

Graduate and Professional Council Meeting Agenda

Thursday 1 August 2024

Zoom Link

Meeting ID: 992 XXXX XXXX

Passcode: GPCXXXX

ATTENDEES

Fuhui Tong (Graduate and Professional School), *Chair*

Mark C. Gleason (Graduate and Professional School), *Administrative Assistant*

Voting Members: Mary Bryk (Agriculture and Life Sciences), Katherine Reed (Architecture), Adam Seipp (Arts and Sciences), William “Dwight” Garey (Business), Reginald Taylor (Dentistry), Beverly Irby (Education and Human Development), Duncan “Hank” Walker (Engineering), Robert “Bob” Shandley (Government and Public Service), Charlotte Ku (Law), Peter Van Hengstum (Marine Sciences and Maritime Studies), Rhonda Rahn (Public Health), William “Bill” Murphy (Veterinary Medicine and Biomedical Sciences), Kelby Mann (Graduate and Professional Student Government), Tamra Walderon (Graduate and Professional Student Government)

Non-Voting Members: Jenna Crabtree (Curricular Services), Kammy Contreras (Medicine), Alicia Dorsey (Provost), Stephanie Graves (Libraries), Madison Griffin (Registrar), David Kessler (Arts and Sciences), Trent Smith (Graduate and Professional School), Erin Stavinoha (Medicine), Erin Herbrich (Medicine), J. Scott Wieters (Medicine), Sandra Williams (Curricular Services)

DISCUSSION ITEMS

1. Zero Credit-Hour Course Changes (Medicine) – *Attachment 1*

- [Tong] Introduction
 - In September 2021, Medicine initiated discussions for change proposals to all then-existing clinical elective courses – 228 in total – to allow for zero credit hour sections
 - The Graduate and Professional Council responded with the possibility of Medicine providing one example syllabus for GPC review which would apply for all 288 course changes required in CARS
 - Medicine prepared a syllabus template which received feedback from the Chair and Administrative Assistant of the GPC
 - The current GPC Administrative Assistant was unable to find any documentation of further discussions and no course changes for these purposes were submitted in 2021
 - In 2022, the GPC discussed and approved several individual course changes to allow them to be zero-credit
 - Medicine has reinitiated the discussion on an efficient process by which they can add a zero-credit option for 231 current clinical elective courses

- Discussion
 - [Dorsey] University is currently revising credit-hour policies in alignment with new standards and requirements from SACSCOC
 - New SACSCOC policy requires that institutions must include clear definitions of what will be counted for zero-credit
 - Based on US Department of Education mandate
 - Current university policy does not explicitly define zero-credit experiences
 - Policy will be mindful of syllabus requirements, if course is more representative of actual credit hours based on contact with instructor and student experience
 - Expected to release proposal during Fall 2024 semester
 - Once developed, revised definition will eventually be proposed to GPC
 - [Stavinoha] Zero-credit used primarily for pre-clerkship students
 - Intended to allow students to gain knowledge and experience before earning credit hours toward graduation requirements
 - Students in clinical years are able to take courses for variable credit
 - Medicine aiming to standardize variable credit hours to allow for flexibility as degree plans change
 - [Herbrich] Variety of electives permitted at various levels
 - Students able to take electives during pre-clerkship during summer opportunity time
 - Required to take certain elective in fourth year
 - Allowed elective opportunities after long clerkship blocks, internal medicine, and surgery
 - Some electives work for different levels in the curriculum
 - [Bryk/Dorsey] Syllabi and course/section numbers will need to clearly demonstrate requirements for zero-credit versus variable credit courses
 - [Walker] Mechanisms of enforcement would need to be in place to ensure that self-registering students are able to clearly choose either the zero- or variable-credit courses/sections
 - [Gleason/Dorsey] While similar variable/zero-credit Medicine courses have been approved previously, with new rules being implemented in the coming months the university and the GPC will need to ensure that the courses align with new guidelines
 - [Wieters/Tong] There are a number of other courses in colleges/schools with similar zero-credit options similar to what is intended with Medicine
 - [Dorsey/Tong] A comparative study should be conducted by the First Professional Doctoral Curricular Review

- Examine one another's current zero-credit courses are defined and conducted
- See where there are commonalities across the five first professional doctoral programs
- [Gleason] Meeting will be scheduled upon appointment of a Medicine member to the First Professional Doctoral Curricular Review Committee
- [Ku] School of Law currently preparing for re-accreditation process and will provide current policies on zero-credit hour courses
- [Bryk/Tong] Separate zero-credit hour syllabus template will be reviewed by GPC
- 2. Standardized Test Score Requirement Request (Political Science) – *Attachment 2***
 - Introduction [Tong]
 - GRE Requirement requested for PHD-Political Science, On-Campus Program
 - Memo aligns with guidelines as provided by GPC with justification and statement of use
 - **Approved**
- 3. Degree Equivalency Request (Multidisciplinary Engineering) – *Attachment 3***
 - Introduction
 - [Tong] Department indicated that student completed equivalent of an American bachelor's and master's degree and should be permitted to enroll in 64-hour PHD program
 - [Irby] Memo provided detailed evaluation of student's coursework along with supporting documents and World Education Services verification
 - Discussion
 - [Bryk/Gleason] Documentation indicates Chilean *licenciada* is equivalent to American bachelor's and was conferred in July 2022, following coursework from 2018 to 2022, prior to coursework toward the *ingeniera civil de industrias con diploma* – equivalent to master's – from 2022 to 2023, with conferral in January 2024
 - [Irby/Walker] Coursework equivalent to TAMU College of Engineering's graduate courses
 - **Approved**

CONSENT AGENDA (**Approved**)

- 1. Course Changes**
 - [ACCT 621: Corporate Taxation I](#)
 - [HMG 616: Tourism Economics](#)
 - [MSEN 619: Materials Modeling of Phase Transformation and Microstructural Evolution](#)
 - [SCSC 627: Nutrients in Soils and Plants](#)
- 2. New Courses**
 - [BAEN 630: Biotechnology Principles and Techniques](#)

[SCMT 684: Professional Internship](#)

3. Course Inactivations

[BAEN 661: Experimental Methods in Biological and Agricultural Engineering](#)

4. Program Inactivations

[CERT-EESY: Electric Energy Systems - Certificate](#)

[CERT-ETLP: Energy Technology, Law and Policy - Certificate](#)

CURRICULAR ITEMS

1. New Courses

[SCSC 622: X-ray Diffraction for Soil Mineral Quantification](#) (**Approved**)

~~[VCIM 601: Introduction to Research in Visual Computing and Interactive Media](#)~~

~~[VCIM 658: Emergent Research in Visual Computing and Interactive Media](#)~~

~~[VCIM 670: Deep Learning for Visual Computing and Interactive Media](#)~~

Graduate and Professional Council Administrator

From: Graduate and Professional Council Administrator
Sent: Wednesday, July 24, 2024 11:01 AM
To: Herbrich, Erin M; Dickey, Danielle M; Stavinoha, Erin E
Cc: Curricular Approval Request System; Tong, Fuhui; Walker, Duncan M; Helge, Terri L
Subject: RE: Request for MD Degree Elective Courses to be set at Zero Credits
Attachments: SSASECQ List of Electives 9.9.2021.xlsx; TAMU elective template- 9.15.21.docx; TAMU Medicine Minimum Syllabus Requiriements Template [Proposed].docx; MHUM 815 Syllabus [Updated].pdf

Dear All,

I have been able to find the list of elective courses (attached) which was provided in the original email of 9 September 2021 (below) and have looked through the emails provided below. Unfortunately, as the discussion in the Graduate and Professional School does not appear to have been documented, I am not able to access anything beyond what is contained in the emails below.

To summarize what has been provided so far, in September 2021 the College of Medicine began a discussion of converting the semester credit hours for all existing clinical elective courses to allow for zero credit hour sections, and this would have applied to 228 (at that time) courses. The Graduate and Professional Council Administrative Assistant then responded that Dr. Butler-Purry proposed two actions:

1. The possibility of providing one example syllabus for GPC review, though this was under condition that Curricular Services had no concerns with regard to our university processes; and
2. Individual course changes for all 228 would be required in CARS with a statement that the course would be offered as zero-credit in line with the approved syllabus.

Sandra Williams with Curricular Services replied that, if only one course carried the zero-credit syllabus, it would be the only one with documentation for reference; and considering the number of courses, she wanted to ensure that the process would be acceptable to the GPC. Sonia then responded with a syllabus template (attached) for one and asked that the other 227 changes could be submitted in CARS without a syllabus provided all syllabi used the template's language. The GPC Administrative Assistant then replied that the prerequisite would also need to be edited – restricting the course to MD students (as zero-hour credit was not permitted for doctoral students) – and a link to the clinical evaluation form should be added to the template.

