1. **Approval of September 2013 Minutes**

2. **New Course Requests:**
   a. ANSC 615 Comparative Ruminant Animal Nutrition
   b. ANSC 619 Physiological Chemistry of Livestock Species
   c. CPSY 637 Latino Psychology *(tabled at May 2013 meeting)*
   d. ECMT 681 Econometric Analysis of Financial Data
   e. ECON 612 Money, Banking and Financial Markets
   f. ECON 617 Economics of the Multinational Firm
   g. ECON 618 Behavioral Financial Economics
   h. ECON 632 Microeconomic Theory IV

3. **Course Change Requests:**
   a. HORT 681 Seminar
   b. MARA 650 Distribution Logistics *(tabled at August 2013 meeting)*
   c. SPSY 617 Emotional Disturbance in Children

4. **Course Withdrawal Requests:**
   a. Removal of Certificate Program in Tree Improvement

5. **Special Consideration Items:**
      a. New Course Request
         1. VIBS 622 Introduction to One Health
         2. VIBS 623 One Ecosystem, One Environment, One Economic Impact

6. **Informational Items**
   a. Request for Master of Education in Educational Technology students with undergraduate GPA 3.0 or higher to exempt the GRE requirement
New Courses
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

1. Request submitted by (Department or Program Name): College of Agriculture and Life Sciences
   ANSC 615: COMPARATIVE RUMINANT ANIMAL NUTRITION

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

3. Catalog course description (not to exceed 50 words):
   Contrast two scenarios of ruminant production in Brazil; the effects of globalization on the two different production systems.

4. Prerequisite(s):
   ANSC 107, ANSC 108

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

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

7. This course will be:
   a. required for students enrolled in the following degree 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)
      graduates in Animal Science

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

9. Prefix  Course #  Title (excluding punctuation)

<table>
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<tr>
<th>ANSC</th>
<th>6</th>
<th>1</th>
<th>5</th>
<th>BRAZ</th>
<th>COMPR</th>
<th>RUMINANT</th>
<th>NUTR</th>
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Approval recommended by:

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

David W. Reed  Date
Chair, College Review Committee

Mark Hussey  Date
Dean of College

Submitted to Coordinating Board by:

Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 845-6201 or sandra-williams@tamu.edu
Curricular Services – 3/10
ANSC 615 Brazil: Comparative Ruminant Animal Production

Summer Course

May 29, 2015 to June 18, 2015

Texas A&M Instructors
Prof. Luis O. Tedeschi
230 Kleberg Center
2471 TAMU
Phone: (979) 845-5065
luis.tedeschi@tamu.edu

Brazilian University Invited Instructors
Universidade Federal Rural de Pernambuco
To be determined

Cathryn Clement (Invited instructor)
Borlaug Institute for International Agriculture
100 Teague Building
Office: 979-458-0820
clement@ag.tamu.edu

Prof. Raul Franzolin Neto
Universidade de São Paulo
Faculdade de Zootecnia e Engenharia de Alimentos
rfrazol@usp.br

Course Information: This course will expose students to two contrasting and different scenarios of ruminant production in Brazil. Ruminant animals (cattle, water buffalo, sheep, and goats) have an unambiguous characteristic: they can convert human-inedible resources (e.g. cellulose) into animal products (e.g. milk and meat) for human consumption. Globalization has imposed changes in economic and political arenas. Certain changes in the international agriculture have created new opportunities for efficient production of ruminants in different parts of the world. Brazil and the US together have the largest commercial herd of ruminant animals in the world and different production systems. Students will attend a one week at the Universidade Federal Rural de Pernambuco (UFRPE) in which small ruminants (sheep and goats) and forage production will be emphasized. Then, in the following week, students will spend a week at the Universidade de São Paulo, Campus Pirassununga (USP/FZEA), to learn about large ruminant production (beef and dairy cattle, water buffalo, and product processing).

Credits: This is a 3-credit course.

Course requirements: The prerequisite for this course is general animal science courses (ANSC 603 and/or ANSC 604) or approval of the instructor.

Travel abroad requirements: Students will need to obtain a student visa to travel to Brazil.

Textbooks: There will not be a required textbook for this course. See list of references at the end for further information.
Learning Outcomes: Upon taking this course the student will be able to...

- gain an in-depth understanding of ruminant animal production of small ruminant and compare it to large ruminant
- understand how globalization impacts the production industry
- prepare a written and oral report of current industry issues dealing with ruminant animal production

Grading System: Grades will be on a letter basis (50% from an on-site oral presentation and 50% from a report). Student will have to (1.) make a presentation about the ruminant production systems visited and compare them with US production systems and (2.) write a report (from 5 to 10 pages, single spaced, no title page, and with line and page numbers) and. Final reports will be due on June 27, 2015.

Presentations will be graded as described below and each item is worth 10 points.

| Organization and technicality. Information presented was sound, good use of sketches, graphics, and table to convey the information. |
| Visual: slides, overheads, handouts; use of animations. |
| Speaking: Ability to convey the information clearly based on volume, pace/rhythm, and intonation. Jokes were inappropriate. |
| Explanation: Speaker was able to command and control the subject; explained well the concepts. |
| Questions: Speaker was able to clearly answer questions, go to the point, and provide feedback to the audience. |

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>On-site oral presentation</td>
<td>50</td>
</tr>
<tr>
<td>Student report</td>
<td>50</td>
</tr>
<tr>
<td><strong>Total Points Possible:</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Final grade: A ≥ 90 points, B = 80-89 points, C = 70-79 points, D = 60-69 points, F ≤ 59 points. Final grades will be made available as soon as possible, and will be posted online. Actual reports will be returned to the student.

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 979-845-1637. For additional information visit [http://disability.tamu.edu](http://disability.tamu.edu).
Academic Integrity Statement:

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

For more information on Academic Integrity, please refer to the Honor Council Rules and Procedures on the web. A work product in an attempt to pass off the work as one's own; attempting to receive credit for work performed by another, including papers obtained in whole or in part from individuals or other sources." Plagiarism is one of the worst academic sins because it destroys the trust among colleagues without which research cannot be safely and widely communicated (http://aggiehonor.tamu.edu).

Course outline

Texas A&M University

<table>
<thead>
<tr>
<th>Date</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 29, 2015 (FRIDAY)</td>
<td>Briefing about the visit sites in Brazil</td>
</tr>
<tr>
<td>May 30, 2015 (SATURDAY)</td>
<td>Travel: Houston to São Paulo</td>
</tr>
<tr>
<td>May 31, 2015 (SUNDAY)</td>
<td>Travel: São Paulo to Recife</td>
</tr>
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</table>

Universidade Federal Rural de Pernambuco
<table>
<thead>
<tr>
<th>Dates</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>May 31, 2015 (SUNDAY)</strong></td>
<td></td>
</tr>
<tr>
<td>9am – 3pm</td>
<td>City tour (Recife and Olinda)</td>
</tr>
<tr>
<td><strong>June 1, 2015 (MONDAY)</strong></td>
<td></td>
</tr>
<tr>
<td>9am – 10am</td>
<td>Overview of biomes and forage production systems in Brazil (Dr. Dubeux)</td>
</tr>
<tr>
<td>10am – 12pm</td>
<td><em>Visit</em> forage facilities <em>(forage plots and laboratories)</em> <em>at DZ/UFRPE</em></td>
</tr>
<tr>
<td>12pm – 2pm</td>
<td>Lunch</td>
</tr>
<tr>
<td>2pm – 3pm</td>
<td>Overview of small ruminant production systems in Brazil (Dr. Guim)</td>
</tr>
<tr>
<td>3pm – 4pm</td>
<td>Overview of small ruminant production systems in the US (Dr. Tedeschi)</td>
</tr>
<tr>
<td>4pm – 6pm</td>
<td>University tour <em>(veterinary medicine, agronomy, soils and fisheries)</em></td>
</tr>
<tr>
<td><strong>June 2, 2015 (TUESDAY)</strong></td>
<td></td>
</tr>
<tr>
<td>8am – 6pm</td>
<td><em>Visit</em> Experimental Station in Itambé, PE, on the Coastal area; experimentation on tropical grasses and legumes for crossbred cattle and sheep</td>
</tr>
<tr>
<td><strong>June 3, 2015 (WEDNESDAY)</strong></td>
<td></td>
</tr>
<tr>
<td>9am – 10am</td>
<td>Major forage species grown in Brazil (Dr. Dubeux)</td>
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<tr>
<td>10am – 11am</td>
<td><em>Visit</em> forage anatomy lab for practical classes in forage anatomy and its links with forage nutrition values</td>
</tr>
<tr>
<td>11am – 12am</td>
<td>Comparative analysis between anatomical, physiological, and nutritional aspects of tropical grasses and temperate grasses (Dr. Dubeux)</td>
</tr>
<tr>
<td>12pm – 2pm</td>
<td>Lunch</td>
</tr>
<tr>
<td>2pm – 3pm</td>
<td>Major sheep and goats breeds in Brazil (Dr. Ribeiro)</td>
</tr>
<tr>
<td>3pm – 5pm</td>
<td><em>Visit</em> small ruminant facilities at DZ/UFRPE</td>
</tr>
<tr>
<td>5pm – 6pm</td>
<td>Nutritional requirements of sheep and goats – focus on Brazilian breeds (Dr. Robson)</td>
</tr>
<tr>
<td><strong>June 4, 2015 (THURSDAY)</strong></td>
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</tr>
<tr>
<td>8am – 6pm</td>
<td><em>Visit</em> Caroatá Farm, a nationwide famous farm for raising pure breeds sheep and goats; Visit a meat goat farmer in Bezerr; Lunch; Visit local handicraft center</td>
</tr>
<tr>
<td><strong>June 5, 2015 (FRIDAY)</strong></td>
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<tr>
<td>8am – 6pm</td>
<td><em>Visit</em> Caruaru Experimental Station and small farms in the region</td>
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<tr>
<td>Date</td>
<td>Activity</td>
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<tr>
<td>June 6, 2015 (SATURDAY)</td>
<td>8am – 6pm Beach tour (Porto de Galinhas, PE)</td>
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<td>June 7, 2015 (SUNDAY)</td>
<td>Travel: Recife to Pirassununga, São Paulo</td>
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<tr>
<td>Dates</td>
<td>Description</td>
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<tr>
<td>June 8, 2015 (MONDAY)</td>
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<tr>
<td>8am – 9:30am</td>
<td><strong>Overview of the extensive and intensive beef cattle production systems in Brazil (Drs. Paulo Leme and Saulo Silva)</strong></td>
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<tr>
<td>9:30 – 10am</td>
<td><strong>Coffee break</strong></td>
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<tr>
<td>10am – 11am</td>
<td><strong>Overview of the beef cattle production in the US (Dr. Tedeschi)</strong></td>
</tr>
<tr>
<td>11am – 12pm</td>
<td><strong>Zebu, European, and crossbreed cattle and genetic improvement and management (Dr. José Bento S. Ferraz)</strong></td>
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<tr>
<td>12pm – 2pm</td>
<td><strong>Lunch</strong></td>
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<tr>
<td>2pm – 5pm</td>
<td><strong>Visit beef cattle grazing and feedlot production facilities at USP</strong></td>
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<tr>
<td>Date</td>
<td>Time</td>
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<tr>
<td>June 9, 2015 (TUESDAY)</td>
<td>8am – 5pm</td>
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<tr>
<td>June 10, 2015 (WEDNESDAY)</td>
<td>8am – 9:30am</td>
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<td>9:30am – 10am</td>
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<td>June 11, 2015 (THURSDAY)</td>
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<td>June 12, 2015 (FRIDAY)</td>
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<td>12am – 5pm</td>
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<td>June 13, 2015 (SATURDAY)</td>
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<td>June 14, 2015 (SUNDAY)</td>
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<td>June 15, 2015 (MONDAY)</td>
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<td>6pm – 7pm</td>
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<td>June 16, 2015 (TUESDAY)</td>
<td>8am – 5pm</td>
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References


The Economist. The miracle of the cerrado: Brazil has Brazil has revolutionised its own farms. Can it do the same for others? http://www.economist.com/node/16886442. August 26, 2010.

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

1. Request submitted by (Department or Program Name):  
   College of Agriculture and Life Sciences

2. Course prefix, number and complete title of course:  
   ANSC 619: Physiological Chemistry of Livestock Species

3. Catalog course description (not to exceed 50 words):  
   Integration of biochemical concepts with the physiological chemistry and intermediary metabolism of livestock species; unique aspects of absorption and cellular metabolism of carbohydrates, lipids, and proteins in livestock species; regulation of cellular nutrient metabolism in livestock species.

4. Prerequisite(s):  
   BICH 410 or permission of the instructor

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

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

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

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

   M.S., Ph.D. in animal science, M.S., Ph.D. in nutrition

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

9. Prefix  
   Course #  
   Title (excluding punctuation)  
   ANSC 619 PHYSIOLOGICAL CHEMISTRY OF LIVESTOCK SPECIES

   Lect.  Lab  SCH  CP and Fund Code  Admin. Unit  Acad. Year  HCE Code  
   0 3 0 0 0 0 1 0 9 0 1 0 0 0 5 0 2 7 0 1 4 1 5 0 0 3 6 3 2  

   Approval recommended by:  
   H. Russell Cross  
   Department Head or Program Chair (Type Name & Sign)  Date  
   David Reed  
   Chair, College Review Committee  Date  
   Mark Hussey  
   Dean of College  Date

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

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

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
Curricular Services – 3/10
ANSC 619
PHYSIOLOGICAL CHEMISTRY OF LIVESTOCK SPECIES
Spring 2015
Lecture: TR KLCT 300 TR 2:20-3:35
3 credits

INSTRUCTOR: Stephen B. Smith
OFFICE: 338A Kleberg Center
PHONE: 845-3939
E-mail: sbsmith@tamu.edu

COURSE DESCRIPTION: Comparative physiological chemistry of metabolic, and physiological functions involved in processing and using nutrients.

PREREQUISITES: BICH 410 or equivalent or permission of the instructor.

OBJECTIVES:

Upon completion of this course, the student should be able to:

1. Integrate biochemical concepts with the unique metabolism of ruminant and monogastric livestock species.
2. Integrate the cellular and physiological metabolism of the major nutrients.
3. Contrast species differences in the assimilation and metabolism of nutrients.

READING MATERIAL:

TEXT. No text is required. Handouts will be provided for every topic. Suggested reading from a variety of textbooks is indicated in the lecture outline. This material is not required, but is intended to provide additional background. The texts include:


More current editions exist for some of these texts, and other texts will provide the same information. I have tried to select the leaders in nutrition for each of the species/disciplines.

OFFICE HOURS: I will always be available immediately after class. Other appointments can be made by contacting me at my e-mail address.
GRADING:

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<td>B = 80-89%</td>
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<td>C = 70-79%</td>
<td>231-203 points</td>
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<td>D = 60-69%</td>
<td>202-174 points</td>
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<tr>
<td>F = 59% or lower</td>
<td>173≥ points</td>
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EXAMS:

- Exam I* 50 points
- Exam II 50 points
- Exam III 50 points
- Exam IV 50 points
- Quizzes** 40 points
- Final (40% new, 60% review) 100 points

TOTAL FOR GRADE BASIS*** 340 points

TOTAL 290 points

*There will be exams, each covering the material from five lectures. The final exam will cover lecture material from three classes plus material from the previous exams.

**Twenty, two-point quizzes will be given throughout the semester. The quizzes are designed to encourage students to study ahead for class and reinforce exam material. There are no make-up quizzes, but students will not be penalized for missing quizzes due to excused absences (total quiz score will be adjusted accordingly). Excused absences include illnesses, scientific meetings in which the student is required to attend, and unavoidable laboratory research.

***Students are allowed to drop one midterm (Midterms I – IV). Students are required to take all exams and the final, but students are allowed to miss one exam for excused absences. Students who do not miss any exams may drop the exam with the lowest score. Students who miss two exams (excused or otherwise) are required to take an exam that includes information from both missed exams.

