

Federation Fall Seminar (Friday, October 22, 2004)  
Conference on Ethics (Thursday, October 21, 2004)  
Next meeting, October 12, 2004 (committee charges to be assigned)

**Adjournment**

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Draft

## GRADUATE COUNCIL MEMBERS 2004-2005

	Term Remaining in Years	Term Expires
<b>College of Arts and Sciences</b>		
Elected:		
Dr. xxxxxx	3	2007
Dr. Dick Fulkerson	2	2006
Mr. Michael Miller	1	2005
Dr. R. N. Singh	1	2005
Appointed:		
Dr. Jeff Kopachena	3	2007
<b>College of Business &amp; Technology</b>		
Elected:		
Dr. xxxxxxxxxxxx	1	2005
Dr. Wendell Edwards	2	2006
Dr. Janet Walker	1	2005
Dr. Dayle Yeager	2	2006
Appointed:		
Dr. Dale Funderburk	1	2005
<b>College of Education</b>		
Elected:		
Dr. Cynthia Harr	3	2007
Dr. Chester Robinson	2	2006
Dr. Jon Travis	3	2007
Dr. Sandy Weeks	1	2005
Appointed:		
Dr. Raymond Green	2	2006
<b>Graduate School</b>		
Dean Allan D. Headley		
<b>Doctoral Student Representative</b>		
	1	2005
<b>Master's Student Representative</b>		
	1	2005

Graduate Council Minutes  
April 13, 2004

The Graduate Council met Tuesday, April 13, 2004, in the MSC Boardroom at 3:00 p.m. with Interim Dean Elton Stetson presiding. Members present were: Dr. Wendell Edwards, Dr. Ray Green, Dr. Ted Hansen, Dr. Wayne Linek, Mr. Michael Miller, Dr. Chester Robinson, Dr. Jon Travis, Ms. Ka Sai Un, Dr. Janet Walker, and Dr. Sandy Weeks. Members absent were: Dr. Judy Ford, Dr. Dick Fulkerson, Dr. Dale Funderburk, Dr. Shawn Carraher, Mr. Pradeep Mallareddygari, Dr. R. N. Singh, and Dr. Dayle Yeager.

**Dr. Stetson called the meeting to order.**

**Action Items**

1. **Minutes.** The March 9, 2004, Council minutes were approved.

**Report from Committee on Curriculum**

2. Dr. Linek presented the committee report on the proposal by Elementary Education to offer the EDD in SCI—Elementary Education at the Mesquite Metroplex Center. The motion to accept the report was made by Dr. Linek and seconded by Dr. Travis.
3. Dr. Linek presented the committee report on additional curriculum changes (Rdg 692, EIED 691 and Psy 505) for 2004-05. He made the motion to approve the changes that were recommended by the committee. The motion was seconded by Dr. Green and approved by the Council.
4. Dr. Linek presented a proposal and made the motion to amend procedure *A11.49 Graduate Level Courses by Independent Study* to change the maximum number of 89s permissible to 25 % of the required courses. Students pursuing a doctoral degree would be limited to twelve hours of 89s excluding master's credit. Dr. Green seconded and the Council unanimously approved the motion.
5. Dr. Linek presented changes to *Procedure A03.02 Development of New Courses and Catalog Revisions* to include a review by the Graduate Council when graduate programs or courses were involved. The suggestions will be forwarded to the Provost Office.

**Report from Committee on Administration**

6. Dr. Walker presented the committee report to make changes to A11.40 Academic Probation, Retention and Suspension from Graduate Programs. The proposed changes would reduce the length of the suspension from a master's degree program to three years and would exclude duplicated (same prefix, number and title) courses in the calculation of the suspension due to excessive grades below B for master's degree students. Dr. Walker made the motion to accept the committee report and Dr. Linek seconded with a unanimous vote by the Council to approve.

**\*Report from Committee on Faculty, Research & Instruction**

7. Dr. Travis submitted the committee report on requests for graduate faculty status. He moved that Associate membership be awarded to Dr. Karla Hase. The motion was seconded by Dr. Robinson and approved by the Council.

8. Dr. Travis submitted the committee report concerning an appeal to expel a student for academic dishonesty. The Committee recommended to the Council that it uphold the recommendation of the department, College Dean, and Graduate Dean that the student be expelled for plagiarism on her 595 paper. The Council upheld the suspension.

\*student representatives were not present during the committee reports and Graduate Council decisions.

### **Graduate Council Scholarships**

9. Dr. Green presented changes to simplify the process for awarding the Distinguished Dissertation award. We will not require the nominees to submit letters of recommendation and a copy of the dissertation. Once nominated, the dissertation will be made available to the committee by the Graduate School. Decisions will be made solely on the quality of the dissertation. Dr. Linek seconded the motion and the Graduate Council unanimously approved.
10. Dr. Sandy Weeks presented the names of the following master's scholarships:

Connie Meyer	Jerry & Marilyn Morris Distinguished Master's Student
Matthew Huber	J. Cullen Sowers Master's Scholarship
Hillary Gleason	Nancy R. Lenoir Master's Scholarship

The motion by Dr. Weeks to accept the committee report was seconded by Dr. Travis and approved by Council.

Dr. Green presented the names of the following doctoral scholarships:

Kimberly Klakamp	Jerry & Marilyn Morris Distinguished Doctoral Student
Lance Weldy	H. M. Lafferty Scholarship

The motion by Dr. Green to accept the committee report was seconded by Dr. Robinson and approved by Council.

### **Information Items**

1. List of Departmental Distinguished Students that would be honored at the Honors Luncheon, April 23<sup>rd</sup>.
2. Additional Information & Discussion Items
3. Graduate Council Accomplishments 2003-04
4. Graduate School Accomplishments 2004-05
5. Dean Stetson asked Council members to complete a year-end evaluation of the Council, Graduate School and Graduate Dean.
6. Graduate School staff, Ms. Natalie Henderson, Ms. Betty Hunt, Ms. Tammi Thompson and Ms. Diana Wilburn joined the Council for refreshments.

### **Adjournment**

The meeting adjourned at 4:05 p.m.

