Course Change Request

Date Submitted: 11/03/17 1:18 pm

Viewing: AGEC 661 : Applied Econometric Methods in Agriculture and Resources I

Last edit: 11/12/17 9:24 pm
Changes proposed by: brandi.blankenship

Catalog Pages referencing this course
AGEC - Agricultural Economics
Department of Agricultural Economics

Faculty Senate Number

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brandi Blankenship</td>
<td><a href="mailto:brandi.blankenship@tamu.edu">brandi.blankenship@tamu.edu</a></td>
<td>979-845-5222</td>
</tr>
</tbody>
</table>

Rationale for Course

Edit

The proposed changes are to support major changes to an existing program.

Course prefix     AGEC
Department         Agricultural Economics
College/School     Agriculture & Life Sciences
Academic Level     Graduate
Academic Level (alternate) Undergraduate
Effective term     2018-2019

Complete Course Title
Applied Econometric Methods in Agriculture and Resources I

Abbreviated Course Title
APPL ECMT METHS IN AGR RES I

Catalog course description
Application of econometric methods in a theoretical framework for the analysis of agricultural markets and farm firm behavior; emphasis on specifying and estimating agricultural production and demand functions and agricultural sector models; selected topics according to student needs.

Prerequisites and Restrictions
ECMT 676.

Concurrent Enrollment
No

Should catalog prerequisites / concurrent enrollment be enforced?
No

Crosslistings
No

Crosslisted With

In Workflow
1. AGEC Department Head
2. Curricular Services Review
3. AG Committee Preparer GR
4. AG Committee Chair GR
5. AG College Dean GR
6. GC Preparer
7. GC Chair
8. Faculty Senate Preparer
9. Faculty Senate
10. Provost II
11. President
12. Curricular Services
13. Banner

Approval Path
1. 11/03/17 1:26 pm
   C. Parr Rosson III (prosson): Approved for AGEC Department Head
2. 11/12/17 9:25 pm
   Sandra Williams (sandra-williams): Approved for Curricular Services Review
3. 11/13/17 8:47 am
   Dawn Kerstetter (dkerstetter): Approved for AG Committee Preparer GR
4. 11/16/17 10:36 am
   David W. Reed (dreed): Approved for AG Committee Chair GR
5. 11/16/17 10:37 am
   David W. Reed (dreed): Approved for AG College Dean GR
6. 11/22/17 8:47 am
   LaRhesa Johnson (lrjohnson): Approved for GC Preparer
7. 12/11/17 9:14 am
   LaRhesa Johnson (lrjohnson): Approved for GC Chair
Semester: 3  
Credit Hour(s): 3  
Repeatable for credit? No  
Three-peat? No  
CIP/Fund Code: 0101030005  
Default Grade Mode: Letter Grade(G)  
Alternate Grade Modes: Satisfactory/Unsatisfactory  
Method of instruction: Lecture  
Will sections of this course be taught as non-traditional? (i.e., parts of term, distance education): No  
Will this course be taught as a distance education course? No  
Is 100% of this course going to be taught in Texas? Yes  
Will classroom space be needed for this course? Yes  
This will be a required course or an elective course for the following programs:

Required (select program)  
Elective (select program)  

Course Syllabus

Syllabus: Upload syllabus  
Upload syllabus

Letters of support or other documentation: No  
Additional information

Reviewer Comments: Sandra Williams (sandra-williams) (11/12/17 9:25 pm): Syllabus not required for this type of change.  
Reported to state? Change

Key: 497

https://nextcatalog.tamu.edu/courseleaf/approve/
Course Change Request

Date Submitted: 11/03/17 2:04 pm

Viewing: **AGEC 662 : Applied Econometric Methods in Agriculture and Resources II** AGRI-RISK-ANALYSIS

Last edit: 11/12/17 9:32 pm
Changes proposed by: brandi.blakenship

Contact(s)

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<tr>
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<tr>
<td>Brandi Blankenship</td>
<td><a href="mailto:brandi.blakenship@tamu.edu">brandi.blakenship@tamu.edu</a></td>
<td>979-845-5222</td>
</tr>
</tbody>
</table>

Rationale for Course

The proposed changes are to support major changes to an existing program.

Course prefix: AGEC  
Course number: 662

Department: Agricultural Economics
College/School: Agriculture & Life Sciences

Academic Level: Graduate
Academic Level (alternate): Undergraduate

Effective term: 2018-2019

Complete Course Title

**Applied Econometric Methods in Agriculture and Resources II** AGRI-RISK-ANALYSIS

Abbreviated Course Title

**APPL ECMT MTDS AG RESOUR II** AGRI-RISK-ANALYSIS

Catalog course description

Familiarization with theory and econometric techniques frequently used in applied microeconomic research with emphasis on specification, estimation, interpretation and evaluation of these models.

Prerequisites and Restrictions

**ECON 629 and AGEC 661.**

Concurrent Enrollment: No
Should catalog prerequisites / concurrent enrollment be enforced?

Crosslistings: No  
Crosslisted With

Stacked: No  
Stacked with

<table>
<thead>
<tr>
<th>Semester</th>
<th>Contact Hour(s)</th>
<th>Lecture:</th>
<th>Lab:</th>
<th>Other:</th>
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</thead>
<tbody>
<tr>
<td>Credit</td>
<td>(per week):</td>
<td>Total</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>3</td>
<td></td>
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<td>0</td>
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</tr>
</tbody>
</table>

Repeatable for credit? No
Three-peat? No

https://nextcatalog.tamu.edu/courseleaf/approve/
Course Syllabus

Syllabus: Upload syllabus

Upload syllabus

Letters of support or other documentation
No

Additional information

Reviewer Comments

Reported to state?
Change
Course Change Request

Date Submitted: 10/17/17 10:07 am

Viewing: BIED 611 : Dual Language Program Methodologies

Last edit: 10/18/17 8:59 am

Changes proposed by: gbryns

Catalog Pages
- BIED - Bilingual Education

Programs referencing this course
- CERT-CG27: Hispanic Bilingual Education - Certificate

Rationale for Course

The proposed changes are part of a routine curriculum review.

Course prefix: BIED  
Course number: 611

Department: Educational Psychology

College/School: Education & Human Development

Academic Level: Graduate

Effective term: 2018-2019

Complete Course Title: Dual Language Program Methodologies

Title: DUAL LANGUAGE PROG METH

Catalog course description:
Use of theory and effective teaching practice in promoting students' development of strong social and academic skills; relationship of culture to language; guided field experiences.

Prerequisites and Restrictions
Graduate classification; approval of department head.

Concurrent Enrollment: No

Should catalog prerequisites / concurrent enrollment be enforced?

Crosslistings: No

Stacked: No

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Glenda Byrns</td>
<td><a href="mailto:gbryns@tamu.edu">gbryns@tamu.edu</a></td>
<td>979-862-2289</td>
</tr>
</tbody>
</table>

Approval Path

1. 10/17/17 5:47 pm
   Shanna Hagan-Burke (shagabanburke): Approved for EPSY Department Head

2. 10/18/17 8:59 am
   Sandra Williams (sandra-williams): Approved for Curricular Services Review

3. 10/19/17 10:24 am
   Melanie Robideau (mrobideau): Approved for ED Committee Preparer GR

4. 11/10/17 11:23 am
   Beverly Irby (irby): Approved for ED Committee Chair GR

5. 11/10/17 2:51 pm
   Beverly Irby (irby): Approved for ED College Dean GR

6. 11/22/17 8:47 am
   LaRhesa Johnson (lrjohnson): Approved for GC Preparer

7. 12/11/17 9:16 am
   LaRhesa Johnson (lrjohnson): Approved for GC Chair

https://nextcatalog.tamu.edu/courseleaf/approve#
<table>
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<tr>
<th>Semester Credit Hour(s)</th>
<th>Contact Hour(s) (per week):</th>
<th>Lecture: 3</th>
<th>Lab: 0</th>
<th>Other: 0</th>
<th>Total 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Repeatable for credit?</td>
<td>No</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Three-peat?</td>
<td>No</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>CIP/Fund Code</td>
<td>1302010004</td>
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<tr>
<td>Default Grade Mode</td>
<td>Letter Grade(G)</td>
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<tr>
<td>Alternate Grade Modes</td>
<td>Satisfactory/Unsatisfactory</td>
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<tr>
<td>Method of instruction</td>
<td>Lecture</td>
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<tr>
<td>Will sections of this course be taught as non-traditional? (i.e., parts of term, distance education)</td>
<td>Yes</td>
<td></td>
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</tr>
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</table>

**Learning Outcomes**

*Meets traditional face-to-face learning outcomes.*

Describe how learning outcomes are met or provide justification why they are not met.

*Learner objectives are the same as in the face-to-face course*

**Hours**

*Meets traditional face-to-face hours.*

Describe how hours are met or provide justification why they are not met.

*This online course provides 45 contact hours. Generally this includes at least 1.5 hours of formalized instruction and a 1.5 hours where students are engaged in various activities related to the week's objectives.*

Will this course be taught as a distance education course?

Yes No

I verify that I have reviewed the FAQ for Export Control Basics for Distance Education.

Yes No

Is 100% of this course going to be taught in Texas?

Yes

Will classroom space be needed for this course?

No

This will be a required course or an elective course for the following programs:

Required (select program)

Elective (select program)

---

**Course Syllabus**

Syllabus: Upload syllabus

Upload syllabus **BIED 611 -F 2017 Syllabus Y Padron.pdf**
Letters of support or other documentation: No
Additional information: 
Reviewer Comments: 
Reported to state: No
Fall Semester 2017

BIED 611: Dual Language Program Methodologies
Web-based course
TIME: 5:00-8:00 Wednesday

INSTRUCTOR: Dr. Yolanda N. Padrón
Harrington Tower, 107 E
ypadron@tamu.edu

OFFICE HOURS: Wednesday, 3:00- 5:00 p.m. (TAMU)
Other days and times, by appointment

CATALOG COURSE DESCRIPTION
Use of theory and effective teaching practice in promoting students' development of strong social and academic skills; relationship of culture to language.
Prerequisites: Graduate classification; approval of department head.

REQUIRED TEXTS

REQUIRED READINGS AND ADDITIONAL READINGS are found on eCampus in each course module.

COURSE OBJECTIVES
The student will be able to:
  Define dual language instruction
  Discuss the historical and international overview of bilingualism and dual language education
  Outline characteristics of effective dual language programs (i.e., program models, language issues, organizational concerns and teacher competencies)
  Explain first and second language acquisition theories and research
  Explain the rationale for first language instruction
  Explain the role of culture in a second language teaching environment and its integration to the teaching of content.
TExES TEACHING COMPETENCIES ADDRESSED
Standard II: The bilingual education teacher has knowledge of the foundations of bilingual education and the concepts of bilingualism and biculturalism.
Standard III: The bilingual education teacher knows the process of first- and second-language acquisition and development.

TECHNOLOGY
Please submit assignments via the eCampus course website, unless stated differently for a particular assignment. All class activities will be conducted via the eCampus website. Please check the class website daily to keep up to date with course information.

NOTE: You are required to log on to e-Campus frequently (at least once a week) for content updates and announcements. Course modules, assignments and exams will be posted at 5:00 p.m. on Wednesdays, see Course Schedule for specific dates.

Technology Support:
Assistance with eCampus can be found at helpdesk@tamu.edu (24 hours a day, 7 days a week, 365 days a year)
Phone: (979) 845-8300; Monday-Friday until 5:00 p.m.
Campus location: Computing Services Center, Room CS00, next to the Central Campus Garage.

STUDENT RESPONSIBILITIES
Each student must:
Read all assigned readings by the date indicated on the syllabus
Participate in all class discussions and complete all activities on time
Submit all assignments and exams by the date indicated on the syllabus.

ATTENDANCE AND MAKE-UP POLICIES
If an absence is excused, the student will be provided with an opportunity to make up any quiz, exam or other work that contributes to the final grade. Students are expected to complete a make-up exam by the due date scheduled in the course syllabus.

The student is responsible for providing satisfactory evidence to the instructor to substantiate the reason for the absence/not participating in online class. Among the reasons absences are considered excused by the university are the following (see Student Rule 7 for details http://studentrules.tamu.edu/rule07). The fact that these are university-excused absences does not relieve the student of responsibility for prior notification and documentation. Failure to notify and/or document properly may result in an unexcused absence. Falsification of documentation is a violation of the Honor Code.
1) Participation in an activity that is required for a class and appears on the university authorized activity list at https://studentactivities.tamu.edu/app/sponsauth/index
2) Death or major illness in a student's immediate family.
3) Illness of a dependent family member.
4) Participation in legal proceedings or administrative procedures that require a student's presence.
5) Religious holy day. NOTE: Prior notification is NOT required.

6) Injury or illness that is too severe or contagious for the student to attend class.
   a) Injury or illness of three or more class days:
      Student will provide a medical confirmation note from his or her medical provider within one week of the last date of the absence (see Student Rules 7.1.6.1)
   b) Injury or illness of less than three class days:
      Student will provide one or both of these (at instructor’s discretion), within one week of the last date of the absence:
      (i.)Texas A&M University Explanatory Statement for Absence from Class form available at http://attendance.tamu.edu
      (ii.) Confirmation of visit to a health care professional affirming date and time of visit.
   c) An absence for a non-acute medical service does not constitute an excused absence.

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

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

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

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

ASSIGNMENTS

1. Participation 10 points
2. Class Activities 20 points
3. Project: Research Presentation 20 points
4. Exam I 25 points
5. Exam II 25 points
   Total 100 points
THE DIFFERENT KINDS OF ASSIGNMENTS
Assignments are intended to help you master the content. This course employs a variety of assignments, including:
Online Readings-- Online reading assignments are included in the courses. They may provide an introduction to a unit, provide information, or be articles or papers that have been authored by experts in the field.
Readings from Books-- You have a required textbook. Any textbooks required for this course are listed on the front page of this syllabus.
Activities and/or Projects—Projects and/or Activities are assignments that require you to submit coursework to the instructor via eCampus. These may consist of answering questions in a text chapter, writing a paper, delivering a presentation, or completing some other assignment. Projects and/or Activities are graded assignments using a criteria posted by the instructor.
Discussion Questions-- Discussion Questions are answered in the class discussion areas and form the core of class communication. Discussion Questions may ask you to apply course concepts to your own circumstances, provide your opinion about course content, or share your experiences completing course Activities. Participation in discussions is required and are graded.

Email: Please e-mail course related issues through the course website rather than to my e-mail address (Do not send e-mails to both). Emails will be answered within 48 hours, Monday - Friday 8:00 a.m. - 5:00 p.m. Emails sent after 5:00 p.m. on Fridays will be answered the following Monday.

Extra Credit Policy
Extra credit is not offered in this course.

GRADING CRITERIA

1. Discussion Board Participation 10 points
Discussion Questions provide a forum for students to seek clarification and answer important questions about the course material. The discussion also allows students to receive feedback from the instructor and other students in the class. Each student will be responsible for leading an online discussion. The discussion grade will consist of an overall grade for each discussion question posted using the Discussion Board Grading Criteria. You are a valuable member of the class, and your participation makes a difference to your growth and to the growth of others in the class. To get the most out of this class, please participate regularly.

2. Activities (2 activities 10 points each) 20 points
Students will earn points for completing class activities. These will include assignments that will be conducted throughout the semester. Students must
complete the activity and **submit to eCampus by the due date for full credit.**

3. **Project: Research Presentation**  
   **20 points**  
   Students will prepare an on-line research presentation (topic will be provided in class). The presentation should be approximately 5-10 minutes. Movie and audio clips used within the presentation will need to be limited to 1-2 minutes. Students unable to submit the presentation on the assigned date will need to contact the instructor. The presentation will be evaluated using the Presentation Evaluation Form (see course website).

4. **Exams I and II**  
   **50 points**  
   This course requires two exams: Exam I and II.

   **Exam I**  
   **DUE DATE: 10/11/17**  
   **25 points**  
   The exam will focus on the assigned readings as well as additional information provided in class up to the date of the exam. The exam will consist of multiple choice items as well as short answers questions or essay.

   **Exam II**  
   **DUE DATE: 12/13/17**  
   **25 points**  
   The exam will focus on the assigned readings as well as additional information provided in class up to the date of the exam. The exam will consist of multiple choice items as well as short answers questions or essay.

**GRADE SCALE**

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<th>SCALE</th>
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<tr>
<td>A</td>
<td>100-90</td>
</tr>
<tr>
<td>B</td>
<td>89-80</td>
</tr>
<tr>
<td>C</td>
<td>79-70</td>
</tr>
<tr>
<td>D</td>
<td>69-60</td>
</tr>
<tr>
<td>F</td>
<td>--below 59</td>
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</table>

**ASSIGNMENTS, COURSE POLICIES AND DUE DATES**

**Assignments Due Dates:** In order to move quickly and successfully, specific deadlines for all assignments are clearly stated in the course syllabus. Should a student be unable to meet a deadline, it is expected the student will make arrangements in advance with the instructor to turn work in late. A penalty may or may not be assigned, at the discretion of the faculty member.
### Participation

<table>
<thead>
<tr>
<th>Activity</th>
<th>Points</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Introduction</td>
<td>2 points</td>
<td>9/06/17 @ 5:00 PM</td>
</tr>
<tr>
<td>Discussion Board Posts (DBP)</td>
<td>8 points</td>
<td>Various dates (see course schedule)</td>
</tr>
<tr>
<td>Activity 1</td>
<td>10 points</td>
<td>10/04/17 @ 5:00 PM</td>
</tr>
<tr>
<td>Activity 2</td>
<td>10 points</td>
<td>11/15/17 @ 5:00 PM</td>
</tr>
<tr>
<td>Research Presentation</td>
<td>20 points</td>
<td>11/08/17 @ 5:00 PM</td>
</tr>
<tr>
<td>Exam I</td>
<td>25 points</td>
<td>10/11/17 @ 5:00 PM</td>
</tr>
<tr>
<td>Exam 2</td>
<td>25 points</td>
<td>12/13/17 @ 5:00 PM</td>
</tr>
<tr>
<td>Total</td>
<td>100 points</td>
<td></td>
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Technology failures will not be accepted as a reason for failing to submit assignments on their due date. Back up all your files frequently and in various locations so that you do not lose your work. Assignments that are not submitted by the due date will not receive full credit. An assignment will not be accepted if submitted one week after the due date, unless you have received prior approval from the instructor.

