1. **Discussion Items:**
   a. Requiring annual reviews for Ph.D. students – Dr. Karen Butler-Purry
   b. Changes in GC Standard Operating Procedures
   c. New CourseLeaf Curricular Approval Process
   d. New Deadlines for GC Agenda Item Submission
   e. Annual Chair/Vice Chair Elections
   f. New Graduate Faculty Guidelines/Process
   g. Membership Review

2. **New Course Requests:**
   a. BICH 679 Building Scientific Relationships
   b. BMEN 637 Pathologic Basis of Implantable Devices
   c. ECEN 767 Harnessing Solar Energy: Optics, Photovoltaics, and Thermal Systems
   d. MEEN 660 Corrosion Engineering
   e. MEEN 669 Alternative Energy Conversion
   f. SCSC 628 Soil Mineralogy Lab
   g. SOCI 683 Professional Writing and Publication

3. **Course Change Requests:**
   a. CVEN 666 Foundation Structures
   b. ECON 630 Microeconomic Theory II
   c. HISP 602 Spanish Applied Linguistics
   d. PSYC 684 Professional Internship
   e. SCSC 626 Soil Mineralogy

4. **Special Consideration Items:**
   a. School of Law- Change of Required Semester Credit Hours
      i. Master of Jurisprudence (General)
      ii. Master of Jurisprudence in Intellectual Property
New Courses
Texas A&M University  
Departmental Request for a New Course  
Undergraduate • Graduate • Professional
Submit original form and attach a course syllabus.

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

2. Request submitted by (Department or Program Name):  
   Department of Biochemistry and Biophysics  
   BICH 679 Building Scientific Relationships

4. Catalog course description (not to exceed 50 words):  
   Addressing aspects of human element of scientific research: emotional and cultural intelligence, resiliency, team dynamics, leadership, effective communication with others, strategies for conflict resolution and best practices for mentoring undergraduate students.

5. Prerequisite(s):  
   Successful completion of one year of graduate study and affiliation with a research laboratory in life science

   Cross-listed with:  
   MGMT 674

   Stacked with: 

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

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

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

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

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

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

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

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

   any master's or doctoral program

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

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

13. Prefix  
   Course #  
   Title (excluding punctuation)

   BICH 679  
   BUILDING SCIENTIFIC RELATIONSHIPS

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<th>Other</th>
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   Approval recommended by:
   Gregory D. Reinhardt  
   Department Head or Program Chair  
   Date  
   Chair, College Review Committee  
   Date

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

   (if cross-listed course)

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

   Associate Director, Curricular Services  
   Date

   Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
Curricular Services – 07/14
July 20, 2015

MEMORANDUM

TO: LaRhesa Johnson, Graduate Student Specialist III
Office of Graduate and Professional Studies

FROM: Rafael R. Almanzar
Senior Academic Advisor

SUBJECT: Request for new course (BICH 679/MGMT 674 – Building Scientific Relationships)

Please find enclosed the request from the Department of Biochemistry & Biophysics, along with the Department of Management in the Mays Business School, a new course, BICH 679/MGMT 674 – Building Scientific Relationship. The course is in process and will appear on the agenda at the next Graduate Program Council meeting. In addition, a course syllabus is attached.

If you should have any questions regarding the request, please contact me by phone at 845-1779 or by email at r.almanzar1@tamu.edu. Thanks.
BICH679/MGMT674 BLD SCI Relationships (Building Scientific Relationships)
Fall 2015
1-2:45 pm, Mondays and Wednesdays, November 2-Nov 30 (except Thanksgiving Wednesday)
Place: Room N203 Bio/Bio

Course Description:
One of the most neglected, but critical aspects of your scientific training, is learning how to build and sustain mutually beneficial relationships with colleagues. This 1 hour module will address aspects of the “human element” of scientific research: emotional and cultural intelligence, resiliency, team dynamics, leadership, effective communication with your PI and lab mates, strategies for conflict resolution and best practices for mentoring undergraduate students. Case studies will be used to depict real-life laboratory situations and practical advice for navigating the often murky waters surrounding your most important scientific relationships.

Prerequisites:
Successful completion of one year of graduate study and affiliation with a research laboratory in the life sciences.

Learning Outcomes:
Students who complete this course will gain an understanding of the basic principles of cultural and emotional intelligence, personality types and principles of group dynamics, effective models of leadership, mechanisms for identifying the basis of conflict and resolving conflict, and will acquire greater communication skills. Students will also gain insight into best practices for mentoring undergraduate students.

Instructor Information:
Dr. Dorothy Shippen
Department of Biochemistry and Biophysics
979-862-2342
dshippen@tamu.edu
413 Biochemistry/Biophysics
Office hours by appointment

Dr. Daria Panina
Department of Management
979-845-4848
Dpanina@mays.tamu.edu
483H Wehner Building
Office hours by appointment

Textbook and/or Resource Material:
Selected readings from the Harvard Business Review, Molecular Cell, Nature and others as assigned. Case studies from the Stanford Graduate School of Business will be used extensively.

Course Format:
The course will consist of a combination of lectures and case studies where real-life management situations are discussed. Some case studies will be provided by the instructors, and others will be contributed by students, who will be responsible for developing and presenting plausible scenarios related to the class material, and leading the discussion.

Grading Policy: Grading will be based on attendance, class participation and student presentations as follows:
- Attendance: 10% (10 pts)
- Participation in group discussions: 60% (60 pts)
- Case study design, research and presentation: 30% (30 pts)

Letter grades will be assigned based on the following scale: A: 90 points or higher; B: 80-89 points; C: 70-79 points; D: 60-69 points; F: less than 60 points
Attendance Policy:
Make up policy:
Your course grade is based largely on class participation. If an absence is excused, the instructor will prove the student with an opportunity to contribute during the next (or prior) class period through discussion or by participating in an additional case study. Students are responsible for providing satisfactory evidence to the instructor to substantiate the reason for the absence. See student Rule 7 for details http://student-rules.tamu.edu/rule07
The fact that there are university-excused absences does not relieve the student of responsibility for prior notification and documentation. Failure to notify and/or document properly may result in an unexcused absence. Falsification of documentation is a violation of the Aggie Honor Code http://aggiehonor.tamu.edu

American with Disabilities Act (ADA):
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that 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 B1188, or call 845-1637. For additional information visit http://disability.tamu.edu

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

Course Topics and Schedule

Note: The course meets for 1 month (Monday and Wednesday afternoons during the month of November). The condensed schedule allows for intensive discussion and focused student participation.

11/2 Introduction to emotional intelligence -
Stanford case study: 1.1 “Shining without alienating”
Testing emotional intelligence: http://greatergood.berkeley.edu/ei_quiz/

11/4 The importance of resiliency: learning from setbacks and mistakes
Stanford case study: 7.2 “Learning from a mistake”
TED talk: Amy Cuddy: “Your body language shapes who you are”
11/9  **Team dynamics: the importance of the weakest link**  
This American Life – “Ruining it for the rest of us” NPR podcast  
Case study: “Slackers”  
The effect of social loafing on productivity  
Stanford case study- 1.4. “Technical prima donna”  

11/11 **Moving toward leadership**  
Expectations and leadership styles  
Stanford case study 6.5 “Bad Boss”  
Stanford case study “Managing up”  

11/16 **Cultural Intelligence**  
Understanding different communication in different cultural contexts  
Stanford case study-4.5 “Power challenge”  
Case Study: “The careless collaborators”  
**STUDENT CASE STUDY 1**

11/18 **Mentoring undergraduates in the lab: a new perspective on teaching**  
Stanford case study - 3.3 “Personal problems”  
**STUDENT CASE STUDY 2**

11/23 **Motivating others who aren’t like you**  
Stanford case study 4.4 “Unmotivated subordinate”  
Stanford case study: 4.3 “Reaching Generation Y?”  
The FISH philosophy  
**STUDENT CASE STUDY 3**

11/25 **Thanksgiving Holiday**

11/30 **Conflict management**  
Styles of conflict management  
Stanford case study- 6.2 “Working with difficult peers”.  
**STUDENT CASE STUDY 4**
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

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

2. Request submitted by (Department or Program Name): Department of Biomedical Engineering
BMEN 637, Pathologic Basis of Implantable Devices

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

4. Catalog course description (not to exceed 50 words):
Understanding the relationship that clinical presentation has for patients with primary heart disease; inflammation and repair; systeming pathology emphasis on cardiovascular disease, and the implantable device interventional as a therapeutic adjunct in the heart.

5. Prerequisite(s):

Graduate classification or approval of instructor

Cross-listed with:

Stacked with:

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

6. Is this a variable credit course? ☐ Yes ☑ No

If yes, from ______ to ______

7. Is this a repeatable course? ☐ Yes ☑ No

If yes, this course may be taken ______ times.

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

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

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

10. This course will be:

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

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

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

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

13. Prefix Course # Title (excluding punctuation)

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Approval recommended by:

Gerard L. Cote

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

Chair, College Review Committee Date

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

Dean of College Date

Submitted to Coordinating Board by:

Chair, GC or UCC Date

Associate Director, Curricular Services Date

Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
Curricular Services — 07/14
Course: BMEN 637  
M/W, 4:10 – 5:25 pm, ETB 1006

Course Title: Pathologic Basis of Implantable Devices

Instructor: Fred J. Clubb, Jr., DVM, PhD,  
Office: bldg 1040,  
Phone: 979/229-9862,  
E-mail: deadbeatdoc@tamu.edu

Textbook: Robbins and Cotran Pathologic Basis of Disease (Inkling Chapters: 1-4, 6, 7, 11 & 12)  
Kumar, Robbins and Cotran Pathologic Basis of Disease (9th Ed, TAMU eBook)  
Robbins Basic Pathology, by Vinay Kumar, Adul Abbas, Nelson Fausto and Richard Mitchell.

Reference Texts:  
An Introduction to Tissue-Biomaterial Interactions, by Kay Dee, David Puleo and Rena Bizios.  
Handbook of Cardiac Anatomy, Physiology and Devices, by Paul Iaizzo.

Course Description:  
This course will provide an understanding of the relationship that clinical presentation has for patients with primary heart disease; including lectures focused on general categories of inflammation and repair, systemic pathology emphasis on cardiovascular disease, and the importance elucidated on implantable device intervention as a therapeutic adjunct in heart disease.

Objectives and learning outcomes:  
- Students will understand the physiological response of biological systems to implantable devices.  
- Students will be able to describe the methods used in the pathology of medical devices and the tools used to study the interactions between biological systems and implantable devices.

Prerequisites: Graduate school classification or approval of instructor.