The last email of the original discussion was dated 27 September 2021 with a response from the College of Medicine that the changes recommended would be made. I have been unable to find any further discussion of the question, and do not see that it was a part of any consideration at a GPC meeting after that. I also checked several of the courses listed on the List of Electives spreadsheet and – while I could not check all of them – it appears that most were not subject to a course change proposal to add the zero credit hour option.

If you have any additional documentation in connection with this original proposal, please provide that when able.

I will add that Erin Stavinoha provided us with a syllabus template for Medicine courses (attached; and my apologies that it appears I did not reply to that email last year). Additionally, some course changes to allow zero credit were subject to GPC discussion in 2022 (ex: MHUM 815, IMED 940, 948, 963, 967, 972, MEID 834, and SURG 886) during which syllabus requirements acceptable to the College of Medicine and the GPC were approved. I have attached one of these (MHUM 815) with this email as well. Syllabi in line with these included have been approved over the past year-and-a-half and so should present no issues.

As Sandra noted in her recent reply on 19 July 2024, changes to credit hours must go through the full CARS workflow, and this would be required for each course. Whether or not this can be done without a syllabus for each course (as originally proposed in 2021) will need to be discussed at our next GPC meeting on Thursday 1 August. I have included Dr. Tong as Chair of the GPC along with Drs. Walker and Helge as Chairs of the curricular review committees as well so they can consider the question in the meantime. Please let me know who all from the College of Medicine would be able to attend for that portion of the discussion so I can send the calendar invite to them.

Thank you.

Mark C. Gleason

Administrative Assistant, Graduate and Professional Council

Texas A&M University

Graduate and Professional School

208-07 | Nagle Hall

College Station, Texas

<https://grad.tamu.edu>

979-845-3631

From: Curricular Approval Request System <cars@tamu.edu>

Sent: Friday, July 19, 2024 2:42 PM

To: Herbrich, Erin M <erinherbrich@tamu.edu>; Dickey, Danielle M <dmdickey@tamu.edu>; Stavinoha, Erin E <stavinoha@tamu.edu>

Cc: Curricular Approval Request System <cars@tamu.edu>; Graduate and Professional Council Administrator <gpcadmin@tamu.edu>

Subject: RE: Request for MD Degree Elective Courses to be set at Zero Credits

Hi there,

I know Sonia previously submitted most of the College of Medicine courses to update the grade mode. If the courses were also supposed to change hours, I am not sure that was ever done. Unfortunately, this type of change must be done by editing each course and go through full workflow.

Since the Grad School has new administrators, you may want to check with them regarding syllabus requirements for each course since you are changing hours.

Sandra Williams | Director

Office of the Registrar | Texas A&M University

0100 TAMU | College Station, Texas 77843-0100

ph: 979.845.6890 | fax: 979.845.4757 | sandrawilliams@tamu.edu

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From: Herbrich, Erin M <erinherbrich@tamu.edu>

Sent: Thursday, July 18, 2024 11:00 AM

To: Curricular Approval Request System <cars@tamu.edu>; Dickey, Danielle M <dmdickey@tamu.edu>; Stavinoha, Erin E

<stavinoha@tamu.edu>

Subject: Request for MD Degree Elective Courses to be set at Zero Credits

Importance: High

Good Morning Sandra,

I hope you are doing well and enjoying your summer so far (and staying cool).

We could really use your help in determining if a past Registrar item was fully completed. This would have been between our former director, Sonia de Leon and the Registrar office. I included a previous email chain that we found below. We have been trying to go back and search past records, but unable to find a confirmation.

All of our elective courses were supposed to be changed to range from 0-10 credit hours. Erin Stavinoha just completed an audit and cross-referenced that with the catalog online. Some of them do reflect the change and others did not get changed.

Could you please let us know how we can get this corrected so all of our electives match to reflect 0-10 credit hours? We are hoping that this is an easy fix because based on the audit, it appears that 231 electives need to be changed and are currently incorrect to match our needs for our degree plan (*see attached for list of electives*).

We appreciate any help that you and your team can provide us in this matter.

Thank you,
Erin H.

Erin McMurry Herbrich, MPH | Director, Academic Affairs | Staff Ombuds |
School of Medicine | Texas A&M University
Round Rock Campus | 3950 North A.W. Grimes Blvd. | Round Rock, TX 78665
ph: 512.341.4918 | fax: 512.341.4212 | personal cell: 979.966.8876 (call/text) | erinherbrich@tamu.edu
Main Academic Affairs Email: med-aa@tamu.edu
Ombuds Email: med-ombuds@tamu.edu
health.tamu.edu

*** My working hours may not be your working hours. Please do not feel obligated to reply outside of your normal work schedule ***

From: de Leon, Sonia B. <soniabdeleon@tamu.edu>

Sent: Monday, September 27, 2021 5:49 PM

To: Stavinoha, Erin E <stavinoha@tamu.edu>; Herbrich, Erin M <erinherbrich@tamu.edu>; Dubuisson, James R <dubuisson@tamu.edu>

Subject: FW: Request for MD Degree Elective Courses to be set at Zero Credits

Hi All,

This is the feedback we got on the Elective Courses Syllabi. If we make the two changes below, we should be set. Sonia

Sonia B. de Leon, M.Ed. | Director, Academic Affairs

Office of Academic Affairs | College of Medicine | Texas A&M University
HPEB 3084 | 8447 Riverside Parkway | Bryan, TX 77807
Ph: 979.436.0222 | Cell: 520.907.9995 | soniabdeleon@tamu.edu
<https://medicine.tamu.edu>

From: Graduate and Professional Council Administrator <gpcadmin@tamu.edu>

Sent: Thursday, September 23, 2021 1:37 PM

To: de Leon, Sonia B. <soniabdeleon@tamu.edu>; Williams, Sandra <sandra-williams@tamu.edu>; Graduate and Professional Council Administrator <gpcadmin@tamu.edu>

Subject: RE: Request for MD Degree Elective Courses to be set at Zero Credits

Hi Sonia and Sandra,

I ran this by Dr. Butler-Purpy and Dr. Cunningham.

A few items of feedback from Dr. Cunningham:

1. Pre-requisite be noted as MD students instead of doctoral classification. This is due to the restriction of the zero credit for doctoral students.
2. Link the clinical evaluation form used for assessment.

I think this should do it!

Thanks,
Rachel

From: de Leon, Sonia B. <soniabdeleon@tamu.edu>

Sent: Wednesday, September 15, 2021 4:40 PM

To: Williams, Sandra <sandra-williams@tamu.edu>; Graduate and Professional Council Administrator <gpcadmin@tamu.edu>

Subject: RE: Request for MD Degree Elective Courses to be set at Zero Credits

Hi All:

So, if we went with option #2, I've attached a syllabus template (see yellow highlighted area) that we added that we would use for the courses that we want to offer as zero credit hours. Will this work? If so, then we will can we submit the change in CARS without a syllabus as long as all syllabus have this language?

Sonia B. de Leon, M.Ed. | Director, Academic Affairs

Office of Academic Affairs | College of Medicine | Texas A&M University
HPEB 3084 | 8447 Riverside Parkway | Bryan, TX 77807
Ph: 979.436.0222 | Cell: 520.907.9995 | soniabdeleon@tamu.edu
<https://medicine.tamu.edu>

From: Williams, Sandra <sandra-williams@tamu.edu>

Sent: Wednesday, September 15, 2021 1:44 PM

To: Graduate and Professional Council Administrator <gpcadmin@tamu.edu>; de Leon, Sonia B. <soniabdeleon@tamu.edu>

Subject: RE: Request for MD Degree Elective Courses to be set at Zero Credits

For your option 1, the course submitted with the syllabus would be the only course with the historical document and the only one that anyone could reference.

For your option 2, the rationale route appears to be the simplest if that is the only change that is being made to the course (adding zero credit). Because of the number of courses being proposed, I wanted to make sure GC was okay since there have been recent changes with the overall structure of the committee. I am not sure what GC wants to see going forward and I want to be consistent in the messaging we are providing to the campus community.

