New Courses
New course Requests

BIED 618. Early Language and Literacy. (3-0). Credit 3. Investigation of current language and literacy intervention research for young Hispanic/Latino children in preschool through second grade; emphasis on current intervention research target children at risk for reading difficulties in Spanish and/or English. Prerequisite(s): Graduate classification; approval of department head.

BIED 619. Second Language Acquisition in Pre-K-12; Advanced Theory and Practice. (3-0). Credit 3. Examination of theory as a framework for explaining relationships, a research guide; and assumptions that inform practice; review how theory and practice for English only students have attempted to explain second language acquisition in second language learners. Prerequisite(s): Graduate classification; approval of instructor; BIED 611; BIED 612.

BMEN 627. Magnetic Resonance Engineering. (2-3). Credit 3. Design, construction and application of instrumentation for MR imaging; fundamentals of the architecture of an MR spectrometer and the gradient subsystem used for image localization; emphasis on the radiofrequency sensors and systems used for signal generation and reception. Prerequisite(s): BMEN 420; ECEN 410, or ECEN 411, or approval of instructor; Graduate classification

CPSY 636. Psychological Consultation to Organizations. (3-0). Credit 3. Focuses on organizations as the target of analysis, intervention, and change; course draws on established social science concepts and principles; requires the consideration of concepts, intervention strategies, and skills that extend beyond those used in counseling and psychotherapy; highlights consultation as a mode of change agency; considerable attention will be given to putting theory into practice. Prerequisite(s): Graduate classification; approval of department head; approval of Instructor

ECEN 763. Magnetic Resonance Engineering. (2-3). Credit 3. Design, construction and application of instrumentation for MR Imaging; fundamentals of the architecture if an MR spectrometer and the gradient subsystem used for image localization; emphasis on the radiofrequency sensors and systems used for signal generation and reception. Prerequisite(s): ECEN 410, or ECEN 411, BMEN 420, or equivalent, or approval of the instructor; Cross-Listed with BMEN 627;

INTA 683. U.S. Border Security: Policies, Strategies and Issues. (3-0). Credit 3. U.S. border security policies, strategies and issues; policies and strategies for homeland defense and security; Mexican and Canadian governments' border policies; southern U.S. border situation and issues; considerations when border land is privately versus federally owned; impact of criminal elements on border security; efforts to secure the U.S. coasts. Prerequisite(s): Graduate classification

PSAA 609. Introduction to Homeland Security. (3-0). Credit 3. Broad, multidisciplinary overview of homeland security as a contemporary subject and an evolving discipline; fundamental issues, strategies, challenges, and interdependencies related to preventing, mitigating, preparing for, responding to,
recovering from and building in resiliency to counter intentional and non-intentional threats to homeland security. Prerequisite(s): Graduate classification

**PSAA 650. Social Innovation and Entrepreneurship in Nonprofit Management. (3-0). Credit 3.**
Nonprofit management practices and principles related to social entrepreneurship and innovation; research, theories, and practice examples utilized to teach students the principles of designing and implementing a social innovation which can be applied to domestic and international social problems. Prerequisite(s): Graduate classification, PSAA 634 or PSAA 644 or instructor approval

**STAT 638. Introduction to Applied Bayesian Methods. (3-0). Credit 3.**
Student will learn how uncertainty regarding parameters can be explicitly described as a posterior distribution which blends information from a sampling model and prior distribution. Course will emphasize modeling and computations under the Bayesian paradigm. Topics include: prior distributions, Bayes Theorem, conjugate and non-conjugate models, posterior simulation via the Gibbs sampler and MCMC, hierarchical modeling. Prerequisite(s): STAT 604, STAT 608, STAT 630

**VIZA 680. Professional Practice in Visualization. (2-4). Credit 4.**
Preparation of a portfolio, creating an internet presence, use of social media, interviews, negotiation, business practices, and fundamentals of teaching. Professional practice in pursuit of career paths for the Master of Fine Arts in Visualization. Prerequisite(s): Graduate standing
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
Submit original form and attach a course syllabus.

Form Instructions:
1. Request submitted by (Department or Program Name): Educational Psychology
2. Course prefix, number and complete title of course: BIED 618: Early Language and Literacy
3. Catalog course description (not to exceed 50 words): Investigation of current language and literacy intervention research for young Hispanic/Latino children in preschool through second grade; emphasis on current intervention research targeting children at risk for reading difficulties in Spanish and/or English.

Prerequisite(s):
Graduate Classification; Approval of Department Head
Cross-listed with: Stacked with:
Cross-listed courses require the signature of both department heads.

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

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

MS & MED in Bilingual Education and Ph.D. in Educational Psychology

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

9. Prefix Course # Title (excluding punctuation) 
   B I E D 6 1 8 E A R L Y L A N G A N D L I T E R A C Y 

   Lect. Lab SCI CIP and Fund Code Admin. Unit Acad. Year FICE Code
   0 3 0 0 0 3 1 3 0 2 0 1 0 0 4 0 9 2 0 1 2 - 1 3 0 0 3 6 3 2

   Approval recommended by:
   Victor Wilson, Ph.D.
   Department Head or Program Chair (Type Name & Sign) Date
   James Walsh, Ph.D.
   Chair, College Review Committee Date

   Victor Wilson, Ph.D.
   Department Head or Program Chair (Type Name & Sign) Date
   (if cross-listed course)
   James Walsh, Ph.D.
   Dean of College Date

   GC or HRC
   Mark J. Zaran Date

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

   Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services – 3/10
November 10, 2011

MEMORANDUM

TO: Graduate Instruction Committee, CEHD

THROUGH: James Kracht, Ph.D.
Executive Associate Dean, College of Education and Human Development

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

SUBJECT: New Course – BIED 618

Attached, please find the appropriate paperwork for establishing a new course, BIED 618 - Early Language and Literacy in the Department of Educational Psychology.

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

1. Rationale: This is a new course that will be an elective for all Master’s students in the Bilingual Education program as well as Ph.D. students in Educational Psychology. The course was previously taught as a 689 - Special Topics course in Spring 2011. The course is scheduled to be taught again as a 689 in Spring 2012 and the faculty would like to make this a permanent course so it can be offered in future semesters.

2. Vote by the Program: This course is being offered as a graduate course so that the appropriate subvention is received for it. It has the unanimous support of our department.

We appreciate your consideration of this course. Please contact us should you require any additional information.
Course title and number: BIED 618: Early Language and Literacy
Term (e.g., Fall 200X): Spring, 2013
Meeting times and location: TBA

Course Description and Prerequisites

Course Description: Investigates current language and literacy intervention research for young Hispanic/Latino children in preschool through 2nd grade. There will be special emphasis on current intervention research that targets children at risk for reading difficulties in Spanish and/or English.

Prerequisites: Graduate Classification and Approval of Department Head

Learning Outcomes or Course Objectives

The objective of this course is to identify current research trends and findings that address the development of early language and literacy skills in young Spanish/Latino-speaking children who are acquiring literacy in their native language (Spanish) and/or in a second language (English). Specific learning outcomes are:

- To synthesize and present research findings within a special topic of interest (e.g., vocabulary acquisition, phonemic awareness, etc.)
- To explore empirically based intervention practices that impact L1 and L2 language and literacy outcomes (Spanish/English)
- To determine the moderators of early language and literacy outcomes for Spanish-speaking children
- To observe early language and literacy typical practices during reading/language arts in a bilingual education program
- To observe early language and literacy typical practices during content-area (science/social studies) instruction in a bilingual education program

Instructor Information

Name: Dr. Sharolyn D. Pollard-Durodola
Telephone number: (979) 862-4663
Email address: sdurodola@tamu.edu
Office hours: By appointment
Office location: 107-G Harrington Tower

Textbook and/or Resource Material

These books can be used as references for the topics that will be discussed in class.

## Grading Policies

Research Synthesis: 100 Points  
Class Presentation: 100 Points  
Class Assignments: 100 Points  
Field Work: 100 Points

### Points Grading Scale:

- Out of 400 assignable points  
- A = 360-400 points  
- B = 320-359 points  
- C = 280-319 points  
- D = 240-279 points  
- F = <240 points

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

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Required Reading</th>
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<tbody>
<tr>
<td>1</td>
<td>Overview: National Early Literacy Panel and Bilingual Learners</td>
<td>Gutierrez, Zepeda, &amp; Castro (2010); Shanahan &amp; Lonigan (2010); August, Carlo, Dressler, &amp; Snow (2005)</td>
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<td></td>
<td>Field Work/Observations</td>
<td>Roberts &amp; Neal (2004); Silverman (2007); Spycher (2009); Pollard-Durodola, Gonzalez, Simmons (2010);</td>
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<tr>
<td>7</td>
<td>Field Work/Observations</td>
<td>Foorman, Goldenberg, Carlson, Saunders, &amp; Pollard-Durodola (2004); MOOSES; Atwill, Blanchard, Christie, Gorin, &amp; Garcia (2010); Cárdenas-Hagan, E.,</td>
</tr>
</tbody>
</table>
Centra

9 March 15
Spring Break
Online

10 March 22
Response to Intervention
Online

11 March 29
Field Work
Online

12 April 5
Learning Disabilities
Centra

13 April 12
Phonological Awareness in Bilinguals
Online

14 April 19
Field Work

15 April 26
Research Synthesis Due/Class Presentations
Centra

Other Pertinent Course Information

This class will be taught via distance learning and will include web-based, field-based, and Centra interactive video-conferencing. Readings will be provided online, electronically, and in a handbook. Students must have access to a computer with a webcam and a headset with a microphone.

Americans with Disabilities Act (ADA)

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

Academic Integrity

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

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

Attendance Policy

Students will complete all assignments on time. Except in cases of University excused absenses, assignments turned in late will result in a lower grade. Students will share perspectives on assigned readings, topics discussed in class, etc. by making postings to the elearning discussion board when required.
"The University views class attendance as the responsibility of an individual student. Attendance is essential to complete the course successfully. University rules related to excused and unexcused absences are located on-line at http://student-rules.tamu.edu/rule07."
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

Form Instructions:

1. Request submitted by (Department or Program Name): Educational Psychology
2. Course prefix, number and complete title of course: BIED 619: Second Language Acquisition in Pre-K-12: Advanced Theory and Practice
3. Catalog course description (not to exceed 50 words): Examination of theory as a framework for explaining relationships, a research guide; and assumptions that inform practice; review how theory and practice for English only students have attempted to explain second language acquisition in second language learners.

4. Prerequisite(s): Graduate Classification, Approval on Instructor; BIED 611; BIED 612

5. Is this a variable credit course? No
6. Is this a repeatable course? No

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

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

9. Prefix | Course # | Title (excluding punctuation)
--- | --- | ---
BIED | 619 | SECOND LANGUAGE ACQUISITION

<table>
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<th>Lect.</th>
<th>Lab</th>
<th>SCH</th>
<th>CIP and Fund Code</th>
<th>Admin. Unit</th>
<th>Acad. Year</th>
<th>Credit Code</th>
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<td>0</td>
<td>0</td>
<td>31</td>
<td>13</td>
<td>02</td>
</tr>
</tbody>
</table>

Approval recommended by:

Victor Willson, Ph.D.
Department Head or Program Chair (Type Name & Sign) Date

James Kracht, Ph.D.
Chair, College Review Committee Date

Dean of College

Mark Zoran
Chair, GC or UCC Date

Submitted to Coordinating Board by:

Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services – 3/10
BIED 619
Second Language Acquisition in PreK-12: Advanced Theory and Praxis
Fall 2011

Instructor: Sandra Acosta, Ph.D., M.Ed., M.A.
Office: 107F Harrington Tower
Telephone: (979) 458-4211, Fax (979) 458-0192
E-mail: sacosta@tamu.edu
Office hrs: By appointment

Class Meeting: Monday 5:30-8:00 pm
Room 725

REQUIRED TEXTS:


Recommended Texts:

Blackboard Course Information (http://elearning.tamu.edu)

COURSE DESCRIPTION
This course focuses on theory and praxis through the lens of second language acquisition (SLA). During the semester, we will examine three roles of theory through our readings, discussions, and activities: a framework for explaining relationships, a guide for research, and a corpus of assumptions that informs practice. In addition we will examine how theories and models (hypotheses) for English-only students (EO) have historically attempted to explain second language acquisition and literacy development in second language learners. This course is not meant to be an exhaustive survey of SLA theories; rather, it is meant to teach students the basic competencies related to incorporating theory into research and practice.

Pre-requisites: Graduate classification; BIED 611; BIED 612; Approval of Instructor

LEARNING OBJECTIVES
Our overarching questions will be:
*What are the characteristics of a useful second language acquisition theory? ...and How can theory related to second language learners be practical for research and for classroom teaching?*

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

**Explain** three major issues related to second language acquisition that impact instructional design.

**Employ** a constructive theory strategy to explain the overall phenomenon of second language acquisition and literacy development in English language learners; how concepts are operationalized in research and practice.
Evaluate theories/models related to second language acquisition and second language learners' performance.

EXPECTATIONS
Teaching and learning are a dialectical process.

To achieve our learning outcomes, you may expect this of me:
I will:
• facilitate our discussions,
• select assignments aligned with the course description and stated objectives.

To achieve these outcomes, I also expect these things from you.
You will:
• complete all assignments by due dates;
• complete all assigned readings; and
• come to class prepared to discuss readings, thoughtful reflections with classmates, shared experiences, teacher practice, critical content knowledge in the native (L1) and the target language (L2).

GRADING POLICY
Your final grade will be based on:
1. Assignment: Readiness Assessment Tests ........................................ 110 pts
2. Assignment: Attendance, active participation in class, on line assignments, reflections (elearning blog), facilitated discussion ........................................ 90 pts
3. Assignment: Book Review (oral and written) ........................................ 150 pts
4. Assignment: Annotated bibliography (Master's) or Theoretical Framework (Doctoral) ........................................ 250 pts
Total 600 pts

BRIEF DESCRIPTION OF ASSIGNMENTS
Readiness Assessment Tests: Using a Team-Based Learning (TBL) approach, you will take a brief 12-item short answer test individually and in your group over the assigned readings (Ellis) for that day. This test will be followed by group discussion of an issue related to the readings. A member from each group will be responsible for submitting one study question related to the reading assignment. The Reading Assessment Tests (RAT) cannot not be made up. Your two lowest RAT scores will be dropped. Therefore, RATs given during an absence will be counted as one of the dropped RAT scores.