Outline of Subject Matter

<table>
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<th>Outline of Subject Matter</th>
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<tr>
<td>Basic Pathology (Introduction)</td>
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<td>Basic Pathology (Cellular and Tissue Responses)</td>
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<td>Basic Pathology (Inflammation, Immunity)</td>
<td>4-5</td>
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<td>Basic Pathology (Hemodynamic Disorders)</td>
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<td>Basic Pathology (Healing and Repair)</td>
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<td>Midterm Exam – October 14</td>
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<td>Basic Pathology (Neoplasia)</td>
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<td>Systemic Pathology (Cardiovascular – Anatomy and Physiology)</td>
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<tr>
<td>Systemic Pathology (Cardiovascular – Heart Failure)</td>
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<td>Systemic Pathology (Cardiovascular – Pericardial, Epi- and Endocardial Diseases)</td>
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<td>Systemic Pathology (Cardiovascular – Myocardial Diseases)</td>
<td>11</td>
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<tr>
<td>Systemic Pathology (Cardiovascular – Peripheral Vascular Diseases)</td>
<td>12</td>
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<tr>
<td>Therapeutic use of Implantable Devices (Pathophysiologic Overview)</td>
<td>13</td>
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<tr>
<td>Course Review</td>
<td>14</td>
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<tr>
<td>Final Exam – December 14</td>
<td>15</td>
</tr>
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</table>

Evaluation:  
Class Participation: 20%  
Exams: 80% (mid-term 40%/final 40%)  
100-90%........A  
80-89%........B
• Attendance: Only University excused absences will be accepted for makeup exams/quizzes to be given. In accordance with University policies which can be found online at [http://student-rules.tamu.edu/rule7.htm](http://student-rules.tamu.edu/rule7.htm).

• Note: It is the student’s responsibility to make arrangements to reschedule exams/quizzes. Exams and quizzes must be completed in accordance with University policies which can be found online at [http://student-rules.tamu.edu/rule7.htm](http://student-rules.tamu.edu/rule7.htm).

**Americans with Disabilities Act**

The *American with Disabilities Act (ADA)* is a federal antidiscrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities in Room B118 of Cain Hall, or call 845-1637.

**Academic Integrity**

*Aggie Code of Honor: "Aggies do not lie, cheat, or steal, nor do they tolerate those who do."*

It is the responsibility of students to help maintain scholastic integrity at the university by refusing to participate in or tolerate scholastic dishonesty, which can be found online at [http://aggiehonor.tamu.edu](http://aggiehonor.tamu.edu).
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
Submit original form and attach a course syllabus.

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

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

3. Course prefix, number and complete title of course:
   ECEN 767 Harnessing Solar Energy: Optics, Photovoltaics and Thermal Systems

4. Catalog course description (not to exceed 50 words):
   Solar radiation characteristics and measurement; optical coatings including reflection, transmission, absorption and emissivity; concentrating optics, tracking and etendue limit; photovoltaic cells, modules and systems overview; introduction to solar thermal systems.

5. Prerequisite(s):
   Graduate classification or approval of instructor.

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

7. Is this a repeatable course?
   - Yes
   - No

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

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

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

11. 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)

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

13. Prefix   Course #   Title (excluding punctuation)
    ECEN   767   HARNESSING SOLAR ENERGY

    Lect.  Lab.  Other  STU  GP and Exam Code  Admin Code  Year  Term  CRN  Code
    3.00  3.00  4.00  1410010006  0936  16  -  17  0  0  3  6  3  2

Approval recommended by:

Jose Silva-Martinez
Department Head or Program Chair (Type Name & Sign) Date
05/20/2015
Chair, College Review Committee Date 8/13/15
Dean of College Date

Submitted to Coordinating Board by:

Chair, GC or UCC Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services – 07/14
Course title and number: Harnessing Solar Energy: Optics, Photovoltaics and Thermal Systems
ECEN 467

Term: Spring TBA

Lecture times and location: TR 2:20-3:35PM, JEB 7xx

Laboratory Times:
- Section 501/601: TBD
- Section 502/602: TBD
- Section 503/603: TBD
- Section 504/604: TBD
- Section 505/605: TBD
- Section 506/606: TBD

Official Class Syllabus: Posted on ecampus.tamu.edu

Course Description and Prerequisites:
Solar radiation characteristics and measurement; Optical coatings including reflection, transmission, absorption and emissivity; Concentrating optics, tracking and etendue limit; Photovoltaic cells, modules and systems overview. Introduction to solar thermal systems.

Prerequisites: Grade of C or better in ECEN 322 and ECEN 370; junior or senior classification.

Learning Outcomes or Course Objectives:
- Describe and analyze optical coatings, including their refraction, absorption, transmission and reflection properties and wavelength dependence
- Describe the physical basis for light-matter interactions and energy conversion, including those underlying optical detectors for different wavelength ranges and for photovoltaic cells
- Apply optical analysis tools including ray optics, Gaussian beams, and diffraction to basic optical systems incorporating concentrating lenses and mirrors, understand etendue limit for concentrating systems
- Analyze fundamental properties and limitations of photovoltaic cells, particularly as they relate to efficiency and various factors impacting efficiency
- Develop laboratory skills and ability to measure solar irradiance, as well as the input and output energy for basic solar photovoltaic and thermal systems for calculating system efficiency

Instructor Information:
- Name: Christi Madsen
- Telephone number: 979-845-4935
- Email address: cmadsen@tamu.edu
- Office hours: After lectures or by appointment
- Office location: JEB 724
- TA: TBA

Textbook and/or Resource Material:
- Kalogirou, Solar Energy Engineering: Processes and Systems (2009), available online through library, Ch. 3-5.
Class Policies and Grading

Policies:
1. You are expected to attend all lectures and your assigned lab time.
2. Unexcused late work will be penalized 10% per day and in accordance with the university
3. Lab reports should be done on a word processor and printed for submission to the TA.
4. Graduate students taking ECEN 767 will be assigned 20% more problems in labs and tests
   compared to undergraduate students taking ECEN 467.

Grading:
Lab Reports (Lab Project report is treated as one of the lab reports) 50%
Midterm Exam 15%
Final Exam 35%
Grading scale: 90-100 A, 80-89 B, 70-79 C, 60-69 D, below 60 F.
Mid-term Exam: TBD  Final Exam: TBD
Project Report Deadline: TBD by 5pm. Submit report by email.

Lecture Schedule

Week 1    Introduction & Lab Safety
Week 2-3  Solar Irradiance: Global, Diffuse and Direct
Week 4-5  Transmission, Reflection, Absorption, and Emissivity
Week 6-7  Optical Coatings & Applications
Week 8    Concentrating Optics & Diffraction
Week 9-10 Photovoltaic Conversion: Cells, Efficiency limits
Week 11   Photovoltaic Systems
Week 12-13 Solar to thermal energy conversion
Week 14   Solar thermal systems

Lab Schedule

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<td>Safety &amp; Introduction</td>
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<td>Safety and Introductory material</td>
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<tr>
<td>1</td>
<td>Solar Irradiance</td>
<td>2-3</td>
<td>Photodetectors and thermal detectors, Measuring global, diffuse and direct irradiance</td>
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<tr>
<td>2</td>
<td>Basic Optical Measurements</td>
<td>4-5</td>
<td>Learn about and use broadband source and diffraction gratings for wavelength-dependent measurements</td>
</tr>
<tr>
<td>3</td>
<td>Optical thin film coatings</td>
<td>6-7</td>
<td>Measure transmission and reflection, calculate absorption and emissivity</td>
</tr>
<tr>
<td>4</td>
<td>Concentrating optics</td>
<td>8</td>
<td>Measure concentration factor and estimate efficiency of concentrating optics and tracking requirements</td>
</tr>
<tr>
<td>5</td>
<td>Photovoltaic cells</td>
<td>9-11</td>
<td>Measure I-V characteristics and single and multijunction photovoltaic cells, calculate efficiency, measure modules and overall output of a small PV system</td>
</tr>
<tr>
<td>6</td>
<td>Solar thermal systems</td>
<td>12-14</td>
<td>Measure the input and output energy of a solar thermal system (evacuated tube system) and calculate system efficiency, compare to PV system</td>
</tr>
</tbody>
</table>
Americans with Disabilities Act (ADA)

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Academic Integrity

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"An Aggie does not lie, cheat, or steal, or tolerate those who do."
Texas A&M University

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

Form Instructions:
1. Course request type: □ Undergraduate □ Graduate □ First Professional Post-MB.A., PB.A., PB.S.
2. Request submitted by (Department or Program Name): Mechanical Engineering
3. Course prefix, number and complete title of course: MEEN 660 - Corrosion Engineering
4. Catalog course description (not to exceed 50 words): Aqueous Aqueous corrosion phenomena of the mixed potential theory; basics of electrochemical reactions; corrosion measurement; surface engineering and protection; case studies.

5. Prerequisite(s):
Cross-listed with: MEEN 360, 475 or graduate classification
Stacked with: MEEN 460

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

13. Prefix Course # Title (excluding punctuation)
MEEN 660 CORROSION ENGR

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Approval recommended by:
Dr. Daniel McAdams Graduate Program Department Head or Program Chair (Type Name & Sign) Date
Chair, College Review Committee Date
Dean of College Date

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

Associate Director, Curricular Services Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
Fall 2015
MEEN 660, Corrosion Engineering
Credits: 3.0
TR: 8:00 am – 9:15 am, MPHY 107

Catalog Description:
Aqueous corrosion phenomena of the mixed potential theory; basics of
electrochemical reactions; corrosion measurement; surface engineering and
protection; case studies.

Prerequisites: MEEN 360, 475 or graduate standing.

Stacked: MEEN 460

Goals: To develop an understanding of the physical principles of corrosion and control.
Learn to apply those principles to design, problem solving, and technology
development.


Course Web Pages: TBA

Instructor: Dr. H. Liang, Engineering Physics Building (FNPH), Room 323.
Phone: 862-2623, Email: hliang@tamu.edu

Office Hours: TBA

Teaching Assistant: TBA

TA Office Hours: TBA

Homework and Exams:
Homework is due one week after it is assigned. No credits are given to late homework. There is
no make-up quiz unless absence is documented. Exams must be taken as scheduled.

Labs:
Lab safety procedures are strictly followed. Labs must be done on time as a team. Data sheets
and report are done on time.

Project:
Project report must be due on time. The decision is made by the instructor.
Course Credit: Credits are distributed as follows:

<table>
<thead>
<tr>
<th>HWs</th>
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<tbody>
<tr>
<td>Exams</td>
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<td>Lab</td>
<td>15%</td>
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<tr>
<td>Project</td>
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</table>

Grade Basis: A > 90; 80 < B < 90; 70 < C < 80.

ADA Policy: 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 (disability.tamu.edu) in Room B118 of Cain Hall or call 845-1637.

Aggie Honor Code: "An Aggie does not lie, cheat, or steal, or tolerate those who do." It is the responsibility of students and instructors to help maintain scholastic integrity at the university by refusing to participate in or tolerate scholastic dishonesty. Conduct contradicting to this policy will be punished according to the current rules and regulations. For details, see http://www.tamu.edu/aggiehonor/

The following statement should be printed and signed on all assignments and examination cover pages: "On my honor, as an Aggie, I have neither given nor received unauthorized aid on this academic work."

