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

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

2. Request submitted by (Department or Program Name):
   Accounting/Master of Science in Accounting
   ACCT 625 Professional Accounting Seminar

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

4. Catalog course description (not to exceed 50 words):
   Focuses on increasing understanding of the emerging issues facing professional accountants; provides opportunities to enhance skills necessary to succeed as professional accountants.

5. Prerequisite(s):
   Master of Science in Accounting Program students only
   Cross-listed with:
   Stacked with:

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

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

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

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

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

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

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

13. 
<table>
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   ACCT 625 Professional ACCT Seminar
   Approval recommended by:
   Department Head or Program Chair (Type Name & Sign) Date
   Department Head or Program Chair (Type Name & Sign) Date
   Submitted to Coordinating Board by:
   Associate Director, Curricular Services Date
   Effective Date

   Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
   Curricular Services – 07/14
ACCT 625
Master of Science in Accounting
Professional Accounting Seminar
Fall 2016

Instructor: Annie McGowan
Office: 487A Wehner Building
Office Phone: 979-845-2055
Email: AMcGowan@mays.tamu.edu
Class Time: Tuesday 4:00-5:15 p.m.
Class location: WCBA 105
Office hours: Tuesday 2:00-3:00 p.m.

Course Objective:

Focuses on increasing understanding of the emerging issues facing professional accountants; provides opportunities to enhance skills necessary to succeed as professional accountants.

Prerequisite:
- Enrollment in the Master of Science in Accounting Program at Mays Business School

Format:
Distinguished speakers have been invited to make weekly presentations to the class on a topic that impacts work in their respective fields. The seminar also provides opportunities for students to improve their professional skills by interacting with human resource and other business professionals—

Grading and Expectations:

- There are no examinations for this course. However, failure to comply with expectations listed below will result in a letter grade reduction.
- Class attendance is required. Your grade will be reduced by one letter grade for each unexcused absence. In the event you are unable to attend a class please email your official University excuse to Dr. McGowan. For additional information concerning University attendance policy visit http://student-rules.tamu.edu/rule07
- Grading scale = 90% A = 80% B = 70% C = 60% D = Below 60
- To ensure that your resume is included in the recruiting booklet, you should work with Career Services to complete and submit an electronic copy of your resume to me by 9/2/
- You must complete and on-line tutorial regarding plagiarism offered by the library. A certificate of completion is provided and must be submitted to the MS Accounting office by 9/23.
- You must actively participate in discussion/networking activities with professionals.
- You must conduct yourself at the highest professional level when interacting with professionals and faculty.

- You will fully prepare for all interaction with professionals by conducting research about each company in advance, participating in mock interviews and preparing a stellar resume.

ADA 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 979-845-1637. For additional information visit http://disability.tamu.edu.

Academic Integrity Statement

Aggie Honor Code

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

Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning and to follow the philosophy and rules of the Honor System. Ignorance of the rules does not exclude any member of the Texas A&M University community from the requirements or the processes of the Honor System. For additional information please visit http://aggiehonor.tamu.edu/

Mays Food & Beverage Policy

We have beautiful and state-of-the-art classrooms in the Wehner Building and Cox Hall. We want to maintain the high quality of these classrooms for the students in future years. Thus, it is necessary for you to adhere to the established policy of no beverages, food, tobacco products, or animals (unless approved) within the Wehner Building and Cox Hall classrooms. Your assistance is greatly appreciated.

Attendance Policy

See Texas A&M University Rule 7 at http://student-rules.tamu.edu/rule07
<table>
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<th>Presenter</th>
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<tr>
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<td>Strengths Assessment Workshop</td>
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<td>Session 2</td>
<td>Using your strengths</td>
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<td>Session 3</td>
<td>Selling your Strengths</td>
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<td>Resume</td>
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<td>Career Preparation</td>
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<td>Resume Building</td>
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<td>Personal Branding</td>
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<td>Networking- How to Work a room</td>
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<td>PPA/MSA and MSA</td>
<td>Tutorial</td>
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<td>Industry Night (Professional Dress)</td>
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<td>Banking Technology</td>
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<td>Director, Talent Acquisitions</td>
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<td>Session 11</td>
<td>Growing your Career</td>
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<td>Session 12</td>
<td>Special Topic</td>
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<td>Session 13</td>
<td>Emerging Issues In Accounting</td>
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<tr>
<td>Session 14</td>
<td>Feedback and Evaluation</td>
<td>Annie McGowan</td>
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Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

Form Instructions
1. Course request type: ☐ Undergraduate ☑ Graduate ☐ First Professional (PA, MD, JD, PharmD, DPA)
2. Request submitted by (Department or Program Name): Department of Entomology
3. Course prefix, number and complete title of course: EEBL 601. Physiological Ecology
4. Catalog course description (not to exceed 50 words): Examination of how physiological systems respond, over different timescales, to variation in physical and biological environments; understanding how the interaction of organism and environment determines characteristics relevant to ecology; understanding the affect of individual characteristics on population and interspecific dynamics.

5. Prerequisite(s):

Graduate classification

Cross-listed with: __________________________ Stacked with: __________________________

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

6. Is this a variable credit course? ☐ Yes ☑ No If yes, from ________ to ________
7. Is this a repeatable course? ☐ Yes ☑ No If yes, this course may be taken ________ times.

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

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

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

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

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

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

13. Prefix  Course #  Title (excluding punctuation)
    EEBL  601  Physiological Ecology

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Approval recommended by: [Signature] 4/13/15

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

[Signature] 4/10/15

Chair, College Review Committee Date

[Signature] 4/13/15

Dean of College Date

[Signature] 5-18-15

Chair, Grad or Under Date

Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services – 07/14
EEBX 601 Physiological Ecology

Day: TR  Location: TBD
Time: TBD (75 min.) Number of Credits: 01 Credit

Instructors:
(odd years) Dr. Spencer T. Behmer
Department of Entomology
Room 509, Heep Building
Phone: 979-845-3411 (office)
Email: s-behmer@tamu.edu
http://behmerlab.tamu.edu
Office hours: by appointment

(even years) Dr. Jason B. West
Dept. of Ecosystem Science & Management
Room 413, Animal Industries Bldg.
Phone: 979-845-3772
Email: jbwest@tamu.edu
http://goo.gl/fwhm3
Office hours: by appointment

E-mail will be the primary means of communication for the course. Check your email often and keep your mailbox below quota! Go to elearning.tamu.edu for course materials.

Course prerequisites: Graduate classification.

Course description: This first component of the Core Sequence in Ecology & Evolutionary Biology examines how physiological systems respond, over different timescales, to variation in physical and biological environments. This course has two primary goals: (1) to understand how the interaction of organism and environment determines characteristics that are relevant to ecology, and (2) to understand how these individual characteristics affect population and interspecific dynamics. Readings will be drawn from book chapters, contemporary reviews and the primary literature.

Course requirements:
- Attend all lectures. Absences for previously scheduled activities will only be excused if they are communicated well in advance. If you have not discussed an absence with the instructor ahead of time, it will be considered unexcused unless proper documentation is provided. See http://student-rules.tamu.edu/rule07.
- Read all required material (textbook chapters, reviews, and original papers).
- Participate actively in discussions.
- Early in the class, complete a homework assignment on searching and referencing scholarly articles.
- A short, take-home, open-book exam to be submitted the day after the last lecture; answer four questions clearly and concisely in about 20 min each. Late exams will be downgraded a letter grade for each day late.

Course goals: The goal of this course is to provide an introduction to the key issues central to the field of physiological ecology. Examples will be drawn from studies involving plants and animals, as well as the interactions between these organisms.

Grading: Letter grades will be assigned based as follows: participation related to in-class discussion: 20%; homework assignments: 20%; a short, take-home essay exam: 60%.

Grade scale: 90-100 A; 80-89 B; 70-79 C; 60-69 D; < 60 F
Americans with Disabilities Act (ADA): The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 845-1637. For additional information visit http://disability.tamu.edu.

Academic Integrity: For additional information please visit: http://aggiehonor.tamu.edu. Please pay close attention to guidelines on avoiding plagiarism:

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

SUGGESTED TEXTBOOK READINGS


LECTURES

1. Overview: Plant and Animal Physiology
2. Nutrition
3. Growth processes and Size
4. Temperature
5. Water
6. Effects of Global Change

Take-home essay exam due by email at 4 pm the day after lecture 6. One letter grade will be deducted for each day past the deadline!
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
* Submit original form and attach a course syllabus.

Form Instructions
1. Course request type:
   - [ ] Undergraduate
   - [x] Graduate
   - [ ] First Professional (DVM, MD, JD, Pharm D, DVM)
2. Request submitted by (Department or Program Name):
   Department of Entomology
3. Course prefix, number and complete title of course:
   EEBL 602. Population Ecology

4. Catalog course description (not to exceed 50 words):
   Fundamental concepts in population dynamics; focus on birth, death, immigration and emigration processes; how processes are affected by internal and internal factors and ways they affect population abundance.

5. Prerequisite(s): Graduate classification
   Cross-listed with: ____________________________
   Stacked with: ________________________________
   Cross-listed courses require the signature of both department heads.

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

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

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

9. How will this course be graded: [x] Grade  [ ] S/U  [ ] P/F (CL/ID)

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

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

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

13. Prefix  Course #  Title (excluding punctuation):

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Approval recommended by:

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

Chair, College Review Committee  Date

Dean of College  Date

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 – 07/14
EEBX 602 Population Ecology

Day: TR  
Time: TBD (75 min.)  
Location: TBD  
Number of Credits: 01 Credit

Instructors:  
(even years)  
Masami Fujiwara  
Wildlife and Fisheries Sciences  
Room 0012B, Nagle Hall  
Phone: 979- 845-9841  
Email: fujiwara@tamu.edu  
http://fujiwara.us  
Office hours: by appointment

E-mail will be the primary means of communication for the course. Check your email often and keep your mailbox below quota! Go to elearning.tamu.edu for course materials.

Course prerequisites: Graduate classification.

Course description: This second component of the Core Sequence in Ecology & Evolutionary Biology examines the fundamental concepts in population dynamics. The main focus of the course will be birth, death, immigration, and emigration processes, how these processes are affected by internal and external factors, and the ways they affect population abundance.

Course requirements:  
- Attend all lectures. Absences for previously scheduled activities will only be excused if they are communicated well in advance. If you have not discussed an absence with the instructor ahead of time, it will be considered unexcused unless proper documentation is provided. See http://student-rules.tamu.edu/rule07.  
- Read all required material.  
- Participate actively in discussions.  
- Complete the final take-home exam. Late exams will be downgraded a letter grade for each day late.

Course goals: The goal of this course is to provide the understanding of the fundamental concepts in population biology. By the end of this course, students are expected to be able to identify general causes of changes in birth, death, immigration, and death processes and to gain clear understanding of how these changes can affect the population abundance over time and space.

Grading: Letter grades will be assigned based as follows: active participation: 50%; short, take-home essay exam: 50%.

Grade scale: 90-100 A; 80-89 B; 70-79 C; 60-69 D; < 60 F
Americans with Disabilities Act (ADA): The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 845-1637. For additional information visit http://disability.tamu.edu.

Academic Integrity: For additional information please visit: http://aggiehonor.tamu.edu. Please pay close attention to guidelines on avoiding plagiarism: http://aggiehonor.tamu.edu/Descriptions/Plagiarism.aspx.

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REQUIRED TEXTBOOK

SUGGESTED READING

LECTURES
1. Fundamental theorem of population biology
2. Population structure: Age, size, and developmental stages
3. Temporal fluctuation: Environmental stochasticity, demographic stochasticity, and non-stochastic fluctuation
4. Density dependence: Compensation, over-compensation, and depensation
5. Spatial movement: Immigration, emigration, and invasion
6. Evolutionary population dynamics and evolutionary stable strategy

Take-home essay exam due by email at 4 pm the day after lecture 6. One letter grade will be deducted for each day past the deadline!
Texas A&M University  
Departmental Request for a New Course  
Undergraduate • Graduate • Professional  
Submit original form and attach a course syllabus.

Form Instructions

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

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

3. Course prefix, number and complete title of course:  
   EEBL 603. Community Ecology

4. Catalog course description (not to exceed 50 words):  
   Fundamental concepts in community ecology; conceptual development of the subdiscipline; spatial and temporal patterns of community structure; processes that determine community structure and dynamics; interface of population, community and ecosystem ecology; applications of community ecology for natural resource management, agriculture and health.

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

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

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

8. Will this course be repeated within the same semester?  
   - Yes  
   - No  
   (if applicable)

9. Will this course be submitted to the Core Curriculum Council?  
   - Yes  
   - No  
   (if applicable)

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

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

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

13. Prefix  
    Course #  
    Title (excluding punctuation)

    | Dept. | 603 | Community Ecology |
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    | 150   | 15  | 16               |
    | 0     | 0   | 6                |
    | 3     | 3   | 2                |
    | Level 6 |     |                   |

    Approval recommended by:  
    Department Head or Program Chair (Type Name & Sign)  
    Date: 4/15/15

    Chair, College Review Committee  
    Date: 4/15/15

    Department Head or Program Chair (Type Name & Sign)  
    (if cross-listed course)  
    Date: 4/15/15

    Dean of College  
    Date: 4/15/15

    Chair, GCC or UCC  
    Date: 5/15/15

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.  
Curricular Services — 07/14
EEBX 603 Community Ecology

Day: TR Location: TBD
Time: TBD (75 min.)

Instructors:

(odd years) Micky Eubanks
Department of Entomology
Room 115, Biological Control Facility (BCC)
Phone: 979-862-7847
Email: m-eubanks@tamu.edu
http://eubankslab.tamu.edu
Office hours: by appointment

(even years) Kirk Winemiller
Wildlife and Fisheries Sciences
Room 110D, Heep Labs
Phone: 979- 862-4020
Email: kwinemiller@tamu.edu
http://aquaticecology.tamu.edu/
Office hours: by appointment

E-mail will be the primary means of communication for the course. Check your email often.

Course prerequisites: Graduate classification.

Course description: This third component of the Core Sequence in Ecology & Evolutionary Biology examines the fundamental concepts in community ecology. The main focus of the course will be conceptual development of the subdiscipline; spatial and temporal patterns of community structure; processes that determine community structure and dynamics; the interface of population, community and ecosystem ecology; and applications of community ecology for natural resource management, agriculture, and health.

Course requirements:

- Attend all lectures. Absences for previously scheduled activities will only be excused if they are communicated well in advance. If you have not discussed an absence with the instructor ahead of time, it will be considered unexcused unless proper documentation is provided. See http://student-rules.tamu.edu/rule07.
- Read all required material.
- Participate actively in discussions.
- Complete the final take-home exam. Late exams will be downgraded a letter grade for each day late.

Course goals: The goal of this course is for students to achieve a basic understanding of fundamental concepts and analytical methods in community ecology. By the end of this course, students are expected to know the basic vocabulary, concepts, and classic literature of community ecology; and be able to collect community-level data, perform quantitative analyses, and interpret findings in the context of current theories.

Grading: Letter grades will be assigned based as follows: active participation: 50%; short, take-home essay exam: 50%.

Grade scale: 90-100 A; 80-89 B; 70-79 C; 60-69 D; < 60 F
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**REQUIRED TEXTBOOK**

There is no required textbook

**SUGGESTED READING**

The instructor will distribute reprinted articles for discussion. For additional information, students may consult the following textbooks that deal with community ecology: *Community Ecology* by Peter J. Morin; *Population Ecology* and *Community Ecology: Processes, Models, and Applications* edited by Herman A. Verhoef and Peter J. Morin; and *Community Ecology* by Gary G. Mittelbach.

**LECTURES**

1. Historical Biogeography and Macroecology: speciation, extinction, energy, productivity, biomass, environmental gradients, species distribution models, island biogeography
2. Species Interactions: competition, niche overlap, diffuse competition, niche complementarity, predation/parasitism, plant defenses, mutualism, commensalism, coevolutionary mosaic
3. Metacommunities and Assembly Rules: neutral model, patch dynamics, species sorting, mass effects, intermediate disturbance, functional traits, life history strategies, supply-side ecology
4. Food Webs and Other Network Perspectives: food web concepts, food web dynamics, top-down and bottom-up controls, food web subsidies, stability-diversity-complexity-productivity relationships, network models, regime shifts
5. The Challenge of Integrating Perspectives: spatial scales, temporal scales, natural vs. anthropogenic disturbances, life history variation and population regulation, alternative modeling perspectives (equilibrium, non-equilibrium, quasi-equilibrium), hierarchy and complexity
6. Applications of Community Ecology: integrated pest management, epidemiology, invasive species and biotic homogenization, extinction vortex, fisheries, habitat fragmentation, biotic indices

**Take-home essay exam** due by email at 4 pm the day after lecture 6. *One letter grade will be deducted for each day past the deadline!*
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
* Submit original form and attach a course syllabus.*

Form Instructions
1. Course request type: ☐ Undergraduate ☑ Graduate ☐ First Professional (D.D.S., M.D., J.D., Pharm.D., D.V.M.)
2. Request submitted by (Department or Program Name): Department of Entomology
3. Course prefix, number and complete title of course: EEBL 604. Ecosystem Ecology
4. Catalog course description (not to exceed 50 words):
Examination of the flow of materials, energy and information between ecosystems and the geographic structure in which ecosystems are embedded globally; integrative nature of spatial and temporal processes acting across ecosystem units.