**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 979-845-1637. For additional information visit http://disability.tamu.edu.
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<tr>
<th>SECTION I. CARBOHYDRATES</th>
<th>BACKGROUNDS READING</th>
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<tr>
<td>Lecture number</td>
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<tr>
<td>1 Introduction to the class; buffer systems</td>
<td>Nutritional Biochemistry and Metabolism, pp. 21-34</td>
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<tr>
<td>2 Buffer systems and acid/base balance in animals</td>
<td>Swine Nutrition, pp. 32-50</td>
</tr>
<tr>
<td>3 Regulation of glycolysis and the tricarboxylic acid cycle</td>
<td>Poultry Science, pp. 28-32, 121-146</td>
</tr>
<tr>
<td>4 Regulation of the tricarboxylic acid cycle</td>
<td>Equine Clinical Nutrition, pp. 3-24</td>
</tr>
<tr>
<td>5 Digestion and absorption of carbohydrates in animals with simple stomachs</td>
<td>The Ruminant Animal, pp. 172-182, 269-280</td>
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<tr>
<td>6 Digestion and metabolism of carbohydrates in ruminants</td>
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<td>7 Midterm I</td>
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<tr>
<td>8 Energy metabolism</td>
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<th>SECTION II. LIPIDS</th>
<th>BACKGROUNDS READING</th>
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<tr>
<td>9 Digestion and absorption of lipids</td>
<td>Nutritional Biochemistry and Metabolism, pp. 51-78</td>
</tr>
<tr>
<td>10 Cholesterol metabolism</td>
<td>Swine Nutrition, pp. 95-106</td>
</tr>
<tr>
<td>11 Lipoprotein cholesterol metabolism</td>
<td>Poultry Science, pp. 31, 126</td>
</tr>
<tr>
<td>MIDTERM II</td>
<td></td>
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<tr>
<td>12 Fatty acid synthesis and the TCA cycle</td>
<td>Equine Clinical Nutrition, pp. 111-116</td>
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<tr>
<td>13 Oxidation of fatty acids</td>
<td>The Ruminant Animal, pp. 298-312</td>
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<tr>
<td>15 Ketone bodies</td>
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<tr>
<th>SECTION III. PROTEIN AND AMINO ACIDS</th>
<th>BACKGROUNDS READING</th>
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<tr>
<td>16 Chemistry of amino acids</td>
<td>Nutritional Biochemistry and Metabolism, pp. 87-104</td>
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<tr>
<td>17 Chemistry of proteins</td>
<td>Swine Nutrition, pp. 131-150</td>
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<tr>
<td>MIDTERM III</td>
<td>Poultry Science, pp. 32, 128-130</td>
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<tr>
<td>18 Digestion and absorption of protein in nonruminants</td>
<td>Equine Clinical Nutrition, pp. 15-20</td>
</tr>
<tr>
<td>19 Digestion and absorption of protein in ruminants</td>
<td>The Ruminant Animal, pp. 227-249</td>
</tr>
<tr>
<td>20 Metabolism of glucogenic amino acids and ketogenic amino acids</td>
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</tr>
</tbody>
</table>
SECTION IV. ENERGETICS AND HORMONAL REGULATION OF METABOLISM

22 The respiratory quotient; basal metabolic rate

MIDTERM IV

23 Gross energy, digestible energy, metabolizable energy, net energy, and heat increment.
24 Regulation of metabolism by insulin in livestock species
25 Regulation of metabolism by cytokines in livestock species
26 Leptin, adiponectin, and metabolism

FINAL EXAMINATION
(50 points new material; 50 points comprehensive)

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

Form Instructions

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

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

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

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

Cross-listed with: Stacked with:

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

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

If yes, from ______ to ______

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

If yes, this course may be taken ______ times.

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

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

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

   Ph.D. Students in Counseling Psychology

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

9. Prefix Course# Title (excluding punctuation)

   CPSY 637 LATINO PSYCHOLOGY

   Lect. Lab SCh CP and Fund Code Admin. Unit Acad. Year HCC Code
   0 3 0 0 0 3 4 2 2 8 0 3 0 0 4 0 9 2 0 1 4 - 1 5 0 0 3 6 3 2

   Approval recommended by: Victor Williams, Ph.D.
   Department Head or Program Chair (Type Name & Sign) Date 3/13/13

   George Cunningham, Ph.D.
   Chair, College Review Committee Date 4/23/13

   George Cunningham, Ph.D.
   Dean of College Date

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

   Submitted to Coordinating Board by:

   Associate Director, Curricular Services Date

   Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
Curricular Services – 3/10
CPSY 637: LATINO PSYCHOLOGY
June 3 – July 1, 2013

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

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

COURSE OBJECTIVES

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

Course goals include the following:

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

COURSE FORMAT

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

STUDENT EXPECTATIONS

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

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

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

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

COURSE ASSIGNMENTS

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

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

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

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

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

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<tr>
<th>Assignment</th>
<th>Points</th>
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<td>Active Participation</td>
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<td>Film Analysis II</td>
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<td><strong>TOTAL</strong></td>
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*Grades by Points:* A = 90 -100; B = 80 – 89; C = 70 – 79; F = 69 and below
**SCHEDULE**

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<th>TOPICS</th>
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<td><strong>M May 3(^{rd})</strong></td>
<td>Introduction</td>
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<td><strong>T June 4(^{th})</strong></td>
<td>Acculturation &amp; Enculturation</td>
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<td><strong>W 5(^{th})</strong></td>
<td>Immigration</td>
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<td><strong>M 10(^{th})</strong></td>
<td>Cultural Values</td>
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<td><strong>Movie: The Gatekeeper (2002)</strong></td>
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<td><strong>T 11(^{th})</strong></td>
<td>Ethnic Identity</td>
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<td><strong>W 12(^{th})</strong></td>
<td>Ethnicity-Related Stress</td>
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<td><strong>M 17(^{th})</strong></td>
<td>Gender Issues</td>
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<td><strong>T 18(^{th})</strong></td>
<td>Children, Youth, Parents</td>
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<td><strong>W 19(^{th})</strong></td>
<td>Education, Work, Career Development</td>
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<td><strong>M 24(^{th})</strong></td>
<td>Mental Health Issues</td>
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<tr>
<td><strong>W 26(^{th})</strong></td>
<td>Physical Health Issues</td>
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<tr>
<td><strong>M July 1(^{st})</strong></td>
<td>Wrap-up</td>
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*This is a tentative course outline and may be subject to change due to the seminar format of the course.*
Kristie Stramaski

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

Importance: High

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

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

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

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

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

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

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

Thanks

Kristie

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

Form Instructions

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

2. Course prefix, number and complete title of course: ECMT 681: Econometric Analysis of Financial Data

3. Catalog course description (not to exceed 50 words):
Predictability of asset returns, tests of random walk hypothesis, the microstructure of securities markets, event analysis, the CAPM and arbitrage pricing theory, the term structure of interest rates, dynamic models of economic equilibrium and nonlinear financial models; provides an accessible combination of theory and practice.

4. Prerequisite(s): Graduate level; must be enrolled in the Department of Economics Master’s Program; approval of director of master’s program.

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

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

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

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

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

9. Prefix | Course # | Title (excluding punctuation) |
-----------|------------|-------------------------------|
ECMT | 681 | ANALYSIS FIN DATA |

<table>
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<th>Lect.</th>
<th>Lab</th>
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<th>Admin. Unit</th>
<th>Acad. Year</th>
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Approval recommended by: Timothy J. Gronberg

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

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

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

Date

Dean of College

Date

Submitted to Coordinating Board by:

Associate Director, Curricular Services

Chair, GC or UCC

Date

Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services – 3/10
ECMT 681: Econometric Analysis of Financial Data  
Fall 2014

Class Time: 8:35 am –11:05 am (Monday)  
Location: ALLN 1002

Instructor: Dr. Ke-Li Xu, Assistant Professor  
Office: Allen 3063  
Office Hours: 11:05-12:05 am (Monday)  
E-mail: keli.xu@econmail.tamu.edu  
Telephone: 979-845-7352.

Class Website:

Description of Course

This course is the second course in econometrics of financial modeling for master students. It covers a wide spectrum of empirical finance, including the predictability of asset returns, tests of random walk hypothesis, the microstructure of securities markets, event analysis, the CAPM and arbitrage pricing theory, the term structure of interest rates, dynamic models of economic equilibrium and nonlinear financial models. The course provides an accessible combination of theory and practice and aims to bring state-of-the-art statistical techniques to the forefront of financial applications.

Prerequisites: Graduate level; must be enrolled in the Department of Economics Master's Program; approval of director of master's program

Learning Objectives

The main objective of the course is for the student to acquire an advanced understanding of the empirical tools used in finance. By the end of this course students will:

1. Understand various applications of econometrics to financial problems, including testing:
   a. The Random Walk Hypothesis,
   b. The impact of market microstructure on asset returns, and
   c. The impact of information events on stock price data.

2. Have experience applying the relevant econometric tools to
   a. Derivative pricing,
   b. Fixed income and term structure dependent asset pricing, and
   c. Nonlinearities in asset prices.

Required textbooks:


Course Grading

Homework Problem sets – (40%)
Midterm – (25%)
Final exam – (35%)

The homework assignments are designed to familiarize students with the particular statistical skills taught in the previous classes. A deadline will be specified for each assignment (at least one week after they are assigned). A zero is given for a missed or late assignment. Assignments are collected before class on deadline dates. Students are encouraged to discuss homework with each other, but must write up problem set solutions on your own.

Final grade assignments will be based upon: 90-100=A, 80-89=B, 70-79=C, 60-69=D, and below 60=F.

<table>
<thead>
<tr>
<th>Week 1:</th>
<th>Course Topics:</th>
<th>Reading Assignment</th>
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<tr>
<td></td>
<td>Introduction</td>
<td>(CLM Ch.1&amp;2)</td>
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<td>Week 2:</td>
<td>Market microstructure</td>
<td>(CLM Ch.3, TSAY Ch.5)</td>
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<td>Week 3:</td>
<td>Market microstructure</td>
<td>(CLM Ch.3, TSAY Ch.5)</td>
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<td>Week 4:</td>
<td>Nonlinear Models</td>
<td>(TSAY, Ch.4)</td>
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<td>Week 5:</td>
<td>Nonlinear Models</td>
<td>(TSAY, Ch.4)</td>
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<td>Week 6:</td>
<td>Multivariate Autoregression Models</td>
<td>(TSAY Ch.8)</td>
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<td>Week 7:</td>
<td>Multivariate Autoregression Models</td>
<td>(TSAY Ch.8)</td>
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<td>Week 8:</td>
<td>Multivariate Volatility Models</td>
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<td>Week 9:</td>
<td>Multivariate Volatility Models</td>
<td>(TSAY Ch.9)</td>
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<td>Week 10:</td>
<td>Factor Models</td>
<td>(TSAY Ch.10)</td>
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<td>Week 11:</td>
<td>Factor Models</td>
<td>(TSAY Ch.10)</td>
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<td>Week 12:</td>
<td>Intertemporal Equilibrium Models</td>
<td>(CLM, Ch.8)</td>
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<td>Week 13:</td>
<td>Derivative Pricing Models</td>
<td>(CLM, Ch.9, TSAY Ch.6)</td>
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<tr>
<td>Week 14:</td>
<td>Fixed-Income Securities</td>
<td>(CLM, Ch. 10&amp;11)</td>
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*Final exam – (TBA)*
**Academic Dishonesty**

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

Note that evidence of group/joint effort on individual class assignments constitutes academic dishonesty and will result in a failing grade for the course. Your responsibilities with regard to scholastic dishonesty are described in detail in various Texas A&M University policy statements on scholastic dishonesty. Scholastic dishonesty may result in failure on the examination, project, or course. For additional information please visit: [www.tamu.edu/aggiehonor](http://www.tamu.edu/aggiehonor)

**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 the Department of Student Life, Services for Students with Disabilities, in Cain Hall or call 845-1637.
Texas A&M University
Departmental Request for a New Course
Undergraduate ♦ Graduate ♦ Professional
• Submit original form and attach a course syllabus.

Form Instructions

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

2. Course prefix, number and complete title of course: ECON 612: Money, Banking and Financial Markets

3. Catalog course description (not to exceed 50 words):
The role of financial markets and institutions in the allocation of resources in the real economy; the financial regulatory and policy infrastructure underlying financial activity to promote efficiency in asset valuation, risk management, and economic growth.

4. Prerequisite(s): Graduate level; must be enrolled in the Department of Economics' masters program or approval of director of masters program.

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

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

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

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

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

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

9. Prefix: Course # Title (excluding punctuation)

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Approval recommended by:

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<tr>
<th>Timothy J. Gronberg</th>
<th>Date</th>
<th>Patricia A. Hurly</th>
<th>Date</th>
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<td>Department Head or Program Chair</td>
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<td>Chair, College Review Committee</td>
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<td>Dean of College</td>
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Submitted to Coordinating Board by:

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<th>Chair, GC or UCC</th>
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Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
ECON 612 – MONEY, BANKING, AND FINANCIAL MARKETS
Spring, 2014

Class Time: TBA
Location: TBA

Instructor: Dr. Anastasia Zervou
Email: azervou@econmail.tamu.edu
Office Phone: 979-845-7309

The best way to contact me is by email. Please type “Econ 612” in the subject line. Also, please sign your email with your first and last name.
Office: Allen 3094
Office Hours: TBA

Teaching Assistant: TBA

Class Website:

Description of Course

During the course we will attempt to understand the role that financial markets play in the business world in which you will be working in the near future. We will also focus on understanding the underlying institutions that help financial markets function well, and review the links between the financial system and the economy. This is a lecture course, but you will be also working in groups, discussing current events, writing and presenting case studies. A background in mathematics and statistics will help in the course.

Prerequisites: Graduate level; must be enrolled in the Department of Economics' master's program or approval of director of master's program.


Additional readings will be assigned during class.
Learning Objectives

By the end of this course, students should:

- Be able to identify and describe the components of financial and monetary systems.
- Understand thoroughly how asset prices and interest rates emerge from financial market activity.
- Understand the structure of the private banking industry, as well as the application of economic policies by central banks to foster economic stability and growth.
- Understand the effects of monetary policy on asset prices and interest rates.
- Have improved their analytical and presentation skills.

Course Outline:

Part I:
Week 1: Introduction: The financial and monetary systems

Part II:
Week 2: Computer Lab: Example on asset pricing with data Eviews
Week 3: Asset prices & interest rates
Week 4: Capital asset pricing and other models
Week 5: Efficient Markets: Ch5 and Bodie Ch 8.

Part III:
Week 6: Banking: Foundations
Week 7: Banking
Week 8: Exam

Part IV:
Week 9: Central Banks
Week 10: Policies on Economic Stability
Week 11: Financial Crisis
Week 12: Effects of Monetary Policy
Week 13: Monetary Policy and Asset Prices
Week 14: Exam

Evaluation and Grading:
For your evaluation, you need to complete all assignments, exams, essays and presentations. If unable to do so for reasons specified at the University regulations website (http://student-rules.tamu.edu), please notify me as soon as possible, by sending me an email with a signed document attached, specifying the reason of your absence. Make-up homework, essays, presentations and exams can be arranged only for University excused reasons.

Grading Scheme:

15% Homework
30% Exam 1: October **
30% Exam 2: November **8
20% Presentation/Essay
5% Feedback on other people’s work

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

Homework: We will be having homework assignments, all receiving the same weight towards your grade. Homework is posted and is due electronically through elearning. Late homework receives zero credit, except with a University excused absence.

Exams: We have two exams, both receiving the same weight towards your grade.
**Presentation/Essay:** You will be randomly assigned into groups to work on a topic assigned to you. Each group needs to make a 30 minute presentation and write an academic essay of 6-8 pages. The essay is due electronically two weeks after the presentation, together with a questionnaire that I will distribute at an earlier time.

**Feedback:** You are required to ask questions and write a (no more than) one page summary on the presentation of other teams.

**Time, Location:** Class takes place every *********. We start on the **** of August and finish on the **** of November. You are expected to attend all classes, exams, and presentations, and return all homework assignments and essays. If you are unable to fulfill any of these responsibilities for reasons specified at the University regulations website (http://student-rules.tamu.edu), please notify me as soon as possible. To notify me, send me an email with a signed document specifying the reason of your absence attached to the email.

**Academic Dishonesty**
The Aggie Honor Code is: “An Aggie does not lie, cheat, or steal or tolerate those who do.” Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System.

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**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 the Department of Student Life, Services for Students with Disabilities, in Cain Hall or call 845-1637.
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

Form Instructions

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

2. Course prefix, number and complete title of course: ECON 617: Economics of the Multinational Firm

3. Catalog course description (not to exceed 50 words):
   This course covers economics of the multinational firm, taking a firm-level approach to the study of international investment. The class is structured around recent papers from the frontier of international trade research. We will first examine trends in multinational activity and explore the reasons behind decisions to invest abroad including understanding different types of foreign direct investment. Next we will study the impact of multinational firms and how government policies impact foreign direct investment (FDI), including an overview of transfer pricing and the arm’s length principle.