If a student does not make prior arrangements with the instructor and fails to turn individual work in on time, the following penalties may be applied:

<table>
<thead>
<tr>
<th>Work that is submitted</th>
<th>Duration after due date</th>
<th>Penalty</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 - 2 calendar days AFTER its due date</td>
<td>Due: Wednesday Submitted: Thursday after 5:00 Friday after 5:00</td>
<td>graded down a maximum of 2 points</td>
</tr>
<tr>
<td>3 - 4 calendar days AFTER its due date</td>
<td>Due: Wednesday Submitted: Saturday Sunday</td>
<td>graded down a maximum of 3 points</td>
</tr>
<tr>
<td>5-6 days AFTER its due date</td>
<td>Due: Wednesday Submitted: Monday after 5:00 Tuesday after 5:00</td>
<td>graded down a maximum of 4 points</td>
</tr>
<tr>
<td>Work submitted more than 7 days AFTER its due date</td>
<td>Due: Wednesday Submitted: Wednesday (1 week later)</td>
<td>will receive a zero</td>
</tr>
</tbody>
</table>

**Final course projects and end-of-term exams must be turned in no later than the established due date unless an "Incomplete" grade has been arranged in advance of the final course date.**

**Exception:** Threaded Discussions are designed for maximum student participation and engagement. It is critical to the success of these courses that students contribute to the Threaded Discussions in a timely manner. Therefore, no late postings to the Threaded Discussions will be accepted.
Submitting Assignments: Labeling Conventions
Follow the assignments guidelines
1. Submit your assignment to eCampus. **Do not e-mail assignments to me.**
2. In order to facilitate the tracking of assignments, please use the following naming conventions (assignment name, last name).
   EX: For Activity 1 the filename should be: A1smithjohn.doc
3. Include on the first page of your assignments the following information:

   ![important](image)

   BIED 611, Fall 2017
   Activity 1
   Student Name

EARLY SUBMISSION OF ASSIGNMENTS
It is understandable that there may be times when students wish to submit assignments prior to their due date. However, the instructor does not download any projects or begin providing feedback on those submissions until the due date has passed. This permits “batch grading” of all assignments and exams, reviewing the submissions across all students.

ONLINE ATTENDANCE
The specific requirements for attendance are the following:
   **Any student who does not log into classes within the first seven days of the term will be ask to withdraw from the class.**
   It is always the **student’s responsibility** to withdraw themselves from the class.
   Students must contribute to Threaded Discussions in a timely manner to receive credit for their postings.

EARLY DISCUSSION POLICY
Discussion Board postings are critical to the success of the online classroom and work best when all students are engaged in the same discussion at the same time. Students may on occasion wish to post to the discussion board early. This is fine; however, in order to receive full credit for the discussion, students must participate in the peer-to-peer discussion during the unit beginning and end dates. In addition, please understand it is unlikely that your instructor and peers will provide comments to your postings until the scheduled time for the unit’s discussion.

ONLINE COMMUNICATIONS GUIDELINES
Netiquette
Interactions in an online classroom are in written form. Your comfort level with expressing ideas and feelings in writing will add to your success in an online course. The ability to write is necessary, but you also need to understand what is considered appropriate when communicating online.
The word "netiquette" is short for "Internet etiquette." Rules of netiquette have grown organically with the growth of the Internet to help users act responsibly when they access or transmit information online. You should be aware of the common rules of netiquette for the Web and employ a communication style that follows these guidelines.

**A Few Rules of Thumb**

Wait to respond to a message that upsets you and be careful of what you say and how you say it.

- Be considerate. Rude or threatening language, inflammatory assertions (often referred to as "flaming"), personal attacks, and other inappropriate communication will not be tolerated.
- Never post a message that is in all capital letters -- it comes across to the reader as SHOUTING!
- Use boldface and italics sparingly, as they can denote sarcasm.
- Keep messages short and to the point.
- Always practice good grammar, punctuation, and composition. This shows that you've taken the time to craft your response and that you respect your classmates' work.
- Keep in mind that threaded discussions are meant to be constructive exchanges.
- Be respectful and treat everyone as you would want to be treated yourself.
- Use spell check!

**PARTICIPATING IN THREADED DISCUSSIONS**

You will communicate with your professor and classmates using the threaded discussion areas. This is where you post your responses to Discussion Questions and share your experiences in completing Activities and applying the content of the course.

Participation in discussions is required and will help determine your grade. You are expected to contribute to each of the Discussion Questions in each unit. You should read all responses of other students and add your own.

During discussions, you must demonstrate not only that you understand the subject matter but also that you can apply what you have learned, analyze it, integrate it with knowledge you already have, and evaluate it critically. Your postings should be appropriate and timely contributions that add value to the discussion.

**DISCUSSION GUIDELINES**

To ensure your success as a contributor to discussions and as a student in this class, we suggest the following guidelines for posting:

- Be clear about which message you're responding to. Refer to specific passages or ideas in the course or text that have sparked your interest. Make sure your contribution adds something new to the discussion. A simple "I agree" may be your initial response, but think about how you can take the conversation to the next level.
- Make your posting clear and easy to follow by dividing longer messages into paragraphs.
Address classmates by name or user name, and sign your own messages. Feel free to pose new questions to your classmates within your own message. Use correct spelling, capitalization, grammar, syntax, and punctuation. If you plan on posting a lengthy response, it is a good idea to type your response in Word or Notepad, then copy and paste it into the discussion area. This way you'll always have a record of your communication if for some reason you lose your connection to the course.

**SAMPLE QUESTION AND ANSWERS**
The following are some examples of acceptable and unacceptable responses to Discussion Questions:

**Sample Question:** "The author claims that the Internet has changed teaching. How would you respond to this assertion?"

**Unacceptable:** "I agree."

**Unacceptable:** "I think the author is off her rocker on this point. I can't stand it when techies try to write about education."

**Acceptable:** "I agree with beckyw's basic point--that is, I think she's right that the advent of the Internet means dramatic changes in how we teach. But I think she's so concerned with whether technology is going to replace teachers that she misses an essential point. Teachers must change themselves to use the Internet effectively. The Internet will never replace teachers and it will never be a successful tool unless teachers make it one."

**Acceptable:** "I disagree with beckyw. The Internet has not changed teaching any more than the printing press changed teaching, or modern instructional design has changed teaching. New ideas about teaching and new technologies help us deliver good teaching more effectively. They may help us understand more fully what we're delivering. They may help us reach more students. But the essence of good teaching remains the same."

**SPECIAL SERVICES**
Special Services: 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, currently located in the Disability Services building at the Student Services at White Creek complex on west campus or call 979-845-1637. For additional information, visit [http://disability.tamu.edu](http://disability.tamu.edu).

**PLAGIARISM STATEMENT**
The handouts used in this course are copy-rights. 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 them, unless I expressly grant permission.

As commonly defined, plagiarism consists of passing off as one’s own 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 worse academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated.

If you have any questions regarding plagiarism, please consult the latest issue of the Texas A&M University Student Rules.

ACADEMIC INTEGRITY
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

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."
[Signature of Student]

Helpful Links:
Academic Calendar http://registrar.tamu.edu/General/Calendar.aspx
- On-line Catalog http://catalog.tamu.edu/
- Student Rules http://student-rules.tamu.edu/
- Religious Observances http://student-rules.tamu.edu/append4

Students are responsible for carefully reading the course syllabus, logging to the course website at least once a week, and meeting all the deadlines specified on the syllabus.

   Modules, Exams, and Activities will not be posted early.
# COURSE SCHEDULE (Tentative)

<table>
<thead>
<tr>
<th>MODULES</th>
<th>DATE</th>
<th>ASSIGNMENTS</th>
</tr>
</thead>
</table>
| **INTRODUCTION AND COURSE OVERVIEW** | Week 1 8/30/17 | Post Introduction. Read Module 1 Required Readings:  
- David Nieto (2009)  
- Madeline Mavrogordato (2012) |
| **MODULE 1** Historical Perspectives of Bilingual and Dual Language Education | Week 2 9/06/17 | Read Lessow-Hurley, Chapters 1, 2, & 9 **Introduction - Due @ 5:00 PM**  
Read all introductions. |
| **MODULE 2** Bilingual and Dual Language Programs | Week 3 9/13/17 | Read Lessow-Hurley, Chapter 5  
Read Module 2 Required Readings:  
- Robert Liquanti (1999) |
| **Activity 1 posted** | Week 4 9/20/17 | Discussion Board for Module 2 Post due @ 5:00 PM (see Discussion Board Grading Criteria, p. 11). Work on Activity 1 |
| **MODULE 3** First Language Development | Week 5 9/27/17 | Read Lessow-Hurley, Chapters 3 & 4 (pp. 57-67)  
Read Module 3 Required Readings:  
- James Crawford (2002)  
- Jim Cummins (2000) |
| **Exam I Review posted** (includes Modules 1-3) | Week 6 10/04/17 | Discussion Board for Module 3 Post due @ 5:00 PM (see Discussion Board Grading Criteria, p. 11). Work on Review for Exam I  
Post question(s) about exam on Discussion Board  
Post- “Questions about Exam I”  
Activity 1 due @ 5:00 PM |
| **EXAM I** Information for presentation posted. | Week 7 10/11/17 | **Exam I posted at 5:00 PM.** You will have two hours to complete the exam from the time that you start. The exam will close at midnight. Select topic for presentation. |
| **MODULE 4**  
| **Second Language Acquisition** | Week 8  
| 10/18/17 | Read Lessow-Hurley Chapters 4 (pp. 67-71), & 8  
|  | Read Module 4 Required Reading:  
|  | - Bracken Reed & Jennifer Railsback (2003)  
|  | **Topic for presentation and brief outline due @ 5:00 PM**  
|  
| **MODULE 5**  
| **Dual Language Instruction** | Week 9  
| 10/25/17 | Read Lessow-Hurley Chapters 6 & 7  
|  | Read Module 5 Required Readings:  
|  | - Yolanda Padrón, Hersh Waxman & Hector Rivera (2002)  
|  | - Claude Goldenberg (2008)  
|  | **Last day to make-up EXAM I**  
|  
| **MODULE 6**  
| **Language and Culture** | Week 10  
| 11/01/17 | Read Lessow-Hurley Chapters 10 & 11  
|  | - Read Na’ilah Suad Nasir & Victoria M. Hand (2006)  
|  | **Discussion Board for Module 5 Post Due @ 5:00 PM** (see Discussion Board Grading Criteria, p. 11).  
|  | Work on Presentation  
|  
|  
| Week 11  
| 11/08/17 | **Presentations due at 8:00 PM**  
|  | Work on Activity 2  
|  
| **Presentations** | Week 12  
| (11/15/17) | Respond to Discussion Board Postings for your presentation (see Discussion Board Grading Criteria, p. 11).  
|  | Respond to other presentations postings (see Discussion Board Grading Criteria, p. 11).  
|  | **Activity 2 due @ 5:00 PM**  
|  
|  
| 11/22/17 | Reading Day-No class  
|  
| **Presentations** | Week 13  
| (11/29/17) | Respond to Discussion Board Postings for your presentation (see Discussion Board Grading Criteria, p. 11).  
|  | **Exam II Information provided.**  
|  
| Review for Exam II | Week 14  
| (12/06/17) | Study for Exam II  
|  
| **EXAM II** | Week 15  
| 12/13/17 | **Exam II due at 8:00 PM**  

**TECHNOLOGY - YOUR RESPONSIBILITY:**  
Technological problems do not constitute an excuse for incomplete or late online assignments, so plan accordingly. Double-check e-Campus to make sure your work was submitted successfully.
### Discussion Board Grading Criteria

<table>
<thead>
<tr>
<th>Grade:</th>
<th>Grading Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.0-10 points</td>
<td>Responses are on topic, original, and contribute to the quality of the discussion. Responses make frequent, informed references to unit material. Responses are clearly written. Substantial original answers to the questions that furthers the work of the class. Typically in the 100 word range or responses meet length requirements as posted in the classroom. Two or more thoughtful responses per discussion question to classmates that advance the discussion.</td>
</tr>
<tr>
<td>8.0-8.9 points</td>
<td>Responses are on topic, largely original, and contribute to the quality of the discussion. Responses make some informed references to unit material. Responses are generally clearly written. Substantial original answers to the questions that furthers the work of the class. Typically in the 75-100 word range or responses meet only 80% of the length requirements as posted in the classroom. One response per discussion question to a classmate that is thoughtful and advances the discussion.</td>
</tr>
<tr>
<td>7.0-7.9 points</td>
<td>Responses are on topic, but lack originality, and lack a significant contribution to the quality of the discussion. Responses make vague or summary references to unit material. Responses have several mechanical or stylistic errors. Short posting. Normally in the 50-75 word range or responses meet only 70% of the length requirements as posted in the classroom. Response(s) to others does not advance the discussion.</td>
</tr>
<tr>
<td>6.0-6.9 points</td>
<td>Responses are only partially on topic, lack originality, and lack a significant contribution to the quality of the discussion. Responses make little or no references to unit material. Responses have several mechanical or stylistic errors. Minimal posting. Normally in the 25-50 word range or responses meet only 60% of the length requirements as posted in the classroom. No responses to classmates. If there are two questions, student didn’t respond to one.</td>
</tr>
<tr>
<td>0-5.9 points</td>
<td>Responses are off topic, lack originality, and fail to advance the discussion. Responses make little or no references to unit material. Responses have several mechanical or stylistic errors. Minimal posting. Normally in the fewer than 25 word range or responses meet less than 60% of the length requirements as posted in the classroom. Response is abusive or inappropriate. Response is plagiarized. Responses are missing. No responses to classmates.</td>
</tr>
</tbody>
</table>
ADDITIONAL SOURCES


Course Change Request

Date Submitted: 10/17/17 10:16 am

Viewing: BIED 613 : Spanish/English Biliteracy

Last edit: 10/18/17 9:01 am

Changes proposed by gbyrns

Catalog Pages
retracting this course

BIED - Bilingual Education

CERT CG34: International Education - Certificate
CERT CG27: Hispanic Bilingual Education - Certificate

Programs referencing this course

Faculty Senate Number

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Glenda Byrns</td>
<td><a href="mailto:gbyrns@tamu.edu">gbyrns@tamu.edu</a></td>
<td>979-862-2289</td>
</tr>
</tbody>
</table>

Rationale for Course

The proposed changes are part of a routine curriculum review.

Course prefix BIED
Course number 613

Department Educational Psychology
College/School Education & Human Development
Academic Level Graduate
Academic Level (alternate) Undergraduate
Effective term 2018-2019

Complete Course Title Spanish/English Biliteracy
Abbreviated Course Title SPAN/ENG BILITERACY

Catalog course description
Social-linguistic characteristics of second language learners acquiring literacy skills; reading and literature instruction for second language learners; reading and writing process across the curriculum for Hispanic second language learners; guided field experiences.

Prerequisites and Restrictions
Graduate classification; approval of department head.

Concurrent Enrollment No
Should catalog prerequisites / concurrent enrollment be enforced? No
Crosslistings No
Crosslisted With
Stacked No
Stacked with

In Workflow
1. EPSY Department Head
2. Curricular Services Review
3. ED Committee Preparer GR
4. ED Committee Chair GR
5. ED College Dean GR
6. GC Preparer
7. GC Chair
8. Faculty Senate Preparer
9. Faculty Senate
10. Provost II
11. President
12. Curricular Services
13. Banner

Approval Path
1. 10/17/17 5:51 pm Shanna Hagan-Burke (shaganburke): Approved for EPSY Department Head
2. 10/18/17 9:01 am Sandra Williams (sandra-williams): Approved for Curricular Services Review
3. 10/19/17 10:26 am Melanie Robideau (mrobideau): Approved for ED Committee Preparer GR
4. 11/10/17 11:23 am Beverly Irby (irby): Approved for ED Committee Chair GR
5. 11/10/17 2:52 pm Beverly Irby (irby): Approved for ED College Dean GR
6. 11/22/17 8:47 am LaRhesa Johnson (ljohnson): Approved for GC Preparer
7. 12/11/17 9:16 am LaRhesa Johnson (ljohnson): Approved for GC Chair

https://nextcatalog.tamu.edu/courseleaf/approve/
<table>
<thead>
<tr>
<th>Semester Credit Hour(s)</th>
<th>Contact Hour(s) (per week):</th>
<th>Lecture: 3</th>
<th>Lab: 0</th>
<th>Other: 0</th>
<th>Total: 3</th>
</tr>
</thead>
</table>

Repeatable for credit? No
Three-peat? No
CIP/Fund Code 1302010004
Default Grade Mode Letter Grade(G)
Alternate Grade Modes Satisfactory/Unsatisfactory
Method of instruction Lecture
Will sections of this course be taught as non-traditional? (i.e., parts of term, distance education) Yes

Learning Outcomes

Meets traditional face-to-face learning outcomes.

Describe how learning outcomes are met or provide justification why they are not met.

Learning outcomes are equivalent to learning outcomes in a face-to-face course.

Hours

Meets traditional face-to-face hours.

Describe how hours are met or provide justification why they are not met.

The online hours are equivalent to the face-to-face in the following: time allocated for assignments and research outside class; the discussion boards (including blogs) would be equivalent to whole and small group in-class discussions, which are subsequently summarized by the instructor; lectures via PowerPoint lectures and podcasts

Will this course be taught as a distance education course? Yes No
I verify that I have reviewed the FAQ for Export Control Basics for Distance Education. Yes No
Is 100% of this course going to be taught in Texas? Yes
Will classroom space be needed for this course? No

This will be a required course or an elective course for the following programs:

Required (select program)

Elective (select program)

---

Course Syllabus

Syllabus: Upload syllabus
Upload syllabus [SyllabusBIED613_sa_f2017.docx](https://nextcatalog.tamu.edu/courseale/approve/)#2/3
Letters of support or other documentation: No
Additional information:
Reviewer Comments:
Reported to state: No
BIED 613
Spanish/English Biliteracy
Fall 2017

Instructor: Sandra Acosta, Ph.D., M.Ed., M.A.
Office: 107F Harrington Tower
Telephone: (713) 864-8941
E-mail: sacosta@email.tamu.edu
Office hrs: Tuesdays 1:00-2.00 or by appointment (Skype or face-to-face)

Class Meeting: online

Required Readings and Instructional Materials

Recommended Texts and blog:

Life as a bilingual, a blog by François Grosjean
https://www.psychologytoday.com/blog/life-bilingual

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

COURSE DESCRIPTION
Social-linguistic characteristics of second language learners acquiring literacy skills; reading and literature instruction for second language learners; reading and writing process across the curriculum for Hispanic second language learners; guided field experiences.

