information, is doable in role as school counselor</td>
<td>Any minor problems with one element</td>
<td>Any minor problems with two or more elements OR needs work to be doable</td>
</tr>
<tr>
<td>Points</td>
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CPSY 630 Rubric for Assessment or Counseling Tool Review

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<td>All elements present; self reflection is thoughtful and</td>
<td>X</td>
<td>Any element missing OR self-reflection is</td>
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<tr>
<td></td>
<td>complete</td>
<td>superficial</td>
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<td><strong>Practical Evaluation</strong></td>
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<td><strong>Basic information</strong></td>
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<td>ALL information provided</td>
<td>Any information missing</td>
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<td>- publisher</td>
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<tr>
<td>- cost</td>
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<tr>
<td><strong>Points</strong></td>
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<td><strong>Discussion of materials used</strong></td>
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<td>- description</td>
<td>All elements present; discussion thoughtful and insightful</td>
<td>Any element missing and/or superficial discussion</td>
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<td>- durability analysis</td>
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<td>- appeal to audience analysis</td>
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<td><strong>Points</strong></td>
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<td>12</td>
<td>0</td>
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<tr>
<td><strong>Discussion of test items OR Procedures</strong></td>
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</tr>
<tr>
<td>- description</td>
<td>All elements present; discussion thoughtful and insightful</td>
<td>Any element missing and/or superficial discussion</td>
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<tr>
<td>- ease of administration or delivering</td>
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<td></td>
</tr>
<tr>
<td>- ease of scoring or evaluation</td>
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<tr>
<td>- appropriateness of items or intervention</td>
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<tr>
<td><strong>Points</strong></td>
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<td>12</td>
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<td><strong>Technical Evaluation</strong></td>
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<td>Norms</td>
<td>All elements present; discussion thoughtful and insightful, includes critical analysis</td>
<td>Any element missing and/or superficial discussion</td>
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<td>Reliability</td>
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<td>Validity</td>
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<td>OR research findings</td>
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<td><strong>Journal Article</strong></td>
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<td>- summarized in own words</td>
<td>All elements present; discussion thoughtful and insightful, includes critical analysis</td>
<td>Any element missing and/or superficial discussion</td>
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<td>- reflective analysis of how article added to knowledge about assessment tool</td>
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<tr>
<td><strong>Points</strong></td>
<td>20</td>
<td>15</td>
<td>0</td>
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<td><strong>Professionalism</strong></td>
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<tr>
<td><strong>Use of APA style in references and citations</strong></td>
<td>APA style correct</td>
<td>Minor error</td>
<td>Needs to be redone</td>
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<td><strong>Points</strong></td>
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<td><strong>Written communication</strong></td>
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<td>Writing is free of the following:</td>
<td>Writing meets all criteria</td>
<td>Writing has more than two errors or any of the following:</td>
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<td>- spelling errors</td>
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<td>- incomplete sentences</td>
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<td>- grammatical errors</td>
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<td>- run-on sentences</td>
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<td>- incomplete sentences</td>
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<td>- homonym errors</td>
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<tr>
<td>- run-on sentences</td>
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<td>- homonym errors</td>
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<td></td>
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<tr>
<td>- tense agreement</td>
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<tr>
<td>Points</td>
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</tr>
<tr>
<td>--------</td>
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</tr>
<tr>
<td><strong>Presentation in Class—six slides total</strong>&lt;br&gt;Clear, concise, includes discussion of test or intervention use and population, norms, reliability, validity, OR research findings and an overall recommendation</td>
<td>Well presented, all components, well-articulated, within time limit</td>
<td>Could be more clear, concise, still within time limit</td>
<td>Not clear and/or components missing</td>
</tr>
</tbody>
</table>

**CPSY 630 Community Projects Rubric**

<table>
<thead>
<tr>
<th>Required elements</th>
<th>Proficient</th>
<th>Emerging proficiency</th>
<th>Does not meet requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cover sheet complete</strong></td>
<td>All elements present; self-reflection is thoughtful and complete</td>
<td>X</td>
<td>Any element missing OR self-reflection is superficial</td>
</tr>
<tr>
<td>Points</td>
<td>20</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td><strong>10 resources available</strong>&lt;br&gt;At least one for each category _health _mental health _food _shelter _after school _wild card</td>
<td>Every category represented with name, brief description and contact information present</td>
<td>Only nine resources; OR one key piece of information missing</td>
<td>Eight or fewer resources; or more than one key piece of information missing</td>
</tr>
<tr>
<td>Points</td>
<td>50</td>
<td>40</td>
<td>0</td>
</tr>
<tr>
<td><strong>Presentation of information is useable and attractive to potential consumers</strong></td>
<td>Presentation meets all elements, easy to update, useful for consumer</td>
<td>Presentation could be more useful, or easier to update</td>
<td>Presentation crowded, not eye-pleasing OR not user-friendly</td>
</tr>
<tr>
<td>Points</td>
<td>15</td>
<td>12</td>
<td>0</td>
</tr>
<tr>
<td><strong>Professionalism is seen through jargon free language and parent friendly point</strong></td>
<td>Clear, jargon free, appealing to parents; community</td>
<td>Some jargon or could be easier to understand, but generally useful</td>
<td>Jargon seen throughout, not clear to audience</td>
</tr>
</tbody>
</table>
Standard I. Learner-Centered Knowledge: The certified school counselor has a broad knowledge base. The certified school counselor must know and understand:

1. the history of counseling;
2. counseling and consultation theories and practices;
3. career development theories and practices;
4. environmental, social, and cultural factors that affect learners' development and the relevance of those factors to guidance and counseling programs;
5. legal and ethical standards, practices, and issues;
6. the roles and responsibilities of the counselor in a developmental guidance and counseling program that is responsive to all students; and
7. counseling-related research techniques and practices.

(Standard V. Learner-Centered Communications: The certified school counselor, an advocate for all students and the school, demonstrates effective professional and interpersonal communication skills. The certified school counselor must:

1. demonstrate effective communication through oral, written, and nonverbal expression;
2. use knowledge of group dynamics and productive group interaction;
3. develop and implement strategies for effective internal and external communications;
4. facilitate parent/guardian involvement in their children's education;
5. work effectively as a team member to promote positive change for individuals, groups, and the school community.

Standard VI. Learner-Centered Professional Development: The certified school counselor continues professional development, demonstrating a commitment to learn, to improve the profession, and to model professional ethics and personal integrity. The certified school counselor must:

1. use reflection, self-assessment, and interactions with colleagues to promote personal professional development;
2. use counseling-related research techniques and practices as well as technology and other resources to facilitate continued professional growth;
3. strive toward the highest level of professionalism by adhering to and modeling professional, ethical, and legal standards;
4. applies research-based practice to improve the school guidance and counseling program; and
5. continues professional development to improve the school guidance and counseling program.