5. Prerequisite(s): Graduate classification

Cross-listed with: ___________________________ Stacked with: ___________________________

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

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

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

13. Prefix: EEBL  Course # 604  Title (excluding punctuation): Ecosystem Ecology

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</tbody>
</table>

Approval recommended by:

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

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

Submitted to Coordinating Board by:

Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu
Curricular Services – 07/14
EEBX 604 Ecosystem Ecology

Day: TR  Location: TBD
Time: TBD (75 min.)  Number of Credits: 01 Credit

Instructors:
(even years)
Dr. Rusty A. Feagin
Department of Ecosystem Science & Mgmt.
221C Centeq
Phone: 979-862-2612
Email: feaginr@tamu.edu
http://ssl.tamu.edu/people/r-feagin
Office hours: by appointment

(odd years)
Dr. Brad Wilcox
Department of Ecosystem Science & Mgmt.
Room 207 Animal Industries
Phone: 979-458-1899
Email: bwilcox@tamu.edu
http://agrilife.org/wilcox/
Office hours: by appointment

E-mail will be the primary means of communication for the course. Go to ecampus.tamu.edu for course materials.

Course prerequisites: Graduate classification.

Course description: This final component of the fall semester portion of the Core Sequence in Ecology & Evolutionary Biology examines the flow of materials, energy, and information between ecosystems, and the geographic structure in which ecosystems are embedded globally. The major focus of the course will be the integrative nature of spatial and temporal processes acting across ecosystem units. Readings will be drawn from contemporary reviews and the primary literature.

Course requirements:

- Attend all lectures. Absences for previously scheduled activities will only be excused if they are communicated well in advance, and are a university-authorized excuse. If you have not discussed an absence with the instructor ahead of time, it will be considered unexcused unless proper documentation is provided. See the Graduate Student Handbook for more details on university-authorized excuses.
- Read all required material and participate actively in discussions. Each day, one or more students will be responsible for leading discussion on the day’s topic and should come prepared with pertinent points.
- A short, take-home, open-book exam to be submitted the day after the last lecture; answer four questions clearly and concisely in about 20 min each. Late exams will not be accepted.

Course goals: The goal of this course is to provide a sophisticated understanding of ecosystem flow and structure, from landscape to global scales.

Grading: Letter grades will be assigned based as follows: leading in-class discussion: 25%; active participation: 25%; short, take-home essay exam: 50%.

Grade scale: 90-100 A; 80-89 B; 70-79 C; 60-69 D; < 60 F
LECTURES AND REQUIRED READINGS

1. Biogeochemical Cycles: Water
   (Reading: Durack et al. 2012)
2. Biogeochemical Cycles: Carbon and Nitrogen
   (Reading: Trumper et al. 2009; Galloway et al. 2005)
3. Trophic Interactions
   (Reading: Estes et al. 2011)
4. Landscape Ecology
   (Reading: Forman 1995)
5. Macroeology and Biogeography
   (Reading: Rosenzweig 1995, Brown & Maurer 1989)
6. Global Ecology
   (Reading: Lovelock et al. 1973)

Take-home essay exam due by email at 4 pm the day after lecture 6.

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

Academic Integrity: For additional information please visit: http://aggiehonor.tamu.edu and http://aggiehonor.tamu.edu/Descriptions/Plagiarism.aspx.

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

Readings List:

Rosenzweig, M.L. Species diversity in space and time. Chapter 1. Cambridge U Press.
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

Form Instructions
1. Course request type:
   □ Undergraduate  ✓ Graduate  □ First Professional (DDS, MD, JD, PharmD, DVM)
2. Request submitted by (Department or Program Name):
   Department of Entomology
3. Course prefix, number and complete title of course:
   EEBL 605. Population and Quantitative Genetics
4. Catalog course description (not to exceed 50 words):
   Basic overview of the fields of population and quantitative genetics; fundamental concepts and their applications in the research of natural populations.

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

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

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

13. Prefix Course # Title (excluding punctuation)
   EEBL 605 Population & Quantitative Gene
   Lec Lab Other ST H CIH and Fund Code Admin Unit Acad Year ECR Code
   1.00 1.00 2613100002 1050 15 - 16 0 0 3 6 3 2

Approval recommended by: 4/3/15
   Department Head or Program Chair (Type Name & Sign) Date

Chair, College Review Committee 4/1/15
   Date

Dean of College 4/1/15
   Date

Chair, Graduate Council 5-18-15
   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 – 07/14
EEBX 605 Population and Quantitative Genetics

Day: TR  
Time: TBD (75 min.)

Location: TBD

Number of Credits: 01 Credit

Instructors:
Dr. Michel Slotman  
Dept of Entomology
Heep Center 413
Phone: 979 845 7556
Email: maslotman@tamu.edu
Office hours: by appointment

Dr. James Cai
Dept of Veterinary Integrative Biosciences
VRB 384
Phone: 458 5482
Email: jcai@tamu.edu
Office hours: by appointment

E-mail will be the primary means of communication for the course. Check your email often and keep your mailbox below quota! Go to elearning.tamu.edu for course materials.

Course prerequisites: Graduate classification.

Course description: This component of the Core Sequence in Ecology & Evolutionary Biology will provide a basic overview of the fields of population and quantitative genetics. The focus will be on fundamental concepts and their applications in the research of natural populations.

Course requirements:

- Attend all lectures. Absences for previously scheduled activities will only be excused if they are communicated well in advance. If you have not discussed an absence with the instructor ahead of time, it will be considered unexcused unless proper documentation is provided. See http://student-rules.tamu.edu/rule07.
- Read all required material (original papers, review papers, and textbook chapters).
- A take-home, open-book exam

Grading: Letter grades will be assigned based as follows: leading in-class discussion: 25%; active participation: 25%; short, take-home essay exam: 50%.
Grade scale: 90-100 A; 80-89 B; 70-79 C; 60-69 D; < 60 F

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

Academic Integrity: For additional information please visit: http://aggiehonor.tamu.edu. Please pay close attention to guidelines on avoiding plagiarism:

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


REQUIRED READINGS

Several research articles will be part of the required reading of this course. These articles will illustrate the application of current, widely used methodologies in the field of population and quantitative genetics. Readings remain to be determined.

LECTURES

1. Genetic Variation
2. The Causes of Evolution 1
3. The Causes of Evolution 2
4. Molecular Population Genetics 1
5. Molecular Population Genetics 2
6. Genetic Architecture of Complex Traits
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

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

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

3. Course prefix, number and complete title of course: EEBL 606. Phylogenetics and Comparative Biology

4. Catalog course description (not to exceed 50 words):
   Examination of phylogenetics and comparative biology.

5. Prerequisite(s):

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

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

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

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

   P/F (CLMD)

9. How will this course be graded? ☑ Grade  ☐ S/U  ☐ P/F

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

       PhD in Ecology and Evolutionary Biology

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

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

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

11. Approval recommended by:

12. Chair, College Review Committee

13. Chair, Graduate Committee

14. Dean of College

15. Chair, GC or UCC

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
Curricular Services – 07/14
EEBX 606 Phylogenetics and Comparative Biology

Day: TR  
Time: TBD (75 min.)  
Location: TBD  
Number of Credits: 01 Credit

Instructors:

Dr. Thomas Olszewski  
Department of Geology and Geophysics  
Room 263, Halbouty Bldg.  
Phone: 979-845-2465  
Email: olszewski@geos.tamu.edu  
http://geoweb.tamu.edu/profile/TOlszewski  
Office hours: by appointment

Dr. Mariana Mateos  
Department of Wildlife and Fisheries Sciences  
Room 320B, Heep Laboratory Bldg. (Old Heep)  
Phone: 979-847-9463  
Email: mmateos@tamu.edu  
http://people.tamu.edu/~mmateos  
Office hours: by appointment

E-mail will be the primary means of communication for the course. Check your email often and keep your mailbox below quota! Go to elearning.tamu.edu for course materials.

Course prerequisites: Graduate classification.

Course description: This sixth component of the Core Sequence in Ecology & Evolutionary Biology examines Phylogenetics and Comparative Biology. Readings will be drawn from contemporary reviews and the primary literature.

Course requirements:

- Attend all lectures. Absences for previously scheduled activities will only be excused if they are communicated well in advance. If you have not discussed an absence with the instructor ahead of time, it will be considered unexcused unless proper documentation is provided. See http://student-rules.tamu.edu/.rule07.
- Read all required material (original papers, review papers, and textbook chapters).
- Participate actively in discussions. Each day, one or more students will be responsible for leading discussion on the day's topic and should come prepared with pertinent points.
- A short, take-home, open-book exam to be submitted the day after the last lecture; answer four questions clearly and concisely in about 20 min each. Late exams will be downgraded a letter grade for each day late.

Course goals: One of the major implications of evolution is that all living organisms are the cumulative product of variation and selection – i.e., life in the present day (and at any time in the history of Earth) is the result of evolutionary processes acting on what was available at earlier times. There are two main sources of information on this cumulative history of life: phylogenies (derived from the organisms themselves) and fossils (derived from the remains of ancient organisms). The goal of this course is to introduce students to the fundamental concepts that allow evolutionary biologists to pose and test evolutionary hypotheses and to use evolutionary and historical relationships to understand life in the present day.
Grading: Letter grades will be assigned based as follows: leading in-class discussion: 25%; active participation: 25%; short, take-home essay exam: 50%.

Grade scale: 90-100 A; 80-89 B; 70-79 C; 60-69 D; < 60 F

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

Academic Integrity: For additional information please visit: http://aggiehonor.tamu.edu. Please pay close attention to guidelines on avoiding plagiarism: http://aggiehonor.tamu.edu/Descriptions/Plagiarism.aspx.

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

REQUIRED TEXTBOOK
No required text. Required papers and chapters will be made available through eCampus.

SUGGESTED READINGS


LECTURES
1. Homology: the Central Concept in Comparative Biology
2. The Origin of Animals and the Radiation of Animal Phyla: Fossil Homologies and Stem Groups
3. Interpreting and Inferring Phylogenies
4. Microbes and the Three Domains of Life: Making Use of Phylogenies to Understand Metabolic Evolution
5. The Comparative Method
6. The Quaternary: Using the Comparative Method to Understand How Present-Day Organisms Reflect the World Their Ancestors Lived In

Take-home essay exam due by email at 4 pm the day after lecture 6. One letter grade will be deducted for each day past the deadline!
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

Form Instructions
1. Course request type: □ Undergraduate   ✓ Graduate   □ First Professional (DDS, MD, JD, PharmD, DVM)
2. Request submitted by (Department or Program Name): Department of Entomology
3. Course prefix, number and complete title of course: EEBL 607. Evolutionary Genomics
4. Catalog course description (not to exceed 50 words):
New techniques for generating large amounts of genetic data, including thousands of single-nucleotide polymorphisms and whole-genome sequence data; transforming the study of evolutionary biology and the interpretation of evolutionary phenomena; includes population genetics, adaptation, phylogenomics and speciation.

5. Prerequisite(s):

Graduate classification

Cross-listed with: ____________________________

Stacked with: ____________________________

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

6. Is this a variable credit course? □ Yes   ✓ No

If yes, from _______ to _______.

7. Is this a repeatable course? □ Yes   ✓ No

If yes, this course may be taken _______ times.

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

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

9. Will this course be graded: ✓ Grade   □ S/U   □ P/F (CLAD)

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

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

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

12. Prefix   Course #   Title (excluding punctuation)

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Approval recommended by:

[Signature]

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

Chair, College Review Committee Date

Dean of College Date

Chair, OC or UCC Date

Submitted to Coordinating Board by:

[Signature]

Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services — 07/14
EEBX 607 Evolutionary Genomics

Day: TR  
Time: TBD (75 min.)  
Location: TBD  
Number of Credits: 01 Credit

Instructors:
Dr. Adam Jones  
Department of Biology  
Room 118C, BSBE  
Phone: 979-845-7774  
Email: ajones@bio.tamu.edu  
Office hours: by appointment  

Dr. Bill Murphy  
Dept. of Veterinary Integrative Biosciences  
Room 103, VMRB Bldg.  
Phone: 979-458-0906  
Email: wmurphy@cvm.tamu.edu  
Office hours: by appointment

E-mail will be the primary means of communication for the course. Check your email often and keep your mailbox below quota! Go to elearning.tamu.edu for course materials.

Course prerequisites: Graduate classification.

Course description: This seventh component of the Core Sequence in Ecology & Evolutionary Biology examines the field of evolutionary genomics. The students will be exposed to new techniques for generating large amounts of genetic data, including thousands of single-nucleotide polymorphisms and whole-genome sequence data. The course will then discuss how whole-genome data can transform the study of evolutionary biology and the interpretation of evolutionary phenomena. Main areas of focus include population genomics, the study of adaptation, phylogenomics and speciation.

Course requirements:
- Attend all lectures. Absences for previously scheduled activities will only be excused if they are communicated well in advance. If you have not discussed an absence with the instructor ahead of time, it will be considered unexcused unless proper documentation is provided. See http://student-rules.tamu.edu/rule07.
- Read all required material.
- Participate actively in discussions.
- A take-home exam to be submitted by email the day after the last lecture. Late exams will be downgraded a letter grade for each day late.

Course goals: The goal of this course is to provide an understanding of the application of next-generation sequencing approaches to the study of evolutionary phenomena. The students will be expected to understand the molecular techniques involved, the statistical issues associated with these large datasets, and the implications of these datasets with respect to the evolutionary process.

Grading: Letter grades will be assigned based as follows: active participation: 50%; take-home essay exam: 50%.

Grade scale: 90-100 A; 80-89 B; 70-79 C; 60-69 D; < 60 F
**Americans with Disabilities Act (ADA):** The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 845-1637. For additional information visit http://disability.tamu.edu.

**Academic Integrity:** For additional information please visit: http://aggiehonor.tamu.edu. Please pay close attention to guidelines on avoiding plagiarism: http://aggiehonor.tamu.edu/Descriptions/Plagiarism.aspx.

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

**REQUIRED READINGS**

Required readings will originate from the primary literature and will be assigned by email or during class.

**LECTURES**

1. Comparative genomics and methods.
4. Phylogenomics.
5. Genome structure and evolution.

**Take-home essay exam** due by email at 4 pm the day after lecture 6. *One letter grade will be deducted for each day past the deadline!*
Texas A&M University  
Departmental Request for a New Course  
Undergraduate □ Graduate □ Professional  
□ Submit original form and attach a course syllabus.  

**Form Instructions:**  
1. Course request type:  
   - □ Undergraduate  
   - □ Graduate  
   - □ First Professional (DDS, MD, JD, PharmD, DVM)  
2. Request submitted by (Department or Program Name):  
   Department of Entomology  
3. Course prefix, number and complete title of course:  
   EEBL 608. Integrative Animal Behavior  
4. Catalog course description (not to exceed 50 words):  
   Examination of the contributions of behavior to survival and reproduction; the interaction of evolutionary history and ecological circumstance to shape the expression of behavior; integrative nature of behavior; interaction of evolutionary processes, mechanistic constraints and ecological demands involved in selecting for a set of behavioral strategies.  

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

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

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

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

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

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

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

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

13. **Prefix**  
   - **Course #**  
   - **Title (excluding punctuation)**  
   - EE  
   - 608  
   - Integrative Animal Behavior  

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

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

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.  
Curricular Services – 07/14
EEBX 608 Integrative Animal Behavior

Day: TR
Time: TBD (75 min.)
Number of Credits: 01 Credit

Instructors:
(odd years)
Prof. Gil Rosenthal
Department of Biology
Room 203A, Butler Hall
Phone: 979-255-6119 (cell)
Email: grosenthal@bio.tamu.edu
http://swordtail.tamu.edu
Office hours: by appointment

(even years)
Prof. Gregory Sword
Department of Entomology
Room 114C, Entomology Research Lab
Phone: 979- 862-1702
Email: gasword@tamu.edu
http://swordlab.tamu.edu
Office hours: by appointment

E-mail will be the primary means of communication for the course. Check your email often and keep your mailbox below quota! Go to elearning.tamu.edu for course materials.

Course prerequisites: Graduate classification.

Course description: This final component of the Core Sequence in Ecology & Evolutionary Biology examines how behavior contributes to survival and reproduction, and in turn how evolutionary history and ecological circumstance interact to shape the expression of behavior. The major focus of the course will be the integrative nature of behavior: the interaction of evolutionary processes, mechanistic constraints, and ecological demands involved in selecting for a set of behavioral strategies.

Course requirements:
• Attend all lectures. Absences for previously scheduled activities will only be excused if they are communicated well in advance. If you have not discussed an absence with the instructor ahead of time, it will be considered unexcused unless proper documentation is provided. See http://student-rules.tamu.edu/rule07.
• Read all required material (original papers, review papers, and textbook chapters).
• Participate actively in discussions. Each day, one or more students will be responsible for leading discussion on the day’s topic and should come prepared with pertinent points.
• Complete two problem sets featuring short, quantitative questions related to the course material. A short, take-home, open-book exam to be submitted the day after the last lecture; answer four questions clearly and concisely in about 20 min each. Late exams will be downgraded a letter grade for each day late.

Course goals: The goal of this course is to provide a sophisticated understanding of animal behavior from both mechanistic and evolutionary perspectives, and more generally to encourage thinking about ecology and evolutionary biology as a conceptually unified discipline.