4. Prerequisite(s): Graduate level; must be enrolled in the department of economics master’s program.

5. Is this a variable credit course? □ Yes □ No If yes, from ___ to ___
6. Is this a repeatable course? □ Yes □ No
   Will this course be repeated within the same semester? □ Yes □ No
   If yes, this course may be taken ___ times.

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

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

   M.S. in Economics

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

9. Prefix Course # Title (excluding punctuation)
   ECON 617 ECON OF MULTINATIONAL FIRM

   Lect. Lab SCI CIP and Fund Code Admin. Unit Acad. Year FICE Code
   0 3 0 0 3 4 4 5 0 6 0 1 0 0 0 1 0 8 1 0 1 3 1 4 0 0 3 6 3 2

   Approval recommended by:

   Timothy J. Gronberg
   Department Head or Program Chair (Type Name & Sign) Date

   Chair, College Review Committee

   Patricia A. Hurley 9-20-13
   Date

   Dean of College

   Patricia A. Hurley 9-20-13
   Date

   Submitted to Coordinating Board by:

   Chair, GC or UCC

   Date

   Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
Curricular Services -- 3/10
ECON 617: Economics of the Multinational Firm  
Spring 2014

Class Time: TBA - The first class is Monday, January 13 and the last class is Wednesday, April 30. See rules for University excused absences at http://student-rules.tamu.edu/rule07.

Location: Allen 1002

Instructor: Dr. Amy Glass  
Office Hours: Mondays, Tuesdays and Thursdays 3:30-4:30pm  
Office: Allen 3062  
For an appointment at other times, call (979) 845-8507 or e-mail aglass@tamu.edu.

Class Website: http://econweb.tamu.edu/aglass/econ689/.

Description of Course

This course covers economics of the multinational firm, taking a firm-level approach to the study of international investment. The class is structured around recent papers from the frontier of international trade research. We will first examine trends in multinational activity and explore the reasons behind decisions to invest abroad including understanding different types of foreign direct investment. Next we will study the impact of multinational firms and how government policies impact foreign direct investment (FDI), including an overview of transfer pricing and the arm's length principle.

This course requires a solid understanding of microeconomic theory at the master's level.

Learning Objectives

This course will enable students to better understand the role and actions of multinational firms in the global economy through demonstrated ability to:

- Identify trends in multinational activity.
- Explain why multinational firms exist.
- Analyze how multinational firms make price, quantity, innovation, imitation, and other decisions.
- Compare and contrast the choices of successful multinational firms to failures.
- Describe how the activities of multinational firms affect other firms, workers, consumers, and countries.
- Characterize how government policies affect the strategies chosen by MNCs.

Prerequisites: Graduate level; must be enrolled in the master's program in the department of economics.

Required Text: This course does not use a text; see readings list below.
Schedule

**Trends in Multinational Activity (week 1)**

**Why Multinational Firms Exist (weeks 2-4)**
**Horizontal FDI and the Proximity-Concentration Hypothesis**
- Yeaple, Stephen R. (2009), "Firm Heterogeneity and the Structure of U.S. Multinational Firms (weeks 5-7)"
- Garettto, Stefania (2009), "Input Sourcing and Multinational Production," mimeo Boston University.
The Boundaries of the Multinational Firm (weeks 8-10)

Impact of Multinationals and Foreign Direct Investment Policy (weeks 11-13)

Transfer Pricing (week 14)
- UNCTAD (1999). Transfer Pricing
MASTER OF SCIENCE IN ECONOMICS
WITH A CONCENTRATION IN FINANCIAL ECONOMICS OR ECONOMETRICS

ECON 617: Economics of the Multinational Firm
Spring 2014

Class Time: TBA - The first class is Monday, January 13 and the last class is Wednesday, April 30. See rules for University excused absences at http://student-rules.tamu.edu/rule07.

Location: Allen 1002

Instructor: Dr. Amy Glass
Office Hours: Mondays, Tuesdays and Thursdays 3:30-4:30pm
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For an appointment at other times, call (979) 845-8507 or e-mail aglass@tamu.edu.

Class Website: http://econweb.tamu.edu/aglass/econ617/.

Description of Course

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This course will enable students to better understand the role and actions of multinational firms in the global economy through demonstrated ability to:

- Identify trends in multinational activity.
- Explain why multinational firms exist.
- Analyze how multinational firms make price, quantity, innovation, imitation, and other decisions.
- Compare and contrast the choices of successful multinational firms to failures.
- Describe how the activities of multinational firms affect other firms, workers, consumers, and countries.
- Characterize how government policies affect the strategies chosen by MNCs.

Prerequisites: Graduate level; must be enrolled in the master’s program in the department of economics.

Required Text: This course does not use a text; see readings list below.
Schedule

Trends in Multinational Activity (week 1)

Why Multinational Firms Exist (weeks 2-4)
Horizontal FDI and the Proximity-Concentration Hypothesis

Vertical FDI (weeks 5-7)
The Boundaries of the Multinational Firm (weeks 8-10)


Impact of Multnationals and Foreign Direct Investment Policy (weeks 11-13)


Transfer Pricing (week 14)


- UNCTAD (1999). Transfer Pricing


Course Grading

Students will write a series of five summaries of the lectures, one for each major topic -- each worth 10% of your grade - and will review two of these summaries each round. Students will also write a detailed case study based on two examples of foreign direct investment – worth the remaining 50%.

Grading Scale 90 - 100 = A, 80 - 89 = B, 70 - 79 = C, 60 - 69 = D, < 59 = F

Academic Dishonesty

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ADA Statement

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For Amy's ECON 617.

Sarah

Sarah K. Ura
Senior Academic Advisor I
Department of Economics
3118 Allen Building
4228 TAMU
College Station, TX 77843-4228
979.845.9953
979.847.8757 fax

Sarah: That sounds like an excellent solution. chuck

Hi Chuck,

I spoke to Tim and we are going to change the title to “ECON 617: Economics of the Multinational Firm.” Would that be suitable?

Thanks,

Sarah

Sarah K. Ura
Senior Academic Advisor I
Department of Economics
3118 Allen Building
4228 TAMU
College Station, TX 77843-4228
979.845.9953
Hi Sarah: Thanks for sharing the title and draft syllabus of Professor Glass’ proposed new course. I in turn shared it with my wife, Lorraine, who sent the response below. Since she makes specific suggestions for Amy I am copying this response and exchange to her. Of course, Lorraine looked at Amy’s course not only from the perspective of the Bush School course on MNEs (which is crosslisted with Management) but also from the perspective of her home department as well. Bottomline: The course content looks like an attractive and distinctive addition, but a different course title might avoid the appearance of duplication. If Amy is willing to consider some title variation I suspect not only the Bush School but Management as well will be fine with the course.

Cheers, Chuck

Chuck,

I think the title of the course should be changed because it also overlaps with the Strategy courses in the Management department (am copying Ricky Griffin here). Any time you call a course “strategies of “firms (where firms can be multinational enterprises or emerging market firms or small businesses”)”, the course title overlaps heavily with existing courses in the Management department.

My suggestion for an appropriate title – one that differentiates it from the B School courses – is one where the term “economics” is in the title. Something like “The Economics of the Multinational Enterprise” or “Economics of the Multinational Firm” would work. (And, in fact, Dick Caves has a book with a very similar title.) Another suggestion would be the “Economics of Foreign Direct Investment”. I do think that “Strategies of Multinational Firms” is a bit too close and does not clearly signal that the course is being taught only from an economics perspective.

Interestingly, the readings listed in the syllabus overlap very little with the ones that I use (except for the transfer pricing week). The reason is simple – Amy Glass’ readings are coming from economics journals; whereas the ones I use are coming from business and management journals. The two courses, in fact, would be nice complements for each other.

I believe that Quan Li also teaches a graduate seminar on the “Politics of Foreign Direct Investment” and that one has a very different take again – using political science as a lens. (In fact, I had one of Quan Li’s PhD students in my MNEs class this semester and have now joined her dissertation committee; she’ll be writing her dissertation on something related to the politics of FDI.)

Please let me be clear that I am wholly IN FAVOR of the course and think it would be a nice addition and complement to the courses that I and Quan Li teach in this area. In fact, I would encourage our PhD students to take all three if their dissertations were on MNEs or FDI. I just think the title conveys the wrong message.

Thanks Lorraine

Lorraine: Take a look and give me your advice.
Hi Dr. Hermann,

We are creating a new ECON Masters-level course called “Strategies of Multinational Firms” taught by Amy Glass. Attached is the syllabus. Tim was concerned that the title was similar to Dr. Eden’s “Multinational Enterprise” that this might raise an issue further down the line.

May we have your approval to proceed with this course titled as it is?

Sarah

Sarah K. Ura
Senior Academic Advisor I
Department of Economics
3118 Allen Building
4228 TAMU
College Station, TX 77843-4228
979.845.9953
979.847.8757 fax
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

Form Instructions

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

2. Course prefix, number and complete title of course: ECON 618: Behavioral Financial Economics

3. Catalog course description (not to exceed 50 words):
Describes how individuals and firms make financial decisions that deviate from those predicted by traditional financial or economic theory; examines how the insights of behavioral finance complement the traditional finance paradigm.

4. Prerequisite(s): Graduate level; must be enrolled in the Master's program in the department of economics
Cross-listed with: 
Stacked with: 

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

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

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

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

M.S. in Economics

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

9. Prefix | Course # | Title (excluding punctuation) | Lect. | Lab | SCH | CIP and Fund Code | Admin. Unit | Acad. Year | EICE Code
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Approval recommended by:

Timothy J. Greenberg
Department Head or Program Chair (Type Name & Sign) Date

Chair, College Review Committee
Date

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

Dean of College Date

Chair, GC or UCC Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services – 3/10
MASTER OF SCIENCE IN ECONOMICS
WITH A CONCENTRATION IN FINANCIAL ECONOMICS OR ECONOMETRICS

Economics 618 – Behavioral Financial Economics
Fall 2014

Class Time: TR 9:35-10:05 am
Location: ALLN 1002

Instructor: Dr. Alex Brown
Office: Allen 3056
Email: abrown@econmail.tamu.edu
Office Hours: TR 11:00 am-12:15 pm
- My official office hours are 11 am-12 pm after class.
- Please do not show up to my office at other times without an appointment.
- You may email me to schedule appointments for office hours at any other time.
- Blackboard page at: elearning.tamu.edu

Teaching Assistant (TA): TBA
Office Hours: TW 11:00 am-12:15 pm and by appointment.

Description of Course

This course describes how individuals and firms make financial decisions, and how those decisions might deviate from those predicted by traditional financial or economic theory. The course examines how the insights of behavioral finance complement the traditional finance paradigm.

This course is a core component of the Master of Science program in financial economics and econometrics. Students should have completed previous core courses and be in good standing in the program to take this course.

Prerequisites: Graduate level; must be enrolled in the master's program in the department of economics.

Learning Objectives

By the end of this course students will:

1. Learn, know, and comprehend at least twenty of the main psychological biases in financial decision-making,
2. Be aware of the most current research on how these biases impact financial markets and other financial settings,
3. Gain an understanding of how individuals actually make financial decisions, and
4. Know how to improve financial decision-making in themselves and others.
Course Texts:

I have notified the university bookstores of the texts required for this course. If you are unable to get a copy of any of the books, I suggest you order online today. The library also has a book available on course reserves. The first parts of the book are available from the library as a .pdf (http://library-reserves.tamu.edu/areslocal/index.htm), so that you may study as you wait to have a book delivered. The .pdfs do not span the entire book so you will need to buy them as we proceed further with the class.

Required:


- Individual articles as described in course schedule available at:

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

Optional (available as online course reserves):  


Course Grading and Policies:

Students will earn numerical grades using the following weighting:

- In Class Activities/Participation 25%
- Homework 25%
- Final Exam 50%

Students will earn letter grades using these standards:

A: Final numerical grade above 90%
B: Final numerical grade above 80%
C: Final numerical grade above 70%
D: Final numerical grade above 60%

Notes on Grades:

- Generally, grades are final. Re-grade requests must follow the re-grading policy.
- There is no extra credit or extra work to improve your grade. Nothing will be curved.

Homework:

- Each class, each student will turn in a short (250 word) typed response relating one of the starred (***) reading assignments. The response should do more than summarize the article. It should offer a critique on the strengths and weaknesses of the paper.
- Homework should be turned in at beginning of class on the day it is due.
- Unless it is accompanied by a university-approved and documented excuse, late homework officially counts as a 0. I may accept late homework, at my discretion, if it is turned in before we discuss the homework set in class or I provide answers.
• You may discuss homework with each other, but you must write up each homework assignment individually. Copying work is prohibited.

Exam:
• This class features one final exam on all materials scheduled for August 8 (9-11 am).
• No make-up exams will be given without a university-approved and documented excuse. If you know in advance that you have a conflict with a possible exam time, please see me as soon as possible so that we can work out an alternative.

Attendance and Conduct:
• I expect you to attend class, and to have read the materials that will be presented.
• Regardless of whether you attend class, you are expected to know the ideas presented on every day of class. If you do miss class, this does not mean you should email me asking to summarize my lecture. Instead look on elearning, look in the textbook, and email fellow students to determine what transpired in class.
• Student performance on in-class exercises will determine the participation grade, which accounts for 25% of the total grade. Failure to attend class or refusal to do in-class exercises will result in a 0 for 25% of your grade.
• If you miss class due to a university-approved absence, please provide me with documentation as required by university policy. I will not count that absence against you.
• As a courtesy to me and to your fellow students, please arrive on time and turn off your cell phones. I encourage your participation in class discussions, and please feel free to ask questions at any time.

Re-grading policy:
• You may ask me to review the grading on a section of your work under one of the following conditions
  o You have provided a flawless answer, but did not receive full credit,
  o Your grade has been incorrectly totaled,
  o A section of your work has not been graded.

In such cases, for you to receive credit there must be incontrovertible evidence of your claim. You must request all reviews by my first two office hours that occur after the work has been distributed in class. If you frequently ask me for re-grades when there is no grading error, you may lose all re-grading request privileges.

Rule 7-Absences:
• I designed my syllabus and course policies to be consistent with Texas A&M University’s student rule 7 on student absences.
• If any part of this syllabus contradicts rule 7, that part will be voided and rule 7 will take precedent. For any part of rule 7 that my syllabus does not specifically address, you may assume that rule 7 will be applied in that situation.

Academic Dishonesty

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This scale does not apply to students who violate the honor code in their work for this class. The standard grade for such violations is F*. I will report all violations to the Honor Council.

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Course Schedule:

This schedule is my best guess on how the class lectures will unfold. I will make every effort to follow this guide. However, there are several circumstances beyond my control that can affect the timing of class (e.g., hurricanes, snow, fire drills). While the following is a good guide for the class, it is extremely unlikely that everything will go as planned. Therefore DO NOT trust this guide solely for class content, deadlines, and test days. This guide DOES NOT exclude each student from their responsibility to know what transpires and what will transpire on each day of class.

      HEF - Handbook of the Economics of Finance

WEEK 1
Introduction and History of Behavioral Finance. BFWM Chapter 1 & 2.

WEEK 2
Cognitive Dissonance. BFWM Chapter 4.

WEEK 3
Conservatism. BFWM Chapter 5.


**WEEK 4**

**Confirmation. BFWM Chapter 6.**


• Wason (1960), On the failure to eliminate hypotheses in a conceptual task, Quarterly Journal of Experimental Psychology, 12, 129-140.

**Representativeness. BFWM Chapter 7.**


• Dickinson and Drummond (2008), The effect of total sleep deprivation on Bayesian updating, Judgment and Decision Making 3(2): 181–190.


WEEK 5
Ilusion of Control. BFWM Chapter 8.


Hindsight. BFWM Chapter 9.


WEEK 6
Mental Accounting. BFWM Chapter 10.


WEEK 7
Anchoring and Adjustment. BFWM Chapter 11.

Framing. BFWM Chapter 12.

WEEK 8
Availability. BFWM Chapter 13.
• Fox (2006), The availability heuristic in the classroom: How soliciting more criticism can boost your course ratings, Judgement and Decision Making 1(1): 86–90.
• Tversky and Kahneman (1973), Availability: A heuristic for judging frequency and probability, Cognitive Psychology 5: 207–232.
Attrition. BFWM Chapter 14.