LEARNING OBJECTIVES
Spanish/English Biliteracy is a course that draws on several resources: bilingual education pedagogies, teaching and learning in the classroom (practitioner research, local knowledge), second language acquisition theory (universal knowledge), subject area knowledge (also known as content or domain specific knowledge), critical pedagogy, as well as dialogic communication and discourse. To achieve course learning objectives, you must complete all assignments and should consider the suggested reading list. This course also requires a commitment to reflection and dialogue by: (a) drawing on your language experiences both professional and personal related to the process for developing literacy skills—oral language, reading, and writing—in L1 (mother tongue) and L2 (target language); (b) critically evaluating published studies; and (c) listening carefully to others’ perspectives to broaden your own views, deepen your understanding of key concepts, and develop new knowledge and tools.
Therefore, our overarching questions will be:

What is biliteracy? … and

What are the characteristics of a biliterate person?

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

**Identify**… sociolinguistic concepts related to second language learners in the process of developing biliteracy skills and instructional approaches for teaching reading, writing with the goal of biliteracy.

**Explain**… three major components of the biliteracy process: cross-linguistic transfer between L1 and L2, biliteracy and language systems, and language of literacy instruction in the content areas.

**Contrast**… literacy acquisition in L1 and L2 and

**Critique**… research on language of (literacy) instruction for English learners (ELs) and research on biliteracy at the primary and secondary level.

**EXPECTATIONS**

Teaching and learning are dialectical processes.

To achieve our learning outcomes, you may expect this of me.

I will:
• facilitate our discussions on the discussion boards and summarize your reflections,
• select assignments aligned with the course description and stated objectives.

To achieve these outcomes, I also expect these things from you.

You will:
• complete all assignments by due dates;
• complete all assigned readings; and
• be prepared to discuss readings, reflect thoughtfully with classmates, share your experiences (personal and professional) and insights on biliteracy in particular drawing on your readings from the course.

All the activities should be attempted. This syllabus is a guide. The instructor may make changes as deemed necessary for optimal student learning and performing.

**COURSE REQUIREMENTS AND GRADING POLICIES**

For academic purposes, there will be four criteria for evaluating students’ performance. The four main criteria as well as the maximum score for each performance follow:

1. **Online Discussions/Projects** 150 points
   • Active participation in the online discussion/projects day by day.
   • Postings and responses should also contain references to class readings in addition to the specific readings for the discussion and projects, for example How does the discussion thread topic relate to your readings from Language and literacy development in bilingual settings (Durgunoğlu & Goldenberg, 2011)
   • To receive full points on each discussion/project, you must provide a posting and a response to at least two other classmates according to the instructions posted and submit by the due date. There can be only be two responses to each posting. The discussion thread will be locked after one week.
   • Projects are essentially more in-depth discussions in which you will be given an assignment and asked to summarize your findings using a short narrated power point, posting to a discussion board, and commenting on at least two other classmate’s posts. In addition you will be expected to draw on your readings as supports for your findings.

2. **Online Assignments** 150 points
   • Active participation in the online assignments day by day.
   • To receive a full credit on each assignment, you must complete the assignment according to the instructions posted and submit by the due date.
   • Assignments can only be seen by you and your instructor, so you will not be responding to other classmates on assignments. Your instructor will return a grade (points) for each assignment. If you did
no receive full points, you will have one week from the due date to revise your assignment and resubmit.

3. **Midterm Exam** 100 points
   - Details and rubric for the midterm exam will be explained in a separate document.

4. **Final Project:** Research Paper, Poster, and Abstract 200 points
   - The topic should be approved by the instructor. Participants should be prepared to meet with the instructor individually to choose a topic and to develop a research paper (2,000 words master’s and doctoral students) on an educational researcher who investigates topics related to bilingual instruction in reading, writing, and/or biliteracy development of emergent bilinguals (English learners). You will be provided a list of researchers to choose from. **No duplications of researchers.** Doctoral students will chose two bilingual education researchers and compare their work. You will post an abstract of your paper and a poster of your project on a discussion thread. A template for the **structured abstract** and the **poster** (PowerPoint format) will be provided. The poster will not be printed only uploaded as a PowerPoint document.
   - The paper MUST follow American Psychological Association (APA) 6th edition style guidelines (see APA resources section) the body of the paper and bibliography. Papers should be **double-spaced**, *Times New Roman 12 point font with 1 inch margins*. Details, rubric, and template for the paper format will be provided in separate documents. Using American Educational Research Association (AERA) format requirements: Title no more than 15 words, abstract between 120-200 words, 2,000 word does not include references, tables, charts, graphs, images and figures, which should be added to the end of the paper. Sections of the paper: purpose, perspective or theoretical framework (concepts in biliteracy investigated), research question(s), method, findings and discussion (conclusion), and contribution of your paper to the literature (scientific significance of your paper), in other words why is your paper important.
   - To facilitate the organization and provide feedback on your research paper, assignments related to the organization and writing of the research paper will be due throughout the semester. To receive full credit, you must submit these assignments related to the final research paper on the due date.
   - To receive full credit you must make **2 appointments** with a POWER (Promoting Outstanding Writing for Excellence in Research) Consultant (**NOT THE COURSE INSTRUCTOR**) for academic writing consultations on your final research paper (http://power.tamu.edu/). Evidence of the meetings will be the POWER consultant’s name and the date of the consultations, which must be submitted with your final paper draft. You also will meet with the course instructor individually to discuss your paper topic and/or progress in writing up your findings.

**Total Points:** 600 points

**Grading Assignment**

According to the level of performance, there will be three academic grades:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>540 pts. and above</td>
</tr>
<tr>
<td>B</td>
<td>480 – 539 points</td>
</tr>
<tr>
<td>C</td>
<td>420 – 479 points</td>
</tr>
<tr>
<td>D</td>
<td>360 – 419 points</td>
</tr>
<tr>
<td>F</td>
<td>below 359 pts.</td>
</tr>
</tbody>
</table>

**Conducting Online Discussions**

Courtesy and tolerance of other’s views are characteristics of dialogue and dialectical discussions in our class. Different points of view, interpretations, and perspectives add to the richness and texture of all academic discussions. Having said this, I am also asking that your comments be cogent, clear, and concise. Therefore, I expect you to read and edit your comments for grammatical errors and repetitions before posting them. In addition you will be expected to (Writing resources for master’s and doctoral student [and faculty] writers are: Grammarly www.grammarly.com, Pro Writing Aid www.prowritingaid.com, POWER http://power.tamu.edu/)

**CLASS POLICIES**

*Please review the Texas A&M Class Attendance policies online at http://student-rules.tamu.edu/*

*Texas A&M University Explanatory Statements for Absence from Class form is available at http://attendance.tamu.edu. University rules require that we report your attendance at the beginning, during, and end of the semester.*

**Work Submitted Late:**
Some work, such as the midterm and the final project (paper, poster, and abstract) WILL NOT be accepted after the due date. Any comments/posts to the online discussion board or responses to classmates posted to the discussion board after the due date WILL NOT RECEIVE CREDIT, resulting in a grade of zero for the online discussion board assignment. It is important to remember that the purpose of the online discussions is dialogic discourse (bringing together, reflecting/working on ideas and concepts in order to increase our understanding of biliteracy development). Online assignments submitted to the assignment dropbox must be submitted on the due date for full credit. Online assignments submitted up to ONE WEEK after the due date will receive only partial credit (50%). Online assignments submitted after one week will not receive credit.

APA 6 Resources
You may purchase the Publication Manual of the American Psychological Association (6th ed.), the official style guidelines of APA. There are also online resources.
- Purdue Owl (http://owl.english.purdue.edu/owl/resource/560/01/). The Purdue University website also includes a sample paper.
- APA offers free tutorials and a paid online course on APA style (http://www.apastyle.org/learn/courses/4210701.aspx)

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

ADA Statement
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, currently located in the Disability Services building at the Student Services at White Creek complex on west campus or call 979-845-1637. For additional information, visit http://disability.tamu.edu.

Note: Students who have existing ADA accommodations should provide documentation to me as the instructor at the beginning of the semester so that I may tailor course assignments to individual student’s unique needs.

Plagiarism
The materials used in this course are copyrighted. By materials, I mean all documents generated for the class, which include but are not limited to syllabi, quizzes, exams, lab problems, in-class materials, review sheets, and additional problem sets. Because these materials are copyrighted, you do not have the right to copy them, unless I expressly grant permission.

As commonly defined, plagiarism consists of passing off, as one’s own, the ideas, words, writings, etc. that belong to another. This includes the failure to properly cite works and statements of others in your research papers. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of that person. If you have any question regarding plagiarism, please consult the latest issue of the Texas A&M University Student Rules, under the section “Scholastic Dishonesty.”

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

Aggie Honor System
“An Aggie does not lie, cheat or steal, or tolerate those who do.” For additional information, please visit: http://aggiehonor.tamu.edu.

By submitting your assignments, you are acknowledging that you have neither given nor received unauthorized aid on the academic work submitted to me as the instructor.

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

**Grade of “Incomplete”**
A grade of Incomplete (I) should be given only when a student “has completed the course with the exception of a major quiz, final examination or other work. The instructor shall give this grade only when the deficiency is due to an authorized absence or other cause beyond the control of the student” (Student Rule 10.5).

**Communication**
All communication and work must be submitted through eCampus. It is the only way I have a record of those communications. It is important that you check your e-mail daily. I will respond to your e-mails (via eCampus) within 24 hours. Most days I check my e-mail (sacosta@email.tamu.edu at a minimum twice daily). You may also call me on the telephone listed in the syllabus. When you call, please leave your telephone number and a time that you would like for me to return your call.
### BIED 613 Course Content and Schedule

**Note:** For convenience the “week of” date is always Monday.

<table>
<thead>
<tr>
<th>Week 1: Overview</th>
<th>Week of: 08/28</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Topic:</strong></td>
<td>Overview of course and status of research on development of reading/literacy skills for English language learners.</td>
</tr>
<tr>
<td><strong>Activities:</strong></td>
<td>Power Point (PPT) lecture; podcast, readings; discussion</td>
</tr>
<tr>
<td><strong>Important Dates:</strong></td>
<td>Reading Assignment <em>Language &amp; Literacy, Chap. 1: Sunday (midnight)</em> Assignment due: Saturday (midnight) [Numbers] Discussions due: Saturday (midnight) [Introductions, responses should be posted by Sunday (midnight); Pew Hispanic Center]</td>
</tr>
<tr>
<td>a)</td>
<td>Write a brief paragraph (no more than 100 words) where you introduce yourself.</td>
</tr>
<tr>
<td>b)</td>
<td>Listen to Professor François Grosjean’s conference on YouTube <a href="https://www.youtube.com/watch?v=Ky4nzxpeNAU">https://www.youtube.com/watch?v=Ky4nzxpeNAU</a></td>
</tr>
<tr>
<td>c)</td>
<td>Read 4 articles (these are short) from Professor François Grosjean’s blog <a href="https://www.psychologytoday.com/blog/life-bilingual">https://www.psychologytoday.com/blog/life-bilingual</a> Three (3) are required (“Bilingual Infants Learning New Words,” “What is different about the bilingual brain?” and “What is different about the bilingual brain? Part II”) and one (1) is your choice.</td>
</tr>
<tr>
<td>d)</td>
<td>Write a brief reflection on the interview with Dr Grosjean and the 4 articles. What were some of your take aways? The idea is not to summarize each but to provide examples from each that support your “take aways” Assignment due: Saturday (midnight) [Numbers]</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>Week 2: Instructional Approaches</th>
<th>Week of: 09/04</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Topic:</strong></td>
<td>Instructional approaches on teaching reading, writing, and biliteracy for second language learners in primary grades</td>
</tr>
<tr>
<td><strong>Activities:</strong></td>
<td>PPT lecture; readings; assignment</td>
</tr>
<tr>
<td><strong>Important Dates:</strong></td>
<td>Reading Assignment <em>Language &amp; Literacy, Chap. 2: Sunday (midnight)</em> Assignment due: Saturday (midnight) [Instructional Practices]</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 3: Language and (Bi)Literacy</th>
<th>Week of: 09/11</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Topic:</strong></td>
<td>Language of literacy instruction for ELLs</td>
</tr>
<tr>
<td><strong>Activities:</strong></td>
<td>PPT lecture; podcast; readings; <em>Think about:</em> Project 1 –</td>
</tr>
<tr>
<td></td>
<td><em>Identify one research article</em> addressing the effectiveness of literacy instruction that promote literacy or biliteracy acquisition and</td>
</tr>
<tr>
<td></td>
<td><em>Prepare a power point presentation</em> of no more than 10 but no less than 5 slides presenting your article (see Discussion Board for specific instructions about format and content.) and relating it to what you have been learning in class. Incorporate your reading from <em>Language &amp; Literacy</em>, especially chapter 5.</td>
</tr>
<tr>
<td><strong>Important Dates:</strong></td>
<td>Reading Assignment <em>Language &amp; Literacy, Chap. 5: Sunday (midnight)</em> Discussions due: Saturday (midnight)[Discussion: Language of Instruction]; posting responses due: Saturday (midnight) Final Paper Topic Idea due: Monday of Week 4 (Discussion)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 4: Project 1</th>
<th>Week of: 09/18</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Topic:</strong></td>
<td>Presentation of Project 1</td>
</tr>
<tr>
<td><strong>Activities:</strong></td>
<td>Post your narrated PowerPoint in the discussion board and comment on at least two other classmates’ projects.</td>
</tr>
<tr>
<td><strong>Important Dates:</strong></td>
<td>Reading Assignment <em>Language &amp; Literacy, Chap. 3: Sunday (midnight)</em> Final Paper Topic due: [Discussion: Final Paper Bilingual Education Researcher Choice due Saturday (midnight); Feedback responses due: Sunday (midnight)] Project 1 due: Saturday (midnight) [Discussion: Narrated PowerPoint, Project 1]; posting responses due: Sunday (midnight)]</td>
</tr>
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<thead>
<tr>
<th>Week 5: Literacy Processes</th>
<th>Week of: 09/25</th>
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<tbody>
<tr>
<td><strong>Topic:</strong></td>
<td>Literacy process: vocabulary, phonological awareness, spelling, fluency and reading in L1 and L2</td>
</tr>
<tr>
<td><strong>Activities:</strong></td>
<td>PPT lecture, readings; assignment</td>
</tr>
<tr>
<td><strong>Important Dates:</strong></td>
<td>Reading Assignment <em>Language &amp; Literacy, Chap. 6: Sunday (midnight)</em> Assignment due: Saturday (midnight) [Literacy Processes] Discussions due: Saturday (midnight)[ Literacy Processes Blog]; posting responses due: Sunday (midnight)</td>
</tr>
<tr>
<td>Week 6: L2 Literacy</td>
<td>Week of: 10/02</td>
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<td>-----------------------------------------------</td>
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</tr>
<tr>
<td><strong>Topic:</strong> Literacy process: What predicts L2 literacy?</td>
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</tr>
<tr>
<td><strong>Activities:</strong> PPT lecture; readings; discussion; midterm assigned</td>
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</tr>
<tr>
<td><strong>Important Dates:</strong> Reading Assignment Language &amp; Literacy, Chap. 12: Sunday (midnight) Discussion due: Saturday (midnight) [Discussion: L2 Literacy]; posting responses due: Sunday (midnight) Mid-term take-home (weekend) coming up: Released Friday (Week 7) due following Monday (Week 8) (Assignment)</td>
<td></td>
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</table>

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<thead>
<tr>
<th>Week 7: Biliteracy Process</th>
<th>Week of: 10/09</th>
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<tbody>
<tr>
<td><strong>Topic:</strong> Biliteracy process: Cross-linguistic transfer—L1 oracy/literacy to L2 literacy</td>
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<tr>
<td><strong>Activities:</strong> PPT lecture; readings; assignment</td>
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</tr>
<tr>
<td><strong>Important Dates:</strong> Reading Assignment Language &amp; Literacy, Chap. 10: Sunday (midnight) Assignment due: Saturday (midnight) [Biliteracy Process] Mid-term take-home (weekend): Released Friday due following Monday (Assignment)</td>
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<thead>
<tr>
<th>Week 8: Cross-Linguistic Transfer</th>
<th>Week of: 10/16</th>
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<tbody>
<tr>
<td><strong>Topic:</strong> Combined contribution of L1/L2 oracy/literacy to L2 literacy, and inter-correlation</td>
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</tr>
<tr>
<td><strong>Activities:</strong> PPT lecture; readings; discussion</td>
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<tr>
<td><strong>Important Dates:</strong> Reading Assignment Language &amp; Literacy, Chap. 7: Sunday (midnight) Mid-term due on Monday (this week) (Assignment) Discussion due: Saturday (midnight) [Discussion: Transfer Among Adult Learners]; posting responses due: Sunday (midnight)</td>
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<thead>
<tr>
<th>Week 9: Reading Intervention Study</th>
<th>Week of: 10/23</th>
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</thead>
<tbody>
<tr>
<td><strong>Topic:</strong> Language transfer and reading</td>
<td></td>
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<tr>
<td><strong>Activities:</strong> Reading; assignment</td>
<td></td>
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<tr>
<td><strong>Think about:</strong> Project 2</td>
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<tr>
<td>• Choose one article published in the past 10 years regarding language transfer</td>
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<tr>
<td>• Prepare a narrated PowerPoint or Prezi presentation of no more than 10 but no less than 5 slides presenting your article (see Discussion Board for specific instructions about format and content.)</td>
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<tr>
<td>• Reference your comments to what you have been learning in class. When appropriate cite the literature or your course readings.</td>
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</tr>
<tr>
<td><strong>Important Dates:</strong> Reading Assignment Language &amp; Literacy, Chap. 8: Sunday (midnight) Final Paper References List due: Sunday (midnight) (Assignment) Assignment due: Sunday (midnight) [Reading Intervention Study]</td>
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<thead>
<tr>
<th>Week 10: Project 2</th>
<th>Week of: 10/30</th>
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<tbody>
<tr>
<td><strong>Topic:</strong> Presentation of Project 2</td>
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<tr>
<td><strong>Activities:</strong> Post your Power Point in the discussion board and comment on at least two other classmates’ projects.</td>
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<tr>
<td><strong>Important Dates:</strong> Reading Assignment Language &amp; Literacy, Chap. 11: Sunday (midnight) Project 2 due: Saturday (midnight) [Discussion: Project 2]; posting responses due Sunday (midnight) Final Paper Outline due: Week 11 (Assignment)</td>
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<tr>
<th>Week 11: Middle and High School Biliteracy</th>
<th>Week of: 11/6</th>
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<tbody>
<tr>
<td><strong>Topic:</strong> Research on biliteracy at middle and high school level</td>
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<tr>
<td><strong>Activities:</strong> PPT; Readings; assignment</td>
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<tr>
<td><strong>Important Dates:</strong> Reading Assignment Language &amp; Literacy, Chap. 9: Sunday (midnight) Assignment due: Saturday (midnight) [Identity &amp; Academic Achievement]</td>
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<thead>
<tr>
<th>Week 12: Home Literacy</th>
<th>Week of: 11/13</th>
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<tbody>
<tr>
<td><strong>Topic:</strong> Home literacy—Socio-cultural contexts and literacy development; Reading, writing, and biliteracy beyond classrooms</td>
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<tr>
<td><strong>Activities:</strong> PPT lecture; podcast; readings; discussion</td>
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<tr>
<td><strong>Important Dates:</strong> Reading Assignment Language &amp; Literacy, Chap. 13: Sunday (midnight) Final Paper Draft due: Week 13 (Assignment) Discussion due: Saturday (midnight) [Discussion: Home Literacy and Biliteracy Talking Points for stakeholders]; posting responses due: Sunday (midnight)</td>
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<thead>
<tr>
<th>Week 13: Gender Differences</th>
<th>Week of: 11/20</th>
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<tbody>
<tr>
<td><strong>Topic:</strong> Gender difference in biliteracy acquisition</td>
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<tr>
<td><strong>Activities:</strong> Readings; discussion</td>
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</tbody>
</table>
Important Dates:  Reading Assignment Language & Literacy, Chap.4; Sunday (midnight)
Final Paper Draft due: Sunday (this week) (Assignment)
Discussion due: Saturday (midnight) [Discussion: gender differences]; posting responses due: Sunday (midnight)