Grading: Letter grades will be assigned based as follows: leading in-class discussion: 25%; active participation: 15%; problem sets: 15% each; short, take-home essay exam: 30%.

Grade scale: 90-100 A; 80-89 B; 70-79 C; 60-69 D; < 60 F
Americans with Disabilities Act (ADA): The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 845-1637. For additional information visit http://disability.tamu.edu.

Academic Integrity: For additional information please visit: http://aggiehonor.tamu.edu. Please pay close attention to guidelines on avoiding plagiarism: http://aggiehonor.tamu.edu/Descriptions/Plagiarism.aspx.

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

REQUIRED TEXTBOOK

SUGGESTED READINGS

LECTURES
2. Foraging and cognitive ecology. Readings: W&F chapters 8, 9, 11-13

Take-home essay exam due by email at 4 pm the day after lecture 6. One letter grade will be deducted for each day past the deadline!
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.*

Form Instructions:
1. Course request type: □ Undergraduate ☑ Graduate □ First Professional (MD, JD, PharmD, DVM)
2. Request submitted by (Department or Program Name): Department of Entomology
3. Course prefix, number and complete title of course: EEBL 610. First Year Graduate Seminar

4. Catalog course description (not to exceed 50 words):
Attendance and active participation in the weekly dinnertime conversation on PhD and career planning with ecology and evolutionary biology core faculty and others; faculty and colleagues provide feedback on applications for fellowship support.

---

5. Prerequisite(s):

Graduate classification

Cross-listed with:

Stacked with:

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

6. Is this a variable credit course? □ Yes ☑ No If yes, from _____ to _____
7. Is this a repeatable course? □ Yes ☑ No If yes, this course may be taken _____ times.
8. Will this course be repeated within the same semester? □ Yes ☑ No
9. Will this course be submitted to the Core Curriculum Council? □ Yes ☑ No
10. How will this course be graded? ☑ Grade □ S/U □ P/F (CLMD)

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

---

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

13. Prefix □ Course # □ Title (excluding punctuation)
   EEBL 610 First Year Graduate Seminar

<table>
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<th>Lect</th>
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Approval recommended by:

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

Chair, College Review Committee Date

Dean of College Date

Chair, GC & UCC Date

Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services – 07/14
EEBX 610. First-year graduate seminar

Day: W Location: TBD
Time: 6:30 pm (60 min.) Number of Credits: 01 Credit

Instructors:
(odd years)
Dr. Sarah Hamer
Department of Veterinary Integrative Biosciences
Phone: 979-847-5693
Email: shamer@cvm.tamu.edu
http://vetmed.tamu.edu/faculty/hamer-lab
Office hours: by appointment

(even years)
Dr. Jessica Light
Department of Wildlife & Fisheries Science
210 Nagle Hall
Phone: 979-458-4357
Email: jlight2@tamu.edu
http://people.tamu.edu/~jlight2/People.html
Office hours: by appointment

E-mail will be the primary means of communication for the course. Check your email often and keep your mailbox below quota! Go to elearning.tamu.edu for course materials.

Course prerequisites: Graduate classification.

Course description: Students attend and actively participate in a weekly dinnertime conversation on doing a PhD and career planning with EEB core faculty and others. EEB faculty and colleagues provide feedback on applications for fellowship support (e.g. NSG-GRFP).

Course requirements:
- Attend all sessions. Absences for previously scheduled activities will only be excused if they are communicated well in advance. If you have not discussed an absence with instructor ahead of time, it will be considered unexcused unless proper documentation is provided. See http://student-rules.tamu.edu/rule07.
- Participate actively in discussions among students and discussion leaders.
- Prepare an NSF-GRFP, EPA-STAR or comparable proposal for critique by your faculty sponsor and other colleagues.

Course goals: The goal of this course is to familiarize students with procedures and expectations for graduate school and with the opportunities available to them for research, education, and collegial interactions at TAMU; to foster collegial interaction among EEB students and faculty campus-wide; and to advise and inform students on career options, career strategies, and funding opportunities. This course will also facilitate and require preparation of competitive extramural fellowship applications like NSF-GRFPs.

Grading: Pass/fail based on attendance and proposal submission. Three or more unexcused absences or failure to submit a timely proposal to faculty sponsor will be grounds for failure.

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

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

**Weekly schedule**

<table>
<thead>
<tr>
<th>Part 1: Welcome to Aggieland</th>
<th>Part 2: Navigating graduate school</th>
<th>Part 3: Career options and career planning</th>
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<tbody>
<tr>
<td>Lecture 1 Behmer/Rosenthal</td>
<td>Welcome to grad school; living and working in Aggieland</td>
<td>Lecture 11 Raymond</td>
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<tr>
<td>Lecture 2 EEBISO president</td>
<td>EEB student organization; panel discussion with grads</td>
<td>Lecture 12 Peterson</td>
</tr>
<tr>
<td>Lecture 3 Moore</td>
<td>Summer field course opportunities</td>
<td>Lecture 13 Fitzgerald</td>
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<tr>
<td>Lecture 4 Armitage</td>
<td>TAMU@Galveston and exchange opportunities</td>
<td>Lecture 14 Campbell</td>
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<tr>
<td>Lecture 5 University staff</td>
<td>Library resources and University Writing Center</td>
<td>Lecture 6 Slotman</td>
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<tr>
<td>Lecture 7 Light</td>
<td>Plagiarism; work-life balance</td>
<td>Lecture 8 Medina</td>
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<tr>
<td>Lecture 9 Conway</td>
<td>Collections-based research</td>
<td>Lecture 10 Wicksten</td>
</tr>
</tbody>
</table>

**Note:** The table above outlines the topics covered in each lecture. Each lecture is crucial for understanding the different aspects of graduate school and career planning.
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

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

2. Request submitted by (Department or Program Name):  
   Department of Entomology
   EEBL 612 Open Source for Open Science Bootcamp

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

4. Catalog course description (not to exceed 50 words):  
   Exposure to command line programming in R; principles of data import, vetting, processing, analysis, graphing, and product export; bootcamp precedes Fall semesters over a three-day period.

5. Prerequisite(s):
   Graduate classification or approval by instructor.
   Cross-listed with:  
   Stacked with:  
   Cross-listed courses require the signature of both department heads.

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

7. Is this a repeatable course?  
   - [ ] Yes  
   - [x] No  
   If yes, this course may be taken _____ times.

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

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

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

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

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

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

13. Prefix  
    Course #  
    Title (excluding punctuation)  

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</table>

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

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

Submitted to Coordinating Board by:  

Associate Director, Curricular Services

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

Curricular Services – 07/14
Open Source for Open Science Bootcamp
1 Credit Hour – EEBL 612 – Fall 2015 – meeting dates 21-23 August – time and location TBA

Instructor:
A. Michelle Lawing, Department of Ecosystem Science and Management
Office: 223 Centeq
Office Phone: 979-845-2748
Office hours: by appointment only
Email: alawing@tamu.edu
Website: people.tamu.edu/~alawing

Teaching Assistant:
Nicole Angeli, Department of Wildlife and Fisheries Sciences
Office hours: by appointment only
Email: nangeli@tamu.edu
Website: people.tamu.edu/~nangeli

Course description and Prerequisites:
Exposure to command line programming in R; principles of data import, vetting, processing, analysis, graphing, and product export; bootcamp precedes Fall semesters over a three-day period. Prerequisites:
Graduate classification or approval by instructor.

Learning Outcomes:
Students will leave this course with the ability to utilize the R Statistical Programming Language for their research and course work computing needs. They will also gain the knowledge of where to find critical R resources for further in depth learning in R.

Grading (A: 90-100%, B: 80-89%, C: 70-79%, D: 60-69%, F: <60%):
R script and product portfolio from assigned bootcamp tutorials 75%
Attendance 25%

Required Material:
Selected material will be made available on course website
Personal laptop with TAMU wifi connection
Download R and RStudio (http://www.r-project.org and http://www.rstudio.com)

Tentative Schedule:
1. R history, R Language, and R features
2. Getting data in
3. Manipulating data
4. Cleaning data
5. Basic analytics
6. Intro to programing principles
7. Visualizations
8. Writing functions
9. Useful packages
10. Exporting data
11. Sharing your work
12. Coding style guide
13. Optimization in R
14. Mixed effect models
15. Data mining
16. Git and Github

Attendance Policy:
Attendance is required. If a student must miss a class due to a university excused absence, then the student will be allowed to make up the work. The student must discuss this excused absence
with the instructor and determine a make-up plan. Refer also to student rule 7: http://student-rules.tamu.edu/rule07.

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

Honor Code:
“An Aggie does not lie, cheat or steal, or tolerate those who do.” (www.tamu.edu/aggiehonor)
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

Form Instructions

1. Course request type:
   ☑ Graduate

2. Request submitted by (Department or Program Name):
   Department of Entomology
   EEBL 681. Seminar

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

4. Catalog course description (not to exceed 50 words):
   Attendance and active participation in the weekly ecology and evolutionary biology colloquium featuring guest speakers invited by students and faculty.

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

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

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

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

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

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

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

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

13. Prefix  Course #  Title (excluding punctuation)

   EEBL  681  Seminar

   Lect. Lab Other St.H CIP and Fund Code Admin Unit Acad Year TRC Code
   1.00  1.00  2613100002 1050 15 - 16 0 0 3 6 3 2

   Approval recommended by:
   Department Head or Program Chair (Type Name & Sign) Date
   Chair, College Review Committee 4/10/15
   Department Head or Program Chair (Type Name & Sign) Date
   Dean of College 4/10/15
   (if cross-listed course)
   Submitted to Coordinating Board by:
   Chair, GC or UCC 5-18-15

   Date Effective Date

   Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
EEBX 681. Colloquium

Day: W  
Time: 4 pm (60 min.)  
Location: TBD  
Number of Credits: 01 Credit

Instructor:
Dr. Raul Medina  
Assistant Professor
Department of Entomology
Phone: 979-845-8304
Email: rfmedina@tamu.edu

E-mail will be the primary means of communication for the course. Check your email often and keep your mailbox below quota! Go to elearning.tamu.edu for course materials.

Course prerequisites: Graduate classification.

Course description: Students attend and actively participate in the weekly EEB colloquium, featuring guest speakers invited by students and faculty.

Course requirements:
- Attend all lectures. Absences for previously scheduled activities will only be excused if they are communicated well in advance. If you have not discussed an absence with instructor ahead of time, it will be considered unexcused unless proper documentation is provided. See http://student-rules.tamu.edu/rule07.
- Familiarize yourself with the speaker’s recent papers in advance of the seminar.
- Ask pertinent questions.

Course goals: The goal of this course is to keep students current with contemporary research in EEB being conducted regionally, nationally, and internationally, and to enhance professionalization via collegial interactions with colleagues at other institutions.

Grading: Pass/fail based on attendance. Three or more unexcused absences will be grounds for failure.

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

Academic integrity: For additional information please visit: http://aggiehonor.tamu.edu. Please pay close attention to guidelines on avoiding plagiarism:

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

Lecture schedule to be determined by the start of each semester.
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
* Submit original form and attach a course syllabus. *

Form Instructions
1. Course request type: [ ] Undergraduate [ ] Graduate [ ] First Professional (DEE, MD, JD, PharmD, DVM)
2. Request submitted by (Department or Program Name): George Bush School of Government and Public Service
3. Course prefix, number and complete title of course: INTA 637 Field Research Methods
4. Catalog course description (not to exceed 50 words):
   Course provides an overview of the major field research methods including field experiments, behavioral games, and household surveys

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

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

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

13. Prefix Course # Title (excluding punctuation)
   INTA 637 Field Research Methods
   | Lect. | Lab | Other | SCH | CIP and Fund Code | Admin. Unit | Acad. Year | HTC Code |
   | 3.00 | 0.00 | 0.00 | 3.00 | 4501020001 | 1364 | 15-16 | 0-0-3-6-3-2 |
   Approval recommended by:
   F. Gregory Gause, III
   Department Head or Program Chair (Type Name & Sign) Date
   Leonard Bright
   Chair, College Review Committee Date
   Department Head or Program Chair (Type Name & Sign) Date
   Dean of College Date
   Submitted to Coordinating Board by:
   Associate Director, Curricular Services Date
   Curricular Services – 07/14

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
INTA 637
Field Research Methods

Bush School of Government & Public Service
Texas A&M University
Fall 2015
Tuesday 1:30-4:20

Dr. Jessica Gottlieb
Email: jgottlieb@tamu.edu
Office location: Allen 1037
Phone: (979) 458-8018
Office hours:

Course description and prerequisites

Field research, or the collection and analysis of primary data, is a key research strategy in development because of the dearth of existing data in poor countries. Further, donors and multilateral organizations that engage in development programs and policy are more interested than ever in learning what works in development, which requires new data collection and rigorous research design. This course provides an overview of the major field research methods including field experiments, behavioral games, and household surveys. Students will be exposed to how these methods are used in state-of-the-art political science and economic research to develop and test theory. In addition, students will learn how to employ these research methods in the field.

Course objectives

- Introduce students to key research methods used in field research, namely, field experiments, behavioral games, and household surveys.
- Give students skills to evaluate the merit of using these methods in academic research, policy and program evaluation.
- Provide examples of these methods in cutting-edge academic research so students can apply their new knowledge of methodology to answering questions about political and economic phenomena.
- Prepare students to employ these methods in the field by providing hands-on tools such as fielding an online survey and participating in game-theoretic simulations.

Required Texts


Assignments and grading

In-class presentation (10%): Each student will make a 15-minute presentation (individually or in pairs depending upon the size of the class) on one of the readings marked with an (*). These readings are more technical in nature and the student’s role will be to study the methods used in the paper and present them in a clear and digestible manner to the rest of the class. The presentation should cover the paper’s research question, argument, evidence, methodology and findings. A short discussion of the merits and demerits of the paper should also be included.

Research proposal (90%): This assignment is comprised of smaller assignments that students will complete throughout the semester. The final presentation and report will be a synthesis of pieces already completed. Students will be asked to discuss elements of their research proposal in class. The grade for each assignment will reflect both the written memo and participation.

Research question and case selection (15%): Students will identify a question that can only be answered through field research (as opposed to using existing data). Creativity matters here, so students are encouraged to tackle challenging questions. In Week 3, students will turn in a 3-page memo that proposes the research question, motivates why it is interesting and important, and identifies cases that will be used to answer the question. Students should defend their selection of the case or cases.

Survey and memo (25%): Students will design a short (~10-question survey) intended to gather preliminary data on their research question. In Week 4, students will field the survey via Qualtrics. In Week 6, along with the questionnaire, students will turn in a 3-page memo that 1) analyzes results from the preliminary survey, 2) discusses sources of bias, 3) how they might revise questions to address them, 4) identifies the sample population to which the survey should ideally be administered, and 5) explains how that sample was chosen.

Field research design (25%): Students will propose a field research design that rigorously addresses their research question. The design must consist of a field experiment, a lab-in-the-field experiment or behavioral game, or another creative design strategy with permission from the instructor. In Week 11, students will turn in a 5-page memo that outlines the design itself, explains how the measurement instruments overcome biases, and substantiates how the design permits causal inference.

Final presentation (25%): Students will prepare a 30-minute final presentation that outlines the research proposal they have worked on throughout the semester and includes modifications that address concerns raised by the instructor and classmates. Using a PowerPoint presentation and accompanying report (to be turned in at the end of the semester), the presentation and report should 1) motivate the research question, 2) explain and justify the selection of cases, 3) describe the field research that will generate new evidence on the question, and 4) explain how the research design addresses issues of causal inference and measurement bias. A brief Q&A will follow in which the presenter must answer questions of colleagues and the instructor.

The following standards will be used when grading assignments:
90%-100% A Extraordinary, excellent work and mastery of concept
Course topics and readings

**Week 1.**  **Introduction: Why we should care about rigorous research design**


**Week 2.**  **Research design: Case selection and counterfactuals**


**Week 3.**  **Survey methods I: Sampling**


80%-89%  B  Good work and solid command of concept
70%-79%  C  Adequate work and sufficient understanding of concept
60%-69%  D  Poor work, little understanding of concept
0%-59%  F  Lack of work, no understanding of concept


**Assignment:** Research question and case selection due in class.

**Week 4.**  *Survey methods II: Biases and question design*


**Assignment:** Field survey via Qualtrics.

**Week 5.**  *Survey experiments and other creative measurement strategies*


**Week 6.**  *Qualitative methods: Interviews and focus groups*


**Week 7.** Behavioral games


**Assignment:** Revised survey questionnaire and memo due in class.

**Week 8.** Lab-in-the-field experiments


**Week 9.** Field experiments I: Intro to randomized control trials


For more examples, see the 2012 “Special Issue: Impact Evaluation in Africa” of the *Journal of African Economies* 21(5).

**Week 10. Field experiments II: Power calculations and blocking**

Duflo et al book.