Attendance, Active Participation in Class, On Line Assignments, Reflections (eLearning blog), Facilitated Discussion: Participation and attendance are critical. Irregular attendance and/or non-participation in class or on-line discussion will result in a "C" or lower. Reflections (eLearning blog): You will post a short reflection, using your observational data, on the e-Learning blog. At the end of class, the topic for the following week will be assigned (or agreed up). All reflections must be posted by midnight on Friday before the regular class meeting. All class members will respond to 1 blog posting by midnight Sunday before the regular class meeting. Each week you will respond to a different colleague's posted reflection. Facilitated Discussions: You will facilitate one classroom 20-minute class discussion. Discussion topics will be assigned from the readings.

Book Review: You will select a book to review on a topic related to theory. A template will be provided under separate cover for the book review. Length of the review will be 1000-1500 words. You will also give an oral presentation of your review to the class. If you are ill on the day of the oral presentation, the student will create a narrated PowerPoint of the oral presentation, which will be posted on the class on-line discussion board. Possible sources for book reviews: peer-reviewed articles; course texts; Education Review/Reseñas educativas, a journal of book reviews (http://www.edrev.info/index.html)

Annotated Bibliography: You will conduct a review of the literature on a concept or topic related to second language acquisition theory. Your review must have a minimum of 10-15 research articles and will follow the guidelines and template provided under separate cover. With instructor permission, student dyads may work on larger or more extensive annotated bibliographies (minimum 30 articles).

Theoretical Framework: You will submit a theoretical or conceptual framework consisting of (diagram and rubric for evaluating a theoretical framework)

GRADING DISTRIBUTION
According to the level of performance based on the above criteria, there will be five academic grades.
CLASS POLICIES

Please review the Texas A&M Class Attendance policies online at http://student-rules.tamu.edu/
Texas A&M University Explanatory Statements for Absence from Class form is available at http://attendance.tamu.edu.

LATE ASSIGNMENTS:
With the exception of University excused absences, assignments which are turned in after the due date will receive a 25% deduction of the point value of the assignment. You must turn in all reading assignments at the beginning of class on the due date. No assignments will be accepted after two weeks from the due date.

PICA Evaluation
There is an online course evaluation at the end of the semester. You will receive an e-mail from PICA advising you that the evaluation period is open (near the end of the semester). The course evaluation takes about 15 minutes to complete. I will receive a list of students who have completed the evaluation after the close of the semester. I will not be able to view the evaluation until after grades have been posted at Texas A&M University for the semester. https://pica.tamu.edu

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

PLAGIARISM
The handouts used in this course are copyrighted. By "handouts" I mean all materials generated for the class, which include but are not limited to syllabi, quizzes, exams, lab problems, in-class materials, review sheets, and additional problem sets. Because these materials are copyrighted, you do not have the right to copy the handouts, unless I expressly grant permission. As commonly defined plagiarism consists of passing off, as one's own, the ideas, words, writings, etc., which belong to another. This includes the failure to properly cite works and statements of others. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of that person. If you have any question regarding plagiarism, please consult the latest issue of the Texas A&M University Student Rules, under the section "Scholastic Dishonesty."

Students who plagiarize, or who without my prior permission turn in a paper in this class which has been submitted in another class, will be assigned a course grade of "F."

AGGIE HONOR SYSTEM
"An Aggie does not lie, cheat, or steal or tolerate those who do." Students are referred to the Honor Council rules and Procedures on the web. www.tamu.edu.aggiehonor

HONORING DIVERSITY
Texas A&M University is an Affirmative Action and Equal Opportunity institution, and affirms its dedication to non-discrimination on the basis of race, color, religion, gender, age, sexual orientation, domestic partner status, national origin, or disability in employment, programs, and services. Our commitment to non-discrimination and affirmative action embraces the entire university community including faculty, staff, and students.

GRADE OF "INCOMPLETE"
A grade of Incomplete (I) should be given only when a student "has completed the course with the exception of a major quiz, final examination or other work. The instructor shall give this grade only when the deficiency is due to an authorized absence or other cause beyond the control of the student" (Student Rule 10.5).
<table>
<thead>
<tr>
<th>MEETING DATES</th>
<th>COURSE TOPICS</th>
<th>READINGS</th>
<th>ASSIGNMENTS</th>
<th>COMMENTS</th>
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<tbody>
<tr>
<td>WEEK 1 M 08/29</td>
<td>What is theory?</td>
<td>Goodson, Ch. 1, 2</td>
<td>Book report: Search for book on theory</td>
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<td>WEEK 2 M 09/05</td>
<td>Theoretical thinking in second language acquisition - historical overview</td>
<td>Goodson, Ch. 3 Ellis, Ch. 1</td>
<td>RAT/GRA (Ellis) Facilitated Discussion (Goodson, 3; PP) Online Reflection</td>
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<td>WEEK 3 M 09/12</td>
<td>Second language acquisition: developmental issues and assumptions</td>
<td>Goodson, Ch. 4 Ellis, Ch. 2</td>
<td>RAT/GRA (Ellis) Facilitated Discussion (Goodson, 4; HS) Online Reflection</td>
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<td>WEEK 4 M 09/19</td>
<td>Second language acquisition: developmental issues and assumptions</td>
<td>Goodson, Ch. 5 Ellis, Ch. 3</td>
<td>RAT/GRA (Ellis) Facilitated Discussion (Goodson, 5; LH) Online Reflection</td>
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<td>WEEK 5 M 09/26</td>
<td>Theory and practice for English Language Learners-bilingualism</td>
<td>Goodson, Ch. 6 Ellis, Ch. 4</td>
<td>RAT/GRA (Ellis) Facilitated Discussion (Goodson, 6; EC) Online Reflection Preliminary Report: Annotated Bibliographies (AB)-Strategy selected</td>
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<td>WEEK 6 M 10/03</td>
<td>Theory and practice: Theories in second language acquisition and bilingual education and biculturalism</td>
<td>Goodson, Ch. 7 Ellis, Ch. 5</td>
<td>RAT/GRA (Ellis) Facilitated Discussion (Goodson, 7; DLR) Online Reflection</td>
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<td>WEEK 7 M 10/10</td>
<td>Theory and practice: Theories in second language acquisition and bilingual education</td>
<td>Goodson, Ch. 8 Ellis, Ch. 6</td>
<td>RAT/GRA (Ellis) Facilitated Discussion (Goodson, 8; BH) Online Reflection Preliminary Report: Theoretical Framework(TP)-Choose 3 exemplars for critiquing and construction of rubric</td>
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<td>WEEK 8 M 10/17</td>
<td>Oral language and literacy development</td>
<td>Goodson, Ch. 9 Ellis, Ch. 7</td>
<td>RAT/GRA (Ellis) Facilitated Discussion (Goodson, 9; AD) Online Reflection</td>
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<td>WEEK 9 M 10/24</td>
<td>Evaluating theoretical models</td>
<td>Goodson, Ch. 10 Ellis, Ch. 8</td>
<td>RAT/GRA (Ellis) Facilitated Discussion (Goodson, 10) Online Reflection</td>
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<td>WEEK 10 M 10/31</td>
<td>Theoretical models and program models</td>
<td>Ellis, Ch. 9</td>
<td>RAT/GRA (Ellis) Online Reflection Book Review Oral Presentations</td>
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<td>WEEK 11 M 11/07</td>
<td>Theoretical models in first and second language: sociocultural and ecological theories</td>
<td>Ellis, Ch. 10</td>
<td>RAT/GRA (Ellis) Online Reflection Book Review: Written Due</td>
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<td>WEEK 12 M 11/14</td>
<td>Classroom models and SLA: technology integration, English-Only Theories, language transfer</td>
<td>Ellis, Ch. 11</td>
<td>RAT/GRA (Ellis) Online Reflection</td>
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<td>WEEK 13 M 11/21</td>
<td>SLA and the brain</td>
<td>Ellis, Ch. 12</td>
<td>RAT/GRA (Ellis) Online Reflection</td>
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<td>WEEK 14 M 11/28</td>
<td>Theoretical models and data analysis</td>
<td>Ellis, Ch. 13</td>
<td>RAT/GRA (Ellis) Online Reflection AB: Oral Presentations TF: Oral Presentations</td>
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<tr>
<td>M 12/05</td>
<td>Evaluating theories in second language acquisition</td>
<td>Ellis, Ch. 14</td>
<td>AB: Oral Presentations TF: Oral Presentations AB/TF: Written Due</td>
<td></td>
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</table>
Suggested Readings

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

Form Instructions

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

2. Course prefix, number and complete title of course: BMEN 627 Magnetic Resonance Engineering

3. Catalog course description (not to exceed 50 words): Design, construction and application of instrumentation for MR imaging; fundamentals of the architecture of an MR spectrometer and the gradient subsystem used for image localization; emphasis on the radiofrequency sensors and systems used for signal generation and reception.

4. Prerequisite(s): BMEN 420, ECEN 410, or ECEN 411, or approval of instructor; graduate classification

5. Is this a variable credit course? ☑ No

6. Is this a repeatable course? ☑ Yes
Will this course be repeated within the same semester? ☑ Yes

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

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

9. Approval recommended by:
   Gerard L. Coté
   Department Head or Program Chair (Type Name & Sign) Date

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

   Submitted to Coordinating Board by:
   Associate Director, Curricular Services

Approved by:
   Chair, College Review Committee Date
   Dean of College Date
   Chair, CE or UCC Date

Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services - 3/10
Course title and number  BMEN 627 Magnetic Resonance Engineering
                          Stacked with BMEN 627, Cross-listed with ECEN 763

Term (e.g., Fall 200X)  Fall 2011
                        Lecture:
                        MW 10:20-11:10am
                        ZACH 223C

Meeting times and location  Lab: TBA (one 3 hour lab per week)
                           Labs will be at the MRI lab in the University Services Building. The lab is east of
                           campus on University, across from the Physician’s Center. See
                           http://www.ece.tamu.edu/~mrsi/maps.htm

For approved university-excused absences and make-up work policy, please refer to Student Rules
( http://student-rules.tamu.edu/rule07 ).

Course Description and Prerequisites

Magnetic Resonance Engineering: Design and construction of magnetic resonance systems. Students will
develop a complete MRI system using LabVIEW and National Instruments hardware. Principles of RF coils,
including volume coils, surface coils and arrays will be discussed. Different receiver designs will be examined,
including conventional and modern software radio systems.

Catalog Description: Design, construction and application of instrumentation for MR imaging; fundamentals of
the architecture of an MR spectrometer and the gradient subsystem used for image localization; emphasis on
the radiofrequency sensors and systems used for signal generation and reception.

Prerequisites: BMEN 420, ECEN 410, or ECEN 411, or approval of instructor; graduate classification

Learning Outcome: After completing the course each student will be able to design and assemble a low-
frequency MR spectrometer and determine the appropriate operating parameters to obtain a specified imaging
resolution and signal-to-noise ratio.

Instructor information

Mary P. McDougall (BMEN/ECEN)  336C ZEC
mmpmcdougall@tamu.edu,  458-1146 (lab),  845-2421 (office)

Steve Wright (ECEN/BMEN)  325A WERC
smwright@tamu.edu,  458-1146 (lab),  845-9413 (office)

Office hours: TBA

Textbook and/or Resource Material

Class Notes. PowerPoint lectures and lab manual will be distributed by e-mail.
Supplementary Material:

Grading Policies

Grading scale: 90-100 A, 80-89 B, 70-79 C, 60-69 D, below 60 F.

Grading Policy: Midterm Exam and Final Exam 35 % Labs & Prelabs 65 %

Final Exam and midterm dates: To be announced at beginning of semester.

The undergraduate course differs from the graduate course in the following way: Most laboratories will have additional steps required only of the graduate students. These laboratory exercises will have more points possible, but both will be scaled to 100% after grading and the same overall grading scale used. Introductory labs (1, 2 and 3) covering core material will be the same for both the undergraduate and graduate sections.

Course Topics, Calendar of Activities, Major Assignment Dates

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<tbody>
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Academic Integrity

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

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

Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System. Aggie Honor Code and Honor Council Rules and Procedures are available at http://www.tamu.edu/aggiehonor

Attendance policy governed by Student Rule 7. See http://student-rules.tamu.edu/rule07
MEMORANDUM

November 23, 2011

TO: Dr. Gerard L. Coté
    Charles H. & Bettye Barclay Professor
    BMES Fellow and Department Head

FROM: Dr. Costas Georgiades
      Delbert A. Whitaker Chair Professor
      IEEE Fellow and Department Head

SUBJECT: Support Initiation of Undergraduate and Graduate Courses—Magnetic Resonance Engineering

The Department of Electrical and Computer Engineering has reviewed the course syllabi for the new course Magnetic Resonance Engineering which will be offered at both the undergraduate (BMEN 427) and graduate (BMEN 627) levels as stacked courses. We are enthused that these new courses will also be offered as cross-listed with our ECEN course with the same name, which is also being offered at both the undergraduate (ECEN463) and graduate (ECEN 763) levels as stacked. We are supportive of the Department of Biomedical Engineering moving forward with their new course in the University Catalog.

We welcome the opportunity to work collaboratively for the benefit of both our graduate and undergraduate programs, and look forward to other similar occasions.
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

Form Instructions

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

2. Course prefix, number and complete title of course: CPSY 636 Psychological Consultation to Organizations

3. Catalog course description (not to exceed 50 words): Focuses on organizations as the target of analysis, intervention, and change; course draws on established social science concepts and principles; requires the consideration of concepts, intervention strategies, and skills that extend beyond those used in counseling and psychotherapy; highlights consultation as a mode of change agency; considerable attention will be given to putting theory into practice.

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

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

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

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

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

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

   Ph.D. programs in Counseling Psychology, School Psychology, Psychology, Master's and Ph.D. students in human service programs.

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

9. Prefix | Course # | Title (excluding punctuation) | Lect. | Lab | SCH | CIP and Fund Code | Admin. Unit | Acad. Year | FICE Code | Approval recommended by: 
| CPSY | 636 | PSYC CONSULT TO ORGS |
| 0 | 3 | 0 | 0 | 4 | 2 | 2 | 8 | 0 | 3 | 0 | 0 | 1 | 0 | 9 | 2 | 0 | 1 | 2 | 1 | 3 | 0 | 0 | 3 | 6 | 3 | 2 |

Victor Willson, Ph.D. 
Department Head or Program Chair (Type Name & Sign) Date
James Kramer, Ph.D.
Chair, College Review Committee Date

Victor Willson, Ph.D.
Department Head or Program Chair (Type Name & Sign) Date
John Reagon, Ph.D.
Dean of College Date

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

Submitted to Coordinating Board by:
Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 845.8201 or sandra-williams@tamu.edu.
Curricular Services – 3/10
Texas A&M University  
College of Education and Human Development  
CPSY 636: Psychological Consultation to Organizations  
Fall 2010

Instructor: Charles R. Ridley, Ph.D.  
Office: 606 Harrington Tower  
Phone: (979) 862-4657  
Email: cridley@tamu.edu

Meeting Day: Tuesday, 5:30-8:30PM  
Location: Harrington Tower, Room 714  
Office Hours: Tuesday, 4:30-5:30, By appointment

OVERVIEW

The focus of this course is on organizations rather than individuals as the target of analysis, intervention, and change. Such a focus draws on established social science concepts and principles, but it requires the consideration of concepts, intervention strategies, and skills that extend beyond those used in counseling and psychotherapy. Therefore, this course highlights consultation as a mode of change agency. In so doing, considerable attention will be given to putting theory into practice. Students are expected to become better at conceptualizing and solving problems in organizations. Students also will learn a variety of micro-consultation skills to increase organizational effectiveness, enhance intra-group relationships, improve communications and productivity, promote collaboration, and foster better outcomes for client organizations.