Louise Skinner  
Secretary to the Graduate Council

Section C is all new text except for one sentence in c-i.

c. Workload Equivalency for chairing theses or dissertations. Faculty who chair master's and/or honors theses or dissertations are entitled to a workload reduction. Two methods are used to determine eligibility. Faculty chairing master's and/or honors theses may earn a workload reduction as described in Method A. Faculty chairing doctoral dissertations may earn a workload reduction using Method A or B. However, both methods may not be used for the same student. The Office of Graduate Studies and Research is responsible for monitoring course equivalence and notifying all parties involved of course equivalencies earned each semester.

i. Method A - Theses or dissertations are completed. Five completed master's and/or honors theses or three completed dissertations will be are equivalent to three (or four) semester credit hours workload equivalency. Faculty using Method A must use the course equivalency within two calendar years of earning the credit or lose the credit.

ii. Method B - Dissertations are in progress. When faculty are chairing at least three dissertations during the same semester, the faculty member may request a course reduction during that semester provided the department head and college dean are notified in sufficient time to arrange for the course vacated by the faculty member. Method B stipulates that: (a) at least three students are defending their dissertations during that same semester; (b) all students are registered for 718; (c) those students may not be used again by the faculty member to apply for course equivalency; and (d) if the faculty member has more than three students defending a dissertations in the same semester, credit for the additional students may not be carried forward or credited to future semesters.

ed. Overload credit (Code 05) for any given semester may earn the faculty member workload equivalency during a subsequent semester. Overload credit may not be cumulative for more than eight (8) semester credit hours and may not exceed four (4) semester credit hours in any semester.

#### 5. Split Appointments

When a faculty member is paid partially from a source of funds other than the "faculty salaries" line item, the minimum teaching workload shall be proportioned to the percentage of salary paid from the appropriations item "faculty salaries."

#### 6. Teaching Assistants

The work load for a full-time assistant in the fall or spring semester is teaching six (6) semester credit hours. The summer teaching load shall be three (3) semester credit hours per term. A lesser assignment is possible with a reduced stipend.

#### 7. Reporting

## **AGENDA ITEM BRIEFING**

**Originated by:**

Dr. Keith D. McFarland, President  
Texas A & M University-Commerce

**Subject:**

Authorization to offer the MS in Industrial Technology Program  
Electronically via the Internet

**Reviewed by:**

Dr. Leo Sayavedra  
Vice Chancellor for Research, Planning and Continuing Education

**Proposed Board  
Action:**

Approval to allow the President of Texas A&M  
University-Commerce to present to the Texas Higher Education  
Coordinating Board a proposal for expanded authority to offer the  
MSIT program electronically via the Internet.

**Background  
Information:**

Texas A&M University-Commerce has been offering online  
graduate industrial technology courses for over three years and has  
a background in both off-campus and electronic delivery methods.  
The Instructional Technology staff will support course design,  
development and delivery. The Computing, Telecommunications  
& Information Services staff will provide other technical support.

**Additional**

Increasingly, enquiries by potential MSIT students' have been for  
online delivery of graduate level courses. Although the primary  
new market to be served for this new initiative is geographically  
unlimited, faculty resources are limited. This will necessitate  
limiting the number of students enrolled in this program to a  
manageable level. Class sizes will be controlled to ensure quality.

Faculty members are in support of this initiative. Course design,  
development and delivery services of the Instructional Technology  
staff at the university will support each faculty. Customized  
course design is also available for each participating faculty  
member. The university will offer five to six online courses per  
semester.

**Funding  
Implications:**

No additional funding is required to support this proposal. Courses  
necessary to deliver the program online have been developed or are  
presently being developed to accommodate Internet delivery.

## EXECUTIVE SUMMARY

### **Proposal to Expand Authority to Offer the Master of Science in Industrial Technology Program Electronically via the Internet**

This proposal calls for Texas A&M University-Commerce (A&M-Commerce) to receive authority to deliver the Master of Science in Industrial Technology program electronically via the Internet (the MSIT Online). Offering an on-line capability will allow students desiring a masters degree that opportunity when they are unable to come to campus. Both online and face-to-face capabilities will be offered. The expansion from on-campus only to Internet delivery permits A&M-Commerce to further expand access to the citizens of Texas to a high-quality graduate industrial technology program.

The major characteristics of the proposal:

- Extends current web-based course offerings
- Requires no additional funding
- Increases access to higher education to a new market niche
- Builds on an established base of students already taking online courses
- Assists faculty with one-on-one course design, development and delivery

#### **Historical Perspective**

Selected faculty members of the College of Business and Technology at A&M-Commerce have been offering graduate industrial technology courses via the Internet for over five years. Feedback from the initial piloting of courses via the Internet has been very positive, based on faculty and student feedback and enrollment numbers. During this trial period, improvements in technology and software have been made, as well as enhanced faculty experience with this new delivery system and the new roles of both faculty and online learners. A university partnership with Ucompass.com provides faculty with a high-quality, student-oriented platform for online course delivery. Indeed, high-quality educational experiences are quite realistic with Internet-based course delivery systems.

The industrial technology faculty has expended its online offers one course at a time by using a continuous improvement process. The department is requesting expansion of authority to offer the degree electronically via the Internet because the courses available online are approaching over 50 percent of the degree curriculum requirements. Customized course design and development services are available from the Instructional Technology staff at A&M-Commerce.

A&M-Commerce is in full compliance with Section 5.155 of *Chapter 5, Subchapter H* of the Rules and Regulations of the Texas Higher Education Coordinating Board (CB). Further, the MSIT Online conforms to the Principles of Good Practice for Academic Degree and Certificate Programs and Credit Courses Offered Electronically. The MSIT Online meets or exceeds the quality standards of the Association to Advance Collegiate Schools of Business (AACSB) and the International Association for Management Education.

Current funding and tuition levels are sufficient to support this program. Current Non-Resident tuition and fees will be used to cover costs associated with these students.

## **Texas A&M University-Commerce**

### **REQUEST FOR EXPANSION OF AUTHORITY**

To Deliver the Master of Science in Industrial Technology Degree via the Internet

Texas A&M University-Commerce (A&M-Commerce) has been offering graduate Industrial Technology courses using electronic distance learning technology for a number of years. Our previous experience with off-campus and electronic distance learning delivery systems has given us a rare history that has evolved into this proposal to deliver the Master of Science in Industrial Technology program electronically via the Internet (the MSIT Online).