**Week 11. Debates in program evaluation**


**Assignment:** Field research design due in class.

**Week 12. Ethics in field research**


—

6
Gwyneth McClendon’s new work.

**Week 13. Taking it to the field: Training, data collection and processing**

Instructor will provide handouts to read and websites to visit in advance of this week on:
- Enumerator training manuals
- Sample protocols
- Technology and software used for data collection, entry and processing

**Week 14. Final student presentations of research proposals**

***

**Americans with Disabilities Act (ADA)**

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

**Academic Integrity**

The Bush School is committed to the development of principled leaders for public service. The commitment to “principled leadership” is a further elaboration of the Texas A&M student honor code that states: **“An Aggie will not lie, cheat, or steal nor tolerate those who do.”** Students who engage in plagiarism or other forms of academic dishonesty will be referred to the Aggie Honors Council. These same penalties apply to submission of the same material for a grade in more than one course.

You are committing plagiarism if you copy the work of another person and turn it in as your own, even if you have the permission of that person. **The source of the material does not matter – a book, an article, material off the web, another student’s paper – all constitute plagiarism unless the source of the work is fully identified and credited.** It is important when using a phrase, a distinct idea, concept, a sentence, or sentences from another source to credit explicitly that source either in the text, a footnote, or endnote. Plagiarism is a violation of academic and personal integrity, and carries extremely serious consequences. Further information can be found at http://www.tamu.edu/aggiehonor/acadmisconduct.htm.

NB: The professor reserves the right to modify the syllabus. Students will be given enough advance notice to meet any revised expectations.
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
Submit original form and attach a course syllabus.

Form Instructions

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

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

3. Course prefix, number and complete title of course:
   INTA 671 The Political Economy of the Middle East

4. Catalog course description (not to exceed 50 words):
   Surveys the main themes in political economy of the modern Middle East and North Africa (MENA); examining the economic structures, institutions, and policy challenges to countries in the region

5. Prerequisite(s):
   n/a

6. Cross-listed with:
   n/a

7. Stacked with:
   n/a

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

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

9. If yes, from _______ to _______.

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

11. If yes, this course may be taken _______ times.

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

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

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

15. 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)

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

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

18. Prefix  | Course #  | Title (excluding punctuation)
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INTA | 671 | Pol Econ of Middle East

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Approval recommended by:

F. Gregory Gause, III
Department Head or Program Chair (Type Name & Sign) 1-15-15

Leonard Bright
Chair, College of Liberal Arts

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

Dean of College 4-15-15

Chair, GC of UCC 5-18-15

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 – 07/14
INTA 671
THE POLITICAL ECONOMY OF THE MIDDLE EAST
Fall 2015

Mondays | 9:35 a.m.-12:15 p.m.

Dr. Erin A. Snider
Bush School of Government and Public Service
Texas A&M University
Office: Room 1039
Email: esnider@tamu.edu
Phone: 979-862-3469
Office Hours: 2-4pm Tuesdays or by appointment

Course Description

Why is the Middle East considered underdeveloped? What explains the poor economic performance of Middle Eastern states in recent years? What is the relationship between economic and political liberalization in the region? How does politics affect economics in the region (and vice versa)? This graduate seminar surveys the main themes in the political economy of the modern Middle East and North Africa (MENA), examining the economic structures, institutions, and policy challenges to countries in the region. For the purposes of this course, the MENA region comprises the Arab countries, Iran, and Turkey. The course explores different development models, with attention to the question of oil and rentierism and the integration of the region's economies into the global economy. The purpose of this course is to develop an understanding of the different development paths taken by MENA countries and how these paths have structured political, social, and economic structures in the region. Topics covered in the course include: the economic history of the MENA, the oil sector, labor migration, problems of industrialization and the consequences of economic globalization in the region. This course presumes no prior study of the Middle East, but a background in international relations, history, and economics is useful to possess for seminar learning and contributions.

Learning Outcomes

By the end of this course you should be able to:

- Understand the socio-economic features and structural characteristics of the MENA economies and classify the MENA economies according to their different structural characteristics (oil and non-oil economies, labor surplus and deficit economies, etc)
- Acquire in-depth understanding of at least two regimes in the region and their respective approaches to economic development in light of their regional and international positions and domestic political strategies
- Examine legacies of the colonial era and their impact on current economic and political conditions in the region
- Discuss why the MENA countries have such a low level of international trade
- Articulate the conditions in which countries are likely to adopt growth enhancing reforms and the condition in which these reforms are likely to work
• Develop an in-depth appreciation of the position of the MENA countries in the wider context of the international economy.

Course Format

As a seminar class, weekly meetings will be devoted to discussion of the assigned readings with a brief lecture by the professor. Two students will lead the discussion each week in addition to providing the class (on Monday by 5pm through email) with a critical summary of the assigned readings. This summary should be no longer than two double-spaced pages. At the end of each class, I will post a couple of questions related to the theme’s readings for the coming week. These questions serve as a guide to the readings—Students are encouraged to expand beyond these in giving an overview of the text’s main points; providing a critical response (in relation for example to the course themes or empirical concerns); and to try and make an argument. I encourage the two students presenting to coordinate to ensure that points aren’t repetitive.

In addition to taking turns at leading the discussion, I expect each of you to participate in the discussion and will feel free to call on you, even when you do not volunteer. Additionally, students will choose two countries to follow throughout the course and will have the opportunity to represent their country’s perspective on the topic of discussion in each class. I will often begin the class by asking one of you to fill us in on the latest developments in one of your designated countries, so please stay on top of current events.

Students are expected to come to class prepared and ready to discuss the readings and to keep up to date on current politics in the region (starting with the useful links listed at the end of the syllabus). Announcements of changes in required readings as well as distribution of short additional readings may occur throughout the year.

Please Note: I reserve the right to change the class syllabus to meet class needs. Students will be notified with sufficient lead-time for new readings, guest speakers and changes to the schedule below. Students are responsible to learn about such changes should they miss a class.

Course Requirements:

• **Class Attendance and Participation: 10%**
  Participation will be assessed on the basis of informed comments and questions raised by students in class regarding assigned readings and relevant current events, not solely on the basis of attendance. You may check with me at any time to get a sense of how your participation grade is shaping up.

• **Weekly Response Papers and Presentations: 20%**
  Response papers should be no more than two pages each and reflect your thinking on the course, your reaction to the materials you have read, the questions the readings raise for you and the perspective of your country on the material covered by the readings. **Response papers should be sent to me via email by 5pm on Monday**

• **Policy Brief: 30%**
  The policy brief will be a 7-10 page analysis of a political economy issue facing one of your chosen countries. Details for the assignment to be provided. **Due October 15th**
• Research Paper Sequence: 40% in total [Research Proposal—10%, Final Paper 30%]
  A 20-25 page research paper designed in consultation with the professor due at the end of the
  semester. The paper should draw from assigned class readings and may include materials you
  have presented in class.
  A research proposal on your topic is due October 1st for presentation to the class for
  discussion and constructive critique.

Grading

The following scale will be used for calculating final grades for the course:

A=90-100%
B=80-89%
C=70-79%
D=60-69%
F=0-59%

Late assignments submitted without my approval will be deducted a letter grade for every day past the
original deadline.

Paper Format

All papers must be double-spaced, 12 point font with 1 inch margins. Please provide a cover sheet with
your name, course number, topic, date, and the number of pages included. Citation format should
follow the APSA or equivalent. Student papers will be submitted to Turn-it-in as per Bush School
policy.

Required Texts:

Richards, Alan and John Waterbury, A Political Economy of the Middle East, Westview Press, 2013 (Third
Edition)

Henry and Springborg, Globalization and the Politics of Development in the Middle East, Cambridge


Chapters and articles can be accessed on this course’s reserves list:

http://library-reserves.tamu.edu/areslocal/index.htm

Recommended Film:

The Prize: The Epic Quest for Oil, Money, and Power. Based on Daniel Yergin’s excellent book of
the same name, this is an eight part documentary available free online via YouTube. The film is a
fascinating exploration of the people and politics that shaped the oil industry over the last century and a
half. Recommended to watch in installments to supplement our theme on oil and rentier economies
this semester.

Seminar Schedule (Preliminary)
Week 1

Introductory Lecture and Syllabus Review


Week 2

Introduction to the Political Economy of the MENA—History, Politics, and Initial Conditions

Richards and Waterbury, Chapter 3

Owen, Chapter 1 and Conclusion


http://econ.duke.edu/~tk43/papers/Article%2056.pdf


Week 3

The Economic Impact of the World Economy on the MENA

Richards and Waterbury, Chapters 7-8, and intro Chapter 9

Henry and Springborg, Chapter 2


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**Week 4**

**Oil and State-Building: The Role of Rents and the Rentier State**

*The Origin, Evolution, and Impact of Institutions*


*The Political Economy of Natural Resources—The General Literature*


*The Rentier State Theory*


*For a critique of the rentier state theory please see:

*Oil and Democracy—The Evidence

Michael Ross (2001). “Does oil hinder democracy?” World Politics. April


*How does oil shape the domestic economy?


Benjamin Smith, Hard Times in the Lands of Plenty: Oil Politics in Iran and Indonesia (Cornell University Press, 2007), Introduction and Chapter 2


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**Week 5**

State and Business in the Middle East

*Models and Theories of State-Business Relations


*Egypt


*Morocco and Algeria


*The Levant: Jordan, Lebanon, and Syria*


*The GCC*


*Iran and Turkey*


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**Week 6**

**Poverty and Inequality in the MENA**

**Summary of General Trends**


*Arab Human Development Reports*

Arab Human Development Report 2009: Challenges to Human Security


Population and Unemployment


Social Protection

http://www.ingentaconnect.com/content/wb/wps4301/1999/00000001/00000001/art02322


Food Security


Agricultural Policy


Rural-Urban Migration


Land Reform


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Week 7

Financial Markets, Islamic Banking, Domestic Investment and Foreign Investment

Henry and Springborg, Chapter 8

Waterbury, Chapter 14


American Journal of Comparative Law, Vol. 53, No. 4, pp. 785-834.


Week 8

The Bunker Regimes: Algeria, Iraq, Libya, Sudan, Syria, and Yemen

Richards and Waterbury, pp. 252-263

Henry and Springborg, Chapter 4

Owen, Chapter 10


Christopher Clague (ed) Institutions and Economic Development: Growth and Governance in Less-Developed and Post Socialist Countries, Chapter 4

Suggested:


10
Week 9

The Bully States: Egypt, Tunisia, and the PNA

Richards and Waterbury, pp 233-252, 325-361

Henry and Springborg, Chapter 5


Suggested:


Week 10

The Oil and Other Monarchies: Morocco, Jordan, and the GCC Countries

Henry and Springborg, Chapter 6

Owen, Chapter 3

Richards and Waterbury, Chapter 11.


Timothy Walters et al., “Miracle or Mirage: Is Development Sustainable in the UAE?” MERIA 10:3 (September 2006)

Suggested:


**Week 11**

Exchanging the Prospects for Political and Economic Liberalization in the MENA

Owen, Chapter 8

Henry and Springborg, Chapter 7


Ottaway, Marina. “Evaluating Middle East Reform: How Do We Know When It Is Significant?” Democracy and the Rule of Law Project, Carnegie Papers No. 56 (February 2005).


**Week 12**

Structural Adjustment in a Patronage-Driven Political Economy

Owen, Chapter 7

Richards and Waterbury, Chapters 9-10

*Structural Reform: The record*


*Has Structural Reform Failed?


*Economic and political reform: should they be linked?


*Aspects of Structural Reform: Privatization


*Trade reform, trade performance, and Inter-regional trade agreements


Week 13

Issues of Regional Integration and Globalization in the MENA

Richards and Waterbury, Chapter 15.


“Recent US Free Trade Initiatives in the Middle East: Opportunities but no guarantees”, Robert Lawrence, Arab Competitiveness Report 2006, Chapter Two.
http://www.weforum.org/pdf/Global_Competitiveness_Reports/Reports/chapters/1_2.pdf


World Bank, 2008 MENA Economic Developments and Prospects: Regional Integration for Global Competitiveness, esp. Chapter Two Available online:

Labor Markets and Migration

**Labor Markets—Main Issues**

Richards and Waterbury, Chapter 5, Chapter 15


**Public Sector Employment**


**Labor Migration, Remittances, and the Informal Market**


**Labor Market Challenges in the GCC**


**Gender and Employment in the MENA**


Moghadam, Valentine (2005) "Women’s economic participation in the Middle East: what difference has the neoliberal policy turn made?" *Journal of Middle East Women’s Studies* pp, 110-146


**Week 15**

**The Political Economies of the Arab Spring**

Eva Bellin, “Reconsidering the Robustness of Authoritarianism in the Middle East,” *Comparative Politics* 2012.


**Useful Resources**

Economic Research Forum: [http://www.erf.org.eg](http://www.erf.org.eg)

Middle East Report: [http://www.merip.org](http://www.merip.org)

Arab Stats: [http://www.arabstats.org](http://www.arabstats.org) A repository of statistical indicators for human development in the region sponsored by the United Nations Development Programme on Governance in the Arab Region (UNDP-POGAR) and a solid set of sources for MENA countries useful for analyzing issues of political economy.

Middle East Economic Digest

BP/Amoco Annual Statistical Bulletin

Economist Intelligence Unit, Country Profiles and Quarterly Reports

OPEC Annual Statistical Bulletin (interactive web version)

UN Development Program (UNDP) on Governance in the Arab Region (POGAR)
[http://www.pogar.org](http://www.pogar.org)

[http://m.ceip.org/2008/03/06/arab-political-systems-baseline-information-and-reforms/fazh](http://m.ceip.org/2008/03/06/arab-political-systems-baseline-information-and-reforms/fazh)

**Regional News**

Al Ahram English Weekly (Egypt): [http://weekly.ahram.org.eg/](http://weekly.ahram.org.eg/)


Al Jazeera English (Qatar): [http://english.aljazeera.net/](http://english.aljazeera.net/)


Jerusalem Post (Israel): [www.jpost.com](http://www.jpost.com)

Cumhuriyet English (Turkey): http://www.cumhuriyet.com/

WorldPress/ Middle East: http://www.worldpress.org/mideast.htm

Arabic:

Dar Al Hayat (England/ Lebanon): http://www.daralhayat.com/

Al Jazeera (Qatar): www.aljazeera.net


Al Ahram (Egypt): http://www.ahram.org.eg/

Al Ghad (Jordan): www.alghad.jo


Al Quds (Jerusalem): http://www.alquds.com/


Al Zaman (Iraq): http://www.azzaman.com/

Hebrew:

Ha'aretz (Israel): http://www.haaretz.co.il/

Other:

Cumhuriyet (Turkey): http://www.cumhuriyet.com.tr/

Kayhan (Iran): http://www.kayhannews.ir/

Audio/Video:

BBC Arabic, BBC Farsi: http://www.bbc.co.uk/radio/

Al Jazeera English: http://english.aljazeera.net/watch_now/

MEMRI: http://www.memri.org

You can also obtain Al Jazeera and Middle East Institute podcasts on iTunes.
English-language translations of Middle East media are also available at www.memri.org and The World News Connection/Open Source Center. Be aware that any translated work you use could be (1) unrepresentative; and (2) poorly translated.