Sandra Williams | Associate Registrar
Office of the Registrar, Division of Enrollment & Academic Services | Texas A&M University
0100 TAMU | College Station, Texas 77843-0100

ph: 979.845.6890 | fax: 979.845.4757 | sandra-williams@tamu.edu

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From: Graduate and Professional Council Administrator <gpcadmin@tamu.edu>

Sent: Tuesday, September 14, 2021 7:56 AM

To: de Leon, Sonia B. <soniabdeleon@tamu.edu>; Graduate and Professional Council Administrator <gpcadmin@tamu.edu>

Cc: Williams, Sandra <sandra-williams@tamu.edu>

Subject: RE: Request for MD Degree Elective Courses to be set at Zero Credits

Hi Sonia and Sandra,

I presented the email and course list to Dr. Butler-Purry yesterday.

She was curious if there would be a statement at all about the course being offered as zero credit on the syllabus? If so, she proposed one of the two actions:

- 1) Provide one example syllabus of how that would be reflected for the GC to see. Sandra, We wondered if this might be logistically hard to archive if we have one example referenced many course changes. Thoughts?
- 2) Add a statement in the rationale of each course change with a statement that reads something like: "When the course is offered as zeros credit, the syllabus will reflect that with the notation xxxx..."

Thoughts?

Thanks,
Rachel

From: de Leon, Sonia B. <soniabdeleon@tamu.edu>
Sent: Thursday, September 9, 2021 10:47 AM
To: Graduate Council Administrator <gradcounciladmin@tamu.edu>
Cc: Williams, Sandra <sandra-williams@tamu.edu>
Subject: Request for MD Degree Elective Courses to be set at Zero Credits

Dear Graduate Council:

The College of Medicine would like to make credit hour adjustments to our existing clinical elective courses in our Doctor of Medicine (MD) degree (professional program). When the current students enter their clinical rotations, we need the flexibility for our elective courses to be offered from zero to maximum approved credit hours to align with our current MD degree.

This will require the College of Medicine to edit 228 clinical elective courses in CARS to request the lower credit hour limit of zero. In doing so, we would like to request permission to submit these edits without a syllabus. Attached you will find a listing of the 228 clinical elective courses that we will be requesting a lower credit hour limit of zero.

Please let me know if you have additional questions.

Reference: [Doctor of Medicine Professional Catalog](#)

Sonia B. de Leon, M.Ed. | Director, Academic Affairs

Office of Academic Affairs | College of Medicine | Texas A&M University

HPEB 3084 | 8447 Riverside Parkway | Bryan, TX 77807

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<https://medicine.tamu.edu>

'Block Sche	'Subject'	'Course'	'Course/Section Title'
	ANES	801	CLINICAL ANESTHESIOLOGY
	MFCM	801	FAMILY MED OUTPATIENT CLINIC
	MPED	801	PRIM PEDIATRIC CARE-COMMUNITY
	EMED	801	EMERGENCY MEDICINE ELECTIVE
	MRAD	801	DIAGNOSTIC RADIOLOGY
	MPAT	801	ANATOMIC & CLINICAL PATHOLOGY
	MEID	801	HLTH CARE ADV & PUBLIC POLICY
	MPSY	801	BEREAVEMENT ISSUES IN CLINIC
	IMED	802	INTERNAL MEDICINE-COMMUNITY
	MFCM	802	INDIGENT HEALTH CARE
	MHUM	802	DRCTD RESEARCH IN HIST OF MED
	MPED	802	NEONATAL INTENSIVE CARE UNIT
	MRAD	802	RADIATION ONCOLOGY
	SURG	802	OTOLARYNGOLOGY
	ANES	802	ANESTHESIOLOGY
	OBGY	802	OBSTETRICS & GYNECOLOGY
	MPSY	802	CHILD & ADOLESCENT PSYCHIATRY
	IMED	803	CLIN CARDIOLOGY & ELECTROCARD
	MHUM	803	MED HUMANITIES DIR RESEARCH
	MRAD	803	INTRO TO RADIATION ONCOLOGY
	SURG	803	GENERAL SURGERY
	OBGY	803	GYNECOLOGICAL ONCOLOGY
	IMED	804	DERMATOLOGY
	MEID	804	USMLE MENTORSHIP
	MHUM	804	MEDICAL EDUCATION
	SURG	804	SURGERY OF THE SPINE
	EMED	804	EMERGENCY MEDICINE
	MPED	804	PEDIATRIC CARDIOLOGY
	OBGY	804	MATERNAL-FETAL MEDICINE
	EMED	804	EMERGENCY MEDICINE
	MEID	804	USMLE MENTORSHIP
	MEID	805	COMPTR RSORCE PROF DEV: IN-AB
	IMED	805	ALLERGY/CLINICAL IMMUNOLOGY
	SURG	805	NEUROSURGERY
	MPED	805	CHILD NEUROLOGY
	OBGY	805	REPRODUCTIVE ENDOCRINOLOGY
	EMED	805	PRE-HOSPITAL MEDICINE (EMS)
	ANES	805	OBSTETRIC ANESTHESIOLOGY
	IMED	806	CLINICAL INFECTIOUS DISEASES
	MHUM	806	PALLIATIVE MEDICINE
	SURG	806	ORTHOPEDIC SURGERY
	MPED	806	PEDIATRIC INTENSIVE CARE UNIT
	MFCM	806	FAMILY MED ACTING INTERNSHIP
	MRAD	806	CLINCL RESEARCH DESGN&APPL
	OBGY	806	OBSTETRICS & GYNECOLOGY
	IMED	807	GASTROENTEROLOGY

MHUM	807	FELLOWSHIPS IN LEADERSHIP
MPED	807	INFECTIOUS DISEASE
SURG	807	PLASTIC SURGERY
ANES	807	PAIN CLINIC
EMED	807	TOXICOLOGY
MRAD	807	BODY IMAGING
OBGY	807	CLINICAL RESEARCH - OB/GYN
IMED	808	PHYS MED & REHAB IN/OUT PATNT
MFCM	808	WOUND CARE
MHUM	808	MEDICAL HISTORY HUMANITIES
OBGY	808	MATERNAL-FETAL MEDICINE
MHUM	809	HEALTHCARE ADMINISTRATION
EMED	809	EMERGENCY ULTRASOUND
MPED	809	PEDIATRIC DIABETES CAMP
MRAD	809	NEURORADIOLOGY
OBGY	809	OBGYN ACTING INTERNSHIP
MPSY	809	ADV INPATIENT PSYCH
MHUM	810	SELF AND CULTURE: IN-AB
IMED	810	NEUROLOGY
MPED	810	PEDIATRIC EMERGENCY MEDICINE
SURG	810	ORAL/MAXILLOFACIAL SURGERY
MPSY	810	CONSULTATION//LIAISON PSYCH
MRAD	810	CURRENT CONCEPTS-NUCLEAR MED
MFCM	811	INTENSIVE CARE UNIT
IMED	811	INTERNAL MED ACTING INTERNSHIP
MPSY	811	ADVANCED OUTPATIENT
MRAD	811	PEDIATRIC IMAGING
MFCM	812	GERIATRIC MEDICINE
MPED	812	PED ENDOCRIN & DIABETES
IMED	812	PM&R COMB IN/OUTPATIENT
SURG	812	BARIATRIC SURGERY
MPSY	812	ADULT INPATIENT PSYCHIATRY
MRAD	812	RADIATION ONCOLOGY
MPED	813	PEDIATRIC
IMED	814	HEMATOLOGY AND ONCOLOGY
MFCM	814	INPATIENT FAM MED ELECTIVE
MEID	814	HEALTH SYSTEMS SCIENCE EDU
MPED	814	PED & ADULT IMMUNOLOGY OP CARE
MEID	815	HOME VISIT PROGRAM IPE
IMED	815	CLINICAL INFECTIOUS DISEASES
SURG	815	UROLOGY
MHUM	815	ESSENTIALS OF LEADERSHIP
MPED	815	PEDIATRIC GASTROENTEROLOGY
IMED	816	CLINICAL NEPHROLOGY
SURG	816	SURGERY ACTING INTERNSHIP
MRAD	816	INTERVENTIONAL RADIOLOGY
IMED	817	DERMATOLOGY