---

Signature of student

<table>
<thead>
<tr>
<th>Week</th>
<th>Chapters</th>
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<tr>
<td>1</td>
<td>1 &amp; 2</td>
<td>Introduction &amp; Significance</td>
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<td>Galvanic &amp; Concentration Cells</td>
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<td>3</td>
<td>7</td>
<td>Pitting &amp; Crevice</td>
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<td>4</td>
<td>8</td>
<td>Corrosion Cracking</td>
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<td>Microstructure</td>
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<td>Pourbaix Diagrams</td>
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<td>Environmental effects</td>
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<td>Atmospheric &amp; high-T corrosion</td>
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<td>Coatings &amp; inhibitors</td>
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<td>Fundamentals</td>
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</table>
Project presentations
Exam dates: TBA

Project report due: TBA
Final: TBA

Supplementary Reading List:

Books

Journals
1. Corrosion TA/462/C6.5
2. Corrosion Abstracts TA/462/C6.52
3. Corrosion Prevention & Control TA/462/C6.57
5. Materials Performance TA/462/M3.7

Professional Society
NACE, National Association of Corrosion Engineers
P.O. Box 218340
Houston, TX 77218
281-492-0535
URL: www.NACE.org
The headquarters are located near Addicks, TX, in PARK 10.
Texas A&M University
Departmental Request for a New Course
Undergraduate ∙ Graduate ∙ Professional
* Submit original form and attach a course syllabus.

Form Instructions:

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

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

3. Course prefix, number and complete title of course:  MEEN 669 Alternative Energy Conversion

4. Catalog course description (not to exceed 50 words):  Design and analysis of alternative energy conversion processes and systems that are based on converting energy directly (e.g., fuel cells, photovoltaics), utilizing non-combustible heat sources (e.g., geothermal, ocean gradients, solar, and nuclear fission and fusion) and obtaining energy from the environment (e.g., wind, hydroelectric, ocean tides and waves).

5. Prerequisite(s):

   graduate classification

   Cross-listed with:  
   Stacked with:  MEEN 469

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

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

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

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

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

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

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

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

    M.S., M.E.N.G., Ph.D. in Mechanical Engineering

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

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

13. Prefix  Course #  Title (excluding punctuation)

   MEEN  669  ALTERNATIVE ENERGY CONVERSION

   Lec.  Fall  Other  SCH  CIP and Fund Code  Admin. Unit  Acad. Year  HIE Code
   3.00  3.00  14190010006  1920  16 - 17  0  0  3  6  3  2

   Approval recommended by:  
   Dr. Daniel McAdams  
   Department Head or Program Chair (Type Name & Sign)  Date  8/10/15

   Chair, College Review Committee  Date  8/10/15

   Dr. Tom Jacobs  
   Department Head or Program Chair (Type Name & Sign)  Date  8/10/15

   Dear of College  Date

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

   Associate Director, Curricular Services  
   Date  Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services – 07/14
Texas A&M University
Departmental Request for a New Course
Undergraduate □ Graduate □ Professional □ Submit original form and attach a course syllabus.

Form Instructions
1. Course request type:
   □ Undergraduate □ Graduate □ First Professional (DDS, MD, JD, PharmD, DVM)
2. Request submitted by (Department or Program Name):
   Department of Soil and Crop Sciences
3. Course prefix, number and complete title of course:
   SCSC 628 Soil Mineralogy Lab
4. Catalog course description (not to exceed 50 words):
   SCSC 628 Soil Mineralogy Lab, (4). Credit 2. Mineral identification and quantification techniques involving theory and practice with x-ray diffraction, electron microscopy (SEM and TEM), Fourier transform infrared spectroscopy, and chemical methods. 2.000 Credit hours; 4.000 Lab hours

5. Prerequisite(s):
   SCSC 626, Soil Mineralogy
   Cross-listed with:
   Stack with:
   Cross-listed courses require the signature of both department heads.

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

7. Is this a repeatable course? □ Yes □ No
   If yes, this course may be taken _______ times.
   Will this course be repeated within the same semester? □ Yes □ No
   Will this course be submitted to the Core Curriculum Council? □ Yes □ No

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

9. 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)

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

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

12. Prefix □ Course # □ Title (excluding punctuation)
   SCSC □ 628 □ Soil Mineralogy Lab

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</tbody>
</table>

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

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

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

   Chair, GC or UCC □ Date

   Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
Curricular Services - 07/14
SCSC 628-600: Soil Mineralogy Lab

Fall 2015

Course Title: Soil Mineralogy Lab
Lab: 02:20 pm–05:10 pm, Tuesday and Thursday; 536 Heep Center
Credit Hours: 2
Instructors: Youjun Deng
   Office: 541B, Heep Center; Phone: (979)-862-8476
e-mail: yjd@tamu.edu. Office hour: 2-4 pm, Wednesday.
Teaching Assistants: Chun-Chun Hsu and Sabrina Alam
e-mail: churchunhsu@tamu.edu, ssalam@tamu.edu
Class Web Site: http://youdjundeng.tamu.edu/scsc626/index.htm
Prerequisite: SCSC 626. Soil mineralogy. Can take in parallel.
   2014. Texas A&M University, College Station. TX. (available from instructor.)

Course Description

Lab Exercises/Research Projects: In the laboratory sessions, you will conduct independent mineralogy analysis on a sample that is related to your graduate research or professional interest. You will focus on identification, quantification, characterization, and modeling of the minerals. State-of-the-art instruments including a fully automated X-ray diffractometer, field emission electron microscopes (SEM and TEM), and a Fourier transform infrared spectrometer will be used for the analysis with chemical characterization. We have made significant efforts to shorten the time in sample pretreatment and size fractionation so that you can focus on data interpretation. At the beginning of the lab exercises, you will need to come to the lab in both Tuesdays and Thursdays, and even occasionally in other days. When the samples are fractionated and processed for later analysis, the Thursday labs will become shorter or free.

Project Presentation

As part of the lab exercises, you are required to summarize your mineral analysis data in a report. The report will be in a journal article format. Some examples from previous years are posted on our class web site. At the end of the semester, you will deliver an oral presentation to the class in the way that you would give at professional conferences.

Learning Outcomes

At the end of the semester, I expect that you

• be able to identify and quantify common minerals in soils, clays, and sediments;
• understand the principles of common soil mineral analysis methods and instruments, know the advantages and limitations of each method and instrument;
• be able to design mineralogy experiments that are tailored to your specific research objectives;

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<tr>
<th>Grading</th>
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<td>Final lab report:</td>
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<td>Lab exam:</td>
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<tr>
<td>Oral presentation:</td>
<td>10%</td>
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</table>

A: ≥90%; B: 80-89%; C: 70-79%; D: 60-69%; F: <60%.
Late turn-in: 10% deduction of full points a day.

Attendance and Make-up Policies

Regular attendance in the class is expected. If an absence is excused, the instructor will provide the student an opportunity to make up any quiz, exam or other work that contributes to the final grade. The make-up work must be completed in a timeframe not to exceed 30 calendar days from the last day of the initial absence.

For students taking the class remotely and cannot attend the weekly lab exercises, the instructor and the students need to work out an alternative plan (e.g., 2 weeks of intense lab exercises) for the students to complete all of the required lab work.

The student is responsible for providing satisfactory evidence to the instructor to substantiate the reason for the absence. Among the reasons absences are considered excused by the university are the following (see Student Rule 7 for details at http://studentrules.tamu.edu/rule07). The fact that these are university-excused absences does not relieve the student of responsibility for prior notification and documentation. Failure to notify and/or document properly may result in an unexcused absence. Falsification of documentation is a violation of the Honor Code.

1. Participation in an activity that is required for a class and appears on the university authorized activity list at https://studentactivities.tamu.edu/app/sponsauth/index
2. Death or major illness in a student’s immediate family.
3. Illness of a dependent family member.
4. Participation in legal proceedings or administrative procedures that require a student’s presence.
5. Religious holy day. **NOTE:** Prior notification is NOT required.
6. Injury or illness that is too severe or contagious for the student to attend class.

   (a) Injury or illness of three or more class days: Student will provide a medical confirmation note from his or her medical provider within one week of the last date of the absence (see Student Rules 7.1.6.1)

   (b) Injury or illness of less than three class days: Student will provide one or both of these (at instructors discretion), within one week of the last date of the absence:
   
   i. Texas A&M University Explanatory Statement for Absence from Class form available at http://attendance.tamu.edu

   ii. Confirmation of visit to a health care professional affirming date and time of visit.

   (c) An absence for a non-acute medical service does not constitute an excused absence.
7. Required participation in military duties.
8. Mandatory admission interviews for professional or graduate school that cannot be rescheduled.
9. Mandatory participation as a student-athlete in NCAA-sanctioned competition.
10. In accordance with Title IX of the Educational Amendments of 1972, Texas A&M University shall treat pregnancy (childbirth, false pregnancy, termination of pregnancy and recovery therefrom) and related conditions as a justification for an excused absence for so long a period of time as is deemed medically necessary by the students physician. Requests for excused absence related to pregnancy should be directed to the instructor.

Other absences may be excused at the discretion of the instructor with prior notification and proper documentation.

In cases where prior notification is not feasible (e.g., accident or emergency) the student must provide notification by the end of the second working day after the absence, including an explanation of why notice could not be sent prior to the class.

Accommodations sought for absences due to the observance of a religious holiday can be sought either prior or after the absence, but not later than two working days after the absence.