The explicit rationale for this course comes from the Council of Counseling Psychology Training Programs (CCPCT), which has designated consultation as a core competency for counseling psychologists. The implicit rationale is twofold: (a) professionals always function in organizations and to some extent provide services as internal consultants and (b) increased organizational effectiveness benefits stakeholders of organizations and contributes to society.

Prerequisites: Graduate Classification; Approval of Department Head; Approval of instructor

OBJECTIVES

1. To develop an interdisciplinary perspective on consultation.
2. To apply open systems theory as a framework for organizational analyses and intervention.
3. To analyze, critique, and synthesize the various consultation models, processes, and theories.
4. To acquire specific skills in consultation.
5. To understand the professionalism of consultation and ethical consideration.
COURSE FORMAT

The class will meet weekly on Tuesdays from 5:30-8:30pm. Considerable lecture material will be presented augmented by informed discussions and some experiential exercises. Active student participation is expected, and questions always are invited. Respect of others is an absolute requirement.

REQUIRED TEXTBOOK


SCHEDULE OF TOPICS AND REQUIRED READINGS

Week One: Overview of Consultation


Week Two: Basic Concepts, Issues, and Principles


Week Three: Basic Concepts, Issues, and Principles (Continued)


Chapter 1: Give me a lever long enough…and single-handed I can move the world (p. 3-16).
Chapter 2: Does your organization have a learning disability? (p. 17-26)
Chapter 3: Prisoners of the system, or prisoners of our own thinking? (p. 27-54)

Week Four: Open Systems Theory

**Chapter 1**: The state of the art: Most art is in the eye of the beholder. (p. 3-20)

**Chapter 4**: Breaking paradigms: The worst piece of advice I've ever received. (p. 57-71)

**Week Five: The Elements of Social Systems**

Dougherty (2009). Chapter 7: Ethical, professional, and legal issues. (p. 135-160)


**Week Six: The Processes of Social Systems**


**Week Seven: Classical and Non-Classical Organizational Theory**

Prepare for mid-term examination.

**Week Eight: Mid-Term Examination**


**Chapter 1**: The theoretical perspective. (p. 1-12)

**Chapter 2**: The practical perspective. (p. 13-28)

**Week Nine: Patterns of Interaction and Sub-systems of Organizations**


**Chapter 1**: The basics of change. (p. 1-27)

**Chapter 2**: Building the case for change. (p. 29-45)

**Chapter 3**: Thinking big, acting new. (p. 151-168)

**Weeks Ten: Organizational Assessment; Conceptualizing Change**

**Week Eleven: Stages of Consultation; Ethics**


**Week Twelve: Overcoming Resistance to Change**


**Week Thirteen: Models of Consultation**

Dougherty (2009).

**Chapter 11**: Organizational consultation (p. 246-272).

**Chapter 12**: School-based consultation and collaboration (p. 273-298).

**Week Fourteen: Consultation Competence and Micro-skills**


**Week Fifteen: Final Examination**

**COURSE REQUIREMENTS**

**Points**

1. Midterm Examination  (October 19)  
   100
2. Research Paper  (December, 7)  
   100
3. Final Examination  (Exam Week)  
   100
   Total  
   300
RESEARCH PAPER

Write a paper entitled "A Theory of Consultation." Write the paper as though it is a major article to be published in Consulting Psychology Journal: Practice and Research. Select a topic relevant to your professional interests. By definition, this paper is integrative in nature. You will be graded on your ability to think independently, cogently, and demonstrate good use of the literature. In addition, you are expected to bridge theory and practice. While providing a sound conceptual foundation, the theory should also provide concrete consultation intervention strategies. At least 15 pages of text is a reasonable expectation for this assignment. Failure to submit this assignment on time results in an automatic one half grade reduction.

Students have the latitude of taking may take one of four approaches to this assignment. First, develop a general theory of consultation that has universal application. Second, develop a theory that is oriented toward a particular type of organizational setting (e.g., mental health center, hospital, church, small business). Third, develop a theory that is oriented to a specific organizational problem (e.g., management-employee relationships, stress in the work setting, strategic planning, down sizing). Fourth, develop a theory that focuses on a specific consultation strategy (e.g., team building, executive coaching). These are only examples. All students are welcome to discuss their interests with the professor.

READINGS

By December 07, 2010, you are to submit to the instructor a written statement certifying that you have read all of the required readings for the course. Failure to meet this expectation results in an automatic one half grade reduction.

I, ____________________________, certify that I have read all the required readings for CPSY 636.

Date:_________________________ Signature:_________________________

GRADING PROCEDURE

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>90 - 100%</td>
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<tr>
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<td>D</td>
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</tbody>
</table>
Attendance Policy

Students are expected to attend class on a regular basis, and class participation is important. However, attendance will not be monitored. Nevertheless, students are responsible for all announcements and materials covered in class, regardless of whether or not they were present. The instructor bears no responsibility for work students miss when they are absent. Therefore, it is in students’ interest first to attend class and second to get notes from a classmate if an absence is necessary.

Please review the University’s policy on excused absences here: http://student-rules.tamu.edu/rule07

“No problem can be solved from the same level of consciousness that created it.”
-Albert Einstein-

Students with Disabilities

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Academic Integrity and Plagiarism

Please become familiar with the Honor Council Rules and Procedures on the web at http://www.tamu.edu/aggiehonor. Misconduct by students in this class is defined and dealt with accordingly. Please note that this policy includes both personal and academic misconduct. The instructor expects of students the highest levels of integrity such that actions against students for misconduct do not have to be taken.

“An Aggie does not lie, cheat, or steal or tolerate those who do.” All assignments MUST be turned in with the following statement typed on them and signed by the student:

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

_________________________________________
Signature of Student

Plagiarism Statement:

The handouts used in this course are copyrighted. “Handouts” include all materials generated for this class, which include but are not limited to syllabi, quizzes, exams, lab problems, in-class materials, review sheets, and additional problem sets. Because these
materials are copyrighted, you do not have the right to copy the handouts without expressly granted permission.

As commonly defined, plagiarism consists of passing off as one’s own the ideas, words, writings, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you have the permission of that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated. If you have any questions regarding plagiarism, please consult the latest issue of the Texas A & M University Student Rules, under the section of “Scholastic Dishonesty.”

“Wisdom is the principle thing: therefore get wisdom, and with all thy getting, get understanding.” Proverbs 4:7
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

1. This request is submitted by the Department of
   Electrical and Computer Engineering
   ECEN 783 Magnetic Resonance Engineering

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

3. Catalog course description (not to exceed 50 words):
   Design, construction and application of instrumentation for MR imaging; fundamentals of the architecture of an MR spectrometer and the gradient subsystem used for image localization; emphasis on the radiofrequency sensors and systems used for signal generation and reception.

4. Prerequisite(s):
   ECEN 410, or ECEN 411, BMEN 420, or equivalent, or approval of the instructor
   Cross-listed with:
   BMEN 627, stacked with ECEN 463

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

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

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

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

9. Prefix     Course Title (including punctuation):
   ECEN 763 Magnetic Resonance Engineering
   Term     Fall    Spring    Summer     Adjunct     Grad Year
   02 03 03 1 14 10 0 0 0 8 0 9 3 6 12 - 13 0 0 3 6 3 2
   Approval recommended by:
   Dr. C. Georgiades
   Department Head - Type Name & Sign: 11/22/11
   Date
   Chairman, College Review Committee
   Date
   Dean of College
   Date

   Dr. G. Cole
   Department Head - Type Name & Sign: 11/23/11
   (if cross-listed course)

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

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services – 3/09
Course title and number  ECEN 783  
Stacked with ECEN 463, Cross-listed with BMEN 627

Term (e.g., Fall 200X)  Fall 2012

Lecture:  
MW 10:20-11:10am  
ZACH 223C

Meeting times and location  Lab: TBA (one 3 hour lab per week)  
Labs will be at the MRI lab in the University Services Building. The lab is  
east of campus on University, across from the Physician's Center. See  
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Course Description and Prerequisites

**Magnetic Resonance Engineering:** Design, construction and application of instrumentation for MR imaging; fundamentals of the architecture of an MR spectrometer and the gradient subsystem used for image localization; emphasis on the radio frequency sensors and systems used for signal generation and reception.

**Course Prerequisites:** ECEN 410, ECEN 411 or BMEN 420 or equivalent; graduate classification or approval of instructor.

**Learning Outcome:** After completing the course each student will be able to design and assemble a low-frequency MR spectrometer and determine the appropriate operating parameters to obtain a specified imaging resolution and signal-to-noise ratio.

Instructor Information

Steve Wright (ECEN/BMEN)  241D Zachry Engineering Center  
smwright@tamu.edu, 458-1146 (lab), 845-9413 (office)

Mary P. McDougall (BMEN/ECEN)  5026 Emerging Technology Building  
mmpmcougall@tamu.edu, 458-1146 (lab), 845-2421 (office)

Office hours: TBA

Textbook and/or Resource Material

Class Notes. Powerpoint lectures and lab manual will be distributed by e-mail.

**Supplementary Material:**  

Grading Policies

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The undergraduate course differs from the graduate course in the following way: Most laboratories will have additional steps required only of the graduate students. These laboratory exercises will have more points possible, but both will be scaled to 100% after grading and the same overall grading scale used. Introductory labs (1, 2 and 3) covering core material will be the same for both the undergraduate and graduate sections.

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MEMORANDUM

November 17, 2011

TO: Dr. Costas Georgiades
Delbert A. Whitaker Chair Professor
IEEE Fellow and Department Head

FROM: Dr. Gerard L. Coté
Charles H. & Bettye Barclay Professor
BMES Fellow and Department Head

SUBJECT: Support Initiation of Undergraduate and Graduate Courses—Magnetic Resonance Engineering

The Department of Biomedical Engineering has reviewed the course syllabi for the new course Magnetic Resonance Engineering which will be offered at both the undergraduate (ECEN 463) and graduate (ECEN 763) levels as stacked courses. We are enthused that these new courses will also be offered as cross-listed with our BMEN course with the same name, which is also being offered at both the undergraduate (BMEN 427) and graduate (BMEN 627) levels as stacked. We are supportive of the Department of Electrical and Computer Engineering moving forward with their new course in the University Catalog.

We welcome the opportunity to work collaboratively for the benefit of both our graduate and undergraduate programs, and look forward to other similar occasions.
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

Form Instructions

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


3. Catalog course description (not to exceed 50 words): U.S. border security policies, strategies and issues; policies and strategies for homeland defense and security; Mexican and Canadian governments' border policies; southern U.S. border situation and issues; considerations when border land is privately versus federally owned; impact of criminal elements on border security; efforts to secure the U.S. coasts

4. Prerequisite(s): Graduate classification

Cross-listed with: 

Stacked with: 

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

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

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

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

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

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

Graduate Certificate in Homeland Security; course is open to other graduate students as well

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

9. Prefix | Course # | Title (excluding punctuation)
---|---|---
INTA | 683 | USBORDERSECURITYPOLSTRAT

<table>
<thead>
<tr>
<th>Lect.</th>
<th>Lab</th>
<th>SCHI</th>
<th>CIP and Fund Code</th>
<th>Admin. Unit</th>
<th>Acad. Year</th>
<th>FICE Code</th>
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<td>0</td>
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<td>3</td>
<td>4</td>
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</tr>
</tbody>
</table>

Approval recommended by:

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

Chair, College Policy Committee Date

Dean of College Date

Chair, Graduate UCC Date

Mark J. Zoran Date

Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services – 3/10
Instructor: Danny W. Davis, Ph.D.
Office: Online
Email: through Blackboard Learning Management System (LMS)
Online Office Hours: by appointment

COURSE DESCRIPTION

Examine U.S. border security policies, strategies and issues; policies and strategies for homeland defense and security; Mexican and Canadian governments' border policies; southern U.S. border situation and issues; considerations when border land is privately versus federally owned; impact of criminal elements on border security; efforts to secure the U.S. coasts.

COURSE OVERVIEW

Today border security sits at the center of the mission of national security. The Department of Homeland Security has responsibility for securing the homeland. The ability of transnational terrorist groups to infiltrate the nation has already been demonstrated with deadly effect. The terrorist attacks of September 11, 2001, ushered in a new era of concerns for not only national level policy makers, but for state and even local officials. The fact that the men who carried out the 911 attacks, representing a transnational terrorist group, entered the country with evil intent pointed to the need to better secure the nation’s borders. The increasing level of violence brought on by drug trafficking organizations (cartels) in Mexico is a serious problem that has already spilled over into the United States. When the debate over illegal aliens is considered, border security quickly enters into the political realm.

Many of the security policies now in place resulted from the work of the 911 Commission Report. As stated above, the Department of Homeland Security has the specific mission to secure the nation. The Department of Defense “defends the homeland”. Needless to say these departments must work together to keep the nation safe. While the federal government has the responsibility to secure the borders, all 50 states live with the results. In particular the border states deal with the consequences that result from the situation along the border directly. But
even states with no common boundary with a nation are affected by illegal immigration and other results that result from poor border security. Cooperation between the federal and state and local officials is critical in this on-going endeavor at border security. This important interface of different jurisdictions is explored in some detail. Of course these interrelated levels of government mean that politics are never far from the surface.

Above and beyond American politics, the issue of border security is further complicated by the diplomatic realities. The protection mission involves not only the United States, but Canada and Mexico. This course will investigate how these neighbors to our north and south approach their homeland protection issues. The Canadian and U.S. governments work closely together to stop the common terrorist threat. The relationship with Mexico is more problematic. Any successful policy implemented by the United States will have to include joint strategies with that bordering nation. There have been improvements in cooperation between the two neighbors, but there is still room for upgrading security operations.

This course addresses to some degree all the issues mentioned above. Diplomacy, policy, and strategy make up about one third of the course. The subject of the next third of the material focuses on the interaction of federal, state and local policy and politics. The final third of the course focuses on the issues along the southern border. Government policy documents and articles written by subject matter experts are the main materials used to inform students on the topics. The weekly discussion questions cause interaction between students and instructor. The research paper allows students to select a subject of their interest, research it, and report in detail.