WEEK 9
Recency. BFWM Chapter 16.


WEEK 10
Loss Aversion (Disposition Effect). BFWM Chapter 17.


Overconfidence. BFWM Chapter 18

Self-Control. BFWM Chapter 19.

- Charness and Gneezy (2009), Incentives to Exercise, Econometrica 77(3): 909–931.

WEEK 11
Status Quo. BFWM Chapter 20.

- Beshears et al. (2006), The Importance of Default Options for Retirement Saving

WEEK 12
Endowment. BFWM Chapter 21.

• Boyce et al. (1992), An Experimental Examination of Intrinsic Values as a Source of the WTA-WTP Disparity, American Economic Review 82(5): 1366–1373.


Regret. BFWM Chapter 22.


WEEK 13
Ambiguity. BFWMc1 Chapter 12.


WEEK 14

Optimism/Competence. BFWMc1 Chapter 15.


Review day

Examination (9-11 am)
Texas A&M University  
Departmental Request for a New Course  
Undergraduate • Graduate • Professional  
• Submit original form and attach a course syllabus. •

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

2. Course prefix, number and complete title of course: ECON 632: Microeconomic Theory IV

3. Catalog course description (not to exceed 50 words): Advanced topics in game theory; repeated games and reputation, strategic information transmission; learning and evolution; models of bargaining and networks

4. Prerequisite(s): graduate level; ECON 529 and ECON 630 or permission of the Instructor

Cross-listed with:  
Stacked with:

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

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

6. Is this a repeatable course?  
   □ Yes  
   ✔ No  
   If yes, this course may be taken _______ times.

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

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

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

   Ph.D. in Economics

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

9. Prefix  | Course #  | Title (excluding punctuation)  
---|---|---
ECON | 632 | MICROECONOMIC THEORY IV

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Approval recommended by:

Timothy J. Gronberg  
Department Head or Program Chair (Type Name & Sign) Date  
[Signature]

Chair, College Review Committee  
Date  
[Signature]

Dean of College  
Date  
[Signature]

Submitted to Coordinating Board by:

Chair, GC or UCC  
Date  
[Signature]

Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.  
Curricular Services – 3/10
ECON 632: Microeconomic Theory IV  
Spring 2014

Class Time: TR – 8:45-10:00am  
Location: ALLN 3095

Instructor: Dr. Guoqiang Tian  
Allen 3090; 845-7393; qtian@tamu.edu  
Office Hours: (TR) 3:00–4:30pm, or by appointment  
Also by appointment – email for an appointment

Class Website:

Description of Course

This course will introduce you to some topics in game theory. The purpose is to broaden and refine your understanding of modern economic theory. We will cover the theory of repeated games and reputation, strategic information transmission, bargaining, networks, learning and evolution. Some of the material concerns the foundations to economic theory whereas other parts of it will equip you to understand strategic reasoning in many situations which arise in the modern economy. Knowledge of this material could provide a foundation for further studies of economic theory. The material has found applications in many fields in economics (e.g., IO, Public, and Macro) and, as such, this course should help you conduct cutting edge research in applied economic topics.

Prerequisites: Graduate level; ECON 629 and ECON 630 or permission of the Instructor.

Learning Objectives

By the end of this course students will

1. Be familiar with frontier game theory, including:
   a. models of reputation  
   b. strategic information transmissions  
   c. alternative models of learning

2. Be aware of applications of the frontier game concept to applied problems in microeconomics including:
   a. public economics  
   b. industrial organization

Required Text: None
Course Evaluation/Grading

Your grade will be based on a paper you present in class (25% of the course grade), a paper you write (60% of course grade) and class participation (15%). You get A for (80, 100)%, B for (60, 80)%, C for (50, 60)% and D otherwise.

The paper you choose to present should be from one of the broad topics covered in this course. I will provide for you a list of papers from which you can choose or you can choose a paper to present and I must agree. You should decide on the paper within the first 3 weeks of class. You will need to meet with me before then to discuss this. The paper you write should provide a critical survey of some area of the literature which a subset of the topics covered in class or closely related to it. This needs to be narrow enough so that you can find an open question within the area you survey and provide some discussion of what the answer you expect to find. You should discuss with me within the first six weeks the literature you want to review. I expect you to regularly attend classes. I will announce the paper we will discuss in the next class at the end of every class and you are expected to have read it. This should facilitate classroom discussion of the material.

Schedule: This course is mainly based on articles. See the References below.

TOPICS/SCHEDULE:

Weeks 1-4  Repeated Games and Reputation (4 weeks)


Weeks 5-8  Strategic Information Transmission (4 weeks)


Spring Break Week (No Classes)

Week 9  Bargaining (1 week)

Week 10  Networks (1 week)

Weeks 11-14  Foundations: Learning and Evolution (4 weeks)
(i) Oyarzun, C. and R. Sarin (2010): Learning and risk aversion, Mimeo, Alicante and AMU.


**Academic Dishonesty**

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

Note that evidence of group/joint effort on individual class assignments constitutes academic dishonesty and will result in a failing grade for the course. Your responsibilities with regard to scholastic dishonesty are described in detail in various Texas A&M University policy statements on scholastic dishonesty. Scholastic dishonesty may result in failure on the examination, project, or course.

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

**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 the Department of Student Life, Services for Students with Disabilities, in Cain Hall or call 845-1637.
Course Changes
Texas A&M University
Departmental Request for a Change in Course
Undergraduate • Graduate • Professional
• Submit original form and attachments •

Form Instructions
1. Request submitted by (Department or Program Name): Department of Horticulture
2. Course prefix, number and complete title of course: HORT 681 Seminar

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

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

   Cross-listed courses require the signature of both department heads.
   d. Change in course title and description. Enter complete current course title and current course description in item 5; enter proposed course title and proposed course description in item 6. Complete item 7 for change in title.
   e. Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 7. Attach a course syllabus.

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

5. Complete current course title and current catalog course description:
   Student and staff participation in review of literature and reporting on current developments in research on production and processing of horticultural crops. Required of all graduate students in horticulture and floriculture.

6. Complete proposed course title and proposed catalog course description (not to exceed 50 words):
   681 Seminar. (1-0). Credit 1.
   Student and staff participation in review of literature and reporting on current developments in research on production and processing of horticultural crops. Required of all graduate students in horticulture and floriculture. May be taken more than once, but not to exceed 3 hours of credit towards a degree. Prerequisite: Graduate classification.

7. a. As currently in course inventory:

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course #</th>
<th>Title (excluding punctuation)</th>
</tr>
</thead>
<tbody>
<tr>
<td>HORT</td>
<td>681</td>
<td>SEMINAR</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Lect.</th>
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<th>SCH</th>
<th>CIP and Fund Code</th>
<th>Admin. Unit</th>
<th>FICE Code</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
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<td>0</td>
<td>0</td>
<td>1</td>
<td>5</td>
<td>2</td>
</tr>
</tbody>
</table>

b. Change to:

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

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

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

Chair, College Review Committee
Date

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

Dr. David Reed
Dean of College
Date

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

Associate Director, Curricular Services
Date

Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
TO: Office of Graduate and Professional Studies
Through: Dr. Wm. David Reed, Assoc. Dean, COALS
From: Dr. Michael Arnold, Assoc. Head for Graduate Programs, Dept. of Horticultural Sciences
Date: Sept. 13, 2013
Subject: Change for repeat credit on HORT 681 Seminar

The Horticultural Sciences Department would like to allow repeat credit up to three credit hours per degree for completion of the requirements of HORT 681 our graduate seminar course. This is a course focusing on the discussion and presentation of the latest research, teaching, and professional topics in the field of horticulture, thus the content of the course changes from semester to semester and students would benefit from more than one semester’s exposure to the course. This request is a change implemented as a part of the response to our recently completed external Departmental review. Thank you for your assistance with this change.

Cc: Dr. R. Daniel Lineberger, Head of Dept. Horticultural Sciences
Texas A&M University
Departmental Request for a Change in Course
Undergraduate + Graduate + Professional
* Submit original form and attachments *

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

2. Course prefix, number and complete title of course: MARA 650 Distribution Logistics

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

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

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

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

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

5. Complete current course title and current catalog course description:
Distribution Logistics

   The course discusses contemporary distribution logistics and integrated supply chain management. Emphasis is given to customer service, transportation modes, inventory policies, warehousing, order processing, and optimizing the logistics gross margin.

6. Complete proposed course title and proposed catalog course description (not to exceed 50 words):
Supply Chain Management

   The course discusses contemporary distribution logistics and integrated supply chain management. Emphasis is given to customer service, transportation modes, inventory policies, warehousing, order processing, and optimizing the logistics gross margin.

7. a. As currently in course inventory:

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course #</th>
<th>Title (excluding punctuation)</th>
</tr>
</thead>
<tbody>
<tr>
<td>MARA 650</td>
<td>DISTRIBUTION LOGISTICS</td>
<td></td>
</tr>
</tbody>
</table>

   Lect. Lab STA CP and Fund Code Admin. Unit ECE Code Level

   b. Change to:

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course #</th>
<th>Title (excluding punctuation)</th>
</tr>
</thead>
<tbody>
<tr>
<td>MARA 650</td>
<td>SUPPLY CHAIN MANAGEMENT</td>
<td></td>
</tr>
</tbody>
</table>

   Lect. Lab STA CP and Fund Code Admin. Unit AEC Year ECE Code Level

   Approval recommended: [Signature] 5-31-13

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

   Chair, College Review Committee 5-20-13 Date

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

   (if cross-listed course)

   Submitted to Coordinating Board by:

   Associate Director, Curricular Services Date

   Questions regarding this form should be directed to Sandra Williams at 841-41 or sandra.williams@tamu.edu.

Curricular Services – 02/11
Texas A&M University
Departmental Request for a Change in Course
Undergraduate • Graduate • Professional
Submit original form and attachments •

Form Instructions

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

2. Course prefix, number and complete title of course: SPSY 617: Emotional Disturbance in Children

3. Change requested
   a. Prerequisite(s): From: Graduate classification; approval of department head To: SPSY 610; SPSY 612
   b. Withdrawal (reason):
   c. Cross-list with:
      Cross-listed courses require the signature of both department heads.
   d. Change in course title and description. Enter complete current course title and current course description in item 5; enter proposed course title and proposed course description in item 6. Complete item 7 for change in title.
   e. Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 7. Attach a course syllabus.

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

5. Complete current course title and current catalog course description:

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

7. a. As currently in course inventory:

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course #</th>
<th>Title (excluding punctuation)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPSY</td>
<td>617</td>
<td>ED IN CHILDREN</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lect.</th>
<th>Lab</th>
<th>SCH</th>
<th>ULP and Fund Code</th>
<th>Admin. Unit</th>
<th>PCE Code</th>
</tr>
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<tbody>
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<td>03</td>
<td>4228010920003632</td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>

   b. Change to:

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

<table>
<thead>
<tr>
<th>Lect.</th>
<th>Lab</th>
<th>SCH</th>
<th>ULP and Fund Code</th>
<th>Admin. Unit</th>
<th>PCE Code</th>
</tr>
</thead>
</table>

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

   [Signature]
   George Cunningham, Ph.D.
   Chair, College Review Committee Date

   [Signature]
   George Cunningham, Ph.D.
   Dean of College Date

   [Signature]
   Mark Zoran
   Chair, GC or UCC Date

   Submitted to Coordinating Board by:

   [Signature]
   Date

   [Signature]
   Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
Curricular Services – 02/11
MEMORANDUM

TO: Graduate Instruction Committee, CEHD

THROUGH: George Cunningham, Ph.D.
Associate Dean, College of Education and Human Development

FROM: Victor Willson, Ph.D.
Professor and Head

SUBJECT: Course Change – SPSY 617

Attached, please find the appropriate paperwork for changing the prerequisite for SPSY 617: Emotional Disturbance in Children

Pursuant to the directives of the College, the following information is provided:

1. **Rationale:** SPSY 617 is a course that is offered in the second year of our school psychology doctoral program. This course is designed specifically for these students and is based on the knowledge these students learn in SPSY 610 and SPSY 612. When students enroll in this course who have not met had these two courses they are unprepared for the rigor of SPSY 617 and the instructor is not in a position to assist them with catching up. As such, it is best that SPSY 610 and SPSY 612 be listed as official prerequisites to prevent students who are unprepared for the course from registering.

2. **Vote by the Program:** The changes have the unanimous support of our department.

We appreciate your consideration of this course. Please contact us should you require any additional information.
Course Withdrawals
TO: Faculty Senate, Texas A&M University

THROUGH: Dr. Mark Zoran, Chair
Graduate Council

THROUGH: Dr. David Reed, Associate Dean for Graduate Programs and Chair for College
Graduate Program Council
College of Agriculture and Life Sciences

THROUGH: Dr. David Baltensperger, Interim Department Head
Ecosystem Science and Management

FROM: Dr. Tom Boutton, Associate Department Head for Graduate Programs
Ecosystem Science and Management

DATE: July 12, 2013

SUBJECT: Request to eliminate the Certificate Program in Tree Improvement

The Department of Ecosystem Science and Management would like to administratively remove the Certificate Program in Tree Improvement from the existing inventory of certificate programs. We request this change due to lack of student interest in the certificate and lack of forestry faculty available to provide teaching and mentoring in support of the program.

As is clear in the attached correspondence with Dr. Tom Byram, who was involved in establishing the certificate, since the program’s inception, no certificates have been awarded. Only one applicable class has been taught—and that only one time as a special topics course. The program was never fully developed, and there is no evidence that this certificate has been active for several years. For this reason, there is no reason to keep it moving forward.
Special Consideration Items
Texas A&M University
New Certificate, Bachelors, Masters, or Doctoral Program
* Proposal Checklist *

Requested by the Department or Unit of: Veterinary Integrative Biosciences, College of Veterinary Medicine & Biomedical Sciences

Program Type, Level, Designation, Title, Description, Hours
Program Type Certificate Program ☒ Degree Program ☐
Program Level Undergrad Certificate ☐ Grad Certificate ☒ Bachelor ☐ Master ☐ Doctoral ☐
Degree Designation (i.e., BS, BA, MA, MS, Mgr, Med, PhD, EdD, etc.)

Title of proposed program: One Health Certificate Program
Proposed CIP Code (if known): 26.0102.00 02

Brief program description (provide a catalog description for undergraduate and graduate certificates):
One Health Certificate
Open to all graduate and professional students

The One Health Certificate offered by the College of Veterinary Medicine & Biomedical Sciences is designed to provide students with an understanding of and with a variety of strategies and tools to be successful through One Health in research, education, and outreach. The One Health Certificate requires a minimum of 12 credit hours in designated courses and/or research option. Students must earn a grade of “C” or better in each course or research experience to meet the requirements. Students who pursue the One Health Certificate program must complete all requirements prior to graduation. Specific program requirements are available in the One Health office at the College of Veterinary Medicine & Biomedical Sciences. Details are also available at http://onehealth.tamu.edu/education.

Minimum program semester credit hours (SCH) Certificates - 12 hours* Bachelor - 120 hours Masters - 30 hours
Proposed program hours: 12

*12 hours minimum to appear on transcript

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

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

Program Delivery Mode
☑ On-campus Texas A&M University, College Station
☐ Broadcast / TTVN —
☐ Specific off-campus location*** —
☐ Distance Education / Internet In-State ☐ Out-of-State ☐ Start Date —
☐ Out-of-Country

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

***Is this an approved SACS location? Yes ☒ No ☐
If no, a program prospectus must be sent to SACS.
Approved locations as of March 2012: TAMU-Galveston, TAMU-Qatar, University Center-The Woodlands, City Centre-Houston, Dubai and Saudi Arabia.
Texas A&M University
New Certificate, Bachelors, Masters, or Doctoral Program
* Proposal Checklist *

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

Will new costs for the first five years of the program be under $2 million?
Yes ☒ No ☐
If new costs exceed $2 million, coordinating board approval is required.