**ADA Policy Statement**

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

*An Aggie does not lie, cheat, or steal or tolerate those who do.*
<table>
<thead>
<tr>
<th>Date</th>
<th>SCSC626 Lecture/Reading</th>
<th>SCSC628 Lab exercises/Homework Assignments</th>
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<tbody>
<tr>
<td>09/01</td>
<td>Ch.1 Introduction to soil min.</td>
<td>Identify min. using XRD</td>
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<tr>
<td>09/03</td>
<td>Ch.1 Introduction to soil min.</td>
<td>Sample evaluation (XRD, ATR, NIR-DRIFT)</td>
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<tr>
<td>09/08</td>
<td>Ch.1 Introduction to soil min. Ch.2 Surface chem. of soil min.</td>
<td>Sample pretreatment, cementing compounds</td>
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<tr>
<td>09/10</td>
<td>Ch.2 Surface chem. of soil min.</td>
<td>Size fractionation, HW1 Due.</td>
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<td>09/15</td>
<td>Ch.4 Min. equilibria</td>
<td>Size fractionation</td>
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<td>09/17</td>
<td>Ch.4 Min. equilibria</td>
<td>Dialysis/drying</td>
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<td>09/22</td>
<td>Ch.5 Methods for mineralogy</td>
<td>Mg-, K-saturation of clay (for XRD) (HW 2 due)</td>
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<td>09/24</td>
<td>Ch.6 Carbonates &amp; evaporates</td>
<td>Field trip 1 (Easterwood airport area)</td>
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<td>09/29</td>
<td>Ch.7 Sulphides &amp; sulfates</td>
<td>Iron oxides (DCB) (Lab Report I due)</td>
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<td>Exam I</td>
<td>Iron oxides (DCB)</td>
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<td>10/06</td>
<td>Ch.8 Aluminum hydroxides</td>
<td>FTIR (Clay) Field trip 1 report due</td>
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<td>10/08</td>
<td>Ch.9 Allophanes &amp; imogolite</td>
<td>Clay XRD and FTIR interpretation</td>
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<td>10/13</td>
<td>Ch.10 Iron oxides</td>
<td>CEC/ SEM (HW3 due)</td>
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<td>10/15</td>
<td>Ch.11 Manganese oxides</td>
<td>CEC/SEM (Lab Report II due)</td>
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<td>Ch.12 Kaolin-serpentine mins.</td>
<td>TEM</td>
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<td>Ch.13 Pyrophyllite-talc mins.</td>
<td>TEM</td>
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<td>Ch.14 Micas</td>
<td>TEM(HW4 due)</td>
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<td>10/29</td>
<td>Ch.15 Smectites Ch.16 Vermiculites,</td>
<td>Total K</td>
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<td>Ch.18 Polygorskite &amp; sepiolite</td>
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<td>Exam II</td>
<td>Field trip 2 (Somerville Lake spillway)</td>
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<td>11/05</td>
<td>Ch.17 Chlorites Ch.18 Polygorskite &amp; sepiolite</td>
<td>Total K/SEM interpretation help</td>
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<td>Ch.19 Zeolites</td>
<td>TEM data interpretation help</td>
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<td>11/12</td>
<td>Ch.20 Silica mins.</td>
<td>NEWMOD (Lab Report III due)</td>
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<td>Feldspars</td>
<td>Data integration, Field trip 2 report due</td>
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<td>Ch.21 Phosphate mins.</td>
<td>Data integration,</td>
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<td>11/24</td>
<td>Ch.22 Ti &amp; Zr mins.</td>
<td>Individual helps</td>
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<td>Thanksgiving, No class</td>
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<td>12/01</td>
<td>Ch.3 SOM &amp; organic-min.</td>
<td>Final lab report due</td>
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<tr>
<td>12/03</td>
<td>Ch.26 Pesticides/mins.</td>
<td>Oral presentation</td>
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<tr>
<td>12/08</td>
<td>Review, Q/A.</td>
<td>Lab Exam</td>
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<td>12/10</td>
<td>Reading day, No class</td>
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<td>12/11</td>
<td>Final Exam: 3-5 pm</td>
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</tbody>
</table>

Lab reports:
Report 1: Sample evaluation, bulk sample XRD, and texture
Report 2: XRD, FTIR (clay and bulk sample), mineral identification.
Report 3: Iron oxide, CEC, SEM data
Final report: Revised contents in reports 1, 2, and 3; TEM, total K, NEWMOD, data integration.
Form Instructions:

1. Course request type: □ Undergraduate  □ Graduate  □ First Professional (DDS, MD, JD, PharmD, DVM)
2. Request submitted by (Department or Program Name): Department of Sociology
3. Course prefix, number and complete title of course: SOCI 683: Professional Writing and Publication

4. Catalog course description (not to exceed 50 words):
   Provides instruction in professional writing skills, socialization in academic publishing and peer review.

5. Prerequisite(s):
   Graduate classification in Sociology and having a completed paper that is ready to be work-shopped and revised.
   Cross-listed with: NA
   Stacked with: NA
   Cross-listed courses require the signature of both department heads.

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

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

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

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

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

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

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

13. Prefix  Course #  Title (excluding punctuation)
    SOCI  683  Professional Writing and Publication

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<th>Lab</th>
<th>Other</th>
<th>SCH</th>
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<th>Admin. Unit</th>
<th>Acad. Year</th>
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Approval recommended by:

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

Patricia A. Hurley 8-20-15  Chair, College Review Committee  Date

Pamela K. Matthews 8-20-15  Dean of College  Date

Submitted to Coordinating Board by:

Chair, GC or UCC  Date

Associate Director, Curricular Services  Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
Curricular Services – 07/14
Course Description:
This course is designed to teach students about the process of publishing research and provide guidance on improving a piece of writing to make it ready to be submitted for publication. The course is also designed to teach students to be reviewers of other people’s work, to prepare for their role as professional reviewers. We will discuss developing papers to submit to peer-reviewed journals, papers to be considered for book chapters, and manuscripts to be considered for publication as research monographs and/or edited books. The goal of the seminar is to inform students about the many different aspects of publishing research. This will include the benefits of publishing and how publishing factors into career considerations. It also will include reviewing the mechanics of the process ranging from choosing topics, writing the paper, the submission process, the review process, dealing with rejection, responding to requests for revision and resubmission, and acceptance and publication.

Prerequisites:
Graduate classification in Sociology (and having a completed paper that is ready to be workshopped and revised).

Learning Outcomes:
If you successfully complete this course, you will:
- Revise a piece of your writing (such as an article, chapter or grant proposal) to be ready for submission to a peer-review process by the end of the semester;
- Understand the process of writing a scholarly piece (with or without collaboration) and how to select an appropriate outlet for your work;
- Understand the process of submitting work for publication and responding to peer review; and
- Be able to review a piece of scholarly writing submitted for peer-review.

Course website and e-mail:
The course website is available through our learning management system, eCampus. Go to ecampus.tamu.edu and log in using your NetID. The course site includes the syllabus and assignments, online readings, announcements and so forth.

Required Texts:
Readings listed in the course schedule will be made available on the course website, or can be found through the TAMU library website at http://library.tamu.edu/.
Books are available in different bookstores.

Attendance and active participation in the seminar:
Class attendance and active participation is required and are worth 10% of the final grade. In order for the seminar to be successful, everyone must be prepared for class and make regular and thoughtful contributions to the discussions, do the assigned readings, and prepare constructive and detailed reviews of other students’ work. Come prepared to give thoughtful, useful feedback on other people’s work and listen carefully to the feedback you receive. You earn credit for active participation by coming to class prepared with questions and comments covering that day’s materials and making substantive contributions to each course meeting. If we are workshopping another student’s writing that day, you also earn active participation credit by bringing prepared written and oral comments for the student.

You can find the Student Rules governing attendance policies and excused absences here: http://student-rules.tamu.edu/rule07. More than two unexcused absences will result in a 10% reduction in your final course grade.
Assignments:
There will be five written assignments in the course, worth 50% of the final grade (10% each assignment). Due dates are listed in the course schedule, and the instructions for each assignment will be distributed in class before the deadline. Turn in your assignments on the Assignment page in eCampus. The final writing project, worth 40% of the final grade, will be the focus of the class. The final grade for the writing project will be based on the quality of the written work and your incorporation of revisions based on feedback received during the semester.

Grading:
Grades will be based on:

- Active participation in the seminar: 10%
- 5 Written Assignments: 50%
- Final writing project: 40%

Grades are based on the following scale (final grades are NOT rounded):

- 90-100% A
- 70-79.9% C
- 80-89.9% B
- 60-69.9% D
- below 60% F

Deadlines:
All deadlines for this class are firm, and can be changed only at my discretion for individuals who contact me in advance to discuss legitimate reasons for needing extensions. If you have any problem coming up, let me know as soon as possible! Unless you have made a specific arrangement with me in advance because of a legitimate need for an extension, I will take off 2 points for each day an assignment is late.

If you encounter any problems or emergencies, please contact me immediately through email.

Other Class Policies:
1. Please turn off and put away cell phones before class begins.
2. Check the course website and your university email account regularly for updates and announcements.
3. If you miss class, make sure to get the notes from another student. Also check the course website to find out if you missed any announcements or handouts.
4. The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 845-1637. For additional information visit http://disability.tamu.edu. I would like to hear from anyone who has a disability which may require some modification of seating, testing, or other class requirements so that appropriate arrangements may be made. Please contact me during my office hours.
5. Regarding plagiarism and cheating: if you are in doubt about whether or not something is ethical (such as how to use materials from a book, helping your roommate, etc.), please come discuss it with me! I am happy to help you figure out how to cite sources in your projects or anything else you find confusing. Academic honesty is the glue that holds intellectual communities like ours together and it requires giving every author credit for their ideas and their words. Thus it is very important to always properly cite your sources in anything you turn in. Although you are welcome to discuss your ideas for your projects with me or anyone else, I expect that you will turn in your own work for all written assignments in this class, and that you will not cheat on exams. This is an essential part of the Aggie Honor Code:

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

If you have questions about the Aggie Honor Code or the Honor Council Rules and Procedures, see http://aggiehonor.tamu.edu.
Proposed Course Schedule
(subject, of course, to revision as we go along...)

Reading:
Stoilescu, Dorian and Douglas McDougall. 2010. “Starting to Publish Academic Research as a Doctoral Student.”

Week 2: Differences among Publishing Outlets – How do I choose an outlet?
*Assignment 1 Due

Week 3: Setting Goals – Developing short- and long-term research and writing goals, and strategies for meeting them
Reading:
http://www.asanet.org/documents/teaching/pdfs/Quick_Tips_for_ASA_Style.pdf

Week 4: The Review Process – Learning to think like a reviewer
Reading:
Guetzkow, Joshua, Michele Lamont and Gregoire Mallard. 2004. “What is Originality in the Humanities and Social
Sociologist 21(1):88-95.
Brunsna, David, Monica Prasad and Ezra Zuckerman. 2013. “Strategies for Reviewing Manuscripts.”

Week 5: Focus on Articles – Nuts & bolts of journal publication
*Assignment 2 Due

Reading:

Week 6: Focus on Monographs – Nuts & bolts of book publication
Reading:

Week 7: Professional Norms and Expectations – Quality of writing, argument, analysis, and manuscript preparation
Reading:

Week 8: Presenting, Reviewing and Revising Work (Workshopping papers)
*Assignment 3 Due

Week 9: Presenting, Reviewing and Revising Work (Workshopping papers)
Week 10: Presenting, Reviewing and Revising Work (Workshopping papers)
Week 11: Presenting, Reviewing and Revising Work (Workshopping papers)
Week 12: Revision – Writing the revision memo
*Assignment 4 Due

Week 13: Co-authoring – Norms and guidelines
Week 14: Time to Submit – Final copyediting before submission for peer review

Week 15: Time of scheduled final exam: Assignment 5 Due
August 6, 2015

MEMORANDUM

To: John Criscione
    Chair, GIC

From: Steve Searcy
      Professor and Head

Subject: Subject matter overlap between BAEN 614 and proposed MEEN 669

The instructors of the relevant courses, Sergio Capareda and Michael Pate, met and discussed their respective courses. Our observations from that conversation are the following.

- There is significant overlap in the subject matter of the two courses.
- The two courses have different instructional goals. BAEN 614 is taught as a lecture/lab course with assignments that focus on the analysis and design of renewable energy systems in specific sites and situations. MEEN 669, when taught as 689, has been “lecture” only, with a focus on the breadth of alternative energy sources and uses, and uses assignments that generally expect essay type responses from students.
- Dr. Pate indicated that the MEEN course could be an appropriate prerequisite to the BAEN 614 course and offer to inform the MEEN students about BAEN 614 and to invite Dr. Capareda to present material on biomass energy when that topic is covered in MEEN 669.
- Drs. Capareda and Pate have agreed to collaborate to enhance both courses.