COURSE OBJECTIVES

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

(1) Summarize the current situation along the borders of the United States through research and discussion.
(2) Review security with focus on borderland security policies and strategies of the US, Mexican, and Canadian governments, then analyze and compare their respective approaches.
(3) Explain the nexus between the U.S. and Mexican governments’ border security relationship.
(4) Describe the United States’ approach to border security as related to federal responsibilities and involvement of individual states.
(5) Identify criminal elements along the Mexican border and relate how roles of transnational terrorist groups emerge from these Mexican border elements.
(6) Illustrate how the Mexican government is attempting to secure its border and gain control of its internal security.
(7) Describe U.S. efforts to secure the coastal border and how these benefit each country.
(8) Synthesize, evaluate and expand upon the readings and lecture materials with substantive input for the weekly discussion questions.

FORMAT AND METHOD

The course is delivered via the Blackboard Vista course management system. Basic materials and methods include the following:
1) Syllabus, policies, and orientation materials.
2) Course objectives with assessments created to gauge learning outcomes.
3) Articles in PDF format or with links to source websites.
4) Recorded lectures with PowerPoint presentations.
5) Weekly assignments including (a) interactive responses from colleagues and (b) detailed feedback from your instructor.
6) Blackboard Vista internal course email.
7) End-of-course online evaluation survey.

REQUIRED READINGS

A student of this institution is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.


Additional readings as listed in the weekly Course Outline to follow.

COURSE REQUIREMENTS and GRADING

All grades are weighted on a 4.0 system using the following allocation:

<table>
<thead>
<tr>
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<th>Percentage</th>
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<tbody>
<tr>
<td>Posting of Weekly Discussion Questions</td>
<td>30%</td>
</tr>
<tr>
<td>Weekly Response to Peers’ Discussion Questions</td>
<td>10%</td>
</tr>
<tr>
<td>Written Assignment: Analysis of US Border Security; Prior to the 911 Attacks and Current Security Situation</td>
<td>20%</td>
</tr>
<tr>
<td>Research Paper</td>
<td>40%</td>
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<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

Grading Scale:
- A 90-100%
- B 80-89%
- C 70-79%
- D 60-69%
- F 59% and lower

There will be several components used in determining your final grade for the course. The instructor will read each post and provide input where warranted. Instructor input should be received within 24 to 48 hours, normally as part of the posting dialogue. Feedback on written assignments will be within 7 days of the assignment due date. Students are expected to read through all of the course information and materials provided on the course Web site.

1. Discussion Question Posts and Responses to Peers’ (30% and 10% of grade, respectively). In the on-line environment, the discussion board is the classroom. Students are considered valued colleagues in the learning process. Students are expected to listen to the lectures in their entirety each week. Material presented in the lectures generally parallels the assigned reading, but
frequently contains additional elements. Through their participation in the Discussion Board
students are expected to demonstrate mastery of the material presented in the readings and
lectures. The window for postings closes at Sunday midnight as the class moves on to the next
week. Student discussion posts should be of not less than 300 words AND be supported with
APSA style citations. Responses to peers’ posts are expected to be at least 50 words and
substantively address the issues under discussion.

On-line class discussions, including comments, should be timely and explicitly draw from the
theories and concepts found in the readings and lectures. Students must apply and cite this
knowledge directly in the initial response to discussion questions and in subsequent responses to
other students’ postings. Each student’s discussion and response postings should be treated as
mini-papers which are carefully researched and prepared. Students also may bring in related
literature, examples, or experiences directly pertaining to the matter at hand. The grade earned
will reflect the quality of understanding and ability to communicate ideas and concepts cogently
and concisely.

First, organize your thoughts before hitting the “send” button. Clear, coherent, thoughtful
analysis, supported with APSA citations is the expectation. Read and edit your posting before
you hit “send.”

Second, check your grammar. Sentence fragments and grammatical errors detract from any
written product. And closely related are spelling errors. In some cases, poor writing habits raise
doubt about the quality of the analysis and conclusions.

Third, do not view the discussion forum as an informal “chat room.” Remember that every post
is to be professional and substantive; each is, in effect, a mini-paper.

Fourth, support personal opinions with authorities. Postings that reflect personal opinions devoid
of any citation to authority are inappropriate.

Fifth, practice professionalism. Students should not engage in what might be perceived as
personal challenges or disparaging remarks to other students.

Lastly, avoid raising questions without a suggested answer. Postings that merely ask questions of
the author, without more, are inappropriate.

2. Written Assignment: (20% of grade) Analysis of US Border Security; Prior to the 911 Attacks
and Current Security Situation. Students will analyze current U.S. policy for border security and
contrast it with the nation’s policies and strategy for border security prior to September 11, 2001.
Papers are to be no less than eight double-spaced pages (text, not including reference pages).
This assignment is due no later than 11:59 pm CT on Day 7 of Week 4.

3. Research Paper: (40% of grade). The research paper offers students the opportunity to select
an item or issue of interest, (to be approved by the instructor), then explore this area, writing a
paper of from 22 – 25 double-spaced pages (text, not including reference pages). As with the
discussion questions, clear organization, logical arguments, supported by citation of sources are
of critical importance in constructing the final paper. The paper should include an abstract (one page), introduction, main body, conclusion, and references. The conclusion to include a recommendation related to the subject. The paper is due the 9th week of the semester.

Both the written assignment and the research paper should be in Microsoft Word, 12 point type, double-spaced, with 1 inch margins and a space between paragraphs, and with all pages numbered. Students will cite sources and present a bibliography using American Political Science Association (APSA) style manual. The manual can be found at: http://www.ipsonet.org/data/files/APSAStyleManual2006.pdf.

4. Lectures. Weekly audio lectures, with accompanying text and graphics, are provided. The lectures augment the required readings and material from the textbook. The lectures represent the content expertise of the subject matter expert for this course. Therefore, it is important that the student listen to each lecture in its entirety.

**Participation Policy**

In addition to listening to lectures, reading class materials and submitting written assignments for grading, students must also “visibly participate” in the online classroom (online discussion board) 3 out of 7 days each week of the term.

Participation for students is defined as active and positive contributions to the learning process. The expectation is that students contribute substantively to all discussion questions each week. In addition, students are required to post substantive responses to at least 2 of their classmates’ posts for each discussion question each week.

We understand that life happens and occasionally a student may be without access to the Internet or online course. If at any time a student must be away from the classroom, or email, for more than two consecutive days, the student is required to notify the instructor prior to the absence. In the event of an emergency, the student should contact (email or phone) the instructor as soon as possible. If for some reason the instructor cannot be reached, then the student may contact the Office of Extended Education via email onlinehelp@bushschool.tamu.edu or phone 979.845.7036 and the instructor will be notified.

**Late Assignments**

The assignments should be submitted on the days that they are due by 11:59 p.m. CST. If a student is unable to submit an assignment on time, he or she must make arrangements with the instructor for an extension. Keep in mind that extensions are at the instructor’s discretion and not automatically given. If at all possible, the student’s request for extensions should be made 24–48 hours in advance. We understand that this is not always possible. However, the instructor may only give extensions for true emergencies. If the student turns in an assignment late (without an
approved extension), then they will not receive full credit for the late assignment. Also keep in mind that all assignments, regardless of extensions, must be submitted by the last day of the class.

**Student Concerns**

Students having a question, concern, or complaint about the course should raise it with the online instructor first. If, for whatever reason, the student prefers not to do that or, if the issue was raised but not resolved, the student should communicate the question, concern, or complaint to Student Services at online@bushschool.tamu.edu. Student Services will ensure that the matter is looked into at the appropriate level and that the student receives a response.

**ASSIGNMENTS**

**Course Outline**

**Week 1**

**Topic:** Course Introduction

*Current State of Border Security (Northern and Southern Land Borders and Coasts)*

**Lectures:**

- Course Introduction
- 1.1 Lecture by Border Patrol Supervisor (Border Patrol History and Current Situation)

**Reading:**

**Required**


Discussion Questions:

1. Welcome! Please take a few minutes to introduce yourself to your classmates on Day 1. Post a brief biography that includes your educational background, work experience, and personal interests or hobbies. Also include a brief statement about what you hope to gain from this course.

2. Describe the current state of U.S. border security. Be sure your answer is centered in fact supported from the required readings and lectures, and other information you discover during your research.

3. Provide a detailed matrix depicting the various agencies involved in US border security. Include each agency’s/directorate’s role in the mission. Support your chart with citations from the required readings and lectures. (300 words)

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Post a brief Bio (DQ1)</td>
<td>Day 1</td>
</tr>
<tr>
<td>DQ 2 Posting</td>
<td>Day 3</td>
</tr>
<tr>
<td>Respond to at least two of your peers’ DQ2 postings</td>
<td>Day 5</td>
</tr>
<tr>
<td>DQ 3 Posting</td>
<td>Day 5</td>
</tr>
<tr>
<td>Respond to at least two of your peers’ DQ 3 postings</td>
<td>Day 7</td>
</tr>
</tbody>
</table>

Week 2


Lectures: U.S. Domestic Policies and Strategies for Border Security
1.1 Lecture by Border Patrol Supervisor (Border Patrol History and Current Situation)

Reading:

Required

INTRODUCTION


Recommended


Discussion Questions:

1. Discuss possible options for implementing a feasible U.S. border control program. When addressing this issue include some of the key points or problems you see in the political discourse. As always, support your ideas with reference to published sources.

2. Select three problems faced by the Mexican government in their efforts to improve their internal security and control their side of the common border with the United States. Include in your answer any cooperation with the United States the Mexican authorities are working.
Week 3

Topic: The Mexican and Canadian Governments’ Border Security Policies and Attitudes

Lectures: U.S. Border Security – A Comparison of the Northern and Southern Borders

Reading:

Required


Recommended


Discussion Questions:

1. Compare and contrast the border security policies of Mexico and Canada? Support your answer with citations from the required readings and lecture.

2. List and explain the internal and external factors that affect Mexico’s border security policy? Support your answer with citations from the required readings and lecture.

<table>
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<tr>
<th>Assignments</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>DQ 1 Posting</td>
<td>Day 3</td>
</tr>
<tr>
<td>Respond to at least two of your peers’ DQ1 postings</td>
<td>Day 5</td>
</tr>
<tr>
<td>DQ 2 Posting</td>
<td>Day 5</td>
</tr>
<tr>
<td>Respond to at least two of your peers’ DQ 2 postings</td>
<td>Day 7</td>
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</table>

Week 4

Topic: The Nexus Between Governments; U.S. and Mexican

Lectures: The Nexus Between the Two Governments; U.S. and Mexican

Reading:

Required


Discussion Questions:

1. Provide an analysis of the challenges facing security of the common border between the U.S. and Mexico. Use the Shirk and Cook, et. al. articles for background, along with any other resources you find.

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<th>Assignments</th>
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<tr>
<td>DQ 1 Posting</td>
<td>Day 3</td>
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<tr>
<td>Respond to at least two of your peers' DQ1 postings</td>
<td>Day 5</td>
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<tr>
<td>Analysis Paper due</td>
<td>Day 5</td>
</tr>
</tbody>
</table>

Week 5

Lectures: U.S. Border Security Operations

Reading:

Required


**Supplemental**


**Discussion Questions:**

1. Outline and discuss the major federal agencies and their roles responsible for protection of the borders. Support your outline with citations from the required readings.

2. Select one border state and address that state’s policy efforts to secure its border. Support your answer with citations from the required readings and/or outside reading material.
<table>
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<tr>
<th>Assignments</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>DQ 1 Posting</td>
<td>Day 3</td>
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<tr>
<td>Respond to at least two of your peers’ DQ 1 postings</td>
<td>Day 5</td>
</tr>
<tr>
<td>DQ 2 Posting</td>
<td>Day 5</td>
</tr>
<tr>
<td>Respond to at least two of your peers’ DQ 2 postings</td>
<td>Day 7</td>
</tr>
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</table>

**Week 6**

**Topic:** State Level Situations: Arizona, California and New Mexico; Texas

**Lectures:** State Level Situations: Arizona, California and New Mexico; Texas

**Reading:**

**Required**


**Discussion Questions:**
1. Given the environment of financial shortfalls now prevalent, discuss some possible cost effective alternatives that could be enacted to bolster border security on the southern border. Support your answer with citations from the required readings and/or outside reading material.

2. Of the four states in this week’s discussion, which (if any) do you feel are on the right track towards a sustainable border security plan? Why? Support your answer with citations from the required readings and/or outside reading material.

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<tbody>
<tr>
<td>DQ 1 Posting</td>
<td>Day 3</td>
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<tr>
<td>Respond to at least two of your peers’ DQ 1 postings</td>
<td>Day 5</td>
</tr>
<tr>
<td>DQ 2 Posting</td>
<td>Day 5</td>
</tr>
<tr>
<td>Respond to at least two of your peers’ DQ 2 postings</td>
<td>Day 7</td>
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</table>

**Week 7**

**Topic:** Mexican Criminal Elements and Transnational Terrorist Activity

**Lectures:** Mexican Criminal Elements and Their Effects

**Reading:**

**Required**


**Suggested**


**Discussion Questions:**

1. Discuss the affect major criminal elements operating out of Mexico have on U.S. border security. Support your answer with citations from the required readings and/or outside reading material.

2. Select three criminal organizations operating in Mexico. Detail their objectives, operations, strengths and weaknesses. Support your answer with citations from the required readings and/or outside reading material.

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<tbody>
<tr>
<td>DQ 1 Posting</td>
<td>Day 3</td>
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<tr>
<td>Respond to at least two of your peers’ DQ1 postings</td>
<td>Day 5</td>
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<tr>
<td>DQ 2 Posting</td>
<td>Day 5</td>
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<tr>
<td>Respond to at least two of your peers’ DQ 2 postings</td>
<td>Day 7</td>
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</table>

**Week 8**

**Topic:** Mexican Government Border Security Operations

**Lectures:** Mexican Government Border Security Operations

**Reading:**

**Required**


Recommended


Discussion Questions:

1. Discuss the factors that have led to an increase in violence in Mexico and particularly the nation’s northern border. Include in your discussion steps taken by the Mexican government to gain control of their internal security.

<table>
<thead>
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<th>Assignments</th>
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<tbody>
<tr>
<td>DQ 1 Posting</td>
<td>Day 3</td>
</tr>
<tr>
<td>Respond to at least two of your peers' DQ1 postings</td>
<td>Day 5</td>
</tr>
</tbody>
</table>
Week 9

Topic: Coastal Border Security of the United States

Lectures: Coastal Border Security of the United States

Reading:

Required


Recommended


Discussion Questions:
1. Describe the maritime border security efforts that are being used by the US to secure the water borders. Address in your answer which effort or combination of efforts have proven the most effective. Support your answer with citations from the required readings and/or outside reading material.