Recent contact with new and prospective MSIT students of A&M-Commerce indicates a strong demand for such a delivery system. Some students have already completed one or more online industrial technology courses in hopes that formal authority will be obtained to offer the entire program online. Our university's mission to provide access to the citizens of Texas to high-quality higher education programs will be supported as we expand delivery to this new market niche.

a. Describe the delivery system(s) to be used.

The delivery design of the MSIT Online is based on the high quality and personalized online learning platform provided by Ucompass. The university has worked with the vendor for several years with positive feedback from all stakeholders, most notably faculty and students. The MSIT Online augments the Ucompass platform with a variety of communications tools, including traditional phone, fax, and e-mail modes, and class discussion conducted using a conference center (electronic bulletin board) in which students participate in discussions of topics the professor feels are vital to their intellectual development. Private, live chat rooms are also possible, although they are time-and-place bound and would be used at the discretion of a student team or the faculty member.

The design of the MSIT Online builds upon the existing e-mail and Web browser skills of the distant learning and of the faculty developing and delivering the courses. No special software is required to access the platform. The Web-intuitive approach will permit faculty to be able to custom design their particular course to meet their needs and those of their students. By using our existing graduate faculty, rather than going to outside providers, A&M-Commerce will be able to maintain the integrity of the MSIT Online. The university's Instructional Technology department will provide individualized faculty training, course design and development and technical support.

The MSIT Online uses the existing e-mail and Web browser skills of students and faculty alike, thereby reducing the burden of learning new software. Coupled with the Ucompass platform and personalized access to our university's virtual campus, its online learning resources and complete

student services, the MSIT Online should become a model for the delivery of a full-service, Internet-intuitive, personalized learning environment for online distant learners.

- b. Describe the geographic area to be served and if concurrence from affected institutions has been obtained.

The geographic boundaries of this program are limited only to those with adequate telecommunications support for Internet access. As such, there is no specific geographic area that describes the service area other than that specified by the availability of telecommunications infrastructure to support Internet operations. Consequently, "concurrence from affected institutions" is not appropriate for this globally-oriented initiative.

- c. Confirm compliance with sections of Chapter 5, Subchapter H

Texas A&M University-Commerce is in full compliance with THECB guidelines for distance education as stated in THECB Rules: *Chapter 5, Subchapter H*. A&M-Commerce's Institutional Plan for Distance Education has been approved by the Texas Higher Education Coordinating Board and has received exemplary designation:

<http://www.thecb.state.tx.us/DistanceEd/tamucPlan.doc>

- d. Attach a listing of courses to be taught:

Attached is a copy of the graduate courses that are related to the MSIT Online. Some of these courses have been offered as online courses for several years now.

- e. Describe the evaluation plan to be used.

The Department of Industrial Engineering & Technology will supervise all instructional activities associated with the MSIT Online. Support courses taught in other departments will be monitored by the department. The faculty used to deliver this program will be current members of the graduate faculty. With few exceptions (i.e., where academically qualified and trained adjunct faculty exist), full-time tenured or tenure-track faculty will be used. Current policies government faculty selection, evaluation and review will be used.

The system for program evaluation on the MSIT Online essentially parallels that currently used for evaluating all courses and programs. The Department Head and Director of Graduate Programs in Business have primary responsibility for all facets of the program's design, delivery, assessment, evaluation, and improvement. The students' evaluation of their learning experiences within the program is also based on a modification to the existing course evaluation process. Additional sections have been included to evaluate the special conditions involved with Web-based instruction. These additional areas include: Use of Technology, Communications, and Support Services. A formative and summative evaluation process is used for all online course and the university uses the data for quality enhancement.

- f. Attach Distance Learning Cost Estimate Form that indicates *additional costs* associated with this request and sources of funds to meet the costs.

No additional costs are to be incurred as a result of this proposal. Current funding and tuition levels are sufficient to support this program.

- g. Describe special arrangements to meet the unique needs of the online learner.

The faculty and administration of A&M-Commerce believe that distant learners are entitled to the same level and quality of educational and student services that are available to our traditional on-campus learners. The university's "virtual campus" (refer to <http://www.tamu-commerce.edu> for access) provides online forms and requests for information embedded in these pages and permits the online learner to take advantage of the same student services and academic advising services that our on-campus students enjoy. In fact, in recent years much of the graduate academic advising and course registration have been conducted using Internet and telephone communications.

From a pedagogical viewpoint, communications becomes an issue that merits special consideration. Interaction between online students and faculty typically occurs with e-mail, fax, and telephone, although this can become problematic if the students are active e-mailers. By using an electronic bulletin board (commonly called a conference center), faculty can post answers to frequently asked questions for the entire class to read. For purposes of class discussion or team meetings, conference centers permit students to discuss issues that the faculty feels are essential to a high quality exchange of ideas and insights. Private, secure chat rooms are also available but are typically used for student group interaction. Due to the necessity for time-and-place specific interaction, chat rooms are not usually advisable for class discussion among a diverse group of students who are primarily working professionals. Nonetheless, all of these tools are facilitated by the Ucompass platform.

With these tools, faculty and students can share ideas with the class as a whole, as in a live-taught class. The online faculty member typically requires all students to participate in the conference center, unlike a traditional live-taught classroom setting where only a few volunteer to participate. With online discussions of this type, the quantity of participation goes to 100 percent. Our current online faculty has found that the quality of such interaction also increases as students prepare more thoughtful responses to be posted for class review.

Additional advanced communications tools are also available based on the needs of the faculty or the student body. Desktop conferencing, streaming audio or video clips, CD ROM-based information, and document sharing services permit students, teams and the faculty the ability to communicate in a number of different settings.

Aside from these issues, course and program integrity is also of special concern, particularly as it relates to grade determination and testing. Evaluation will be the responsibility of the respective professor in each course, options for which include an online testing module (supported by Ucompass) and projects.

Access to the university's electronic library services is exactly the same as for an on-campus or off-campus student. Using the Internet, students can access the Gee Library and utilize the vast research services there. This system has been in place for approximately four years and has become the cornerstone for business research by our faculty and graduate students. Access to a large variety of technical databases and Lexis-Nexis provides students with the ability to locate and utilize premium content for their studies.

Students can utilize the services of the campus bookstore via telephone and the Web (proposed), as well as a number of online book providers to readily meet their needs for textbooks and related materials.