Page 2 03/13/2013
Submitted by (Contact Person):
Dr. Mike Chaddock
Name
Assistant Dean for One Health & Strategic Initiatives
Title
mchaddock@cvm.tamu.edu
Email
979-845-5617
Phone

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

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

Date 9-12-13
Signature, Department Head or Interdisciplinary Program Chair
Dr. Evelyn Castiglioni
Typed or Printed Name

Date
Chair, College Review Committee

Date
Dean of College

Date
Chair, University Curriculum Committee or Graduate Council

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

Typed or Printed Name

Date 9-12-13
Chair, College Review Committee

Date
Dean of College

Date
Chair, University Curriculum Committee or Graduate Council

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

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

Administrative Information

1. Institution:
Texas A&M University, College Station

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

3. Proposed CIP Code: 26.0102.00 02

4. Brief Program Description – Describe the program and the educational objectives:
Open to all graduate and professional students

The One Health Certificate offered by the College of Veterinary Medicine & Biomedical Sciences is designed to provide students with an understanding of and with a variety of strategies and tools to be successful through One Health in research, education, and outreach. The One Health Certificate requires a minimum of 12 credit hours in designated courses and/or research option. Students must earn a grade of “C” or better in each course or research experience to meet the requirements. Students who pursue the One Health Certificate program must complete all requirements prior to graduation. Specific program requirements are available in the One Health office at the College of Veterinary Medicine & Biomedical Sciences. Details are also available at http://onehealth.tamu.edu/education.

Learning Outcomes for One Health Certificate Program
- Students should be able to recognize and articulate the foundational assumptions, central ideas, and foremost notion of the research, education, and outreach approaches to One Health;
- Students will be asked to provide solutions to global health issues outside of the student’s field, the student will be able to draw from theories, principles, team approach, and/or knowledge from other disciplines to find solutions;
- Students will be introduced to the collaborative effort of architecture, business, liberal arts, veterinary medicine and biomedical sciences, agriculture and life sciences, health sciences, engineering, geosciences, education and human development, and public policy. They will use general principles, fundamentals, and tools to analyze and interpret data to produce meaningful conclusions and recommendations in research articles;
- Communicate effectively the importance and need for collaborative research, education, and outreach;
- According to (National Association of Veterinary Medical Education Consortium) NAVMEC

Updated 06.07.2010
core competencies the impact of professional competencies through communication, collaboration, management (self, team, system), lifelong learning, scholarship, value of research, leadership, diversity and multicultural awareness, and adapt to changing environments will also be implied as learning outcomes for the One Health Certificate Program.

Number of Semester Credit Hours Required - 12 credit hours

5. Administrative Unit – Identify where the program would fit within the organizational structure of the university (e.g., The Department of Electrical Engineering within the College of Engineering): The One Health Certificate Program will be held in the administrative unit of the Department of Veterinary Integrative Biosciences in the College of Veterinary Medicine and Biomedical Sciences.

6. Proposed Implementation Date – Report the first semester and year that students would enter the program: First semester would be Fall, 2014 (201431).

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

   Name: Merrideth Holub, M.S.

   Title: One Health Program Coordinator

   E-mail: mholub@cvm.tamu.edu

   Phone: 979-845-5039

Program Information

I. Need

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

   A. Job Market Need – Provide short- and long-term evidence of the need for graduates in the job market. Not applicable; preliminary approval was not granted more than four years ago.

   B. Student Demand – Provide short- and long-term evidence of demand for the program. Not applicable; preliminary approval was not granted more than four years ago.
C. Enrollment Projections – Use this table to show the estimated cumulative headcount and full-time student equivalent (FTSE) enrollment for the first five years of the program. (Include majors only and consider attrition and graduation.)

<table>
<thead>
<tr>
<th>YEAR</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
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<td>20</td>
<td>25</td>
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<tr>
<td>FTSE</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

II. Quality

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

<table>
<thead>
<tr>
<th>Category</th>
<th>Semester Credit Hours</th>
</tr>
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<tbody>
<tr>
<td>General Education Core Curriculum (bachelor’s degree only)</td>
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<tr>
<td>Required Courses</td>
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</tr>
<tr>
<td>Prescribed Electives</td>
<td>0</td>
</tr>
<tr>
<td>Free Electives</td>
<td>6</td>
</tr>
<tr>
<td>Other (Specify, e.g., internships, clinical work) (if not included above)</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>12</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Prefix and Number</th>
<th>Required Courses</th>
<th>SCH</th>
</tr>
</thead>
<tbody>
<tr>
<td>VIBS 622</td>
<td>Introduction to One Health*</td>
<td>3</td>
</tr>
<tr>
<td>VIBS 623</td>
<td>One Ecosystem, One Environment, One Economic Impact*</td>
<td>3</td>
</tr>
</tbody>
</table>

Updated 06.07.2010
Elective Courses

**Note:** A comprehensive list of elective courses (3 credit hrs each) will be prepared by the One Health Core team that will be provided to students as other courses to register for in the second half of the program. Examples of these classes that may be included on that list follow.

<table>
<thead>
<tr>
<th>Prefix and Number</th>
<th>Elective Courses</th>
<th>SCH</th>
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</thead>
<tbody>
<tr>
<td>ARCH 675</td>
<td>Health Design &amp; Research; or</td>
<td>3</td>
</tr>
<tr>
<td>BMEN 669</td>
<td>Interpreting Issues in Biomedical Engineering; or</td>
<td>3</td>
</tr>
<tr>
<td>ANSC 657</td>
<td>HACCP Systems</td>
<td>3</td>
</tr>
</tbody>
</table>

**TOTAL SCH** 12

**C. Faculty**

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

<table>
<thead>
<tr>
<th>Name of Core Faculty and Faculty Rank</th>
<th>Highest Degree and Awarding Institution</th>
<th>Courses Assigned in Program</th>
<th>% Time Assigned To Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>e.g.: Robertson, David Asst. Professor</td>
<td>PhD. in Molecular Genetics Univ. of Texas at Dallas</td>
<td>MG200, MG285 MG824 (Lab Only)</td>
<td>50%</td>
</tr>
<tr>
<td>*Dr. Mike Chaddock, Assistant Dean for One Health &amp; Strategic Initiatives</td>
<td>DVM, Michigan State University, EML (Executive Masters in Leadership) from Georgetown University</td>
<td>VIBS 622, VIBS 623</td>
<td>50%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name of Support Faculty and Faculty Rank</th>
<th>Highest Degree and Awarding Institution</th>
<th>Courses Assigned in Program</th>
<th>% Time Assigned To Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Merrideth Holub, One Health Program Coordinator</td>
<td>B.S. in Animal Science, M.S. in Agriculture Education, PhD. candidate in Agriculture Education, Texas A&amp;M University</td>
<td>VIBS 622, VIBS 623</td>
<td>50%</td>
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</tbody>
</table>

**D. Students**

Describe general recruitment efforts and admission requirements. In accordance with the institution’s Uniform Recruitment and Retention Strategy, describe plans to recruit, retain, and graduate students from underrepresented groups for the program.

*Administration*

Updated 06.07.2010
The two courses that initiate the program will be held in the Veterinary Integrative Biosciences (VIBS). The faculty leadership for the courses will be Dr. Mike Chaddock with the support of Merrideth Holub. Introduction to One Health course will be taught by the faculty leadership listed above. One Ecosystem, One Environment, One Economic Impact course will be taught by expert faculty members from across campus in their respective areas.

The One Health Certificate program will be under the graduate and research studies program at the College of Veterinary Medicine & Biomedical Sciences. Students will choose the second half of their course work or research opportunity at the time of the conclusion of VIBS 622 & VIBS 623 courses. Therefore when a student applies for the program their additional courses and/or research experience will not be chosen.

Eligibility
To apply for the certificate program, a student must complete the application form (see page 5) no later than having a year left before graduation, file a degree plan with the administering department, and have a GPA of at least 2.5 at the time of application. The digital application form for the College of Veterinary Medicine & Biomedical Sciences One Health Certificate Program can be found at http://onehealth.tamu.edu/education. The department reserves the right to limit the number of applicants admitted based on the resources available for the program.

Requirements for Application Submission:
1. Must have a minimum GPA of 2.5 or higher
2. Must be a graduate or professional student on the Texas A&M University, College Station campus.
3. Professional Schools include the following schools:
   a. Dental
   b. Law
   c. Medical
   d. Nursing
   e. Optometry
   f. Other Health Care Professions
   g. Pharmacy
   h. Physical Therapy
   i. Physician Assistant
   j. Veterinary Medicine

A strong amount of evidence lies with the demand for this program and is evident through frequent student inquires in many academic departments. Students from every college will benefit from the program as One Health is transdisciplinary, including the Health Science Center Schools and Programs. Examples include, School of Rural Public Health, College of Architecture, College of Agriculture & Life Sciences, College of Veterinary Medicine & Biomedical Sciences, etc. On the horizon of the world population growing to nine billion by 2050 allows for new diseases to spread and therefore the need for One Health experts in every field.

E. Library – Provide the library director’s assessment of library resources necessary for the program. Describe plans to build the library holdings to support the program.
Current library resources are sufficient. Only two new classes will be developed, Introduction to One Health and One Ecosystem, One Environment, One Economic Impact and the current study topics the library resources are readily available to all students.

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

No new facilities or equipment will be required.

G. Accreditation – If the discipline has a national accrediting body, describe plans to obtain accreditation or provide a rationale for not pursuing accreditation. The Department of Biomedical Sciences is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097, [404] 679-4501) to award degrees at the baccalaureate, masters, doctoral and professional levels. Also, under the College of Veterinary Medicine & Biomedical Sciences accreditation come from the American Veterinary Medical Association Council on Education. The Certificate in One Health will be fully consistent with general programs accreditation, and may provide opportunity for specialization areas of accreditation in the near future.

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

Learning outcomes-based assessment is required for professional accreditation. The One Health Core team along with the Department of Veterinary Integrative Biosciences will address this requirement through the use of direct measures (department exams) and indirect measures (exit surveys and interim surveys). We are working with survey development and assessment professionals in the Department of Agriculture Leadership, Education, and Communication. Assessment results are reviewed annually by our One Health Core team and the assessment professionals.

III. Costs and Funding

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

Not applicable

<table>
<thead>
<tr>
<th>Five-Year Costs</th>
<th>Five-Year Funding</th>
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<td>and Materials</td>
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<td>Other⁴</td>
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<td>Total Costs</td>
<td>$0</td>
</tr>
<tr>
<td>Total Funding</td>
<td>$0</td>
</tr>
</tbody>
</table>

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

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

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

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

Updated 06.07.2010
Signature Page

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

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

   ___________________________  ___________________________
   Chief Executive Officer        Date

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

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

   ___________________________  ___________________________
   Board of Regents (Designee)    Date of Approval

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

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

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

   ___________________________  ___________________________
   Board of Regents (Designee)    Date
Proposal: One Health Certificate Program
College of Veterinary Medicine & Biomedical Sciences

The certificate program has been designed around the strengths of TAMU in human, animal, and environmental health. The demand from students for a One Health Certificate Program goes to support the ever growing need. The certificate will require 12 hours of coursework in the College of Veterinary Medicine & Biomedical Sciences and related departments and will be offered only in the summer.

Management for the program will be provided by an interdisciplinary One Health team of faculty from the College of Veterinary Medicine & Biomedical Sciences and the College of Medicine at the Texas A&M Health Science Center.

http://onehealth.tamu.edu/

One Health Core Team
Mike Chaddock, DVM, EML
Assistant Dean for One Health & Strategic Initiatives
College of Veterinary Medicine & Biomedical Sciences
mchaddock@cvm.tamu.edu

Merrideth Holub, MS
One Health Program Coordinator
College of Veterinary Medicine & Biomedical Sciences
mholub@cvm.tamu.edu

Bhanu Chowdhary, BVSc & AH, MVSc, PhD
Professor & Associate Dean for Research & Graduate Studies
College of Veterinary Medicine & Biomedical Science
bchowdhary@cvm.tamu.edu
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<td>Need</td>
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One Health Certificate Program
Texas A&M University
College of Veterinary Medicine & Biomedical Sciences

The College of Veterinary Medicine and Biomedical Sciences proposes the formation of a One Health Certificate Program for Texas A&M University. The assembly of this program was designed around the One Health concept of interdisciplinary collaborations on research, education, and outreach. With the creation of two new courses and bringing in collaborative expert faculty from across campus, and providing research experiences to students will bring together the outline of this program. This program will facilitate students to work collaboratively, participate in service learning, and learn how to apply a variety of strategies and tools to be successful through the One Health sphere in all of their future career capacities.

Definition
One Health is the collaborative effort of multiple disciplines working locally, nationally, and globally to attain sustainable optimal health for the ecosystem (a biological community of living organisms [human, animals, plants, and microbes] and their physical environment interacting as a system). It is a cultural and behavioral concept with socioeconomic elements and impact. One Health is driven by agents of changes which include, but are not limited to, population growth, nutritional, agricultural, and trade practices, globalization, shift in land use, accelerated urbanization, deforestation, encroachment on wildlife, and climate change.

The objective of the certificate program is to provide a broad subject matter knowledge to professional and graduate students in topics of wide ranging significance to human, animal, and environmental health such as infectious diseases (zoonotic, emerging, re-emerging), modes of transmission, epidemiology, treatments, food safety and public health, water, role of architecture and engineering, fundamentals of leadership, policy, etc.

Need
Of the 1,461 diseases now recognized as affecting humans, approximately 60% are due to multi-host pathogens characterized by movement across species lines; and over the last three decades, approximately 75% of new emerging human infectious diseases have been zoonotic\(^1\).\(^2\). There are over 2.4 billion cases per year of zoonotic diseases globally with 2.2 million deaths\(^3\). In addition there are 1 billion foodborne diseases with greater than 1 million deaths annually worldwide. Zoonotic disease outbreaks and foodborne diseases are complex and multifactorial requiring, but not limited to, expertise from human medicine, veterinary medicine, public health, environmental health, climatology, and agriculture. Globally, 1 billion people lack access to potable water for drinking and domestic use. Food-borne diseases have taken on new dimensions due to international transport of foodstuffs, increasing demands for animal protein, and opportunities for spread of infectious diseases.

Health is an outcome shaped by a wide range of social, economic, natural, man-made, and political environments that form a complex and ever-changing dynamic. There is a great need for professionals with education and training that span human, physical and mental health, animal health and well-being, public policy, and environmental health and its contributing factors. In a
global and increasingly interconnected world, in which land degradation, deforestation, intensive agriculture, global food production, water contamination, energy production, loss of biodiversity, antimicrobial resistance, and climate change contribute to emerging diseases, and a broad-based One Health approach becomes increasingly critical for global health. Solutions to global challenges will occur as a cadre of multi-disciplinary scientific education, research, public policy, and community outreach professionals communicate and collaborate on work that integrates the intricate linkages between human, animal, and environmental health.

Investing in One Health research strategies concerning zoonotic diseases is a must and will benefit civilian as well as military populations. Understanding the pathogenesis and the role that environmental factors play in specific zoonotic diseases and the subsequent development of vaccines and other preventive measures for both animals and humans will benefit society. One such example at TAMU is the work on quick, plant-based production of a myriad of human and animal vaccines. By leveraging interdisciplinary knowledge, resources, and networking connections, Texas A&M University is creating new collaborative One Health opportunities for students to learn, faculty to carry out research, and for Texas citizens to benefit from this knowledge through outreach and extension. Additionally, objectives include preparing and providing students with a competitive edge in the hiring market and help provide an integrated holistic health care for a society of humans, animals, and the environment.

Letters of support are attached. Graduate and professional students from across campus (College of Veterinary Medicine & Biomedical Sciences, College of Medicine, College of Agriculture and Life Sciences, and College of Liberal Arts) have already come forward with an interest in the program and are eager to enroll.

Administration
The One Health Certificate program will be administered through the graduate and research office in the College of Veterinary Medicine & Biomedical Sciences. The two courses that initiate the program will be offered by the Department of Veterinary Integrative Biosciences. The faculty leadership for the courses will be Dr. Mike Chaddock and the One Health Grand Challenge Advisory committee- with support from Merrideth Holub. The Introduction to One Health (VIIBS 622) course will be taught by the faculty listed above. The One Ecosystem, One Environment, One Economic Impact (VIIBS 623) course will be taught by faculty members from across campus expert in their respective areas.

Students will choose the remaining 6 credit hours of their course work or research at completion of VIIBS 622 and VIIBS23 courses. Therefore when a student applies for the program their additional courses and/or research experience will not be chosen until completion of VIIBS 622 and 623 course work.