<table>
<thead>
<tr>
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<th>Due Date</th>
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<tbody>
<tr>
<td>DQ 1 Posting</td>
<td>Day 3</td>
</tr>
<tr>
<td>Respond to at least two of your peers’ DQ1 postings</td>
<td>Day 5</td>
</tr>
</tbody>
</table>
Week 10

Topic: Can the Border Ever Be Secured?

Lectures: none

Reading:

Required


Supplemental


Assignment:

Webinar Discussion November 1st, 6 p.m. CST. “Can the Border Ever Be Secured? And if yes, what Policy or Procedural Changes are Needed?”

Discussion Questions:

1. Describe one or two insights you gained concerning border security issues during this course.

<table>
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<tbody>
<tr>
<td>DQ 1 Posting</td>
<td>Day 3</td>
</tr>
<tr>
<td>Respond to at least two of your peers’ DQ1 postings</td>
<td>Day 5</td>
</tr>
<tr>
<td>Webinar Discussion</td>
<td>Day X</td>
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</tbody>
</table>
Online Office Hours

The instructor for this course will log in to the course a minimum of 3 days out of 7 each week. Email will be checked daily. Your instructor will be available through e-mail, phone, or online chat. Please use the internal Blackboard email tool or the Who’s Online tool.

Feedback

The instructor will be providing feedback to questions within 24 to 48 hours and detailed feedback on written assignments within 7 days of the assignment due date. You are expected to read through all of the information and materials provided for the course. If you have questions related to any of the information or course materials, please contact the instructor as soon as possible for clarification.

OTHER POLICIES

AMERICAN WITH DISABILITIES ACT (ADA) INFORMATION

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities at 979-845-1637 by phone or at disability@tamu.edu by email.

ACADEMIC INTEGRITY

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

Students are expected to adhere to standards of academic integrity. Scholastic dishonesty consists of lying, cheating or stealing academic information with intent to gain academic advantage. Academic dishonesty comes in a variety of forms. The most common forms are plagiarism, cheating, and academic misconduct. Students who participate in any of these activities will be subject to appropriate University disciplinary action. Students are expected to review, utilize and adhere to the University’s Honor Council Rules and Procedures, which are posted on the University’s web site at http://www.tamu.edu/aggiehonor. This website provides detailed information and clarification policies, procedures, and rights and responsibilities related to academic integrity.

PLAGIARISM

The attention of each student is directed to the requirement to avoid plagiarism or the appearance of plagiarism through sloppy citation. As commonly defined, academic dishonesty/plagiarism consists of passing off as one’s own ideas, words, writings, etc., that belong to another. In
accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you have the permission of the person. It does not matter from where the material is borrowed--a book, an article, material off the web, another student’s paper--all constitute plagiarism unless the source of the work is fully identified and credited. It is important when using a phrase, a distinct idea, concept, a sentence, or sentences from another source to credit explicitly that source either in the text, a footnote or endnote. Plagiarism is a violation of academic and personal integrity and carries extremely serious consequences. Scholastic dishonesty (including cheating and plagiarism) will not be tolerated and will be punished in accordance with Texas A&M University Student Rules. If you have any questions, please consult the course instructor.

OTHER HELPFUL INFORMATION

Library

The TAMU Library can be accessed by going to http://library.tamu.edu. As a student, you have access to e-books, e-journals, databases, and other library resources such as live chats with a librarian, citation guides, and research guides. The Bush School provides you with links to library resources in your online course under Getting Started. If you are accessing the library off-campus, go to the TAMU Library homepage (http://library.tamu.edu) and click on “My Portal.” Log in using your NetID username and password. More information about accessing the library through the proxy server can be found under the “Help” link on the TAMU Library’s homepage.

Technical Help Desk Information

Texas A&M University (TAMU) Help Desk Central (open 24/7, 365 days a year):

Phone: Toll-free at 866.857.4112 or 979.845.8300

Email: helpdesk@tamu.edu

For problems related to Blackboard Vista, please contact:

Bush School Online Support Team

Email: onlinehelp@bushschool.tamu.edu
Texas A&M University
Departmental Request for a New Course
Undergraduate + Graduate + Professional
Submit original form and attach a course syllabus.

Form Instructions

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

2. Course prefix, number and complete title of course: PSAA 609, Introduction to Homeland Security

3. Catalog course description (not to exceed 50 words): Broad, multidisciplinary overview of homeland security as a contemporary subject and an evolving discipline; fundamental issues, strategies, challenges, and interdependencies related to preventing, mitigating, preparing for, responding to, recovering from, and building in resiliency to counter intentional and non-intentional threats to homeland security.

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

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

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

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

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

Master of Public Service and Administration Program

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

9. Prefix | Course # | Title (excluding punctuation) | Lec. | Lab | SCH | CIP and Fund Code | Admin. Unit | Acad. Year | FICE Code | Approval recommended by:
---|---|---|---|---|---|---|---|---|---|---
PSAA | 659 | INTRO HOMELAND SECURITY | 0 | 3 | 0 | 0 | 1 | 6 | 5 | 3 | Department Head or Program Chair (Type Name & Sign) Date

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

Submitted to Coordinating Board by:

Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services – 3/10
Texas A&M University  
The Bush School of Government and Public Service  
Fall 2011

Course: PSAA Intro to Homeland Security

Instructor: Dr. Sharon L. Caudle  
scaudle@bushschool.tamu.edu  
Office Phone: 979-845-1673  
Class Times: Monday and Wednesday 1:30 pm to 2:45 pm  
Office Hours Monday and Wednesday, 8:30 am to 9:30 am, by individual scheduling, or drop in.

Course Description and Objectives
This course provides students with a broad, multidisciplinary overview of the history, major themes, concepts, and issues considered essential for understanding homeland security as a contemporary subject and an evolving discipline. It will address the boundaries of homeland security by examining the threats, the actors, and the organizational structures and resources required to secure the homeland. It will survey the fundamental issues, strategies, challenges, and interdependencies related to preventing, mitigating, preparing for, responding to, recovering from, and building in resiliency to counter threats to homeland security, whether intentional and non-intentional. Students will examine the impact of national requirements and guidance on state and local security priorities.

The objectives of this course are for students to engage in discussion, explanation, analysis, synthesis, and communication of intellectual products in a clear, concise, and convincing way in order to distinguish, evaluate and apply in critical thinking and products:
- The historical evolution of homeland security.
- Significant homeland security legislation, policies, and goals and their operational impact.
- The modern terrorist threats in homeland security's strategic environment.
- Radicalization, including "homegrown" extremism in the United States.
- Threats and hazards challenging protecting the homeland.
- The definition and scope of critical infrastructure and its protection.
- The development, structure, and evolution of federal homeland security organizations.
- Homeland security partnership leadership and integration of efforts.
- Major policies and issues regarding preparedness, response, recovery, and resiliency.
- Terrorist financing issues.
- The role of management system standards.
- Various Israeli practices that intertwine national and homeland security.
- Security and civil liberty issues.
- The future of homeland security policies and operations.

Textbooks and Case Studies (Required)
The following books will be used in this course. Additional material may be provided.

The following Kennedy School case studies will be used in this course. They can be purchased online at http://www.ksgcase.harvard.edu.

- "Credible Warnings or False Alarms? What the US Knew on September 10, 2001,“ Kennedy School of Government Case Program, C14-02-1662.0.
- "The Challenge of Adapting to Climate Change: King County Brings Local Action to a Global Threat," Kennedy School of Government Case Program, C16-09-1906.0.
- "The Challenge of Adapting to Climate Change: King County Brings Local Action to a Global Threat Sequel," Kennedy School of Government Case Program, C16-09-1906.1.

Key Resources
Students should become familiar with the broad scope of homeland security sources and links available from the TAMU Policy Sciences and Economics Library (PSEL) (http://library.tamu.edu/subject-guides/homeland-security) and the TAMU Library (http://library.tamu.edu). Through PSEL, students can access a considerable amount of policy, strategy, and operational material from the Naval Postgraduate School Homeland Security Digital Library collections, including Congressional Research Service and Government Accountability Office reports pertaining to homeland security.

If the PSEL link is not used, the Center for Homeland Defense and Security (http://www.chds.us/) at the Naval Postgraduate School has an easily accessible link to Homeland Security Affairs and the Center’s own podcasts and interviews. This website also has a link to all of the masters’ theses which provide students with different perspectives on homeland security research designs, observations, and findings. Further, students should subscribe to the free weekly newsletter from the Homeland Security Institute (http://www.homelandsecurity.org). The Department of Homeland Security has its own email lists and blogs. The George Washington University’s Homeland Security Policy Institute (http://www.gwumc.edu/hspi/) issues periodic papers and briefs. The Council for Foreign Affairs provides a daily news brief that often contains information important for homeland security (http://www.cfr.org/). RAND has a robust homeland security and terrorism program (http://www.rand.org/research_areas/terrorism/), as does the Heritage Foundation (http://www.heritage.org/LeadershipForAmerica/protect-america.cfm). All of these sources will be useful for class discussion and research on current and emerging homeland security issues. Journals students should pay close attention to are the Journal of Homeland Security, the Journal of Homeland Security and Emergency Management, Homeland Security Affairs, and Homeland Security Review.

If a student has trouble accessing TAMU library resources such as articles from off-campus or are being asked to pay for access, it may be because the connection is not recognizing TAMU user status. The student must go through the NetID authentication process to be recognized as a TAMU user.

Performance Expectations
Graduate study means learning to learn from every possible source—from readings, peers, life experiences, the instructor, and research projects. The excellence of each student’s preparation, assignment completions, and participation in reasoned, thoughtful discourses in class drives the
success of the learning experience and ultimately each student's grade. Each student and his/her contributions should be treated with respect—not only taking them seriously but also challenging ideas. No student should feel left out, minimized, or otherwise discriminated against. Further, the decision to take this course is the decision to be prepared for and attend class. Being in class on time, prepared to contribute, and actually contributing are sure signs of respect for fellow colleagues in class and your commitment to the graduate learning process. The instructor will quickly and directly counter any activities not displaying professionalism and respect for the contributions of others.

Finally, students may not use their laptops during lectures and class discussions unless directed to do so.

Assignments
Several components will determine each student's final course grade, described below. The written assignments should be in Microsoft Word, 12 point type, single-spaced, with 1 inch margins and a space between paragraphs, and with all pages numbered. Any source citations and/or bibliographies must use the American Political Science Association style manual. The manual can be found at http://www.ipsonet.org/data/files/APSAStyleManual2006.pdf.

1. Class Contribution (10 percent of grade)
Each student should come to class prepared to fully contribute, including responses to the discussion question(s) for each week. Snap quizzes may be held to test preparation.

2. Case Analyses (15 percent of grade each case analysis for a total of 45 percent)
The class will include three cases (Credible Warnings or False Alarms, King County and Climate Change, and Wal-Mart's Response to Hurricane Katrina). Each student or a team of two students will prepare an analysis during the week the case is assigned demonstrating critical, analytical thinking. To be no more than 5 pages, each analysis should identify the basic problem(s) from the case facts, policy or operational issues and their cases. The analysis should pose conclusions, 3 to 4 options for action, and a recommendation for a course of action with specific steps for the central decision-maker to address the identified issues, including responsibilities and timeframes. The recommendation must include an analysis of the strengths and weaknesses of its adoption, including any initial implementation and policy sustainability concerns. All analysis must incorporate authoritative sources as evidence, including lectures and/or class readings for the week or previous weeks, and, if necessary, other authoritative sources such as journal articles or government reports. Very little of the analysis should be a simple description of the case facts. All class participants have read the case and are aware of the facts. The analysis is to be posted in the assignments section of the Blackboard Vista system by each student, including those on teams.

3. Homeland Security Topic Backgrounder (20 percent of grade)
Each student is to pick a contemporary homeland security topic and prepare no more than a 10 page backgrounder on the topic. The backgrounder should highlight the current status and current and emerging public policy debates. Possible topics, for example, might include agro-terrorism, border security, immigration-related worksite enforcement, cyber security, the role of the military in homeland security, Department of Homeland Security performance since its formation, or intelligence and surveillance policy issues. The Center for Homeland Defense and Security has on its website a robust categorization of topics and sources that you might find useful. The backgrounder must cite at least 10 authoritative sources that do not duplicate class readings. Each student will present a briefing of their findings in class. The briefing can use
talking points or a powerpoint presentation. Each student is to post the backgrounder in the assignments section of the Blackboard Vista system.

4. **Tabletop Exercise Analysis** (25 percent of grade)

For the final assignment, each student is to produce an analysis and recommendations for action for three modules in a catastrophic disaster resulting from terrorist incidents at O’Kelly International Airport (Illinois) and The Badger University Hospital and Clinics (Wisconsin). A description of the event and consequences by function in three modules (response, stabilization/re-entry, recovery) will be posted in Blackboard Vista in weekly materials by the beginning of week 13. Each student should pick a particular function to emphasize (public health/medical; public safety; education; judicial and electoral systems; sheltering/housing; infrastructure restoration and environmental remediation). The paper should provide immediate needs and recommendations for action for the selected function for each module, recognizing any interaction/interdependence with other functions. Thus, the analysis will have three sections and then should conclude with longer-term issues the affected areas and functions may have to consider past the final module. The analytical paper should not exceed 12 pages. Each student should post the analysis in the assignments section of the Blackboard Vista system.

**Grading Standards**

There are no examinations in this course. All grades are weighted on a 4.0 system using the following scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>A (4.0)</td>
<td>90-100 points</td>
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<tr>
<td>B (3.0)</td>
<td>80 to 89 points</td>
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<tr>
<td>C (2.0)</td>
<td>70 to 79 points</td>
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<tr>
<td>D (1.0)</td>
<td>60 to 69 points</td>
</tr>
<tr>
<td>F (0.0)</td>
<td>59 points or lower</td>
</tr>
</tbody>
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The following standards will be used for discussion and assignment grades based on a 4 point scale.

**A (4.0) Outstanding Performance:** Mastery of the assignment communicated very effectively. There is little room for improvement with respect to the level, scope and depth of material for which the student was expected to be knowledgeable. The presentation’s content reflects excellence in research, analysis, and communication in accordance with the highest levels of graduate-level scholarship. Written assignments are free of grammatical, spelling, or punctuation errors and are well formatted to guide the reader. The style of writing contributes to open, honest communication. The student actively participates in the class and is respectful of others’ ideas, opinions, and feelings and assists in clarification of other participants’ perspectives. Class participation demonstrates a solid grasp of the specific topic or comment under discussion and contains reflective statements that include a theoretical rationale underlying the use of specific strategies or materials.