SURG	817 VASCULAR SURGERY
MEID	817 HEALTH SYS SCIENCE - CAPSTONE
MFCM	817 INDIGENT HLTH CARE COMM HLTH
SURG	818 SURGICAL INTENSIVE CARE UNIT
MPED	818 NEONATAL INTENSIVE CARE UNIT
MHUM	819 MED FORGN LANG CULT COMP:IN-AB
IMED	819 BONE MARROW TRANSPLANT
SURG	819 ABDOMINAL TRANSPLANT SURGERY
IMED	820 CARDIOLOGY IMAGING
MHUM	820 BUSINESS OF MED
SURG	820 ENT SURGERY ELECTIVE
IMED	821 CLINICAL CARDIOLOGY
SURG	821 ACUTE CARE SURGERY
MFCM	821 FAMILY PRAC CLINIC OUTPATIENT
SURG	822 GENERAL SURGERY - GI II
MEID	822 POM V
IMED	823 HIV MEDICINE
SURG	823 LIVER/KIDNEY TRANSPLANTATION
MPED	823 MEDICAL GENETICS
MFCM	824 FAM MEDICINE ACTING INTERNSHIP
IMED	824 NEUROLOGY
MPED	824 PEDIATRIC HEMATOLOGY/ONCOLOGY
IMED	825 PALLIATIVE MED & END-OF-LIFE
IMED	827 TRADITIONAL PULMONARY MEDICINE
IMED	828 ADVANCED LUNG DISEASE I
IMED	829 ADVANCED LUNG DISEASE II
MPED	829 PEDIATRIC ACTING INTERNSHIP
IMED	830 RHEUMATOLOGY
MPED	830 ACTING INTERNSHIP-PEDIATRICS
IMED	831 MEDICAL ICU
MPED	831 DEVELOP- BEHAVIORAL PEDI
SURG	832 CARDIOVASCULAR & THORACIC SURG
IMED	833 CLINICAL ENDOCRINOLOGY
IMED	834 CLINICAL GASTROENTEROLOGY
IMED	835 INFECTIOUS DISEASE
IMED	836 BENIGN HEMATOLOGY
SURG	836 ORTHOPEDIC SURG/SPORTS MED
IMED	837 CARDIOLOGY IMAGING
MPED	837 ADOLESCENT MEDICINE
IMED	838 INPATNT GEN INT MED CONSULT
SURG	838 SURGICAL ONCOLOGY
IMED	839 CLINICAL CARDIOLOGY
IMED	840 CLINICAL ENDOCRINOLOGY
SURG	840 PLASTIC SURGERY
IMED	841 CLINICAL DERMATOLOGY
SURG	841 SURGICAL ONCOLOGY
IMED	842 IMMUNOLOGY ELEM MECH INFLAMTN

IMED	843 CARDIOLOGY OUTPATIENT
SURG	843 GENITOURINARY SURGERY
IMED	844 CARDIOLOGY INPATIENT
IMED	845 GASTROENTEROLOGY
SURG	845 TRANSPLANT SURGERY
IMED	846 NEPHROLOGY CONSULT SERV
IMED	847 PULMONARY MEDICINE
IMED	848 AI IN INPATIENT GIM-HOSP SERV
SURG	848 OPHTHALMOLOGY
IMED	849 INTERNAL MED TMH AI
SURG	849 PEDIATRIC SURGERY
MEID	850 POM CAPSTONE
IMED	850 AMBULATORY GEN MED ELECTIVE
IMED	851 NEUROLOGY
IMED	853 CARDIOLOGY
SURG	853 PODIATRY
IMED	855 CLINICAL RHEUMATOLOGY
IMED	856 HEMATOLOGY/MEDICAL ONCOLOGY
SURG	857 OPHTHALMOLOGY-RETINA
SURG	858 GENERAL SURGERY
IMED	858 NEUROLOGY
IMED	859 INTENSIVE CARE/CRITICAL
IMED	860 ADULT & PED ALLRGY&IMMUN OP
IMED	861 GENERAL INTERNAL MEDICINE AI
IMED	863 COMM BASED GERIATRIC CLINIC
SURG	864 MIN INVASIVE SURG RESEARCH
IMED	864 GASTROENTEROLOGY HOSP SERVICE
SURG	865 OCULOPLASTIC SURG
IMED	865 CLINCL GASTROENTRLGY HEP/NUTR
IMED	866 CLINICAL NUTRITION
IMED	867 PULMONARY CRITICAL CARE MED
IMED	868 CLINICAL ALLERGY
IMED	869 HEMATOLOGY
IMED	870 GERIATRIC MEDICINE
IMED	871 AMBULATORY GENERAL MEDICINE
SURG	872 SURG INNOV& TRANS RAPD ENG PRO
IMED	872 GASTROENTEROLOGY CLINIC
IMED	873 CLINICAL PULMONOLOGY
IMED	874 PRIV SERVICE INTERNAL MED AI
IMED	875 NEUROLOGY
IMED	876 MEDICAL INTENSIVE CARE UNIT
IMED	877 CLINICAL PHARMACOLOGY
IMED	878 CLINCL CARDIOLGY & ELECADIOGP
IMED	880 MEDICAL ICU
IMED	881 CLINICAL ENDOCRINOLOGY
IMED	882 CLINCL ENDOCRINOLOGY-DIABETES
IMED	883 DERMATOLOGY

IMED	884 ACADEMIC MEDICINE CLINIC
IMED	885 NEUROLOGY
IMED	886 INPATIENT PALLIATIVE MEDICINE
IMED	887 CLINICAL INFECTIOUS DISEASES
IMED	889 CLINICAL NEPHROLOGY
IMED	890 SUB INTERNSHIP MED ONCOLOGY
IMED	891 PULMONARY & SLEEP MED ELECTIVE
IMED	892 GENERAL INTERN MEDICINE AI
IMED	893 RESEARCH IN MEDICINE
IMED	894 MEDICAL EDUCATION/SIMULATION
IMED	895 INTENSIVE CARE UNIT
IMED	896 INTERNAL MEDICINE AI
IMED	897 CRITICAL CARE
IMED	898 AMBULATORY GENERAL MEDICINE
IMED	901 GEN MEDICINE ACTING INTERNSHIP
IMED	902 PHYSICAL MEDICINE & REHAB
IMED	903 TRADITIONAL PULMONARY MEDICINE
IMED	904 CORONARY CARE UNIT
IMED	985 OFF CAMPUS - SIE
MEID	985 SP. TP.:IN-AB
MEID	997 CRITICAL CARE - SIE
MEID	998 ACTING INTERNSHIP - SIE
IMED	999 ON CAMPUS SIE
IMED	999 ON CAMPUS SIE
MFCM	999 ON CAMPUS SIE
MHUM	999 ON CAMPUS SIE
MPED	999 ON CAMPUS SIE
MRAD	999 ON CAMPUS SIE
SURG	999 ON CAMPUS SIE
ANES	999 ON CAMPUS SIE
OBGY	999 ON CAMPUS SIE
MPSY	999 ON CAMPUS SIE
IMED	985 OFF CAMPUS SIE
MFCM	985 OFF CAMPUS SIE
MHUM	985 OFF CAMPUS SIE
MPED	985 OFF CAMPUS SIE
MRAD	985 OFF CAMPUS SIE
SURG	985 OFF CAMPUS SIE
ANES	985 OFF CAMPUS SIE
OBGY	985 OFF CAMPUS SIE
MPSY	985 OFF CAMPUS SIE

Course Information

Course Number:
 Course Title:
 Time: varies by clinical site
 Location: Choose an item.
 Credit Hours: Variable, 0¹-10
 Term/Course Availability: Spring and Fall (MD semester terms)

Instructor Details

Instructor:
 Office: Click or tap here to enter text.
 Phone:
 E-Mail:
 Office Hours: By appointment

Course Description

Course Prerequisites

doctoral classification

Course Learning Outcomes

Objective – The student will be able to:	Taught (T) and/or Evaluated (E):	Assessment Method: (^see link above)	Notes/ Comments/ Explanation: (This column is optional. Use as needed.)	MEPO's

¹ Zero credit hour ensures that the medical curriculum includes elective opportunities that supplement required learning experiences and that permit medical students to gain exposure to and expand their understanding of medical specialties, and to pursue their individual academic interests.

Textbook and/or Resource Materials

Grading Policy

☒ Clinical Evaluation	The final course grade will be based in part on the following: attendance, professionalism and ethics, and learning objectives. These will be evaluated using the COM Clinical evaluation form.	
	Clinical Evaluation	Pass/Fail

Grading Scale	
Satisfactory	Passing clinical evaluation form
Unsatisfactory	Failure of clinical evaluation form

Course Schedule

	Mon	Tues	Wed	Thurs	Fri	Sat	Sun
AM							
PM							

University Policies

Attendance Policy

The university views class attendance and participation as an individual student responsibility. Students are expected to attend class and to complete all assignments.

Please refer to [Student Rule 7](#) in its entirety for information about excused absences, including definitions, and related documentation and timelines.

Makeup Work Policy

Students will be excused from attending class on the day of a graded activity or when attendance contributes to a student's grade, for the reasons stated in Student Rule 7, or other reason deemed appropriate by the instructor.