Based upon these differences between the courses and the intended future collaboration between the two instructors, BAEN has no reservation about approving MEEN 669 as a permanent course offering.

cc: Sergio Capareda
    Sandun Fernando
    Andreas Polycarpou
    Michael Pate
MEEN 469/669 Syllabus  
Alternative Energy Conversion  
Fall 2016

Instructor: Dr. Michael Pate  
Office: 317 Engineering/Physics Building  
Credits: 3

Classroom: ENPH 202  
Time: MWF 10:20 – 11:10 AM  
Office Hours: TBD

979-458-2264  
mpate@tamu.edu

Course Catalog Description:
Design and analysis of alternative energy conversion processes and systems that are based on converting energy directly (e.g., fuel cells, photovoltaics), utilizing non-combustible heat sources (e.g. geothermal, ocean gradients, solar, and nuclear fission and fusion) and obtaining energy from the environment (e.g. wind, hydroelectric, ocean tides and waves).

Course Objectives:
The objective is to provide the engineering principles required to analyze, design and evaluate alternative energy conversion processes and systems. The skills required to compare the various technologies from both a technical, economic and feasibility standpoint will be provided.

Course Text:
There is not an assigned text; rather, students will utilize instructor notes, contemporary literature/publications and the internet as directed.

Class Attendance:
Class attendance is mandatory and will be taken daily. Student Rule 07 applies regarding attendance and the excusing of absences; see http://student-rules.tamu.edu/rule07. It is the student’s responsibility to maintain and submit upon request email documentation with the instructor for excused absences. Two unexcused absences result in a 5% final grade reduction, while two more unexcused absences equal another 5%, etc. If you do miss class for a valid reason (i.e. excused absence), make sure that you have a contact person who can get you a copy of the homework and tell you what material was covered in class that day.

Grading System:
At the conclusion of the course, grades will be assigned based on each student’s performance as measured by the average percent score for the semester as follows:

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<tr>
<td>A</td>
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<td>B</td>
<td>80 &lt; 90%</td>
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<td>C</td>
<td>70 &lt; 80%</td>
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<td>D</td>
<td>65 &lt; 70%</td>
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<tr>
<td>F</td>
<td>0 &lt; 65%</td>
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</table>
Homework/ Projects (70% of grade):

You will be assigned anywhere from 25-35 homework exercises, and they are always due at the next class period. With regards to grading HW, the following four areas will be evaluated as shown:

1. Methodology/neatness/organization 0 1 2 3
2. Equations/calculations/numerical/unites 0 1 2 3
3. Comments/discussions/reflections 0 1 2 3
4. Lessons learned 0 1

As you can see, plugging and chugging to get an answer, even if correct, is only about 30% of the total credit. Many HW problems will not involve calculations, but rather they will address "critical thinking" essay questions, which require considerable knowledge-gathering over the internet. In this latter case, your written response to the questions should always be in your own words. Violations of this policy will be considered a violation of the "Aggie Honor Code," and will be dealt with accordingly. As a final note, all of the writings that you turn in can be first-draft material, rather than polished.

Homework will be graded by using a letter grade approach that is converted to a numerical score at the end of the course as follows:

| A+ (10), | B (8), | F+ (4), |
| A (9.5), | C (7), | F (2), |
| A− (9), | D (6), | F−(0). |

If you turn in homework late, then your maximum score will reduced to a "C", and then a full letter grade for each late class period thereafter. Even if you have an excused absence from class, you are still responsible for doing the homework, without a late penalty. (turn in as soon as possible, but no more than one week after the missed class)

HLO's (30% of grade):
HLO's (High Learning Opportunities) are in-class exercises that consist of you working with a partner. At the end of class, they are collected and graded for "effort" rather than "content" (otherwise they would be called quizzes). The grading scale will be similar to that used for homework. We will do about 30 of these over the duration of the course. If you have an unexcused absence, you will receive zero points for that day's HLO. If you have an excused absence, missing the HLO will not hurt your final course score, and you do not need to make up the HLO.

Stacked Course—Graduate Students ( additional work and grading scheme )
Graduate Students enrolled in the class will be given an end-of-course project consisting of both a written report and a class presentation, which will count as 10% of their grade. For the case of graduate students, the HW percentage will be changed to 60% to accommodate this graded project.
**Class Notebook:**
You are required to maintain a "class notebook/portfolio" that you should keep updated with all of your graded work (HW's and HLO's). This notebook/portfolio will be periodically collected and evaluated. It is your responsibility to keep track of all your scores (HW and HLO's), and in this regard, your notebook/portfolio should also contain a "score sheet" (supplied by me) showing points awarded and maximum points possible for all of your assignments. At the end of the course, this score sheet (which you need to keep up to date) will be used as a check-off when I go through your graded work again to calculate your final grade (as such, you will not get credit for work that is lost or omitted from your notebook). If you want, you can keep handouts and class notes (taken by you) in a separate file, which I will not collect.

**List of Topics:** (Not necessarily in order of coverage)
- Introduction and Principles of Energy Conversions
- Fossil Fuels and the Environment
- Solar Energy Basics
- Solar Energy for Power Production
- Fuel Cells and the Hydrogen Economy
- Electric and Hybrid Cars
- Wind Power Production
- Power Production from Nuclear Fission and Fusion Processes
- Geothermal Energy Conversion and Production
- Hydroelectric Energy Production – Lakes and Rivers
- Ocean Waves, Tidal and Thermal Energy
- Biomass Energy Production and Use
- Energy Storage Technologies
- Advanced Energy Concepts
- Evaluation and Comparison of Technologies

**Course Learning Outcomes:**
At the end of this course, students should be able to:

1. Understand and apply the general energy and mass conservation equations to a wide variety of alternative energy conversion processes and systems.
2. Formulate and apply assumptions to real-world alternative energy conversion technologies for the purpose of developing mathematical models for design and analysis.
3. Perform alternative energy engineering calculations with an understanding of their accuracy and relationship to the real-world of energy engineering.
4. Provide a conceptual understanding of a wide range of alternative energy conversion technologies to include precise knowledge of processes, components and systems that comprise each technology.
5. Understand the potential that each individual alternative energy conversion technology has for contributing to reductions in fossil-fuel use while at the same time appreciating the limitations and challenges that must be addressed for real-world applications.
**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 (disability.tamu.edu) in Room B118 of Cain Hall or call 845-1637.

**Academic Integrity Statement**

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

It is the responsibility of students and instructors to help maintain scholastic integrity at the university by refusing to participate in or tolerate scholastic dishonesty (Student rule 20. Scholastic Dishonesty, http://student-rules.tamu.edu). New procedures and policies have been adopted effective September 1, 2004. Details are available through the Office of the Aggie Honor System (http://www.tamu.edu/aggiehonor/). An excerpt from the Philosophy & Rationale section states: "Apathy or acquiescence in the presence of academic dishonesty is not a neutral act—failure to confront and deter it will reinforce, perpetuate, and enlarge the scope of such misconduct. Academic dishonesty is the most corrosive force in the academic life of a university."

**Additional Information:**

Office hours will be established and posted during the first week of classes. If necessary, feel free to contact me at other times for help, however if you stop by at times other than office hours, I may be in labs or at meetings. You can also email me at mpate@tamu.edu if you have questions.

Please discuss any special needs or special accommodations with me at the beginning of the semester or as soon as you become aware of your needs.
Course Changes
Texas A&M University
Departmental Request for a Change in Course
Undergraduate • Graduate • Professional
• Submit original form and attachments •

**Form Instructions**

1. Course request type:  
   - [ ] Undergraduate  
   - [ ] Graduate  
   - [ ] First Professional (BES, AGD, DVM, PharmD)

2. Request submitted by (Department or Program Name):  
   Zachry Department of Civil Engineering

3. Course prefix, number and complete title of course:  
   CVEN 686 Foundation Structures

4. Change requested:
   a. Prerequisite(s): From:  
      To:
   b. Withdrawal (reason):  

5. Cross-list with:  
   [ ] Cross-listed courses require the signature of both department heads.

6. Change in course title and description. Enter complete current course title and current course description in item 9; enter proposed course title and proposed course description in item 10. Complete item 11a and b for a change in title.

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

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

7. Complete current course title and current catalog course description:  
   Foundation Structures. (3-0). Credit 3. Geological and soil mechanics principles: load bearing capacity, soil pressure and settlement; design of shallow foundation sub-structures; pedestals, spread footings, combined footings, mat and undereem footings; design of deep foundations: piles and drilled piers; retaining walls, cofferdams and sheet piling.

8. Complete proposed course title and proposed catalog course description (not to exceed 50 words):  
   [ ] I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vcr.tamu.edu/resources/export-controls/export-control-basics-for-distance-education).

9. Complete proposed course title and proposed catalog course description:
   Foundation Structures. (3-0). Credit 3. Geological and soil mechanics principles: load bearing capacity, soil pressure and settlement; design of shallow foundation sub-structures; pedestals, spread footings, combined footings, mat and undereem footings; design of deep foundations: piles and drilled piers; retaining walls, cofferdams and sheet piling.

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

11. a. As currently in course inventory:
   
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Approved recommended by:  

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

Date:  

Chair, College Review Committee:  

Date:  

Dean of College:  

Date:  

Submitted to Coordinating Board by:  

Chair, GC or UCC:  

Date:  

Effective Date:  

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

Curricular Services — 08/14
TEXAS A&M UNIVERSITY
CVEN 666: GEOTECHNICAL ENGINEERING DESIGN
(FOUNDATION STRUCTURES. (3-0). Credit 3)
Fall 2015

Professor Jean-Louis Briaud
Tel: 979-845-3795 (Work) 979-777-1692 (Cell)
Email: briaud@tamu.edu Office: 709C, CE/TTI building
Office hours – Tuesday morning 9 am to 12 noon

Course Description: Geological and soil mechanics principles: load bearing capacity, soil pressure and settlement; design of shallow foundations substructures: pedestals, spread footings, combined footings, mats and underream footings; design of deep foundations; piles and drilled piers; retaining walls, cofferdams and sheet piles.

Prerequisite: CVEN 365 or equivalent

Lectures: Mondays and Wednesdays 10:20 to 11:10 am in Room 137 CE building.

Laboratory: Wednesdays 1:50 to 4:40 pm in Room 104 CE building


Learning outcomes – course objectives

- Know how to design a simple shallow foundation
- Know how to design a simple deep foundation
- Know how to calculate a slope stability factor of safety
- Know how to calculate earth pressures on a simple retaining wall

Lectures:

1. Review of Soil Properties (4Lec, 2 Labs)
   - Classification
   - Effective stress
   - Deformation (compression, shrink-swell)
   - Strength
   - Hydraulic conductivity

2. Shallow Foundations (6 Lec, 3 Lab)
   - Design approach
   - Bearing pressure (distribution, capacity)
   - Settlement (footings, mats, embankments)

3. Deep Foundations (8 Lec, 4 Lab)
   - Design approach
• Installation (drilled shaft, wave equation)
• Single pile capacity under vertical load (driven, bored)
• Pile group capacity under vertical load
• Settlement of deep foundations
• Single pile under horizontal load

4. Foundations on Shrink-Swell Soils (4 Lec, 2 Lab)
   • Design approach
   • Movement calculations
   • Slab-on-grade design
   • Pile design

5. Slope Stability (4 Lec, 2 Lab)
   • Design approach
   • Chart methods
   • Method of slices (Bishop modified)

6. Retaining Walls (4 Lec, 2 Lab)
   • Design approach
   • Earth pressure theories
   • Bottom up walls
   • Top down walls

Grading:
Mid Term Examination = 25%
Final Examination = 40%
Assignments = 25%
Project = 10%
Grading policy: A = 90-100, B = 80-90, C = 70-80, D = 60-70, F < 60

Special project: This project will be a semester long project where the student will demonstrate his or her ability to use the concepts learned in the course on a geotechnical engineering project. A consulting type of report will be submitted.