**B (3.0) Satisfactory Performance:** Manifests a solid understanding of the assignment that is communicated well. All major points or tasks are correctly performed and fundamental comprehension of the material is demonstrated. No major errors or omissions are found. The level of comprehension in terms of the quality of the research and analysis displayed is clearly acceptable. Written responses are usually free of grammatical, spelling, or punctuation errors and generally present the material well to guide the reader. The style of writing generally
contributes to open, honest communication. The student generally is an active participant in
class discussions and is respectful of others' ideas, opinions, and feelings. Class discussions
generally demonstrate comprehension of the specific topic or comment under discussion and
contain reflective statements that include some of the theoretical rationale underlying the use of
specific strategies or materials.

C (2.0) Marginal Performance: Somewhat deficient. Although elements of the assignment are
correctly presented, some significant elements are missing, poorly interpreted, or involve errors
in fact or interpretation. The presentation may be weak or devote attention to matters that are
marginal or unrelated to the assignment's subject. There is a discernable rough balance of
correct and incorrect (or missing) material. The assignment reflects a limited amount of depth in
recognizing significant literature and research on the subject. Written responses often contain
obvious grammatical, spelling or punctuation errors or do not provide a good format for the
reader. The style of writing does not contribute to open, honest communication. Class
participation is limited and sometimes does not adhere to the ground rules of respect,
confidentiality, and professionalism. Few reflective statements include the theoretical rationale
underlying the use of specific strategies or materials included.

D (1.0) Unsatisfactory Performance: Serious deficiencies. Major errors dominate the
assignment or major points are missing. The assignment reveals a serious lack of understanding
of the material and the content and writing is poor. Discussions lack a solid grasp of the specific
topic or comment under discussion. Written responses with rare exceptions contain obvious
grammatical, spelling or punctuation errors and do not present the reader with a good roadmap
in following the author's points. Class participation is very limited and generally does not comply
with established best practices for learning and often does not adhere to the ground rules of
respect, confidentiality, and professionalism. There is little, if any, reflective statements, including
the theoretical rationale underlying the use of specific strategies or materials included.

F (0.0) Failing Performance: The assignment is late without a valid reason or not turned in. If
turned in, virtually all of the response is incorrect or it is simply missing either from the lack of
effort or lack of comprehension of the subject. Assignments and discussions demonstrate a lack
of a solid grasp of the specific topic or comment under discussion. Written responses contain
obvious grammatical, spelling or punctuation errors or do not follow the required formatting.
Class participation if almost non-existent and often does not adhere to the ground rules of
respect, confidentiality, and professionalism. Reflective statements are not included to present
the theoretical rationale underlying the use of specific strategies or materials included.

Other Considerations

Honor Code, Plagiarism, Students with Disabilities: Every student is expected to adhere to the
Aggie Honor Code: "An Aggie does not lie, cheat, or steal or tolerate those who do." Adherence
to the Code means, for example, that students should not copy the work of another person and
turn it in as their own. To avoid plagiarism, it is necessary when using a phrase, a distinctive
idea, concept, or sentence from another source to reference that source in your text, a footnote,
or endnote. On all course work, the following Honor Pledge must be printed and signed by the
student: "On my honor, as an Aggie, I have neither given nor received unauthorized aid on this
academic work." Papers may be checked for plagiarism through turnitin.com.

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

Student Concerns. If any student has a question, concern, or complaint about the course, please raise it with the instructor first. If, for whatever reason, a student prefers not to do that or, if student has done so and believes the issue to be unresolved, the student should bring any question, concern, or complaint to the MPSA program director.
PSAA 301 Class Topics and Schedule

Week 1 (8/29, 31): Historical Perspectives in the Emergence of Modern Homeland Security
This week covers the historical evolution of homeland security and its relationship to contemporary events. It will discuss the key event leading to a sea change in the approach to protecting the homeland—the 9/11 attacks. Video discussion: “Inside 9/11” or “Inside the Terror Network.” The learning objective for this week is to examine the events leading to contemporary homeland security strategies and programs.

Readings

Discussion Questions
1. Dorff argues that the 9/11 attacks reflected the clarification of a strategic environment that had been transforming since the Cold War and now focuses on protecting the homeland. He suggests relative continuity in the nation’s strategic approach cutting across several administrations. Drawing on his work and that of the other authors, do you agree with his observation? Why or why not.
2. Some may argue that homeland security should be clearly split into countering terrorism and disaster or emergency management, not stressing “all hazards” as an integrator for homeland security strategies. This suggests homeland security must manage a tension between preparing for terrorism per se and national preparedness as part of all-hazards planning. What is your conclusion?

Week 2 (9/5, 7): Homeland Security Legislation, Policies, and Goals Overview
This week this class provides a broad overview of significant homeland security legislation, policies, and goals from prevention to resiliency and their operational impact on organizations with security roles. The class will discuss the findings of the 9/11 Commission Report. The learning objective for this week is to better understand and assess the policy process and outcomes in the wake of the September 11 terrorist attacks and appraise selected contemporary homeland security policies and strategies most important to contemporary homeland security.

Readings:
  2010, available at
• "Credible Warnings or False Alarms? What the US Knew on September 10, 2001," Kennedy
  School of Government Case Program, C14-02-1662.0.

Credible Warnings Case Analysis
The Credible Warnings case discusses warnings prior to the 9/11 attacks. Your analysis should
be no more than 5 pages (see the earlier syllabus requirements regarding font, spacing, and
other format requirements). It is to be posted in the assignment section of the class within the
Blackboard Vista system by midnight Tuesday. The class discussion will be Wednesday.

Discussion Question (Thursday discussion):
   Security Strategy describe missions, goals, and actions. What are the substantive
differences, if any, between them?

2. Prior to 2010, the Office of Homeland Security and then the Homeland Security Council
   issued a national strategy for homeland security. In 2010, homeland security became
   subsumed into the National Security Strategy, with supplementary information in the
   Quadrennial Homeland Security Review Report. Based on last week's and this week's
   readings, and your review of the 2007 national homeland security strategy, the Quadrennial
   as the strengths and weaknesses of merging homeland security into national security?

Week 3 (9/12, 14): Understanding the Modern Terrorist Threat
This week will cover the modern terrorist threats in homeland security's strategic environment. It
will emphasize the various terrorism threats and modes of attack, both domestic and foreign. It
will discuss the theory of terrorism, terrorism intent, domestic and international terrorism issues,
Islamic extremism, and terrorism networks. The learning objective for this week is to produce
conclusions regarding terrorism and its causes. Video discussion: "Obsession."

Readings:
• Helfstein, Scott. 2009. "Governance of Terror: New Institutionalism and the Evolution of
  727-739 (ereserves).
• Rollins, John, Liana Sun Wyler, and Seth Rosen. 2010. International Terrorism and
  Transnational Crime: Security Threats, U.S. Policy, and Considerations for Congress, March
  18, 2010, Congressional Research Service, available at available through the HSDL link on
  CRS Reports and Issue Briefs.

**Discussion Questions**
1. The authors describe changes in terrorist organizations and goals over time and the impact of extremism and radicalization. What have been the significant changes in terrorist organizations and their goals?
2. How responsive is the *National Strategy for Counterterrorism* to the contemporary terrorist organizations and their intent?

**Week 4 (9/19, 21): Radicalization and Homegrown Extremism**
This week will cover radicalization, including "homegrown" extremism in the United States. Factors such as prison radicalization and the role of the Internet are emphasized. The learning objective for this week is to produce conclusions regarding radicalization processes and supporting factors. Video discussion: "Homegrown: Islam in Prison.”

**Readings:**

**Discussion Question**
1. What are the main homeland security problems arising from radicalization?
2. Based on this week's materials, what overall strategy would you recommend to confront radicalism, yet protect religious freedoms and other civil liberties?

**Week 5 (9/26, 28): Threats and Hazards**
This week the class will emphasize the threats and hazards representing the disaster and catastrophic dangers in protecting the homeland from weapons of mass destruction/disruption to natural disasters. The learning objective for this week is to evaluate the different threats and
hazards and their implications for homeland security decision-making. Video discussion:  
"Choosing to Adapt: King County Tackles Climate Change."

Readings:
- National Academy of Engineering Fact Sheets on Terrorist Attacks (Biological Attack,  
  Available at http://www.nae.edu/Activities/Projects/20726/FactSheetsonTerroristAttacks.aspx.
- Commission on the Prevention of Weapons of Mass Destruction Proliferation and Terrorism.  
- Carafano, James Jay. 2009. Worst-Case Scenario: Dealing with WMD Must Be Part of  
  Providing for Common Defense, June 29. The Heritage Foundation, available at  
  http://www.heritage.org/Research/Reports/2009/06/Worst-Case-Scenario-Dealing-with-  
  http://www.cnas.org/node/6703.
- Nemeth, Charles P. Chapter 4. Homeland Security: An Introduction to Principles and  
  Practice.
- "The Challenge of Adapting to Climate Change: King County Brings Local Action to a Global  
  Threat," Kennedy School of Government Case Program, C16-09-1906.0.
- "The Challenge of Adapting to Climate Change: King County Brings Local Action to a Global  
  Threat Sequel," Kennedy School of Government Case Program, C16-09-1906.1.

King County Written Assignment Case Analysis
The King County case discusses a newer threat for emergency managers—climate change.  
Your analysis should be no more than 5 pages (see the earlier syllabus requirements regarding  
font, spacing, and other format requirements). It is to be posted in the assignment section of  
the class within Blackboard Vista system by midnight Tuesday for a Wednesday discussion.

Discussion Questions (Tuesday)
1. If you were tasked to priority list threats and hazards for the United States for preparedness  
   and prevention investments, what would be your priority order? Why?
2. Carafano notes that dealing with WMD must be part of providing for the common defense.  
   Other readings describe the impact of WMD events. What priority should there be for WMD  
   preparedness given other homeland security strategy and financial demands?

Week 6 (10/3, 5): Critical Infrastructure Vulnerability and Security
The class will provide an overview of the definition and scope of critical infrastructure and its  
protection. The critical infrastructure sectors include the foundational infrastructure (water,  
power, and energy; information and telecommunications); the second level infrastructure  
(chemical industry, transportation, banking and finance); and the third level infrastructure  
(defense industry; postal and shipping; agriculture and food; public health, emergency services).  
The learning objective for this week is to assess the strategic implications of critical infrastructure  
vulnerability and security measures. Video: "The Underwear Bomber."

Readings:


Discussion Questions

1. What should be the essential components of a risk assessment approach as part of critical infrastructure protection?

2. Harknett and Stever argue that cyberspace is a vital dimension of the 21st century and is central for infrastructure in other others such as transportation and energy. They point to the importance of intergovernmental relations, public-private sector relations, and cyber citizenship as central to security measures. Why or why not are these three central "legs" the most important ones for effective cybersecurity?

NO CLASSES DURING WEEK OF OCTOBER 10 (Class time made up during finals week)

Week 7 (10/17, 19): Federal Homeland Security Organizational Development, Structure, and Evolution

The class will discuss the development, organizational structure, and evolution of organizations responsible for national homeland security direction, surveillance and intelligence, direct action, and oversight. The learning objective is to characterize the federal organizations involved in homeland security, and their importance.

Readings:

• Nemeth, Charles P. Chapters 2, 6, 8. *Homeland Security: An Introduction to Principles and Practice*.


Discussion Questions

1. Reflecting on the development of the Department of Homeland Security, what do you see as the key decision points resulting in the structure currently in place today?

2. Many have argued that the military should have a stronger role, perhaps even the lead, when there is a catastrophic event impacting a major population center of the United States. What are the arguments for and against such a policy?
Week 8 (10/24, 26): Homeland Security Back grounder Week
This week students will present their briefings on selected topics. The class presentations should cover the nature and scope of selected, high visibility homeland security policy and management problems and identify their causes and consequences. The learning objective for this week is to assess the current state of affairs for each topic and possible trends in future courses of action.

Analysis: Written Assignment
The briefings should be posted in the Blackboard Vista assignment section by midnight, Sunday by each student.

Week 9 (10/31, 11/2): Leadership, Coordination, Interdependence, and Integration of Homeland Security Partners
The class will discuss the leadership, coordination, interdependence, and integration of homeland security “partners” across the federal, state, local, private, and not for profit sectors, including military, public health, intelligence, law enforcement, and environmental protection entities. The learning objective to assess the implications of interdependent action for successful security approaches.

Readings:

Discussion Questions
1. Mayer argues that state and local leadership is preferable to federal oversight of preparedness for and resiliency against terrorist attacks and natural disasters, disaster response, interior enforcement of laws against illegal immigration, and counter-terrorism. What are the strengths and weaknesses of federal oversight compared to state and local leadership?
2. What are the primary challenges in homeland security collaboration and coordination across all levels of government and sectors within the context of federalism? What initial strategies would you recommend to address them?

Week 10 (11/7, 9): Preparedness, Response, Recovery, and Resiliency
The class will discuss the major policies and issues regarding preparedness, response, recovery, and resiliency. These include the national preparedness guidelines and capabilities, the national incident management system, the national response framework, governmental incident and emergency planning and management, and resiliency planning. The learning objective for this
week is to evaluate the various guidelines relating to preparedness, response, recovery, and resiliency. Video discussion: “Hurricane Katrina: The Storm That Drowned a City.”

Readings:

Wal-Mart’s Response to Hurricane Katrina Written Assignment Case Analysis
The Wal-Mart case material illustrates the challenges of involving the private sector in homeland security efforts. Your analysis should be no more than 5 pages (see the earlier syllabus requirements regarding font, spacing, and other format requirements). It is to be posted in the assignment section of the class within Blackboard Vista system by midnight Tuesday for a Wednesday discussion.

Discussion Questions (Tuesday discussion):
1. Homeland security preparedness has added significant strain to already stretched local budgets. What are the strengths in local governments determining their risk and acting accordingly instead of prescribing to a minimum level of preparedness regardless of the impact on other local programs that may suffer as budgets are reallocated?
2. Many are concerned that the federal government is becoming the “first responder” for all disasters, including those are within the capability of state and local response without federal assistance. What are the “drivers” for the expansion of federal disaster roles? Should the federal government “back off” from responses formerly handled by lower levels of government? Why or why not?

Week 11 (11/14, 16): Selected Topics: Terrorist Financing and Management System Standards
The class will discuss terrorist financing. It will also cover the role of management system standards in homeland security. The learning objective for this week is to understand terrorist financing approaches and issues and the concept and content of management system standards and their application to homeland security.