Blogs:

*English*

Foreign Policy Middle East Channel: http://mideast.foreignpolicy.com/

Jadaliyya: http://www.jadaliyya.com/

Rebel Economy: http://rebeleconomy.com

Inanities: http://inanities.org

Global Voices/Aggregator: http://globalvoicesonline.org/~/world/middle-east-north-africa/

Syria Comment/ Joshua Landis: http://www.joshualandis.com/blog/

The Arabist/ Issandr El Amrani: www.arabist.net

Arabawy/ Hossam El-Hamalawy: http://arabist.net/arabawy/

Foreign Policy/ Marc Lynch, GWU: http://lynch.foreignpolicy.com/

Foreign Policy/ Stephen Walt, Harvard KSG: http://walt.foreignpolicy.com/

The Black Iris of Jordan/ Naseem Tarawneh: www.black-iris.com

Informed Comment/ Juan Cole: www.juancole.com

7iberDotCom/ Various: http://www.7iber.com

Jihadica/ Various: www.jihadica.com

KabobFest/ Various: http://www.kabobfest.com/

*Arabic:*

MisrDigital/ Wael Abbas: http://misrdigital.blogspot.com

Ana Ikhwan/ Abdal Monam Mahmoud: http://ana-ikhwan.blogspot.com

Manal and Alaa: www.manala.net

Yalally/ Ahmed Abdel Fatah: http://yalally.blogspot.com

Cartoons:

EmadHajjaj: http://www.mahjoob.com
Om El Cartoon: Caricature and Comics from Egypt:
http://oumcartoon.tumblr.com

Think Tanks:
Center for the Democratic Control of the Armed Forces: www.dcaf.ch
German Institute of Global and Area Studies: http://www.giga-hamburg.de/
Council on Foreign Relations: www.cfr.org
Carnegie Endowment for International Peace: www.ceip.org
Middle East Institute: www.mideast1.org
Saban Center, Brookings Institute: http://www.brookings.edu/saban.aspx
Washington Institute for Near East Policy: www.washingtoninstitute.org
The Heritage Foundation: www.heritage.org
Project on Middle East Democracy: www.pomld.org
National Endowment for Democracy: www.ned.org
International Republican Institute: www.iri.org
National Democratic Institute: www.ndi.org
Center for Strategic and International Studies: www.csis.org
Egyptian Center for Economic Studies: www.eces.org.eg
Truman Institute: http://truman.huji.ac.il/
Dayan Center: http://www.dayan.org/
Economic Research Forum: www.erf.org.eg

Data:
General Data:
Inter-University Consortium for Political and Social Research:
http://www.icpsr.umich.edu/access/index.html

Public Opinion:
Palestinian Center for Policy and Survey Research: http://www.pcpsr.org/
Gallup Center for Muslim Studies: http://www.gallup.com/consulting/worldpoll/26410/Gallup-
Center- Muslim-Studies.aspx
Zogby Polls: http://www.zogby.com/
Arab Barometer Project: http://www.arabbarometer.org/

Economic Data:
World Bank World Development Indicators: http://ddp-
ext.worldbank.org/ext/DDPQQ/member.do?method=getMembers&userid=1&queryId=6
Organization for Economic Cooperation and Development Aid Database:
http://www.oecd.org/document/33/0,2340,en_2649_34447_36661793_1_1_1_1,00.html USAID
Greenbook: http://qesdb.usaid.gov/gbk/
Penn World Tables: http://pwt.econ.upenn.edu/
International Monetary Fund: http://www.imf.org/external/data.htm
Index of Economic Freedom: http://www.heritage.org/Index/
Data on Governance and Public Goods:
World Bank Doing Business: http://www.doingbusiness.org/
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."
Texas A&M University

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

Form Instructions
1. Course request type: □ Undergraduate □ Graduate □ First Professional (PhD, MD, JD, PharmD, DPhil)
2. Request submitted by (Department or Program Name): Mechanical Engineering
3. Course prefix, number and complete title of course: MEEN 602 Modeling and Analysis of Mechanical Systems

4. Catalog course description (not to exceed 50 words): State spaces and vector algebra with applications to static, dynamic and control systems, State evolution, trajectories, ordinary differential equations; global and local balance laws and vector calculus to describe flowing/deforming systems. Steady state and transient PDEs, statics and vibrations of springs and membranes, and the heat equation; Numerical Methods

5. Prerequisite(s): Graduate Classification
Cross-listed with: Stacked with:

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

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

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

13. Prefix: MEEN Course #: 602 Title (excluding punctuation): MODELING & ANALYSIS MECH SYS

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Approval recommended by:
Dr. Daniel McAdams
Department Head or Program Chair (Type Name & Sign) Date

Chair, College Review Committee
Date

Dean of College
Date

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

Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
FALL 2015
MEEN 602
Modeling and Analysis of Mechanical Systems

CATALOG DESCRIPTION: Credit 3. Fundamentals of Modeling of mechanical systems, State spaces and vector algebra with applications to dynamics and mechanical controls systems. State evolution of mechanical systems, their trajectories in state space and their formulation in terms of ordinary differential equations; global and local represenations of balance laws and the use of vector calculus and associated theorems in the description of flowing systems. Steady state and transient systems including statics and vibrations of strings and membranes, and the heat equation and their representations using PDES; Introduction to Analytical and Numerical Methods of solution.

PREQUISITES: Graduate Classification in Mechanical Engineering

TEXTBOOK: None: Class notes and recommended textbook

INSTRUCTOR: Arun R. Srinivasa

MEETING TIMES: TBD

LOCATION: TBD

EXPECTATION FOR WORK: the expected workload for A THREE CREDIT CLASS IS 6 HOURS of your own work. In this class, this will include watching online videos, doing online homework and quizzes. This is a blended class: ie. The students are responsible for watching online videos in preparation for class. The class will meet once a week for 1.50 hours where there will be team based problem solving in class.

ABSENCES: Attendance is mandatory. Attendance will be taken at the discretion of the instructor and it will be used in individual grading.

Work missed due to absences will be excused only for University-approved activities in accordance with TEXAS A&M UNIVERSITY STUDENT RULES (see http://student-rules.tamu.edu). Students are encouraged to read these rules to refresh familiarity. Specific arrangements for make-up work in such instances will be handled on a case-by-case basis. In accordance with recent changes to Rule 7, please be aware that in this class any "injury or illness that is too severe or contagious for the student to attend class" will require "a medical confirmation note from his or her medical provider" even if the absence is for less than 3 days (see 7.1.6.2 Injury or illness less than three days.).

Academic Misconduct and Dishonesty will not be tolerated and, if any instances arise, they will be handled according to TEXAS A&M UNIVERSITY STUDENT RULES (see http://student-rules.tamu.edu/rule20.htm).

Academic Integrity Statement
Aggie Honor Code: "An Aggie does not lie, cheat, or steal, or tolerate those who do."
Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the Texas A&M University community from the requirements or the processes of the Honor System. For additional information
please visit: www.tamu.edu/aggiehonor/. On all assignments, the following Honor Pledge shall be preprinted and signed by the student:
"On my honor, as an Aggie, I have neither given nor received unauthorized aid on this academic work."

**Americans with Disabilities Act (ADA) Policy Statement**
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**Method of Evaluation:**

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<tr>
<td>Quizzes</td>
<td>20</td>
</tr>
<tr>
<td>Online Homework</td>
<td>20</td>
</tr>
<tr>
<td>Final</td>
<td>20</td>
</tr>
</tbody>
</table>

Grading scale: 85-100 = A, 84-75 = B, 74-65 = C, 64-40 = D, below 40 = F. I reserve the right to change the exact cutoffs as I see fit.

**COURSE LEARNING OUTCOMES:** The aim of this course is to introduce the students to the general principles and approach to the mathematical modeling of mechanical systems and prepare the students to take the more specialized courses in their chosen area of interest.

At the end of this course, students should be able to:

1. Utilize the tools of vector algebra and calculus to model analyze lumped parameter mechanical systems (such as spring mass systems, simple electromechanical systems etc.)
2. Utilize the tools of vector calculus to obtain global and local forms of the PDES for distributed parameter mechanical systems and processes (such as fluid flow, solid deformation, heat conduction etc.
3. Identify the type of equation that has been obtained (such as initial value, boundary value etc.) and recognize the conditions necessary for solving them.
4. Develop some methods for solving the systems using a combination of factorization, analytical and numerical tools at an introductory level.

<table>
<thead>
<tr>
<th>Module 1: States of a Mechanical System (13 classes)</th>
<th># of classes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vector spaces and their use in representing state spaces of mechanical engineering systems (position velocity for Dynamics, Nodal displacements for FEM, internal variables etc.)</td>
<td>4</td>
</tr>
<tr>
<td>Special types of linear transformations (Orthogonal, symmetric, banded etc.) and utilize the algebra of matrices to factorize them (including QR, SVD, Polar Cholesky etc), Eigenvalues and EigenVectors</td>
<td>7</td>
</tr>
<tr>
<td>Conditions for solution, Range and Null spaces</td>
<td>2</td>
</tr>
<tr>
<td>Module 2: Evolution of States and Dynamical Systems ([7 Classes])</td>
<td></td>
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<tr>
<td>---</td>
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</tr>
<tr>
<td>Represent state evolution of mechanical systems using systems of first order ODES. Applications to mechanical systems modeling and control</td>
<td>3</td>
</tr>
<tr>
<td>Visualizing their solutions as trajectories in state space</td>
<td>2</td>
</tr>
<tr>
<td>Conditions for existence of solutions and some tools to classify stiffness of ODES and to solve them</td>
<td>2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Module 3: Analysis of Flowing/Deforming bodies ([12 classes])</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Brief introduction to tensors and index notation.</td>
<td>2</td>
</tr>
<tr>
<td>Line, surface and volume integrals and their application to understanding balance laws</td>
<td>2</td>
</tr>
<tr>
<td>Vector calculus operations such as Div, Curl etc and their application to the kinematics of deforming bodies</td>
<td>2</td>
</tr>
<tr>
<td>Gauss and Stokes theorems, Representation of curl free and divergence free vector field</td>
<td>2</td>
</tr>
<tr>
<td>Introduction to Representing heat conduction, fluid flow and structural mechanics phenomena using vector calculus</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Module 4: Introduction to solution methods for problems in mechanical engineering ([12 classes])</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Solving linear systems, direct and iterative methods</td>
<td>4</td>
</tr>
<tr>
<td>Iterative schemes for nonlinear equations</td>
<td>4</td>
</tr>
<tr>
<td>Introduction to optimization problems with constraints and some elementary approaches to solving them</td>
<td>4</td>
</tr>
</tbody>
</table>
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

Form Instructions
1. Course request type: ☐ Undergraduate  ☑ Graduate  ☐ First Professional (PAP/SPA)
2. Request submitted by (Department or Program Name): Mechanical Engineering
3. Course prefix, number and complete title of course: MEEN 604 • Time Frequency Nonlinear Vibration Control
4. Catalog course description (not to exceed 50 words): The new course is novel, original, and unique in that it deploys simultaneous vibration and frequency control in real-time to efficiently negate nonlinear dynamic instability. The new course differentiates itself from all available courses on control that it integrates both basic and advanced topics from several engineering disciplines into the creation of an innovative, new control theory effective in denying bifurcation and chaotic state from emerging.

5. Prerequisite(s):
   Cross-listed with: Stacked with:
   Cross-listed courses require the signature of both department heads.
   ☐ Yes  ☑ No  If yes, from _______ to _______
6. Is this a variable credit course? ☐ Yes  ☑ No
7. Is this a repeatable course? ☐ Yes  ☑ No  If yes, this course may be taken ______ times.
   Will this course be repeated within the same semester? ☐ Yes  ☑ No
8. Will this course be submitted to the Core Curriculum Council? ☐ Yes  ☑ No
9. How will this course be graded: ☑ Grade  ☐ S/U  ☑ P/F (CLMD)
10. This course will be:
    a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)
    b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

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

13. Prefix  Course #  Title (excluding punctuation)
    MEEN   604  TIME FREQ NONLINEAR VIB CNTRL

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

Approval recommended by:
Dr. Daniel McAdams  Date  4/1/15
Department Head or Program Chair (Type Name & Sign)

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 – 07/14
MEEN 604
Time-Frequency Nonlinear Vibration Control
Course Syllabus • Fall 2015

Lecture: TBD

Instructor: Dr. C. Steve Suh, MEOB 215, ssuh@tamu.edu, 845-1417
Office Hours: MWF 9:00 AM – 10:30 AM, and by email appointment


Descriptions: Dynamic instability is a temporal-spectral aberration in the simultaneous time-frequency domain. This aberration is particularly prominent at high frequency as it is nonlinear, non-stationary, and characteristically broadband. Proper mitigation of instability requires that vibration amplitudes in the time-domain and vibration spectra in the frequency-domain be simultaneously suppressed. The new course is novel, original, and unique in that it deploys simultaneous vibration and frequency control in real-time to efficiently negate nonlinear dynamic instability. There are no courses available anywhere that address nonlinear vibrations in the joint time-frequency domain. Nor are there theories on incorporating nonlinear dynamics and nonlinear time-frequency control into the control of bifurcation and route-to-chaos. The new course differentiates itself from all available courses on control in that it integrates both basic and advanced topics from several engineering disciplines into the creation of an innovative, new control theory effective in denying bifurcation and chaotic state from emerging.

Objectives: The objective is to teach graduate students to formulate a control methodology that mitigates instability and enables robust controller design. Powerful analytical tools essential for the characterization of dynamic instability which is inherently complex and oftentimes chaotic will be developed in the course. Concepts viable for the stipulation of instability control and system identification and signal processing will also be derived. Students will develop substantial knowledge along with computer tools through example problems on high-speed micromachining control and synchronization of chaos, among others. All students will be required as individual to formulate time-frequency control scheme for specific engineering problems that are transient, aperiodic, and broadband in nature. Such efforts will be collected as term projects and provided as a proper demonstration of course outcome.

Grading: 5 Homework Assignments 40% (8% each) 100-90... A
2 Computer Projects 60% (30% each) 89-80... B
Attendance (See Absences policy) 79-70... C
69-60... D
1. Analog signals, Basis, Vectors, Projection, Vector Spaces  
2. Integral Transform: Fourier Analysis  
3. Sampling, Sampling Theorem, Discrete-Time Signals  
4. Nonlinear Dynamics  
5. Nonlinear Non-Stationary Signals  
6. Discrete Fourier Transform, Short-Time Fourier Transform, Gabor Transform  
7. Time-Frequency Analysis: Wavelets, Filters and Filterbanks  
8. Time-Frequency Analysis: Instantaneous Frequency  
9. Time-Frequency Control Theory  
10. High Speed Time-Frequency Cutting Control  
11. Synchronization of Chaos  

Total number of hours: 45

Absences: Attendance is mandatory. Attendance will be taken at the discretion of the instructor and it will be used in individual grading.

Beginning with Week 1 of the semester, attendance will be taken periodically. Unexcused absence when attendance is taken will result in the following adjustments to whatever letter grade a student has otherwise earned during this course:

0 – 2 total absences No Penalty
3 – 4 total absences Reduction by 1 Letter Grade
5 – 6 total absences Reduction by 2 Letter Grades
More than 6 total absences Automatic Grade of "F" for the course

Work missed due to absences will be excused only for University-approved activities in accordance with TEXAS A&M UNIVERSITY STUDENT RULES (see http://student-rules.tamu.edu). Students are encouraged to read these rules to refresh familiarity. Specific arrangements for make-up work in such instances will be handled on a case-by-case basis. In accordance with recent changes to Rule 7, please be aware that in this class any "injury or illness that is too severe or contagious for the student to attend class" will require "a medical confirmation note from his or her medical provider" even if the absence is for less than 3 days (see 7.1.6.2 Injury or illness less than three days.).

Homework and Projects:
Homework will be assigned per the instructor's discretion and typically graded for content, neatness, methodology, and accuracy. Partial credit will be given in most cases. In some instances, homework may be just 'checked-in' and not 'graded in detail'. This will at least provide a measure of effort and participation and should also create additional motivation for working all homework problems. Homework is due in class. Late homework will not be accepted. Some homework problems will require design work and as such will not necessarily have unique solutions. These will be more open-ended assignments requiring significant problem definition, engineering judgment, and decision making, and
interpretation. Computer projects will require reports with appropriate supporting calculations and documentation.

**Academic Misconduct and Dishonesty** will not be tolerated and, if any instances arise, they will be handled according to Texas A&M University Student Rules (see http://student-rules.tamu.edu/rule20.htm).

**Academic Integrity Statement**

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

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

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

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

Form Instructions

1. Course request type:  □ Undergraduate  ✓ Graduate  □ First Professional (e.g., DVM, JD, MD, etc.)

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

Department of Health Policy and Management/Master of Health Administration

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

PHPM 603: Managing Healthcare Data and Information

4. Catalog course description (not to exceed 50 words):
Course will cover descriptive statistical techniques for the presentation of health care data and applicability of the descriptive statistical techniques, a survey commonly used inferential statistical techniques for data analysis is presented.
(For Executive MHA students only.)

5. Prerequisite(s):

Cross-listed with:

Stacked with:

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

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

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

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

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

9. This course will be:

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

Executive Master of Health Administration

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

n/a

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

✓ I verify that I have reviewed the FAQ for Export Controls Basics for Distance Education (http://vpr.tamu.edu/resources/export-controls/export-contro1s-basics-for-distance-education).

12. Prefix  Course #  Title (excluding punctuation)

EMHA  602  Managing Healthcare Data

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

0  0  0  0  A

Approval recommended by:

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

Chair, College Review Committee  Date

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

Dean of College  Date

(if cross-listed course)

Submitted to Coordinating Board by:

Chair, GC or UCC  Date

Associate Director, Curricular Services  Date

Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu
Curricular Services – 04/14
Texas A&M University
Departmental Request for a New Course
Undergraduate * Graduate * Professional
Submit original form and attach a course syllabus.