Eligibility
To apply for the certificate program, a student must complete the application form (see page 5) no later than 12 months prior to anticipated graduation, and have a minimum GPA of 3.0 at the time of application. The online application form for the College of Veterinary Medicine & Biomedical Sciences One Health Certificate Program can be found at http://onehealth.tamu.edu/education. The One Health Certificate Program is only eligible to Texas A&M University students only.
Requirements for Application Submission:
1. Must have a minimum graduate GPA of 3.0 or higher
2. Must be a graduate or professional student in residence at Texas A&M University, College Station
3. Students in the following professional programs are eligible:
   a. Dental
   b. Law
   c. Medical
   d. Nursing
   e. Optometry
   f. Other Health Care Professions
   g. Pharmacy
   h. Physical Therapy
   i. Physician Assistant
   j. Veterinary Medicine

For Additional Information Contact:
Merrideth Holub
mholub@cvm.tamu.edu
979-845-5039
One Health Suite, Office of the Dean
College of Veterinary Medicine & Biomedical Sciences
One Health Certificate Program
College of Veterinary Medicine & Biomedical Sciences

DEADLINE to apply for summer semester
December 1st

Section I: Student Information
Name: ___________________________ Date: ___________________________
UIN: ___________________________ E-mail Address: ___________________________
Current Address: ___________________________
Daytime Telephone or Cell Number: ___________________________
Degree: ___________________________

Section II: LC Personal Response (required for ALL applicants)
Please keep your response to one page or less.

1. In a personal statement please address the following points:
   a. Identify your career interest, how the One Health Certificate program would help
      you reach your career goals, and how you became interested in One Health.

Section II: Community Expectations and Requirements
As a One Health Certificate Program Participant, I understand my responsibilities are as follows:
   • Meet all requirements necessary to remain enrolled at Texas A&M University at College
     Station
   • Obey all University Student Rules
   • Conduct my personal behavior both on and off campus in a lawful manner with integrity
     and maturity
   • Participate and contribute to events planned for my courses
     o Enroll in and successfully complete Introduction to One Health (VIBS 622) and
       One Ecosystem, One Environment, One Economic Impact (VIBS 623) courses.
     o Complete the other 6 credit requirements for research or additional questions
   • Respect my fellow students, and faculty members and others I meet during this
     experience

I understand if I am accepted into the One Health Certificate Program, I must abide by all
academic and social requirements of the program, as well as University policies and procedures.
Failure to abide by these expectations and requirements in full or part may result in my removal
from the certificate program. The submission of my application is an affirmation of my
commitment to comply with all the stated program requirements.

Print Name: ___________________________ Date: ___________________________
Signature: ___________________________
Components

1. Informational Video
   a. To familiarize the Texas A&M University community with the purpose, structure, and requirements of the certificate program, an online informational video will be produced and located at the www.onehealth.tamu.edu/education website.

2. Academic
   a. The academic component has a requirement of 12 credit hours. Six of those credit hours will be from the courses listed below. The other six hours are to be chosen by the student at the conclusion of VIBS 622 & VIBS 623 courses. Students have the option to take an additional two courses (3 credit hours apiece) outside of their current department (in order to create diversity exposure through course work) or have the option of a research experience (the student is responsible for finding a faculty member to be the advisor for One Health research experiences). Students will receive advisement and assistance from One Health Core Team. For example, if a student from geosciences enrolls in the certificate program but has an interest in zoonotic diseases this would provide the student with the opportunity to explore another field of interest.
      i. VIBS 622 - Introduction to One Health
      ii. VIBS 623 - One Ecosystem, One Environment, One Economic Impact courses
   b. The core courses may count toward other degree or certificate programs, but students must maintain a cumulative GPA of 3.0 in all courses for the certificate program.

Notes:
1 These two courses were developed for approval in conjunction with this proposal.
Program Outline

Texas A&M University – College Station

Certificate in One Health

Audience: All graduate and professional students on the TAMU campus including TAMHSC

Purpose & Goal: To offer an educational experience that allows the students to think outside the realm of their specific fields and into the collaborative arena of One Health.

Credit Hours: 12

<table>
<thead>
<tr>
<th>6 Credit Hours - One Health Courses</th>
<th>6 Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>VIBS 622 Introduction to One Health – 3 SCH</strong></td>
<td><strong>Students Chosen Route</strong></td>
</tr>
<tr>
<td>This face-to-face and course will incorporate subject matter from researchers, case studies, and scientific readings. One Health is defined as the collaborative effort of multiple disciplines working locally, nationally, and globally to attain sustainable optimal health for the ecosystem. Topics include leadership, epidemiology, zoonosis, architecture, engineering, food safety, water security, travel, and human health.</td>
<td>Students will choose their last 6 credit hours to complete the certificate program. The courses may be outside of their major degree program/department. Chosen courses will be submitted to Merrideth Holub and the Advisory Council at the completion of VIBS 622 &amp; 623 courses. These additional courses must be approved by the One Health Strategic Team before students are registered.</td>
</tr>
<tr>
<td><strong>VIBS 623 One Ecosystem, One Environment, One Economic Impact – 3 SCH</strong></td>
<td><strong>Student Options:</strong></td>
</tr>
<tr>
<td>The world is interconnected biologically, socially, diplomatically, and economically by commerce, travel, and weather. These elements contribute to strengthening the junction between animal, human, and ecosystem health. This course will review how each of these entities impacts the One Health convergence.</td>
<td>Research or course work totaling 6 credit hours</td>
</tr>
</tbody>
</table>

Enrollment

Graduate and professional students who anticipate applying to the certificate program should discuss their plans to complete the program with their dissertation or professional school chairs. Students can enroll in the certificate program by filling out the application (www.onehealth.tamu.edu/education) and emailing Merrideth Holub at mholub@cvm.tamu.edu. The program is open to Texas A&M University students only.
Learning Outcomes for One Health Certificate Program

- Students will be able to recognize and articulate the fundamental assumptions, central ideas, and foremost notion of the research, education, and outreach approaches to One Health;

- Students will be able identify the tools needed in order to provide solutions to global One Health issues outside of their field, the students will be able to draw from theories, principles, team approach, and/or knowledge from other disciplines to find solutions;

- Understand and articulate through their assignments the collaborative effort of architecture, business, liberal arts, veterinary medicine and biomedical sciences, agriculture and life sciences, health sciences, engineering, geosciences, education and human development, and public policy. Be able to use general principles, fundamentals, and tools to analyze and interpret data to produce meaningful conclusions and recommendations in research articles;

- Students will be able to communicate effectively the importance and need for One Health collaborative research, education, and outreach through the One Health lens;

- Students will be able to articulate through assignments the NAVMEC (North American Veterinary Medical Education Consortium) core competencies, the impact of professional competencies through communication, collaboration, management (self, team, and system), lifelong learning, scholarship, value of research, leadership, diversity and multicultural awareness, and adapt to changing environments.
Instructors
Mike Chaddock, DVM, EML
Assistant Dean for One Health & Strategic Initiatives
College of Veterinary Medicine & Biomedical Sciences
mchaddock@cvm.tamu.edu

Merrideth Holub, MS
One Health Program Coordinator
College of Veterinary Medicine & Biomedical Sciences
mholub@cvm.tamu.edu
979.845.5039

One Health: The collaborative effort of multiple disciplines working locally, nationally, and globally to attain sustainable optimal health for the ecosystem*. A cultural and behavioral concept with socioeconomic elements and impact

*a biological community of living organisms (humans, animals, plants, and microbes) and their physical environment interacting as a system

Course Description & Prerequisites
The Introduction to One Health course incorporates subject matter from researchers, case studies, and scientific readings. Topics to be included are, but not limited to leadership, epidemiology, zoonosis, architecture, engineering, food safety, water security, travel, and human health. The course is designed to provide an in-depth look of the research, education, and outreach which form the basis for the area of One Health. Prerequisite: Graduate or professional classification at Texas A&M University.

1. fundamental understanding of the conceptual framework of One Health and its significance and influence towards ecosystem health;
2. be able to articulate the socioeconomic impact on the human and animal health, as well as the environmental impact;
3. recognize how the concepts of One Health are an integral part of their chosen academic field of study;
4. Apply One Health concepts in their chosen professional or field.

Learning Outcomes
At the conclusion of this course, students will:

1. Students will gain the fundamental understanding of the conceptual framework of One Health and its significance and influence towards ecosystem health through case studies, class discussions, and projects with presentations.
2. Students will articulate the socioeconomic impact on the human and animal health, as well as the environmental health impact as evidenced by written papers for the grade level, written responses, and classroom discussions.

Recommended Texts and Readings

**Instructor Office Hours Policy**
An open door policy is maintained for all students; however please make every effort to schedule an appointment ahead of time.

**Course Structure**
• VIBS 622 is a graduate-level learning experience and students are expected to participate in a manner that allows them to master the course content. Your attendance and participation are critical to your success. Late arrivals and early departures are disruptive to class. If you miss a class session, it is your responsibility to obtain all notes, handouts, and materials for that class session from another student.
• Class will take place at the College of Veterinary Medicine and Biomedical Sciences, unless otherwise indicated by the instructors. We will be visiting different facilities on campus throughout the semester; meeting locations are indicated for each session on the calendar of events (below).
• **Sessions will begin promptly at 3:00 pm.** Students are expected to be on time for all sessions, regardless of the meeting location.

**Additional Course and University Related Information**
The Aggie Honor Code: "An Aggie does not lie, cheat, or steal or tolerate those who do." Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System. For additional information, please see [http://aggiehonor.tamu.edu](http://aggiehonor.tamu.edu) and the latest issue of the Texas A&M University Student Rules, under the section "Scholastic Dishonesty."

**Americans with Disabilities Act Clause**
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities, in Cain Hall, Rm.B-118, or call 845-1637. For additional information, visit: [http://disability.tamu.edu](http://disability.tamu.edu)

**Academic Misconduct:**
According to the Texas A&M University Definitions of Academic Misconduct, misconduct in research or scholarship includes fabrication, falsification, or plagiarism in proposing, performing, reviewing, or reporting research. You should familiarize yourself with the various types of academic misconduct and your responsibilities as a student ([http://aggiehonor.tamu.edu/Descriptions/](http://aggiehonor.tamu.edu/Descriptions/)). If it is discovered that you have committed academic misconduct, a violation will be filed with the Aggie Honor System Office and recommend that you receive an F in this course. The Aggie Honor System Office processes for adjudication and appeals can be found at [http://aggiehonor.tamu.edu](http://aggiehonor.tamu.edu)

**Student Rule 7 – Attendance and Make-up Policy**
You may wish to refer to the Student Rules regarding Academics at [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07)
Grading

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<td>200</td>
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<tr>
<td>Discussions</td>
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<td>Annotated Bibliography</td>
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<td>150</td>
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<td>Field of Study</td>
<td>June 19</td>
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<tr>
<td>Group Project/Presentations</td>
<td>June 27 / July 1</td>
<td>250</td>
</tr>
<tr>
<td>Final Project</td>
<td>July 2</td>
<td>250</td>
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<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>1000</strong></td>
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Grades will be assigned based on the scale below:

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<th>Grade</th>
<th>Points</th>
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</tr>
<tr>
<td>B</td>
<td>800-899</td>
</tr>
<tr>
<td>C</td>
<td>700-799</td>
</tr>
<tr>
<td>D</td>
<td>600-699</td>
</tr>
<tr>
<td>F</td>
<td>0-599</td>
</tr>
</tbody>
</table>

General guidelines for assignments:
- Assignments will not be accepted via email except in extenuating circumstances and with prior approval of the instructor(s).
- Unless otherwise stated, submit all written assignments typed, double-spaced with 1" margins, and in 12pt. Times New Roman, or Calibri font.
- Assignments will be graded on professionalism, spelling, grammar, completeness, and how well the objects of the assignments were met. Citing all resources used in assignment is mandatory.

Assignment Descriptions:
Weekly Case Study Analysis Discussions:
In addition to reading each weekly article, you are expected to contribute to class discussions through the use of threaded discussions on the course webpage. You are expected to apply the theoretical knowledge gained from in-class discussions to support your discussions online. You should follow the discussion posts daily and respond to postings from other class members. However, when commenting on other members of the class, be sure to respect the opinions of others. The assignment will be graded on your ability to provide in-depth discussion, frame and lead discussions, synthesize relevant points, and reference literature. Postings to discussion boards should begin on Monday of each week and conclude by Friday.

Annotated Bibliography:
With the topic and design of this course, you will get a rather broad overview of One Health. In order to get a thorough understanding of the concepts, you will need to compile current literature related to One Health research within your specific field of study and develop a scholarly annotated bibliography based on your findings. The citations in an annotated bibliography are more than just a summary of the articles. The citation should describe and analyze the resource, provide a brief glimpse of what each work contains, inform readers about the usefulness, accuracy, limitations, reliability and/or credentials of the author, relevance, and quality of the resource.

The annotated bibliography will be completed with at least 10 resources that will help you examine and evaluate the concepts within your specific field of study. The bibliography should include a mixture of resource types including print journals, websites, popular press articles, etc.
Bibliographic citations for the resources should be in the print format that is required in your home department.

Field of Study:
To broaden your understanding of the application of One Health within your specific field of study, you should select at least five research articles related to One Health concepts within your specific field of study. Using these articles, you will write a six to eight page double spaced paper. Your paper should consist of the following sections:
- A summary of the type of research being conducted within your specific field of study (using the articles from Annotated Bibliography)
- How the One Health concept provides a unique framework for research in your specific field of study
- The strengths and weaknesses (or lack of research and need) of One Health related research being conducted within your field of study (your evaluation of the contribution of the research to your field)
- A discussion of where you believe One Health research in your specific field of study should be heading (should One Health research continue, and if so, what should it look like, how can the research be applied, how it meets societal needs)

Group Project/Presentations:
1. Case Study (80 %)
   a. Case studies raise the level of critical thinking skills, develop problem solving skills, help students connect theory and practice, and facilitate the social learning process. Groups will choose from a provided list of One Health case studies. Each group is to summarize the following in their paper:
      i. Determine the facts of the case
      ii. Provide an understanding of the dynamics of the situation
      iii. Define the presenting problem
      iv. Determine the problem to be solved
      v. Generate a possible course of action or generate, assess, and propose a number of possible solutions
      vi. Evaluate the strengths, weaknesses, opportunities, and threats to each course of action
      vii. Make a decision regarding a satisfactory or at least workable plan of action

2. Presentation (20 %)
   a. Each group will make a formal presentation of their analysis and findings to the entire class. The presentation should include a thorough analysis of the case study, complete with findings and recommendations for solutions. The quality of the presentation, speaking ability, use of audiovisual or other presentation materials, ability to answer questions, and materials provided to the rest of the class will be evaluated by the instructor only. However, the classmates are recommended to ask questions after each presentation.

Final Project:
One way to bring some of the One Health concepts "alive" is to experience what departments, colleges, and the university are accomplishing. This assignment is designed to provide you with
the opportunity to integrate class concepts through an experiential learning activity. To complete this assignment, you will need to choose a faculty member outside of your home department for whom you can obtain reasonable access. You will visit with the faculty member and their department/organization, and observe ongoing One Health research, education, or service work. You will also talk to and ask questions of people within the faculty member's department or organization and ultimately gather data related to the One Health education, research, and service work of the faculty member. It is important that this assignment reflects the conceptual and theoretical basis that we have studied throughout the semester. This assignment will require a great deal of time and effort to fully complete and, at a minimum, this assignment should include the following:

1. A thorough description of the organization (department, college, or lab/office) that you selected for this assignment. In your description be sure to include:
   a. Why you choose this specific organization
   b. Outline of organizational structure

2. An analysis of the One Health programs or projects that are being done within the organization
   a. Demonstrate by providing evidence of the programs or projects where areas provide collaborations that would benefit One Health.
   b. Identify possible roadblocks that would hinder the success of the One Health programs or projects.
   c. Identify areas that make the programs or projects successful/strong in concept and application.