Readings:


**Discussion Questions:**

1. What are the major policy issues in confronting terrorist financing?

2. In her article, Caudle discusses writes that management system standards are a key to results management in homeland security. Caudle argues that they should replace federal direction such as the National Preparedness Guidelines, but points out challenges in doing so. What are the strengths and weaknesses of such a major change in federal homeland security guidance?

**Week 12 (11/21, 23): Learning from Israel: Better Practices?**

This week the class will cover various Israeli practices that intertwine national and homeland security and discuss transferability considerations to the United States environment. The learning objective for this week is to assess the Israeli practices and judge transferability to the U.S.

**Readings:**


**Discussion Questions**

1. What Israeli practices are most relevant for the United States’ security efforts and can be more easily transferred to the United States’ security environment?
2. The Israelis use predictive profiling (what some call behavioral profiling) to confront terrorist threats. What are the arguments for and against using such profiling as part of American homeland security?

This week will cover the issues surrounding security and civil liberties, the status of implementation of the 9/11 Commission's recommendations, and a broad overview of the possible future of homeland security. The learning objective for this week is to identify and understand the debate between security and protecting civil liberties and contrast perspectives on the future of homeland security. Video discussion: "Security Versus Liberty: The Other War."

Readings:
- Made available for final assignment: Terrorist incidents at O'Kelly International Airport (Illinois) and The Badger University Hospital and Clinics (Wisconsin) provided in the Blackboard Vista weekly material or via email.

Discussion Question
1. Prieto makes a number of recommendations for US counterterrorism policy. If you were advising President Obama as to whether these recommendations should or should not be adopted, what would you advise and why?
2. Katel asks if America is safe from terrorism. What would be your answer based on your reflections of what you have learned in this course?

NO CLASSES WEEK OF 12/5
The final written assignment involving terrorist incidents at O'Kelly International Airport (Illinois) and The Badger University Hospital and Clinics (Wisconsin) is to be posted in the Blackboard Vista assignment section by midnight, Wednesday, 12/7.

Week 14 (12/12, 14): Tabletop Exercise Using a Catastrophic Disaster Scenario
This week, students will apply their collective learning during the class and actively participate in a tabletop exercise involving terrorist incidents at O'Kelly International Airport (Illinois) and The Badger University Hospital and Clinics (Wisconsin).
Texas A&M University

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

Form Instructions

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

2. Course prefix, number and complete title of course: 
   PSAA 650, Social Innovation and Entrepreneurship in Nonprofit Management

3. Catalog course description (not to exceed 50 words): 
   Nonprofit management practices and principles related to social entrepreneurship and innovation; research, theories, and practice examples utilized to teach students the principles of designing and implementing a social innovation which can be applied to domestic and international social problems.

4. Prerequisite(s): 
   Graduate Classification, PSAA 634 or PSAA 644 or instructor approval.

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

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

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

   Master of Public Service and Administration Program

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

9. Prefix  Course #  Title (excluding punctuation)

   PSAA 650  SOC INNOVATN & ENTREPREN

   Lec  Lab  SCH  CP & Fund Code  Admin. Unit  Acad. Year  FICE Code
   0 3 0 0 3 5 2 0 6 0 1 6 1 3 6 4 1 2 1 3 0 0 3 6 3 2

   Approval recommended by:
   [Signature]  [Name]

   Chair, College Review Committee  Date
   Dean of College  Date
   Chair, GC or UCC  Date
   Mark J. Zoran  Date
   Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services — 3/10
Texas A&M University
Bush School of Government & Public Service

Social Innovation & Entrepreneurship
PSAA 650-3 Credit Hours
Tuesday 4:30-7:20, Allen 1041

Spring 2012

Instructor: William Brown
Office Hours: Tuesday, 3:00-4:30 PM
Location: Allen Building, Room 1051
Phone: (979) 458-1372; email: wbrown@tamu.edu

Course Description:

Course explores nonprofit management practices and principles related to social entrepreneurship and innovation. Examines social problems in the U.S. and abroad. Course uses research, theories, and practice examples to help students apply principles of designing and implementing a social innovation which can be applied domestically or internationally.

Course objectives

Upon completion of this course, student will be able to:
1. Apply nonprofit management principles to creating a social change model
2. Explain principles of designing a social innovation
3. Compare and contrast entrepreneurship models and business planning strategies
4. Generate a promising idea that reflects social needs and assets
5. Create a theory of social change
6. Interpret market and industry forces
7. Develop a realistic resource framework
8. Formulate a compelling case to gain support for your idea

Required Texts:


Additional Readings as supplied by the instructor

Prerequisites:

Graduate classification and instructor approval or completion of graduate level management course such as:
• PSAA 634 Public Management
• PSAA 644 Management & Leadership of Nonprofits

Instructional Rationale:
Learning requires active involvement of students; students are responsible for their own learning; students share in the responsibilities for instruction. Through focused reading, discussion, writing and participation in hands-on group exercises students are expected to build complex conceptual frameworks that will expand their understanding of social innovation and entrepreneurship. As topics in the course are examined, students will apply the principles to create a practical social innovation plan.

Course Requirements:
Students are expected to read and understand all materials prior to the class period during which they will be discussed and to actively participate in class discussion of those readings and related issues. Regular class attendance and participation is expected. Structured in-class discussions of course concepts and their application will require each student's active participation.

1. Idea Concept (100 points) – Review relevant literature to develop a compelling case that your idea reflects social needs and assets. Five pages.

2. Theory of Change (100 points) – Explain how your idea will achieve significant social change and benefits. Five pages

3. Industry & Resource Analysis (100 Points) – Explain how your social innovation will secure necessary resources and relate to relevant actors. Five-Seven pages

4. Final Plan (100 points) – Combine all elements of the social innovation business plan and create a compelling and practical case for your enterprise. Twenty-five pages

Grading System:
Grading will be based upon the total number of points earned for the semester:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points/Percentage</th>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ideas</td>
<td>100/25%</td>
<td>A</td>
<td>90 – 100%</td>
</tr>
<tr>
<td>Theory of Change</td>
<td>100/25%</td>
<td>B</td>
<td>80 – 89%</td>
</tr>
<tr>
<td>Industry &amp; Resource Analysis</td>
<td>100/25%</td>
<td>C</td>
<td>70 – 79%</td>
</tr>
<tr>
<td>Final Plan</td>
<td>100/25%</td>
<td>D</td>
<td>60 – 69%</td>
</tr>
<tr>
<td>Total</td>
<td>400/100%</td>
<td>F</td>
<td>59% and below</td>
</tr>
</tbody>
</table>

NOTE: Assignments are considered late if turned in any time after the beginning of class on the assigned due date. Late assignments will lose 10% for each day past the due date. Students will be told in class the due dates for all assignments.
Summary of Topics

Week 1: Introductions and Overview of course and assignments
Week 2: Defining Social Innovation & Entrepreneurship
Week 3: Process of Innovation – generating ideas
Week 4: Defining Social Issues and Assets
Week 5: Presenting promising ideas – Paper one DUE
Week 6: Social Impact Theory
Week 7: Designing Impact Models
Week 8: Presenting Impact models – Paper two DUE
Week 9: Industry Analysis & Resources
Week 10: Revenue opportunities
Week 11: Exploring resource Markets
Week 12: Presenting Industry/Resource Analysis – Paper three DUE
Week 13: Bringing it all together
Week 14: Presenting the Social Innovation Plan
Week 15: Final Paper – DUE

OTHER POLICIES

Participation
To participate effectively in class discussion you need to

    Attend class regularly and on-time;
    Prepare written discussion questions and read assigned material before class;
    Listen to what others say during the discussion; and
    Speak (contribute your views/analysis) on topic during the discussion.

Late Assignments

The assignments should be submitted on the days that they are due by the beginning of class. If a student is unable to submit an assignment on time, s/he must make arrangements with the instructor for an extension. Keep in mind that extensions are at the instructor’s discretion and not automatically given. If at all possible, the student’s request for extensions should be made at least a week in advance. We understand that this is not always possible. However, the instructor may only give extensions for true emergencies. If the student turns in an assignment late (without an approved extension), then they will not receive full credit for the late assignment. Typically, students lose 10% of the total grade per day late. Also keep in mind that all assignments, regardless of extensions, must be submitted by the last day of the class.

Format for Written Assignments

All written assignments will have the following minimum requirements, which are in keeping with standards of the American Political Science Association (APSR), which serves as the style manual for the Bush School: double-spacing (not 1.5); use of 12 pt. font; numbering of all pages; complete citation of sources by author and date, including page number for direct references or quotations; use of a reference section; and careful, well-edited writing. If you are a student whose academic home is outside of the
Bush School and are more familiar with another professional style manual, please specify the style manual and formally request permission to use from the instructor.

**AMERICANS WITH DISABILITIES ACT (ADA) INFORMATION**

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

**ACADEMIC INTEGRITY**

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

Students are expected to adhere to standards of academic integrity. Scholastic dishonesty consists of lying, cheating or stealing academic information with intent to gain academic advantage. Academic dishonesty comes in a variety of forms. The most common forms are plagiarism, cheating, and academic misconduct. Students who participate in any of these activities will be subject to appropriate University disciplinary action. Students are expected to review, utilize and adhere to the University's Honor Council Rules and Procedures, which are posted on the University's web site at [http://www.tamu.edu/aggiehonor](http://www.tamu.edu/aggiehonor). This website provides detailed information and clarification policies, procedures, and rights and responsibilities related to academic integrity.

**PLAGIARISM**

The attention of each student is directed to the requirement to avoid plagiarism or the appearance of plagiarism through sloppy citation. As commonly defined, academic dishonesty/plagiarism consists of passing off as one's own ideas, words, writings, etc, that belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you have the permission of the person. It does not matter from where the material is borrowed—a book, an article, material off the web, another student's paper—all constitute plagiarism unless the source of the work is fully identified and credited. It is important when using a phrase, a distinct idea, concept, a sentence, or sentences from another source to credit explicitly that source either in the text, a footnote or endnote. Plagiarism is a violation of academic and personal integrity and carries extremely serious consequences. Scholastic dishonesty (including cheating and plagiarism) will not be tolerated and will be punished in accordance with Texas A&M University Student Rules. If you have any questions, please consult the course instructor.
Weekly Schedule

Week 1: Introductions and Overview of course and assignments

Topics
- Review domestic and international social innovations examples
- Discuss potential project ideas
- Form Groups

Week 2: Defining Social Innovation & Entrepreneurship

Topics
- Defining Social Innovation & Entrepreneurship
- Reviewing the process of innovation planning

Readings
- Introduction to Social Entrepreneurship, Ch 1, Brooks, Social Entrepreneurship
- Social Entrepreneurship, Ch 1, Dees, Enterprising Nonprofits
- Mastering the art of innovation, Ch 7, Dees, Enterprising Nonprofits

Week 3: Process of Innovation – generating ideas

Topics
- Generating promising ideas
- Determining social need & assets
- Defining an opportunity

Readings
- Ideas & Opportunities, Ch 2, Brooks, Social Entrepreneurship
- Developing the social enterprise concept, Ch 3, Brooks, Social Entrepreneurship
- Defining your mission, Ch 2, Dees, Enterprising Nonprofits
- Recognizing and assessing opportunities, Ch 3, Dees, Enterprising Nonprofits

Week 4: Defining Social Issues and Assets

Topics
- Project teams discuss social issues & assets

Readings
- Related to individual projects
Week 5: Presenting promising ideas

*Topics*
- Project teams present promising ideas
- Business planning techniques

*Readings*
- Social Enterprise business plans, Ch 4, Brooks, *Social Entrepreneurship*
- Planning for social enterprise, Ch 10, Dees, *Enterprising Nonprofits*

*Assignment*
- Promising ideas paper & presentation DUE

Week 6: Social Impact Theory

*Topics*
- Designing programs for impact
- Logic model development

*Readings*
- Measuring Social Value, Ch 5, Brooks, *Social Entrepreneurship*
- W.K. Kellogg Logic Model Development Guide
- Theory of social change

Week 7: Designing Impact Models

*Topics*
- Project teams discuss impact models

*Readings*
- Related to individual projects

Week 8: Presenting Impact models

*Topics*
- Project teams present logic models
- Accountability in nonprofits

*Readings*
- Related to individual projects
- The Accountable Social Entrepreneur, Ch 5, Dees, *Enterprising Nonprofits*
• The many faces of nonprofit accountability, Ebrahim

Assignment
• Theory of Change paper & presentation DUE

Week 9: Industry Analysis & Resources

Topics
• Review industry analysis techniques
• Introduction to revenue opportunities

Readings
• Ch 4, Mobilizing Resources, Dees, Enterprising Nonprofits
• Industry analysis techniques for nonprofits
• Understanding your “customer”, Ch 6, Dees, Enterprising Nonprofits

Week 10: Revenue Opportunities

Topics
• Evaluating different revenue techniques

Readings
• Earned Income, Ch 6, Brooks, Social Entrepreneurship
• Donations and government income, Ch 7, Brooks, Social Entrepreneurship
• Entrepreneurial fundraising, Ch 8, Brooks, Social Entrepreneurship

Week 11: Exploring Resource Markets

Topics
• Project teams discuss resource models

Readings
• Related to individual projects

Week 12: Presenting Industry/Resource Analysis

Topics
• Project teams present revenue models
• Techniques to finalize the plan

Readings
Assignments and Readings:
- Launch, growth and goal attainment, Ch 9, Brooks, Social Entrepreneurship
- Understanding risk, Ch 6, Dees, Enterprising Nonprofits
- Financial management, Ch 9, Dees, Enterprising Nonprofits

Assignment
- Market/resource analysis & presentation DUE

Week 13: Bringing it all together

Topics
- Project teams discuss impact models

Readings
- Related to individual projects

Week 14: Presenting the Social Innovation Plan

Topics
- Project teams present final plan

Assignment
- Final presentation DUE

Week 15: Final paper DUE
Departmental Request for a New Course

Undergraduate • Graduate • Professional
Submit original form and attach a course syllabus.

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

2. Course prefix, number and complete title of course: STAT 638 Introduction to Applied Bayesian Methods

3. Catalog course description (not to exceed 50 words):
Students will learn how uncertainty regarding parameters can be explicitly described as a posterior distribution which blends information from a sampling model and prior distribution. Course will emphasize modeling and computations under the Bayesian paradigm. Topics include: prior distributions, Bayes Theorem, conjugate and non-conjugate models, posterior simulation via the Gibbs sampeler and MCMC, hierarchical modeling.