- h. Describe the arrangements to share educational resources through consortia with other institutions.

There are no plans to use any resources from any other institution. This proposed the educational resources already allocated to meet our mission will support the program.

- i. Additional information that would be useful in evaluating this request.

The Department of Industrial Engineering & Technology has been involved with Web-based and Web-assisted course delivery for over five years now. In fact, the faculty is committed to the notion that all MSIT graduates should be experienced in the global communications tools that the Internet offers. Additional Internet-delivered elective courses are also currently available. This proposal extends this past experience to a broader market niche and will advance the mission of the university.

**Appendix**  
**List of Courses to Support Offering**  
**The MSIT Program Electronically via the Internet**

**Required Courses:**

- IT 525      Problems in Industrial Technology
- IT 595      Applied Industrial Research
- IT 599      Collaboratory Technology (Capstone)

*- Must be completed in last semester*

**Industrial Engineering & Technology Courses (Select 9 semester hours):**

- IT 501      Management of Technology
- IT 502      Manufacturing Systems
- IT 509      Human Factors Engineering
- IT 516      Total Productive Maintenance (TPM)
- IT 520      Risk Analysis
- IT 523      Systems Analysis
- IT 524      Engineering Project Management
- IT 530      Industrial Hygiene & Safety Technology
- IT 540      Systems Analysis & Design
- IT 550      Life Safety & Hazard Control
- IT 570      Legal Aspects of Occup. & Env. Health
- IT 589      Independent Study
- IT 597      Special Topics

*not the same*

**Electives: (12 semester ours)**

Electives courses may be selected from online offerings from the following disciplines:

- Accounting ✓
- Computer Science ✓
- Economics ✓
- Business Administration ✓

- Industrial Engineering & Technology ✓
- Management ✓
- Management Information Systems

*Mathematics  
Physics*

*Total Semester Hours required: 30*

Note: Not all courses available as electives in the MSIT program will be offered online. However, the online course offerings will be sufficient to guarantee that a student seeking only online courses can complete degree requirements over any 24-month period. All courses are offered in traditional and/or online formats at least once every year.

## CERTIFICATION STATEMENT

Texas A&M University-Commerce certifies that the Master of Science in Industrial Technology degree to be delivered electronically via the Internet (the MSIT Online) meets the standards and criteria established in *Chapter 5, Subchapter H* of the rules and regulations of the Texas Higher Education Coordinating Board. Those standards include:

1. Instruction must meet the quality standards that an institution requires of similar instruction offered on-campus to regularly enrolled students.
2. Courses that offer either regular college credit or Continuing Education Units must do so in accordance with the standards of the Commission on Colleges of the Southern Association of Colleges and Schools.
3. Students must satisfy the same requirements for admission to the institution, to the program of which the course is a part, and to the class/section itself, as are required of on-campus students.
4. Faculty must be selected and evaluated by the same standards, review, and approval procedures used by the institution to select and evaluate faculty responsible for on-campus instruction. Institutions must provide training and support to enhance the added skills required of faculty teaching classes via instructional telecommunications.
5. The instructor of record must participate in the delivery of instruction and evaluation of student progress.
6. The graduate faculty of the institution must approve providers of graduate-level instruction.
7. All instruction must be administered under the authority of the same office or person administering the corresponding on-campus instruction. The supervision, monitoring, and evaluation processes for instructors must be comparable to those for on-campus students.
8. Students must be provided academic support services including academic advising, counseling, library and other learning resources, tutoring services, and financial aid that are comparable to those available for on-campus students.
9. Facilities (other than homes as instructional telecommunications reception sites) must be adequate for the purpose of delivering instruction that is comparable in quality to on-campus instruction.

**FORM 1: Add/Reinstate Class**

**Last Updated:** 3/11/04 1:55:13 PM  
**Department:** Agriculture Science  
**Graduate Course:** YES  
**Teacher Education Course:** YES  
**Course Author:** C. P. Bagley  
**Full Title:** AnS 516 Animals and Society  
**Prefix/Prefix Number:** AnS 516  
**SCH Value:** 3.0  
**Level:** graduate  
**Lec/Lab Contact Hours:** 3/0  
**CIP Number:** 01.0901.0005  
**Multiple Topics:** YES  
**Degree Program(s):** M.S. and M. Ed.  
**Major/Minor/Support:** Support  
**Required or Elective:** Elective  
**Deleted Course:** none

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**Prerequisites:** Acceptance in graduate school.  
**Coordinating Board Number:** 123123123

**Description:**

Course is designed to provide an understanding of the role and scope that animals have an impact on human lives, society and economy. Course discusses evolution of animals from beast of burden to companion animals, and particularly their evolving role in national security matters. Topics include animals in history, animals aiding humans, animals in prison industries, animals in other societies, animal welfare vs. animal rights, and the management and senses of individual animal species, including dogs, cats, horses, birds and reptiles.

**Demonstration of Need:**

The largest business in the U.S. is agriculture, with animal agriculture being the major component of the industry and supply sectors. However, the \$99 billion animal industry does not include the dollars spent on companion animals, such as dogs, cats and horses, which is estimated at over \$50 billion more to the economy. Animals, and particularly dogs, dolphins, and seals, are becoming one of our first lines of defense in the war on terrorism, and their uses in search and rescue and service animals is expanding dramatically, as new and better methods of training these animals emerge.

**Cross-listing:** none  
**Date to Begin:** 2-May Term-2004

*6-14-04  
Received Pg. 2*

AnS 516 forms

FORM 1

DEPARTMENT OF     Agricultural Sciences    

COURSES TO BE ADDED or REINSTATED: AnS 516 Animals and Society  
(Attach Form 2 for Adds)

Prefix #, 25 Chara. Short Title:  
    Animals and Society

SCH value: 3 hours (3/0)

Level: Graduate

Lec/Lab Contact Hours: 3/0 (no lab)

CIP Number: 01.0901.0005

Multiple Topics: Yes

Degree Program(s): M.S. and M. ED. programs

Major/Minor/Support: Support

Required or Elective: Elective

Deleted Course: None

Full Title: Animals and Society, AnS 516

Description: Course is designed to provide an understanding of the role and scope that animals have an impact on human lives, society and the economy. The course discusses the evolution/natural selection of animals that have become domesticated, from the beast of burden to our companion animals, and in particular their changing and evolving role in all aspects of human lives and well-being. Topics include animals in history, animals aiding humans, animals in prison industries, animals in other societies, animal welfare vs. animal rights issues, and the management and senses of individual animal species, including dogs, cats, horses, birds and reptiles.

