1. **Discussion Items:**
   a. Thesis Office Streamlining Update—Laura Hammons
   b. Cost of Graduate Education—Mark Zoran

2. **Approval of March 2012 Graduate Council minutes.**

3. **New Course Requests:**
   a. EDCI 609 Analysis and Reporting for EdD
   b. EHRD 643 Adult Education, Globalization and Social Justice
   c. MARA 685 Directed Studies
   d. SPED 601 Assessment in School Settings

4. **Course Change Requests:**
   a. ESSM 601 Ecosystem Stewardship

5. **Special Consideration Items:**
   a. Expedited Course Withdrawal Memos
      i. College of Agriculture and Life Sciences
         1. AGEC 611 Production Economics I
         2. AGEC 618 E-Commerce: Auctions, Contracts and Exchanges
         3. ANSC 606 Advancements in Beef Cattle Production
         4. ANSC 628 Databases Applications for Biologists
         5. ANSC 635 Molecular Biotechnology
         6. ANSC 650 Issues in Animal Agriculture
         7. ANSC 654 Molecular Endocrinology
         8. ANSC 677 Instrumental Methods and Food Analysis: Theory and Practice
         9. BAEN 610 Spatial Technology for Site-Specific Crop Management
        10. ENTO 623 Advanced Principals of Agroecosystem Management with Emphasis on Insects and Mites
        11. ESSM 615 Advanced Silviculture
        12. ESSM 644 Plant Cell Culture in Genetic Improvement & Conservation
        13. FLOR 691 Research
        14. FLOR 693 Professional Study
        15. HORT 601 Nutrition of Horticultural Plants
        16. FSTC 677 Instrumental Methods in Food Analysis
        17. PLPA 625 Plant Pathogenic Fungi
        18. PLPA 627 Theory of Plant Disease Epidemics
        19. POSC 603 Avian Incubation and Embryology
        20. RENR 689 Special Topics in
        21. RPTS 681 Seminar
        22. SCSC 606 Soil Microfabric and reconstruction Analysis
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<tr>
<td>SCSC 608</td>
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<td>Lower Foodweb Dynamics of Aquatic Ecosystems</td>
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<td>WFSC 650</td>
<td>Aquatic Microbial Ecology</td>
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ii. The Bush School of Government & Public Services

1. INTA 679   Homeland Security and Business
2. PSAA 612   Public Policy Administration
3. PSAA 673   Conflict Resolution in Public Management

iii. Mays Business School

1. ACCT 631   Corporate Taxation II
2. ACCT 635   Certified Public Accountant—Problems
3. ACCT 642   Accounting Concepts and Procedures II
4. ACCT 661   Interdisciplinary Interface of Accounting Thought
5. ACCT 671   Contemporary Accounting Topics
6. ACCT 672   Accounting Field Project
7. ACCT 675   Empirical and Computational Methods in Accounting Research
8. ACCT 679   Managerial Accounting Analysis
9. ACCT 690   Theory of Research in Accounting
10. BUAD 698  Writing for Publication
11. INFO 618  E-Commerce: Auctions, Contracts and Exchanges
12. INFO 622  Management of Information Systems Quality
13. INFO 623  Groupware and Collaborative Technology
14. INFO 632  Business Operating Systems
15. INFO 640  Strategy and Business Modeling in E-Commerce
16. INFO 641  Theory and Research Management Information Systems
17. INFO 643  Knowledge Management
18. INFO 665  International Telecommunications
19. MKTG 679  Retail Management & Consulting

iv. Dwight Look College of Engineering

1. AERO 619   Materials Modeling Phase Transformations
2. AERO 677   Rarefied Gas Dynamics
3. BMEN 603   Information Processing in Biomedical Engineering
4. BMEN 668   Biothermomechanics
5. ECEN 634   Morphological Methods in Image and Signal Processing
6. ECEN 645   Pattern Recognition by Neural Networks
7. ECEN 652   Switching Theory
8. ECEN 656   Physical Electronics
9. ECEN 657   Quantum Electronics
10. ECEN 672  Semiconductor Lasers and Photodetectors
11. ECEN 673 Fundamentals of Microelectronics
12. ECEN 678 Statistical Optics
13. ECEN 682 Spread Spectrum and CDMA
14. ECEN 698 Analog to Digital Converters
15. ENTC 615 Communications Networks
16. ENTC 625 Telecommunications Management
17. ENTC 630 Network Management
18. ENTC 665 International Telecommunications
19. ISEN 604 Advanced Work Methods and Measurements
20. ISEN 626 Model Building and Applications of Operations Research
21. ISEN 628 Combinatorial Optimization
22. ISEN 639 Human Factors in Expert Systems Development
23. ISEN 642 Integrated System Development Methods and Tools
24. MEMA 619 Materials Modeling Phase Transformations
25. NUEN 672 Operational Health Physics of Advanced Reactors
27. PETE 666 Conservation Theory and Applications in Petroleum Engineering
28. SENG 636 Biological Control System Analysis
29. SENG 682 Instrumentation of Industrial Hygiene
30. SENG 683 Evaluation and Control of the Occupational Environment
31. SYEN 603 Practices in System Engineering

v. College of Liberal Arts
1. ANTH 608 Folklore and Material Culture
2. ECON 647 Macroeconomic Theory III
3. ENGL 656 Topics in Composition Theory and Practice
4. HIST 626 American Cultural and Intellectual History
5. HIST 637 Early Middle Ages
6. HIST 638 Medieval Europe
7. PHIL 614 Medieval Philosophy
8. PHIL 671 Professional Ethics
9. PSYC 641 Principles of Neuropsychology
10. PSYC 645 Methods of Human Neuroscience
11. PSYC 672 Factor Analysis for Behavioral Scientists
12. PSYC 673 Psychometric Theory and Methods
13. PSYC 674 Covariance Structure Models and Causal Analysis
14. PSYC 676 Web-Based Data Collection
15. PSYC 677 Clinical Research Seminar
16. SOCI 602 Rural Sociology
17. SOCI 620 Human Ecology
18. SPAN 646 Spanish Literature of the Golden Age
19. SPAN 654 Contemporary Spanish American Literature
20. SPAN 665 From Realism to Postmodernism
21. SPAN 669 Seminar in Hispanic Literature
22. SPAN 685 Directed Studies
23. SPAN 691 Research
24. THAR 685 Directed Studies

vi. College of Science
1. BIOL 225 Physical Anthropology
2. BIOL 281 Seminar in Quantitative Biology
3. BIOL 330 Molecules & Life
4. BIOL 605 Principles and Methods of Systematic Biology
5. BIOL 607 Terrestrial Ecosystems
6. BIOL 624 Fungal Genetics
7. BIOL 637 Field Systematic Botany
8. BIOL 649 Comparative Endocrinology
9. BIOL 653 Zoogeography
10. BIOL 654 Field Zoogeography
11. BIOL 667 Biology of Marine Annelida
12. BIOL 670 The Cell Cycle
13. BIOL 672 Molecular Biology of Photosynthesis and Light Signal Transduction
14. BIOL 674 Cellular and Molecular Aspects of Development
15. CHEM 334 Experimental Physical Chemistry II
16. CHEM 622 Adsorption Phenomena and Heterogeneous Catalysis
17. CHEM 671 Macromolecular Fold & Design
18. CHEM 698 Inquiry and Chemical Concepts
19. MATH 202 Discrete Mathematics for Computer Science
20. MATH 657 Spline Analysis and Applications
21. MATH 668 Wavelet Analysis
22. MATH 674 Information, Secrecy, and Authentication II
23. PHYS 219 Electricity
24. PHYS 659 The Evolution of Physics
25. PHYS 660 Evolution of Physics
26. PHYS 665 Concepts of Modern Physics
27. PHYS 667 Physics for Advanced Placement Teachers
28. PHYS 697 Seminar in the Teaching of Physics
29. STAT 225 Mechanical Engineering Statistics
30. STAT 415 Mathematical Statistics II
31. STAT 602 Statistical Methods of Regression Analysis
32. STAT 606 Design of Experiments
33. STAT 609 Order Statistics and Non-Parametric Methods
34. STAT 634 Response Surface Design and Analysis
35. STAT 635 Application of Stochastic Processes to the Natural Sciences
36. STAT 637 Statistical Methods in Ecology
37. STAT 655 Forecasting Methods and Applications

vii. College of Veterinary Medicine
1. VIBS 614 Biodegradation and Bioremediation
2. VIBS 618 Food Toxicology
3. VIBS 628 Scan Electron Microscopy
4. VIBS 632 Public Health Concepts
5. VIBS 662 Reporting Science Policy
6. VTPP 658 Anatomy and Physiology of the Equine Foot
7. VTPP 665 Pharmacology
8. VTPP 670 Toxicology
9. VTPP 671 Toxicity Testing Concepts
10. VTPP 672 Toxic Plants and Biotoxins
11. VTPP 674 Natural Products Toxicology
b. Low Producing degrees-Termination and Teach-out plan

1. Master of Agriculture in Plant Science
2. Master of Science in Forestry
New Courses
Texas A&M University
Departmental Request for a New Course
Undergraduate ♦ Graduate ♦ Professional
• Submit original form and attach a course syllabus.

Form Instructions
1. Request submitted by (Department or Program Name): TLAC
2. Course prefix, number and complete title of course: EDCI 609 Analysis and Reporting for EdD
3. Catalog course description (not to exceed 50 words): Analysis of field-generated and existing data, classroom observations, empirical tests, and discussions; links theoretical and practical educational theory to analyses of qualitative and quantitative data; teacher-leaders interpretation of classroom phenomena using research-based theories for teaching and learning.

4. Prerequisite(s): Graduate Classification; EPSY 635 or equivalent
   Cross-listed with: n/a                                 Stacked with: n/a
   Cross-listed courses require the signature of both department heads.

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

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

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

9. Prefix Course # Title (excluding punctuation)

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

Yeping Li
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
EDCI 609 Analysis and Reporting for EdD
Course Syllabus (Fall 2012) EdD

time: Moodle

Dr. Robert M. Capraro
Office: Harrington 328
Office Hours: Skype 5:00-6:30 Wednesdays
Office Phone: (979) 845-8384 (see Class Communication)
e-mail: rcapraro@tamu.edu

Course Description
Students will actively participate in the analysis of field-generated and existing extant data, from classroom observations, empirical tests, and discussions. Students will link theoretical and practical educational theory to analyses of qualitative and quantitative data. This course equips teacher-leaders to interpret classroom phenomena using research-based theories for teaching and learning.

Prerequisites
Graduate Classification; EPSY 635 or equivalent

Required Texts

Required Readings
See Moodle Readings or the course website

Required Resources
Statistical Packages for the Social Sciences (SPSS) (optional) (recent version but most current is not important) or Excel. Quicktime, Flash, Real Player, and Office Suite.

Recommended Resources

Other resources specific to your area of interest and specialization.

Class Communication
Telephone Messages
Due to budget constraints and a goal to save money – ALL telephones have been removed from faculty offices. Therefore, you will need to leave a message at the department and all returned calls would be placed from a designated telephone in the main office. Therefore, I will return
phone calls placed to the new department telephone clearing house number 979-845-8384 on my next day in the office (this may not be the next day after the message). Calls will be returned in the order received. Due to the potential lack of privacy in the main office, confidential matters will only be able to be discussed in person. So please make an appointment to speak to me in person for any items dealing with personal or confidential matters.

E-mail
I will check class e-mail twice each week. I will check on Monday and Thursday in Moodle and I will respond to e-mail sent to A&M account periodically and respond as necessary, but less frequently than in Moodle. As E-mail etiquette, if your name is not included in the body of the email, it is a class email sent to more than just you. Do not take it personally just because your name is in the address line. Moodle sends the e-mails to individuals and not to groups even though that may have been the intent. E-mail sent to you will contain your name in the salutation and generally a group salutation will be used in the body. E-mail sent with notifications and excuses will not receive responses. Please note that telling me you are going to be absent or late or late with an assignment is professional and a polite way of acting. I greatly appreciate your notifying me so I do not worry about folks. However, notification is not proof of an acceptable excuse. Please check the university policy on absences. Unless there is a University excused absence, failure to upload an assignment on time will result in a minimum of 10% point reduction.

Appointments
If you would like to meet with me you have two options. Option 1 is in person and Option 2 is via SKYPE. Regardless of which option you choose it begins the same way. Step 1: Please send an e-mail to rcapraro@tamu.edu and cc mncapraro@tamu.edu with “EDCI 609 Appointment with Dr. RM Capraro” in the subject line. Step 2: In the body of the e-mail specify in the office or Skype. Step 3: Specify a time frame. A hint, a time frame of Monday 1-2 PM probably won’t work. But if you can be flexible you are more likely to get an appointment sooner than later. For example, giving a range Monday thru Friday from noon-1 and Tuesday and Thursday from 3-5 PM is a better example of getting an appointment quickly. I will be setting recurring appointments, department, college, and university appointments Wednesdays and Thursdays 9am through 5pm. So these dates will be severely limited.

IF you experience an EMERGENCY and must contact me immediately please send an e-mail with “EDCI 609 – Emergency” spaces are important. This will be directed to my cell phone at each of my e-mail addresses. Examples of non-emergencies include “I do not know what is due, I need help with the assignment, I am not ready for my presentation, my brother is getting married, my kid is having a birthday, I lost my book, and my computer crashed. As a side note – please back up your files for this class. While it has only happened once in my career – a student got to the end of the course and the computer crashed and all the work was lost. There was no hard copy of the paper and we were at the final submission of the assignment. While this is sad – it will only earn you an incomplete for one semester to recreate the required document(s).

Goals
You will be part of a unique experience in working with data and developing insights into research reporting for your school district or education agency. You will develop a research question based on theoretical perspectives contained within the scope of extant data or an alternative data source (alternative suggestions for original research are encouraged and supported). You are strongly encouraged to use data from your school district or educational agency. You will (a) engage in methodical scholarly discovery concerning the teaching and
learning processes (b) participate in research endeavors (c) use and interpret data instruments, and (d) contribute to the advancement of knowledge in the area of teaching and learning.

**Objectives**
1) Use, understand, and interpret the APA Style Guide
2) Develop awareness of quantitative and qualitative paradigms
3) Understand research presentation formats to a school board audience
4) Use Track Changes®, Comments®, and Style® to support writing development
5) Match research questions and research paradigms
6) Understand library resources to support research
7) Understand the role and function of Internal Review Board (IRB)
8) Develop an integrated and systematic literature review
9) Work collaboratively to provide constructive peer review of manuscript drafts
10) Develop a PowerPoint® presentation to a School Board about research findings

**Grades**
Percentages of the course grade are listed next to each requirement. Grades will be assigned as follows:

- 90%-100%  A
- 80%-89%    B
- 70%-79%    C
- 60%-69%    D

**Late Assignments**
Unless there is a University excused absence, only assignments submitted complete and on time will be considered for full credit. Any assignments turned in more than one week late will receive zero points. Assignments must be turned in by Saturday, 11:55 PM of the week it is due. *Electronic submission via Moodle is required.*

**Diversity Statement for the Department of Teaching, Learning, and Culture**
The Department of Teaching, Learning, and Culture (TLAC) does not tolerate discrimination, violence, or vandalism. TLAC is an open and affirming department for all people, including those who are subjected to racial profiling, hate crimes, heterosexism, and violence. We insist that appropriate action be taken against those who perpetrate discrimination, violence, or vandalism. 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.