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

2. Request submitted by (Department or Program Name):
   Department of Health Policy and Management/ Master of Health Administration
   PHPM 603: Managing Healthcare Data and Information

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

4. Catalog course description (not to exceed 50 words):
   Course will cover descriptive statistical techniques for the presentation of healthcare data and applicability of the descriptive statistical techniques. A survey of commonly used inferential statistical techniques for data analysis is presented.
   (For Executive MHA students only)

5. Prerequisite(s):
   Executive MHA program

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

7. Is this a repeatable course?
   - [ ] Yes
   - [x] No
   If yes, this course may be taken ________ times.

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

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

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

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

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

13. Prefix: PHPM
    Course #: 603
    Title: Managing Healthcare Data

<table>
<thead>
<tr>
<th>Lec.</th>
<th>Lab</th>
<th>Other</th>
<th>SCH</th>
<th>CP and Fund Code</th>
<th>Admin Unit</th>
<th>Acad. Year</th>
<th>ECT-Code</th>
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<td>2016</td>
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</tr>
</tbody>
</table>

Approval recommended by:

Department Chair or Program Chair (Type Name & Sign) Date
Chair, College Review Committee Date
Dean of College Date

Submitted to Coordinating Board by:

Associate Director, Curricular Services Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services — 01/14
Instructor Information

Course title and number: PHPM 603- Managing Healthcare Data and Information

Term: Fall 2015

Meeting times and location: TBA

Instructor Name(s): John Charles "Chuck" Huber, PhD
Senior Statistician, StataCorp
Adjunct Associate Professor of Biostatistics
Department of Epidemiology and Biostatistics
Texas A&M Health Science Center

Teaching Assistant(s): TBA
Telephone number: TBA
Email address: jchuber@tamu.edu
Office hours: TBA
Office location: TBA

Course Description

PHPM 603 will cover techniques to support managerial decision making in health care. The course will cover statistical techniques for the presentation of health care data and applicability of the descriptive statistical techniques, a survey commonly used inferential statistical techniques for data analysis is presented. (For Executive MHA students only)

Prerequisites

For Executive MHA Students only

Course Objectives

<table>
<thead>
<tr>
<th>Competencies (CAHME)</th>
<th>Course Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mastery of fundamental descriptive and inferential statistical concepts and procedures</td>
<td>Calculate descriptive statistics and create graphs that are appropriate for the measurement scale of variables (Application)</td>
</tr>
<tr>
<td>Planning and executing data collection strategies (primary and secondary)</td>
<td>Students will be able to identify common sampling strategies (Knowledge) and select a strategy that is best suited to answer a question (Synthesis)</td>
</tr>
<tr>
<td>Constructing and managing databases</td>
<td>Students will be able to create a basic database using Microsoft Access (Application)</td>
</tr>
<tr>
<td>Applying appropriate statistical tools, techniques and procedures for data screening and analysis of variation and co-variation</td>
<td>Students will learn to design basic experiments and perform statistical tests of hypotheses (Analysis)</td>
</tr>
<tr>
<td>Interpreting substantive results and communicating results in different venues</td>
<td>Students will write reports that describe their study design, interpret the results of their statistical analysis and discuss the practical implications of their results (Evaluation)</td>
</tr>
<tr>
<td>Needs analysis, market assessment, outcome evaluation, forecasting, quality improvement, using statistical analysis tools</td>
<td>Students will learn to identify trends and seasonality in time series data, calculate basic forecasts and implement statistical principles of quality control (Analysis)</td>
</tr>
<tr>
<td>The historical development of information systems in the health services industry</td>
<td>Students will learn the history of health information systems (Knowledge)</td>
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<tr>
<td>---------------------------------------------</td>
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</tr>
<tr>
<td>The language and terminology of health services information systems management</td>
<td>Students will learn the jargon of health information systems including hardware, software and networking (Knowledge)</td>
</tr>
<tr>
<td>Techniques and methods to evaluate information systems including forecasting, planning, design, requirements determination, procurement, development, and assessment techniques from an electronic environment perspective</td>
<td>Students will learn to define information technology value, develop methods to assess this value quantitatively and incorporate this information into a strategic plan (Synthesis)</td>
</tr>
<tr>
<td>Current threats and opportunities, such as privacy and security issues, associated with the management of information systems</td>
<td>Students will learn about HIPAA requirements as well as administrative, physical and technological methods assure protect patients' health information (Knowledge)</td>
</tr>
</tbody>
</table>

**Textbook and/or Resource Material**

**Modern Business Statistics with Microsoft® Excel®, 4th Edition**  
By David R. Anderson, Dennis J. Sweeney, Thomas A. Williams  

**Health Care Information Systems: A Practical Approach for Health Care Management, 3rd Edition**  
By Karen A. Wager, Frances W. Lee, John P. Glaser  

**Course Topics, Calendar of Activities, Major Assignment Dates**

Each day will be divided into four sessions. The two morning sessions will cover health information systems and the two afternoon sessions will cover statistics. There will be a brief quiz at the end of each session to assess comprehension of basic concepts.

<table>
<thead>
<tr>
<th>Day</th>
<th>Topic</th>
<th>Required Reading</th>
</tr>
</thead>
</table>
| 1 – Morning Session 1 | **Introduction to Health Care Information**  
- Types of health care information  
- Internal and external data  
- Patient-specific and aggregate data | HCIS Chapters 1, 4 |
| 1 – Morning Session 2 | **Health Care Data Quality**  
- Data vs information  
- Ensuring data and information quality  
**Health Care Information Regulations, Laws and Standards**  
- Licensure, certification and accreditation  
- Legal aspects of managing health information | HCIS Chapter 2, 3 |
| 1 – Afternoon Session 1 | **Data and statistical concepts**  
- Scales of measurement  
- Kinds of data: Cross-sectional, longitudinal/panel data, time series  
**Descriptive Statistics: Tables and Graphs**  
- Frequency distributions  
- Crosstabulation of categorical variables  
- Histograms, bar charts, pie charts, scatterplots  
**Descriptive Statistics: Numerical Measures**  
- Measures of location  
- Measures of variability  
- Measures of association | MBS Chapters 1, 2, 3 |
| 1 – Afternoon Session 2 | **Introduction to Probability**  
- Counting rules, permutations, combinations  
- Joint, conditional and marginal probability  
- Bayes Theorem  
**Probability Distributions for Discrete Variables**  
- The Bernoulli and Binomial distributions  
- The Poisson distribution  
- The Hypergeometric distribution  
**Probability Distributions for Continuous Variables** | MBS Chapters 4, 5, 6 |
<table>
<thead>
<tr>
<th>Session</th>
<th>Topic</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 – Morning 1</td>
<td><strong>Clinical Information Systems</strong></td>
<td>HCIS Chapter 5, 6</td>
</tr>
<tr>
<td></td>
<td>- The Electronic Health Record</td>
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<td></td>
<td>- Overcoming Barriers to Adoption</td>
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<td></td>
<td><strong>Federal Efforts to Enhance Quality of Patient Care through the Use of</strong></td>
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<tr>
<td></td>
<td>- Health Information Technology</td>
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<td></td>
<td>- The HITECH Act</td>
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<td></td>
<td>- Patient Protection and Affordable Care Act (PPACA)</td>
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<td>- Health Information Exchanges</td>
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<tr>
<td>2 – Morning 2</td>
<td><strong>System Acquisition, Implementation and Support</strong></td>
<td>HCIS Chapter 7, 8</td>
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<tr>
<td></td>
<td>- Hardware and software</td>
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<td>- Project management tools</td>
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<td>- Organizational challenges</td>
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<td></td>
<td>- System support and evaluation</td>
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<tr>
<td>2 – Afternoon 1</td>
<td><strong>Parameter Estimation</strong></td>
<td>MBS Chapters 7, 8, 9</td>
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<tr>
<td></td>
<td>- Estimation of means and proportions</td>
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<td>- Estimation of variance for means and proportions</td>
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<td><strong>Hypothesis Testing</strong></td>
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<td>- Null and Alternative hypotheses</td>
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<td>- Type I and Type II errors</td>
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<td>- Statistical significance and effect sizes</td>
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<td>- Power and sample Size</td>
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<td><strong>Sampling and Sampling Distributions</strong></td>
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<td>- Sampling with and without replacement</td>
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<td>- Sampling from a finite vs. an infinite population</td>
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<td></td>
<td>- Sampling strategies</td>
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<tr>
<td>2 – Afternoon 2</td>
<td><strong>Statistical Inference for two populations</strong></td>
<td>MBS Chapters 10, 11, 12</td>
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<tr>
<td></td>
<td>- Difference between means from independent samples</td>
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<td></td>
<td>- Difference between means from matched samples</td>
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<tr>
<td></td>
<td>- Difference between proportions from independent samples</td>
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<td></td>
<td>- Difference between proportions from matched samples</td>
<td></td>
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<tr>
<td></td>
<td>- Pearson's chi-squared test for independence</td>
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<tr>
<td>3 – Morning 1</td>
<td><strong>Health Care Information Systems</strong></td>
<td>HCIS Chapter 9, 10</td>
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<tr>
<td></td>
<td>- Data management</td>
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<td></td>
<td>- Networking, communication and remote access</td>
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<td></td>
<td>- E-commerce</td>
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<td></td>
<td><strong>Health Care Information System Standards</strong></td>
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<tr>
<td></td>
<td>- Classification standards</td>
<td></td>
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<tr>
<td></td>
<td>- Health record content and functional standards</td>
<td></td>
</tr>
<tr>
<td>3 – Morning 2</td>
<td><strong>Security of Health Care Information Systems</strong></td>
<td>HCIS Chapter 11</td>
</tr>
<tr>
<td></td>
<td>- Threats to health care information</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Health insurance portability and accountability act (HIPAA)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Administrative, physical and technological safeguards</td>
<td></td>
</tr>
<tr>
<td>3 – Afternoon 1</td>
<td><strong>Nonparametric Statistics</strong></td>
<td>MBS Chapters 13, 18</td>
</tr>
<tr>
<td></td>
<td>- Correlations based on ranks</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Tests based on ranks</td>
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<tr>
<td></td>
<td><strong>Experimental Design and Analysis of Variance</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Types of experimental designs</td>
<td></td>
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<tr>
<td></td>
<td>- Analysis of variance (ANOVA)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Multiple comparison procedures</td>
<td></td>
</tr>
<tr>
<td>3 – Afternoon 2</td>
<td><strong>Linear Regression</strong></td>
<td>MBS Chapters 14, 15, 16</td>
</tr>
<tr>
<td></td>
<td>- Simple linear regression</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Checking model assumptions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Identifying outliers and influential observations</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Multiple regression</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Model building strategies and variable selection methods</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Analysis of Longitudinal/Panel Data</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Fixed and random effects</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Correlated error structures</td>
<td></td>
</tr>
<tr>
<td>4 – Morning 1</td>
<td><strong>Organization of Information Technology Services</strong></td>
<td>HCIS Chapter 12, 15</td>
</tr>
<tr>
<td></td>
<td>- In-house vs outsourced IT</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Organizing IT staff and services</td>
<td></td>
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<tr>
<td></td>
<td><strong>IT Governance and Management</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- IT governance</td>
<td></td>
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<td></td>
<td>- IT budgeting</td>
<td></td>
</tr>
<tr>
<td>4 – Morning 2</td>
<td><strong>Strategic Planning and Information Systems</strong></td>
<td>HCIS Chapter 13, 14</td>
</tr>
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</tr>
</tbody>
</table>
Grading Policies

Each session will conclude with a brief quiz to assess the student's understanding of the terminology and concepts discussed in that session. There will be a homework assignment following Day 1, 2 and 3 which will require the use of Microsoft Excel and Microsoft Access. The homework assignments will be due at the beginning of the next class day (e.g. the homework assigned after Day 1 will be due at the beginning of Day 2). The class participation grade is will be based on attendance and attention. Students who are distracted by electronic devices will have points deducted.

The final grade for the course will be determined by the weighted average of the assignments as follows:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>% of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average of 16 Session Quizzes</td>
<td>60%</td>
</tr>
<tr>
<td>Homework 1</td>
<td>10%</td>
</tr>
<tr>
<td>Homework 2</td>
<td>10%</td>
</tr>
<tr>
<td>Homework 3</td>
<td>10%</td>
</tr>
<tr>
<td>Class Participation</td>
<td>10%</td>
</tr>
</tbody>
</table>

Grading Scale
A = 90 - 100 Points
B = 80 - 89 Points
C = 70 - 79 Points
D= 60 - 69 Points
F = 0 – 59 Points

Attendance and Make-up Policies

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.

Please silence all electronic devices during class. If you receive an emergency phone call, please leave the classroom so that you do not distract the class.

In the event of an unexcused absence, the student will receive a grade of zero for all missed session quizzes, receive a grade of zero for the homework assignment due and lose two points from their participation grade.

In the event of an excused absence, the student may turn in their homework at the beginning of the next
class and will be given the opportunity to take the session quizzes at the end of the next class day.

Other Pertinent Course Information

Every effort will be made to ensure that power point lecture files, notes, articles and assignments are available online in a timely manner. Written assignments will be delivered thru the Blackboard course website. Handouts, changes in assignments or the schedule of class modules will be announced on the Bb course webpage. E-mail contact will be initiated with all students the first week of class. If you do not have access to your assigned TAMHSC e-mail account, it is your responsibility to make the instructor aware of that fact so that other arrangements may be made. You are expected to use Blackboard e-mail address for all official correspondence.

Blackboard (Bb Statement)

Blackboard (Bb): This course will be delivered via Blackboard, your online learning community, where you will interact with your classmates and with me. Within the course Blackboard site you will access the learning materials, tutorials, and syllabus; discuss issues; submit assignments; take quizzes; email other students and the instructor; participate in online activities; and display your projects.

In order to access the course material you will need to go to https://tamhsc.blackboard.com or look for Quick Links on the bottom of the School’s homepage. Please do not contact your instructor with technical problems. If you are having a technical problem with the course, review the Blackboard Learn Tutorials (at the top-right of School’s Office of Academic Assessment and Instructional Technology website). Please note that the Blackboard emails and the SPH emails are the same. If you continue to have trouble accessing the course web site please contact John Lingsweiler in the School’s Office of Academic Assessment and Instructional Technology. John may be reached at (979) 458-3032 or at lingsweiler@tamhsc.edu. You will need to possess the required computing technology to be successful in an online course. All computing problems or other technical issues can be routed to the TAMHSC Help Desk at helpdesk@tamhsc.edu via E-mail, or phoned to 979-862-8329 or 1-800-799-7472 Important!!! Save your work as you go along. Nothing is more discouraging than to lose an assignment due to a computer hang ups! You may want to also make hard copies of your work to have “proof” and save yourself time and trouble!

Plagiarism Virtual Course

Plagiarism is the leading form of academic dishonesty that the School of Public Health has to address. As a SPH student, you are responsible for knowing what plagiarism is and how to avoid it. All SPH students are automatically enrolled in Plagiarism Virtual Course on Blackboard E-Learning. This virtual course provides you with information and examples related to plagiarism in an effort to reduce the number of reported incidents. Please find a tutorial and resources under “Content.” In addition, please find Turnitin, a software package that allows you to check whether you may have plagiarized your document. Please see Phuong Huynh: phuong@SPH.tamhsc.edu for additional information.

End of Course Evaluation

Constructive feedback from students on course evaluations is taken very seriously at the School of Public Health. I am asking for your assistance in helping the School in its assessment of courses and faculty through your participation in the evaluation of your courses. As public health professionals you will one day have the responsibility to evaluate colleagues and health initiatives. The School views providing feedback on the School’s courses as part of your professional responsibility.

SPH Mission

Our mission is to create and apply knowledge acquired from the disciplines of public health to the education of public health leaders and practitioners through our research, practice, and service in the state
of Texas, nationally, and globally.

**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**

Academic integrity is the pursuit of scholarly activity free from fraud and deception and is an educational objective of this institution. Students are expected to adhere to all TAMUS, TAMU, HSC, and School policies regarding academic integrity and classroom conduct. Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabricating information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used, or tampering with the academic work of another student. Individuals found guilty of academic dishonesty may be dismissed from the degree program, and at a minimum will receive an F for the course. It is the student’s responsibility to have a clear understanding of how to reference other individuals’ work, as well as having a clear understanding in general as to the various aspects of academic dishonesty. A tutorial on this issue is available at: [http://SPH.tamhsc.edu/academic-affairs/academic-integrity.html](http://SPH.tamhsc.edu/academic-affairs/academic-integrity.html). A plagiarism tutorial can be found in Blackboard. Information on the Aggie Honor Code can be found at [http://aggiehonor.tamu.edu](http://aggiehonor.tamu.edu).

Remember: “An Aggie does not lie, cheat, or steal, or tolerate those who do.”

**FERPA**

The Federal Education Rights & Privacy Act requires that we advise students that by registering for this course, their HSC assigned e-mail address will be revealed to classmates and the instructor. By continuing your enrollment in the course you acknowledge your understanding of this policy. By enrolling in this course you agree to the following statement: “I understand that as a result of registering for this course, my HSC/Blackboard assigned e-mail address will be revealed to classmates and the instructor.”

**Equal Opportunity Statement**

The Texas A&M Health Science Center is an Equal Opportunity/ Affirmative Action employer. Inquiries regarding nondiscrimination policies may be directed to the Human Resources Office by phone at (979) 436-9208, email [hr@tamhsc.edu](mailto:hr@tamhsc.edu), or by mail at 200 Technology Way, College Station, TX 77845.

**DISCLAIMER**

This syllabus is representative of materials that will be covered in this class; it is not a contract between the student and the institution. It is subject to change. These changes will be communicated via email or posted as announcements. If you have any problems related to this course, please feel free to discuss them with the instructor.
Title IX of the Education Amendments of 1972 protects people from sex discrimination in educational programs and activities at institutions that receive federal financial assistance. Texas A&M University and the Texas A&M Health Science Center are committed to maintaining a learning environment that is free from discriminatory conduct based on gender. As required by Title IX, the University does not discriminate on the basis of sex in its education programs and activities, and it encourages any student or non-student who thinks that he or she has been subjected to sex discrimination, sexual harassment (including sexual violence) or sexual misconduct by another student, member of the faculty or staff, or campus visitor or contractor, to immediately report the incident to any of the individuals persons or offices listed below.

WHERE TO REPORT:
James Nachlinger,
Executive Director, Payroll and HR Services
Title IX Coordinator
979-436-9207
nachlinger@tamhsc.edu

The University encourages students to immediately consult with or report incidents of sex discrimination, sexual harassment (including sexual violence) or sexual misconduct to the TAMHSC Title IX Coordinator. Students may also report incidents of sex discrimination, sexual harassment (including sexual violence) or sexual misconduct to any School of Public Health administrator, university administrator, official or unit supervisor, who is then responsible for promptly notifying any of the above Title IX coordinators of the reported incident.
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

Form Instructions

1. Course request type:
   - Undergraduate
   - Graduate
   - First Professional (ex. DVM, JD, MD, etc.)

2. Request submitted by (Department or Program Name):
   Department of Health Policy and Management/Master of Health Administration
   PHPM 604: Population and Public Health for Health Professionals

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

4. Catalog course description (not to exceed 50 words):
   Public health and its concentration areas; examines how the federal, state and local health care and public health system/infrastructure has evolved. Highlights illustrative public health problems, diseases, and risk factors and the role of public health in preventing/alleviating same; reviews the core functions of public health.