<table>
<thead>
<tr>
<th>Week 14: Field Work</th>
<th>Week of: 11/27</th>
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<tr>
<td>Topic:</td>
<td>Field Work = Time to revise final paper, prepare abstract, and poster</td>
</tr>
<tr>
<td>Activities:</td>
<td>Edit and Revise final paper</td>
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<tr>
<td>Important Dates:</td>
<td>Final Paper due: Week 15 (Assignment)</td>
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<tr>
<th>Week 15: Final Week</th>
<th>Week of: 12/04</th>
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<tbody>
<tr>
<td>Topic:</td>
<td>Final Paper</td>
</tr>
<tr>
<td>Activities:</td>
<td>Turn in final paper</td>
</tr>
<tr>
<td>Important Dates:</td>
<td>Final Paper and Literature Matrix are due: Sunday (midnight) (Assignment)</td>
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<td></td>
<td>Discussion Board due: Sunday (midnight); Post abstract and poster only (no responses to classmates)</td>
</tr>
</tbody>
</table>

**Important Dates:** Thanksgiving holiday 11/23–24

**Suggested Readings and Resources**


doi:10.1177/0265532215576380


de Ramírez, R. D., & Shapiro, S. (2006). Curriculum-based measurement and the evaluation of


language vocabulary knowledge in predicting English reading comprehension. *Journal of Educational Psychology, 98*(1), 159-169.


Valentino, R. A., & Reardon, S. F. (2015). Effectiveness of four instructional programs designed to


Course Change Request

Date Submitted: 10/06/17 4:29 pm

Viewing: **BMEN 628: Embedded Systems for Medical Applications** Microcontrollers and Communications in Medical Devices

Last approved: 06/23/17 3:22 am
Last edit: 10/08/17 2:51 pm
Changes proposed by: mlyons

Catalog Pages referencing this course
- BMEN - Biomedical Engineering
- Department of Biomedical Engineering

Faculty Senate Number  FS-44-285

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maria Lyons</td>
<td><a href="mailto:mlyons@tamu.edu">mlyons@tamu.edu</a></td>
<td>9798452312</td>
</tr>
</tbody>
</table>

Rationale for Course
Edit
The proposed changes are part of a routine curriculum review.

Course prefix  BMEN
Department  Biomedical Engineering
College/School  College of Engineering
Academic Level  Graduate
Academic Level (alternate)  Undergraduate
Effective term  2018-2019

Complete Course Title  Embedded Systems for Medical Applications Microcontrollers and Communications in Medical Devices

Abbreviated Course Title  EMBEDDED SYSTEMS MED APPS MICROCTRL AND COMM IN MED

Catalog course description
Principles of embedded system architecture and programming; fundamentals and theoretical foundations of wireless communication systems; hands-on experiences of how an embedded system could be used to solve problems in biomedical engineering; projects on wireless sensors and imaging for medical devices.

Prerequisites and Restrictions
- Graduate classification or approval of instructor.

Concurrent Enrollment  No
Should catalog prerequisites / No

In Workflow
1. BMEN Department Head
2. Curricular Services Review
3. EN Committee Preparer GR
4. EN Committee Chair GR
5. EN College Dean GR
6. GC Preparer
7. GC Chair
8. Faculty Senate Preparer
9. Faculty Senate
10. Provost II
11. President
12. Curricular Services
13. Banner

Approval Path
1. 10/06/17 4:48 pm
   Michael McShane (mschane): Approved for BMEN Department Head
2. 10/08/17 2:52 pm
   Sandra Williams (sandra-williams): Approved for Curricular Services Review
3. 10/24/17 4:34 pm
   Jennifer Veracruz (jveracruz): Approved for EN Committee Preparer GR
4. 11/08/17 9:36 am
   Prasad Enjeti (enjeti): Approved for EN Committee Chair GR
5. 11/13/17 1:11 pm
   Prasad Enjeti (enjeti): Approved for EN College Dean GR
6. 11/22/17 8:48 am
   LaResha Johnson (ljohnson): Approved for GC Preparer
7. 12/11/17 1:41 pm
   LaResha Johnson (ljohnson): Approved for GC Chair

History
1. Jun 23, 2017 by Maria Lyons (mlyons)

https://nextcatalog.tamu.edu/courseleaf/approve/
Course Syllabus

Syllabus: Upload syllabus
Upload syllabus 201721-628-Syllabus.doc

Letters of support or other documentation
No

Additional information
We are changing the name of the course to better align with planned creation of cross-listed version of this course in ECEN and CSCE. Everything else is staying the same.
The documents attached are from last year. Per the comment above, a new syllabus is not required, but I didn’t know if the original one should be deleted. I left it just to be safe.

Reviewer Comments

Sandra Williams (sandra-williams) (10/08/17 2:52 pm): Note: Course was previously approved to be stacked {FS.34.285}.

Reported to state?

Change
Course Change Request

Date Submitted: 10/16/17 3:26 pm

Viewing: BMEN 669 : Entrepreneurial Pathways Issues in Medical Devices Biomedical Engineering

Last edit: 10/17/17 10:33 am
Changes proposed by: mlyons

Catalog Pages referencing this course
- BMEN - Biomedical Engineering
  Department of Biomedical Engineering

Programs referencing this course
- CERT-CG45: Quality Engineering for Regulated Medical Technologies - Certificate

Faculty Senate Number

Contact(s)

<table>
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<tr>
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<td><a href="mailto:mlyons@tamu.edu">mlyons@tamu.edu</a></td>
<td>9798452312</td>
</tr>
</tbody>
</table>

Rationale for Course

Edit

The proposed changes are part of a routine curriculum review.
The proposed changes are to meet the demand/interest of students.

Course prefix  BMEN  Course number  669
Department  Biomedical Engineering
College/School  College of Engineering
Academic Level  Graduate
Academic Level (alternate)  Undergraduate
Effective term  2018-2019

Complete Course Title
Entrepreneurial Pathways issues in Medical Devices Biomedical Engineering

Abbreviated Course Title
ENTREPREN PATHWAYS MED DEVICES ENTREPREN ISSUES IN BMEN

Catalog course description

Overview of fundamental elements Description and development steps for an effective strategy pathway including regulatory pathway for commercialization of medical product/medical device innovations; application of the basic regulations and analysis of issues associated requirements and enforcements for product market approval; exploration of product quality test method design requirements; understanding of the applicable regulations and standards pertaining with initiating business ventures to the design, testing, approval and marketing of medical devices, transfer biomedical technologies into the health care sector, including intellectual engineering technology area; and utilizing recent case studies of previous ventures.

Prerequisites and Restrictions

Graduate classification or approval Approval of instructor.

Concurrent Enrollment  No

https://nextcatalog.tamu.edu/courseleaf/approve#
Should catalog prerequisites / concurrent enrollment be enforced?  No

Crosslistings  No  Crosslisted With  
Stacked  Yes  No  Stacked with  BMEN 469 - Entrepreneurial Pathways in Medical Devices

Semester  3  Contact Hour(s)  Lecture:  3  Lab:  0  Other:  0  Total  3
Credit Hour(s)
Repeatable for credit?  No
Three-peat?  No

CIP/Fund Code  1405910006
Default Grade Mode  Letter Grade (G)
Alternate Grade Modes  Satisfactory/Unsatisfactory
Method of instruction  Lecture
Will sections of this course be taught as non-traditional? (i.e., parts of term, distance education)  No

Will this course be taught as a distance education course?  No
Is 100% of this course going to be taught in Texas?  Yes
Will classroom space be needed for this course?  Yes

This will be a required course or an elective course for the following programs:

<table>
<thead>
<tr>
<th>Required (select program)</th>
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<table>
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<tr>
<th>Elective (select program)</th>
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</table>

<table>
<thead>
<tr>
<th>Program(s)</th>
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</thead>
<tbody>
<tr>
<td>(MEN-BMEN) Master of Engineering in Biomedical Engineering</td>
</tr>
<tr>
<td>(MS-BMEN) Master of Science in Biomedical Engineering</td>
</tr>
<tr>
<td>(PHD-BMEN) Doctor of Philosophy in Biomedical Engineering</td>
</tr>
</tbody>
</table>

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**Course Syllabus**

Syllabus:  Upload syllabus

Upload syllabus

Letters of support or other documentation  No

Additional information

https://nextcatalog.tamu.edu/courseleaf/approve/
Reviewer Comments

Sandra Williams (sandra-williams) (10/17/17 10:34 am): Committees may want to see syllabus for this stacking.

Change
Course Change Request

Date Submitted: 10/17/17 8:48 am

Viewing: **ECEN 757 : Distributed Systems and Cloud Computing**

Also Known As: **CSCE 678**

Last approved: 10/17/17 3:16 am

Last edit: 10/17/17 2:42 pm

Changes proposed by: katieann06

Faculty Senate Number: **44-35-003**

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
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<tbody>
<tr>
<td>Katie Bryan</td>
<td><a href="mailto:k.bryan@tamu.edu">k.bryan@tamu.edu</a></td>
<td>9798457467</td>
</tr>
</tbody>
</table>

Rationale for Course Edit

**The proposed changes are to meet the demand/interest of students.**

Course prefix: **ECEN**
Course number: **757**
Department: **Electrical & Computer Eng**
College/School: **College of Engineering**
Academic Level: **Graduate**
Academic Level: **Undergraduate**
Effective term: **2018-2019**
Complete Course Title: **Distributed Systems and Cloud Computing**
Abbreviated Course Title: **DISTRIBUTED SYS & CLOUD COMP**

Catalog course description

Fundamental concepts of distributed systems with a focus on the emerging application of cloud computing; design, analyze, and optimize distributed systems; includes MapReduce, synchronization, peer-to-peer systems, election, distributed agreement, replication, job assignment.

Prerequisites and Restrictions

Concurrent Enrollment: No
Should catalog prerequisites/concurrent enrollment be enforced? No

Crosslistings

<table>
<thead>
<tr>
<th>CSCE 678</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

Semester: 3
Credit Hour(s): 3 (per week)
Contact Hour(s): 3
Lecture: Total 3
Lab: 0
Other: 0
Repeatable for credit? No

https://nextcatalog.tamu.edu/courseleaf/approve#
<table>
<thead>
<tr>
<th>Required (select program)</th>
<th>Program(s)</th>
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</thead>
<tbody>
<tr>
<td>(MEN-ELEN) Master of Engineering in Electrical Engineering</td>
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<tr>
<td>(MS-CEEN) Master of Science in Computer Engineering</td>
<td></td>
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<tr>
<td>(MS-ELEN) Master of Science in Electrical Engineering</td>
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</tr>
<tr>
<td>(PHD-CEEN) Doctor of Philosophy in Computer Engineering</td>
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<tr>
<td>(PHD-ELEN) Doctor of Philosophy in Electrical Engineering</td>
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<tr>
<td>(MEN-CEEN) Master of Engineering in Computer Engineering</td>
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<th>Elective (select program)</th>
<th>Program(s)</th>
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<tbody>
<tr>
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<td></td>
</tr>
<tr>
<td>(MEN-ELEN) Master of Engineering in Electrical Engineering</td>
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</tbody>
</table>

**Course Syllabus**

- Syllabus: Upload syllabus
  - [sylabus_757 revised.doc](https://nextcatalog.tamu.edu/courseleaf/approve/#)
  - [ECEN 757, CSCE 678 syllabus 18C, Hou.doc](https://nextcatalog.tamu.edu/courseleaf/approve/#)

- Letters of support or other documentation: No, Yes
Reported to state?
  - Add
  - Change

Additional information
Reviewer Comments
Course title and number: ECEN 757 / CSCE 678: Distributed Systems and Cloud Computing
Term (e.g., Fall 200X): Fall 2018
Meeting times and location: TBD (3hr lectures, 0hr lab)

Course Description and Prerequisites
Fundamental concepts of distributed systems with a focus on the emerging application of cloud computing; design, analyze, and optimize distributed systems; includes MapReduce, synchronization, peer-to-peer systems, election, distributed agreement, replication, job assignment.

Prerequisites: None

Learning Outcomes
At the end of the course, students will understand the design of modern distributed systems. They will be able to build various distributed systems from scratch. They will also be able to analyze and implement new modules in current architectures of distributed systems.

Instructor Information
Name: I-Hong Hou
Telephone number: (979)862-1092
Email address: ihou@tamu.edu
Office hours: TBD
Office location: 334C WEB

Textbook and/or Resource Material
"Distributed Systems: Concepts and Design, 5/E" by George Coulouris, Jean Dollimore, Tim Kindberg, and Gordon Blair

Grading Policies
Homework: 30%
Midterm Exam: 25% (Exam date: the last lecture in the 10th week)
Class Presentation: 20% (Presentation dates are scheduled in weeks 11-14)
Quizzes: 20%
Class Participation: 5%

Grading scale:
A 90–100%
B 80–89.99%
C 70–79.99%
D 60–69.99%
F 0–59.99%
## Attendance and Make-up Policies

Attendance and make-up policies will follow the general student rule of the university: [http://studentrules.tamu.edu/rule07](http://studentrules.tamu.edu/rule07).

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

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Required Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction and system models</td>
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<tr>
<td>2</td>
<td>Map-Reduce and Internet</td>
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<td>3</td>
<td>Synchronization and global state</td>
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<td>4</td>
<td>Election and consensus</td>
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<td>5</td>
<td>Multicast</td>
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<td>6</td>
<td>Concurrency control</td>
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<td>7</td>
<td>P2P systems</td>
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<tr>
<td>8</td>
<td>Replication</td>
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<tr>
<td>9</td>
<td>Distributed file storage</td>
<td></td>
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<tr>
<td>10</td>
<td>Review and Midterm</td>
<td></td>
</tr>
<tr>
<td>11-14</td>
<td>Emerging challenges. Read, present, and discuss 14 papers on 7 emerging topics. Topics include: energy efficiency, edge computing, user behavior, scalability, fault-tolerant design, etc.</td>
<td></td>
</tr>
</tbody>
</table>

## Americans with Disabilities Act (ADA)

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, currently located in the Disability Services building at the Student Services at White Creek complex on west campus or call 979-845-1637. For additional information, visit [http://disability.tamu.edu](http://disability.tamu.edu).

## Academic Integrity

*For additional information please visit: [http://aggiehonor.tamu.edu](http://aggiehonor.tamu.edu)*

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

Date Submitted: 10/10/17 3:22 pm

Viewing: **EDCI 629: Historical Analysis of Urban School Reform**

**Benchmarks in Urban Education**

Last approved: 09/05/17 3:20 am
Last edit: 10/12/17 11:44 am
Changes proposed by: ksmith

Catalog Pages referencing this course:
- Department of Teaching, Learning and Culture
- EDCI - Educ Curriculum & Dev

Facility Senate Number

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kerri Smith</td>
<td><a href="mailto:ksmith@tamu.edu">ksmith@tamu.edu</a></td>
<td>979-862-3792</td>
</tr>
</tbody>
</table>

Rationale for Course

The proposed changes are part of a routine curriculum review.

Course prefix: EDCI  
Course number: 629
Department: Teaching, Learning & Culture
College/School: Education & Human Development
Academic Level: Graduate
Academic Level (alternate): Undergraduate
Effective term: 2018-2019

Complete Course Title: Historical Analysis of Urban School Reform - Benchmarks in Urban Education
Abbreviated Course Title: HIST ANY URB SCHOOL REFORM - BENCHMARKS IN URBAN ED

Catalog course description:
Identifies, analyzes, and applies benchmarks in urban education using research findings. Prerequisites/Doctoral classification; urban education emphasis or approval of instructor;

Prerequisites and Restrictions:
- Doctoral classification; urban education emphasis or approval of instructor; concurrent enrollment in EDCI 637.