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

**Statement of Plagiarism**
The handouts used in the 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, professor's web site, video, 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. 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 offences, 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 this section "Scholastic Dishonesty".

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

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

**All assignments must contain the following statement and be signed before it can be graded:**

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

______________________________
Signature of student

Academic Integrity Task Force, 2004

*Students must sign this statement on all assignments and exams. Please sign electronically for all assignments submitted via e-mail.*

**Issues involving Aggie Honor Code Violations and the encompassed plagiarism will be resolved after due process has taken place and the following criteria are ascertained for determining the consequences:**

1. **Premeditation:** Did the evidence suggest planning and forethought, demonstrating intent to commit an act of academic misconduct?
2. **Flagrancy:** Was the act of misconduct glaringly obvious or egregious?
3. **Truthfulness:** Did the student tell the truth when confronted?

**Course Evaluations**
Each student must complete on-line evaluations of the professor and the class. The link is: https://pica.tamu.edu – complete during the last week of class.

**Attendance**
Attendance of individuals in the class is required, and university rules regarding absences will be followed. Exchange of ideas is essential for the learning that occurs in this class. In most class meetings, students work in pairs and or in groups. The absence of one individual impacts the performance of all persons. If you are absent, it is each student's responsibility to make up the
work and provide evidence that the absence was excused. Without this evidence, the absence will be considered unexcused. In this class, an absence is considered not completing on-line assignments by the due dates. That is, not completing the peer reviews, failure to post responses to discussion, and failure to participate in the discussion group during your responsible time.

**Assignments**

20% Examinations  
20% Assignments (Discussions, Discussion Group Leadership)  
20% Literature Review  
20% Analysis of Field-Based Research Data  
20% PowerPoint Presentation

**Examinations (20%)**

Periodic examinations will be administered via Moodle or other technologies covering basic requirements that are either prerequisite to or essential for success in the course. Advance notice will be given for the one scheduled APA format examination (see Moodle). Professor designed exams will cover specific chapters in APA, Huck, Thompson, and readings. Not all assigned readings will be tested and only the APA test will be announced in advance. It is important to keep up with your readings.

All assessments MUST be completed on-line, through the course delivery system Moodle. You can access the site at [http://moodle.cehd.tamu.edu](http://moodle.cehd.tamu.edu). For the first week the assessment will be open from Tuesday noon through Friday 11:55 PM. For the rest of the weeks you will be able to access the quizzes from Sunday 9:00 AM through Saturday 11:55 PM. You may retake a quiz once after an 8-hour study break and each quiz is timed for 45 minutes with between 9 and 18 questions per quiz. Questions are weighted for difficulty: so easy items suffer a greater penalty than more difficult items. The penalty ranges from 10% of the item value to 70% of the item value. Final quiz grade will be the score you receive on the first attempt or the arithmetic mean of scores for each attempt if you take it twice. Quizzes will cover only specific aspects of assignments so not all assignments will have quizzes.

**Assignments (20%)**

Assignments will afford students the opportunity to develop and or refine specific skills essential for success in this class. Among the class assignments will be readings and their preparation for on line discussion, research preparation, presentations to classmates (via Voice-over PowerPoint®, and methodological demonstrations. Each person will be expected to do at least four presentations, including two chapters, and two research presentations – no makeups will be allowed.

For example, any missed presentations will be replaced with the mean of the presentations conducted divided by the number conducted if the absence was excused and a score of zero will be used if the absence is not excused. For online classes failing to upload the document by the required time counts as an absence. Family obligations are of course paramount in our field so if you have children, spouse, or elderly parents please plan accordingly to get work done in advance if you have such obligations. Using them as excuses for absent work is not considered an excused absence. Each person is expected to take and complete the APA [http://isites.harvard.edu/icb/icb.do?keyword=apa_exposed](http://isites.harvard.edu/icb/icb.do?keyword=apa_exposed) and Track Changes® and Comments® Tutorials [http://office.microsoft.com/en-us/word-help/audio-course-revise-documents-with-](http://office.microsoft.com/en-us/word-help/audio-course-revise-documents-with-).
track-changes-and-comments-RZ001160037.aspx and Table of contents and Headings Tutorials. All online assignments MUST be posted on Saturday by 11:55 pm of the week it is due.

Each person is expected to peer review the work of at least two classmates for each written assignment. For some this may require more or less work. Therefore, you may not review the same classmates work for each assignment. You will complete the general review form for each assignment and then the Peer Advanced Review and Critique form for the final draft. Credit is earned for each successful review for a max total of 50 points or 10 points each. Reviews done in addition will be used as extra credit in the assignment category. A review consists of working with a person to improve the single assignment. Some assignments may actually take multiple reviews but will count as 1 review. While this may not seem fair, tough reviews will actually give you the opportunity for me to see the extent to which you have learned the content of the course and can communicate it to your peers.

*Please review the forms carefully before starting any assignment.*

Discussions are an integral part of the course. It is expected that the poster will lead the discussion of the work being posted by doing the following:

1) Create the thread for their post.
2) Provide 2 discussion questions.
3) Lead the discussion by monitoring the thread and responding to the thread through its close on Saturday.

Participants (non poster of the material) will:
1) Respond to both questions using credible sources and not personal opinions.
2) Raise counter points (cited from the literature), offer supporting comments anecdotes (cited from literature).
3) Each participant will post to each thread.

The professor will:
1) Read each thread.
2) Make summary comments each week.
3) Post scores for each presenter based on meeting points 1-3 above.
4) Post score for each participant based on 1-3 above as a summary grade of overall performance at the end of the course.

**General Requirements for Written Work Literature Review, Analyses, etc.**

You may use APA templates and/or other resources; however, you are solely responsible for any error or partial implementations of APA resident in those resources. I have included an APA template on my webpage but I do not endorse its use. I use this template as an example of what is available. EndNote® is a useful software tool as long as each user understands its limitations and is willing to assume responsibility for its partial APA implementation. Each electronic submitted assignment should include a proper cover page and abstract. If a particular section is not yet written the section heading should still be included and a References section should be included with all documents. After more than five APA errors the paper will be returned ungraded – with a 10-point reduction and one week from the date of the initial submission to return the paper (The original paper must be included with the revised paper). Papers returned after this extension will be given a zero. Cited articles must be published since 1997 (for articles before 1997, see the professor with reasonable exceptions). Methodological choices must be justified and those justifications should not be limited to course resources. All papers MUST have your name and
the assignment name in the document name for example lit_review_YOUR NAME Draft.doc or lit_review_YOUR NAME Draft.docx and lit_review_YOUR NAME Final.doc or docx.

**Literature Review (20%)**
You will develop a research question based on theoretical perspectives contained within the scope of applied educational research and locate at least 20 articles from various journals that may include: *Research in Middle Level Research-Online, Middle Grades Research Journal, Journal of Research in Childhood Education, Educational Researcher, American Educational Research Journal*, and *Kappa Delta Pi Record*, (ERIC documents, dissertation abstracts [no more than 10% of your references can come from the previous two categories], and statistical journals - - i.e., *Multiple Linear Regression Viewpoints* and *Educational and Psychological Measurement are encouraged*). Your review should include proper APA citations; the literature review should be integrated and synthesized. You should not have a paragraph per article but instead find commonalities and differences and integrate the articles to tell a story (You must be able to explain how you are using each article in you final paper otherwise you should not have selected it). The literature review should be somewhere between 2- 3 pages (first submission) and an additional 3 to 6 pages (second submission) manuscript pages in length (APA Style guide 6th Edition, 2009 *required*). You may use a structured abstract and complete it as you progress through the writing process (see sample in Moodle or on the class web-page). You must submit the 1st submission with the 2nd submission. This is an integrated whole. The second part allows you to have feedback on the first one and to make changes and improvements.

**Rubric: APA form 30%; theoretical framework (synthesized) 40%, thoroughness 30%**

**Analysis of Field-Based Research Data (20%)**
Students will engage in the holistic analysis of field-based research data for the purpose of presenting to a school board or educational review board. Each student in accordance with accepted quantitative or qualitative methodology will determine procedures for his or her analyses. Students and the professor will work cooperatively and collaboratively throughout the process of scholarly discovery. Students may choose to use their own dataset or customize their inquiry to suit their specific outcome expectations. The analysis will contain graphs, tables, and charts, including means, standard deviations, and percent change. There will be a maximum of 5 manuscript pages including graphs, tables, and charts. You must include a methodology that explains how each graph, table and chart was created. That is, the variables and computation methods, not explicit directions for using Excel or some similar program. You will also need to include a discussion section. This section will be directly related to what is included in the presentation.

**Rubric scoring will be: APA 30%; soundness of the methodology 30%; writing quality 20%; analytic choices and thoroughness 20%.

**PowerPoint® Presentation (20%)**
The PPT will cover your selected topic of interest germane to the course and follow all the procedures for conducting a research project and submitting the findings for presentation (see APA, 2009). This product will be the culmination and combination of the two previous assignments. Each assignment MUST build on each other and CANNOT be separate stand-alone submissions. The remaining sections will be completed (see APA 6th). A short summary paper (brief bullet points ONLY pulled from your paper) and Power Point® presentation will be developed to communicate the purpose of your research and to summarize your findings. The presentation must be submitted within Moodle (See presentation rubric).

Become familiar with both editing and revising using Track Changes® and Comments® in Word®. Some class time will be devoted to explaining these functions but you will only become proficient through practice. Check my course webpage for a link to a tutorial.

**Paragraph Formatting**

This is another function within Word®. You must be able to set the proper heading and paragraph formats for APA. This function allows you to build Tables of Contents and Figures easily. While these tables are not covered in this course, formatting headers and paragraphs are prerequisite.

**Tentative Class Schedule**

<table>
<thead>
<tr>
<th>Week of</th>
<th>Topic</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1 Introduction</td>
<td>Introduction to Course* <a href="Note">Intro to National Data Set Access</a></td>
<td>Writing for Publication&lt;br&gt;APA chapter signup (1 per person)&lt;br&gt;The Teaching Gap signup (1 per person)&lt;br&gt;APA Tutorial#&lt;br&gt;Track Changes and Comments Tutorial #&lt;br&gt;Table of Contents and Headings Tutorial #</td>
</tr>
<tr>
<td>Week 2 Overview of Articles</td>
<td>Experimental Research&lt;br/Library Research Methods Elaine Thornton&lt;br/Selecting a Publication outlet&lt;br/Choosing Articles&lt;br/Writing a lit review - watch video &amp; find 10 articles&lt;br/Use Check List for Review of Writing</td>
<td>APA Presentations 1-2-3&lt;br/IRB Certificate Printed and brought to class, sent via e-mail&lt;br/Huck Chapter 1&lt;br/Reflecting on Research for Doc Students&lt;br/Determining Authorship&lt;br/How To Publish Manuscript Sample (see for reference)&lt;br/APA Pre Test Quiz</td>
</tr>
<tr>
<td>Week 3 Quantitative Analyses</td>
<td><a href="Note">Thoughts about Quantitative Techniques</a></td>
<td>APA Presentations 4-5-6&lt;br/Huck Chapter 2&lt;br/Why We Need Structured Abstracts&lt;br/Structured Abstracts Article&lt;br/Abstract Review Article&lt;br/Guidelines for Quantitative Analysis&lt;br/1st submission Literature Review (First 10 articles Due)&lt;br/10 Articles (Summary toward lit review Range 2-3 pages)</td>
</tr>
<tr>
<td>Week 4 Meta-Analysis</td>
<td><a href="Note">Meta-Analysis</a>: Mining Data from Published articles</td>
<td>APA Presentations 7-8&lt;br/Teaching Gap 1-2-3-4-5</td>
</tr>
</tbody>
</table>
| Week 5 Qualitative Analyses | Qualitative Research  
Developing Research Methods (see Lecture Moodle)  
1) Use Peer Advanced Review and Critique  
Use Check List for Review of Writing | Teaching Gap 6, 7, 8, 9, 10  
Reporting Qualitative Studies  
Finding Your Story  
Writing Your Story  
Levels of Analysis  
Literature Review – add 10 more articles for a 2nd submission (total of 20 or more). Peer Review in class/Moodle (Range: additional 3-6 pages) Must include the first submission (this is added to and integrated with so it is not a separate assignment but fleshing out and building on the first one). |
|----------------------------|----------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|
| Week 6 Evidence-Based Research | Data Analysis  
Analyzing Your Data (see Lecture Moodle)  
Use Check List for Review of Writing | National Research Council RCTs  
Evidence Based Education Research  
Methods Section (how and what you are doing Max 5 pages – this is part of the analysis section) |
| Week 7 Mixed Methods | Understanding Mixed Methods (see Lecture Moodle)  
APA Quiz  
2) Use Peer Advanced Review and Critique  
Use Check List for Review of Writing | Mixed Methods Research  
Measuring the Content of Instruction  
Literature Review Final edits |
| Week 8 Effect Sizes and CIs | Peer Review Minimum of 2.  
[Estimating Effects and Implications](see Lecture Moodle)  
Use Check List for Review of Writing | Methodology Final one due  
Huck Chapter 8  
Copy to each person!  
Due: Analyses (graphs, tables, etc. Max 5 pages) |
| Week 9 Review of Analysis | Review of Analysis/ Reporting Results  
[Writing Your Results](see Lecture Moodle)  
Use Check List for Review of Writing | Results of Field Based Research Due this week (the narrative version (range 2-5 pages)) |
| Week 10 Writing the Discussion | Peer Review  
[Developing a Discussion](see Lecture Moodle)  
Use Check List for Review of Writing | Peer Review of Lit Review and Methods, at least two peers must review and comment.  
Discussion (range 1-3 pages) |
| Week 11 Peer Review | Peer Review of full written assignments. Review at least two classmate’s work.  
3) Use Peer Advanced Review and Critique  
Use Check List for Review of Writing | Reviews submitted through Moodle  
Use [Peer Advanced Review and Critique form](see Lecture Moodle) |
<p>| Week 12 | Review the paper of at least two other | Submit Rough Draft one for everyone |</p>
<table>
<thead>
<tr>
<th>Peer Review</th>
<th>students</th>
<th>Comments on at least two people's MSs Must review APA, alignment between lit review, Use Peer Advanced Review and Critique form</th>
</tr>
</thead>
<tbody>
<tr>
<td>4) Use Peer Advanced Review and Critique</td>
<td>Use Check List for Review of Writing</td>
<td></td>
</tr>
<tr>
<td>Week 13 Class Discussion/Q</td>
<td>Class Discussion and Questions/ Finalize Manuscript and Presentation</td>
<td>Presentations submitted to me electronically in advance</td>
</tr>
<tr>
<td>Week 14</td>
<td>Final Presentations</td>
<td></td>
</tr>
<tr>
<td>Week 15</td>
<td>Final Presentations</td>
<td></td>
</tr>
<tr>
<td>Last Day to Submit Paper</td>
<td></td>
<td>Paper Due before</td>
</tr>
</tbody>
</table>