Please refer to [Student Rule 7](#) in its entirety for information about makeup work, including definitions, and related documentation and timelines.

Absences related to Title IX of the Education Amendments of 1972 may necessitate a period of more than 30 days for make-up work, and the timeframe for make-up work should be agreed upon by the student and instructor” ([Student Rule 7, Section 7.4.1](#)).

“The instructor is under no obligation to provide an opportunity for the student to make up work missed because of an unexcused absence” ([Student Rule 7, Section 7.4.2](#)).

Students who request an excused absence are expected to uphold the Aggie Honor Code and Student Conduct Code. (See [Student Rule 24](#).)

Academic Integrity Statement and Policy

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

“Texas A&M University students are responsible for authenticating all work submitted to an instructor. If asked, students must be able to produce proof that the item submitted is indeed the work of that student. Students must keep appropriate records at all times. The inability to authenticate one’s work, should the instructor request it, may be sufficient grounds to initiate an academic misconduct case” ([Section 20.1.2.3, Student Rule 20](#)).

Americans with Disabilities Act (ADA) Policy

Texas A&M University is committed to providing equitable access to learning opportunities for all students. If you experience barriers to your education due to a disability or think you may have a disability, please contact the Disability Resources office on your campus (resources listed below) Disabilities may include, but are not limited to attentional, learning, mental health, sensory, physical, or chronic health conditions. All students are encouraged to discuss their disability related needs with Disability Resources and their instructors as soon as possible.

Title IX and Statement on Limits to Confidentiality

Texas A&M University is committed to fostering a learning environment that is safe and productive for all. University policies and federal and state laws prohibit gender-based discrimination and sexual harassment, including sexual assault, sexual exploitation, domestic violence, dating violence, and stalking.

With the exception of some medical and mental health providers, all university employees (including full and part-time faculty, staff, paid graduate assistants, student workers, etc.) are Mandatory Reporters and must report to the Title IX Office if the employee experiences, observes, or becomes aware of an incident that meets the following conditions (see [University Rule 08.01.01.M1](#)):

- The incident is reasonably believed to be discrimination or harassment.
- The incident is alleged to have been committed by or against a person who, at the time of the incident, was (1) a student enrolled at the University or (2) an employee of the University.

Mandatory Reporters must file a report regardless of how the information comes to their attention – including but not limited to face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Although Mandatory Reporters must file a report, in most instances, a person who is subjected to the alleged conduct will be able to control how the report is handled, including whether or not to pursue a formal investigation. The University’s goal is to make sure you are aware of the range of options available to you and to ensure access to the resources you need.

Students can learn more about filing a report, accessing supportive resources, and navigating the Title IX investigation and resolution process on the University’s [Title IX webpage](#).

Statement on Mental Health and Wellness

Texas A&M University recognizes that mental health and wellness are critical factors that influence a student’s academic success and overall wellbeing. Students are encouraged to engage in healthy self-care by utilizing available resources and services on your campus

Instructions

This syllabus template document meets electronic syllabus accessibility requirements (based on the MS Word accessibility checker tool) and includes the minimum required syllabus elements.

The structure of the document includes a single level 1 heading (i.e., “Syllabus”) with three level 2 headings (i.e., “Course Information,” “University Policies,” and “School and Department Policies”). The “Course Information” and “University Policies” sections have subsections identified with appropriate level headers.

Normal

Heading 1

Heading 2

Heading 3

Heading 4

Heading 5

NOTE: The formatting for all heading levels uses the corresponding Style element in Microsoft Word. If a faculty member wants to change the formatting structure for this template (e.g., different font, font size, or font color), the faculty member should edit the format for the following styles rather than edit the formatting of the text or headings themselves in the body of the document. For assistance in editing MS Word Styles, see the [“Use Styles to Create Headings”](#) video (3 minutes).

To use the syllabus template, faculty should do the following:

1. Remove the instructions and associated text before the “Syllabus” heading.
2. Edit the content in the “Course Information” sections to include the appropriate details for the course. Instructions and content to edit in the “Course Information” section is highlighted in italicized font. **NOTE:** *Just click on the italicized instructional text under each subheading and start typing – instructional text will be replaced automatically.*
3. Review the text included in the “University Policies” section. The TAMU Faculty Senate established the wording of the text in this section. Faculty associated with TAMU School of Medicine should use the Academic Integrity, Americans with Disabilities Act, and Title IX statements as written. **NOTE:** *Faculty members should not change the written statements. A faculty member may add separate paragraphs if additional information is needed.*
4. Add subsections for school level and/or department level policies as appropriate for their respective units. Faculty should use Heading level 3 for any new headings added under the School and Department Policies section. Delete subsection if not applicable.
5. Save the syllabus and post the syllabus for their undergraduate courses in the Howdy web portal (see [complete and easy-to-follow instructions](#) for uploading the course syllabus).

[Optional] The faculty member can generate an accessible PDF from this accessible Microsoft Word documents by enabling the “Document structure tags for accessibility” option when saving the file as a PDF. (See [“Create Accessible PDFs,”](#) Microsoft Office Support website and [“PDF Accessibility,”](#) Web Accessibility in Mind website.)

For more information on Texas A&M University's new syllabus requirements, see [here](#).

Course Information

Course Number: XXXX ###
Course Title: Course Title
Section: Section
Time: Meeting Times
Term: Semester 20XX
Location: Location
Credit Hours: Credit Hours [for variable credit courses, please include [Variable Credit](#) hyperlink to the School of Medicine's Credit Hour Policy/Process document]

Instructor Details

Instructor: Instructor Name
Office: Location
Phone: Phone
E-Mail: Email address
Office Hours: Hours, Days

Course Description

In addition to material chosen by the instructor, the course description should closely follow the law school course descriptions. Course descriptions may be copied from the online catalog, <https://catalog.tamu.edu/>. In some instances, the course description may include a rationale or context for the subject matter within the discipline.

*If you are teaching a Clinic, Internship, Research, or [?] experiential course, select the correct language from below and **include the appropriate statement (below) verbatim** in your syllabus:*

Clinics

This course is a clinic taught by a School of Medicine faculty member that involves.... As a primarily experiential course, this course focuses on.... This course offers students multiple opportunities for performance, faculty feedback, and self-evaluation. It satisfies the requirements of....

Internships

This course is a field placement course that provides students with the opportunity to engage in a medical task outside of a School of Medicine clinic under the supervision of...(or other individual qualified to supervise an experience). As a primarily experiential course, this course focuses on teaching professional skills and integrates doctrine, theory, medical ethics, and.... This course offers students multiple opportunities for performance, faculty feedback, and self-evaluation. It satisfies the requirements of....

Research

This is a research course that offers students a substantial experience of....

Course Prerequisites

Include a list of course prerequisites (must match Catalog/course form in CARS). If no prerequisites, state "Doctor of Medicine classification" at minimum. Course prerequisites may be copied from the online catalog, <https://catalog.tamu.edu/>.

Special Course Designation

Specify if the course has one (or more) of the following special course designations: core curriculum (CORE), international and cultural diversity (ICD), cultural discourse (CD), writing intensive (W), communication intensive (C), cross-listed, or stacked. Core curriculum course designations may be found at <https://core.tamu.edu/>

Include other information as required for the special course designation (e.g., a W course syllabus must specify the student must pass the writing components to earn a grade in the course, a CORE course must include information about the foundational component area to which it belongs, a stacked course must clearly indicate additional work for graduate students, etc.). Writing and Communication intensive attributes may be found at <https://writingcenter.tamu.edu/Faculty/Approved-W-C-Courses>. Every program has two courses that meet this requirement.

Course Learning Outcomes

List one or more learning outcomes for the course.

This is a statement of what students will be able to do or know upon successful completion of the course. The outcomes may include competencies developed in the course. Learning outcomes must be both observable and measurable and define what students need to do to show mastery of course materials. The outcomes may include competencies developed in the course. The student learning outcomes ask students to connect the pieces of their education into a whole that synthesizes what they have learned.

Additional assistance with learning outcomes is available through the [Center for Teaching Excellence](#) and the [Office of Institutional Assessment](#).

Upon successful completion of this course, students should be able to

- Click to add text or delete bullet.
- Click to add text or delete bullet.
- Click to add text or delete bullet.

Textbook and/or Resource Materials

Specify the textbook and other resource materials that are required, recommended, and/or optional for the course. If no textbook or other resource materials, state "None."

The syllabus should not promote any one vendor of course materials to the students. Instead, the syllabus should encourage students to acquire the "required and recommended" course material from vendors that provide the best value and amenities for their selection.