Concurrent Enrollment: No Yes
Should catalog prerequisites / concurrent enrollment be enforced? Yes No

In Workflow
1. TLAC Department Head
2. Curricular Services Review
3. ED Committee Preparer GR
4. ED Committee Chair GR
5. ED College Dean GR
6. GC Preparer
7. GC Chair
8. Faculty Senate Preparer
9. Faculty Senate
10. Provost II
11. President
12. Curricular Services
13. Banner

Approval Path
1. 10/11/17 5:29 pm
   Michael DeMiranda (demiranda): Approved for TLAC Department Head
2. 10/12/17 11:45 am
   Sandra Williams (sandra-williams): Approved for Curricular Services Review
3. 10/17/17 4:26 pm
   Melanie Robideau (mrobideau): Approved for ED Committee Preparer GR
4. 11/10/17 11:23 am
   Beverly Irby (irby): Approved for ED Committee Chair GR
5. 11/10/17 2:52 pm
   Beverly Irby (irby): Approved for ED College Dean GR
6. 11/22/17 8:50 am
   LaRhesa Johnson (lrjohnson): Approved for GC Preparer
7. 12/14/17 10:56 am
   LaRhesa Johnson (lrjohnson): Approved for GC Chair

History
1. Sep 5, 2017 by Laura Muntean (laumuntean)

https://nextcatalog.tamu.edu/courseleaf/approve/
Enforced Prerequisites / Concurrent Enrollment

<table>
<thead>
<tr>
<th>And/Or</th>
<th>Course Prefix/Number</th>
<th>Min Grade/Score</th>
<th>Academic Level</th>
<th>)</th>
<th>Concurrency?</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>EDCI 637</td>
<td>C</td>
<td>GR</td>
<td></td>
<td>Yes</td>
</tr>
</tbody>
</table>

Crosslistings
No
Crosslisted With

Stacked
No
Stacked with

| Semester | 3 |
| Credit   |    |
| Hour(s)  |    |

Repeatable for credit?
No

Three-peat?
No

CIP/Fund Code
1303010004

Default Grade Mode
Letter Grade(G)

Alternate Grade Modes
Satisfactory/Unsatisfactory

Method of instruction
Lecture

Will sections of this course be taught as non-traditional? (i.e., parts of term, distance education)

No Yes

Will this course be taught as a distance education course?
No

Is 100% of this course going to be taught in Texas?
Yes

Will classroom space be needed for this course?
Yes

This will be a required course or an elective course for the following programs:

Required (select program)

Elective (select program)

<table>
<thead>
<tr>
<th>Program(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(PHD-EDCI) Doctor of Philosophy in Curriculum and Instruction</td>
</tr>
</tbody>
</table>

Course Syllabus

Syllabus: Upload syllabus

Upload syllabus

Letters of support or other documentation
No

Additional information

Reviewer Comments

https://nextcatalog.tamu.edu/courseleaf/approve/
Course Change Request

Date Submitted: 10/03/17 4:11 pm

Viewing: **EDTC 608: Online Course Design Foundations of Distance-Learning**

Last edit: 10/08/17 3:13 pm

Changes proposed by: nsweany

Catalog Pages

Reference: EDTC - Educational Technology

- Catalog Pages

  - referencing this course

Faculty Senate Number

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Noelle Sweany</td>
<td><a href="mailto:nsweany@tamu.edu">nsweany@tamu.edu</a></td>
<td>979-862-2086</td>
</tr>
</tbody>
</table>

Rationale for Course

Edit: **The proposed changes are part of a routine curriculum review.**

Course prefix: EDTC

Course number: 608

Department: Educational Psychology

College/School: Education & Human Development

Academic Level: Graduate

Effective term: 2018-2019

Complete Course Title: Online Course Design Foundations of Distance-Learning

Abbreviated Course Title: ONLINE COURSE DESIGN FOUND OF DISTANCE-Learning

Catalog course description:

Application of systematic instructional design principles to the development of online instruction within a learning management system; experience designing and facilitating both asynchronous and synchronous e-learning environments according to evidence-based practices. Communication theory, learning theories, and systems theory related to distance learning; application of effective and efficient instructional methodologies to educational/instructional settings via multiple distance education technologies and techniques.

Prerequisites and Restrictions

- EDTC 645 or approval of instructor; approval of department head; graduate classification.

Concurrent Enrollment: No

Should catalog prerequisites?: Yes

Approval Path

1. 10/06/17 7:40 pm
   Shanna Hagan-Burke (shaganburke): Approved for EPSY Department Head

2. 10/08/17 3:16 pm
   Sandra Williams (sandra-williams): Approved for Curricular Services Review

3. 10/09/17 9:31 am
   Melanie Robideau (mroбинеау): Approved for ED Committee Preparer GR

4. 10/16/17 8:38 am
   Beverly Irby (birby): Approved for ED Committee Chair GR

5. 10/23/17 3:20 pm
   Beverly Irby (birby): Approved for ED College Dean GR

6. 11/22/17 8:50 am
   LaRhesa Johnson (ljohnson): Approved for GC Preparer

7. 12/14/17 10:56 am
   LaRhesa Johnson (ljohnson): Approved for GC Chair

https://nextcatalog.tamu.edu/courselead/approve/
Enforced Prerequisites / Concurrent Enrollment

<table>
<thead>
<tr>
<th>And/Or</th>
<th>Course Prefix/Number</th>
<th>Min Grade/Score</th>
<th>Academic Level</th>
<th>)</th>
<th>Concurrency?</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>EDTC 645</td>
<td>C</td>
<td>GR</td>
<td></td>
<td></td>
</tr>
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</table>

Crosslistings: No
Crosslisted With

Stacked: No
Stacked with

Semester: 3
Credit Hour(s): Contact Hour(s) (per week):
Lecture: 3
Lab: 0
Other: 0
Total: 3

Repeatable for credit? No
Three-peat? No

CIP/Fund Code: 1312010004
Default Grade Mode: Letter Grade(G)
Alternate Grade Modes: Satisfactory/Unsatisfactory
Method of instruction: Lecture
Will sections of this course be taught as non-traditional? (i.e., parts of term, distance education) Yes

Learning Outcomes

Meets traditional face-to-face learning outcomes.

Describe how learning outcomes are met or provide justification why they are not met.

Program faculty collaborate to ensure that course objectives are rigorous and comprehensive. The course has been QM-certified. This course is part of the Educational Technology M.Ed. program, which is an online-only program. There is no face-to-face version of this course, but if there were, the learning objectives would be the same. The designer and instructor of this course has been designated an ‘Exemplary Distance Educator’ by TAMU, according to QM standards.

Hours

Meets traditional face-to-face hours.

Describe how hours are met or provide justification why they are not met.

Graduate courses in the Educational Technology program are designed to require approximately 12 hours of work per week to complete. In this course, this includes time for readings, online discussions, small group collaboration, interaction with instructor, and completion of weekly assignments. Interaction with the instructor as well as other students is ongoing. This is a project-based course with a series of revision cycles. The same projects would be used if the course was taught face-to-face.

Will this course be taught as a distance education course? Yes No

I verify that I have reviewed the FAQ for Export Control Basics for Distance Education. Yes No

Is 100% of this course going to be taught in Texas? Yes

Will classroom space be needed for this

https://nextcatalog.tamu.edu/courseleaf/approve#
This will be a required course or an elective course for the following programs:

<table>
<thead>
<tr>
<th>Required (select program)</th>
<th>Program(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(MED-EDTC) Master of Education in Educational Technology</td>
<td></td>
</tr>
<tr>
<td>(PHD-EPSY) Doctor of Philosophy in Educational Psychology</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Elective (select program)</th>
<th>Program(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(MS-EPSY) Master of Science in Educational Psychology</td>
<td></td>
</tr>
<tr>
<td>(MED-EPSY) Master of Education in Educational Psychology</td>
<td></td>
</tr>
</tbody>
</table>

**Course Syllabus**

- Syllabus: Upload syllabus
- Upload syllabus
- Letters of support or other documentation: No
- Additional information

**Reviewer Comments**

- **Sandra Williams (sandra-williams)** *(02/13/17 1:23 am)*: Rollback: Please send updates. Syllabus: make-up work and late-work policy appear to contradict student rule 7; missing link to student rule 7; using outdated ADA statement; missing Aggie Honor Code website link.

- **Sandra Williams (sandra-williams)** *(03/06/17 8:51 pm)*: Rollback: Requested updates to syllabus were not made. Rolling back.

- **Sandra Williams (sandra-williams)** *(10/08/17 3:15 pm)*: Syllabus not required for a name change. Previous submission was for non-traditional format approval. However, this course was included in the memo for approval of non-traditional formats.

**Reported to state?**

- Change
Course Change Request

Date Submitted: 10/31/17 9:28 am

Viewing: **FORS 610 : Forensic Sexual Assault Examiner**

Also Known As: **NURS 610**

Last approved: 04/14/17 3:43 am

Last edit: 11/07/17 7:39 pm

Changes proposed by: brickla1

Catalog Pages referencing this course

- FORS - Forensic Healthcare
- NURS - Nursing

Programs referencing this course


As A Banner Equivalent: **PS.24.28**

Faculty Senate Number: **PS.24.28**

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alisha Brickley-Meyer</td>
<td><a href="mailto:brickley-meyer@tamhs.edu">brickley-meyer@tamhs.edu</a></td>
<td>9794360132</td>
</tr>
</tbody>
</table>

Rationale for Course

Edit

*The proposed changes are part of a routine curriculum review.*

Course prefix: **FORS**

Course number: **610**

Department: College of Nursing

College/School: Nursing

Academic Level: Graduate

Effective term: 2018-2019

Complete Course Title

Forensic Sexual Assault Examiner

Abbreviated Course Title

FORENSIC SEX ASSAULT EXAMINER

Catalog course description

Roles and responsibilities; legal definitions; expert witness testimony; nurse advocacy; motivations of perpetrators to offend; obtaining historical account of sexual assault using interview techniques; appropriate methods of documentation; EMTALA; head-to-toe assessment; injury documentation; anatomy of female and male sexual organs; evidence collection kit; treatment of STDs; pregnancy prophylactic treatment; role of advocates and advocacy centers; communication skills; vicarious victimization; civil and criminal trial procedures.

Prerequisites and Restrictions

*Grade of B or better in NURS 601 or FORS 601, or approval of instructor.*

Graduate classification:

Concurrent Enrollment: **No**

Should catalog prerequisites: **Yes**

https://nextcatalog.tamu.edu/courseleaf/approve#
Concurrent enrollment be enforced?

Enforced Prerequisites / Concurrent Enrollment

<table>
<thead>
<tr>
<th>And/Or</th>
<th>Course Prefix/Number</th>
<th>Min Grade/Score</th>
<th>Academic Level</th>
<th>)</th>
<th>Concurrency?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Or</td>
<td>NURS 601</td>
<td>B</td>
<td>GR</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>FORS 601</td>
<td>B</td>
<td>GR</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Crosslistings
Yes
Crosslisted With
NURS 610

Stacked
No
Stacked with

Semester: 3
Credit Hour(s): Contact Hour(s) (per week): Lecture: 3 Lab: 0 Other: 0 Total: 3
Repeatable for credit: No
Three-peat: No
CIP/Fund Code: 5138990120
Default Grade Mode: Letter Grade(G)
Alternate Grade Modes: Satisfactory/Unsatisfactory
Method of instruction: Lecture
Will sections of this course be taught as non-traditional? (i.e., parts of term, distance education)
Yes

Learning Outcomes
Meets traditional face-to-face learning outcomes.
Describe how learning outcomes are met or provide justification why they are not met.
Course previously approved for non-traditional course delivery.

Hours
Meets traditional face-to-face hours.
Describe how hours are met or provide justification why they are not met.
Course previously approved for non-traditional course delivery.

Will this course be taught as a distance education course?
Yes No

I verify that I have reviewed the FAQ for Export Control Basics for Distance Education.
Yes

Is 100% of this course going to be taught in Texas?
Yes

Will classroom space be needed for this course?
No

This will be a required course or an elective course for the following programs:
Required (select program)

https://nextcatalog.tamu.edu/courseleaf/approve/#

2/3
Course Syllabus

Syllabus: Upload syllabus

Upload syllabus: FORS_NURS 610 Forensic Sexual Assault Examiner.pdf

Letters of support or other documentation: No

Additional information: Course objectives and prereqs updated.

Reviewer Comments:
- Sandra Williams (sandra-williams) (11/07/17 7:21 pm): A syllabus has been included, however, this type of change does not require a syllabus.
- Sandra Williams (sandra-williams) (11/07/17 7:39 pm): Course previously approved for non-traditional course delivery.

Reported to state: No
Texas A&M Health Science Center
College of Nursing

Course title and number  FORS/NURS 610 Forensic Sexual Assault Examiner

Term
Meeting times and location  Online

Course Description and Prerequisites
Forensic Sexual Assault Examiner (3-0). Credits 3. Roles and responsibilities; legal definitions; expert witness testimony; nurse advocacy; motivations of perpetrators to offend; obtaining historical account of sexual assault using interview techniques; appropriate methods of documentation; EMTALA; head-to-toe assessment; injury documentation; anatomy of female and male sexual organ; evidence collection kit; treatment of STDs; pregnancy prophylactic treatment; role of advocates and advocacy centers; communication skills; vicarious victimization; civil and criminal trial procedures. Prerequisites: FORS 601 or with instructor approval.

Learning Outcomes or Course Objectives
By the completion of this course, the student will be able to:

<table>
<thead>
<tr>
<th>Course Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Analyze the roles and responsibilities of the Sexual Assault Nurse Examiner (SANE) in respect to the provision of services.</td>
</tr>
<tr>
<td>2. Appraise approaches used to obtain comprehensive histories of reported sexual assaults.</td>
</tr>
<tr>
<td>3. Analyze the components of medical-forensic examination.</td>
</tr>
<tr>
<td>4. Delineate best practices for the collection, preservation, storage and chain of custody of evidence.</td>
</tr>
<tr>
<td>5. Explain the use of documentation techniques in supporting a sexual assault examination and prosecution.</td>
</tr>
<tr>
<td>6. Describe the role and responsibilities as expert witness in legal proceedings.</td>
</tr>
<tr>
<td>7. Distinguish between the roles of the community partners who interact with those involved in the sexual assault investigation.</td>
</tr>
</tbody>
</table>

Instructor Information

Name: Stacey A. Mitchell, DNP, MBA, RN, SANE-A, SANE-P
Telephone number: 979-436-0283
Email address: samitchell@tamhsc.edu
Office hours:

Name: Laurie Charles, MSN, RN, CA/CP SANE, SANE-P
Telephone number: 979-436-0155
Email address: charles@tamhsc.edu
Office hours:

Textbook and/or Resource Material

REQUIRED LEARNING MATERIALS:


Grading Policies

Ungraded Activities
Reading Assignments

Graded Activities (percentage of course grade)

<table>
<thead>
<tr>
<th>Learning Activity</th>
<th>Percentage of Final Course Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Progress Reports</td>
<td>30</td>
</tr>
<tr>
<td>Final Exam</td>
<td>30</td>
</tr>
<tr>
<td>Final Project</td>
<td>40</td>
</tr>
</tbody>
</table>

Grading Scale:

A = 90-100
B = 80- 89
C = 70-79
D = 60-69
F = < 60

Students must have a final course average of at least 80% to successfully pass the course.

Faculty Expectations, Course Assumptions & Attendance Policy

Students are expected to follow specific instructions for all learning activities provided within each module. Each module will open on Wednesday 0001 CST and must be completed by the following Tuesday at midnight CST. Each module is self-contained and will have information and resources/references necessary to successfully complete learning activities.

Faculty will consider crisis situations on a case-by-case basis. If an illness or emergency is experienced that prevents the student from accessing the online course and completing assignments in a timely manner, the student should notify the faculty member as soon as possible so that options can be discussed.

Due Dates/Times:
Projects/Special Learning Activities: Please refer to the related learning module for specific instructions for completing a project or special learning activity including due dates and grading rubrics.

Individual Assignments:
1. All assignments are due on Tuesday midnight CST and are uploaded via the assignments link in eCampus.
2. Late assignments will be reduced by 10 points per day unless otherwise determined by the course faculty.

Discussion Boards:
Discussion board (DB) participation is an opportunity to contribute evidence-based content to the group discussion, while providing an opportunity for personal sharing. Please use the following guidelines (in combination with the grading rubric) to develop Initial Posts and Secondary Posts. Please use these guidelines for DB participation:

1. Always complete the required or assigned learning activities within a module before developing a DB post. This includes reading assignments, videos, PowerPoint presentations, visits to websites and any other learning activities provided in the module PRIOR to developing Initial or Secondary Posts. All Initial Posts MUST be evidenced-based, properly cited, and provide direct responses to prompts within the module. Initial Posts should demonstrate an understanding of the assigned content within a module and uniquely contribute to the class discussion. Please do not directly repeat information previously submitted in other colleagues’ posts. Use the Secondary Posting phase as an opportunity to deepen the discussion. This type of posting provides students an opportunity to share personal experiences, informed opinions and other contributory sources of information to the class discussion.

2. Length of Initial Posts should be maintained between 150 – 250 words and MUST include citations according to the grading rubric. Secondary Posts should be a minimum of 100 words and may require citations. (refer to the instructions). Please read a sampling of your colleagues’ Initial Posts to the Discussion Board and respond to the number of postings required as stated in the instructions.

3. Suggestions for replying to colleagues in during the Secondary Posting phase of the DB include:
   *Always be respectful of others, but scholarly disagreements are fine.
   *Provide an alternative perspective with a discussion of your point of view.
   *Share own experiences but use empirical resources in the analysis.
   *Ask questions to further the discussion, post additional resources such as articles, websites video clips, etc.
   *Suggest why you might see things differently. (cite/reference)
   *Ask a probing or clarifying question.
   *Share an insight form having read the colleague’s posting.
   *Offer and support with evidence from the literature an informed opinion.(cite/reference)
   *Validate an idea with your own experience.
   *Make a suggestion supported with evidence from the literature. (cite/reference)
   *Expand on the colleague’s posting.
   *Ask for evidence that supports a posting.

4. Please refer to the Discussion Board Grading Rubric found within the module. The faculty will assign a specific score based on criteria provided in the rubric.

Other pertinent course information:

This course satisfies required didactic component of sexual assault nurse examiner training; students will need to complete clinical training in their own communities to practice as sexual assault nurse examiners.

Professionals with other roles related to responding to sexual assault will complete modules specific to their discipline: advocacy, law enforcement, prosecution.
Americans with Disabilities Act (ADA)

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services located in the Disability Services building at the Student Services at White Creek complex on west campus or call 979-845-1637. For additional information, visit http://disability.tamu.edu.