* see Lecture in Moodle, # see Web Links in Moodle
### Presentation Rubric - Requiring PowerPoint®

<table>
<thead>
<tr>
<th>Points:</th>
<th>Criteria</th>
</tr>
</thead>
</table>
| 25 Max  | Organization (hierarchy)  
          | 25 well-organized, complete and factual, correctly formatted, displays a theme, properly identified, plentiful examples from class in a logical order and relationship  
          | 20 fairly well-organized, mostly complete and factual, no format errors and easily navigable,  
          | 15 fairly well-organized, mostly complete and factual, a few errors in format, navigation difficulties some shared work and collaboration, some members show evidence of the events, members show limited support, limited assistance in managing the participants  
          | 10 poorly organized or lacking significant information but extensive technology is incorporated  
          | 5 poorly organized, lacking significant factual information, several errors in format |
| 25 Max  | Mechanics  
          | 5 presentation flows naturally with all members playing an essential role  
          | 5 easy to navigate, few spelling errors in the required handouts  
          | 5 linear (not scattered)  
          | 5 engaged the audience, provided for audience participation, and involvement (more than interesting)  
          | 5 evidence of persistent and extended work through interactions between classmates and presenter  
          | 0 No Score: numerous spelling/grammatical errors, some confusion between or among topics not supportive or unable to actively engage classmates |
| 25 Max  | Content Relevancy  
          | 25 good examples of coursework, lessons related to teaching experiences  
          | 20 general information relevant to the course, examples of sound pedagogy, lessons, mathematical accuracy and precision  
          | 15 general information and somewhat relevant to course, varied delivery that addresses the mathematics presented or being represented  
          | 10 mostly cursory information or no relevance to coursework or chapter or syllabus  
          | 5 only cursory information without explanation or examples |
| 25 Max  | Theme  
          | 5 Well organized and planned theme  
          | 5 Theme necessitates individual effort  
          | 5 The presentation follows in a natural progression that communicates the theme to the participants  
          | 5 The theme is challenging and represents the contents of the course  
          | 5 The theme is presented in a manner in accordance with the requirements of the syllabus  
          | 0 No score: No theme represented or communicated. |
| /100    | Total Presentation |
| /100    | Individual Score |
| /100    | Overall Score = mean of the two previous scores |

Sample Rubric used in another class.
APA Assignment - Exam to follow
A complete presentation will include all of the following:
1) A 1-page overview of the chapter (See APA for what makes a page. Do not double space.)
2) A Brief PowerPoint Presentation 8 -12 slides MAX including voice-over
3) A Brief 8-10 Question Quiz for your classmates. You must have the answers and provide them as part of the discussion.
4) Lead the discussion
We will focus on *empirical* studies and requisite components:
   a) Introduction
   b) Method
   c) Results
   d) Discussion
   e) Summary (Depending on journal)
   f) Tense
   g) Format
   h) Structure

   1. Chapter 1
   2. Chapter 2
   3. Chapter 3
   4. Chapter 4
   5. Chapter 5
   6. Chapter 6
   7. Chapter 7
   8. Chapter 8

The Teaching Gap Assignment-
Each 4-slide presentation will culminate with a brief quiz 10 questions. Answers will be posted to Dr. R. M. Capraro at the time the PowerPoint and quiz are posted. Cover major points, implications for research and practice.

   1. Chapter 1
   2. Chapter 2
   3. Chapter 3
   4. Chapter 4
   5. Chapter 5
   6. Chapter 6
   7. Chapter 7
   8. Chapter 8
   9. Chapter 9
   10. Chapter 10

Track Changes® and Comments® - Exam to follow
Check List for Review of Writing  
(Personal Reflective Version Before I Submit for Peer Review)

Writing Style

I have

☐ an introductory paragraph (not labeled introduction)
☐ heads and subheads
☐ a short/modest topic sentence for each paragraph
☐ a concluding/transition sentence for each paragraph
☐ integrated paragraph with multiple citations from different authors
☐ past tense in the lit review
☐ past tense in methodology
☐ past tense in the results
☐ present tense in the discussion
☐ most of my citations have the author in parentheses and not as part of the story
☐ avoided the use of "I" or "We"

APA

☐ Used the correct APA headings and subheads
☐ Cover page
  ☐ running head
  ☐ title
  ☐ name
  ☐ author note
☐ included all the APA section
  ☐ lit review
  ☐ methodology
  ☐ participant
  ☐ instrument(s)
  ☐ analysis
  ☐ findings
  ☐ conclusion/discussion

☐ Checked my APA in the references carefully including
  ☐ Commas
  ☐ Periods
  ☐ Capitalizations
  ☐ Volumes
  ☐ Issues
  ☐ Pages
  ☐ Italics
Check List for Review of Writing
(Peer Review Version)

Title: Culture & Aspirations
Date: ___
Reviewer Name: ___
Person Being Reviewed: ___

Writing Style

☐ an introductory paragraph (not labeled introduction)
☐ heads and subheads
☐ a short/modest topic sentence for each paragraph
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☐ integrated paragraph with multiple citations from different authors
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☐ analysis and or
☐ findings
☐ conclusion/discussion

☐ Checked my APA in the references carefully including
☐ Commas
☐ Periods
☐ Capitalizations
☐ Volumes
☐ Issues
☐ Pages
☐ Italics

Decision (Select only 1 category by placing you initials on the line.)

☐ Accept as is no edits necessary (I feel that this is an excellent work, and I believe my review shows exactly what I know about the content taught in this course. Any failures in the work are due to my lack of attention to detail and are indicative of my weaknesses in the area and not my classmate).

☐ Accept with Revisions Only (I feel that this is solid work, and I believe my review shows exactly what I know about the content taught in this course and through my suggested revisions, I am confident my classmate will earn a better grade than without my help).
Revise and Resubmit (I feel that this is promising work, and I believe my review shows exactly what I know about the content taught in this course and with all my comments and suggested revisions, I hope my classmate will earn a better grade, than without my help).

Reject (I cannot judge this work. I believe my review lacks depth because I have not assimilated the content. I have no idea how to help my classmate improve the work).
Peer Advanced Review and Critique

This should be submitted directly to the professor, at rcapraro@tamu.edu with a copy of the MS you reviewed with your Track Changes and Comments detailing your review clearly evident.

Title:__
Date:__
Reviewer’s Name:__
Person Being Reviewed:__

EDCI 609 Analyzing and Reporting for Records of Study Reviewer: This review form is used for the Advanced Review when you are reviewing the final draft work. Please review carefully at least 2 peer submission and return to me via email. Remember specific comments are most helpful, so use any additional space necessary in the “Comments.” Thanks. Your grade is partially based on the thoroughness and helpfulness of the review in assisting your classmate get the best possible grade he or she can earn. Flattering commentary, noteworthy praise in the presence of blatant errors will count negatively toward the reviewer’s grade and void credit for the review entirely. Therefore, the review will have to be made up with another peer to receive any partial credit possible. You comments should be honest and constructive, this means your comments should be something the author can actually do to improve the work.

Please **bold** and **underline** (or circle) the number corresponding to the descriptor you believe best describes each criterion, using the following scale: 1=not acceptable, 2=below average, 3=average, 4=above average, 5=exemplary. Use additional paper as needed for comments.

<table>
<thead>
<tr>
<th>Clarity of Writing</th>
<th>Not Acceptable</th>
<th>Below Average</th>
<th>Average</th>
<th>Above Average</th>
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<tr>
<td>(e.g., syntax, style, mechanics)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
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Comments:__

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<tr>
<th>Analysis</th>
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<th>Below Average</th>
<th>Average</th>
<th>Above Average</th>
<th>Exemplary</th>
</tr>
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<tbody>
<tr>
<td>(sound methodology, appropriate techniques, thoroughly explained; &amp; limitations addressed)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
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</table>

Comments:__

<table>
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<tr>
<th>Findings</th>
<th>Not Acceptable</th>
<th>Below Average</th>
<th>Average</th>
<th>Above Average</th>
<th>Exemplary</th>
</tr>
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<tbody>
<tr>
<td>(accurate conclusions &amp; implications drawn from adequate data analysis)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
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Comments:__

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<tr>
<td>(adequate number of appropriate sources cited, consistent with references)</td>
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<td>3</td>
<td>4</td>
<td>5</td>
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</table>

Comments: The writing is generally solid but the plethora of APA errors were time consuming working through and made for having to re-read some sections because I got absorbed with the APA implementation. Further, the abstract does not contain a significant attempt to include all the components that should be present in an abstract, namely a meaningful presentation of the major findings. Further, the use of the term significant is confusing and leaves the reader wondering whether it always refers to a null hypothesis test or just plain old important. If you mean statistical significance then that should be said and if you mean important then that word should be used. (see Track Changes and Comments in the paper for clarification).

Data Analysis (sound methodology, appropriate techniques, thoroughly explained; & limitations addressed)

|                                                     | 1 | 2 | 3 | 4 | 5 |

Comments: The sample size is solid but it is so large I cannot help but wonder if most the statistically significant results are not simply a result of such a large sample. The reported effect all seem small and there is no discussion of the effects from other similar studies to help contextualize the finding. For example, if about a 2% effect is expected when modeling the variables of interest across samples and studies then this would be important but I am left wondering. I have major concerns with regard to the reporting of the regression. First it is not evident that the authors are aware of the special edition designed to assist authors with expectations for quantitative reporting in the journal. Regression weights without structure coefficients are reported. Some method is used to estimate unique variance explained, regardless it is without showing evidence that this study either supports prior findings for similar studies.
or provides new estimates that should be considered practically important. (see Track Changes and Comments in the paper for clarification).

Findings
(accurate conclusions & implications
drawn from adequate data analysis)

Comments: The findings seem untenable and unsupported. In fact, most of the results seem rather unimportant. I realize this may be taken as harsh criticism but if your ~2% effect is important it is incumbent on you to present the analyses of prior to show that this is the case. You cannot expect the reader to know this - if they did your study would not be necessary or the reader too did your study. You only included one graph and none of the other requirements for the section. The paper is unacceptable without meeting the basic requirements. (see Track Changes and Comments in the paper for clarification).

Discussion
(new information added to
existing body of knowledge)

Comments: You did not discuss the findings. Instead you commented or just repeated the findings. What does a 5% gain in student scores mean? Do you think they are important? Could your or would you tell a school board that the program was successful? Was it worth the money? Were their any other effects that were not reported that you should have considered? Do you think a school leader or superintendent would retain the position of they spent money and returned this level of accomplishments? Why or why not? (see Track Changes and Comments in the paper for clarification).

Comments:
I think you should make some of these changes and let me read it again. There are so many things you need to do perhaps, you want to do just the APA throughout and then let me read it for that, then do the other things. Whatever, you need me to do let me know.

Decision

___Accept as is no edits necessary (I feel that this is an excellent work, and I believe my review shows exactly what I know about the content taught in this course. Any failures in the work are due to my lack of attention to detail and are indicative of my weaknesses in the area and not my classmate).

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

**GRADUATE STUDIES**

**Form Instructions**

1. Request submitted by (Department or Program Name):  
   Dept. of Educational Administration and Human Resource Development

2. Course prefix, number and complete title of course:  
   EHRD 643, Adult Education, Globalization and Social Justice

3. Catalog course description (not to exceed 50 words):  
   Impact of globalization on individuals and groups across nations; issues of access and opportunity; societal versus individual change and the meaning of international development.

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

5. Is this a variable credit course?  
   □ Yes  
   □ 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)

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
--- | --- | --- | --- | --- | --- | --- | --- | --- | ---
EHRD | 643 | ADULTED | 03 | 00 | 03 | 13040004 | 087612-13003632

Approval recommended by:  
Frederick M. Naftukho  
Department Head or Program Chair (Type Name & Sign)  
Date: 1/24/2012

George B. Cunningham  
Chair, College Review Committee  
Date: 02/28/12

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

Dean of College  
Date

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

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
EHRD 643 – Adult Education, Globalization, and Social Justice
Department of Educational Administration and Human Resource Development
Human Resource Development Program
Texas A&M University
College Station

Summer, 2012

Instructor: Dr. Mary V. Alfred, Professor
Office: 804D Harrington Tower
Phone: 979-845-2788
E-mail: malfred@tamu.edu
Office Hours: By appointment

Class Meeting: Fridays, 9-4 pm Dates: TBA

Prerequisites: Graduate Status

Textbooks and Other Readings


Additional readings will be placed on the course site on WebCT.

Course Description

This course takes a comparative view of the impact of globalization on individuals and groups across nations. History, goals, governmental and nongovernmental organizations and delivery systems worldwide are considered in the context of the global economy. Issues of access and opportunity, societal versus individual change, and the meaning of international development are explored. Adult education in various regions and countries is compared, particularly as it responds to impact of globalization and the Fifth International Adult Education Conference agenda for adult and lifelong learning.

Course Goals

1. To explore the history of the philosophical and theoretical foundations of international and comparative adult education.

2. To examine the contemporary issues that drive or influence the practice of adult and continuing education globally (health disparities, illiteracy, poverty, gender inequities, globalization, demographic diversity, technology, etc).

3. Do a comparative analysis of the current practice of adult education in selected regions. In this section, we will highlight the regions’ responses to CONFINTEA V and VI, calling for “education for all.” Basically, we will examine policies and pedagogies of adult and continuing education in selected partner regions. These include Sub-Saharan Africa, the Arab States, Asia and the Pacific region, Europe and North America, and Latin America and the Caribbean. Using case examples, we will focus
on the following:

- Curricular and pedagogical issues
- Relevancy to local issues and concerns
- Resources for adult education practice
- Challenges with implementation
- Equity and access among marginalized populations

4. Identify continuing challenges and adult education's response to these challenges. We will summarize the challenges that continue to trouble the regions as they attempt to provide education for all adult citizens. We will also address the role of university adult education in the preparing graduates for global citizenship and ambassadors for social change in international contexts.

**Specific Course Objectives**
- To develop an international and cross-cultural perspective on adult education
- To develop knowledge and understanding of adult education and global cultural diversity
- To understand the impact of globalization on the internationalization of adult education
- To understand the differences and similarities between international and comparative education
- To acquire knowledge and develop understanding of adult education for the development of nations
- To understand how neoliberalism shapes the curricula of adult education in various regions
- To develop sensitivity to the needs of marginalized, indigenous communities

**Class Structure**
This course will be run using the seminar format and will accommodate different modes of teaching and learning, including short lectures, group discussions, individual and group presentations, online discussions, scholarly writings, and small group activities. Classroom participation is absolutely essential to the success of this class; because of this, please plan to attend each class session and come prepared to share and learn with the class. Your active participation and critical reflection on readings and other class materials make up the very centerpiece of this class.

**Attendance Policy**
Students are responsible for providing satisfactory evidence to the instructor to substantiate the reason for an excused absence. The reasons absences are considered excused by the university can be found at the following website: http://student-rules.tamu.edu/rule07.