Texas A&M University at Qatar faculty are encouraged to use available online resources or adopt multiyear textbooks to limit challenges encountered with shipping and receiving textbooks.

Evaluation and Grading Policies

- *Define a grading scale for the assignment of a letter grade (A through F) or the criteria for assigning S/U grades as appropriate.*
- *Describe the graded items for the course.*
- *Indicate weights as applicable for grade items included in calculating the course grade (e.g., exams, laboratory assignments, field student work, projects, papers, homework, class attendance, participation, and other graded activities).*
- *The following sections can be added as necessary or deleted if not needed.*
- *For clinical courses, please use the [School of Medicine Clinical Evaluation Form](#) (if applicable); for other courses, please use the [School of Medicine Non-Clinical Evaluation Form](#) (if applicable).*

Graded Class Participation – *If class participation constitutes more than 10% of grade, the syllabus should explicitly define and outline how the participation grade is determined based on a well-defined rubric (see [Student Rule 10](#)).*

Graded Attendance – *If attendance is a graded item, the syllabus should state how the faculty member will collect and evaluate attendance.*

Grades for Stacked Course (UG/GR) – *If the course is a stacked course that uses a single, combined syllabus for the undergraduate and graduate courses, the syllabus must clearly specify additional work required for graduate students. (See [Policy for Stacked Courses](#).)*

Grading Policy Changes – *Faculty must provide grading policies to students by the first class period. As such, faculty cannot change the course grading policy after the second class session. (See [Student Rule 10](#).)*

Late Work Policy

- *The late work policy should define what constitutes late work (e.g., submitting a deliverable after the established deadline).*
- *Indicate whether or not the faculty member will accept late work.*
- *Identify any associated penalty if the faculty member accepts late work for evaluation.*
- *Please include the exemption below in accordance with TAMU Student Rule 7.*

Work submitted by a student as makeup work for an excused absence is not considered late work and is exempted from the late work policy ([Student Rule 7](#)).

Course Schedule

Include a list of topics, calendar of activities, major assignment dates, and exam dates.

The course schedule must include lab hours in the calendar of activities. The course schedule must include dates of major exams and assignments. Dates for exams and assignments should not be changed without written notification to all students in the course (notice via email or learning management system is acceptable).

*If the course does not have a preset schedule, please include the following statement **verbatim**:*

The faculty and student will together set the parameters of the course, instruction, scheduling of weekly hours, and duration of the course.

***Traditionally Delivered Course** – The calendar must include the number of weeks that correspond to the traditionally delivered course semester (e.g., Fall/Spring = 15 weeks; Summer = 5, 7 or 10 weeks as appropriate)*

***Non-Traditionally Delivered Course** – The weeks on the calendar of activities for a non-traditional syllabus will vary according to need. Faculty members in departmental units will determine whether the contact hours for a non-traditional course are appropriate for and equivalent to a traditional course. Examples of non-traditional courses include: may-mester, winter-mester, fully online courses etc. (See [University Rule 11.03.99.M1](#).)*

Attendance Policy

No statement on a syllabus may contradict the School of Medicine's attendance policy. Include the applicable statement **verbatim** in your syllabus:

For Medical Clinics and Internship:

The School of Medicine requires regular and punctual class attendance by all students in all courses taken for credit. Students are expected to attend regularly scheduled appointments as well as any make-up sessions scheduled during the official make-up times. A medical clinic may have office attendance requirements in addition to classroom attendance requirements.

Because of the ethical obligations owed to patients, students whose total absences in a medical clinic or internship component exceeds the maximum permissible absences set forth above will be withdrawn from the course, will have an F entered on their transcript, and will not receive credit for the course. (See...).

For Research:

The School of Medicine requires regular and punctual class attendance by all students in...

The university views class attendance and participation as an individual student responsibility. Students are expected to attend class and to complete all assignments. Please refer to [Student Rule 7](#) in its entirety for information about excused absences, including definitions, and related documentation and timelines.

Optional Course Information Items

Consider adding the following additional information items to the course syllabus when appropriate. Delete any information and/or subheadings if not needed, including this note.

Technology Support – Provide appropriate technical support information to inform students who to contact if they encounter technical difficulties (e.g., direct technical questions to the course teaching assistant; contact the vendor; etc.). Technical support information should include information such as who to contact, how to contact that resource, hours of availability, etc.

Learning Resources – Provide information regarding available learning resources such as supplemental instruction or tutoring when appropriate (e.g., information about the University Writing Center for a W/C designated course or related LinkedIn Learning modules appropriate for the course topic). The Study Hub website lists many on-campus learning resources to support students in achieving academic excellence.

University Policies

This section outlines the university level policies that must be included in each course syllabus. The TAMU Faculty Senate established the wording of these policies.

NOTE: Faculty members should not change the written statements. A faculty member may add separate paragraphs if additional information is needed.

Attendance Policy

The university views class attendance and participation as an individual student responsibility. Students are expected to attend class and to complete all assignments.

Please refer to [Student Rule 7](#) in its entirety for information about excused absences, including definitions, and related documentation and timelines.

Makeup Work Policy

Students will be excused from attending class on the day of a graded activity or when attendance contributes to a student's grade, for the reasons stated in Student Rule 7, or other reason deemed appropriate by the instructor.

Please refer to [Student Rule 7](#) in its entirety for information about makeup work, including definitions, and related documentation and timelines.

Absences related to Title IX of the Education Amendments of 1972 may necessitate a period of more than 30 days for make-up work, and the timeframe for make-up work should be agreed upon by the student and instructor" ([Student Rule 7, Section 7.4.1](#)).

"The instructor is under no obligation to provide an opportunity for the student to make up work missed because of an unexcused absence" ([Student Rule 7, Section 7.4.2](#)).

Students who request an excused absence are expected to uphold the Aggie Honor Code and Student Conduct Code. (See [Student Rule 24](#).)

Academic Integrity Statement and Policy

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

"Texas A&M University students are responsible for authenticating all work submitted to an instructor. If asked, students must be able to produce proof that the item submitted is indeed the work of that student. Students must keep appropriate records at all times. The inability to authenticate one's work, should the instructor request it, may be sufficient grounds to initiate an academic misconduct case" ([Section 20.1.2.3, Student Rule 20](#)).

Please include the following addendum for courses conducted at Texas A&M in College Station:

You can learn more about the Aggie Honor System Office Rules and Procedures, academic integrity, and your rights and responsibilities at aggiehonor.tamu.edu.

Americans with Disabilities Act (ADA) Policy

Texas A&M University is committed to providing equitable access to learning opportunities for all students. If you experience barriers to your education due to a disability or think you may have a disability, please contact the Disability Resources office on your campus (resources listed below) Disabilities may

include, but are not limited to attentional, learning, mental health, sensory, physical, or chronic health conditions. All students are encouraged to discuss their disability related needs with Disability Resources and their instructors as soon as possible.

Please include the following addendum for courses conducted at Texas A&M in College Station:

Disability Resources is located in the Student Services Building or at (979) 845-1637 or visit disability.tamu.edu.

Title IX and Statement on Limits to Confidentiality

Texas A&M University is committed to fostering a learning environment that is safe and productive for all. University policies and federal and state laws prohibit gender-based discrimination and sexual harassment, including sexual assault, sexual exploitation, domestic violence, dating violence, and stalking.

With the exception of some medical and mental health providers, all university employees (including full and part-time faculty, staff, paid graduate assistants, student workers, etc.) are Mandatory Reporters and must report to the Title IX Office if the employee experiences, observes, or becomes aware of an incident that meets the following conditions (see [University Rule 08.01.01.M1](#)):

- The incident is reasonably believed to be discrimination or harassment.
- The incident is alleged to have been committed by or against a person who, at the time of the incident, was (1) a student enrolled at the University or (2) an employee of the University.

Mandatory Reporters must file a report regardless of how the information comes to their attention – including but not limited to face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Although Mandatory Reporters must file a report, in most instances, a person who is subjected to the alleged conduct will be able to control how the report is handled, including whether or not to pursue a formal investigation. The University's goal is to make sure you are aware of the range of options available to you and to ensure access to the resources you need.

Please include the following addendum for courses conducted at Texas A&M in College Station:

Students wishing to discuss concerns in a confidential setting are encouraged to make an appointment with [Counseling and Psychological Services](#) (CAPS).

Students can learn more about filing a report, accessing supportive resources, and navigating the Title IX investigation and resolution process on the University's [Title IX webpage](#).