Attendance and make policy: Attendance at all laboratory sessions is required. Attendance at lectures will be monitored. Assignments must be submitted within the first five minutes of the laboratory session on the due date. Any late assignment will receive a grade of zero. Not turning in an assignment before the end of the course will result in a failing grade in the course. University excused absences will be accepted if the instructor is notified before the absence. http://student-rules.tamu.edu/rule07

Laboratory: This is a design laboratory. There are no experiments associated with this laboratory period
The Foundation of the Tower of Pisa
The Foundation of the First International Plaza Tower in San Antonio
The Foundation of the New Orleans Hospital
American with Disabilities Act (ADA) Policy Statement
Disability Services offers accommodations coordination, evaluation referral, disability-related information, adaptive technology services, sign language interpreting and transcription services for academically related purposes. Although Disability Services does not offer disability evaluation and/or testing, tutoring, personal expenses, attendants or scholarships, Disability Services will provide resources and referral information.
http://disability.tamu.edu/

Aggie code of honor
An Aggie does not lie, cheat or steal or tolerate those who do.
http://student-rules.tamu.edu/aggiecode
Texas A&M University
Departmental Request for a Change in Course
Undergraduate • Graduate • Professional
Submit original form and attachments

Form Instructions

1. Course request type: □ Undergraduate  ☒ Graduate  □ First Professional

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

3. Course prefix, number and complete title of course: ECON 630 Microeconomic Theory II

4. Change requested
   a. Prerequisite(s): From: __________________________ To: __________________________
   b. Withdrawal (reason):
   c. Cross-list with:
   d. Change in course title and description. Enter complete current course title and current course description in item 9; enter proposed course title and proposed course description in item 10. Complete item 11a and b for a change in title.
   e. Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 11a and b. Attach a course syllabus.
   f. Is this an existing core curriculum course? □ Yes  ☒ No
   g. If grade type is changing for existing course, indicate the new grade type: □ Grade  □ S/U  □ P/F (CLMD)
   h. If this course will be stacked, please indicate the course number of the stacked course:
   i. I verify that I have reviewed the FAQ for Export Controls Basics for Distance Education (http://vpr.tamu.edu/resources/export-controls/export-controls-basics-for-distance-education).

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):

11. a. As currently in course inventory:

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Approval recommended by:

Timothy J. Grow, Ph.D.  Date  8/17/15

Chair, College Review Committee  Date  8/17/15

Dean of College  Date  8/17/15

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 – 08/14
Syllabus for ECON 630: Microeconomic Theory II
Spring 2016

Instructor
Silvana Krasteva
Assistant Professor
Department of Economics
Office: ALLN 3106
Email: ssk8@tamu.edu
Tel: (979) 845-7347

Office hours:
Tuesday 10:00-11:00 am
Thursday 10:00-11:00 am

Time and Location
TBA
• Course Webpage: http://ecampus.tamu.edu/

Course Description
This course has the purpose of extending your knowledge of rational decision making. We will explore the advances treatment of consumer and production theory, static and dynamic game theory models of complete and incomplete information and study equilibrium concepts and refinements in each situations. We will apply the developed concepts in each case to study welfare analysis, market competition, bargaining games, auction theory, mechanism design in the context of auctions and signaling games.

Course Prerequisites
ECON 629 and ECMT 660.

Learning Outcomes
1. Define and develop analytical tools to study strategic environments.
2. Apply fundamental equilibrium concepts in strategic environments.
3. Articulate fundamental game theoretic models of competition widely used in Economics.

Course Material
Lecture notes will be posted on http://ecampus.tamu.edu/ prior to each lecture. In addition to the lecture notes, the following textbooks will be useful for you throughout the semester.

• Recommended Textbooks:


Assignments

There will be weekly assignments. Take these assignments seriously since they are the best means for you to prepare for the exam as well as the qualifying exam. Working in a group is encouraged since you can learn a lot from each other. However, each student must turn in their own assignment. Note that no late assignment will be accepted for a reason that does not comply with the University regulations. Please notify me in writing (an email is accepted) if you anticipate you will miss any of the deadlines associated with this course for a reason that conforms to the University Regulations. If notification in advance is not possible, then provide notification by the end of the second working day after the absence. (See regulations at: http://studentrules.tamu.edu/rule07.)

Grading

Your grade will be based upon 2 exams and weekly assignments. The grade distribution is as follows:

<table>
<thead>
<tr>
<th>Assignments</th>
<th>30%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam I</td>
<td>30%</td>
</tr>
<tr>
<td>Exam II</td>
<td>40%</td>
</tr>
</tbody>
</table>

The course grade will be awarded according to the following table:

<table>
<thead>
<tr>
<th>% Earned</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>[85,100]</td>
<td>A</td>
</tr>
<tr>
<td>[65,84]</td>
<td>B</td>
</tr>
<tr>
<td>[45,64]</td>
<td>C</td>
</tr>
<tr>
<td>[30,44]</td>
<td>D</td>
</tr>
<tr>
<td>[0,30]</td>
<td>F</td>
</tr>
</tbody>
</table>

Americans with Disabilities Act (ADA) Policy Statement

If you need special assistance, please let me know during the first week of classes, so that the required accommodations can be provided. The American with Disabilities Act (ADA) is a federal antidiscrimination statue 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. If you have a disability requiring accommodation, please contact the Office
Of support services for Students with Disabilities in Cain Hall, Room B118 or call 845-1637. For additional information visit http://disability.tamu.edu.

Academic Integrity Statement and Policy

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

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 visit www.tamu.edu/aggiehonor/.

Academic dishonesty will not be tolerated. Representing someone else's work as their own or cheating in any other manner will be pursued with disciplinary action and will result in an "F" grade for the class.

Tentative Course Schedule

Below is a tentative class schedule (subject to some changes) that will help you prepare for the class.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan. 20</td>
<td>Strategic Games: Introduction</td>
<td>G(Ch. 1) M(Ch. 7, 8) F(Ch. 1, 2) OR-1 (Ch. 1) T (Ch. 5)</td>
</tr>
<tr>
<td>Jan. 22-27</td>
<td>Static Games of Complete Information</td>
<td>G(Ch. 1) M(Ch. 7, 8) F(Ch. 1, 2) OR-1 (Ch. 1, 2, 3) T (Ch. 5)</td>
</tr>
<tr>
<td>Feb. 29-3</td>
<td>Static Models of Imperfect Market Competition</td>
<td>M (Ch. 12C), T (Ch. 6)</td>
</tr>
<tr>
<td>Feb. 5-10</td>
<td>Dynamic Games of Complete Information</td>
<td>G (Ch. 2) M (Ch. 9) F (Ch. 3), OR-1(Ch. 6)</td>
</tr>
<tr>
<td>Feb. 10-12</td>
<td>Dynamic Models of Imperfect Market Competition</td>
<td>M (Ch. 12E,12F)</td>
</tr>
<tr>
<td>Feb. 17-19</td>
<td>Application: Ultimatum Game, War of Attrition, Bargaining</td>
<td>F (Ch. 4), OR-1(Ch. 7) OR-2 (Ch. 3)</td>
</tr>
<tr>
<td>Feb. 24-26</td>
<td>Agency and Moral Hazard</td>
<td>M (Ch. 14B)</td>
</tr>
<tr>
<td>Mar. 3-5</td>
<td>Repeated Games and the Folk Theorem</td>
<td>G (Ch. 2) F (Ch. 5) OR-1(Ch. 8)</td>
</tr>
<tr>
<td>Mar. 12</td>
<td>Exam</td>
<td></td>
</tr>
<tr>
<td>Mar. 24-26</td>
<td>Static Games of Incomplete Information</td>
<td>G (Ch. 3), F (Ch. 6)</td>
</tr>
<tr>
<td>Mar. 31-Apr. 2</td>
<td>Mechanism Design and Monopolistic Screening</td>
<td>M (Ch. 14C, 23B), F (Ch. 7)</td>
</tr>
<tr>
<td>Apr. 7-14</td>
<td>Auctions</td>
<td>F (Ch. 7) K (Ch. 2,3,4,5)</td>
</tr>
<tr>
<td>Apr. 16-23</td>
<td>Dynamic Games of Incomplete Information</td>
<td>G (Ch. 4), F (Ch. 8), OR-1 (Ch.11,12)</td>
</tr>
<tr>
<td>April 23-30</td>
<td>Adverse selection and signaling</td>
<td>M (Ch. 13)</td>
</tr>
<tr>
<td>May 8</td>
<td>Exam</td>
<td>1-3 pm</td>
</tr>
</tbody>
</table>
Texas A&M University
Departmental Request for a Change in Course
Undergraduate • Graduate • Professional
Submit original form and attachments

Form Instructions
1. Course request type:
   □ Undergraduate  ✔ Graduate  □ First Professional (JD, MD, etc.)

2. Request submitted by (Department or Program Name):
   Department of Hispanic Studies
   HISP 602 Spanish Applied Linguistics

3. Course prefix, number and complete title of course:
   HISP 600

4. Change requested
   Attach a brief supporting statement for changes made to items 4a thru 4d and 10 below.
   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 9; enter proposed course title and proposed course description in item 10. Complete item 11a and b for a change in title.
   e. Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 11a and b. Attach a course syllabus.

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

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

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

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

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

10. As currently in course inventory:

     Prefix  Course #  Title (excluding punctuation)
     HISP  602  Spanish Applied Linguistics

     Lect.  Lab  Other  SCH  CIP and Fund Code  Admin. Unit  HCE Code  Level
     03  00  03  1609050001  1447  0  3  6  3  2  6

11. Change to:

     Prefix  Course #  Title (excluding punctuation)

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

     Approval recommended by:
     Maria Irene Moyna  07/19/2015

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

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

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
Curricular Services – 08/14
Attachment to Departmental Request for Change in Course (HISP 602)

Justification:

Since our graduate reform, approved in 2014, all our graduate courses have had the same prerequisites (graduate classification). HISP 602 was not updated at the time. This change in course corrects that error.
August 5, 2015

MEMORANDUM

TO: Mark Zoran, Chair
Graduate Council

FROM: Patricia A. Hurley, Associate Dean

SUBJECT: Request to Include Zero Credit Hours to Existing Course PSYC 684

The College of Liberal Arts requests the following existing course be changed to include a zero credit hour option effective Spring 2016, or as soon as possible thereafter. No other changes are being made to the courses.