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

**Faculty Senate Statement on Plagiarism**
Scholastic misconduct is defined broadly as "any act that violates the rights of another student in academic work or that involves misrepresentation of your own work." 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 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 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.

Texas A&M University students are responsible for authenticating all work submitted to an instructor. If asked, students must be able to produce proof that the item submitted is indeed the work of that student. Students must keep appropriate records at all times. The inability to authenticate one’s work, should the instructor request it, is sufficient grounds to initiate an academic dishonesty case.

"An Aggie does not lie, cheat, or steal nor tolerate those who do."

The Aggie Code of Honor is an effort to unify the aims of all Texas A&M men and women toward a high code of ethics and personal dignity. For most, living under this code will be no problem, as it asks nothing of a person that is beyond reason. It only calls for honesty and integrity, characteristics that Aggies have always exemplified. The Aggie Code of Honor functions as a symbol to all Aggies, promoting understanding and loyalty to truth and confidence in each other.

If you have any questions regarding plagiarism, please consult the latest issue of the Texas A&M University Student Rules, Part 1, Section 20 which can be found online at http://student-rules.tamu.edu. Any suspected instances of scholastic dishonesty will be investigated and resolved according to the procedures outlined in the new Aggie Honor System (http://www.tamu.edu/aggiehonor/).

Academic Integrity
"An aggie does not lie, cheat or steal or tolerate those who do.” For more information, students should refer to the Honor Council Rules and Procedures on the web at http://www.tamu.edu/aggiehonor.

Sexual Harassment

Texas A&M University is committed to the fundamental principles of academic freedom, equality of opportunity and human dignity. To fulfill its multiple missions as an institution of higher learning, Texas A&M encourages a climate that values and nurtures collegiality, diversity, pluralism and the uniqueness of the individual within our state, nation and world. All decisions and actions involving students and employees should be based on applicable law and individual merit. Texas A&M University, in accordance with applicable federal and state law, prohibits discrimination, including harassment, on the basis of race, color, national or ethnic origin, religion, sex, disability, age, sexual orientation, or veteran status. Individuals who believe they have experienced harassment or discrimination prohibited by this statement are encouraged to contact the appropriate offices within their respective units.

Students should contact the Office of the Dean of Student Life at 845-3113, or visit student rules at http://rules.tamu.edu/rules/300/340199ml.htm for more detail information to file a sexual harassment complaint. You may also contact the College of Education and Human Development at 979-845-5311.
General Expectations
Participants are expected to read all assigned materials and come to class prepared for dialog and discussion. Active participation in class activities is imperative, and there are multiple ways for you to participate. In addition to participating in class discussions, other forms of acceptable participation include: suggesting outside readings, films or television programs relating to course topics; and attending relevant activities outside of class and reporting on them in class.

Participants will be expected to attend all class sessions whenever possible. Please let me know in advance (if possible) if you will be missing a class. One missed class represent one-fifth of the class. If an emergency occurs that require you to miss a class, please contact me directly and we will make arrangements for you to fulfill that part of the course that you missed.

Establishing a Safe Classroom Environment
Learning takes place best when a safe environment is established in the classroom. To this end, I will seek to support an environment that nurtures individual and group differences and encourages engaged, honest discussions. I also hope that together we create a safe environment where everyone feels comfortable to share and explore ideas. In the course of class discussions, it is quite possible that disagreements will arise. I welcome disagreements in the spirit of critical academic exchange, but please remember to be respectful of other points of view, whether you agree with them or not. In this class, derogatory comments based on race, ethnicity, class, gender, sexual orientation, or nationality will not be tolerated.

Communicating Across Differences: Establishing a Safe, Respectful Classroom Environment:
The best form of learning takes place in an environment where everyone feels safe and respected in the classroom. To this end, we will seek to foster an environment which allows us to communicate across differences. As such,

- Everyone gets a fair hearing.
- Seek first to understand, then to be understood.
- Share “air time.”
- If you are offended, say so, and say why.
- Honest disagreements in the spirit of critical academic exchange are encouraged. While you can disagree, don’t personalize it; stick to the issues. No name-calling or stereotyping.
- Derogatory comments based on race, ethnicity, class, gender, sexual orientation, or nationality will not be tolerated.
- Speak for yourself. not others.
- One person speaks at a time.
- What we say stays here, unless we agree to change that. What we learn here, though, we can share with others.

Adapted from The Guide for training study circle facilitators (1998) by the Study Circle Resource Center, © Topsfield Foundation.
Course Activities and Due Dates

<table>
<thead>
<tr>
<th>Course Activity</th>
<th>Percent of Final Grade</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>1. Web CT facilitation and participation</td>
<td>10</td>
<td>Each week</td>
</tr>
<tr>
<td>2. Facilitation of one class meeting</td>
<td>20</td>
<td>Various</td>
</tr>
<tr>
<td>3. Manuscript review papers (2)</td>
<td>30</td>
<td>9/29 &amp; 10/27</td>
</tr>
<tr>
<td>4. Comparative analysis of adult education in two regions and how they are addressing one or more of the goals of CONFINTEA V. (group activity)</td>
<td>40</td>
<td>11/22</td>
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</tbody>
</table>

**Assignment 1: Online participation and facilitation**

You will participate in weekly on-line discussions of the readings assigned for that class meeting. During online discussions, you will be required to respond to questions posted by classmates or by the instructor, as well as review and comment on the responses of others through the conference board. These online discussions will provide an opportunity for you to articulate some of the main concepts in the readings and other current literature and extend your knowledge through interaction with your group. Each student will take turn serving as facilitator and post discussion questions on the web.

**Facilitator:** As the facilitator, you are responsible for initiating the discussion with at least two questions from the readings. As class members respond to your questions, the facilitator extends the discussion by posing new questions on issues that arise out of the discussion. Additionally, the facilitator may refer back to the readings to initiate discussion on another aspect of the topic. Facilitators are responsible for keeping an active and involved discussion going throughout the specified online discussion dates.

**Assignment 2: Class facilitation**

You and your learning partner/s will be responsible for facilitating one class session, about 45-60 minutes. I have assigned class readings for each module, and these coincide with each week of the semester. However, I expect you to go beyond the assigned articles and do more reading and research on the particular topics on which you will make your presentation. It is expected that these facilitated class sessions will not consist solely of a presentation. I also expect good activities and discussions that will engage the other class members. It is recognized that planned exercises and activities, PowerPoint presentations, and discussion may help to facilitate active learning on the part of all participants. Participants should exercise creative talents in engaging their peers in these sessions. Feel free to entertain an alternative mean of engaging the subject; for example a video presentation and discussion, bringing in an outside presenter, or other activities that are appropriate. Your peers and I will evaluate your presentation.

**Assignment 3: Manuscript Review**

You will prepare a critical review of a manuscript on a related topic dealing with international adult education, globalization, or comparative adult education. This is a chance to apply knowledge of theory and methods to a comparative education study of specific interest to you. Work smart and use manuscripts that you can use in assignment 4. You will first summarize the article, then you will do a critical analysis of some of the author’s
view points, highlighting the strengths and weaknesses in his thesis or argument. You will use references to support or refute his position. This is an academic paper, so use APA 6th edition for style; NO EXCEPTION.

Assignment 4: Comparative analysis of adult education in two regions

Do a comparative analysis of adult education in two regions and how they are addressing one or more of the goals of CONFINTEA V.

In this formal academic paper, you will explore one or more of the themes advanced at the Hamburg International Adult Education Conference and do a comparative analysis of two countries responses/approaches to the implementation of that agenda item. See the following website for CONFINTEA V agenda for the future: http://www.unesco.org/education/uec/confintea/agendeng.htm

The paper should be between 15-20 pages, using APA 6th edition for style. You paper might include some of the following points of view:

- The impact of globalization on the nation states
- The relationships, preferences, and ideologies informing the topic(s) you selected
- The political landscape of the region
- Assumptions and practices regarding modernization and human capital theories, especially as they relate to international adult learning and development
- Adult education provisions and participation
- How culture impacts assumptions and engagements with learning among various adult groups
- The assumed or stated adult education policy and funding mechanisms
- The role of the state, the market sector, and civil society (NGOs, professional organizations, etc)
- The theoretical lens that you applied, e.g., Liberal (modernization and human capital theory), Radical (social reproduction/resistance theory), Interpretivist (constructivist theory – describing cultural situations in terms of the actors’ own categories and points of view; that is, how people understand their own social worlds)
- Epistemological perspectives
- Critique of philosophical assumptions and practices employing feminism, post-modern or post-colonial perspectives, etc.

General Requirements Related to Assignments

- Active participation in class is dependent upon your physical presence. It is important for you to be present and to be on time for all scheduled classes. Please complete the assigned readings and come prepared to discuss the key issues. I welcome your suggestions for outside presenters with knowledge of the topic areas.

- In the world of academia, the ability to write well is probably the single most important skill a person can possess. I, therefore, believe that an important task people do in graduate school is hone their academic writing. I will expect high quality in your written assignments, and in order to help you achieve this goal, I am available to help you with your writing. Please feel free to ask me for clarification or assistance. I am happy to review and discuss drafts of your papers, provided you give me enough advance notice. You can also support each other in class by reading and providing feedback on written papers. Assignments that are turned in on the due dates are assumed to be in final form, and no rewrites will be accepted after the due date.
• As a graduate student, your writing is a representation of your academic qualities; please take it very seriously.

WRITTEN ASSIGNMENTS

1. The format of the paper should follow these guidelines:
   a. Please use APA (6th ed.) guidelines to format all course papers. There are several websites that will have information on APA basic guidelines. If you do a search for APA, some of these will come up. Make sure you use the ones that reference the 6th edition.

   b. Include a title page (see publication manual of the American Psychological Association. 6th Edition)

   c. Begin with an introductory section stating the topic you will discuss and indicating any aspect of the concept or issue, which will remain, unanalyzed because of space limitations.

   d. All written material should be double spaced and formatted in 12 point Times New Roman font, with 1 inch margins.

   e. Use theories, models, or concepts from the literature to support your analysis. You must give credit to others for their work by providing accurate citations (If you use an author’s work and do not provide the source of your information, that constitutes plagiarism.)

   f. Use secondary headings to outline the paper. Do not turn in a lengthy paper with no subheadings.

   g. End with a summary or conclusion

   h. Include a list of references used in support of your discussion and analysis. Format the list using APA style. Only references used in the document should appear in the reference list (not all the sources your read)

   i. Remember to number the pages

I found the following site to be a good reference for APA format

Grading:
A: 90-100%  B: 80-89%  C: 70-79%  D: 60-69%  F: Below 60%
<table>
<thead>
<tr>
<th>Module</th>
<th>Session</th>
<th>Topics</th>
<th>Assignment</th>
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</table>
| 1      | 1       | **Introduction to Course**  
Setting Expectations  
Overview of course requirements  
Overview of Globalization | Explanation: Course requirements; peer facilitation; online facilitation; writing assignments  
Set schedule for online facilitation; peer/group facilitation:  
Readings:  
Find some articles on the Internet that address globalization and come prepared to discuss the concept and its impact on different segment of society and adult education in particular. An example of such an article can be found at http://www.infed.org/biblio/globalization_and_education.htm  
Here is a book review that highlights a broad array of issues influenced by globalization or that influences systems and activities globally. You will see some of these chapters in your later readings. http://edrev.asu.edu/reviews/rev59.htm |
| 2      | 2       | **Online discussion this week**  
Globalization, Education, Neoliberalism, and the Market Economy | **Readings:**  
Chap. 1: Challenging globalization. pp. 13-33,  
Chap. 2: Democratization and marketization: The state, the market, and civil society. pp. 34-53  
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<tr>
<td>5</td>
<td>5</td>
<td>Overview of International and Comparative Adult Education</td>
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</tbody>
</table>

### Readings

**Chapters and Readings**

- **Merriam, Courtney, & Cervero (2006).** *Global issues in adult education.*
  - **Chap 1:** Adult education and social transformation
  - **Chap 2:** Adult education and the empowerment of the individual in global society
  - **Chap 4:** Globalization and the future of critical adult education
  - **Chap 5:** In the belly of the beast: Globalization and adult education in the United States

  - Available at [01_Jarvis.pdf](#)


  - Available at [http://www.journals.uchicago.edu/doi/pdf/10.1086/447689](http://www.journals.uchicago.edu/doi/pdf/10.1086/447689)

  - Available at [http://www.iizdvv.de/index.php?article_id=290&clang=1](http://www.iizdvv.de/index.php?article_id=290&clang=1)

  - Available at [http://www.journals.uchicago.edu/doi/pdf/10.1086/447693](http://www.journals.uchicago.edu/doi/pdf/10.1086/447693)
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<th>Readings</th>
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<td>Global commitment to adult education and lifelong learning</td>
<td>- Hamburg Declaration on Adult Learning an Agenda for the Future</td>
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<td>- CONFINTEA Final Report</td>
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<td>- The follow-up report to the Hamburg Conference</td>
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<td>Another site for CONFINTEA V and an expanded elaboration of the themes <a href="http://www.unesco.org/bpi/eng/confintea/">http://www.unesco.org/bpi/eng/confintea/</a></td>
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</table>

| | | Progress five years after CONFINTEA | An example of progress from one of the world’s region: Latin America and the Caribbean http://lasa.international.pitt.edu/Lasa2001/Schugurensky Daniel.pdf |
| | | Progress of the five world regions | Similar reports can be found of the other four regions: Africa, Arab States, Asia Pacific, Europe & North America |
| | | | Alfred. M. & Nafukho. F. (Submitted to the Handbook of Adult Education). International and Comparative Examination of Adult and Continuing Education |

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<th>8</th>
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<th>(No online discussion this week)</th>
<th>Readings:</th>
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<td>Gender and poverty</td>
<td>Chapter 7: Globalization and gender: New threats, new strategies</td>
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<td>The role of adult education in contesting and addressing</td>
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<td><strong>Globalization, the Environment, and Sustainable Health</strong></td>
<td><strong>Readings</strong></td>
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<td>Gender and HIV/AIDS</td>
<td>Chap 17. The role of the church in combating HIV/AIDS</td>
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<td>NGOs and responses to health disparities</td>
<td>Chap 18. Western and indigenous African knowledge and HIV/AIDS in Botswana</td>
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<td>Adult education and domestic violence</td>
<td>Chap 19: Aligning health promotion and adult education</td>
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<td>Adult literacy and health disparities</td>
<td>Chap 20: “He hits me and my world shatters.”</td>
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<td>Environmentalism as a social movement</td>
<td>Chap 22: Environmental adult education</td>
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<td><strong>Community Empowerment and Social Change</strong></td>
<td><strong>Assignment: Find other articles</strong> on the internet on health and human rights in one of the five world regions. Summarize and critique one of these articles to share with the class.</td>
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<td>Women's support systems</td>
<td><em>Readings</em></td>
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<td>Community activism and health promotion</td>
<td>Chap. 24: Adult education and social capital</td>
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<td>Nonformal education and indigenous knowledges</td>
<td>Chap 25: Transformative learning: A community empowerment conduit for African American women</td>
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<td>Chap 26: Adult education for community empowerment</td>
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<td>Chap 28: Adult literacy education and empowerment in Africa</td>
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<td><strong>Readings:</strong></td>
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<td><strong>Merriam, Courtney, &amp; Cervero (2006). Global issues in adult education</strong></td>
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<td>Chap 32: Low-income adult learners in higher education</td>
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<td>Chap 33: Research in popular and adult education in Latin America</td>
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<td>Chap 34: Ways of organizing knowledge for teaching youth and adult</td>
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<td>Chap 36: Popular education and lifelong learning</td>
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<td>Chap 38: Role of earning committed leaders in lifelong learning</td>
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<td><strong>Future of Adult Education in addressing Globalization and Lifelong Learning</strong></td>
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<td><strong>Merriam, Courtney, &amp; Cervero (2006). Global issues in adult education</strong> Chap 39: The role of adult education in addressing global issues</td>
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<tr>
<td>13</td>
<td><strong>Class Presentations</strong></td>
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**Assignment:** Find other articles on the internet on literacy, empowerment, and human rights in one of the five world regions. Summarize and critique one of these articles to share with the class.