3. How you believe the work in the organization will benefit society – human health, animal health, and the environment.

4. The written report should follow these guidelines:
   a. 12 – 15 pages typed, double spaced 12 pt font as above, not including supporting evidence
   b. The supporting evidence should include, but is not restricted to, references, supporting documentation of the One Health programs or projects, pictures of your experience, etc.
   c. Follow the publication manual within your college and be free of grammatical errors.
## Tentative Course Schedule

<table>
<thead>
<tr>
<th>Weeks</th>
<th>Date</th>
<th>Topics/Course Content</th>
<th>Readings/Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>June 2/4/6</td>
<td>Course introduction, syllabus and expectations, defining one health, how human and animal health and wellbeing are intertwined / Nurturing Interdisciplinary Relationships – Leadership / Epidemiology</td>
<td></td>
</tr>
<tr>
<td>Week 2</td>
<td>June 9/11/13</td>
<td>Epidemiology / Human Health / Global Health</td>
<td>Annotated Bibliography Due</td>
</tr>
<tr>
<td>Week 3</td>
<td>June 16/18/20</td>
<td>Animal Health / Transportation, Trade, &amp; Travel of Humans, Animals, and Agriculture Products</td>
<td>Field of Study Due</td>
</tr>
<tr>
<td>Week 4</td>
<td>June 23/25/27</td>
<td>Food Safety/ Water Security &amp; Safety</td>
<td>Group Project Due / Group Presentations</td>
</tr>
<tr>
<td>Week 5</td>
<td>June 30</td>
<td>Zoonoses/ Human/Animal Bond</td>
<td></td>
</tr>
<tr>
<td>Week 6</td>
<td>July 2</td>
<td>Architecture/ Engineering / Nurturing Interdisciplinary Relationships – Leadership</td>
<td>Final Project Due</td>
</tr>
</tbody>
</table>
Instructors
Mike Chaddock, DVM, EML
Assistant Dean for One Health & Strategic Initiatives
College of Veterinary Medicine & Biomedical Sciences
mchaddock@cvm.tamu.edu

Merrideth Holub, MS
One Health Program Coordinator
College of Veterinary Medicine & Biomedical Sciences
mholub@cvm.tamu.edu
979.845.5039

One Health Defined: The collaborative effort of multiple disciplines working locally, nationally, and globally to attain sustainable optimal health for the ecosystem*. A cultural and behavioral concept with socioeconomic elements and impact.

*a biological community of living organisms (humans, animals, plants, and microbes) and their physical environment interacting as a system

Course Description & Prerequisites
The world is interconnected biologically, socially, diplomatically, and economically, by commerce, travel, and weather. These elements contribute to a strengthening junction between animal, human, and ecosystem health. This course will review how each of these entities impact the One Health convergence. In the course we will take a look at students as professionals and scientists and how your responsibility and obligation is to reach out and teach the “community” about One Health and its benefits to society as a whole. Prerequisite: Graduate or professional classification at Texas A&M University.

Learning Outcomes
At the conclusion of this course, students will:
1. Be able to evaluate scientific research critically and participate in the research community through constructive discussions in the One Health arena;
2. Understand the need for collaborative approaches to One Health issues – both scientific and clinical and political/leadership, etc. through the weekly case study analysis and final research project;
3. Students will demonstrate knowledge acquisition and application of research by conducting a final research report.

Required Texts and Readings
- Required readings will be provided weekly by each presenter.

Instructor Office Hours Policy
An open door policy is maintained for all students; however please make every effort to schedule an appointment ahead of time.
Course Structure
- The lead instructors for this course may invite each week an expert lecturer for the specific topic.
- VIBS 623 is a graduate-level learning experience and students are expected to participate in a manner that allows them to master the course content. Your attendance and participation are critical to your success. Late arrivals and early departures are disruptive to class. If you miss a class session, it is your responsibility to obtain all notes, handouts, and materials for that class session from another student.
- Class will take place at the College of Veterinary Medicine & Biomedical Sciences unless otherwise indicated by the instructors. We will be visiting different facilities on campus throughout the semester; meeting locations are indicated for each session on the calendar of events (below).
- Sessions will begin promptly at 3:00 pm. Students are expected to be on time for all sessions, regardless of the meeting location.

Additional Course and University Related Information
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Americans with Disabilities Act
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities, in Cain Hall, Rm.B-118, or call 845-1637. For additional information, visit: http://disability.tamu.edu

Academic Misconduct:
According to the Texas A&M University Definitions of Academic Misconduct, misconduct in research or scholarship includes fabrication, falsification, or plagiarism in proposing, performing, reviewing, or reporting research. You should familiarize yourself with the various types of academic misconduct and your responsibilities as a student (http://aggiehonor.tamu.edu/Descriptions/). If it is discovered that you have committed academic misconduct, a violation will be filed with the Aggie Honor System Office and recommend that you receive an F in this course. The Aggie Honor System Office processes for adjudication and appeals can be found at http://aggiehonor.tamu.edu

Student Rule 7 – Attendance and Make-up Policy
You may wish to refer to the Student Rules regarding Academics at http://student-rules.tamu.edu/rule07
### Course Assignments

<table>
<thead>
<tr>
<th>Course Assignments</th>
<th>Due Date</th>
<th>Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly Case Study Analysis</td>
<td>Weekly</td>
<td>200</td>
</tr>
<tr>
<td>Discussions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participation &amp; Discussion</td>
<td>Weekly</td>
<td>150</td>
</tr>
<tr>
<td>Final Report</td>
<td>August 8</td>
<td>250</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>600</strong></td>
</tr>
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Grades will be assigned based on the scale below:

<table>
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<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>500-600 Points</td>
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<tr>
<td>B</td>
<td>419-499 Points</td>
</tr>
<tr>
<td>C</td>
<td>360-420 Points</td>
</tr>
<tr>
<td>D</td>
<td>319-359 Points</td>
</tr>
<tr>
<td>F</td>
<td>0-318 Points</td>
</tr>
</tbody>
</table>

### General guidelines for assignments:
- Assignments will not be accepted via email except in extenuating circumstances and with prior approval of the instructor(s).
- Unless otherwise stated, submit all written assignments typed, double-spaced with 1" margins, and in 12pt. Times New Roman, or Calibri font.
- Assignments will be graded on professionalism, spelling, grammar, completeness, and how well the objects of the assignments were met. Accurately citing all resources used in assignment are mandatory.

### Assignment Descriptions:
**Weekly Case Study Analysis and Class Discussions:**
Each week a different topic will be presented and a number of articles will be a part of your required readings. Each week a student representative will be assigned who is responsible for developing discussion questions and important points of intent that were noticed throughout the article for the class and/or the speaker to discuss. The questions will be used to create a discussion session between the guest lecturer for that week and the class as a whole. All students are expected to come to class prepared to discuss the articles in depth.

**Final Research Report:**
Your final report topic will be the same as your topic that is assigned for the weekly Case Study Analysis and class discussions. The report should be an in-depth analysis of how your respective topic is integrated into One Health and how it has the opportunity to be integrated with other areas. You need to make the clear connection from your topic to other areas (minimum of three) and how they are interconnected. Using these ideas and connections, provide a minimum of three concepts of how your respective topic can be incorporated and make future connections with other focuses. For example: public policy (in future projects) can work with education, medicine, and emergency management supporting evidence for these ideas.

1. The written report should follow these guidelines:
   - 15 – 20 pages typed, double spaced 12 pt font as above, not including supporting evidence
   - Supportive evidence includes, but is not restricted to, references, supporting documentation of the One Health research, notes from guest lecturers, and any documentation that was collected throughout the semester.
   - Follow the publication manual within your college and be free of grammatical errors.
<table>
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<tr>
<th>Weeks</th>
<th>Date</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>June 3/4/5</td>
<td>Course introduction, syllabus and expectations</td>
<td>Review and include discussion of how human and animal health and well-being are intertwined</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Defining One Health through Public Policy / Microbiology</td>
<td></td>
</tr>
<tr>
<td>Week 2</td>
<td>June 10/11/12</td>
<td>Environmental Geosciences/ Climate Change / Meteorology</td>
<td></td>
</tr>
<tr>
<td>Week 3</td>
<td>June 17/18/19</td>
<td>Economics/ Political Science/ Accounting, Finance, Management, Marketing</td>
<td></td>
</tr>
<tr>
<td>Week 4</td>
<td>June 24/25/26</td>
<td>Geosciences/ Bioenvironmental Sciences / Impact of Environmental Law</td>
<td></td>
</tr>
<tr>
<td>Week 5</td>
<td>July 1/2/3</td>
<td>Leadership/ Public Policy/ International Affairs</td>
<td>Final Research Report Due</td>
</tr>
</tbody>
</table>
Award of Certificate

Students completing all requirements will receive the certificate from the graduate and research office at the College of Veterinary Medicine & Biomedical Sciences. The certificate will appear on a student’s official transcript.

Catalog Description

One Health Certificate

The One Health Certificate offered by the College of Veterinary Medicine & Biomedical Sciences is designed to provide students with an understanding of One Health, a variety of strategies and tools to be successful through One Health in research, education, and outreach and allow them to comprehend how One Health benefits society, human health, animal health, and the environment. The program is open to all graduate and professional students at Texas A&M University. The One Health Certificate requires completion of VIBS 622 and 623 and a minimum of 6 additional credit hours in designated courses and/or research option. Specific program requirements are available in the One Health Office at the College of Veterinary Medicine & Biomedical Sciences. Details are also available at http://onehealth.tamu.edu/education.
References

Letters of Support
To Whom It May Concern:

On behalf of the faculty of the College of Veterinary Medicine & Biomedical Sciences, I would like to extend my support for the establishment of a One Health Certificate program that is under consideration. I strongly believe that this proposed program will have an all-inclusive appeal to students at Texas A&M University, specifically graduate and professional students.

The University-wide One Health initiative serves an important role of enhancing collaboration and promoting interdisciplinary projects and programs that will foster an engaging environment for graduate and professional students to working together across disciplines. The collaborative nature of the program and the fact that the lead instructors will be using existing faculty and facilities is critical to the success of this effort.

The certificate program will serve to benefit students in every field of study who are interested in pursuing a career involving human, animal, and environmental health. This program will enable students in the second half of the program to focus their studies in a One Health manner to obtain the skills necessary to carry these concepts with them throughout their career. The One Health Certificate program will give graduates of Texas A&M University a distinct competitive advantage when entering the job market.

I am truly excited about this opportunity for our students and the future of the One Health program. Please feel free to contact me if I may be of any assistance during your consideration of this proposal.

Sincerely,

Eleanor M. Green, DVM, DACVIM, DABVP
The Carl B. King Dean of Veterinary Medicine
June 17, 2013

To Whom It May Concern:

I am writing in support of the One Health Certificate program. As the Dean for the College of Medicine, I am very enthusiastic about the benefits and opportunities that this program has to offer for our students. One of the College of Medicine’s strategic planning priorities is interdisciplinary research. The objective of this strategy is to create partnerships among faculty from across the university to encourage creativity and enhance productivity. The graduate and professional student One Health certificate program assists in doing just that.

One Health is a collaborative, interdisciplinary program that explores the intersection of human, animal and environmental health. The College of Medicine, representing the human health component, is heavily involved in developing Texas A&M’s One Health program. It is important to give our medical students an appreciation of the impact that the health of our ecosystems and wild and domestic animals can have on human health and disease. The One Health certificate program is designed to provide our students with this perspective. When students understand these interconnections they will be better able to provide effective care to their human patients.

As Dean of the College of Medicine, I am looking forward to the beginning of the One Health certificate program. It holds the promise of improving our students’ understanding of some of the most important health care challenges facing the world today.

Sincerely,

T. Samuel Shomaker, M.D., J.D.
The Jean and Thomas McMullin Dean of Medicine
and Vice President for Clinical Affairs
July 1, 2013

To Whom It May Concern:

I am pleased to provide this letter endorsing the One Health Certificate program. Having spent many years involved in various aspects of the agriculture industry, including currently serving as the Head of the Department of Animal Science at Texas A&M University, I have seen firsthand the need for programs such as One Health. As populations in the world continue to grow, there will also be an increasing need for students to have the knowledge of how humans, animals and the environment interact.

When our Animal Science students graduate, they enter a variety of fields that often interact with many other aspects of the ecosystem. It is therefore vital for them to gain the valuable knowledge and experience of how humans, animals and the environment work together. The collaborative manner of One Health provides valuable opportunity for students across many different disciplines to benefit from the classes taken in order to receive the One Health Certificate. Earning this particular certificate will give our students a much-need competitive advantage in today’s job market and make them even more valuable to potential employers.

I am enthusiastic and excited about the One Health Certificate program because it will benefit our students in so many ways. Thank you for your consideration of the One Health Certificate, and please let me know if I can provide additional information.

Sincerely,

H. Russell Cross
Professor and Head

Kleberg Animal and Food Science Center
2471 TAMU
College Station, TX 77843-2471
Tel. 979.845.1543 Fax 979.845.5433
http://animalscience.tamu.edu
June 14, 2013

To Whom It May Concern,

I am writing as an advocate for the One Health Certificate program proposed by the College of Veterinary Medicine & Biomedical Sciences. I strongly believe that this program would be beneficial for the graduate students at Texas A&M, specifically the former students of the Biomedical Sciences department.

Students in this program are likely to go on to diverse fields of medicine and science in which the interdisciplinary cooperation between these disciplines is very important for the One Health initiative. This University strives to introduce and incorporate the concepts and ideals of the One Health movement throughout the entire school. Therefore it is very important to promote participation and encourage other departments to integrate these values into their curriculum by exemplifying its need in our own.

The One Health certificate program would allow our students to get the knowledge and training needed to compete in the workforce as well as give them the additional advantage of a sound networking community to utilize when they leave Texas A&M. As we are integrated within the College of Veterinary Medicine and Biomedical Sciences, this program provides the perfect link to bring our students together and change the future of medicine in all capacities.

We are very excited about the opportunities this program has to offer our college and its students. Please let me know if I can be of any further assistance in the decision making process.

Sincerely,

Dr. Skip Landis
Assistant Dean
Biomedical Sciences Program
College of Veterinary Medicine & Biomedical Sciences
Texas A&M University  
Departmental Request for a New Course  
Undergraduate • Graduate • Professional  
• Submit original form and attach a course syllabus.

1. Request submitted by (Department or Program Name): College of Veterinary Medicine and Biomedical Sciences
2. Course prefix, number and complete title of course: VIBS 622, Introduction to One Health
3. Catalog course description (not to exceed 50 words): Concepts incorporating subject matter from experts and researchers, case studies, and scientific readings; includes leadership, epidemiology, zoonoses, architecture, engineering, food safety, water security, travel, and human health.

4. Prerequisite(s):

Cross-listed with: ___________________________  Stacked with: ___________________________

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

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

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

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

9. Prefix: VIBS  
   Course #: 622  
   Title: Introduction to One Health

   Lect.  Lab  SCH  CIP and Final Code  Admin. Unit  Acad. Year  FICE Code
   16  03  26  01  02  00  02  22  88  8  14 - 15  00  36  3  2

   Approval recommended by:

   [Signature]  9-12-13

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

   [Signature]  9-13-13

   Chair, College Review Committee  Date

   [Signature]

   Dean of College  Date

   [Signature]

   Chair, GC or UCC  Date

   Submitted to Coordinating Board by:

   [Signature]  Date

   Associate Director, Curricular Services  Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
Curricular Services – 3/10
Instructors
Mike Chaddock, DVM, EML
Assistant Dean for One Health & Strategic Initiatives
College of Veterinary Medicine & Biomedical Sciences
mchaddock@cvm.tamu.edu

Merrideth Holub, MS
One Health Program Coordinator
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mholub@cvm.tamu.edu
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* a biological community of living organisms (humans, animals, plants, and microbes) and their physical environment interacting as a system

**Course Description & Prerequisites**
The Introduction to One Health course incorporates subject matter from researchers, case studies, and scientific readings. Topics to be included are, but not limited to leadership, epidemiology, zoonosis, architecture, engineering, food safety, water security, travel, and human health. The course is designed to provide an in-depth look of the research, education, and outreach which form the basis for the area of One Health. Prerequisite: Graduate or professional classification at Texas A&M University.

1. fundamental understanding of the conceptual framework of One Health and its significance and its influence towards ecosystem health;
2. be able to articulate the socioeconomic impact on the human and animal health, as well as the environmental impact;
3. recognize how the concepts of One Health are an integral part of their chosen academic field of study;
4. Apply One Health concepts in their chosen professional or field.

**Learning Outcomes**
At the conclusion of this course, students will:

1. Students will gain the fundamental understanding of the conceptual framework of One Health and its significance and influence towards ecosystem health through case studies, class discussions, and projects with presentations.
2. Students will articulate the socioeconomic impact on the human and animal health, as well as the environmental health impact as evidenced by written papers for the grade level, written responses, and classroom discussions.

**Recommended Texts and Readings**

**Instructor Office Hours Policy**
An open door policy is maintained for all students; however please make every effort to schedule an appointment ahead of time.