Statement on Mental Health and Wellness

Texas A&M University recognizes that mental health and wellness are critical factors that influence a student's academic success and overall wellbeing. Students are encouraged to engage in healthy self-care by utilizing available resources and services on your campus

Please include the following addendum for courses conducted at Texas A&M in College Station:

Students who need someone to talk to can contact Counseling & Psychological Services (CAPS) or call the TAMU Helpline (979-845-2700) from 4:00 p.m. to 8:00 a.m. weekdays and 24 hours on weekends. 24-hour

emergency help is also available through the 988 Suicide & Crisis Lifeline (988) or at 988lifeline.org.

The following statements below are optional. Leave as is to include, or delete if preferred. Either way, delete this note.

Statement on the Family Educational Rights and Privacy Act (FERPA)

FERPA is a federal law designed to protect the privacy of educational records by limiting access to these records, to establish the right of students to inspect and review their educational records and to provide guidelines for the correction of inaccurate and misleading data through informal and formal hearings. Currently enrolled students wishing to withhold any or all directory information items may do so by going to howdy.tamu.edu and clicking on the "Directory Hold Information" link in the Student Records channel on the MyRecord tab. The complete [FERPA Notice to Students](#) and the student records policy is available on the Office of the Registrar webpage.

Items that can never be identified as public information are a student's social security number, citizenship, gender, grades, GPR or class schedule. All efforts will be made in this class to protect your privacy and to ensure confidential treatment of information associated with or generated by your participation in the class.

Directory items include name, UIN, local address, permanent address, email address, local telephone number, permanent telephone number, dates of attendance, program of study (college, major, campus), classification, previous institutions attended, degrees honors and awards received, participation in officially recognized activities and sports, medical residence location and medical residence specialization.

Campus-Specific Policies

Please include any policies specific to alternative campus sites, clinics, hospitals, or laboratories. As long as these policies and requirements do not contradict the university level requirements, sites and departments can add them in this section. Please remove this section if not needed.

School and Department Policies

School of Medicine units may establish their own policies and minimum syllabus requirements. As long as these policies and requirements do not contradict the university level requirements, the school and departments can add them in this section. Please remove this section if not needed.

Course Information

Course Number: MHUM 815
Course Title: Essentials of Leadership
Time: varies by clinical site
Location: All campuses/sites
Credit Hours: [Variable](#), 0¹-10
Term/Course Availability: Spring and Fall (MD semester terms)

Instructor Details

Instructor: Lianne Marks, MD, PhD
Office: TAMUHSC-Round Rock
Phone: 512.341.4920
E-Mail: lmarks@tamu.edu
Office Hours: By appointment

Course Description

Exposure to the basics of leadership and its application in the field of medicine; focus on improving interpersonal communication/teamwork, understanding the business of medicine and expanding on knowledge of systems-based care and advocacy.

Course Prerequisites

Doctor of Medicine classification

Course Learning Outcomes

- Improve transitions of patient care, including but not limited to transfer notes, sign -outs, discharge summaries, and discharge planning and counseling.
- Understand advanced interviewing techniques including motivational interviewing and educating patients using teach -back techniques through independent study. Additionally, they will explore how to deliver bad news, and discuss adverse events.
- Learn about the ethics and laws of patient care to include Informed consent Withdrawal or withholding care Advanced directives and end of life/hospice care/DNR orders Assessing a patient's decision -making ability Training in constructing appropriate choices to provide high value care.
- Understand basic principles of leadership and the business of medicine including Types of leadership Health insurance (disability, professional liability) Health information technology Employment agreements (how to negotiate and understand the legal implications) Practice options (purchasing a practice, joining a practice, or employed medicine academic vs. nonacademic) Billing and coding, understanding of RVU's and claim management and collection.
- Reflect on patient care performance, medical errors and know when to seek help. This includes training in the basics of risk management and how to reduce medical errors, as well as

understanding the basics of clinical research and literature appraisal and how this applies to patient care.

- Recognize burnout in self and others and focus on self-reflection and techniques to improve work-life balance.
- Learn the basics of teamwork and interpersonal communication including how to give effective feedback to other team members including medical students and conflict management and negotiation. The concept of emotional intelligence and the roles of members of the healthcare team will be delineated.
- Achieve personal growth through learning techniques of stress management, self-awareness, and personal financial/time management: basic accounting terms, concepts, and financial reports budgeting, having a plan and measuring performance credit use and abuse/debt management personal investment basics.
- Improve understanding of professionalism, including instruction on advocacy techniques.
- Learn terminology and important concepts relevant to patient safety and performance improvement as well as the beginning ability to interpret cost effectiveness research. The students should learn the basics of systems-based care and techniques to improve health care quality and safety.

Textbook and/or Resource Materials

None

Grading Policy

The final course grade will be based course assignments outlined below. Grades will be posted in Canvas gradebook.

% of grade	Assignment
5%	Sample patient handoffs in the following formats (utilize information from previous patients if possible): SBARQ, I PASS THE BATON, THE FIVE Ps
15%	ACP High Value Care Cases Completion Certificate
15%	IHI online modules (quality and patient safety) Completion Certificate
2.5%	Project- Lock in project number, and send this information to the course director
5%	Win-Win form on negotiation, http://www.mindtools.com/CommSkill/NegotiationSkills.htm
5%	STFM (Society for Teachers of Family Medicine) Online Advocacy Course Completion Certificate
5%	Final Curriculum Vitae
15%	Certificate for completion of IHI online modules: Person and Family Centered Care, Triple Aim for Populations, Leadership
10%	Online STFM Leading Change Course Completion Certificate
2.5%	Error documentation
20%	Final Project

Grading Scale	
Satisfactory	70 and above
Unsatisfactory	69 and below

Course Assignments

Students will select **one** project to complete from the listing below:

Project #1: Submit a case presentation to a journal and/or conference. Proof of acceptance and/or presentation of a case report is required for completion.

Project #2: Present a patient case at Grand Rounds or another hospital/clinic forum. Turn in information as to the date/time that this was completed, and a brief summary of information presented (or PowerPoint if applicable).

Project #3: Write a 5-page essay (12 pt. font, double spaced, bibliography optional) discussing examples where a literature appraisal impacted or could impact patient care (actual or hypothetical example).

Project #4: Lead a journal club discussion on an article. Turn in information as to the date/time that this was completed (needs to be over the 4 weeks of the elective), and a brief summary of information presented (or PowerPoint if applicable).

Project #5: Work on curricular development in the leadership elective, this project requires preapproval by the course director. An example of this would be to address objective 6 and create a plan for students to complete material (articles/self-study +/- a project) designed to improve their mental health and/or mindfulness and/or work (school)/life balance. The plan must be able to contribute to a future curriculum in a meaningful way.

Project #6: Form a health literacy team using the following toolkit:

<http://www.nchealthliteracy.org/toolkit/tool1.pdf>. Turn in the goal for your team, the members and their job titles, and the agenda from the first 2 meetings.

Project #7: Attend an advocacy event and turn in a one-page single spaced summary of what was accomplished and what you learned.

Google drive info: <https://drive.google.com/open?id=0BxKP1WpRjySfRm1DYW8xalZFNjg>

Late Work Policy

Students will not be able to submit work after 5p on the last day of the elective. Work submitted by a student as makeup work for an excused absence is not considered late work and is exempted from the late work policy. Please refer to [Student Rule 7](#) in its entirety for information about makeup work, including definitions, and related documentation and timelines.

Course Schedule

Due Date (send electronically to course director)	% Of grade	Work Due
Day 7	5%	Turn in sample patient handoffs in the following formats (utilize information from previous patients if possible): SBARQ, I PASS THE BATON, THE FIVE Ps
Day 7	15%	Certificate of completion for ACP High Value Care cases
Day 7	15%	Certificate showing completion of IHI online modules (quality and patient safety) modules
Day 7	2.5%	Project- Lock in project number, and send this information to the course director
Day 14	5%	Turn in win-win form on negotiation, http://www.mindtools.com/CommSkill/NegotiationSkills.htm
Day 14	5%	Certificate of completion for STFM (Society for Teachers of Family Medicine) Online Advocacy Course
Day 14	5%	Update/complete your CV and turn into course director
Day 21	15%	Certificate for completion of IHI online modules: Person and Family Centered Care, Triple Aim for Populations, Leadership
Day 21	10%	Certificate for completion of the online STFM Leading Change Course
Day 28	2.5%	Turn in error documentation
Day 28	20%	Project - turn in proof of project completion

University Policies

Attendance Policy

The university views class attendance and participation as an individual student responsibility. Students are expected to attend class and to complete all assignments.

Please refer to [Student Rule 7](#) in its entirety for information about excused absences, including definitions, and related documentation and timelines.