**Chap 29:** Literacy as human rights

Additional Resources

Suggested Readings


Journals

*Adult Education and Development*

*Canadian Journal of Higher Education*

*Canadian and International Education. Education canadienne et internationale.*

*Compare*

*Comparative Education*
Comparative Education Review
Comparative Studies in Society and History
Gender and Education
International Journal of Educational Development
International Review of Education
International Journal of Lifelong Education
Journal of Education Policy
Oxford Studies in Comparative Education
Convergence
Prospects: Quarterly Review of Education
Higher Education
Higher Education Policy
European Journal of Education
Journal of Education Policy
Current Issues in Comparative Education, on-line: <www.tc.columbia.edu/cice/>

Websites

International Council on Adult Education (ICAE)
[website addresses below can all be found at the World Council of Comparative Education Societies (WCCES) website, hosted by the Comparative Education Research Centre (CERC), Faculty of Education of the University of Hong Kong. http://www.hku.hk/cerc/]

National (by Country) Education websites,
see http://www.hku.hk/cerc/Links/links.htm

Comparative Education Societies

- Association Francophone d’Éducation Comparée (AFEC)
- Australia and New Zealand Comparative and International Education Society (ANZCIES)
- British Association for International & Comparative Education (BAICE)
- China Comparative Education Society (CCES)
- Comparative Education Society in Europe (CESE)
- Comparative and International Education Society (CIES)
- Comparative and International Education Society of Canada (CIESC)
- Korean Comparative Education Society (KCES)
- Southern African Comparative and History of Education Society (SACHES)

Comparative & International Education Research Centres

- Boston College Center for International Higher Education
- The Centre for Comparative Studies in Education
- Centre for Research and International Collaboration, Hong Kong Institute of Education
- Center for Slavic, Eurasian and East European Studies at University of North Carolina
- Comparative Education Policy Research Unit, City University of Hong Kong
- Centre for the Study of Education in an International Context, University of Bath, UK
- The European Association For International Education (EAIE)
- FIU International Institute of Educational Development
- Flinders University Institute of International Education
- Institute of International Education
- The International and Comparative Education Research Group
- Monash Center for Research in International Education
- Netherlands Organization for International Cooperation in Higher Education
- New York University Program in International Education
- OECD Center for Educational Research and Innovation
- Pitt Institute for International Studies in Education
- University of Canberra Centre for Research in International Education
- University of Southern California Centre for Global Education
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: SPED 601 - Assessment in School Settings

3. Catalog course description (not to exceed 50 words): Formal and informal assessment; state assessment and alternatives; techniques used with students with disabilities; using data to make educational decisions.

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? □ Yes □ No If yes, from ________ to ________

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

7. This course will be:
   a. required for students enrolled in the following degree programs(s) (e.g., B.A. in history)
      MED and MS in Special Education
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)
      Ph.D. in Educational Psychology, Ph.D. in School 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) | Lect. | Lab | SCH | CIP and Fund Code | Admin. Unit | Acad. Year | HICE Code | Approval recommended by:
---|---|---|---|---|---|---|---|---|---|---
SPED | 601 | ASSESS | 03 | 00 | 03 | 1310010004 | 092113 | 14 | 003632 | Victor Williams, Ph.D.
   Department Head or Program Chair (Type Name & Sign) Date
   George Cunningham, Ph.D.
   Chair, College Review Committee Date
   Victor Williams, Ph.D.
   Department Head or Program Chair (Type Name & Sign) Date
   George Cunningham, Ph.D.
   Dean of College Date
   Mark Zoran, Ph.D.
   Chair, GC or UCC Date

Submitted to Coordinating Board by:

Associate Director, Curricular Services Date

Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
Syllabus for SPED 601: Assessment in School Settings

Summer 2012

Instructor: Constance J. Fournier, Ph.D., Clinical Professor, Department of Educational Psychology

Office: 701F Harrington              Hours: By appointment
Telephone: 979-458-1864              Email: cfournier@tamu.edu

Curriculum vitae: on elearning.tamu.edu and on howdy

Catalog Description: Assessment in school settings; includes formal and informal assessment; State assessment and alternatives; techniques used with students with disabilities: using data to make educational decisions.


Prerequisite(s): graduate classification; approval of department head; approval of instructor

Goals/learning outcomes/objectives: The learner will have the knowledge and skills to be able to ethically and legally assess students including those students with disabilities, and make data based decisions for students and schools. This includes being critical consumers of assessment data, using data for decision making, creating valid and reliable assessment tools, and critically assessing standardized assessment tools.

Meeting times: This is an online course. Most of the course is asynchronous. The synchronous meeting times will be 1 to 2:30 on the days listed on the syllabus through Centra.

Requirements:

Curriculum Based Assessments (1 required) 25%

Classroom Intervention Review Project (includes presentation) 25%

Mini quizzes 20%

*Class Participation via synchronous participation and postings (must be on time) 20%

A = 90-100; B = 80-89; C = 70-79; D = 60-69 ; F = any score below 60

Note: Green denotes an activity you need to do before reviewing the material.
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):
   Maritime Administration

2. Course prefix, number and complete title of course:
   MARA 685 Directed Studies

3. Catalog course description (not to exceed 50 words):
   Directed Studies. Credit 1-6. Selected topics in an identified area of Maritime Administration and Logistics not covered in another course in the curriculum.

4. Prerequisite(s):

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

6. Is this a repeatable course? ☐ 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)

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 pronunciations)
   MARA 685 DIRECTED STUDIES
   [Fields for Credit, LEC, SCH, CR and Fund Code, Admin. Unit, Acad. Year, HUC Code, etc., filled in]

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

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

   Associate Director, Curricular Services
   Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services - 3/10
Module 1: Overview of course and basic stats

<table>
<thead>
<tr>
<th>Module 1</th>
<th>Date</th>
<th>Topics</th>
<th>Mode</th>
<th>Student expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part 1: overview of course; Basic Stats</td>
<td>29</td>
<td>Review course requirements and expectations; begin with Basic Stats Part I</td>
<td>Asynchronous</td>
<td>Review information; formulate questions as needed; respond to requirements</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Complete Mini Quiz 1 due May 31 (not graded—this is for your benefit)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Complete student introduction discussion question by 4 p.m. CDT</td>
</tr>
<tr>
<td>Part 2: Continue Basic Stats</td>
<td>May 30</td>
<td>Continue with Basic Stats Part II</td>
<td>Asynchronous</td>
<td>Review information</td>
</tr>
<tr>
<td>Part 3: Overview of assessment</td>
<td>May 31</td>
<td>Review Overview of Assessment</td>
<td>Asynchronous</td>
<td>Review information</td>
</tr>
<tr>
<td>Part 4: z scores</td>
<td>June 4</td>
<td>Z scores rule!</td>
<td>Asynchronous</td>
<td>Review information</td>
</tr>
<tr>
<td></td>
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<td></td>
<td></td>
<td>Z score sheet due June 6 at 4 p.m. CDT</td>
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</table>

Module 2: Traditional and Curriculum Based Assessment tools

<table>
<thead>
<tr>
<th>Module 3</th>
<th>Date</th>
<th>Topics</th>
<th>Mode</th>
<th>Student expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part 1: Traditional assessment</td>
<td>June 5</td>
<td>Making select and supply format assessment tools</td>
<td>Asynchronous</td>
<td>Review information; Take and use as reference the Sample Teacher Made Test Quiz #1 due by 4 p.m. CDT</td>
</tr>
<tr>
<td>Part 2: Class Discussion</td>
<td>June 6</td>
<td>Application of select and supply formats</td>
<td>Synchronous</td>
<td>Post teacher made test questions on discussion board as discussed in the information by 4 p.m. CDT</td>
</tr>
<tr>
<td>Part 3: Curriculum based measures</td>
<td>June 11</td>
<td>Principles of making checklists and hybrids</td>
<td>Asynchronous</td>
<td>Review information; Respond to case example and use as reference</td>
</tr>
<tr>
<td>Part 4: Class discussion</td>
<td>June 12</td>
<td>Application of checklists and hybrids</td>
<td>Asynchronous</td>
<td>Post checklist as discussed in the information by 4p.m. CDT</td>
</tr>
<tr>
<td>Part 5: Creating CBMS: Checklists &amp; Hybrids</td>
<td>June 13</td>
<td>Principles of making rubrics</td>
<td>Synchronous</td>
<td>Review information; Respond to case example and use as reference</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Post rubric or hybrid as discussed in the information by 4 p.m. CDT</td>
</tr>
<tr>
<td>Part 6: Creating rubrics</td>
<td>June 14</td>
<td>Application of rubrics</td>
<td>Synchronous</td>
<td></td>
</tr>
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<tr>
<td>Part 5: Creating Useful CBMs</td>
<td>June 15</td>
<td>Creating the useful CBM</td>
<td>Synchronous</td>
<td>Review information;</td>
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<td></td>
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</table>
Module 3: Interpreting tests and other uses of assessment

<table>
<thead>
<tr>
<th>Module 3</th>
<th>Date</th>
<th>Topics</th>
<th>Mode</th>
<th>Student expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part 1: understanding standardized cognitive tests</td>
<td>June 19</td>
<td>Administration and responses with useful recommendations</td>
<td>asynchronous</td>
<td>Review information; Use worksheet for WISC IV to follow along with the material Quiz #2 due by 4 p.m. CDT</td>
</tr>
<tr>
<td>Part 2: understanding standardized academic tests</td>
<td>June 20</td>
<td>Looking at administration and responses.</td>
<td>asynchronous</td>
<td>Review information; Use worksheet for WJ III to follow along with the material</td>
</tr>
<tr>
<td>Part 3: Test interpretation</td>
<td>June 21</td>
<td>Looking at test reports and making useful recommendations</td>
<td>synchronous</td>
<td>Review information; Run off cases to use; have the WICS IV and WJ III worksheets available</td>
</tr>
<tr>
<td>Part 4: Test interpretation</td>
<td>June 22</td>
<td>Looking at test reports and making useful recommendations</td>
<td>asynchronous</td>
<td>Review information; Post recommended suggestions to Case study CBM project due by 4 p.m. CDT</td>
</tr>
</tbody>
</table>

Module 4: History and ethics in assessment

<table>
<thead>
<tr>
<th>Module 4</th>
<th>Date</th>
<th>Topics</th>
<th>Mode</th>
<th>Student expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part 1: History</td>
<td>June 25</td>
<td>History of assessment; Ethical Principles; Laws pertaining to assessment</td>
<td>asynchronous</td>
<td>Review information; Post discussion of question in the information by 4 p.m. CDT</td>
</tr>
<tr>
<td>Part 2: Ethics</td>
<td>June 26</td>
<td>How does this apply to your setting</td>
<td>synchronous</td>
<td>Review information; formulate questions as needed; respond to questions via Skype; respond to case study</td>
</tr>
</tbody>
</table>

Module 5: Application of skills

<table>
<thead>
<tr>
<th>Module 2</th>
<th>Date</th>
<th>Topics</th>
<th>Mode</th>
<th>Student expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part 1: Application</td>
<td>June 27-30</td>
<td>Presentation of analysis of classroom interventions</td>
<td>Asynchronous</td>
<td>Classroom intervention Project due June 28 by 4 p.m. CDT</td>
</tr>
<tr>
<td>Part 2: Evaluation</td>
<td>July 2</td>
<td>Evaluation of course The value added controversy: what is it and how does it work (or not work)</td>
<td>Asynchronous</td>
<td>Review course</td>
</tr>
</tbody>
</table>

Note: Topic dates may be changed as needed to meet the class needs.
General Description of Elements

Note: Specific information and rubrics for scoring are available on elearning.tamu.edu

1. Your name, date, and title of assignment
2. A brief (one paragraph) response to the reflection question for each assignment.
3. On all course work, assignments, or examinations at Texas A&M University, the following Honor Pledge shall be pre-printed and signed by the student: “On my honor, as an Aggie, I have neither given nor received unauthorized aid on this academic work.”
4. Note: Cover sheets for each assignment are available at elearning.tamu.edu

A = 90-100; B = 80-89; C = 70-79; D = 60-69; F = any score below 60

* All assignments will be graded with the rubric. It is STRONGLY recommended that you look at the rubric to make sure all the pieces of the assignment are addressing all the elements of the rubric. Rubrics are available on elearning.tamu.edu

Assessments: The learner will develop and administer a curriculum based measure to assess student performance. Each measure MUST be tied with the appropriate TEKS and/or IEP objectives. The measure is 25% of the grade. Your due dates may vary; however, you MUST tell me of any changes because of your schedule.

Evidence Based Classroom Intervention Review: Learners will do a comprehensive evaluation of one assigned academic or other intervention independently, and will provide a brief six slide power point presentation of an executive summary for the class, which will be part of the grade. The class presentation will be both students together if two are assigned the same test to assess. The written report is completely independently done.

In class Quizzes: Mini quizzes will be given throughout the course. These quizzes will reflect the material covered both on line and in synchronous class meetings. These will be multiple choice and short answer.

In class participation & in class assignments: The learners will participate in class discussions, complete in class assignments, and maintain an interactive reflective communication with the instructor. This involves completing the reflection daily, along with questions, concerns, or relevant comments. The interactive reflective journal will assessed for content: thoughtful comments, questions (e.g., “I have noticed that since I have been using open-ended questions, even my students give me better information such as when I…..”). “Could you explain the difference between reliability and validity again? I am a little confused because they seem to be the same.”); generic comments indicating presence in class
without reflection (e.g., “I am here”; “Good stuff”; ☹; “Boring”, etc.) are considered to be inappropriate for an interactive journal. There will be in-class projects that will be assessed for appropriateness of response and demonstration of learning. The in-class project or alternative assignment may be made-up only with official excused absences or at the instructor’s discretion; otherwise these points are taken off the final grade.

Other requirements: All assignments MUST be in at the beginning of class on the due date and time noted in the syllabus. With the exception of University excused absence, late papers result in 2 points off the course grade for every day the assignment is late. “Redo” may be requested by the instructor if any part of an assignment does not meet proficiency standards. All “redos” must be turned by the next class. If the requested redo is not completed to meet proficiency standards, the student will receive a “0” for that assignment. The first “redo” in the semester will allow for all points possible; any additional “redo” will result in a 2 point reduction of the course grade. All “redos” are at the discretion of the instructor only.