Justification: The largest business in the US is agriculture, with the animal agriculture being the major component of the industry and supply sectors. However, the \$99 billion animal industry does not include dollars spent on companion animals, such as dogs, cats, and horses, which is estimated at over \$50 billion annually to the economy. Animals, and particularly dogs, dolphins, and seals are becoming one of our main defenses against certain types of terrorism, their uses as search and rescue animals along with service animals is expanding dramatically, as new and better methods of training these animals is emerging.

AnS 516 forms

FORM 2  
REVISED ADDITIONAL INFORMATION FOR NEW UNDERGRADUATE  
AND GRADUATE COURSES

Course Number and Title: AnS 516, Animals and Society

Full Course Description (include credit hours, lab and lecture hours, and prerequisites).

This course is designed to provide a thorough understanding of how animals impact our daily lives, our society, and our economic structure. While the majority of the course will be spent on the major companion animals (dogs, horses, and cats), time will be spent on other novel species as well. Students are expected to show proficiency in all topics presented on the course outline.

Objectives include, but are not limited to the following:

1. Economic impact of animals on society.
2. Profile of a "typical" household that has pets.
3. Prominent roles of animals in history.
4. The uses of horses in other societies.
5. Impact of animals on the well-being of humans.
6. Unique attributes of dogs for use in aiding humans.
7. Roles of animals in improving human health.
8. Three differences between "animal rights and animal welfare."
9. Differences in sense of smell between humans and dogs.
10. Unique attributes of cats for hunting as a predator.
11. Horse's role in civilization.
12. Domestication process of cats.
13. Domestication process of dogs.
14. Why people have exotic pets.
15. What is "clicker training" of dogs.

Course goals, to include a) the knowledge the student will acquire as a result of completing the course and b) the abilities the student will develop as a result of completing the course:

Animals are being more widely used in a number of procedures and situations: a) national security areas to sniff for bombs, explosives, seals and dolphins patrol waters around ports and docks and report unusual activity, and dogs have been widely used in wars for patrolling; b) animals are more widely used in many health related activities, from being in nursing homes, to detecting certain types of cancers, to predicting seizures and heart attacks, etc; c) animals are being used in schools for teaching and motivating students to learn, particularly reading skills; d) continued use in search and rescue, from drug interdiction, illegal poaching activities, searching for lost humans following natural disasters; and e) aiding humans with handicaps, including loss of motor skills, sight, and hearing. People in teaching professions, health professions, and in animal training positions must realize the complexity of the animal-human relationship, how it can be worked with and improved upon to reduce human suffering while not adversely affecting animals. In fact, the large majority of service

dogs come from humane shelters, and had they not been trained for service they would have been euthanized.

Students are expected to write several articles (20 short articles, 3 longer articles) about using animals to improve the human condition, and also to recognize problems with animals. Additionally, all graduate students are required to put together an original Power Point presentation to be given to the class to further improve their speaking skills. The knowledge of the students will be assessed in both the testing procedure and from the articles written by the student.

Students are also expected to see additional aspects of how animals can impact and aid humans, through higher order thinking of taking a problem, analyzing it, and determining what animal and which ability the animal will require for such a task.

Course Embedded Outcomes Assessment: Describe the means that will be used to assess the degree to which the student has acquired the above knowledge and developed the above skills.

The numerous writing opportunities will provide an assessment of the "growth" of the students as related to their understanding of the issues at hand. The longer, more involved research papers will also allow evaluation of the higher order thought processes of the student.

Program Assessment: Identify any course assessments which might be used as a contribution towards programmatic assessment.

The higher order thinking skills and problem solving related to this course will contribute to the overall concept of the curriculum and being able to adapt and think through situations and problems. Also, the numerous writing requirements along with the requirement of developing a large Power Point presentation will address those communication skills that are desired.

In what program(s) will this course be utilized? will it be required or an elective? will it replace an existing course?

The class will be for graduate credit and will be an elective. It will only be offered as a course for graduate credit when it is taught internationally. This international component will require students to compare the types and uses of animals in other countries as compared to the uses in the U.S. to more fully involve the educational aspects of the course. It does not replace any existing course currently taught.

Does this course duplicate or overlap any existing course(s) in this or other departments?  
Yes \_\_\_\_\_ No xxx

What faculty member(s) will teach this course and on what is their expertise in this area based?

Dr. Pat Bagley will be the instructor of the course. He has a Ph.D. in Animal Science, has written a book on the subject, and has been in the Puebla, Mexico area for three

Ans 516 forms

times for approximately one month each time. This is the intended location for the international portion of this course.

Will new staff or other resources be needed? No

What is the student-teacher ratio and the course load of the potential instructors named? Additional assignments/responsibilities of the potential instructors.

It is expected that the course will have 8 to 10 graduate students each semester taught in Mexico. There should be an additional 12 to 15 undergraduate classmates in the class when taught internationally.

Justify this addition (include projected enrollment).

The class will be cross-listed with an undergraduate "capstone" course, Ans 416. The graduate students will be required to do additional work as compared to the undergraduate students, as shown in the class syllabus.

FORM 5  
REQUEST FOR CROSS LISTING

Department, Course number, Title, SCH:  
Department of Agricultural Sciences, Ans 516, Animals and Society, 3 hrs  
(3/0)

Cross list with: Ans 416, Animals and Society

Justification: While the Ans 416 is offered multiple times each year, the only time the Ans 516 class will be offered will be as part of an international program. This offering as part of an international course will give graduate students a broad understanding of both the course materials and the role and scope of animals in other societies. The graduate students will be given several additional topics and work projects as seen in the attached syllabus, to more fully engage the graduate students and to allow them more depth to the course and involvement in higher order thinking situations as related to both animals in society, and animals in various societies.