   (For Executive MHA students only.)

5. Prerequisite(s):
   Cross-listed with:

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

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

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

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

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

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

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

12. Prefix Course# Title (excluding punctuation)

   EMHA 601 Population and Public Health

   Lect. Lab S/C H CIP and Fund Code
   0 4 0 0 0 L

   Approval recommended by:
   Chair, College Review Committee
   Date

   Dean of College
   Date

   Chair, GC or UCC
   Effective Date

   Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu
   Curricular Services – 04/14
Texas A&M University
Departmental Request for a New Course
 Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

Form Instructions
1. Course request type: □ Undergraduate ☑ Graduate □ First Professional (D.D.S, M.D., J.D., Pharm.D., D.V.M.)
2. Request submitted by (Department or Program Name): Department of Health Policy and Management/ Master of Health Administration
PHPM 604: Population and Public Health for Health Professionals
3. Course prefix, number and complete title of course:

4. Catalog course description (not to exceed 50 words):
Public health and its concentration areas; examines how the federal, state and local health care and public health system/infrastructure has evolved; highlights illustrative public health problems, diseases, and risk factors and the role of public health in preventing/alleviating same; reviews the core functions of public health.
(For Executive MHA students only)

5. Prerequisite(s):
Executive MHA program

6. Cross-listed with: __________________________
Stacked with: __________________________

7. Is this a variable credit course? ☑ Yes □ No

8. Is this a repeatable course? ☑ Yes □ No

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

10. How will this course be submitted to the Core Curriculum Council?
☑ Yes □ No

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

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

13. PHPM 604 Population and Public Health

<table>
<thead>
<tr>
<th>Lect.</th>
<th>Lab</th>
<th>Other</th>
<th>SCH</th>
<th>CIP and Fund Code</th>
<th>Admin Unit</th>
<th>Acad Year</th>
<th>DQC Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.00</td>
<td>0.00</td>
<td>0.00</td>
<td>3.00</td>
<td>51.2211.00</td>
<td>2474</td>
<td>15</td>
<td>003632</td>
</tr>
</tbody>
</table>

Approval recommended by:

Department Head or Program Chair (Type Name & Sign) 11/24/2014

Department Head or Program Chair (Type Name & Sign) 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 – 07/14
INSTRUCTOR

Instructor: Jennifer Griffith, DrPH, MPH
Office: SPRH Administration Building, Room 302
Phone: (979) 458-4504
Email Address: igriffith@srph.tamhsc.edu
Office Hours: Schedule via email

COURSE DESCRIPTION

This course introduces the student to the field of public health and its concentration areas; examines how the federal, state and local health care and public health system/infrastructure has evolved; and raises awareness of the need for cross-concentration approaches to address public health issues. This course highlights illustrative public health problems, diseases, and risk factors and the role of public health in preventing/alleviating same; reviews the core functions of public health; and examines the inputs, throughputs and outputs of the public health system.

COURSE PREREQUISITS

Executive MHA Students only

CLASS STRUCTURE & COURSE SESSIONS

This is an executive format course that will include four, 10 hour in-person sessions with online materials provided to students between these sessions. Students will read materials assigned for each module as well as view online videos/PowerPoint presentations. Materials are made available online through Blackboard and students are responsible for using the schedule in this syllabus to complete required materials.

Blackboard

Blackboard (Bb): This course will be delivered via Blackboard, your online learning community, where you will interact with your classmates and with me. Within the course Blackboard site you will access the learning materials, tutorials, and syllabus; discuss issues; submit assignments; take quizzes; email other students and the instructor; participate in online activities; and display your projects.

In order to access the course material you will need to go to https://tamhsc.blackboard.com or look for Quick Links on the bottom of the School’s homepage. Please do not contact your instructor with technical problems. If you are having a technical problem with the course, review the Blackboard Learn Tutorials (at the top-right of School’s Office of Assessment and Instructional Technology website). Please note that the Blackboard emails and the SRPH emails are the same. If you continue to have trouble accessing the course web site please contact John Lingsweiler in the School’s Office of Assessment and Instructional Technology. John may be reached at (979) 458-3032 or at lingsweiler@tamhsc.edu. You will need to possess the required computing technology to be successful in an online course. All computing problems or other technical issues can be routed to the TAMHSC Help Desk at helpdesk@tamhsc.edu via E-mail, or
phoned to 979-862-8029 or 1-800-799-7472 Important!!! Save your work as you go along. Nothing is more discouraging than to lose an assignment due to a computer hang ups! You may want to also make hard copies of your work to have "proof" and save yourself time and trouble!

**Computer Requirements for Online Courses**

For this and all online courses we recommend the minimum technical requirements outlined on our "SRPH Computer Requirements for Online Courses" web page, located at [http://www.srph.tamhsc.edu/office-of-distance-education/technicalSpecifications.html](http://www.srph.tamhsc.edu/office-of-distance-education/technicalSpecifications.html)

**Not sure if your computer is set up correctly?** You can use the links below to test your settings:
1. Adobe Acrobat
2. Frames
3. Java [This may take a minute to load.]
4. JavaScript

**COURSE REQUIREMENTS**

Requirements to successfully complete this course are provided in this section.

**REQUIRED TEXTS**

- TBD

**OTHER REQUIRED READINGS**

- Additional materials will be available on the course Blackboard (Bb) website by module or otherwise noted through the course website. Students are responsible for any reading that may be added throughout the course of the semester.
GRADING POLICY

All tasks will be assigned a numeric and/or letter grade. Assignments submitted after the due date and time, but prior to posting of grades for that assignment are eligible for up to half credit. Once grades are posted, late submittals are not accepted. If your grade is not posted, or if you would like to appeal your posted grade, you must contact Dr. Griffith in via email within 7 days to initiate a review/appeal. After 7 days, no grade changes will be considered.

The percentage weights for the grades will reflect the following distribution:

<table>
<thead>
<tr>
<th>In Class Assignments</th>
<th>100</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignments Submitted Online</td>
<td>100</td>
</tr>
<tr>
<td>Presentation</td>
<td>50</td>
</tr>
<tr>
<td><strong>Total points</strong></td>
<td>250</td>
</tr>
</tbody>
</table>

Letter grades for course point totals will be assigned as follows:

A=250-225
B=224-200
C=199-175
D=174-162
F= Less than 162

ASSIGNMENTS

IN CLASS ASSIGNMENTS

Topic of Interest Summary (Live Session 1)
- 10 points
- Due: End of first live session

Systems / Stakeholders Diagram (Live Session 2)
- 20 points
- Due: End of second live session

Draft Intervention Logic Model (Live Session 3)
- 20 points
- Due: End of third live session

Intervention Challenges and Solutions (Live 4)
- 50 points
- Due: End of fourth live session

PRESENTATIONS

Public Health in the News
- 50 points
- Due for assigned live session

ASSIGNMENTS SUBMITTED ONLINE

Assessment of Problem/Evidence of Need Report with Issue Conceptual Model
- 50 points
- Due: 2 weeks after first live session

Intervention Strategy and Logic Model
- 50 points
- Due: 2 weeks after third live session

ATTENDANCE POLICY AND MAKE-UP POLICIES

This is a required course in the School of Public Health Executive Masters Program. It is anticipated that students have elected to participate in this master's level professional training program and will be focused on completing the degree tract. Participation in all scheduled sessions and timeliness in delivery of all required assignments and exams is expected.
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](http://student-rules.tamu.edu/rule07).

Students are responsible for contacting the instructor regarding absences. Students whose absences are excused and result in late work or missed assignments or course activities will be provided further direction by the instructor on making-up missed work.

**COURSE LEARNING OBJECTIVES, COMPETENCIES, AND SKILLS**

Through the course students will be exposed to a number of topics and areas related to public health. Course Learning Objectives align with a number of SPH Competencies as demonstrated in Table 1. Overall, through this course students are expected to begin or further develop their commitment to lifelong learning and professional service including active participation in professional organizations.

<table>
<thead>
<tr>
<th>Course Learning Objective</th>
<th>SPH Competency</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Upon completion of this course a student should be able to:</strong></td>
<td><strong>Upon graduation a student with an MPH should be able to:</strong></td>
</tr>
<tr>
<td>- Students will articulate a definition of public health that captures the unique characteristics of the field and how these contribute to professional practice.</td>
<td>HPM Core 1: Articulate a definition of public health that captures the unique characteristics of the field (e.g., population-focused, community-oriented, prevention-motivated and rooted in social justice) and how these contribute to professional practice.</td>
</tr>
<tr>
<td></td>
<td>Diversity &amp; Culture 1: Describe the roles of, history, power, privilege and structural inequality in producing health disparities.</td>
</tr>
<tr>
<td>- Students will describe the scope and focus of public health concentrations in addressing and solving public health issues.</td>
<td>HPM Core 2: Identify the main components and issues of the organization, financing and the delivery of public health systems and health services in the US.</td>
</tr>
<tr>
<td></td>
<td>HPM Core 3: Describe the legal basis for public health and health services.</td>
</tr>
<tr>
<td></td>
<td>Communication &amp; Informatics 3: Describe how the public health information infrastructure is used to collect, process, maintain, and disseminate data.</td>
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<tr>
<td></td>
<td>Leadership 2: Demonstrate team building, negotiation, and conflict management skills.</td>
</tr>
<tr>
<td></td>
<td>Leadership 3: Demonstrate transparency, integrity, and honesty in all actions.</td>
</tr>
<tr>
<td></td>
<td>Leadership 9: Develop strategies to motivate others for collaborative problem solving, decision-making, and evaluation.</td>
</tr>
<tr>
<td></td>
<td>Systems Thinking 1: Identify characteristics of a system.</td>
</tr>
<tr>
<td></td>
<td>Systems Thinking 3: Explain how systems (e.g. individuals, social networks, organizations, and communities) may be viewed as systems within systems in the analysis of public health problems.</td>
</tr>
<tr>
<td>- Students will apply their knowledge of core functions and essentials service to describe a public health issue.</td>
<td>HPM Core 7: Apply an understanding of feedback loops to public health dynamics.</td>
</tr>
<tr>
<td></td>
<td>HPM Core 8: Apply the core functions of assessment, policy development, and assurance in the analysis of public health problems and their solutions.</td>
</tr>
<tr>
<td></td>
<td>Program Planning 1: Describe how social, behavioral, environmental, and biological factors contribute to specific individual and community health outcomes.</td>
</tr>
<tr>
<td></td>
<td>Systems Thinking 2: Identify unintended consequences produced by changes made to a public health system.</td>
</tr>
<tr>
<td></td>
<td>Systems Thinking 11: Assess strengths and weaknesses of applying the systems approach to public health problems.</td>
</tr>
<tr>
<td>- Students will give examples of the role each public health concentration and other disciplines play in addressing a public health issue.</td>
<td>HPM Core 4: Describe the attributes of ethical leadership in public health and demonstrate leadership skills for building partnerships.</td>
</tr>
<tr>
<td></td>
<td>HPM Core 6: Describe the principles of program planning, development, management and evaluation in public health initiatives.</td>
</tr>
<tr>
<td></td>
<td>Professionalism 3: Apply evidence-based principles and the scientific knowledge base to critical evaluation and decision-making in public health.</td>
</tr>
</tbody>
</table>
Skills Sets Developed and/or Used

- Email use (management, confidentiality, etiquette)
- Public health terminology and acronyms
- Microsoft Word (mail merge, effective document layout, converting to PDF)
- Use of diagrams and logic models (Gantt charts, flow charts, cause/effect charts)
- Online library searches
- Use vital statistics and other population health indicators

SPH MISSION

Our mission is to create and apply knowledge acquired from the disciplines of public health to the education of public health leaders and practitioners through our research, practice, and service in the state of Texas, nationally, and globally.

ACADEMIC INTEGRITY

Academic integrity is the pursuit of scholarly activity free from fraud and deception and is an educational objective of this institution. Students are expected to adhere to all TAMUS, TAMU, HSC, and School policies regarding academic integrity and classroom conduct. Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabricating information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used, or tampering with the academic work of another student. Individuals found guilty of academic dishonesty may be dismissed from the degree program, and at a minimum will receive an F for the course. It is the student’s responsibility to have a clear understanding of how to reference other individuals’ work as well as having a clear understanding in general as to the various aspects of academic dishonesty. A tutorial on this issue is available at: http://srph.tamhsc.edu/academic-affairs/academic-integrity.html. A plagiarism tutorial can be found in Blackboard. Information on the Aggie Honor Code can be found at http://aggiehonor.tamu.edu.

REMEMBER: “AN AGGIE DOES NOT LIE, CHEAT, OR STEAL, OR TOLERATE THOSE WHO DO.”

AMERICANS WITH DISABILITIES ACT 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.

FERPA

The Federal Education Rights & Privacy Act requires that we advise students that by registering for this course, their HSC assigned e-mail address will be revealed to classmates and the instructor. By continuing your enrollment in the course you acknowledge your understanding of this policy. By enrolling in this course you agree to the following statement: “I understand that as a result of registering for this course, my HSC/Blackboard assigned e-mail address will be revealed to classmates and the instructor.”

PLAGIARISM VIRTUAL COURSE

Plagiarism is the leading form of academic dishonesty that the School of Public Health has to address. As a SPH student, you are responsible for knowing what plagiarism is and how to avoid it. All SPH students are

EMHA 601- 5.22.14
automatically enrolled in Plagiarism Virtual Course on Blackboard E-Learning. This virtual course provides you with information and examples related to plagiarism in an effort to reduce the number of reported incidents. Please find a tutorial and resources under "Content." In addition, please find Turnitin, a software package that allows you to check whether you may have plagiarized your document. Please see Phuong Huynh: phuong@sphp.tamhsc.edu for additional information.

END OF COURSE EVALUATION

Constructive feedback from students on course evaluations is taken very seriously at the School of Public Health. I am asking for your assistance in helping the School in its assessment of courses and faculty through your participation in the evaluation of your courses. As public health professionals you will one day have the responsibility to evaluate colleagues and health initiatives. The School views providing feedback on the School's courses as part of your professional responsibility.

EQUAL OPPORTUNITY STATEMENT

The Texas A&M Health Science Center is an Equal Opportunity/ Affirmative Action employer. Inquiries regarding nondiscrimination policies may be directed to the Human Resources Officer by phone at (979) 436-9208, email hr@tamhsc.edu, or by mail at 200 Technology Way, College Station, TX 77845.

TITLE IX

Title IX of the Education Amendments of 1972 protects people from sex discrimination in educational programs and activities at institutions that receive federal financial assistance. Texas A&M University and the Texas A&M Health Science Center are committed to maintaining a learning environment that is free from discriminatory conduct based on gender. As required by Title IX, the University does not discriminate on the basis of sex in its education programs and activities, and it encourages any student or non-student who thinks that he or she has been subjected to sex discrimination, sexual harassment (including sexual violence) or sexual misconduct by another student, member of the faculty or staff, or campus visitor or contractor, to immediately report the incident to any of the individuals persons or offices listed below.

WHERE TO REPORT:

James Nachlinger,
Executive Director, Payroll and HR Services
Title IX Coordinator
979-436-9207
nachlinger@tamhsc.edu

The University encourages students to immediately consult with or report incidents of sex discrimination, sexual harassment (including sexual violence) or sexual misconduct to the TAMHSC Title IX Coordinator. Students may also report incidents of sex discrimination, sexual harassment (including sexual violence) or sexual misconduct to any School of Public Health administrator, university administrator, official or unit supervisor, who is then responsible for promptly notifying any of the above Title IX coordinators of the reported incident.