<table>
<thead>
<tr>
<th>Department Name</th>
<th>Course Number/Title</th>
<th>Existing Credit Hours</th>
<th>Proposed Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychology</td>
<td>PSYC 684 Professional Internship</td>
<td>Credit 1 to 12</td>
<td>Credit 0 to 12</td>
</tr>
</tbody>
</table>
Texas A&M University
Departmental Request for a Change in Course
Undergraduate ♦ Graduate ♦ Professional
Submit original form and attachments

Form Instructions
1. Course request type:  □ Undergraduate  ✔ Graduate  □ First Professional (DDS, MD, JD, PharmD, DVM)
2. Request submitted by (Department or Program Name):  Psychology
3. Course prefix, number and complete title of course:  PSYC 684 Professional Internship

Attach a brief supporting statement for changes made to items 4a thru 4d, and 10 below.

4. 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 9; enter proposed course title and proposed course description in item 10. Complete item 11a and b for a change in title.

e. Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 11a and b. Attach a course syllabus.

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

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

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

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

   PSYC 684 Professional Internship
   Credits 1 to 12. 1 to 12 Other Hours.
   Full-time clinical experience in a departmentally-approved internship training facility. Limited to advanced doctoral students specializing in clinical psychology. May be taken up to 12 hours total.

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

   PSYC 684 Professional Internship
   Credits 0 to 12. 0 to 12 Other Hours.
   Full-time clinical experience in a departmentally-approved internship training facility. Limited to advanced doctoral students specializing in clinical psychology. May be taken up to 12 hours total.

11. As currently in course inventory:

   Prefix  Course #  Title (excluding punctuation)
   PSYC  684  Professional Internship

   Lect.  Lab  Other  SCH  CP and Fund Code  Admin. Unit  HCE Code  Level
   0.00  0.00  12.00  12.00  4228010001  2380  0  3  6  3  2  6

   Change to:

   Prefix  Course #  Title (excluding punctuation)
   PSYC  684  Professional Internship

   Lect.  Lab  Other  SCH  CP and Fund Code  Admin. Unit  HCE Code  Level
   0.00  0.00  12.00  12.00  4228010001  2380  16  -  17  0  3  6  3  2

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

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

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
Curricular Services – 08/14
Texas A&M University
Departmental Request for a Change in Course
Undergraduate • Graduate • Professional

Form Instructions

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

2. Request submitted by (Department or Program Name): Department of Soil and Crop Sciences

3. Course prefix, number and complete title of course: SCSC 626, Soil Mineralogy

4. Change requested
   - Prerequisite(s): From: To:
   - Withdrawal (reason):
   - Cross-list with:
     - Cross-listed courses require the signature of both department heads.
   - Change in course title and description: Enter complete current course title and current course description in item 9; enter proposed course title and proposed course description in item 10. Complete item 11a and b for a change in title.
   - Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 11a and b.

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

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

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

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

9. Complete current course title and catalog course description:
   Soil Mineralogy. (3-4). Credit 5. Crystal structures and properties of important minerals in soils and sediments especially clay minerals and oxides combined with identification techniques involving theory and practice with x-ray diffraction, electron microscopy, infrared and chemical methods. 5.000 Credit hours; 3.000 Lecture hours; 4.000 Lab hours

10. Complete proposed course title and proposed catalog course description (not to exceed 50 words):
    Soil Mineralogy. (3). Credit 3. Crystal structures and properties of important minerals in soils and sediments especially clay minerals and oxides. Applications of the minerals in agriculture, engineering, industry, environment, toxicology, and geology. 3.000 Credit hours; 3.000 Lecture hours

11. a. As currently in course inventory:
    
    Prefix  Course #  Title (excluding punctuation)
    SCSC  626  Soil Mineralogy

    Lect. Lab Other SCH COP and Fund Code Admin. Unit FICE Code Level
    3.00 2.00 5.00 01.1201.00 2620 0 0 3 6 3 2 6

    b. Change to:
    
    Prefix  Course #  Title (excluding punctuation)
    SCSC  626  Soil Mineralogy

    Lect. Lab Other SCH COP and Fund Code Admin. Unit Acad. Year FICE Code
    3.00 3.00 5.00 01.1201.00 2620 16 - 17 0 0 3 6 3 2

    Approval recommended by:
    Wayne Smith
    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

    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 – 08/14
SCSC 626-600: Soil Mineralogy

Fall 2015

Course Title: Soil Mineralogy
Lecture: 11:10 am–12:25 pm, Tuesday and Thursday; 124 Heep Center
Credit Hours: 3
Instructors: Youjun Deng
  Office: 541B, Heep Center; Phone: (979)-862-8476
  e-mail: yjd@tamu.edu. Office hour: 2-4 pm, Wednesday.
Teaching Assistants: Chun-Chun Hsu and Sabrina Alam
  e-mail: chunchunhsu@tamu.edu, ssalam@tamu.edu
Class Web Site: http://youjundeng.tamu.edu/scsc626/index.htm
Prerequisite: General chemistry, introductory organic chemistry, or permission from instructor
Textbook: Soil Mineralogy with Environmental Applications. Edited by Dixon, J. B. and Schulze, D. G.

Course Description

Lectures: This course presents the fundamental concepts of soil and clay mineralogy that are important to agriculture, environment, geology, toxicology, and engineering applications and problems. The lectures are devoted to introduction of crystal structures of major minerals, mineral formation conditions, mineral surface properties, and reactions of minerals with heavy metals, nutrients, organics, and biologic molecules; and the importance of minerals in natural environments as well as their domestic, industrial, and environmental applications.

Field Trips: On two half-day local field trips: 1) Easterwood airport area and 2) Somerville lake spillway, we will illustrate the core sets of 20 minerals (silicates, sulfides, sulfates, carbonates, and oxides) and a soil profile to establish vivid concepts of each mineral in the natural environments of soils or sediments. We will discuss their occurrence, transformation, and effects on the environment. These are excellent opportunities for you to use your soil mineralogy knowledge to explain the geochemical processes and to solve environmental problems in the real world.

Learning Outcomes

At the end of the semester, I expect that you

- be able to apply the principles learned in the class to solve mineralogy-related problems or to develop applications in environmental, agricultural, engineering, and geological areas;
- understand the principles of common soil mineral analysis methods and instruments;
- be able to design mineralogy experiments that are tailored to your specific research objectives;
Grading

| Exams I & II | 40% total (20% each) |
| Exam III (final) | 30% |
| Problem Sets | 30% (4 homework assignments, and 2 field trip reports) |

A: ≥90%; B: 80-89%; C: 70-79%; D: 60-69%; F: <60%.
Late turn-in of assignments: 10% deduction of full points a day.

Attendance and Make-up Policies

Even though class lecture notes and videos will be posted on class web site, regular attendance in the class is expected. Attending the lectures enables you to gain proper context, to participate in discussion and demonstrations, to feel and to study mineral specimens and models. If an absence is excused, the instructor will provide the student an opportunity to make up any quiz, exam or other work that contributes to the final grade. The make-up work must be completed in a timeframe not to exceed 30 calendar days from the last day of the initial absence.

For students taking the class remotely and cannot attend the lectures regularly in person, the instructor and the students need to work out an alternative plan (e.g., appointments to study mineral specimens and models) for the students to complete all of the required class work.

The student is responsible for providing satisfactory evidence to the instructor to substantiate the reason for the absence. Among the reasons absences are considered excused by the university are the following (see Student Rule 7 for details http://studentrules.tamu.edu/rule07). The fact that these are university-excused absences does not relieve the student of responsibility for prior notification and documentation. Failure to notify and/or document properly may result in an unexcused absence. Falsification of documentation is a violation of the Honor Code.

1. Participation in an activity that is required for a class and appears on the university authorized activity list at https://studentactivities.tamu.edu/app/sponsauth/index
2. Death or major illness in a student’s immediate family.
3. Illness of a dependent family member.
4. Participation in legal proceedings or administrative procedures that require a student’s presence.
5. Religious holy day. NOTE: Prior notification is NOT required.
6. Injury or illness that is too severe or contagious for the student to attend class.
   (a) Injury or illness of three or more class days: Student will provide a medical confirmation note from his or her medical provider within one week of the last date of the absence (see Student Rules 7.1.6.1)
   (b) Injury or illness of less than three class days: Student will provide one or both of these (at instructors discretion), within one week of the last date of the absence:
      i. Texas A&M University Explanatory Statement for Absence from Class form available at http://attendance.tamu.edu
      ii. Confirmation of visit to a health care professional affirming date and time of visit.
   (c) An absence for a non-acute medical service does not constitute an excused absence.
7. Required participation in military duties.
8. Mandatory admission interviews for professional or graduate school that cannot be rescheduled.
9. Mandatory participation as a student-athlete in NCAA-sanctioned competition.

10. In accordance with Title IX of the Educational Amendments of 1972, Texas A&M University shall treat pregnancy (childbirth, false pregnancy, termination of pregnancy and recovery therefrom) and related conditions as a justification for an excused absence for so long a period of time as is deemed medically necessary by the students physician. Requests for excused absence related to pregnancy should be directed to the instructor.

Other absences may be excused at the discretion of the instructor with prior notification and proper documentation.

In cases where prior notification is not feasible (e.g., accident or emergency) the student must provide notification by the end of the second working day after the absence, including an explanation of why notice could not be sent prior to the class.

Accommodations sought for absences due to the observance of a religious holiday can be sought either prior or after the absence, but not later than two working days after the absence.

**ADA Policy Statement**

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

*An Aggie does not lie, cheat, or steal or tolerate those who do.*
Table 1. Tentative schedule—Fall 2015.