## COLLEGE OF ARTS and SCIENCES

### Course Description

- DEPARTMENT: Agricultural Sciences
- COURSE NUMBER/TITLE: AnS 416/ 416 H, and 516; Animals and Society  
Lecture: 9:00 to 12:00 M, Tu, W, Th, F  
Final: arranged
- INSTRUCTOR: Dr. C. Pat Bagley, ph. 903/886-5351 e-mail:  
pat\_bagley@tamu-commerce.edu  
*Office: 135 AG/IT Building*
- TEXT: There is not a completed textbook for this class, as it is currently being written and edited. A complete set of Power Point notes will be given to students once they arrive in Mexico for classes. Additional readings and assignments will be made once in Mexico.
- COURSE OBJECTIVES: This course is designed to provide a thorough understanding of how animals impact our daily lives, our society, and our economic structure. While the majority of the course will be spent on the major companion animals (dogs, horses, and cats), time will be spent on other novel species as well. Students are expected to show proficiency in all topics presented on the course outline.  
Objectives include, but are not limited to the following:
1. Economic impact of animals on society.
  2. Profile of a "typical" household that has pets.
  3. Prominent roles of animals in history.
  4. The uses of horses in other societies.
  5. Impact of animals on the well-being of humans.
  6. Unique attributes of dogs for use in aiding humans.
  7. Roles of animals in improving human health.
  8. Three differences between "animal rights and animal welfare."
  9. Differences in sense of smell between humans and dogs.
  10. Unique attributes of cats for hunting as a predator.
  11. Horse's role in civilization.
  12. Domestication process of cats.
  13. Domestication process of dogs.
  14. Why people have exotic pets.
  15. What is "clicker training" of dogs.

## **LECTURE:**

### **1. Introduction-**

Course overview

Importance of animals to:

- Our economy*
- Our general health*
- Our family structure*

Statistics/animal numbers

Evolution/domestication time line

### **2. Animals in History-**

Historical perspectives of companion animals

Animals in criminal prosecutions

Prominent roles of animals in history

Animals in art

Animals in literature

### **3. Animals in Other Societies-**

Place of animals in other societies

Uses in other societies

Religious aspects of animals in other societies

Farming systems/draft uses of animals

### **4. Animal-Human Interactions-**

Uses with elderly patients

Uses in child psychology

Therapeutic riding/Hippotherapy with horses

Dogs for:

*Sight purposes*

*Hearing assistance*

*Search and rescue*

*Other unique sensing (drugs, seizures, estrus detection, etc.)*

### **5. Animals in Prison Industries**

Economic impact/political correctness of working prisoners on farm:

Rehabilitative importance of animals on prisoners

*Training seeing-eye dogs*

*Training search and rescue dogs*

*Training horses*

**6. Animal Rights/ Animal Welfare-**

- History of animal rights/welfare
- Legal view of animal rights
- Moral view of animal rights/welfare
- Rights/Welfare of animals as impacted by religion

**7. Political/ Social Impacts of Animals on Society**

- Leash laws
- Traveling/hotel accommodations
- Perception of meat animals and political views

**8. Dogs-**

- Breeds
- Nutrition
- Care
- Maintenance

**9. Cats-**

- Breeds
- Nutrition
- Care
- Maintenance

**10. Horses-**

- Breeds
- Nutrition
- Care
- Maintenance

**11. Other pets-**

- Birds, reptiles, mammals, etc.  
*Breeds, nutrition, care, maintenance*

**RECOMMENDED OR REQUIRED READINGS:**

Reading assignments covering materials on the Internet or copies of reference materials handed out in class will be made regularly. Students are expected to keep up with readings and will be held responsible for them on examinations. Several additional publications and/or supplemental reading materials will be provided to students for which they are to use as study materials. Periodicals often provide very useful and beneficial information.

**GRADING POLICY (Undergraduates):**

Lecture Exams (2, 100 points each)	200 Points
Final (Comprehensive)	200 Points
Attendance (see attached)	
Daily news reports (10 reports due, 1 daily)	100 Points (See #1)
Research Reports (1 written/50 points)	50 Points (see # 5)
Class participation (task and write-up)	50 Points (see # 7)

A= 600-540 Points      B=539-480 Points      C= 479-420 Points  
D= 419-360 Points      F= 359 Points and below

**Grading Policy (Honor's Students):**

Will be developed specifically for each student requesting this course for Honor's Credit.

**Grading Policy (Graduates):**

Lecture Exams (two, 100 points each)	200 Points
Final (Comprehensive)	200 Points
Attendance (see attached)	
Daily news reports (20 reports, 5 points each)	100 Points (See #1)
Research Reports (2 written/50 points)	100 Points (see # 5)
Power Point Presentation	50 Points (see # 6)
Class participation (task and write-up)	50 Points (see # 7)

A= 700-630 Points      B= 629-560 Points      C= 559-490 Points  
D= 489-420 Points      F= 419 Points and below

1. Each report is worth 10 points each for undergraduates, and 5 points each for graduate students. Only one report per day for undergraduates, two per day for graduates. The report must be a recent newspaper or magazine article dealing with some aspect of animals as companions to humans/human interaction, and should be in Spanish. Reports will consist of a copy of the article with the date of the article, and a paragraph by you explaining the implications of the article. The paragraph can be hand written, but must be legible.
2. There will be no make-up exams. Missed lecture exams will increase the point total of the final exam.
3. Assignments are due at the beginning of the lecture class the date they are due, unless otherwise noted. 10% per day will be deducted for assignments turned in after class has begun and for each day late. Assignments late over the weekend will be charged 20% from Friday afternoon until Monday morning.
4. Class attendance is mandatory. More than **one** unexcused class will result in the lowering of your grade in this class by one letter grade.
5. All reports will be a minimum of five hand-written or two typed pages in length (not including title page). Typed papers must be typed using standard 1 ½ spaced margins and a 12-point font. Hand written assignments must be legible, and written on full pages of a standard 8 ½ in x 11 in paper. Assignment will be written on the following topic: *The role of animals in Mexico as compared to the U.S.* Graduate students will write a second report and a Power Point presentation to the class on an assigned topic dealing with Mexico. i.e., Impact of NAFTA on Animal Agriculture. Reports should contain:
  - a. INTRODUCTION- *overview and outline of major points in paper.*
  - b. BODY- *Discussion and development of each topic area to be covered, as stated in the INTRODUCTION.*
  - c. CONCLUSION - *review of topic, and major points made, along with conclusion and outcomes.*
6. Presentations: Each class member will give a 5-minute in-class presentation covering the subject of: "An animal that affected me/ my family/ a close family member." These will be scheduled for the start of the class periods towards the end of the Mexico Trip.
7. Class projects will be as assigned by the professor as we are in Mexico.  
***Requests for students with disabilities for reasonable accommodations must go through the Academic Support Committee. For information call Advisement Services at 886-5133.***