DISCLAIMER

This syllabus is representative of materials that will be covered in this class; it is not a contract between the student and the institution. **It is subject to change.** These changes will be communicated via email or posted as announcements. If you have any problems related to this class, please feel free to discuss them with the instructor.
## COURSE TOPICS AND SCHEDULE

### Live- Day 1 (Sunday)

<table>
<thead>
<tr>
<th>Learning Objectives</th>
<th>Live Lecture</th>
<th>Activities</th>
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</thead>
<tbody>
<tr>
<td><strong>Module 1</strong> Background and History of Public Health</td>
<td>• <em>Introduction and History of Public Health</em>, Griffith</td>
<td>• <strong>Team</strong>- Defining Public Health</td>
</tr>
<tr>
<td>a. Describe the historical development of public health.</td>
<td>Follow-Up/Re-enforcement Readings: Readings TBD</td>
<td>• <strong>Group</strong>- Public Health Issues Solve the Outbreak</td>
</tr>
<tr>
<td>b. Differentiate between individual and population health perspectives.</td>
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<tr>
<td>c. Explain the methods of ensuring community health safety and preparedness.</td>
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<tr>
<td>d. Understand the future needs of local communities in improving their overall health status.</td>
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<tr>
<td>e. Examine relationships among organizations intended to serve communities</td>
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<tr>
<td><strong>Module 2</strong> Core Functions, Public Health Practice and the Epidemiologic Transition</td>
<td></td>
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</tr>
<tr>
<td>a. Describe the historical development of public health.</td>
<td>• <em>Core Functions and Public Health Practice</em>, Griffith</td>
<td>• <strong>Group</strong>- Core functions and Essential Services in Action</td>
</tr>
<tr>
<td>b. Differentiate between individual and population health perspectives.</td>
<td>• <em>Population Health</em>, Gamm</td>
<td>• <strong>Team</strong>- Core functions and Essential Service in Action-Guided Topics</td>
</tr>
<tr>
<td>c. Describe trends in public health practice.</td>
<td>• <em>Epidemiologic Transition</em>, Griffith</td>
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</tr>
<tr>
<td>e. Begin to outline an interdisciplinary application of the core public health functions and essential public health to current issues in public health</td>
<td></td>
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</tbody>
</table>
### Module 3: How Public Health Works

| a. Describe the legal and ethical bases for public health and health services. |
| b. Identify the key components of federal, state, and local organizations that play a role in the public health infrastructure. |
| c. Assess the relative importance of federal, state, local and private sector contributors to the local public health infrastructure. |

- *Infrastructure, Ingredients and Inputs*, Griffith
- *The Governmental Public Health Infrastructure*, Griffith
- *Public Health Law*, Public Health Law Center at William Mitchell College of Law

**Follow-Up/Re-enforcement Readings:**


- Group- Public Health Entities; Solve the Outbreak
- Team- Infrastructure, Inputs and Ingredients-Guided Topics
- Individual- Topic of Interest summary

### Between Live Sessions 1 and 2

#### Epidemiology

| a. Describe the role of epidemiology in assuring the public's health. |
| b. Identify and describe applications of epidemiology. |

**Required Readings:**

- *An Introduction to Epidemiology*
- Readings TBD

#### Biostatistics

| a. Describe the role of biostatistics in assuring the public’s health. |
| b. Identify and describe applications of biostatistics. |

**Required Readings:**

- *An Introduction to Biostatistics*
- Readings TBD

#### Environmental Health

| a. Describe the role of environmental health in assuring the public's health. |
| b. Identify and describe applications of environmental health. |

**Required Readings:**

- *What Every SPH Student Should Know About Environmental Health*
- Readings TBD

#### Occupational Health

| a. Describe the role of occupational health in assuring the public's health. |
| b. Identify and describe applications of occupational health. |

**Required Readings:**

- *What Every SPH Student Should Know About Occupational Health*
- Readings TBD
Between Live Sessions 1 and 2 (Continued)

### Health Promotion and Community Health Sciences
- **a.** Describe the role of health promotion and community health sciences in assuring the public's health.
- **b.** Identify and describe applications of promotion and community health sciences.

**Required Readings:**
- An Introduction to Health Promotion and Community Health Sciences,
- Readings TBD

### Health Policy and Management
- **a.** Describe the role of health policy in assuring the public’s health.
- **b.** Identify and describe applications of health policy.

**Required Readings:**
- An Introduction to Health Policy and Management, Part 1
- Readings TBD

### Public Health Interventions
- **a.** Identify and define intervention strategies applied to public health issues.

**Required Readings:**
- Public Health Interventions, Virginia Commonwealth University, School of Nursing
- Readings TBD

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**Live- Day 2 (Saturday)**

<table>
<thead>
<tr>
<th>Learning Objectives</th>
<th>Live Lecture</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Module 1</strong> Public Health Concentrations, Issues and Interventions</td>
<td></td>
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</tr>
<tr>
<td><strong>a.</strong> Define public health issue</td>
<td><strong>Case Study- TBD</strong></td>
<td><strong>Group-</strong> Case study</td>
</tr>
<tr>
<td><strong>b.</strong> Identify roles for public health concentrations relation to selected case study</td>
<td>- Assessment of Social Problems and Need</td>
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<td></td>
<td>- Systems and Stakeholders</td>
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<td></td>
<td><strong>Team-</strong> Systems and Stakeholders- Guided Topics</td>
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<td></td>
<td><strong>Individual-</strong> Systems and stakeholders diagram</td>
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</tbody>
</table>

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**Live- Day 3 (Sunday)**

<table>
<thead>
<tr>
<th>Learning Objectives</th>
<th>Live Lecture</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Module 1</strong> Public Health Concentrations, Issues and Interventions</td>
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</tr>
<tr>
<td><strong>a.</strong> Identify and define intervention strategies to address public health issue</td>
<td><strong>Case Study- TBD</strong></td>
<td><strong>Group-</strong> Case study</td>
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<tr>
<td></td>
<td>- Interventions</td>
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<td></td>
<td>- Logic model</td>
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<td></td>
<td><strong>Team-</strong> Intervention strategies- Guided Topics</td>
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<td></td>
<td><strong>Individual-</strong> Logic Model</td>
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<tr>
<td>Public Health Working with Other Health Disciplines</td>
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<td>---------------------------------------------------</td>
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<tr>
<td><strong>a.</strong> Describe the role of other health disciplines in assuring the public's health.</td>
<td><strong>Electronic Media</strong></td>
<td></td>
</tr>
<tr>
<td><strong>b.</strong> Identify and describe applications of other health disciplines.</td>
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</tbody>
</table>

**Electronic Media**
- **Medicine:**
  - Primary Care + Public Health, Institute of Medicine
  - 23 and ½ hours: What is the single best thing we can do for our health?, Dr. Mike Evans
- **Nursing:**
  - Making a Difference: Advanced Public Health Nursing Practice, Rush University College of Nursing
  - History of Nursing and Public Health, NUR 330 Group Project posted by Tyler Aman
- **Dentistry:**
  - How does oral health help to build a healthier America? NYS Dental Foundation
  - Introduction to Community Dental Health Coordinators, American Dental Association
  - So You Want to be a Public Health Dental Hygienist? Working In a School Setting, Massachusetts Department of Public Health
- **Pharmacy:**
  - 2010 Pinnacle Awards - Maryland P3 Program, American Public Health Association

**Required Readings:**
Readings TBD

<table>
<thead>
<tr>
<th>Public Health Working with Other Disciplines</th>
<th></th>
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</thead>
<tbody>
<tr>
<td><strong>a.</strong> Describe the role of other disciplines in assuring the public's health.</td>
<td><strong>Electronic Media</strong></td>
</tr>
<tr>
<td><strong>b.</strong> Identify and describe applications of other disciplines.</td>
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</tbody>
</table>

**Electronic Media**
- **Emergency Preparedness:**
  - Emergency Preparedness in Public Health: The H1N1 Example, Doreen Westera
  - Community Resiliency - Public Health Emergency Discussion Series, PHE.gov
  - Public Health In Action: Emergency Preparedness, stanlytv
- **Architecture & Urban Planning:**
  - Pecha Kucha: Food, Health and the Built Environment, Nisha Botchwey
- **Engineering:**
  - How FDA's Science and Engineering Labs Solve Public Health Problems: The Huber Needle Story, FDA
  - Wastewater Treatment Plant Tour - "Flush To Finish", City of Grand Island

**Required Readings:**
Readings TBD
### Live- Day 4 (Saturday)

<table>
<thead>
<tr>
<th>Module 1</th>
<th>Learning Objectives</th>
<th>Live Lecture</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Thinking Across the Concentrations to Address Public Health Issues</td>
<td><strong>Case Study- TBD</strong> &lt;br&gt; - Logistics, Outcomes, and Sustainability</td>
<td>• <strong>Group</strong>- Case study &lt;br&gt; • <strong>Team</strong>- Addressing challenges- Guided Topics &lt;br&gt; • <strong>Individual</strong>- Intervention Challenges and Solutions</td>
</tr>
</tbody>
</table>
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
- Submit original form and attach a course syllabus.

Form Instructions
1. Course request type: □ Undergraduate □ Graduate □ First Professional (DDS, MD, JD, PharmD, DNP)
2. Request submitted by (Department or Program Name): Department of Sociology
   SOCI 682: Grant Writing for the Social Sciences

4. Catalog course description (not to exceed 50 words):
   This is a course in professional proposal and grant writing. The class will include a discussion of best writing
   practices, writing and developing competitive grant and fellowship proposals, and per reviewing and editing. The goal
   of the class is to produce a well-written, competitive grant or fellowship proposal for submission.

5. Prerequisite(s):

   Cross-listed with: NA
   Stacked with: NA

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

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

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

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

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

      NA

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

      M.S. and Ph.D. in Sociology

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

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

13. Prefix Course # Title (excluding punctuation)

   SOCI 682 Grant Writing for the Social S

   Lect. Lab Other SOCII CIP and Fund Code Admin. Unit Acad. Year Term Code
   3.00 0.00 0.00 3.00 45110100001 2590 16 / 17 00 3 6 3 2

   Approval recommended by:

   Department Head or Program Chair (Type Name & Sign) Date
   3/26/15

   Department Head or Program Chair (Type Name & Sign) Date
   4-7-15

   (if cross-listed course)

   Submitted to Coordinating Board by:

   Associate Director, Curricular Services

   Date

   Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
Curricular Services – 07/14
Daniel L. Howard, Ph.D.
Office: 3833 S. Texas Ave. Suite 150
Phone: (979) 862-4508   Email: dannhoward@tamu.edu
Office Hours: Tuesdays 11:30 p.m. -1:30 p.m. and by appointment.

SOCI 682: Grant Writing for the Social Sciences

FALL 2016   TUESDAYs   2:00 p.m. - 5:00 p.m.   ACAD 326

COURSE DESCRIPTION:

This is a course in professional proposal and grant writing. The class will include a
discussion of best writing practices, writing and developing competitive grant and
fellowship proposals, and peer reviewing and editing. The goal of the class is to produce
a well-written, competitive grant or fellowship proposal for submission.

Each class will include one or more components which include: 1) a brief introduction to
grant writing techniques and style; 2) instructions on developing different aspects or
elements of grant/fellowship proposals; 3) peer-editing and constructive feedback on one
or more student proposals-in-progress; 4) guest speakers who will discuss their
experiences with preparing and writing grant applications that were successful (and not
so successful); 5) structured discussion on the assigned books and other readings; 6)
discussion on developing manuscripts from dissertations and grant proposals.

Registration does not guarantee a spot in the class. Admission to the class is by
application only. Admission to the class requires my prior authorization (email). Please
be aware that the space in this class is limited. Please do not sign up for this class
unless you can commit to showing up at every meeting and completing all activities
during the entire semester!

PREREQUISITE: Graduate classification or approval of instructor

LEARNING OBJECTIVES:

The primary learning objective of the class is to improve the quality of students’ grant
proposal writing. Ancillary learning objectives of the class are to inform academic career
development regarding developing and completing a dissertation, writing and publishing
journal articles, and succeeding in academia.

COURSE REQUIREMENTS:

1. Prior to the first class meeting, students are required to have identified a specific
grant or fellowship award to which they will apply.
2. Students must demonstrate that they are working on a grant or fellowship proposal.

3. Students are required to submit an abstract to me on the first day of class that explains their project briefly and identifies a targeted funding agency.

4. The first version of the application/proposal should be turned in during the second week of class.

5. During the course, the proposal will be developed, written, and revised several times throughout the semester with the goal of producing a final, competitive version for submission.

6. **Every other week**, students will be asked to revise and submit to me their proposal for comments. Students are expected to turn in a hard-copy of the entire proposal with revised sections clearly marked (tracked changes). (*Late proposals (after class) will not be accepted without an University excused absence.*)

7.

   a. I will collect students' working proposals at the beginning of the class and will return them the following week during class.

   b. All students are expected to also read and peer-edit all proposals, on alternate submissions, and return a hard-copy to me and a hard-copy to the respective student.

8. A final version of your complete proposal, including all parts of the targeted grant application, is due on the last day of class.

9. Each student will participate in two presentations during the course. One short presentation (10 – 15 minutes) to describe the proposal idea at the beginning of the course. One long presentation (30 - 45 minutes) to discuss the enhanced proposal near the end of the course.

   a. Student proposals must be distributed to the class one week in advance of the presentation date.

   b. During students' short presentations, a student will be assigned the role of "primary discussant." The student will provide a brief synopsis (10-15 minutes) of the proposal idea. The class, as a whole, will then participate in a discussion regarding the proposal idea. *All students are expected to participate in every discussion.*
c. Students' long presentations will follow a specific format. The student will provide a 30 – 45 minute presentation with slides on the full grant proposal. The class, as a whole, will then discuss ways to improve the proposal to better fit the student's objectives. All students are expected to participate in every discussion.

GRADING & EVALUATION:

200 points total: 180-200 (A), 160-179.5 (B), 140-159.5 (C), 120-139.5 (D), Below 120 (F)

- Bi-Monthly Revised Proposal: 25% (50 points)
- Two Presentations of Proposal: 25% (50 points)
- Final proposal: 25% (50 points)
- Facilitator for a Week: 15% (30 points)
- Attendance and Participation*: 10% (20 points)

*Attendance and participation are combined here; attendance alone is insufficient to pass this component of the grade. You must be prepared to actively participate in all aspects of the class, including peer editing, presenting, and discussing proposals and assigned readings.

ATTENDANCE POLICY:

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.

REQUIRED READINGS:


Golash-Boza, Tanya. (online) *Get a Life, PhD: How to Succeed in Academia and Have a Life Too.*

Kerry Ann Rockquemore's *Monday Motivator* (online)

**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  

**Academic Integrity:**
Misconduct in research or scholarship includes fabrication, falsification, or plagiarism in proposing, performing, reviewing, or reporting research. It does not include honest error or honest differences in interpretations or judgments of data. Texas A&M University students are responsible for authenticating all work submitted to an instructor. If asked, students must be able to produce proof that the item submitted is indeed the work of that student. Students must keep appropriate records at all times. The inability to authenticate one's work, should the instructor request it, is sufficient grounds to initiate an academic dishonesty case. Academic dishonesty includes the commission of any of the following acts: Cheating, fabrication, falsification, multiple submissions, plagiarism and complicity. This listing is not, however, exclusive of any other acts that may reasonably be called academic dishonesty.

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

Please refer to the following link for detailed information, clarification, and procedures:  

*****************************************

**CLASS SCHEDULE:**

**Weeks 1 – 15:**

- Discussion of the grant and fellowship proposal writing process.
• Presentation and discussion of student proposals. Students will be scheduled after the first session.

• Discussion of assigned readings, assigned one week prior to class.

• Presentation and Discussion of Guest proposal. There will be opportunities for schedule guests from a variety of social science disciplines who have received different types of awards to participate in the course.

**Weeks 1-2: Introduction**

- Week 1. Tues, Sept. 1:
  - Introduction, expectations, how to find funding sources
  - National Science Foundation - SOCIOLOGY PROGRAM - Doctoral Dissertation Research Improvement Awards (Soc-DDRI)
  - Addressing the fellowship and grant mission and goals in your proposal

- Week 2. Tues, Sept. 8:
  - *Initial proposal due*
  - Students’ short presentations (10-15 minutes) on proposal/dissertation ideas

**Weeks 3-11: The “elements” of proposal writing**

- Week 3. Tues, Sept. 15:
  - Fellowship and Grant Proposal Writing – requires training, is not the same as other academic writing
  - Examples of funded proposals

- Week 4. Tues, Sep. 22:
  - *Revised proposal due* (student-peer editing)
  - The Pre-proposal, outlined in Destination Dissertation
  - Pre-proposal peer editing

- Week 5. Tues, Oct. 6:
  - The abstract and/or executive summary
Abstract and executive summary peer editing

Week 6. Tues, Oct. 13:

- Revised proposal due

- The research question/theoretical framework
- What is the "big" question? The theoretical question? The empirically-testable research question(s)?
  
  Guest lecturer: Thomas A. LaVeist, Ph.D., William C. and Nancy F. Richardson Professor in Health Policy, Department of Health Policy and Management, Johns Hopkins Bloomberg School of Public Health

Week 7. Tues, Oct. 20:

- The literature review – why your research matters

Week 8. Tues, Oct. 27:

- Revised proposal due (student-peer editing)

- The methods section/research design
  
  Guest lecturer: Tyson H. Brown, Ph.D., Assistant Professor of Sociology, Department of Sociology, Vanderbilt University

Week 9. Tues, Nov. 3:

- Budget and timeline

Week 10. Tues, Nov. 10:

- Revised proposal due

- Qualitative Grant Writing
  

Week 11. Tues, Nov. 17:

- When/if you are rejected, how to deal with reviews;
- When/if you are accepted, how to address expectations/requirements of award
**Weeks 12-15: Academic career development**

- Week 12. Tues, Nov. 24: (No class lecture; students only meet)
  - *Revised proposal due* (student-peer editing)

- Week 13. Tues, Dec. 1:
  - Students' long presentations (30 – 45 minutes) on completed proposals
  - Developing and completing a dissertation:

- Week 14. Tues, Dec. 8:
  - Students' long presentations (30 – 45 minutes) on completed proposals
  - Requesting letters of reference
  - How to succeed in academia:
    - Golash-Boza, Tanya. (online) *Get a Life, PhD: How to Succeed in Academia and Have a Life Too.*
    - Melvin L. Oliver, Ph.D. the SAGE Sara Miller McCune Dean of Social Sciences, Executive Dean of the College of Letters and Sciences and Professor of Sociology at the University of California, Santa Barbara (UCSB)

Week 15. Tues, Dec. 15:

- *Final proposals due*

- Writing and publishing journal articles:
  - *Guest lecturer: Tony N. Brown, Ph.D. Associate Professor and Associate Chair, Department of Sociology, Vanderbilt University and Former Editor, American Sociological Review.*