**Course Structure**
• VIBS 622 is a graduate-level learning experience and students are expected to participate in a manner that allows them to master the course content. Your attendance and participation are critical to your success. Late arrivals and early departures are disruptive to class. If you miss a class session, it is your responsibility to obtain all notes, handouts, and materials for that class session from another student.
• Class will take place at the College of Veterinary Medicine and Biomedical Sciences, unless otherwise indicated by the instructors. We will be visiting different facilities on campus throughout the semester; meeting locations are indicated for each session on the calendar of events (below).
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Grading

<table>
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<tbody>
<tr>
<td>Weekly Case Study Analysis</td>
<td>Weekly</td>
<td>200</td>
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<tr>
<td>Discussions</td>
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<td>Annotated Bibliography</td>
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<td>250</td>
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<tr>
<td>Final Project</td>
<td>July 2</td>
<td>250</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1000</strong></td>
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Grades will be assigned based on the scale below:

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<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>F</th>
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<tr>
<td>Points</td>
<td>900-1000 Points</td>
<td>800-899 Points</td>
<td>700-799 Points</td>
<td>600-699 Points</td>
<td>0-599 Points</td>
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</table>

General guidelines for assignments:
- Assignments will not be accepted via email except in extenuating circumstances and with prior approval of the instructor(s).
- Unless otherwise stated, submit all written assignments typed, double-spaced with 1" margins, and in 12pt. Times New Roman, or Calibri font.
- Assignments will be graded on professionalism, spelling, grammar, completeness, and how well the objects of the assignments were met. Citing all resources used in assignment is mandatory.

Assignment Descriptions:

**Weekly Case Study Analysis Discussions:**
In addition to reading each weekly article, you are expected to contribute to class discussions through the use of threaded discussions on the course webpage. You are expected to apply the theoretical knowledge gained from in-class discussions to support your discussions online. You should follow the discussion posts daily and respond to postings from other class members. However, when commenting on other members of the class, be sure to respect the opinions of others. The assignment will be graded on your ability to provide in-depth discussion, frame and lead discussions, synthesize relevant points, and reference literature. Postings to discussion boards should begin on Monday of each week and conclude by Friday.

**Annotated Bibliography:**
With the topic and design of this course, you will get a rather broad overview of One Health. In order to get a thorough understanding of the concepts, you will need to compile current literature related to One Health research within your specific field of study and develop a scholarly annotated bibliography based on your findings. The citations in an annotated bibliography are more than just a summary of the articles. The citation should describe and analyze the resource, provide a brief glimpse of what each work contains, inform readers about the usefulness, accuracy, limitations, reliability and/or credentials of the author, relevance, and quality of the resource.

The annotated bibliography will be completed with at least 10 resources that will help you examine and evaluate the concepts within your specific field of study. The bibliography should include a mixture of resource types including print journals, websites, popular press articles, etc.
Bibliographic citations for the resources should be in the print format that is required in your home department.

Field of Study:
To broaden your understanding of the application of One Health within your specific field of study, you should select at least five research articles related to One Health concepts within your specific field of study. Using these articles, you will write a six to eight page double spaced paper. Your paper should consist of the following sections:
- A summary of the type of research being conducted within your specific field of study (using the articles from Annotated Bibliography)
- How the One Health concept provides a unique framework for research in your specific field of study
- The strengths and weaknesses (or lack of research and need) of One Health related research being conducted within your field of study (your evaluation of the contribution of the research to your field)
- A discussion of where you believe One Health research in your specific field of study should be heading (should One Health research continue, and if so, what should it look like, how can the research be applied, how it meets societal needs)

Group Project/Presentations:
1. Case Study (80 %)
   a. Case studies raise the level of critical thinking skills, develop problem solving skills, help students connect theory and practice, and facilitate the social learning process. Groups will choose from a provided list of One Health case studies. Each group is to summarize the following in their paper:
      i. Determine the facts of the case
      ii. Provide an understanding of the dynamics of the situation
      iii. Define the presenting problem
      iv. Determine the problem to be solved
      v. Generate a possible course of action or generate, assess, and propose a number of possible solutions
      vi. Evaluate the strengths, weaknesses, opportunities, and threats to each course of action
      vii. Make a decision regarding a satisfactory or at least workable plan of action

2. Presentation (20 %)
   a. Each group will make a formal presentation of their analysis and findings to the entire class. The presentation should include a thorough analysis of the case study, complete with findings and recommendations for solutions. The quality of the presentation, speaking ability, use of audiovisual or other presentation materials, ability to answer questions, and materials provided to the rest of the class will be evaluated by the instructor only. However, the classmates are recommended to ask questions after each presentation.

Final Project:
One way to bring some of the One Health concepts “alive” is to experience what departments, colleges, and the university are accomplishing. This assignment is designed to provide you with
the opportunity to integrate class concepts through an experiential learning activity. To complete this assignment, you will need to choose a faculty member outside of your home department for whom you can obtain reasonable access. You will visit with the faculty member and their department/organization, and observe ongoing One Health research, education, or service work. You will also talk to and ask questions of people within the faculty member's department or organization and ultimately gather data related to the One Health education, research, and service work of the faculty member. It is important that this assignment reflects the conceptual and theoretical basis that we have studied throughout the semester. This assignment will require a great deal of time and effort to fully complete and, at a minimum, this assignment should include the following:

1. A thorough description of the organization (department, college, or lab/office) that you selected for this assignment. In your description be sure to include:
   a. Why you choose this specific organization
   b. Outline of organizational structure

2. An analysis of the One Health programs or projects that are being done within the organization
   a. Demonstrate by providing evidence of the programs or projects where areas provide collaborations that would benefit One Health.
   b. Identify possible roadblocks that would hinder the success of the One Health programs or projects.
   c. Identify areas that make the programs or projects successful/strong in concept and application.

3. How you believe the work in the organization will benefit society – human health, animal health, and the environment.

4. The written report should follow these guidelines:
   a. 12 – 15 pages typed, double spaced 12 pt font as above, not including supporting evidence
   b. The supporting evidence should include, but is not restricted to, references, supporting documentation of the One Health programs or projects, pictures of your experience, etc.
   c. Follow the publication manual within your college and be free of grammatical errors.
## Tentative Course Schedule

<table>
<thead>
<tr>
<th>Weeks</th>
<th>Date</th>
<th>Topics/Course Content</th>
<th>Readings/Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>June 2/4/6</td>
<td>Course introduction, syllabus and expectations, defining one health, how human and animal health and wellbeing are intertwined / Nurturing Interdisciplinary Relationships – Leadership / Epidemiology</td>
<td></td>
</tr>
<tr>
<td>Week 2</td>
<td>June 9/11/13</td>
<td>Epidemiology / Human Health / Global Health</td>
<td>Annotated Bibliography Due</td>
</tr>
<tr>
<td>Week 3</td>
<td>June 16/18/20</td>
<td>Animal Health / Transportation, Trade, &amp; Travel of Humans, Animals, and Agriculture Products</td>
<td>Field of Study Due</td>
</tr>
<tr>
<td>Week 4</td>
<td>June 23/25/27</td>
<td>Food Safety/ Water Security &amp; Safety</td>
<td>Group Project Due / Group Presentations</td>
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<tr>
<td>Week 5</td>
<td>June 30</td>
<td>Zoonoses/ Human/Animal Bond</td>
<td></td>
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<tr>
<td>Week 6</td>
<td>July 2</td>
<td>Architecture/ Engineering / Nurturing Interdisciplinary Relationships – Leadership</td>
<td>Final Project Due</td>
</tr>
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</table>
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

1. Request submitted by (Department or Program Name):
   College of Veterinary Medicine and Biomedical Sciences

2. Course prefix, number and complete title of course:
   VIBS 623, One Ecosystem, One Environment, One Economic Impact

3. Catalog course description (not to exceed 50 words):
   Content describing how the world is interconnected biologically, socially, diplomatically, and economically, by
   commerce, travel, and weather; including how these elements contribute to a strengthening function between
   animal, human, and ecosystem health.

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>VIBS</th>
<th>623</th>
<th>ONE ECO SYSTEM ENVIRONMENT ECON</th>
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<tbody>
<tr>
<td>Lect.</td>
<td>Lab</td>
<td>SCH</td>
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<tr>
<td>1</td>
<td>6</td>
<td>0</td>
</tr>
</tbody>
</table>

Approval recommended by:

DR. EVELYN CASTIGLIONI
Department Head or Program Chair (Type Name & Sign) Date 9-13-13
Chair, College Review Committee Date 9-13-13

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

(If cross-listed course)

Submitted to Coordinating Board by:

Chair, GC or UCC Date

Associate Director, Curricular Services

Date Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
Curricular Services – 3/10
Instructors
Mike Chaddock, DVM, EML
Assistant Dean for One Health & Strategic Initiatives
College of Veterinary Medicine & Biomedical Sciences
mchaddock@cvm.tamu.edu

Merrideth Holub, MS
One Health Program Coordinator
College of Veterinary Medicine & Biomedical Sciences
mholub@cvm.tamu.edu
979.845.5039

One Health Defined: The collaborative effort of multiple disciplines working locally, nationally, and globally to attain sustainable optimal health for the ecosystem*. A cultural and behavioral concept with socioeconomic elements and impact.

*a biological community of living organisms (humans, animals, plants, and microbes) and their physical environment interacting as a system

Course Description & Prerequisites
The world is interconnected biologically, socially, diplomatically, and economically, by commerce, travel, and weather. These elements contribute to a strengthening junction between animal, human, and ecosystem health. This course will review how each of these entities impact the One Health convergence. In the course we will take a look at students as professionals and scientists and how your responsibility and obligation is to reach out and teach the “community” about One Health and its benefits to society as a whole. Prerequisite: Graduate or professional classification at Texas A&M University.

Learning Outcomes
At the conclusion of this course, students will:
1. Be able to evaluate scientific research critically and participate in the research community through constructive discussions in the One Health arena;
2. Understand the need for collaborative approaches to One Health issues – both scientific and clinical and political/leadership, etc. through the weekly case study analysis and final research project;
3. Students will demonstrate knowledge acquisition and application of research by conducting a final research report.

Required Texts and Readings
• Required readings will be provided weekly by each presenter.

Instructor Office Hours Policy
An open door policy is maintained for all students; however please make every effort to schedule an appointment ahead of time.
Course Structure
• The lead instructors for this course may invite each week an expert lecturer for the specific topic.
• VIBS 623 is a graduate-level learning experience and students are expected to participate in a manner that allows them to master the course content. Your attendance and participation are critical to your success. Late arrivals and early departures are disruptive to class. If you miss a class session, it is your responsibility to obtain all notes, handouts, and materials for that class session from another student.
• Class will take place at the College of Veterinary Medicine & Biomedical Sciences unless otherwise indicated by the instructors. We will be visiting different facilities on campus throughout the semester; meeting locations are indicated for each session on the calendar of events (below).
• **Sessions will begin promptly at 3:00 pm.** Students are expected to be on time for all sessions, regardless of the meeting location.

Additional Course and University Related Information
The Aggie Honor Code: "An Aggie does not lie, cheat, or steal or tolerate those who do." Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System. For additional information, please see [http://aggiehonor.tamu.edu](http://aggiehonor.tamu.edu) and the latest issue of the Texas A&M University Student Rules, under the section "Scholastic Dishonesty."

Americans with Disabilities Act
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities, in Cain Hall, Rm.B-118, or call 845-1637. For additional information, visit: [http://disability.tamu.edu](http://disability.tamu.edu)

Academic Misconduct:
According to the Texas A&M University Definitions of Academic Misconduct, misconduct in research or scholarship includes fabrication, falsification, or plagiarism in proposing, performing, reviewing, or reporting research. You should familiarize yourself with the various types of academic misconduct and your responsibilities as a student ([http://aggiehonor.tamu.edu/Descriptions/](http://aggiehonor.tamu.edu/Descriptions/)). If it is discovered that you have committed academic misconduct, a violation will be filed with the Aggie Honor System Office and recommend that you receive an F in this course. The Aggie Honor System Office processes for adjudication and appeals can be found at [http://aggiehonor.tamu.edu](http://aggiehonor.tamu.edu)

Student Rule 7 – Attendance and Make-up Policy
You may wish to refer to the Student Rules regarding Academics at [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07)
Grading

<table>
<thead>
<tr>
<th>Course Assignments</th>
<th>Due Date</th>
<th>Possible Points</th>
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<tbody>
<tr>
<td>Weekly Case Study Analysis</td>
<td>Weekly</td>
<td>200</td>
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<tr>
<td>Discussions</td>
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<tr>
<td>Participation &amp; Discussion</td>
<td>Weekly</td>
<td>150</td>
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<tr>
<td>Final Report</td>
<td>August 8</td>
<td>250</td>
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<td><strong>Total</strong></td>
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Grades will be assigned based on the scale below:

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<th>Grade</th>
<th>Points Range</th>
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<tr>
<td>A</td>
<td>500-600 Points</td>
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<td>B</td>
<td>419-499 Points</td>
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<tr>
<td>C</td>
<td>360-420 Points</td>
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<tr>
<td>D</td>
<td>319-359 Points</td>
</tr>
<tr>
<td>F</td>
<td>0-318 Points</td>
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</table>

**General guidelines for assignments:**

- Assignments will not be accepted via email except in extenuating circumstances and with prior approval of the instructor(s).
- Unless otherwise stated, submit all written assignments typed, double-spaced with 1" margins, and in 12pt. Times New Roman, or Calibri font.
- Assignments will be graded on professionalism, spelling, grammar, completeness, and how well the objects of the assignments were met. Accurately citing all resources used in assignment are mandatory.

**Assignment Descriptions:**

**Weekly Case Study Analysis and Class Discussions:**

Each week a different topic will be presented and a number of articles will be a part of your required readings. Each week a student representative will be assigned who is responsible for developing discussion questions and important points of intent that were noticed throughout the article for the class and/or the speaker to discuss. The questions will be used to create a discussion session between the guest lecturer for that week and the class as a whole. All students are expected to come to class prepared to discuss the articles in depth.

**Final Research Report:**

Your final report topic will be the same as your topic that is assigned for the weekly Case Study Analysis and class discussions. The report should be an in-depth analysis of how your respective topic is integrated into One Health and how it has the opportunity to be integrated with other areas. You need to make the clear connection from your topic to other areas (minimum of three) and how they are interconnected. Using these ideas and connections, provide a minimum of three concepts of how your respective topic can be incorporated and make future connections with other focuses. For example: public policy (in future projects) can work with education, medicine, and emergency management supporting evidence for these ideas.

1. The written report should follow these guidelines:
   a. 15 – 20 pages typed, double spaced 12 pt font as above, not including supporting evidence
   b. Supportive evidence includes, but is not restricted to, references, supporting documentation of the One Health research, notes from guest lecturers, and any documentation that was collected throughout the semester.
   c. Follow the publication manual within your college and be free of grammatical errors.
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<tbody>
<tr>
<td>Week 1</td>
<td>June 3/4/5</td>
<td>Course introduction, syllabus and expectations</td>
<td>Review and include discussion of how human and animal</td>
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<td></td>
<td></td>
<td>Defining One Health through Public Policy / Microbiology</td>
<td>health and well-being are intertwined</td>
</tr>
<tr>
<td>Week 2</td>
<td>June 10/11/12</td>
<td>Environmental Geosciences/ Climate Change / Meteorology</td>
<td></td>
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<tr>
<td>Week 3</td>
<td>June 17/18/19</td>
<td>Economics/ Political Science/ Accounting, Finance, Management, Marketing</td>
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<tr>
<td>Week 4</td>
<td>June 24/25/26</td>
<td>Geosciences/ Bioenvironmental Sciences / Impact of Environmental Law</td>
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<tr>
<td>Week 5</td>
<td>July 1/2/3</td>
<td>Leadership/ Public Policy/ International Affairs</td>
<td>Final Research Report Due</td>
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Informational Items
The Master of Education in Educational Technology program will be making the following changes:

A) Students with a 3.0 or higher cumulative undergraduate GPA are permitted to exempt the GRE requirement

The Master of Education in Educational Technology will be shifting its recruitment to heavily focus on teachers in the upcoming year. As the program has been closed for three years we are planning to hit school districts hard for our recruitment campaign in order to have a large, qualified applicant pool for our program. For students who have a demonstrated track record of high grades, the program does not think that the GRE is a necessary application component. However, applicants who have an undergraduate GPA below a 3.0 will need to show potential by scoring well on the GRE. All applicants will still be considered on their other materials such as essay, letters of recommendation, and resume.

As this is not an overall programmatic change the department was informed that it was unnecessary for us to get approval for this change, but we believe that is important to keep the College and Graduate Instruction Committee up to date with regard to important changes in our program. Please let us know if there are issues or concerns with this change.