Peer reviews: Peer review of projects is an integral part of your learning. As such, you are encouraged to complete peer reviews of projects. Peer review of projects before being turned in is strongly encouraged. Peer review of presentations is required and is part of your participation score. Peer review of projects will have checklists to help this process.

Professional Demeanor: Because this is a continuing step in your professional sequence, we fully expect appropriate professional behaviors. This includes, but is not limited to the following: fully prepared for class; full and appropriate participation in classroom activities; professional interaction with colleagues and faculty; professional and ethical demeanor and practice; and delivering materials on-time. Please note that problems with technology are not accepted as excuses if projects and tests are not turned in on-time. If there are significant problems noted, you may receive a support plan and/or counseling. Professional demeanor is essential to continuation in the special education teaching program as it is essential to your success in the field.

Attendance Policy: This is a professional sequence in a summer course. As such, we are expecting professional behaviors throughout the semester. You are expected to be in class every session on time. For any university excused absence, you will be expected to turn in any in class work as assigned by the instructor by 30 days from the absence. If you have an unexcused absence, at the discretion of the instructor you can complete the in class work by the next class, and receive one grade lower on the assignment. For any university excused absence, you will be expected to turn in any in class work as assigned by the instructor by the time indicated. Any late assignments will be 1 point off the final grade PER DAY. Work is late if it is not turned in at the beginning of class on the due date.

See http://student-rules.tamu.edu/rule07 for university policy.

Americans with Disabilities Act

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

Scholastic Dishonesty

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 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 current issue of the Texas A & M University Student Rules, under the section, “Scholastic Dishonesty.”

AGGIE HONOR CODE

An Aggie does not lie, cheat, or steal or tolerate those who do. Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System. For additional information please visit: http://aggiehonor.tamu.edu. All assignments must have a cover sheet with the following: "On my honor, as an Aggie, I have neither given nor received unauthorized aid on this academic work." You will provide your electronic signature acknowledging this statement.

Respect Statement

The faculty of the College of Education and Human Development values and respects diversity and the uniqueness of each individual. The faculty affirms its dedication to non-discrimination in our teaching, programs, and services on the basis of race, color, religion, gender, age sexual orientation, domestic partner status, ethnic or national origin, veteran status, or disability. The College of Education and Human Development at Texas A & M University is an open and affirming organization that does not tolerate discrimination, vandalism, violence or hate crimes. We insist that appropriate action be taken against those who perpetrate such acts. Further, the College is committed to protecting the welfare, rights, and privileges of anyone who is a target of prejudice or bigotry. Our commitment to tolerance, respect, and action to promote and enforce these values embraces the entire university community. In the spirit of shared responsibility, each University unit, student organization, and community member is encouraged to help make our campus, and this class, a welcoming place for all. Should you have any concerns related
to respect for diversity or feel that you (or any others) are being discriminated against, please contact your departmental Ombudsperson, or the Department Head, or the College Ombudsperson.
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: SPED 601 - Assessment in School Settings

3. Catalog course description (not to exceed 50 words): Formal and informal assessment; state assessment and alternatives; techniques used with students with disabilities; using data to make educational decisions.

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? ☐ Yes ☒ No If yes, from _______ to _______

6. 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)
      MED and MS in Special Education
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)
      Ph.D. in Educational Psychology, Ph.D. in School 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) | Lec. | Lab | SCH | CHP and Fund Code | Admin. Unit | Acad. Year | EICE Code
SPED | 601 | ASSESS IN SCHOOL SETTING | 0 | 3 | 0 | 0 | 3 | 1 | 3 | 1 | 0 | 0 | 1 | 0 | 0 | 4 | 0 | 9 | 2 | 1 | 1 | 3 | - | 1 | 4 | 0 | 0 | 3 | 6 | 3 | 2

Approval recommended by: Victor Willson, Ph.D.
Department Head or Program Chair (Type Name & Sign) Date
George Cunningham, Ph.D.
Chair, College Review Committee Date
Victor Willson, Ph.D.
Department Head or Program Chair (Type Name & Sign) Date
George Cunningham, Ph.D.
Dean of College Date
Mark Zoran, Ph.D.
Chair, GC or UCC Date

Submitted to Coordinating Board by:

Associate Director, Curricular Services Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services – 3/10
You may insert your syllabus (Word document) to this section of the form. Simply delete this paragraph and use the Insert/File option in the menu bar to insert your syllabus. If you cut and paste your syllabus, it is recommended that you first paste it after this statement and then delete this paragraph. Otherwise, it will lock the syllabus as read-only.
Course Changes
Texas A&M University

Departmental Request for a Change in Course
Undergraduate • Graduate • Professional
• Submit original form and attachments •

1. Request submitted by (Department or Program Name):
   Department of Ecosystem Science and Management

2. Course prefix, number and complete title of course:
   ESSM 601 Ecosystem Stewardship

3. Change requested
   Attach a brief supporting statement for changes made to items 3a through 3d and 6 below
   N/A
   a. Prerequisite(s):
      From: ________________________________ To: ________________________________
   b. Withdrawal (reason):
      ________________________________
   c. Cross-list with:
      N/A
      Cross-listed courses require the signature of both department heads.
   d. Change in course title and description. Enter complete current course title and current course description in item 5; enter proposed course title and proposed course description in item 6. Complete item 7 for change in title.
      ________________________________
   e. Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 7. Attach a course syllabus.

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

5. Complete current course title and current catalog course description:
   601. Current Issues in Ecosystem Science and Management. (2-0). Credit 2. Introduces the social and scientific context for forestry; develops an understanding of current social, economic and environmental issues confronting forested ecosystems and consider implications for renewable natural resource management, research and policy. Prerequisite: Graduate classification.

6. Complete proposed course title and proposed catalog course description (not to exceed 50 words):
   601. Ecosystem Stewardship. (2-0). Credit 2. Integrates ecological concepts of resilience, sustainability, transformation and vulnerability within a framework of ecosystem stewardship to support human well-being in a rapidly changing world; emphasizes social-ecological systems, adaptive management, and valuation of ecosystem services as mechanisms to strengthen management and policy recommendations supporting ecosystem stewardship. Prerequisite: Graduate classification.

7. a. As currently in course inventory:
   
<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course #</th>
<th>Title (excluding punctuation)</th>
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<tbody>
<tr>
<td>ESSM</td>
<td>601</td>
<td>Current Issues in ESSM</td>
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</table>
   
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<thead>
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<th>CP &amp; Fund Code</th>
<th>Admin. Unit</th>
<th>HIC Code</th>
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<td>0 0 3 6 3 2</td>
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</table>

   b. Change to:
   
<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course #</th>
<th>Title (excluding punctuation)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESSM</td>
<td>601</td>
<td>Ecosystem Stewardship</td>
</tr>
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</table>
   
<table>
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<th>Lab.</th>
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<td>1 2 - 1 3 0 0 3 6 3 2</td>
<td>6</td>
<td></td>
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</tr>
</tbody>
</table>

   Approval recommended by:

   Dr. Steve Whisenant
   Department Head or Program Chair (Type Name & Sign) 12-20-11
   Date

   Dr. David Reed
   Chair, College Review Committee
   Date

   Dr. David Reed
   Dean of College
   Date

   Dr. Mark Zoran
   Chair, GC or UCC
   Date

   Submitted to Coordinating Board by:

   Associate Director, Curricular Services
   Date

   Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services – 02/11
ECOSYSTEM STEWARDSHIP  
ESSM 601  
FALL 2012

OBJECTIVES:  
Investigate the ecological concepts of resilience, sustainability, ecosystem services, and vulnerability to assess and manage unprecedented change within the biosphere. These concepts will be integrated within a framework of resilience-based stewardship to inform and guide ecosystem management for the benefit of society. Linkages among social and ecological system components will be emphasized and their contribution to sustainability and continued provisioning of ecosystem services will be investigated. Integration of multiple knowledge sources from various stakeholders will be evaluated as the basis for adaptive management. Complex and rapid changes within the earth system require that novel conceptual frameworks, experimental methodologies, and social institutions be developed and implemented to support sustainability.

LEARNING OUTCOMES:  
Completion of this course will enable students to achieve the following outcomes:  
- Achieve greater insight into the concepts of resilience, sustainability, ecosystem services, and vulnerability.  
- Describe the importance of social-ecological systems to sustainability and continued provisioning of ecosystem services.  
- Appreciate the need for novel approaches and methodologies to meet future challenges associated with ecosystem stewardship.  
- Understand how resilience-based management may increase the capacity of social institutions, economies and ecosystems to address change.  
- Learn how to apply and interpret sustainability and resilience-based management in diverse ecological and social systems.  
- Identify the varied skill sets that are essential to develop and implement sustainability and resilience-based management.

INSTRUCTORS:  
Dr. David D. Briske  
Ecosystem Science and Management  
Animal Industries Bldg, Rm 328  
Phone: 979-845-5581  
Email: dbriske@tamu.edu  
Social Scientist  
To Be Named

MEETING TIME AND LOCATION:  
Tuesday and Thursday 11:10 am – 12:25 pm

TEXT AND READING ASSIGNMENTS:  
**PREREQUISITES:**
RENR 205 or an equivalent ecological background.

**EVALUATION PROCEDURES:**
Evaluation will be based on a combination of exams, take-home assignments, and class participation. Exams will consist of definition, short-answer, and essay questions. Take-home assignments will require interpretation, synthesis and application of information addressed in lectures, the text, assigned readings, and class discussions to an actual or hypothetical ecosystem stewardship scenario. Assignments will include a Research Review that requires students to develop a written critique of a recent peer-reviewed scientific paper addressing a major issue in ecosystem stewardship and a Reflective Essay in which students will synthesize and evaluate their class experience. Students will be expected to read assigned material before each class period and actively participate in class discussions.

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mid-term Exam</td>
<td>100</td>
</tr>
<tr>
<td>Final Exam</td>
<td>100</td>
</tr>
<tr>
<td>Take-home Assignments (2)</td>
<td>200</td>
</tr>
<tr>
<td>Class Participation</td>
<td>50</td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td>450</td>
</tr>
</tbody>
</table>

**GRADE DISTRIBUTION:**
- A=90%
- B=80-89%
- C=70-79%
- D=60-69%
- F=0-59%

**MAKE-UP EXAMINATIONS AND LATE ASSIGNMENTS:**
Make-up examinations and late assignments will be accepted only when students present a documented University-excused absence within 1 week of the scheduled exam or assignment (see TAMU Regulations).

**ATTENDANCE:**
Regular class attendance is expected and will be a component of class participation. Experience indicates that those students who are present consistently attain the highest performance.

**AMERICANS WITH DISABILITIES ACT**
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. This legislation requires that students with disabilities be given reasonable accommodations in order to meet course requirements. Contact the Department of Student Life in Room B118 in Canan Hall (979-862-1527) for information.

**ACADEMIC INTEGRITY STATEMENT**
"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.
ECOSYSTEM STEWARDSHIP
COURSE SYLLABUS
ESSM 601

I. Challenges to Sustainability
   1. Human population growth
   2. Climate change
   3. Increasing GDP
   4. Natural resource depletion
   5. Human well-being

II. Ecosystem Services
   1. Supporting
   2. Provisioning
   3. Regulating
   4. Cultural

III. Ecosystem Resilience
   1. Thresholds and alternative states
   2. Fast vs slow variables
   3. Feedback mechanisms
   4. Early warning signals

IV. Resilience-based Management
   1. Vulnerability
   2. Adaptability
   3. Resilience
   4. Transformability
   5. Protocols for implementation

V. Social-ecological Systems
   1. Divers, controls and feedbacks
   2. Economic systems
   3. Political and regulatory systems
   4. Integrated system models

VI. Adaptive Co-management
   1. Adaptive management
   2. Knowledge sources
   3. Partnerships and incentives
   4. Adaptive governance

VII. Case Studies and Applications
   1. Evidence-based conservation programs
   2. Chinese pastoral systems
   3. USDA rangeland conservation guidelines

VIII. Navigating Transformations
   1. Challenges and opportunities
   2. Professional skill sets
   3. Initial transformations
December 19, 2011

Dr. Steve Whisenant, Professor and Head
Department of Ecosystem Science and Management
Horticulture/Forest Science Building, Room 305
2138 TAMU
College Station, TX 77843-2138

Dear Dr. Whisenant,

I am seeking changes to ESSM 601 Ecosystem Stewardship, formerly Current Issues in Ecosystem Science and Management. Specifically, this entails a new course title, adjusted course description and switch in semester taught. These changes are detailed in the attached document, which includes the change in course form and proposed syllabus.

These course changes are requested to reflect the rapid advances that have taken place in this subject matter area in the past decade. Development of additional content, including terminology, concepts, case studies and recently a textbook, provides an opportunity to shift the course from that of a survey to a more in-depth interpretation and assessment of ecosystem stewardship.

Regards,

David Briske
Special Consideration Items
March 28, 2012

MEMORANDUM

To: Dr. Mark Zoran
   Chair, Graduate Council

Through: Dr. David Wm. Reed
         Associate Dean for Graduate Programs and Faculty Development

From: Dr. David Wm. Reed
      Chair, College Graduate Program Council

Subject: Courses not taught in 5 years

Attached are the department’s responses to retain or delete graduate courses not taught in the past 5 years.

About half the courses are requested to be retained for at least one more year.

Reasons
1) The short notice did not allow department’s sufficient time to consult with faculty and determine the feasibility of starting to teach the course.
2) Some departments are undergoing a revision of their curriculum.
3) Some of the courses are being taught this spring 2012
4) Some of the courses are scheduled to be taught starting in the fall 2012.
5) Some of the courses will begin to be taught when vacant faculty positions are be filled.
For these reasons, the College recommends retaining those courses for a 1 year grace period, with re-evaluation the next cycle.

The list is also being sent to UCC for consideration of the undergraduate courses.

xc. Kim Dooley
College of Agriculture and Life Sciences

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- **SCSC AGRO 637**: Environ Microbiology - Will process name change to SCSC 637
- **MEPS 654**: Complex Genomes Lec - Cross listed with SCSC 654
- **SCSC 481**: Agronomy Seminar - Will be in new revised curriculum
- **SCSC 423**: Nat Res & Ag Sustain in Uk - Will be used for study abroad
- **SCSC 618**: Adv Soil Analysis - Being revamped by faculty
- **SCSC 623**: Nat Res & Ag Sustain in Uk - Will be used for study abroad
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new faculty member will start teaching
will be taught by new faculty
Texas A&M University
Departmental Request for a Change in Course
Undergraduate • Graduate • Professional
Submit original form and attachments

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

Department of Biological and Agricultural Engineering

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

BAEN 610: Spatial Technology for Site-Specific Crop Management

3. Change requested

a. Prerequisite(s):

From: ____________________________

To: ____________________________

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

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

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

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

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

7. a. As currently in course inventory:

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<th>Title (excluding punctuation)</th>
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b. Change to:

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Approval recommended by:

Stephen W. Sease ____________________________ Date 2/24/12
Department Head or Program Chair (Type Name & Sign)
Chair, College Review Committee ____________________________ Date 3/24/12
Dean of College ____________________________ Date 2/24/12

Submitted to Coordinating Board by:

Associate Director, Curricular Services ____________________________ Date
Chair, GC or UCC ____________________________ Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services – 02/11
March 21, 2012

MEMORANDUM

TO: Mark Zoran, Chair
   Graduate Council

FROM: Samuel A. Kirkpatrick, Executive Associate Dean
       The Bush School of Government & Public Service

SUBJECT: Courses for Withdrawal

As per requests from the Office of the Provost, we are requesting that the following list of courses as approved by our Graduate Instruction Committee be withdrawn from the Bush School course inventory:

INTA 679   Homeland Security & Business
PSAA 612   Public Policy Administration
PSAA 673   Conflict Resolution in Public Management.