Academic Integrity

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

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

Course Calendar

FORS/NURS 610– Forensic Sexual Assault Examiner Course

<table>
<thead>
<tr>
<th>Module</th>
<th>Week/Date</th>
<th>Content</th>
<th>Reading Assignment</th>
<th>Learning Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Week: 1</td>
<td>A Trauma-Informed Approach</td>
<td>Assigned Reading</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Weeks: 2&amp;3</td>
<td>Building a Sexual Assault Response Team (SART)</td>
<td>SANE-SART Modules</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Weeks: 4&amp;5</td>
<td>Overview of Procedures for Responding to Sexual Assault</td>
<td>SANE-SART Modules</td>
<td>Progress Report Due</td>
</tr>
<tr>
<td>4</td>
<td>Weeks: 6&amp;7</td>
<td>Sexual Assault Evidentiary Exam Procedures (or module associated with other professional discipline)</td>
<td>SANE-SART Modules</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Week: 8</td>
<td>SART Member Case Examples</td>
<td>SANE-SART Modules</td>
<td>Progress Report Due</td>
</tr>
<tr>
<td>6</td>
<td>Week: 9</td>
<td>SART Meetings</td>
<td>SANE-SART Modules</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Week: 10</td>
<td>Underserved Populations</td>
<td>SANE-SART Modules</td>
<td>Assigned Readings</td>
</tr>
<tr>
<td>8</td>
<td>Week:11</td>
<td>Technology to Assist Evidence Collection</td>
<td>Assigned Readings</td>
<td>Video Presentations</td>
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<tr>
<td>9</td>
<td>Week: 12</td>
<td>Evidence-Based Practice in Responding to Sexual Assault</td>
<td>Assigned Readings</td>
<td></td>
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<tr>
<td>10</td>
<td>Week: 13</td>
<td>Planning to Practice in Your Community</td>
<td>Online Discussion</td>
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<tr>
<td></td>
<td>Week: 14</td>
<td>Work on Final Projects</td>
<td>Work on Final Project</td>
<td></td>
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<tr>
<td></td>
<td>Week: 15</td>
<td>Finals Week Course/Faculty Evaluations</td>
<td>Final Exam</td>
<td>Final Project Due</td>
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</table>
Course Change Request

Date Submitted: 10/31/17 9:30 am

Viewing: **FORS 611 : Application of Clinical Pharmacology to Victims of Violence**

Also Known As: **NURS 611**

Last approved: 04/14/17 3:39 am

Last edit: 11/07/17 7:39 pm

Changes proposed by: brickla1

Catalog Pages referencing this course

- FORS - Forensic Healthcare
- NURS - Nursing

Programs referencing this course


As A Banner Equivalent:

Faculty Senate Number: **FE:34:98**

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alisha Brickley-Meyer</td>
<td><a href="mailto:brickley-meyer@tamhsc.edu">brickley-meyer@tamhsc.edu</a></td>
<td>9794360132</td>
</tr>
</tbody>
</table>

Rationale for Course

**The proposed changes are part of a routine curriculum review.**

Course prefix: FORS  
Course number: 611

Department: College of Nursing
College/School: Nursing

Academic Level: Graduate

Academic Level (alternate): Undergraduate

Effective term: 2018-2019

Complete Course Title:
Application of Clinical Pharmacology to Victims of Violence

Abbreviated Course Title: APP CLIN PHARM VICTIMS OF VIOL

Catalog course description

Common substances: Drug facilitated sexual assault, pharmacological treatment of abuse; substance abuse, STIs, and crimes against persons, pregnancy prophylaxis, pharmacological treatment for individuals with existing drug laws, addiction, patient safety and enforcement, compliance, methods to assess for current drug facilitated crimes, pharmacological prophylaxis, abuse, types of date rape drugs and their actions.

Prerequisites and Restrictions

Grade of B or better in NURS 601 or FORS 601, or approval of instructor. Graduate classification.

Concurrent Enrollment: No

Should catalog prerequisites/ Yes No
Enforced Prerequisites / Concurrent Enrollment

<table>
<thead>
<tr>
<th>And/Or</th>
<th>Course Prefix/Number</th>
<th>Min Grade/Score</th>
<th>Academic Level</th>
<th>Concurrency?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Or</td>
<td>NURS 601</td>
<td>B</td>
<td>GR</td>
<td></td>
</tr>
<tr>
<td>Or</td>
<td>FORS 601</td>
<td>B</td>
<td>GR</td>
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</tr>
</tbody>
</table>

Crosslistings: Yes
Crosslisted With: NURS 611
Stacked: No
Stacked with: 

Semester: 1
Credit Hour(s): 
Contact Hour(s): 
(per week):
Lecture: 1
Lab: 0
Other: 0
Total: 1

Repeatable for credit? No
Three-peat? No
CIP/Fund Code: 5138990120
Default Grade Mode: Letter Grade(G)
Alternate Grade Modes: Satisfactory/Unsatisfactory
Method of instruction: Lecture
Will sections of this course be taught as non-traditional? (i.e., parts of term, distance education) Yes

Learning Outcomes

Meets traditional face-to-face learning outcomes.

Describe how learning outcomes are met or provide justification why they are not met.
Course previously approved for non-traditional course delivery.

Hours

Meets traditional face-to-face hours.

Describe how hours are met or provide justification why they are not met.
Course previously approved for non-traditional course delivery.

Will this course be taught as a distance education course? Yes No
I verify that I have reviewed the FAQ for Export Control Basics for Distance Education. Yes
Is 100% of this course going to be taught in Texas? Yes
Will classroom space be needed for this course? No

This will be a required course or an elective course for the following programs:
Required (select program)

https://nextcatalog.tamu.edu/courseleaf/approve#
Course Syllabus

Syllabus: Upload syllabus

Upload syllabus: [FORS_NURS 611 App of Clin Pharm to Victims of Violence.pdf](#)

Letters of support or other documentation: No

Additional information: Updated course description, objectives and prereqs.

Reviewer Comments:
- Sandra Williams (sandra-williams) (11/07/17 7:23 pm): A syllabus has been included, however, this type of change does not require a syllabus.
- Sandra Williams (sandra-williams) (11/07/17 7:40 pm): Course previously approved for non-traditional course delivery.

Reported to state?: No
Texas A&M Health Science Center  
College of Nursing

Course title and number  FORS/NURS 611 Application of Clinical Pharmacology to Victims of Violence

Term  XXXX
Meeting times and location  Online

Application of Clinical Pharmacology to Victims of Violence (1-0). Credit 1. Common substances of abuse; substance abuse and crimes against persons; drug laws and enforcement; drug facilitated crimes; pharmacological prophylaxis. Prerequisites: FORS 601 or with instructor approval.

Learning Outcomes or Course Objectives

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

<table>
<thead>
<tr>
<th>Course Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Integrate knowledge of the pharmacological actions, side effects, and properties of commonly abused substances into the care of victims and perpetrators of violence.</td>
</tr>
<tr>
<td>2. Analyze the relationship between substance use and abuse and crime victimization and perpetration.</td>
</tr>
<tr>
<td>3. Examine the legal implications of substance use and abuse in relation to crimes against persons.</td>
</tr>
</tbody>
</table>

Instructor Information

Name:  Nancy Downing, PhD, RN, SANE-A, CP-SANE  
Telephone number:  979-436-0157  
Email address:  downing@tamhsc.edu  
Office hours:  Arranged at student request

Textbook and/or Resource Material

REQUIRED LEARNING MATERIALS:  
Grading Policies

**Ungraded Activities**

Reading Assignments

**Graded Activities (percentage of course grade)**

<table>
<thead>
<tr>
<th>Learning Activity</th>
<th>Percentage of Final Course Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quiz</td>
<td>20</td>
</tr>
<tr>
<td>Discussion Board</td>
<td>25</td>
</tr>
<tr>
<td>Mid-term Exam</td>
<td>25</td>
</tr>
<tr>
<td>Final Exam</td>
<td>30</td>
</tr>
</tbody>
</table>

Grading Scale:

- A = 90-100
- B = 80-89
- C = 70-79
- D = 60-69
- F = < 60

Students must have a final course average of at least 80% to successfully pass the course.

**Faculty Expectations, Course Assumptions & Attendance Requirements**

Students are expected to follow specific instructions for all learning activities provided within each module. Each module will open on Wednesday 0001 CST and must be completed by the following Tuesday at midnight CST. Each module is self-contained and will have information and resources/references necessary to successfully complete learning activities.

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**Due Dates/Times:**

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**Individual Assignments:**

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   * Provide an alternative perspective with a discussion of your point of view.
   * Share own experiences but use empirical resources in the analysis.
   * Ask questions to further the discussion, post additional resources such as articles, websites video clips, etc.
   * Suggest why you might see things differently. (cite/reference)
   * Ask a probing or clarifying question.
   * Share an insight form having read the colleague’s posting.
   * Offer and support with evidence from the literature an informed opinion.(cite/reference)
   * Validate an idea with your own experience.
   * Make a suggestion supported with evidence from the literature. (cite/reference)
   * Expand on the colleague’s posting.
   * Ask for evidence that supports a posting.

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Academic Integrity

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

Course Calendar

FORS/NURS 611 – Application of Clinical Pharmacology to Victims of Violence

<table>
<thead>
<tr>
<th>Module</th>
<th>Week/Date</th>
<th>Content</th>
<th>Reading Assignment</th>
<th>Learning Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Week: 1</td>
<td>Introduction to Clinical Pharmacology</td>
<td>Reading Assignment</td>
<td>Discussion Board</td>
</tr>
<tr>
<td>2</td>
<td>Week: 2</td>
<td>Pharmacodynamics of Drugs Used to Induce Powerlessness</td>
<td>Reading Assignment</td>
<td>Quiz</td>
</tr>
<tr>
<td>3</td>
<td>Week: 3</td>
<td>Pharmacokinetics of Drugs Used to Induce Powerlessness</td>
<td>Reading Assignment</td>
<td>Quiz</td>
</tr>
<tr>
<td>4</td>
<td>Week: 4</td>
<td>Motivations Behind Drug-Facilitated Assault</td>
<td>Reading Assignment</td>
<td>Discussion Board</td>
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<tr>
<td>5</td>
<td>Week: 5</td>
<td>Focused Study: GHB, Rohypnol, Benzodiazepines</td>
<td>Reading Assignment</td>
<td>Quiz</td>
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<tr>
<td>6</td>
<td>Week: 6</td>
<td>Focused Study: Ketamine, Ethanol, Ecstasy</td>
<td>Reading Assignment</td>
<td>Quiz</td>
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<tr>
<td>7</td>
<td>Week: 7</td>
<td>Pharmacological Treatment and Existing Drug Addiction</td>
<td>Reading Assignment</td>
<td>Discussion Board</td>
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<td>8</td>
<td>Week: 8</td>
<td>Prepare for Mid-term Exam</td>
<td>Reading Assignment</td>
<td>Mid-term Exam</td>
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<td>9</td>
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<td>Methods to Assess for Current Drug Abuse</td>
<td>Reading Assignment</td>
<td>Discussion Board</td>
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<td>10</td>
<td>Week: 10</td>
<td>Indications and Drugs Used for Pregnancy Prophylaxis Post Sexual Assault</td>
<td>Reading Assignment</td>
<td>Quiz</td>
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<td>11</td>
<td>Week: 11</td>
<td>Pathophysiology of Selected STDs</td>
<td>Reading Assignment</td>
<td>Quiz</td>
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<td>Overview of STD Identification and Treatment</td>
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<td>Specific Drugs Used to Treat STDs</td>
<td>Reading Assignment</td>
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<td>Drug-to-drug Interactions</td>
<td>Reading Assignment</td>
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<td>15</td>
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<td>Final Course Exam</td>
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<td>Course/Faculty Evaluations</td>
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Course Change Request

1/10/2018 FORS 612: Human Trafficking

Date Submitted: 10/31/17 9:34 am

Viewing: **FORS 612 : Human Trafficking**

Also Known As: **NURS 612**

Last approved: 04/14/17 3:46 am

Last edit: 11/07/17 7:40 pm

Changes proposed by: brickla1

<table>
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<th>Catalog Pages referencing this course</th>
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<tr>
<td>FORS - Forensic Healthcare</td>
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<tr>
<td>NURS - Nursing</td>
</tr>
<tr>
<td>CERT-CG23: Forensic Healthcare - Certificate</td>
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</table>

Programs referencing this course

As A Banner Equivalent:

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<th>Faculty Senate Number</th>
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<td>FS.34.28</td>
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Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alisha Brickley-Meyer</td>
<td><a href="mailto:brickley-meyer@tamhs.edu">brickley-meyer@tamhs.edu</a></td>
<td>9794360132</td>
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</table>

Rationale for Course

**The proposed changes are part of a routine curriculum review.**

<table>
<thead>
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<th>Course prefix</th>
<th>FORS</th>
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<th>612</th>
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<tr>
<td>(alternate)</td>
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<tr>
<td>Effective term</td>
<td>2018-2019</td>
<td></td>
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Complete Course Title

Human Trafficking

Abbreviated Course Title

HUMAN TRAFFICKING

Catalog course description

Forms of trafficking; Trafficking Victims Protection Act; **grooming of victims; perpetrator attributes; involuntary servitude, peonage, peonage and debt bondage; trafficking versus human smuggling; recruitment and transportation of victims; transportation; bio-psycho-social impact; human trafficking and the internet; identification and investigation of trafficked individuals; trafficking and the internet; identification and investigation of trafficked individuals; trafficking in the across-U.S. and world-wide. borders.**

Prerequisites and Restrictions

Grade of B or better in NURS 601 or FORS 601, or approval of instructor. Graduate classification.

Concurrent Enrollment

No

Should catalog prerequisites /

Yes No

https://nextcatalog.tamu.edu/courseleaf/approve#
Enforced Prerequisites / Concurrent Enrollment

<table>
<thead>
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<th>And/Or</th>
<th>Course Prefix/Number</th>
<th>Min Grade/Score</th>
<th>Academic Level</th>
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<td>FORS 601</td>
<td>B</td>
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Crosslistings: Yes
Crosslisted With: NURS 612
Stacked: No
Stacked with: 

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<th>Semester</th>
<th>Credit</th>
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<th>Lab</th>
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Repeatable for credit?: No
Three-peat?: No
CIP/Fund Code: 5138990120
Default Grade Mode: Letter Grade(G)
Alternate Grade Modes: Satisfactory/Unsatisfactory
Method of instruction: Lecture
Will sections of this course be taught as non-traditional? [i.e., parts of term, distance education]: Yes

Learning Outcomes

Meets traditional face-to-face learning outcomes.
Describe how learning outcomes are met or provide justification why they are not met.
Course previously approved for non-traditional course delivery.

Hours

Meets traditional face-to-face hours.
Describe how hours are met or provide justification why they are not met.
Course previously approved for non-traditional course delivery.

Will this course be taught as a distance education course?: Yes No
I verify that I have reviewed the FAQ for Export Control Basics for Distance Education.
Is 100% of this course going to be taught in Texas?: Yes
Will classroom space be needed for this course?: No
This will be a required course or an elective course for the following programs:
Required (select program)
Course Syllabus

Syllabus: Upload syllabus

Upload syllabus  FORS_NURS 612 Human Trafficking.pdf

Letters of support or other documentation
No

Additional information
Updated course description, objectives and prereqs.

Reviewer Comments
Sandra Williams (sandra-williams) (11/07/17 7:25 pm): A syllabus has been included, however, this type of change does not require a syllabus.

Sandra Williams (sandra-williams) (11/07/17 7:40 pm): Course previously approved for non-traditional course delivery.

Reported to state?
No
Texas A&M Health Science Center
College of Nursing

Course title and number FORS/NURS 612 Human Trafficking

Term XXXX
Meeting times and location Online

Human Trafficking (1-0). Credit 1. Forms of trafficking; Trafficking Victims Protection Act; grooming of victims; perpetrator attributes; involuntary servitude, peonage, debt bondage; trafficking versus human smuggling; recruitment and transportation of victims; bio-psycho-social impact; human trafficking and the internet; identification and investigation of trafficked individuals; trafficking in the U.S. and world-wide. Prerequisites: FORS601 or with instructor approval.

Learning Outcomes or Course Objectives

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

<table>
<thead>
<tr>
<th>Course Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Categorize the various forms of human trafficking and the associated recruitment practices of traffickers designed to attract vulnerable individuals and populations.</td>
</tr>
<tr>
<td>2. Explore the impact of human bondage on the individual, the community, and world-wide.</td>
</tr>
<tr>
<td>3. Appraise laws intended to combat human trafficking.</td>
</tr>
</tbody>
</table>

Instructor Information

Name: Laurie Charles, MSN, RN, SANE-A, CA-CP SANE
Telephone number: 979-436-0155
Email address: echarles@tamhsc.edu
Office hours:

Textbook and/or Resource Material

REQUIRED LEARNING MATERIALS:

Grading Policies

Ungraded Activities
Reading Assignments

Graded Activities (percentage of course grade)

<table>
<thead>
<tr>
<th>Learning Activity</th>
<th>Percentage of Final Course Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Boards</td>
<td>20</td>
</tr>
<tr>
<td>Assignments</td>
<td>30</td>
</tr>
<tr>
<td>Mid-term/Final Guided Self-Reflection</td>
<td>25</td>
</tr>
<tr>
<td>Final Course Project</td>
<td>25</td>
</tr>
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### Course Calendar

**FORS/NURS 612 – Human Trafficking**

**Semester/Year**

<table>
<thead>
<tr>
<th>Module</th>
<th>Week/Date</th>
<th>Content</th>
<th>Reading Assignment</th>
<th>Learning Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Week: 1</td>
<td>Introduction of Human Trafficking – <em>Not in Our City</em></td>
<td>Palmiotto Chapter 14</td>
<td>Assignment</td>
</tr>
<tr>
<td>2</td>
<td>Week: 2</td>
<td>Historical Perspectives</td>
<td>Palmiotto Chapter 1</td>
<td>Discussion Board</td>
</tr>
<tr>
<td>3</td>
<td>Week: 3</td>
<td>Sociological Perspectives</td>
<td>Palmiotto Chapter 3</td>
<td>Discussion Board</td>
</tr>
<tr>
<td>4</td>
<td>Week: 4</td>
<td>Psychological Perspectives</td>
<td>Palmiotto Chapter 4</td>
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<tr>
<td>5</td>
<td>Week: 5</td>
<td>Forms of Trafficking and Types of Bondage</td>
<td>Palmiotto Chapter 9</td>
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<td>6</td>
<td>Week: 6</td>
<td>Recruitment Practices and Cultural Influences</td>
<td>Palmiotto Chapter 8</td>
<td>Discussion Board</td>
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<td>7</td>
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<td>Role of the Internet in Human Trafficking</td>
<td>Palmiotto Chapter 5</td>
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<td>8</td>
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<td>Palmiotto Chapter 6</td>
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<td>Human Trafficking and Street Gangs</td>
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<td>Illegal Immigrants and Forced Labor</td>
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<td>11</td>
<td>Week: 11</td>
<td>Investigation into Human Trafficking</td>
<td>Palmiotto Chapter 7</td>
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<td>12</td>
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<td>Laws and Law Enforcement Awareness</td>
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<td>Week: 13</td>
<td>Transportation Across Borders; Federal Law</td>
<td>Palmiotto Chapters 2, 12</td>
<td>Assignment</td>
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<td>14</td>
<td>Week: 14</td>
<td>Providing Effective Services to Victims</td>
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<td></td>
<td>Week: 15</td>
<td>Final Course Project</td>
<td><em>PowerPoint or Prezi Presentation</em></td>
<td><em>Course/Faculty Evaluations</em></td>
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Course Change Request

Date Submitted: 10/31/17 9:37 am

Viewing: FORS 614: Policy and Ethics of Interpersonal Violence
Also Known As: NURS 614
Last approved: 04/14/17 3:33 am
Last edit: 11/07/17 7:41 pm
Changes proposed by: brickla1

Catalog Pages referencing this course
- FORS - Forensic Healthcare
- NURS - Nursing

Programs referencing this course

As A Banner Equivalent:

Faculty Senate Number: SS:34:38

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alisha Brickley-Meyer</td>
<td><a href="mailto:brickley-meyer@tamhsc.edu">brickley-meyer@tamhsc.edu</a></td>
<td>9794360132</td>
</tr>
</tbody>
</table>

Rationale for Course

The proposed changes are part of a routine curriculum review.