4. Prerequisite(s):
STAT 604, STAT 608, STAT 630

Cross-listed with: Stacked with:

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

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

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

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

M.S. in Statistics

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

9. Prefix Course # Title (excluding punctuation)

STAT 638 APPLIED BAYES METHODS

Lect. Lab SCI1 CIP and Fund Code Admin. Unit Acad. Year FICE Code
0 3 0 0 0 3 2 7 0 5 0 1 0 0 0 1 2 7 1 0 1 - 1 2 0 0 3 6 3 2

Approval recommended by:
Simon Sheather Michael Lyndes
Department Head or Program Chair (Type Name & Sign) Date 11-30-2011
Chair, College Review Committee Date 12-9-11

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

Dean of College Date

Submitted to Coordinating Board by:
Chair, OCC or UUC Mark J. Zoran
Date 12-9-11 Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services — 3/10
STAT 638: Introduction to Applied Bayesian Methods
Spring 2011

Instructor
Dr. David Dahl
dahl@stat.tamu.edu
979-845-3141
436 Blocker

Regular Teaching Assistant
TBA
TBA@stat.tamu.edu
979-845-3141
TBA Blocker

Technology Teaching Assistant
TBA
TBA@stat.tamu.edu
979-845-3141
TBA Blocker

Times and Places
What  Time  Place
Lecture  TBA  457 Blocker
Question and Answer  TBA  457 Blocker

Course Description
Statistical inference based on probability as a measure of modeling uncertainty. Topics include: Prior distributions, Bayes' Theorem, conjugate and nonconjugate models, posterior simulation via the Gibbs sampler and Markov chain Monte Carlo, hierarchical modeling.

Course Objectives
The objective of this applied master's level course is to introduce students to the Bayesian paradigm for data analysis. Students learn how uncertainty regarding parameters can be explicitly described as a posterior distribution which blends information from a sampling model and prior distribution. Students are exposed to foundational principles, but the course emphasizes modeling and computations under the Bayesian paradigm.

Prerequisites
- STAT 604: Special Problems in Statistical Computations and Analysis
- STAT 608: Regression Analysis
- STAT 630: Overview of Mathematical Statistics

Textbook
A First Course in Bayesian Statistical Methods (2009), Peter D. Hoff, Springer.

Lecture Schedule

<table>
<thead>
<tr>
<th>Lecture</th>
<th>Date</th>
<th>Topic</th>
<th>Reading in the Textbook</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>01/18</td>
<td>Introduction</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>01/20</td>
<td>Examples</td>
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<tr>
<td>3</td>
<td>01/25</td>
<td>Foundations</td>
<td>2</td>
</tr>
<tr>
<td>4</td>
<td>01/27</td>
<td>Foundations</td>
<td>2</td>
</tr>
<tr>
<td>5</td>
<td>02/01</td>
<td>One-Parameter Models</td>
<td>3</td>
</tr>
<tr>
<td>6</td>
<td>02/03</td>
<td>One-Parameter Models</td>
<td>3</td>
</tr>
<tr>
<td>7</td>
<td>02/08</td>
<td>Monte Carlo Approximation</td>
<td>4</td>
</tr>
<tr>
<td>8</td>
<td>02/10</td>
<td>Monte Carlo Approximation</td>
<td>4</td>
</tr>
<tr>
<td>9</td>
<td>02/15</td>
<td>Normal Model</td>
<td>5</td>
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<td>10</td>
<td>02/17</td>
<td>Normal Model</td>
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<td>02/22</td>
<td>Normal Model</td>
<td>5</td>
</tr>
<tr>
<td>12</td>
<td>02/24</td>
<td>Gibbs Sampler</td>
<td>6</td>
</tr>
<tr>
<td>13</td>
<td>03/01</td>
<td>Gibbs Sampler</td>
<td>6</td>
</tr>
<tr>
<td>14</td>
<td>03/03</td>
<td>Multivariate Normal Model</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>03/08</td>
<td>Midterm Exam</td>
<td></td>
</tr>
</tbody>
</table>
15  03/10  Multivariate Normal Model  7
16  03/22  Group Comparison  8
17  03/24  Hierarchical Modeling  8
18  03/29  Hierarchical Modeling  8
19  03/31  Linear Regression  9
20  04/05  Linear Regression  9
21  04/07  Linear Regression  9
22  04/12  Nonconjugate Priors  10
23  04/14  Metropolis-Hasting Algorithm  10
24  04/19  Metropolis-Hasting Algorithm  10
25  04/21  Linear Mixed Effects Models  11
26  04/26  Generalized Linear Mixed Effects Models  11
27  04/28  Latent Variable Methods for Ordinal Data  12
28  05/03  Latent Variable Methods for Ordinal Data  12
      TBA  Final Exam

Homework
• Homework assignments will be assigned bi-weekly.
• Homework will be submitted electronically using the WebAssign system.

Exams
• There will be one midterm exam and a final exam.
• Local students will take the exams during the regularly scheduled University times.
• Distance students will take the exams through the usual proctoring system utilized by all distance courses offered by the Department.

Course Grade
• Total scores are computed using the following weights:
  o 30% -- Homework
  o 30% -- Midterm
  o 40% -- Final
• Course grades are assigned by total scores using the following scale:

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>90% ≤ score ≤ 100%</td>
<td>A</td>
</tr>
<tr>
<td>80% ≤ score &lt; 90%</td>
<td>B</td>
</tr>
<tr>
<td>70% ≤ score &lt; 80%</td>
<td>C</td>
</tr>
<tr>
<td>60% ≤ score &lt; 70%</td>
<td>D</td>
</tr>
<tr>
<td>0% ≤ score &lt; 60%</td>
<td>F</td>
</tr>
</tbody>
</table>

University Excused Absences
• Definition: Details of what constitutes a University Excused Absence is available in the Student Rules.
• Homework: Late homework is only accepted in the case of a University Excused Absence.
• Exams: Quoting from the University Excused Absence section of the Student Rules, “To be excused the student must notify his or her instructor in writing (acknowledged e-mail message is acceptable) prior to the date of absence if such notification is feasible. In cases where advance notification is not feasible (e.g. accident, or emergency) the student must provide notification by the end of the second working day after the absence. This notification should include an explanation of why notice could not be sent prior to the class. If needed, the student must provide additional documentation substantiating the reason for the absence, that is satisfactory to the instructor, within one week of the last date of the absence.” In short, if you are unable to take an exam at the scheduled time you must notify Dr. Dahl as soon as possible. Missed exams will be a given zero points except for a University Excused Absence. In that case, Dr. Dahl (at his
discretion) may either administer a makeup exam or use the final exam grade to compensate for the missed exam.

- Incomplete Grade: An incomplete grade will be given only if a student, due to a University Excused Absence, is unable to make up the final before the semester grades are due.

**Statement on Disabilities**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation for their disabilities. If you believe you have a disability requiring an accommodation, please contact the Office of Disabilities Services in Room B118, Cain Hall. The phone number is 845-1637.

**Statement on Plagiarism**

The handouts used in this course are copyrighted. By "handouts," I mean all materials generated for this class, which include but are not limited to syllabi, quizzes, exams, lab problems, in-class materials, review sheets, and additional problem sets. Because these materials are copyrighted, you do not have the right to copy the handouts, unless I expressly grant permission. As commonly defined, plagiarism consists of passing off as one's own ideas, words, writing, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated. If you have any questions regarding plagiarism, please consult the latest issue of the Texas A&M University Student Rules, under the section "Scholastic Dishonesty."

**Academic Integrity Statement:**

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

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

2. Course prefix, number and complete title of course:  VIZA 680 Professional Practice in Visualization

3. Catalog course description (not to exceed 50 words):  Preparation of a portfolio, creating an Internet presence, use of social media, interviews, negotiation, business practices, and fundamentals of teaching. Professional practice in pursuit of career paths for the Master of Fine Arts in Visualization.

4. Prerequisite(s):  Graduate standing

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

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

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

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

9. Prefix | Course # | Title (excluding punctuation)
--- | --- | ---
VIZA | 680 | PROF PRACTICE IN VISUAL

<table>
<thead>
<tr>
<th>Lect.</th>
<th>Lab</th>
<th>SCH</th>
<th>CIP and Fund Code</th>
<th>Admin. Unit</th>
<th>Acad. Year</th>
<th>FICE Code</th>
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<tbody>
<tr>
<td>02</td>
<td>04</td>
<td>04</td>
<td>50 07 02 00 03 29 38 12 - 13 00 36 32</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Approval recommended by:  
Tim McLaughlin  
Department Head or Program Chair (Type Name & Sign)  
Date: 12/19/11

Chair, College Review Committee  
Date: 12/19/11

Dean of College  
Date: 12/19/11

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

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.  
Curricular Services – 3/10
Course title and number: VIZA 680 Professional Practice in Visualization
Term (e.g., Fall 200X): Spring 2013
Meeting times and location: TBA

Course Description and Prerequisites
Preparation of a portfolio, creating an internet presence, use of social media, interviews, negotiation, business practices, and fundamentals of teaching. Professional practice in pursuit of career paths for the Master of Fine Arts in Visualization. Credit: 4. (2-4) Prerequisites: Graduate standing.

Introduction
This course will cover a broad range of topics aimed at preparing professional artists for a career. These include documentation of work, image preparation, web site design, web presence, social media, exhibition (how to find shows, write proposal and exhibit work), job application procedures with an emphasis on teaching at the university level, and some understanding of the fundamentals of teaching.

Learning Outcomes or Course Objectives
Course Objectives
- Develop proficiency in verbal and written communication regarding art and art making.
- Review and understand standards for documenting and presenting work.
- Identify and implement tactics for promoting and marketing artwork.
- Identify and pursue career opportunities and goals.

Learning Outcomes
Students will...
- Document and prepare images of work.
- Design and publish an artist web site.
- Understand and prepare for the process of seeking out and applying for exhibitions.
- Understand and prepare for the process of seeking out and applying for teaching positions at the University level (this includes preparing a C.V., drafting an artist's statement, a statement of intent, sample syllabi, and a professional portfolio of one's work.)
- Discuss sample syllabi, sample assignments, work and research portfolios in the context of interviewing.

Instructor Information
Name: Joshua Bienko
Telephone number: 979.450.3659
Email address: joshuabienko@gmail.com
Office hours: TBD
Office location: C206F Langford Center

Textbook and/or Resource Material
Lindeman, A. *Collecting Contemporary.* (NY: Taschen, 2006)
Lindeman, A. *Collecting Contemporary Art.* (NY: Taschen, 2010)
College Art Association new media:
http://www.collegeart.org/guidelines/newmedia07
College Art Association general:
http://www.collegeart.org/guidelines/

College Art Association Exhibition Opportunities:
http://www.collegeart.org/opportunities/type/3/

New York Foundation for the Arts:
http://www.nyfa.org/level2.asp?id=51&fid=1

Grading Policies

Projects and participation will be graded according to Texas A&M policies

**GRADE A: SUPERIOR (90% - 100%)**
- Studio: Strong, exceeding requirements of instructor
- Initiative: Contributions exceeding the assignment, showing independent resource fullness.
- Attitude: Positive benefit to the class.
- Cooperation: Leading all group activities, constant and spontaneous.
- Individual Improvement: Marked and Growing.

**GRADE B: ABOVE AVERAGE (80% - 89%)**
- Studio: Accurate and complete, meeting all the requirements of the instructor.
- Initiative: Good when stimulated by some desirable achievement.
- Attitude: Proper and Beneficial to the group.
- Cooperation: Good in group work.
- Individual Improvement: Showing marks of progress and responding to stimulation.

**GRADE C: AVERAGE (70% - 79%)**
- Studio: Barely meeting assignments and showing evidence of need of encouragement
- Initiative: Uncertain and apparent at times.
- Attitude: Generally neutral but not objectionable.
- Cooperation: Neither positive nor very effective and irregular.
- Individual Improvement: Very ordinary, definite marks lacking.

**GRADE D: BELOW AVERAGE, YET PASSING (60% - 69%)**
- Studio: Not meeting all assignments and requirements of the instructor Initiative:
- Lacking Attitude: Indifferent.
- Cooperation: Just fair at times and lacking at other times.
- Individual Improvement: Not noticeable.

**GRADE F: FAILING (59% and below)**
- Work unsatisfactory and is a failing grade and hence not defined.

Course Topics, Calendar of Activities, Major Assignment Dates

Section 1: Web site
Section 2: Professional production
Section 3: Fundamentals of Teaching & Career preparedness

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Required Reading</th>
</tr>
</thead>
</table>
| Section 1: Web Site | • Web site design (apropos to a professional artist)  
• User interface  
• Web experience (lost, reluctance to click, clear you’ve viewed everything, download times, content etc.)  
• Navigation (left corner, right corner, centered, scroll bars, splash page, file management, updating etc.)  
• Creation (Flash or html 5, mobile version, google-ability, tracking visitors, indexhibit, otherpeoplespixels, incompendium etc) | www.knowyourmeme.com  
www.weblog.bezeminder.nl  
www.edwardwinkleman.com |
• Documentation of work
• Bad Web site review and discussion
• Good Web site review and discussion

Section 2: Professional production
Weeks 3-6
How to...
• Manage time
• Document work
• Seek out venues to exhibit
• Apply to shows
• Apply to residencies
• Write proposals
• Deal with rejection and acceptance
• Approach galleries
• Network
• Effectively utilize social media

• Collecting Contemporary
• The Business of Art
• Art in Theory (artist statement mining)
• Press PLAY

Section 3: Fundamentals of Teaching & Career Preparedness
Weeks 6-9
• Sample Syllabi
• Sample Assignments
• Designing a course
• Review of portfolio
• Interview preparation
• 45 min Presentation of Research
• Where to look for positions
• How to apply
• Create letter of intent
• Write a current artist’s statement
• Formation of a professional C.V.

www.collegeart.org
www.secollegeart.org
www.higheredjobs.com
www.chronicle.com

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

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

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

Upon accepting admission to Texas A&M University, a student automatically assumes a commitment to uphold the Honor Code, to accept responsibility for learning and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the Texas A&M University community from the requirements or the processes of the Honor System. For additional information please visit: www.tamu.edu/aggiehonor. Academic integrity is encouraged in keeping with Texas A&M University policies. On each exam, you will be asked to sign the following pledge: “On my honor, as an Aggie, I have neither given nor received unauthorized aid on this academic work.” Students cheating or illicitly obtaining/ providing answers on an exam or quiz will receive at a grade “0” for the exam and possibly a grade of “F” for the entire course. All suspected violations will be reported to the Honor Council to determine whether further sanctions are necessary.

Care of Facilities: "It is unlawful for any person to damage or deface any of the buildings, statues, monuments, trees, shrubs, grasses, or flowers on the grounds of any state institutions of higher
education (Texas Education Code Section 51.204). "The words 'damage or deface' refer specifically to any and all actions, whether direct or indirect, that either diminish the value or mar the appearance of the physical environment."