If you have any questions or need anything further, please don’t hesitate to contact our office at 979-845-7051. Thank you.
MEMORANDUM

TO: Graduate Council
THROUGH: Bala Shetty
         Associate Executive Dean
FROM: Mary Lea McAnally
       Associate Dean for Graduate Programs
SUBJECT: Graduate Courses to be deleted

March 6, 2012

Please find below a list of graduate courses for Mays Business School to be removed from the University course inventory.

These courses are being eliminated because they have not been taught in 5+ years.

ACCT 631 Corporate Taxation II
ACCT 635 CPA Problems
ACCT 642 Acct Concepts & Proc II
ACCT 661 Interdis Int Acct Tho
ACCT 671 Contemp Acct Topics
ACCT 672 Accounting Field Project
ACCT 675 Empirical Meth Acct Res
ACCT 679 Managerial Acct Anlys
ACCT 690 Thry of Rsrch in Acct
BUAD 698 Writing for Publication
**INFO 618 E-Commerce: Auctions, Contracts, and Exchanges
**INFO 622 Management of Information Systems Quality
**INFO 623 Groupware and Collaborative Technology
**INFO 632 Business Operating Systems
**INFO 640 Strategy and Business Modeling in E-commerce
**INFO 641 Theory and Research in Management Info Systems
**INFO 643 Knowledge Management
**INFO 665 International Telecommunications
MKTG 679 Retail Management & Consulting

** Forms were submitted 2/27/2012
Texas A&M University
Departmental Request for a Change in Course
Undergraduate * Graduate * Professional
* Submit original form and attachments *

1. Request submitted by (Department or Program Name):
   Department of Information and Operations Management

2. Course prefix, number and complete title of course:
   INFO 618 E-Commerce: Auctions, Contracts and Exchanges

3. Change requested
   a. Prerequisite(s): From: ________________ To: ________________
   b. Withdrawal (reason): no faculty to teach the course as described in the catalog
   c. Cross-list with: _______________________________________________________________________
      Cross-listed courses require the signature of both department heads.
   d. Change in course title and description. Enter complete current course title and current course description in item 5; enter proposed course title and proposed course description in item 6. Complete item 7 for change in title.
   e. Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 7. Attach a course syllabus.

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

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

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

7. a. As currently in course inventory:

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<th>HCE Code</th>
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</table>

   Approval recommended by:

   [Signature]

   [Date: 2/27/12]

   Department Head or Program Chair (Type Name & Sign)
   [Signature]
   [Date: 2/8/12]

   Department Head or Program Chair (Type Name & Sign)

   Chair, College Review Committee
   [Date]
   [Date]

   Chair, College Review Committee
   [Date]
   [Date]

   Dean of College
   [Date]
   [Date]

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

   Effective Date
   [Date]

   Questions regarding this form should be directed to Sandra Williams at 845-8301 or sandra-williams@tamu.edu.
   Curricular Services - 02/11
Texas A&M University
Departmental Request for a Change in Course
Undergraduate • Graduate • Professional
• Submit original form and attachments •

1. Request submitted by (Department or Program Name): Department of Information and Operations Management

2. Course prefix, number and complete title of course: INFO 622 Management of Information Systems Quality

3. Change requested
   a. Prerequisite(s): From: ________________________________ To: ________________________________
   b. Withdrawal (reason): no faculty to teach the course as described in the catalog
   c. Cross-list with: ______________________________________
      Cross-listed courses require the signature of both department heads.
   d. Change in course title and description. Enter complete current course title and current course description in item 5; enter proposed course title and proposed course description in item 6. Complete item 7 for change in title.
   e. Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 7. Attach a course syllabus.

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

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

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

7. a. As currently in course inventory:
   
      | Prefix | Course # | Title (excluding punctuation) |
      |--------|----------|-----------------------------|
      | INFO | 622 | MGMT OF INFO SYS QUALITY |
      | Lect. | Lab | SCH | CIP and Fund Code | Admin. Unit | HCE Code | Level |
      | 03000035 | 212010016 | 1634036326 |

    b. Change to:
   
      | Prefix | Course # | Title (excluding punctuation) |
      |--------|----------|-----------------------------|
      | INFO | 622 | MGMT OF INFO SYS QUALITY |
      | Lect. | Lab | SCH | CIP and Fund Code | Admin. Unit | Acad. Year | HCE Code |
      | 03000035 | 212010016 | 1634036326 |

   Approval recommended by: ________________________________

   Department/Head or Program Chair (Type Name & Sign) ________________________________ Date 2-27-12

   Chair, College Review Committee ________________________________ Date

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

   Dean of College ________________________________ Date

   Submitted to Coordinating Board by: ________________________________ Date

   Chair, GC or UCC ________________________________ Date

   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 – 02/11
Texas A&M University

Departmental Request for a Change in Course
Undergraduate • Graduate • Professional
Submit original form and attachments •

1. Request submitted by (Department or Program Name):
   Department of Information and Operations Management

2. Course prefix, number and complete title of course:
   INFO 623 Groupware and Collaborative Technology

3. Change requested
   a. Prerequisite(s): From: _______________________________ To: _______________________________
   b. Withdrawal (reason): no faculty to teach the course as described in the catalog
   c. Cross-list with: _______________________________
      Cross-listed courses require the signature of both department heads.
   d. Change in course title and description. Enter complete current course title and current course description in item 5; enter proposed course title and proposed course description in item 6. Complete item 7 for change in title.
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4. For informational purposes only, please indicate course number if this course will be stacked:

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

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

7. a. As currently in course inventory:
   Prefix  Course #  Title (excluding punctuation)
   INFO  623 GROUPWARE & COLLABORATIVE TECHNOLOGY
   Lect.  Lab  SCH  CPI and Fund Code
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   Admin. Unit  HIC Code  Level
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   Prefix  Course #  Title (excluding punctuation)
   Lect.  Lab  SCH  CPI and Fund Code
   Admin. Unit  Acad. Year  HIC Code
   -  0  0  3  6  3  2

Approval recommended by: ____________________________ Date: 2.27.12

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

Chair, College Review Committee ____________________________ Date: 3.18.12

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

Dean of College ____________________________ Date: ____________________________

Submitted to Coordinating Board by: ____________________________ Date: ____________________________

Chair, GC or UCC ____________________________ Date: ____________________________

Associate Director, Curricular Services ____________________________

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
Curricular Services – 02/11
Texas A&M University
Departmental Request for a Change in Course
Undergraduate • Graduate • Professional
Submit original form and attachments

1. Request submitted by (Department or Program Name): Department of Information and Operations Management

2. Course prefix, number and complete title of course: INFO 632 Business Operating Systems

3. Change requested
   a. Prerequisite(s): From: ___________________________ To: ___________________________
   b. Withdrawal (reason): no faculty to teach the course as described in the catalog
   c. Cross-list with: __________________________________________

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

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

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

7. a. As currently in course inventory:

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Approval recommended by: ___________________________

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

Chair, College Review Committee Date

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

Dean of College Date

Submitted to Coordinating Board by: ___________________________

Chair, GC or UCC Date

Associate Director, Curricular Services Date

Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
Curricular Services – 02/11
Texas A&M University
Departmental Request for a Change in Course
Undergraduate • Graduate • Professional
• Submit original form and attachments •

1. Request submitted by (Department or Program Name): Department of Information and Operations Management

2. Course prefix, number and complete title of course: INFO 640 Strategy and Business Modeling in E-Commerce

3. Change requested

   a. Prerequisite(s): From: ____________________________ To: ____________________________
   b. Withdrawal (reason): no faculty to teach the course as described in the catalog
   c. Cross-list with: Cross-listed courses require the signature of both department heads.
   d. Change in course title and description. Enter complete current course title and current course description in item 5; enter proposed course title and proposed course description in item 6. Complete item 7 for change in title.
   e. Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 7. Attach a course syllabus.

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

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

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

7. a. As currently in course inventory:

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   Approval recommended by: ____________________________ Level 6

   Department Head or Program Chair (Type Name & Sign) Date 2-27-12
   Chair, College Review Committee Date ____________________________

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

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

   Associate Director, Curricular Services Date ____________________________
   Effective Date ____________________________

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
Curricular Services ~ 02/11
Texas A&M University  
Departmental Request for a Change in Course  
Undergraduate • Graduate • Professional  
Submit original form and attachments •

1. Request submitted by (Department or Program Name):  
Department of Information and Operations Management

2. Course prefix, number and complete title of course:  
INFO 641 Theory and Research in Management Information Systems

3. Change requested
   a. Prerequisite(s): From: ___________________________ To: ___________________________
   b. Withdrawal (reason): no faculty to teach the course as described in the catalog
   c. Cross-list with: ___________________________
   d. Change in course title and description. Enter complete current course title and current course description in item 5; enter proposed course title and proposed course description in item 6. Complete item 7 for change in title.
   e. Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 7. Attach a course syllabus.

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

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

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Approval recommended by:

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

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

Submitted to Coordinating Board by:

Chair, GC or UCC  Date

Associate Director, Curricular Services  Date  Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu  Curricular Services – 02/11
Texas A&M University  
Departmental Request for a Change in Course  
Undergraduate • Graduate • Professional  
• Submit original form and attachments •  

1. Request submitted by (Department or Program Name):  
   Department of Information and Operations Management  

2. Course prefix, number and complete title of course:  
   INFO 643 Knowledge Management  

3. Change requested  
   Attach a brief supporting statement for changes made to items 3 through 6 below.  
   a. Prerequisite(s): From: ___________________________ To: ___________________________  
   b. Withdrawal (reason): no faculty to teach the course as described in the catalog  
   c. Cross-list with:  
      Cross-listed courses require the signature of both department heads.  
   d. Change in course title and description. Enter complete current course title and current course description in item 5; enter proposed course title and proposed course description in item 6. Complete item 7 for change in title.  
   e. Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 7. Attach a course syllabus.  

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

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

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

7. a. As currently in course inventory:  
   
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Approval recommended by:  
Department Head or Program Chair (Type Name & Sign)  
Date  
Chair, College Review Committee  
Date  
Dean of College  
Date  
Chair, GC or UCC  
Date  
Associate Director, Curricular Services  
Date  
Effective Date  

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.  
Curricular Services - 02/11
Texas A&M University
Departmental Request for a Change in Course
Undergraduate • Graduate • Professional
Submit original form and attachments

1. Request submitted by (Department or Program Name): Department of Information and Operations Management

2. Course prefix, number and complete title of course: INFO 665 International Telecommunications

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

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

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

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

7. a. As currently in course inventory:

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   Approval recommended by: ___________________________

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

   Date: 2/27/12

   Chair, College Review Committee ___________________________

   Date: 2/28/12

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

   (if cross-listed course) ___________________________

   Date: ___________________________

   Dean of College ___________________________

   Date: ___________________________

   Submitted to Coordinating Board by: ___________________________

   Chair, GC or UCC ___________________________

   Date: ___________________________

   Associate Director, Curricular Services ___________________________

   Date: __________________________

   Effective Date: ___________________________

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

TO: Dr. Mark Zoran, Chair
    Graduate Council

THROUGH: Dr. Robin Autenrieth
        Associate Dean for Academic Affairs

FROM: Dr. R. Bowersox
      Professor, Associate Department Head

RE: Aerospace Engineering Course Elimination

In response to the February 24th email from the College of Engineering, Aerospace Engineering has reviewed the list of courses and three courses have been selected for elimination. The three courses are no longer taught in the department and should be removed from the course inventory. The courses are:

    AERO 619 – Materials Modeling Phase Transformations
    AERO 677 – Rarefied Gas Dynamics
    MEMA 619 – Materials Modeling Phase Transformations

The remaining courses have either been taught within the last five years or there is a future plan for the course at this time.

cc: D. Lagoudas
    K. Shryock
    file
MEMORANDUM

March 1, 2012

TO: Dr. Mark Zorn
Graduate Council Chair, Professor and Associate Dean

THROUGH: Dr. Robin L. Autenrieth,
Professor and Associate Dean

FROM: Dr. Gerard L. Cote
Charles H. & Bettye Barclay Professor and Department Head

RE: Courses Not Taught in Five Years

Please be informed that the following list of courses are no longer taught in the Department of Biomedical Engineering and should be removed from the course inventory:

BMEN 603 Information Processing in Biomedical Engineering
BMEN 668 Biothermomechanics

Thank you for your consideration on this matter.
March 12, 2012

MEMORANDUM

TO: Prof. Mark Zoran, Chair
   Graduate Council

THROUGH: Professor Robin Autenrieth
         Associate Dean for Academic Affairs
         Dwight Look College of Engineering

FROM: Charles J. Glover
      Professor and Interim Head

SUBJECT: Graduate Courses to Be Removed From Course Inventory

Please remove the following graduate courses from the course inventory:

   SENG 636  Biological Control System Analysis
   SENG 682  Instrumentation of Industrial Hygiene
   SENG 683  Evaluation and Control of the Occupational Environment

All other graduate courses in the CHEN department inventory should be retained.

Please contact me if you have any questions.

xc: M. Sam Mannan, James C. Holste, Valerie Green, Towanna Arnold
March 5, 2012

MEMORANDUM

To: Mark Zoran, Chair, Graduate Council

Through: Robin Autenrieth, Association Dean, College of Engineering

Through: Costas Georgiades, Department Head, Department of Electrical and Computer Engineering

From: Scott L. Miller, Professor & Graduate Coordinator, Department of Electrical and Computer Engineering

Subject: Graduate courses to be deleted from the catalog

The following ECEN graduate courses can be deleted from the catalog as they are no longer being taught.

ECEN 634   Morphological Methods in Image and Signal Processing
ECEN 645   Pattern Recognition by Neural Networks
ECEN 652   Switching Theory
ECEN 656   Physical Electronics
ECEN 657   Quantum Electronics
ECEN 672   Semiconductor Lasers and Photodetectors
ECEN 673   Fundamentals of Microelectronics
ECEN 678   Statistical Optics
ECEN 682   Spread Spectrum and CDMA
ECEN 698   Analog to digital Converters
March 22, 2012

TO: Dr. Mark Zoran  
Chair, Graduate Council

FROM: Dr. Robin Autenrieth  
Associate Dean for Academic Programs  
Dwight Look College of Engineering

SUBJECT: Course Removal from Course Inventory

The following course can be removed from the course inventory as it is no longer taught.  