Course prefix: FORS
Course number: 614
Department: College of Nursing
College/School: Nursing
Academic Level: Graduate
Effective term: 2018-2019
Complete Course Title: Policy and Ethics of Interpersonal Violence
Abbreviated Course Title: POLICY ETHICS INTRAPERSONL VIOL

Catalog course description
Overview of policies and ethical considerations that inform forensic healthcare practice and procedures; identification, discussion and analysis of federal, state and local policies; regulation of professional practice; scopes and standards of practice; policy and legislation regarding victim populations; ethical standards for health professionals working with victims.

Prerequisites and Restrictions
Grade of B or better in NURS 601 or FORS 601, or approval of instructor. Graduate classification.

Concurrent Enrollment: No
Should catalog prerequisites / concurrent enrollment be enforced?

https://nextcatalog.tamu.edu/courseleaf/approve/
Enforced Prerequisites / Concurrent Enrollment

<table>
<thead>
<tr>
<th>And/Or</th>
<th>Course Prefix/Number</th>
<th>Min Grade/Score</th>
<th>Academic Level</th>
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<th>Concurrency?</th>
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<td>B</td>
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<td>FORS 601</td>
<td>B</td>
<td>GR</td>
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<td>Yes</td>
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<td>NURS 614</td>
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<td>Stacked</td>
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<th>Semester</th>
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<th>Lecture: 1</th>
<th>Lab: 0</th>
<th>Other: 0</th>
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<td>(per week):</td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

Repeatable for credit? | No
Three-peat? | No
CIP/Fund Code | 5138990120
Default Grade Mode | Letter Grade(G)
Alternate Grade Modes | Satisfactory/Unsatisfactory
Method of instruction | Lecture
Will sections of this course be taught as non-traditional? (i.e., parts of term, distance education) | Yes

Learning Outcomes

Meets traditional face-to-face learning outcomes.

Describe how learning outcomes are met or provide justification why they are not met.

Course previously approved for non-traditional course delivery.

Hours

Meets traditional face-to-face hours.

Describe how hours are met or provide justification why they are not met.

Course previously approved for non-traditional course delivery.

Will this course be taught as a distance education course?

Yes No

I verify that I have reviewed the FAQ for Export Control Basics for Distance Education.

Yes

Is 100% of this course going to be taught in Texas?

Yes

Will classroom space be needed for this course?

No

This will be a required course or an elective course for the following programs:

Required (select program)

Elective (select program)

Program(s)

(CERT-CG23) Forensic Healthcare - Certificate
## Course Syllabus

<table>
<thead>
<tr>
<th>Syllabus: Upload syllabus</th>
<th>FORS_NURS 614 Forensic Health Care Policy and Ethics.pdf</th>
</tr>
</thead>
<tbody>
<tr>
<td>Letters of support or other documentation</td>
<td>No</td>
</tr>
<tr>
<td>Additional information</td>
<td>Updated course objectives and prereqs.</td>
</tr>
<tr>
<td>Reviewer Comments</td>
<td>Sandra Williams (sandra-williams) (11/07/17 7:27 pm): A syllabus has been included, however, this type of change does not require a syllabus. Sandra Williams (sandra-williams) (11/07/17 7:40 pm): Course previously approved for non-traditional course delivery.</td>
</tr>
<tr>
<td>Reported to state?</td>
<td>No</td>
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</table>

Key: G440
Course title and number

FORS/NURS 614 Forensic Health Care Policy and Ethics

Term

Online

Course Description and Prerequisites

Forensic Health Care Policy and Ethics (1-0). Credits 1. Policies and ethical considerations that inform forensic healthcare practice and procedures; analysis of policy and legislation impacting victims and perpetrators of crime; ethical standards for professionals working with victims and perpetrators of crime. Prerequisite: FORS601 or with instructor approval.

Learning Outcomes or Course Objectives

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

<table>
<thead>
<tr>
<th>Course Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Examine the policy-making process at the federal, state, and local levels pertaining to care of victims and perpetrators of violence.</td>
</tr>
<tr>
<td>2. Categorize policies utilized by professionals that inform forensic health care practice and procedures.</td>
</tr>
<tr>
<td>3. Appraise ethical standards for professionals working with victims and perpetrators of crime.</td>
</tr>
</tbody>
</table>

Instructor Information

Name: Daniel J. Sheridan, PhD, RN, FNE-A, FAAN
Telephone number: 979-436-0177
Email address: dsheridan@tamhsc.edu
Office hours:

Textbook and/or Resource Material

REQUIRED LEARNING MATERIALS:

Grading Policies

Ungraded Activities
Reading Assignments

Graded Activities (percentage of course grade)

<table>
<thead>
<tr>
<th>Learning Activity</th>
<th>Percentage of Final Course Grade</th>
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<tbody>
<tr>
<td>Syllabus quiz</td>
<td>3</td>
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<tr>
<td>Discussion boards</td>
<td>30</td>
</tr>
<tr>
<td>Assignments</td>
<td>27</td>
</tr>
<tr>
<td>Mid-term reflective summary</td>
<td>15</td>
</tr>
<tr>
<td>Final Paper</td>
<td>25</td>
</tr>
</tbody>
</table>

Grading Scale:

A = 90-100
B = 80-89
C = 70-79
D = 60-69
F = < 60

Students must have a final course average of at least 80% to successfully pass the course.

Faculty Expectations, Course Assumptions & Attendance Requirements

Students are expected to follow specific instructions for all learning activities provided within each module. Each module will open on Wednesday 0001 CST and must be completed by the following Tuesday at midnight CST. Each module is self-contained and will have information and resources/references necessary to successfully complete learning activities.

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Due Dates/Times:

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1. All assignments are due on Tuesday midnight CST and are uploaded via the assignments link in eCampus.
2. Late assignments will be reduced by 10 points per day unless otherwise determined by the course faculty.

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Discussion board (DB) participation is an opportunity to contribute evidence-based content to the group discussion, while providing an opportunity for personal sharing. Please use the following guidelines (in combination with the grading rubric) to develop Initial Posts and Secondary Posts. Please use these guidelines for DB participation:

1. Always complete the required or assigned learning activities within a module before developing a DB post. This includes reading assignments, videos, PowerPoint presentations, visits to websites
and any other learning activities provided in the module PRIOR to developing Initial or Secondary Posts. All Initial Posts MUST be evidenced-based, properly cited, and provide direct responses to prompts within the module. Initial Posts should demonstrate an understanding of the assigned content within a module and uniquely contribute to the class discussion. Please do not directly repeat information previously submitted in other colleagues’ posts. Use the Secondary Posting phase as an opportunity to deepen the discussion. This type of posting provides students an opportunity to share personal experiences, informed opinions and other contributory sources of information to the class discussion.

2. Length of Initial Posts should be maintained between 150 – 250 words and MUST include citations according to the grading rubric. Secondary Posts should be a minimum of 100 words and may require citations. (refer to the instructions). Please read a sampling of your colleagues’ Initial Posts to the Discussion Board and respond to the number of postings required as stated in the instructions.

3. Suggestions for replying to colleagues in during the Secondary Posting phase of the DB include:
   *Always be respectful of others, but scholarly disagreements are fine.
   *Provide an alternative perspective with a discussion of your point of view.
   *Share own experiences but use empirical resources in the analysis.
   *Ask questions to further the discussion, post additional resources such as articles, websites video clips, etc.
   *Suggest why you might see things differently. (cite/reference)
   *Ask a probing or clarifying question.
   *Share an insight form having read the colleague’s posting.
   *Offer and support with evidence from the literature an informed opinion.(cite/reference)
   *Validate an idea with your own experience.
   *Make a suggestion supported with evidence from the literature. (cite/reference)
   *Expand on the colleague’s posting.
   *Ask for evidence that supports a posting.

4. Please refer to the Discussion Board Grading Rubric found within the module. The faculty will assign a specific score based on criteria provided in the rubric.

Americans with Disabilities Act (ADA)

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, currently located in the Disability Services building at the Student Services at White Creek complex on west campus or call 979-845-1637. For additional information, visit http://disability.tamu.edu.

Academic Integrity

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

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

**FORS/NURS 614—Policy and Ethics of Interpersonal Violence**

## Semester/Year

<table>
<thead>
<tr>
<th>Module</th>
<th>Week/Date</th>
<th>Content</th>
<th>Reading Assignment</th>
<th>Learning Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Week: 1</td>
<td>Introduction to Policy</td>
<td>Porche Chapter 1</td>
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<tr>
<td>2</td>
<td>Week: 2</td>
<td>Federalism and State Law</td>
<td>Porche Chapter 2</td>
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<td>3</td>
<td>Week: 3</td>
<td>Policy Making</td>
<td>Porche Chapter 7</td>
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<td>Policy &amp; Ethics</td>
<td>Porche Chapter 11</td>
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<td>5</td>
<td>Week: 5</td>
<td>Professional Codes of Ethics</td>
<td>Assigned Readings</td>
<td>Discussion</td>
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<td>6</td>
<td>Week: 6</td>
<td>Crime Victim Rights</td>
<td>Assigned Readings</td>
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<tr>
<td>7</td>
<td>Week: 7&amp;8</td>
<td>Violence Against Women &amp; Law</td>
<td>Robinson Chapter 6</td>
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<tr>
<td>8</td>
<td>Week: 9</td>
<td>Child Abuse &amp; Neglect &amp; Law</td>
<td>Robinson Chapter 7</td>
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<tr>
<td>9</td>
<td>Week: 10</td>
<td>Elder Abuse &amp; Neglect &amp; Law</td>
<td>Robinson Chapter 11</td>
<td>Discussion</td>
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<tr>
<td>10</td>
<td>Week: 11</td>
<td>Professional Scopes &amp; Standards of Practice</td>
<td>Assigned Readings</td>
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<tr>
<td>11</td>
<td>Week: 12</td>
<td>Issues Related to Laws &amp; Policy Future Directions</td>
<td>Assigned Readings</td>
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<td>Week: 13</td>
<td></td>
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<td>Discussion Final Exam</td>
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<td>Week: 14</td>
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<td></td>
<td>Work on Final Paper</td>
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<td>Week: 15</td>
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<td>Final Paper Due</td>
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Course Change Request

Date Submitted: 10/31/17 9:39 am

Viewing: FORS 615 : Forensic Mental Health
Also Known As: NURS 615
Last approved: 04/14/17 3:41 am
Last edit: 11/07/17 7:41 pm
Changes proposed by: brickla1

Catalog Pages referencing this course
- FORS - Forensic Healthcare
- NURS - Nursing

Programs referencing this course

As A Banner Equivalent:

Faculty Senate Number: FS:24:28

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
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<tbody>
<tr>
<td>Alisha Brickley-Meyer</td>
<td><a href="mailto:brickley-meyer@tamhs.edu">brickley-meyer@tamhs.edu</a></td>
<td>9794360132</td>
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Rationale for Course
Edit
The proposed changes are part of a routine curriculum review.

Course prefix: FORS
Course number: 615

Department: College of Nursing
College/School: Nursing
Academic Level: Graduate

Effective term: 2018-2019
Complete Course Title: Forensic Mental Health
Abbreviated Course Title: FORENSIC MENTAL HEALTH

Catalog course description:
Mental Examination of mental health issues related to victimization and perpetration; forensic mental health professional roles; determination of diminished capacity and competence to stand trial; mental health risk factors and outcomes associated with both crime perpetration and victimization; addiction and crime; current ethical issues in forensic mental health associated with crime and mental health.

Prerequisites and Restrictions
Grade of B or better in NURS 601 or FORS 601, or approval of instructor. Graduate classification.

Concurrent Enrollment: No
Should catalog prerequisites / concurrent enrollment be enforced: Yes

Approval Path
1. 10/31/17 11:03 am
   Brian Holland
   (beh9828): Approved for CLNU Department Head
2. 11/07/17 7:29 pm
   Sandra Williams
   (sandra-williams): Approved for Curricular Services Review
3. 11/14/17 7:54 am
   Alisha Brickley-Meyer
   (brickla1): Approved for NU Committee Preparer
4. 11/14/17 8:36 am
   Brian Holland
   (beh9828): Approved for NU Committee Chair
5. 11/16/17 1:52 pm
   Debra Matthews
   (dmatthews): Approved for NU Committee Preparer
6. 11/22/17 8:50 am
   LaRhesa Johnson
   (ljohnson): Approved for GC Preparer
7. 12/14/17 10:56 am
   LaRhesa Johnson
   (ljohnson): Approved for GC Chair

History
1. Apr 14, 2017 by sarah.gordon
### Enforced Prerequisites / Concurrent Enrollment

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<th>Min Grade/Score</th>
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<td>GR</td>
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Crosslistings: Yes
Crosslisted With: NURS 615

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<tr>
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<td>Hour(s)</td>
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Contact Hour(s) (per week): 1
Lecture: 1
Lab: 0
Other: 0
Total: 1

Repeatable for credit? No
Three-peat? No
CIP/Fund Code: 5138990120
Default Grade Mode: Letter Grade (G)
Alternate Grade Modes: Satisfactory/Unsatisfactory
Method of instruction: Lecture
Will sections of this course be taught as non-traditional? (i.e., parts of term, distance education) Yes

### Learning Outcomes

- Meets traditional face-to-face learning outcomes.

Describe how learning outcomes are met or provide justification why they are not met.

- Course previously approved for non-traditional course delivery.

### Hours

- Meets traditional face-to-face hours.

Describe how hours are met or provide justification why they are not met.

- Course previously approved for non-traditional course delivery.

Will this course be taught as a distance education course? Yes No

I verify that I have reviewed the FAQ for Export Control Basics for Distance Education. Yes

Is 100% of this course going to be taught in Texas? Yes

Will classroom space be needed for this course? No

This will be a required course or an elective course for the following programs:

Required (select program)

Elective (select program)

Program(s)

(CERT-CG23) Forensic Healthcare - Certificate
# Course Syllabus

<table>
<thead>
<tr>
<th>Syllabus:</th>
<th>Upload syllabus</th>
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<tbody>
<tr>
<td>Upload syllabus</td>
<td>FORS_NURS 615Forensic Mental Health.pdf</td>
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<table>
<thead>
<tr>
<th>Letters of support or other documentation</th>
<th>No</th>
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</thead>
</table>

**Additional information**

Updated course description, course objectives and prereqs.

**Reviewer Comments**

Sandra Williams (sandra-williams) (11/07/17 7:29 pm): A syllabus has been included, however, this type of change does not require a syllabus.

**Reported to state?**

No
Texas A&M Health Science Center
College of Nursing

Course title and number FORS/NURS 615 Forensic Mental Health

Term
Meeting times and location Online

Course Description and Prerequisites
Forensic Mental Health (1-0). Credit 1. Mental health issues related to victimization and perpetration; forensic mental health professional roles; diminished capacity and competence to stand trial; addiction and crime; current issues in forensic mental health. Prerequisites: FORS 601 or with instructor approval.

Learning Outcomes or Course Objectives
By the completion of this course, the student will be able to:

<table>
<thead>
<tr>
<th>Course Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Examine mental health issues related to crime perpetration and victimization.</td>
</tr>
<tr>
<td>2. Appraise issues regarding responsibility for criminal behavior in persons with mental illness.</td>
</tr>
<tr>
<td>3. Analyze professional forensic mental health roles in working with perpetrators and victims of crime.</td>
</tr>
</tbody>
</table>

Instructor Information
Name: Nancy R. Downing, PhD, RN, SANE-A, CP-SANE
Telephone number: 979-436-0157
Email address: downing@tamhsc.edu
Office hours: By appointment

Textbook and/or Resource Material
REQUIRED LEARNING MATERIALS:

**Grading Policies**

**Ungraded Activities**
Reading Assignments

**Graded Activities (percentage of course grade)**

<table>
<thead>
<tr>
<th>Learning Activity</th>
<th>Percentage of Final Course Grade</th>
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<tbody>
<tr>
<td>Discussion Boards</td>
<td>25</td>
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<tr>
<td>Assignments</td>
<td>25</td>
</tr>
<tr>
<td>Journal Article Summaries</td>
<td>20</td>
</tr>
<tr>
<td>Final Paper</td>
<td>30</td>
</tr>
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</table>

Grading Scale:

A = 90-100
B = 80-89
C = 70-79
D = 60-69
F = < 60

Students must have a final course average of at least 80% to successfully pass the course.

**Faculty Expectations, Course Assumptions & Attendance Requirements**

Please review TAMU attendance requirements at: [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07)

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**Due Dates/Times:**

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3. Suggestions for replying to colleagues in during the Secondary Posting phase of the DB include:
   * Always be respectful of others, but scholarly disagreements are fine.
   * Provide an alternative perspective with a discussion of your point of view.
   * Share own experiences but use empirical resources in the analysis.
   * Ask questions to further the discussion, post additional resources such as articles, websites video clips, etc.
   * Suggest why you might see things differently. (cite/reference)
   * Ask a probing or clarifying question.
   * Share an insight form having read the colleague’s posting.
   * Offer and support with evidence from the literature an informed opinion. (cite/reference)
   * Validate an idea with your own experience.
   * Make a suggestion supported with evidence from the literature. (cite/reference)
   * Expand on the colleague’s posting.
   * Ask for evidence that supports a posting.

4. Please refer to the Discussion Board Grading Rubric found within the module. The faculty will assign a specific score based on criteria provided in the rubric.

Americans with Disabilities Act (ADA)
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, currently located in the Disability Services building at the Student Services at White Creek complex on west campus or call 979-845-1637. For additional information, visit http://disability.tamu.edu.