Faculty Approved to Teach Graduate Courses on an Individual Basis  
for 2004/3

Faculty Name	Highest Degree	Fac Dept Name	Fac Dept Code
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Beaty, Danna M.	EDD	Educational Administration	EDAD
Benedict, Craig	EDD	Secondary & Higher Education	SHED
Blanton, Charles	EDD	Educational Administration	EDAD
Combs, Julie	EDD	Educational Administration	EDAD
Dyer, Jennifer	PHD	Elementary Education	ELED
Greiner, Connie Sue	EDD	Secondary & Higher Education	SHED
Hendricks, M LaVelle	EDD	Counseling	COUN
Langford, Harold	PHD	Marketing & Management	MKTM
Parnell, John A	PHD	Marketing & Management	MKTM
Pryor, Mildred G	PHD	Marketing & Management	MKTM
Rhynard, Karen	PHD	Mathematics	MATH
Turnage, Thomas	PHD	Psychology & Special Education	PSY
Walker, Jane Watson	EDD	Psychology & Special Education	PSY
Weaver, Susan Lynne	EDD	Elementary Education	ELED

Faculty Approved to Teach Graduate Courses on an Individual Basis  
for 2004/4

Faculty Name	Highest Degree	Fac Dept Name	Fac Dept Code
Ahmed, Zafar	PHD	Marketing & Management	MKTM
Alderson, Michael	Ph.D	Educational Administration	EDAD
Balkin, Richard	Ph.D	Counseling	COUN
Ballotti, John	PHD	Mass Media, Communication & Theatre	COMM
Bauschka, Conrad R	MM	Music	MUS
Beaty, Danna M.	EDD	Educational Administration	EDAD
Bingham, Wayne	EDD	Educational Administration	EDAD
Blanton, Charles	EDD	Educational Administration	EDAD
Boshears, Patsy	MSSW	Social Work	SWK
Bryant, Roger	MM	Music	MUS
Burr, Beverly	Ed.D	Educational Administration	EDAD
Chang, Fenia	DMA	Music	MUS
Clark, James Whitley, Jr	MM	Music	MUS
Combs, Julie	EDD	Educational Administration	EDAD
Corrigan, Angela	EDD	Counseling	COUN
Crain, John Kee III	EDD	Industrial Engineering & Technology	IET
Crowley, Donna	PHD	Psychology & Special Education	PSY
Dale, D	PHD	Social Work	SWK
Davis, Jason	PHD	Secondary & Higher Education	SHED
Deaton, Tom	PHD	Economics-Finance	ECO
Dobbs, Ricky Floyd	PHD	History	HIST
Donahue, Catherine	Ph.D	Psychology & Special Education	PSY
Douglas, Delores Ramirez	EDD	Elementary Education	ELED
English, Kenneth A	EDD	Educational Administration	EDAD
Gorham, DecAnn	MM	Music	MUS
Greiner, Connie Sue	EDD	Secondary & Higher Education	SHED
Gullett, Sharon	MS	Secondary & Higher Education	SHED
Hamra, Jena	PHD	Biological & Environmental Sciences	BESC
Harp, Derald	Ph.D	Agricultural Sciences	AG
Hendricks, M LaVelle	EDD	Counseling	COUN
Hogan, Lois A	EDD	Psychology & Special Education	PSY
Humbert, William L.	EDD	Elementary Education	ELED
Hurst, Linda	EDD	Elementary Education	ELED
Jackson, Andrew	Ph.D	Industrial & Engineering Technology	TECH
Johnson, Robin	MED	Elementary Education	ELED
Johnson, Yolanda (Mag)	PHD	Elementary Education	ELED
Jones, Jacquelyn	EDD	Educational Administration	EDAD
Kent, Brad	MM	Music	MUS
Magill, Charles	EDD	Secondary & Higher Education	SHED
Moffitt, RalphAnn	MED	Secondary & Higher Education	SHED
Moore, Brenda A	PHD	Social Work	SWK
Murry, A.J.	EDD	Elementary Education	ELED
Nix, Karen	EDD	Educational Administration	EDAD
Olibe, Kingsley	PHD	Accounting	ACCT
Parnell, John A	PHD	Marketing & Management	MKTM
Parrish, Patricia	EDD	Psychology & Special Education	PSY
Ramos, Kandice	EDD	Elementary Education	ELED
Schaeffer, Joyce	Ed.D	Educational Administration	EDAD
Schuster, David	MS	Secondary & Higher Education	SHED
Shaw, Nancy	EDD	Secondary & Higher Education	SHED
Sinha, Aditi	PHD	Biological Sciences	BSC
Slovak, John Paul	EDD	Biological & Environmental Sciences	BESC
Smith, Nickie P	MS	Secondary & Higher Education	SHED
St. Clair, Linda Elaine	EDD	Elementary Education	ELED
Stacks, James Robert	PHD	Psychology & Special Education	PSY
Stanfield, David	Ed.D	Educational Administration	EDAD
Stauffer, Joe	Ph.D	Marketing & Management	MKTM
Stryker, Agnes I	EDD	Elementary Education	ELED
Sweeney, Graham	EDD	Educational Administration	EDAD
Teel, Faith Smith	PHD	Counseling	COUN
Tseng, Chiu-Che	PHD	Computer Science & Information Systems	CSCI
Turnage, Thomas	PHD	Psychology & Special Education	PSY

Faculty Approved to Teach Graduate Courses on an Individual Basis  
for 2004/4

Faculty Name	Highest Degree	Fac Dept Name	Fac Dept Code
Villanueva-Russell, Y	PHD	Sociology & Criminal Justice	SOC
Vinaja, Bethuel R.	Ph.d	Business Administration & Management Inf	BA
Zascavage, Tori	Ph.D	Psychology & Special Education	PSY