SYEN 603 Practices in System Engineering

Thank you for your consideration of this request.
MEMORANDUM

DATE: March 7, 2012

TO: Dr. Timothy Scott, Chair, University Curriculum Committee (UCC)

THROUGH: Dr. Robin Autenrieth, Associate Dean for Graduate Programs

THROUGH: Dr. Ray James, Assistant Dean for Engineering Student Services

FROM: Dr. Angie Hill Price, Associate Department Head ETID

SUBJECT: Removal of Courses from Inventory

Please remove the courses listed below from the course inventory. They are no longer taught in the Engineering Technology and Industrial Distribution Department.

- ENTC 216 Semiconductor Process
- ENTC 351 Elec. Devices & Cir II
- ENTC 421 Engr. Tech Projects
- ENTC 615 Communications Networks
- ENTC 625 Telecommunications Mgmt.
- ENTC 630 Network Management
- ENTC 665 Intl Telecommunications
- IDIS 281 Manufacturing Processing
MEMORANDUM

TO: Mark Zoran
Graduate Council Chair

THROUGH: Robin L. Autenrieth
Associate Dean for Academic Affairs
College Of Engineering

FROM: César Malavé
Interim Department Head
Industrial and Systems Engineering

DATE: March 1, 2012

SUBJECT: Request to Drop Courses

The Industrial and Systems Engineering Department would like to request that the following courses be removed from the course inventory. These courses are no longer taught in our department.

ISEN 604- Advanced Work Methods and Measurement
ISEN 626- Model Building and Applications of Operations Research
ISEN 628- Combinatorial Optimization
ISEN 639- Human Factors in Expert Systems Development
ISEN 642- Integrated System Development Methods and Tools

Please let me know if you have any questions or need more information.

Emerging Technologies Building
3131 TAMU
College Station, TX 77843-3131

Tel. 979.845.5531 Fax. 979.458.4299
http://ise.tamu.edu
MEMORANDUM

TO: Mark Zoran, Graduate Council

THROUGH: Dr. Robin Autenrieth, Interim Associate Dean for Academic Affairs
College of Engineering

FROM: Dr. Yassin Hassan, Interim Department Head

SUBJECT: Courses not taught in 5 years

Below is the course that may be removed for the Nuclear Engineering Department:

NUEN-672 Oper Hlth Phy Adv React

Please let me know if additional information is needed.

jah
March 1, 2012

MEMORANDUM

TO: Dr. Robin Autenrieth
   Associate Dean for Academic Affairs

FROM: Dr. A. Daniel Hill
      Interim Department Head,
      Professor and holder of Noble Chair

SUBJECT: Graduate Courses Not Taught Since Fall 2008

The below graduate courses have been taught recently or are planned to be taught:

- PETE 611 Application of Petroleum Reservoir Simulation (being taught 2012A)
- PETE 631 Petroleum Reservoir Description (being taught 2012A)
- PETE 632 Physical and Engineering Properties of Rock (taught 2011C)
- PETE 634 Petroleum Reservoir Modeling and Data Analysis (will be taught in future)
- PETE 638 Production Logging (taught 2010A - previously special topics course)
- PETE 642 Formation Damage: Mechanisms and Remediation (being taught 2012A)
- PETE 644 CO2 Capture and Uses: Sequestration, Enhanced Oil Recovery (being taught 2012A)
- PETE 645 Upscaling of Geologic Models for Flow Simulation (taught 2011C)
- PETE 646 Reservoir Characterization and Forecasting (taught 2010C - previously special topics course)

The below courses are no longer taught in the department and should be removed from the course inventory:

- PETE 610 Numerical Simulation of Heat and Fluid Flow in Porous Media
- PETE 666 Conservation Theory and Applications in Petroleum Engineering
March 19, 2012

MEMORANDUM

TO: Dr. Mark Zoran, Chair, Graduate Council

Through: Associate Dean Dr. Patricia A. Hurley
Through: Dr. Cynthia Werner, Department Head
FROM: Dr. Sheela Athreya, Director of Graduate Studies

Re: Graduate courses to eliminate—Department of Anthropology

The following graduate level courses are no longer taught by the Department of Anthropology and may be eliminated from the course catalog:

ANTH 608 Folklife and Material Culture
Tc: Dr. Mark Zoran, Chair, Graduate Council
Through: Patricia A. Hurley, Associate Dean
Through: Timothy J. Gronberg, Department Head
From: Steven N. Wiggins, Director of Graduate Programs
Date: March 19, 2012
Subject: Course Removal

The Department of Economics requests that the course listed below be removed from course inventory:

- ECON 647 Macroeconomic Theory III
March 2, 2012

TO: Dr. Mark Zoran, Chair, Graduate Council
Through: Patricia A. Hurley, Associate Dean
Through: Nancy Warren, English Department Head
FROM: Claudia Nelson, Interim Director English Graduate Studies

Please remove English 656, Topics in Composition Theory and Practice, from the catalog. Feel free to email me at claudia_nelson@tamu.edu if you have any questions.

Thank you.
26 February 2012

MEMORANDUM

To: Graduate Council

Through: Patricia A. Hurley, Associate Dean
         College of Liberal Arts

Through: Alberto Moreiras, Head
         Hispanic Studies

From: Richard K. Curry, Director of Undergraduate Studies
      Hispanic Studies

Re: Request to remove courses not taught

By means of the present memorandum, the Department of Hispanic Studies is requesting the elimination of the courses listed below. The listed courses have not been taught in many years because they were made obsolete by the creation of a Ph.D. in Hispanic Studies, for which course work appears under a HISP rubric.

Courses to be removed from the menu of available courses are:

   SPAN 646 Span Lit of Golden Age
   SPAN 654 Cont Span Am Lit
   SPAN 665 From Rism to Pstmodrsm
   SPAN 669 Semr Hisp Lit
   SPAN 685 Directed Studies
   SPAN 691 Research

Thank you for your consideration of our Department's requests.

cc. Hilaire Kallendorf, Director of Graduate Studies, Hispanic Studies
Wednesday March 7th, 2012

MEMORANDUM

To: Dr. Mark Zoran, Chair, Graduate Council
Through: Dr. Patricia A. Hurley, Associate Dean, CLLA
Through: Dr. David Vaught, Head, Department of History
From: Dr. David Hudson, Associate Graduate Director, History
Re: History Graduate Courses to be removed from current list

HIST 626 American Cultural & Intellectual History
Please remove this course from the list of Graduate Courses in History.

HIST 637 Early Middle Ages
Please remove this course from the list of Graduate Courses in History.

HIST 638 Medieval Europe
Please remove this course from the list of Graduate Courses in History.
March 13, 2012

MEMORANDUM

TO: Dr. Mark Zoran, Chair, Graduate Council
THROUGH: Associate Dean Patricia A. Hurley
THROUGH: Judith Hamera, Head, Department of Performance Studies

FROM: Kirsten Pullen, Director of Graduate Studies, Department of Performance Studies

SUBJECT: Performance Studies Graduate Courses to Eliminate

This memo requests the elimination of THAR685: Directed Studies.

The Department of Performance Studies does not offer a graduate degree in Theater, nor other graduate-level Theater courses.
MEMORANDUM

Date: March 19, 2012
To: Dr. Mark Zoran, Chair, Graduate Council
Through: Associate Dean Patricia A. Hurley
Through: Gary Varner, Interim Head, Philosophy
From: Robin Smith, Director of Graduate Studies, Philosophy
Re: Courses not taught last five years

In response to the distribution, in late February, of a list of courses last taught prior to the fall 2008 semester, the Philosophy Department requests that the following courses be removed from the catalog:

PHIL 614, Medieval Philosophy
PHIL 671, Professional Ethics

In a separate memo to Associate Dean Patricia Hurley, we are requesting that other courses on the list be retained for various reasons.
To: Dr. Mark Zoran, Chair, Graduate Council
Through: Associate Dean Patricia A. Hurley
Through: Ludy T. Benjamin, Jr. Department Head, Psychology
From: Emily S. Davidson, Director of Graduate Studies

Re: Courses to be eliminated

PSYC 641 Princ of Neuropsychology
PSYC 645 Methods Human Neurosci
PSYC 672 Factor Anly Behav Sci
PSYC 673 Psychometric Th & Meth
PSYC 674 Cov Structure Modeling
PSYC 676 Web Based Data Collection
PSYC 677 Clinical Research Sem
March 5, 2012

Memo

TO: Dr. Mark Zoran, Chair, Graduate Council
Through: Associate Dean Patricia A. Hurley
Through: Dr. Jane Sell, Department Head
FROM: Dr. Harland Prechel, Graduate Director

Below appears a list of courses to ELIMINATE from the Sociology course catalog:

*SOCI 602 Rural Sociology*
*SOCI 620 Human Ecology 2003C ELIMINATE*
February 29, 2012

TO: University Curriculum Committee

THROUGH: H. Joseph Newton, Ph.D.
Dean, College of Science

FROM: Timothy P. Scott, Ph.D.
Associate Dean, College of Science

SUBJECT: College of Science courses to be deleted

The College of Science would like to delete the attached list of courses. These courses are no longer being taught in the College of Science.

Please contact me if you have any questions.
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<thead>
<tr>
<th>Inventory Department</th>
<th>Course</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>BIOL</td>
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<td>BIOL 330</td>
<td>Molecules &amp; Life</td>
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<td>BIOL 605</td>
<td>Prin &amp; Meth of Syst Biol</td>
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<td>BIOL 607</td>
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<td>BIOL 624</td>
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<td>BIOL 670</td>
<td>The Cell Cycle</td>
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March 21, 2012

MEMORANDUM:

TO: Graduate Council Chair

FROM: Dr. Evelyn Tiffany-Castiglioni, Head
Department of Veterinary Integrative Biosciences
Associate Dean for Undergraduate Education

Subject: Request to remove graduate VIBS courses from course inventory

This is a request to remove the following graduate VIBS courses from course inventory:

VIBS 614 Biodegradation and Bioremediation
VIBS 618 Food Toxicology
VIBS 628 Scan Electron Microscopy
VIBS 632 Public Health Concepts
VIBS 662 Reporting Science Policy

If additional information is needed please contact Ms. Dana Parks at 845-3268.
March 7, 2012

MEMORANDUM

TO: Mark Zoran, Chair
   Graduate Council

THROUGH: Bhanu Chowdhary, Associate Dean for Research and Graduate Studies
         College of Veterinary Medicine and Biomedical Sciences

FROM: Glen A. Laine, Head
      Department of Veterinary Physiology and Pharmacology

RE: Courses Not Taught in Five Years

We request that the courses listed below be dropped from university courses offerings. These courses have not been offered in the last 5 years and we do not anticipate that they will be offered in the future.

   VTPP 658 - Anatomy & Physiology of the Equine Foot
   VTPP 665 - Pharmacology
   VTPP 670 - Toxicology
   VTPP 671 - Toxicology Testing Concepts
   VTPP 672 - Toxicology Plants & Bio toxins
   VTPP 674 - Natural Products Toxicology

Let me know if additional information is related regarding this request.
March 27, 2012

MEMORANDUM

To: Dr. Mark Zoran
Chair, Graduate Council

Through: Dr. David Wm. Reed
Associate Dean for Graduate Programs and Faculty Development

From: Dr. David Wm. Reed
Chair, College Graduate Program Council

Subject: Low producing degrees – Termination and Teach-out Plan

The respective departments request termination and/or Teach-out of the following low producing degrees.

Master of Agriculture in Plant Science
As per the attached Memo from the Department of Plant Pathology and Microbiology
- The department requests immediate termination of the degree.
- There are not current students majoring in the degree.
- There are no plans to recruit future majors in the degree.

Master of Science in Forestry
As per the attached Memo and Teach-out Plan from the Department of Ecosystems Science and Management
- The department requests a phased-out termination of the degree in August 2015.
- Currently, there are nine graduate students majoring in the degree.
- Attached is the Time-out plan to terminate the degree in 2015. This will allow sufficient time for the current students to either complete the degree or transfer to another degree.
- Effective immediately, no new students will be accepted into the degree.
Teach-out Plan

Master of Science in Forestry
College of Agriculture and Life Sciences
Texas A&M University


1. Date of closure

   2015

2. An explanation of how affected parties (students, faculty, staff) will be informed of the impending closure.

   Currently, there are nine graduate students in the program. They all have been informed of the termination of the degree effective 2015, which will allow sufficient time for all current students to complete their degree requirements. The students are aware that they can either complete the degree by 2015 or change of another major in the department, such as Rangeland Ecology and Management.

2. An explanation of how students will be helped to complete their programs of study with minimal disruption or additional expense.

   There will be no disruption to the current students. Their Graduate Advisory Committee will remain the same, and they will complete the degree plan and thesis proposal they have on file with the Office of Graduate Studies.

3. Signed copies of teach-out agreements with other institutions, if any.

   There are no agreements with other institutions.

4. How faculty and staff will be redeployed or helped to find new employment.

   All faculty will remain the same and there will be no redeployment. The Department will maintain their current graduate program with MS and PhD degrees offered in Rangeland Ecology and Management.

5. If closing an institution, arrangement for the storing of student records, disposition of final financial resources and other assets.

   There will be no institution closing.
March 8, 2012

Dr. Alan Sams  
Executive Associate Dean  
College of Agriculture and Life Sciences  
Texas A&M University  
600 John Kimbrough Boulevard, Suite 515  
2402 TAMU  
College Station, TX 77843-2402

Dear Dr. Sams:

We received your email that the Coordinating Board plans to terminate the MAGR degree in Plant Science offered through the Department of Plant Pathology and Microbiology because it was identified as a low-producing degree.

The Plant Pathology and Microbiology Department agrees that this degree should be terminated. We have not and will not recruit any students into this program.

If you need any other information, please let me know.

Sincerely,

[Signature]

Leland S. Pierson III  
Department Head  
Plant Pathology and Microbiology

120 Peterson Bldg  
2132 TAMU  
College Station, TX 77843-2132  
Tel. 979.845.7311 Fax. 979.845.6483  
http://plantpathology.tamu.edu
March 7, 2012

Dr. Alan Sams
Executive Associate Dean
College of Agriculture and Life Sciences
Texas A&M University
600 John Kimbrough Boulevard, Suite 515
2402 TAMU
College Station, TX 77843-2402

Dear Dr. Sams:

We received your e-mail indicating that the Coordinating Board plans to terminate the M.S. degree in Forestry offered through the Department of Ecosystem Science and Management because it has been identified as a low-producing program.

The ESSM Department agrees that this graduate degree program should be phased out. We will no longer recruit any new students into this program effective immediately. However, we do have nine Forestry M.S. students in progress, and we would like to “grandfather” these students who are expecting to receive their degrees in forestry.

Therefore, we ask that our M.S. Forestry degree program be allowed to continue through August of 2015 to ensure that these existing students have time to finish their degrees. During this time, no new students will be permitted to enroll in that degree program.

If you need any other information, please let me know.

Sincerely,

Thomas W. Boutton
Associate Department Head for Graduate Programs

CC: Steve Whisenant