<table>
<thead>
<tr>
<th>Date</th>
<th>SCSC628 Lecture/Reading</th>
<th>SCSC628 Lab exercises/Homework Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1  09/01</td>
<td>Ch.1 Introduction to soil min.</td>
<td>Identify min. using XRD</td>
</tr>
<tr>
<td>2  09/03</td>
<td>Ch.1 Introduction to soil min.</td>
<td>Sample evaluation (XRD, ATR, NIR-DRIFT)</td>
</tr>
<tr>
<td>3  09/08</td>
<td>Ch.1 Introduction to soil min.</td>
<td>Sample pretreatment, cementing compounds</td>
</tr>
<tr>
<td></td>
<td>Ch.2 Surface chem. of soil min.</td>
<td></td>
</tr>
<tr>
<td>4  09/10</td>
<td>Ch.2 Surface chem. of soil min.</td>
<td>Size fractionation, HW1 Due.</td>
</tr>
<tr>
<td>5  09/15</td>
<td>Ch.4 Min. equilibria</td>
<td>Size fractionation</td>
</tr>
<tr>
<td>6  09/17</td>
<td>Ch.4 Min. equilibria</td>
<td>Dialysis/drying</td>
</tr>
<tr>
<td>7  09/22</td>
<td>Ch.5 Methods for mineralogy</td>
<td>Mg-, K-saturation of clay (for XRD) (HW 2 due)</td>
</tr>
<tr>
<td>8  09/24</td>
<td>Ch.6 Carbonates &amp; evaporates</td>
<td>Field trip 1 (Eastwood airport area)</td>
</tr>
<tr>
<td>9  09/29</td>
<td>Ch.7 Sulfides &amp; sulfates</td>
<td>Iron oxides (DCB) (Lab Report I due)</td>
</tr>
<tr>
<td>10 10/01</td>
<td>Exam I</td>
<td>Iron oxides (DCB)</td>
</tr>
<tr>
<td>11 10/06</td>
<td>Ch.8 Aluminum hydroxides</td>
<td>FTIR (Clay) Field trip 1 report due</td>
</tr>
<tr>
<td>12 10/08</td>
<td>Ch.9 Allophane &amp; imogolite</td>
<td>Clay XRD and FTIR interpretation</td>
</tr>
<tr>
<td>13 10/13</td>
<td>Ch.10 Iron oxides</td>
<td>CEC/ SEM (HW3 due)</td>
</tr>
<tr>
<td>14 10/15</td>
<td>Ch.11 Manganese oxides</td>
<td>CEC/SEM (Lab Report II due)</td>
</tr>
<tr>
<td>15 10/20</td>
<td>Ch.12 Kaolin-serpentine mins.</td>
<td>TEM</td>
</tr>
<tr>
<td>16 10/22</td>
<td>Ch.13 Pyrophyllite-talc mins.</td>
<td>TEM</td>
</tr>
<tr>
<td>17 10/27</td>
<td>Ch.14 Micas</td>
<td>TEM(HW4 due)</td>
</tr>
<tr>
<td>18 10/29</td>
<td>Ch.15 Smectites</td>
<td>Total K</td>
</tr>
<tr>
<td></td>
<td>Ch.16 Vermiculites</td>
<td></td>
</tr>
<tr>
<td>19 11/03</td>
<td>Exam II</td>
<td>Field trip 2 (Somerville Lake spillway)</td>
</tr>
<tr>
<td>20 11/05</td>
<td>Ch.17 Chlorites</td>
<td>Total K/SEM interpretation help</td>
</tr>
<tr>
<td></td>
<td>Ch.18 Polygorskite &amp; sepiolite</td>
<td></td>
</tr>
<tr>
<td>21 11/10</td>
<td>Ch.19 Zeolites</td>
<td>TEM data interpretation help</td>
</tr>
<tr>
<td>22 11/12</td>
<td>Ch.20 Silica mins.</td>
<td>NEWMOD (Lab Report III due)</td>
</tr>
<tr>
<td>23 11/17</td>
<td>Feldspars</td>
<td>Data integration, Field trip 2 report due</td>
</tr>
<tr>
<td>24 11/19</td>
<td>Ch.21 Phosphate mins.</td>
<td>Data integration,</td>
</tr>
<tr>
<td>25 11/24</td>
<td>Ch.22 Ti &amp; Zr mins.</td>
<td>Individual helps</td>
</tr>
<tr>
<td>26 11/26</td>
<td>Thanksgiving, No class</td>
<td></td>
</tr>
<tr>
<td>27 12/01</td>
<td>Ch.3 SOM &amp; organic-min.</td>
<td>Final lab report due</td>
</tr>
<tr>
<td>28 12/03</td>
<td>Ch.26 Pesticides/mins.</td>
<td>Oral presentation</td>
</tr>
<tr>
<td>29 12/08</td>
<td>Review, Q/A.</td>
<td>Lab Exam</td>
</tr>
<tr>
<td>30 12/10</td>
<td>Reading day, No class</td>
<td></td>
</tr>
<tr>
<td>31 12/11</td>
<td><strong>Final Exam: 3-5 pm</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Lab reports:**
- Report 1: Sample evaluation, bulk sample XRD, and texture
- Report 2: XRD, FTIR (clay and bulk sample), mineral identification.
- Report 3: Iron oxide, CEC, SEM data
- Final report: Revised contents in reports 1, 2, and 3; TEM, total K, NEWMOD, data integration.
Texas Higher Education Coordinating Board
Request to Change Semester Credit Hours

Directions: An institution shall use this form to request a change in the number of semester credit hours (SCH) required for a degree program already on the institution’s program inventory in accordance with Coordinating Board Rules, Chapter 5, Subchapter C, Section 5.55 – Revisions to Approved Programs.

Options:

1) Revisions that **reduce** the number of SCH require notification of change and affirmation that the reduction does not fall below the minimum requirements of the Southern Association of Colleges and Schools Commission on Colleges, program accreditors, and licensing bodies, if applicable.

2) Revisions that **increase** the number of SCH require detailed written documentation describing the compelling academic reason for the increase in the number of required hours.

NOTE: No request or notification is needed if revisions to the degree program curriculum do not result in a change in SCH.

Options 1 and 2 require the signature of the Provost or Chief Academic Officer.

Please submit *Request to Change Semester Credit Hour* via the Online Submission Portal: [https://www1.thecb.state.tx.us/apps/proposals/](https://www1.thecb.state.tx.us/apps/proposals/)

Information: Contact the Division of Workforce, Academic Affairs and Research at 512/427-6200.

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**Administrative Information**

1. **Institution:**

   **Texas A&M University**

2. **Program Name** – *As it appears on the Coordinating Board’s program inventory (e.g., Bachelor of Business Administration degree with a major in Accounting):*

   **Master of Jurisprudence**

3. **Program CIP Code:**

   **22.0201.00 (Advanced Legal Research/Studies, General)**

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

   **Name:** Aric Short  
   **Title:** Vice Dean and Professor  
   **E-mail:** ashort@law.tamu.edu  
   **Phone:** (817) 212-4114
Notification/Request for Change in Semester Credit Hours (SCH):

Current SCH: **24**

Proposed SCH: **30**

Implementation Date: **Fall 2016**

Complete Option 1 or 2 as appropriate

**Option 1: Reduction in Semester Credit Hours**

*Is the change in the number of SCH compatible with the requirements of accreditation for the program?*

a. Southern Association of Colleges and Schools Commission on Colleges
   - YES
   - NO

b. Program Accreditor(s)
   - YES
   - NO
   - NA
   Name of Program Accreditor: ___________________________

   c. Licensing Body(ies)
   - YES
   - NO
   - NA
   Name of Licensing Body(ies): ___________________________

**Option 2: Increase in Semester Credit Hours**

*Provide detailed documentation, such as changes in accrediting agency or licensing body requirements, workforce needs, or academic professional standards and needs, describing a compelling reason for the change in the number of SCH:*

The School of Law requests a change in the required semester credit hours (SCH) of its approved Master of Jurisprudence (M.Jur.) degree from 24 to 30 hours. This degree program has not yet been implemented and is scheduled to begin in the fall of 2016.

Following additional evaluation, the School of Law has determined that 30 SCH are necessary to achieve the academic goals of the program. The M.Jur. degree is designed for professionals who seek legal training to advance their existing careers or open up new career opportunities. M.Jur. students will enroll in existing Juris Doctor (J.D.) law school courses that match their career goals. Because M.Jur. students will not have completed all of the traditional first-year J.D. courses, it will be important to provide them sufficient background and contextual instruction in each of their classes. The additional 6 SCH will allow for that foundational instruction while also providing each M.Jur. student sufficient flexibility to explore a chosen subject area deeply.

The requested change from 24 to 30 SCH also brings this degree program in line with existing Master’s level programs at Texas A&M University. We do not anticipate any significant change to the costs of the M.Jur. program associated with this required change.
Signature of Compliance

I hereby certify that all of the above changes have been approved in accordance with the procedures outlined in Coordinating Board Rules, Chapter 5, Subchapter C, Section 5.55.

_________________________________________  ________________
Provost/Chief Academic Officer  Date
Texas Higher Education Coordinating Board  
Request to Change Semester Credit Hours

Directions: An institution shall use this form to request a change in the number of semester credit hours (SCH) required for a degree program already on the institution’s program inventory in accordance with Coordinating Board Rules, Chapter 5, Subchapter C, Section 5.55 – Revisions to Approved Programs.

Options:

1) Revisions that reduce the number of SCH require notification of change and affirmation that the reduction does not fall below the minimum requirements of the Southern Association of Colleges and Schools Commission on Colleges, program accreditors, and licensing bodies, if applicable.

2) Revisions that increase the number of SCH require detailed written documentation describing the compelling academic reason for the increase in the number of required hours.

NOTE: No request or notification is needed if revisions to the degree program curriculum do not result in a change in SCH.

Options 1 and 2 require the signature of the Provost or Chief Academic Officer.

Please submit Request to Change Semester Credit Hour via the Online Submission Portal: https://www1.thecb.state.tx.us/apps/proposals/

Information: Contact the Division of Workforce, Academic Affairs and Research at 512/427-6200.

Administrative Information

1. Institution:

Texas A&M University

2. Program Name – As it appears on the Coordinating Board’s program inventory (e.g., Bachelor of Business Administration degree with a major in Accounting):

Master of Jurisprudence in Intellectual Property

3. Program CIP Code:

22.0212.00 (Intellectual Property Law)

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

   Name: Aric Short  
   Title: Vice Dean and Professor  
   E-mail: ashort@law.tamu.edu  
   Phone: (817) 212-4114
Notification/Request for Change in Semester Credit Hours (SCH):

Current SCH: 24

Proposed SCH: 30

Implementation Date: Fall 2016

Complete Option 1 or 2 as appropriate

Option 1: Reduction in Semester Credit Hours

Is the change in the number of SCH compatible with the requirements of accreditation for the program?

a. Southern Association of Colleges and Schools Commission on Colleges
   □ YES □ NO

b. Program Accreditor(s)
   □ YES □ NO □ NA
   Name of Program Accreditor: ______________________________

c. Licensing Body(ies)
   □ YES □ NO □ NA
   Name of Licensing Body(ies): ______________________________

Option 2: Increase in Semester Credit Hours

Provide detailed documentation, such as changes in accrediting agency or licensing body requirements, workforce needs, or academic professional standards and needs, describing a compelling reason for the change in the number of SCH:

The School of Law requests a change in the required semester credit hours (SCH) of its approved Master of Jurisprudence (M.Jur.) in Intellectual Property (IP) degree from 24 to 30 hours. This degree program has not yet been implemented and is scheduled to begin in the fall of 2016.

Following additional evaluation, the School of Law has determined that 30 SCH are necessary to achieve the academic goals of the program. The M.Jur. in IP degree is designed for professionals who seek legal training to advance their existing careers or open up new career opportunities. M.Jur. in IP students will enroll in existing Juris Doctor (J.D.) law school courses that match their career goals. Because M.Jur. in IP students will not have completed all of the traditional first-year J.D. courses, it will be important to provide them sufficient background and contextual instruction in each of their classes. The additional 6 SCH will allow for that foundational instruction while also providing each M.Jur. in IP student sufficient flexibility to explore a chosen subject area deeply.

The requested change from 24 to 30 SCH also brings this degree program in line with existing Master’s level programs at Texas A&M University. We do not anticipate any significant change to the costs of the M.Jur. in IP program associated with this required change.
Signature of Compliance

I hereby certify that all of the above changes have been approved in accordance with the procedures outlined in Coordinating Board Rules, Chapter 5, Subchapter C, Section 5.55.

_________________________________________  ______________
Provost/Chief Academic Officer                  Date