Makeup Work Policy

Students will be excused from attending class on the day of a graded activity or when attendance contributes to a student's grade, for the reasons stated in Student Rule 7, or other reason deemed appropriate by the instructor.

Please refer to [Student Rule 7](#) in its entirety for information about makeup work, including definitions, and related documentation and timelines.

Absences related to Title IX of the Education Amendments of 1972 may necessitate a period of more than 30 days for make-up work, and the timeframe for make-up work should be agreed upon by the student and instructor” ([Student Rule 7, Section 7.4.1](#)).

“The instructor is under no obligation to provide an opportunity for the student to make up work missed because of an unexcused absence” ([Student Rule 7, Section 7.4.2](#)).

Students who request an excused absence are expected to uphold the Aggie Honor Code and Student Conduct Code. (See [Student Rule 24](#).)

Academic Integrity Statement and Policy

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

“Texas A&M University students are responsible for authenticating all work submitted to an instructor. If asked, students must be able to produce proof that the item submitted is indeed the work of that student. Students must keep appropriate records at all times. The inability to authenticate one’s work, should the instructor request it, may be sufficient grounds to initiate an academic misconduct case” ([Section 20.1.2.3, Student Rule 20](#)).

Texas A&M at College Station

You can learn more about the Aggie Honor System Office Rules and Procedures, academic integrity, and your rights and responsibilities at aggiehonor.tamu.edu.

Americans with Disabilities Act (ADA) Policy

Texas A&M University is committed to providing equitable access to learning opportunities for all students. If you experience barriers to your education due to a disability or think you may have a disability, please contact the Disability Resources office on your campus (resources listed below) Disabilities may include, but are not limited to attentional, learning, mental health, sensory, physical, or chronic health conditions. All students are encouraged to discuss their disability related needs with Disability Resources and their instructors as soon as possible.

Texas A&M at College Station

Disability Resources is located in the Student Services Building or at (979) 845-1637 or visit disability.tamu.edu.

Title IX and Statement on Limits to Confidentiality

Texas A&M University is committed to fostering a learning environment that is safe and productive for all. University policies and federal and state laws prohibit gender-based discrimination and sexual harassment, including sexual assault, sexual exploitation, domestic violence, dating violence, and stalking.

With the exception of some medical and mental health providers, all university employees (including full and part-time faculty, staff, paid graduate assistants, student workers, etc.) are Mandatory Reporters and must report to the Title IX Office if the employee experiences, observes, or becomes aware of an incident that meets the following conditions (see [University Rule 08.01.01.M1](#)):

- The incident is reasonably believed to be discrimination or harassment.
- The incident is alleged to have been committed by or against a person who, at the time of the incident, was (1) a student enrolled at the University or (2) an employee of the University.

Mandatory Reporters must file a report regardless of how the information comes to their attention – including but not limited to face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Although Mandatory Reporters must file a report, in most instances, a person who is subjected to the alleged conduct will be able to control how the report is handled, including whether or not to pursue a formal investigation. The University's goal is to make sure you are aware of the range of options available to you and to ensure access to the resources you need.

Texas A&M at College Station

Students wishing to discuss concerns in a confidential setting are encouraged to make an appointment with [Counseling and Psychological Services](#) (CAPS).

Students can learn more about filing a report, accessing supportive resources, and navigating the Title IX investigation and resolution process on the University's [Title IX webpage](#).

Statement on Mental Health and Wellness

Texas A&M University recognizes that mental health and wellness are critical factors that influence a student's academic success and overall wellbeing. Students are encouraged to engage in healthy self-care by utilizing available resources and services on your campus

Texas A&M College Station

Students who need someone to talk to can contact Counseling & Psychological Services (CAPS) or call the TAMU Helpline (979-845-2700) from 4:00 p.m. to 8:00 a.m. weekdays and 24 hours on weekends. 24-hour emergency help is also available through the National Suicide Prevention Hotline (800-273-8255) or at suicidepreventionlifeline.org.



TEXAS A&M UNIVERSITY
The Bush School
of Government & Public Service

Attachment 2

To: Dr. Fuhui Tong
Interim Associate Provost and Dean Graduate and Professional School 

Through: Michelle Taylor-Robinson
Associate Dean for Research & Graduate Education, Bush School of Government & Public Service 

From: Scott J. Cook
Associate Professor and Chair of the Graduate Admissions Committee, Department of Political Science

Date: 11 June 2024

Subject: Request to Require the Use of Standardized Test Scores for PhD Program in Political Science

The Department of Political Science currently offers a Ph.D. in Political Science, on-campus. We are requesting the GRE be required for new applicants as a critical and uniform criterion for comparing applicants to our PhD program.

Our program attracts individuals from across the state, the country, and the world. Applications for our PhD program received a thorough faculty review from our Graduate Admissions Committee in advance of any admission decisions. This past recruitment cycle, we received 114 completed applications to our program, of which 10 will be joining us as students in AY24-25.

Requiring the GRE for applicants to our program will enable us to better compare applicants who graduated from an array of universities, colleges, or programs, both domestically and internationally; however, it will not be the only factor considered in our review process. Our admissions committee makes decisions based upon each unique applicant as reflected in their *curricula vitae*, personal statement, school ranking and program quality, overall grade point average, quality of recommendation letters, and relevant career experiences. GRE scores serve as a valuable, assistive part in our admissions decisions, allowing our graduate admissions committee to compare applicants using a common standard. It also serves as a counter-balance to subjective analyses of personal statements and recommendation letters which can be subject to biases from both the applicant and the reviewer.

GRE scores will not be weighted higher than any other recommended application component, but it is a useful factor. The GRE quantitative score, for example, provides us with a consistent standard to assess quantitative reasoning, which we believe is critical to success in our PhD program. In addition to an applicant's course history, the GRE quantitative score provides useful information in predicting how students will perform in our required 1st year quantitative methods sequence. That said, this is just part of our overall evaluation of applicants, which also considers department fit, writing ability, etc. Each member of our Graduate Admissions committee, a five-person body comprised of department faculty, evaluates candidates' entire application files, ultimately providing scores along 4 overarching dimensions. These assessments are then aggregated and discussed before admissions decisions are ultimately reached. GRE scores would merely provide one additional piece of information for the committee to consider when making these decisions.

Department of Political Science



TEXAS A&M UNIVERSITY

The Bush School

of Government & Public Service

Thank you for your consideration of this request. If you have any questions, please let us know and we will be happy to provide additional information.

Sincerely,

Scott J. Cook
Associate Professor and Chair of the Graduate Admissions Committee
Department of Political Science

Approved by the Graduate and Professional Council on 1 August 2024.

COLLEGE OF ENGINEERING

DEPARTMENT OF MULTIDISCIPLINARY ENGINEERING

NAME, Ph.D

TITLE, Department of Multidisciplinary Engineering

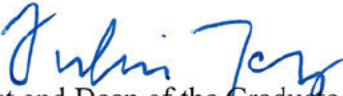


TEXAS A&M
UNIVERSITY

Attachment 3

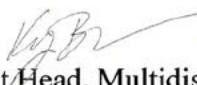
MEMORANDUM

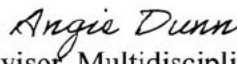
DATE: July 9, 2024

TO: Dr. Fuhui Tong 
Associate Provost and Dean of the Graduate and Professional School

THROUGH: Dr. Duncan "Hank" Walker
Dean, Graduate Programs, College of Engineering 

THROUGH: Dr. Timothy J. Jacobs 
Department Head, Multidisciplinary Engineering

THROUGH: Kelly Brumbelow 
Associate Department Head, Multidisciplinary Engineering
MTDE Admissions Committee Chair

FROM: Angie Dunn 
Graduate Advisor, Multidisciplinary Engineering

RE: Evaluation of Ms. [REDACTED]'s transcript

The MTDE admission committee, chaired by Dr. Kelly Brumbelow, has conducted an extensive review of Ms. [REDACTED]'s transcript from the Pontifica Universidad Católica de Chile (PUCC), the World Education Services (WES) Evaluation and Authentication Report of this transcript, TAMU Rule 11.03.99.M1 "Definition of a Credit Hour," and various undergraduate and graduate engineering curricula in the TAMU catalog for comparison. The committee is of the opinion that Ms. [REDACTED] has completed the equivalent of a B.S. and M.S. degree in engineering at TAMU prior to her enrollment here. The admissions committee and the department request that she be enrolled in a 64 hour Ph.D. program here at TAMU.

Approved by the Graduate and Professional Council on 1 August 2024.



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