Faculty Approved to Teach Graduate Courses on an Individual Basis  
 for 2004/5

Faculty Name	Highest Degree	Fac Dept Name	Fac Dept Code
Ahmed, Zafar	PHD	Marketing & Management	MKTM
Balkin, Richard	Ph.D	Counseling	COUN
Beaty, Danna M.	EDD	Educational Administration	EDAD
Bingham, Wayne	EDD	Educational Administration	EDAD
Blanton, Charles	EDD	Educational Administration	EDAD
Bright, Dianna	EDD	Educational Administration	EDAD
Brown, Casey	Ph.D	Educational Administration	EDAD
Carter, Shannon	PHD	Literature & Languages	LITL
Corrigan, Angela	EDD	Counseling	COUN
Crowley, Donna	PHD	Psychology & Special Education	PSY
Davis, Jason	PHD	Secondary & Higher Education	SHED
Dobbs, Ricky Floyd	PHD	History	HIST
Donahue, Catherine	Ph.D	Psychology & Special Education	PSY
Dyer, Jennifer	PHD	Elementary Education	ELED
Faulkenberry, Ellen	Ph.D	Mathematics	MATH
Folden, Robert W	EDD	Business Administration & Management Inf	BA
Freeman, Stephen J	Ph.D	Counseling	COUN
Harr, Cynthia	PHD	Social Work	SWK
Hendricks, M LaVelle	EDD	Counseling	COUN
Hogan, Lois A	EDD	Psychology & Special Education	PSY
Hurst, Linda	EDD	Elementary Education	ELED
Huse, Vanessa Evans	EDD	Mathematics	MATH
Jackson, Andrew	Ph.D	Industrial & Engineering Technology	TECH
Oates, Arnold	PHD	Educational Administration	EDAD
Pennington, Amie	EDD	Secondary & Higher Education	SHED
Pryor, Mildred G	PHD	Marketing & Management	MKTM
Royal, Derek	Ph.D	Literature & Languages	LITL
Schaeffer, Joyce	Ed.D	Educational Administration	EDAD
Schroeder, Jennifer	PHD	Psychology & Special Education	PSY
Simpson, Wanda	EDD	Psychology & Special Education	PSY
Sinha, Aditi	PHD	Biological Sciences	BSC
Slejko, Linda	Ed.D	Elementary Education	ELED
Smith, John H.	Ph.d	History	HIST
Stacks, James Robert	PHD	Psychology & Special Education	PSY
Stanfield, David	Ed.D	Educational Administration	EDAD
Thompson, WJ	PHD	Elementary Education	ELED
Turnage, Thomas	PHD	Psychology & Special Education	PSY
Villanueva-Russell, Y	PHD	Sociology & Criminal Justice	SOC
Vornberg, Carolyn	EDD	Elementary Education	ELED
Zascavage, Tori	Ph.D	Psychology & Special Education	PSY

Faculty Approved to Teach Graduate Courses on an Individual Basis  
for 2004/7

Faculty Name	Highest Degree	Fac Dept Name	Fac Dept Code
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Beaty, Danna M.	EDD	Educational Administration	EDAD
Dyer, Jennifer	PHD	Elementary Education	ELED
Jones, Jacquelyn	EDD	Educational Administration	EDAD
Weaver, Susan Lynne	EDD	Elementary Education	ELED
Zascavage, Tori	Ph.D	Psychology & Special Education	PSY

Draft

FEDERATION OF NORTH TEXAS AREA UNIVERSITIES  
TWENTY-SEVENTH ANNUAL FALL SEMINAR

***“Integrity & Civility: Challenging Role for the Academy”***

Texas A&M University-Commerce  
Memorial Student Center  
October 22, 2004

- 8:00 a.m.**            **Registration – Founder’s Lounge, Second Floor**
- 8:45 a.m.**            **General Meeting – American Ballroom, Third Floor**  
Presiding: Dr. Allan Headley, Graduate Dean, Texas A&M University-Commerce
- 9:15 a.m.**            **Concurrent Sessions**
- Program Committee Meetings – *(room assignments in seminar packet)*
  - Executive Meeting with Speakers, Presidents, Vice Presidents for Academic Affairs, Graduate Deans, and Regents, Heritage Room (MSC) (Dr. Allan Headley, Facilitator)
- 10:30 a.m.**            **Plenary Session – American Ballroom, Third Floor**  
Presiding: Dr. Keith McFarland, President, Texas A&M University-Commerce
- Welcome
  - Recognition of Federation Presidents, Provosts & Graduate Deans
- Introduction of Speaker: Dr. Ann Stuart, Chancellor and President, Texas Woman’s University  
Speaker: Dr. William Kibler, Ph.D., Vice President for Student Affairs, Mississippi State University  
Title of Presentation: *“Academic Dishonesty: Root Causes and Solutions”*
- 11:45 a.m.**            **Announcements:** Dr. Allan Headley, Graduate Dean, Texas A&M-Commerce
- 12:00 p.m.**            **Toulouse Scholarship Award Luncheon – Texas Ballroom, Third Floor (invited guests)**  
Presiding: Dr. Ann Stuart, President and Chancellor, Texas Woman’s University  
Chair, Federation Council of Presidents
- Introduction of Speaker: Dr. Ann Stuart, President and Chancellor, Texas Woman’s University  
Speaker: Gary Pavela, Director of Judicial Programs and Student Ethical Development,  
University of Maryland
- Proposed Title: TBA
- Presentation of Toulouse Scholarship Awards:            Mr. Lee Jackson, Chancellor,  
University of North Texas
- |   |  |
|---|--|
| Deanna Wood (TWU)<br>Master Student<br>Texas Woman’s University | Nadine Barrett (TWU)<br>Doctoral Student<br>Texas Woman’s University |
|---|--|
- 2:00 p.m.**            **Adjourn - Program Committees may reconvene if necessary**

MEMORANDUM

TO: Members of the Graduate Council  
FROM: Dr. Allan Headley  
Dean of Graduate Studies and Research  
DATE: August 31, 2004  
RE: Graduate Council Meetings for 2004-2005

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Please mark the following Graduate Council dates on your calendar. We will meet in the MSC Boardroom at 3:00 p.m.

September 14, 2004  
October 12, 2004  
November 9, 2004  
December 14, 2004  
February 8, 2005  
March 8, 2005  
April 12, 2005  
April 26, 2005 (if needed)

If you have items that need to be considered by the Council, contact Mrs. Louise Skinner at 5162. Agenda items need to be submitted at least two weeks prior to the Graduate Council meeting.