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

“An Aggie does not lie, cheat, or steal, or tolerate those who do.”
<table>
<thead>
<tr>
<th>Module</th>
<th>Content</th>
<th>Assignment</th>
<th>Reading Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction to Forensic Mental Health</td>
<td>Ungraded Discussion Board Introductions</td>
<td>Schug &amp; Fradella, Ch. 1 Assigned Journal Article</td>
</tr>
<tr>
<td>2</td>
<td>Theoretical Models of Mental Health and Crime</td>
<td>Journal Article Summary</td>
<td>Schug &amp; Fradella, Ch. 2, pp. 34-49</td>
</tr>
<tr>
<td>3</td>
<td>Mental Health &amp; Crime: Perpetration</td>
<td>Discussion Board</td>
<td>Schug &amp; Fradella, selected readings</td>
</tr>
<tr>
<td>4</td>
<td>Mental Health &amp; Crime: Perpetration</td>
<td>Quiz 1 – Modules 1-3</td>
<td>Schug &amp; Fradella, selected readings</td>
</tr>
<tr>
<td>5</td>
<td>Mental Health &amp; Crime: Victimization</td>
<td>Discussion Board</td>
<td>Assigned Journal Articles</td>
</tr>
<tr>
<td>5</td>
<td>Mental Health and Specific Crime: Sexual Assault</td>
<td>Quiz 2 – Module 4</td>
<td>Schug &amp; Fradella, Ch. 8 Assigned Journal Articles</td>
</tr>
<tr>
<td>5</td>
<td>Mental Health and Specific Crime: Domestic Violence</td>
<td></td>
<td>Assigned Journal Articles</td>
</tr>
<tr>
<td>6</td>
<td>Mental Health and Specific Crime: Children Exposed to Violence</td>
<td>Journal Article Summary</td>
<td>Assigned Journal Articles and Readings</td>
</tr>
<tr>
<td>6</td>
<td>Abuse, Addiction &amp; Crime</td>
<td>Discussion Board</td>
<td>Schug &amp; Fradella, Ch. 4</td>
</tr>
<tr>
<td>7</td>
<td>Psychological Profiling</td>
<td>Quiz 3 – Modules 5 &amp; 6</td>
<td>Assigned Journal Articles and Readings</td>
</tr>
<tr>
<td>7</td>
<td>Competency to Stand Trial: Laws and Procedures</td>
<td></td>
<td>Schug &amp; Fradella, Ch. 11, pp. 433-447</td>
</tr>
<tr>
<td>8</td>
<td>Mental Illness and Criminal Responsibility</td>
<td>Journal Article Summary</td>
<td>Schug &amp; Fradella, Ch. 11, pp. 448-468</td>
</tr>
<tr>
<td>9</td>
<td>Control of “Dangerousness”</td>
<td>Discussion Board</td>
<td>Schug &amp; Fradella, Ch. 12</td>
</tr>
<tr>
<td>10</td>
<td>Current Issues in Forensic Mental Health</td>
<td>Quiz 4 – Modules 7-10</td>
<td>Assigned Journal Articles</td>
</tr>
</tbody>
</table>
Course Change Request

Date Submitted: 11/15/17 4:47 pm

Viewing: **HCPI 655 555- Leadership and Health Policy I**

Formerly Known As: **HCPI 555**

Last edit: 11/19/17 10:51 am

Changes proposed by: johna

Faculty Senate Number

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emily Wilson</td>
<td><a href="mailto:ewilson@tamhsc.edu">ewilson@tamhsc.edu</a></td>
<td>979-436-9142</td>
</tr>
</tbody>
</table>

Rationale for Course

Edit

Other

Explain other rationale

The proposed changes are to change 500 course numbers to 600 numbers to match other Master's courses at TAMU. There are no changes in the content.

<table>
<thead>
<tr>
<th>Course prefix</th>
<th>Department</th>
<th>Course number</th>
<th>Academic Level</th>
<th>Academic Level (alternate)</th>
<th>Effective term</th>
<th>Complete Course Title</th>
<th>Abbreviated Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HCPI</td>
<td>College of Medicine</td>
<td>655 555</td>
<td>Graduate</td>
<td>Graduate</td>
<td>2018-2019 Professional</td>
<td>Leadership and Health Policy I</td>
<td>LEADERSHIP AND HLTH POLICY I</td>
</tr>
</tbody>
</table>

Catalog course description

This course will emphasize leadership skills while focusing on ethical decision making and effective working relationships within an organization. Emphasis on leadership skills while focusing on ethical decision making and effective working relationships within an organization; preparation for it will prepare the health profession leader to intervene at the system level through the policy development process; advocacy strategies to influence health and health care. process. Advocacy strategies to influence health and health care will be applied.

Prerequisites and Restrictions

Graduate classification.

Concurrent Enrollment No

Should catalog prerequisites / concurrent enrollment be enforced? No

Crosslistings No

Stacked No

<table>
<thead>
<tr>
<th>Semester</th>
<th>3</th>
<th>Contact Hour(s)</th>
<th>Lecture:</th>
<th>3</th>
<th>Lab:</th>
<th>0</th>
<th>Other:</th>
<th>0</th>
<th>Total</th>
<th>3</th>
</tr>
</thead>
</table>

https://nextcatalog.tamu.edu/courseleaf/approve#
Hour(s)  
Repeatability for credit: Yes
Number of times repeated for credit: 1 - OR - Maximum number of hours
When will this course be repeated? Within a student's career
Three-peat? No
CIP/Fund Code 1313270014
Default Grade Mode Letter Grade (G)
Alternate Grade Modes
Method of instruction  
Distance Education
Lecture
Will sections of this course be taught as non-traditional? (i.e., parts of term, distance education) No

Will this course be taught as a distance education course? No
Is 100% of this course going to be taught in Texas? No
Will classroom space be needed for this course? No

This will be a required course or an elective course for the following programs:

Required (select program)
Elective (select program)

Course Syllabus

Syllabus: Upload syllabus
Upload syllabus HCPI 655 Leadership and Health I.docx

Letters of support or other documentation No

Additional information
Reviewer Comments Sandra Williams (sandra-williams) (11/22/16 11:36 am): Form: Is this truly a repeatable course - content varies and if taken two times, students get credit twice for this course? What program is this course for - is it required or elective? Syllabus: late work policy - what about University excused absences? Grading scale - should there be a "D" included? Missing absence policy with link to student rule 7.
Sandra Williams (sandra-williams) (11/22/16 11:37 am): Rollback: Please see comments on form.

Reported to state? No
Course title and number: HCPI/NURS 555  Leadership and Health Policy I

Term: Fall 2017

Credit Hours: 3 hours

Meeting times and location: Online Course

Course Description and Prerequisites

Emphasizes leadership skills while focusing on ethical decision making and effective working relationships within an organization. Prepares the health profession leader to intervene at the system level through the policy development process. Advocacy strategies to influence health and health care will be applied.

Student Learning Outcomes

Upon completion of the course, students will be able to:

<table>
<thead>
<tr>
<th>Course Objectives</th>
<th>Taught (T) and/or Evaluated (E)</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluate leadership styles.</td>
<td>T &amp; E</td>
<td>Weekly Papers</td>
</tr>
<tr>
<td>Integrate ethical principles and core values into leadership and policy making.</td>
<td>T &amp; E</td>
<td>Weekly Papers &amp; Leadership Philosophy Paper</td>
</tr>
<tr>
<td>Develop a personal leadership philosophy.</td>
<td>T &amp; E</td>
<td>Leadership Philosophy Paper</td>
</tr>
<tr>
<td>Analyze policy making for health care.</td>
<td>T &amp; E</td>
<td>Weekly Papers &amp; Policy Analysis Briefing Paper</td>
</tr>
</tbody>
</table>
Instructor Information

<table>
<thead>
<tr>
<th>Name</th>
<th>Dr. Ann McCann</th>
<th>Dr. Shirley Lewis-Miranda</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office phone</td>
<td>214-828-8407</td>
<td>214-828-8446</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:amccann@tamhsc.edu">amccann@tamhsc.edu</a></td>
<td><a href="mailto:smiranda@tamhsc.edu">smiranda@tamhsc.edu</a></td>
</tr>
<tr>
<td>Office hours</td>
<td>by appointment</td>
<td>by appointment</td>
</tr>
<tr>
<td>Office location</td>
<td>College of Dentistry, room 514</td>
<td>College of Dentistry, room 711</td>
</tr>
</tbody>
</table>

Required Textbooks/Readings

Title: Business Leadership  
Author: Joan Gallos (Editor)  
Publisher: Jossey Bass  
ISBN: 978-0787988197

Title: Practicing Leadership  
Author: Shriberg, Shriberg & Lloyd  
Publisher: John Wiley & Sons  
ISBN: 978-0-470-08698-8

Title: Affordable Care Act –This is the citation for the law  

Optional Readings

Title: Health Policy Issues. An Economic Perspective  
Author: Paul J. Feldstein  
Edition/Copyright: 5th edition  
ISBN: 978-1567934182

Title: Health Policymaking in the United States  
Author: Beaufort Longest  
ISBN: 978-1567937190

Title: Introduction to Health Policy  
Author: Leiyu Shi  
ISBN: 978-1567935806
Assignments

Weekly Papers

Based on your assigned readings, either answer the below three questions in the assignment area or the specific questions posed in the module. Each paper must be 250-300 words, double spaced, 10-12 point font. References are required; use APA formatting for citations (see Weekly Paper Grading Rubric).

1. What is the message?
2. How does this affect me?
3. How might this be useful in my career?

All papers are due at the end of the week, Sunday before midnight. One point will be deducted from your assignment grade for each day that a paper is late.

Leadership Philosophy Paper

This 4-6 page (1000-1500 words, double-spaced) paper should include your definition of leadership, traits and core values, your ideal leadership position, a vision statement for the position, the culture you would like to create in your organization and how you would bring about change there. Your leadership style should reflect your strengths and weaknesses and be adapted to the job context. Your attitudes and practices must be culturally responsive and grounded in an ethical framework.

Your philosophy should reflect existing scholarship on leadership, and how your own “borrows” from them or is unique; use APA formatting for the citations. The series of questions on pages 280-281 of Shriberg & Shriberg should help you develop your philosophy.

The grading rubric for this paper is attached here as well as in the module for week 8 in the Turnitin area. The criteria describe the content needed for this paper. The “draft” area allows you to submit your paper as many times as you need to get an originality score of less than 20% (plagiarized/copied). You then submit your final paper in the Final Turnitin area. This paper must be incorporated into your EDHP program e-portfolio.

This paper must be submitted before midnight, Sunday, October 22. Five points will be deducted for each day that the paper is late.

Policy Analysis Briefing Paper

This 3-5 page (750-1000 words, double-spaced) paper will require a concise, thoughtful analysis of the following situation:

You are Health Commissioner for the State of Texas. The Governor of Texas has asked for your recommendation regarding the effectiveness of the Affordable Care Act. Write a paper analyzing the impact of the Affordable Care Act, its strengths and weaknesses and improving its effectiveness.

This paper must be submitted before midnight, Sunday, December 10. Five points will be deducted for each day that the paper is late.
Evaluation

The final course grade will be based on the following:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly Papers</td>
<td>52% (13 x 4 pts each)</td>
<td>Midnight Sunday at the end of each week</td>
</tr>
<tr>
<td>Leadership Philosophy Paper</td>
<td>24%</td>
<td>Midnight on October 22</td>
</tr>
<tr>
<td>Policy Analysis Brief on the Affordable Care Act</td>
<td>24%</td>
<td>Midnight on December 10*</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

*Date may change for students who are graduating.

GRADING SCALE

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

*Students must have a final course average of at least 80% to successfully pass the course.

Course Topics, Calendar of Activities, Major Assignment Dates

<table>
<thead>
<tr>
<th>Date</th>
<th>Week</th>
<th>Topic</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug 28</td>
<td>Week 1</td>
<td>Defining Leadership (McCann)</td>
<td>Weekly Paper (based on readings)</td>
</tr>
<tr>
<td>Sept 4</td>
<td>Week 2</td>
<td>Leadership Styles I (McCann)</td>
<td>Weekly Paper (based on readings)</td>
</tr>
<tr>
<td>Sept 11</td>
<td>Week 3</td>
<td>Leadership Styles II (McCann)</td>
<td>Weekly Paper (based on readings)</td>
</tr>
<tr>
<td>Sept 18</td>
<td>Week 4</td>
<td>Culture of Organizations I (McCann)</td>
<td>Weekly Paper (based on readings)</td>
</tr>
<tr>
<td>Sept 25</td>
<td>Week 5</td>
<td>Culture of Organizations II (McCann)</td>
<td>Weekly Paper (based on readings)</td>
</tr>
<tr>
<td>Oct 2</td>
<td>Week 6</td>
<td>Leading Change (McCann)</td>
<td>Weekly Paper (based on readings)</td>
</tr>
<tr>
<td>Oct 9</td>
<td>Week 7</td>
<td>Vision and Planning (McCann)</td>
<td>Weekly Paper (based on readings)</td>
</tr>
<tr>
<td>Oct 16</td>
<td>Week 8</td>
<td>Developing Your Personal Leadership Philosophy (McCann)</td>
<td>Leadership Philosophy Paper October 22</td>
</tr>
<tr>
<td>Oct 30</td>
<td>Week 10</td>
<td>The US Health Care System – An Overview (Miranda)</td>
<td>Weekly Paper (based on readings)</td>
</tr>
</tbody>
</table>
Attendance

Attendance in an online class is determined by individual participation in course activities.

Americans with Disabilities Act (ADA)

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FERPA

The Federal Education Rights & Privacy Act, requires that we advise students that by registering for this course, their HSC assigned e-mail address will be revealed to classmates and the instructor. By continuing your enrollment in the course you acknowledge your understanding of this policy.

Academic Integrity

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

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

Academic integrity is the pursuit of scholarly activity free from fraud and deception and is an educational objective of this institution. Academic Dishonesty Students are expected to adhere to all TAMUS, HSC, and SGS policies regarding academic integrity and classroom conduct. Academic integrity is the pursuit of scholarly activity free from fraud and deception. Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabricating information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used, or tampering with the academic work of another student. Individuals found guilty of academic dishonesty may be dismissed from the degree program, and at a minimum will receive an F for the course. It is the student’s responsibility to have a clear understanding of how to reference other
individuals’ work, as well as having a clear understanding in general as to the various aspects of academic dishonesty. Please refer to the following website concerning all student rules (http://student rules.tamu.edu/).
## 555 Weekly Paper Grading Rubric

<table>
<thead>
<tr>
<th></th>
<th>Poor (0 points)</th>
<th>Acceptable (1 point)</th>
<th>Excellent (2 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Depth of Understanding &amp; Scholarship</strong> <em>(References should include assigned readings)</em></td>
<td>Less than 250 words. Little understanding of content. No references cited.</td>
<td>At least 250 words. Adequate understanding of content. At least 1 reference cited.</td>
<td>300 words or more. Thorough understanding of content with very specific examples provided. Discussion is very reflective and an example for other students. Multiple references cited.</td>
</tr>
<tr>
<td><strong>Extent of Understanding</strong></td>
<td>Does not answer all questions.</td>
<td>Answers all questions thoroughly and includes materials from the weekly objectives-readings. Question headers clearly indicated.</td>
<td>NA</td>
</tr>
<tr>
<td><strong>Grammar</strong></td>
<td>Many errors which interfere with comprehension.</td>
<td>Possibly some errors but overall well-constructed sentences, good grammar and spelling. References in correct format.</td>
<td>NA</td>
</tr>
</tbody>
</table>

**Directions**

Based on your assigned readings, either answer the below three questions in the assignment area or the specific questions posed in the module. Each paper must be 250-300 words, double spaced, 10-12 point font. References are required; use APA formatting for citations.

1. What is the message?
2. How does this affect me?
3. How might this be useful in my career?
### 555 Leadership Philosophy Grading Rubric

<table>
<thead>
<tr>
<th></th>
<th>Unacceptable (0 points)</th>
<th>Fair (2 points)</th>
<th>Good (3 points)</th>
<th>Excellent (4 points)</th>
<th>Innovative (5 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Definition</strong></td>
<td>No leadership definition is articulated.</td>
<td>Leadership definition is adequately articulated.</td>
<td>Leadership definition is clearly articulated.</td>
<td>Leadership definition is clearly identified. Is innovative and provides a new perspective on the topic.</td>
<td></td>
</tr>
<tr>
<td><strong>Traits/Values</strong></td>
<td>Does not describe traits/core values of a leader. Does not identify his/her own leadership traits/core values/skills. References are not cited and/or inappropriate</td>
<td>Does not describe traits/core values of a leader or identify his/her own leadership traits/core values/skills (only one, not both).</td>
<td>Adequately describes traits/core values of a leader. Adequately identifies his/her own leadership traits/core values/skills.</td>
<td>Clearly describes traits/core values of a leader. Clearly identifies his/her own leadership traits/core values/skills.</td>
<td>Thoroughly describes traits/core values of a leader. Clearly identifies his/her own leadership traits/core values/skills. Is innovative and provides a new perspective on the topic.</td>
</tr>
<tr>
<td><strong>Vision</strong></td>
<td>Does not describe his/her ideal leadership position. Does not articulate a vision statement for that position. References are not cited and/or inappropriate.</td>
<td>Does not describe his/her ideal leadership position or articulate a vision statement for that position (one but not both).</td>
<td>Adequately describes his/her ideal leadership position. Adequately articulates a vision statement for that position.</td>
<td>Clearly describes his/her ideal leadership position. Clearly articulates a vision statement for that position.</td>
<td>Thoroughly describes his/her ideal leadership position. Clearly articulates a vision statement for that position. Is innovative and provides a new perspective on the topic.</td>
</tr>
<tr>
<td><strong>Change</strong></td>
<td>Does not describe the culture of the ideal organization. Does not plan a change strategy for the organization.</td>
<td>Does not describe the culture of the ideal organization or plan a change strategy for the organization (one but not both).</td>
<td>Adequately describes the culture of the ideal organization. Adequately plans a change strategy for the organization.</td>
<td>Clearly describes the culture of the ideal organization. Thoroughly plans a change strategy for the organization.</td>
<td>Thoroughly describes the culture of the ideal organization. Thoroughly plans a change strategy for the organization. Is innovative and provides a new perspective on the topic.</td>
</tr>
<tr>
<td><strong>Scholarship</strong></td>
<td>Less than 5 references. APA citation often incorrect.</td>
<td>Less than 5 references. APA citation often incorrect.</td>
<td>At least 8 references. Consistently correct APA citation method.</td>
<td>At least 10 references. Consistently correct APA citation method.</td>
<td></td>
</tr>
</tbody>
</table>
# 555 Policy Analysis Brief Paper Grading Rubric

<table>
<thead>
<tr>
<th>4 Questions</th>
<th>Unacceptable (0 points)</th>
<th>Weak (2 point)</th>
<th>Adequate (4 points)</th>
<th>Excellent (6 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Impact</td>
<td>Missing</td>
<td>Inadequate description</td>
<td>Present but could still be clearer/discussed in more detail</td>
<td>Very clearly presented with enough detail.</td>
</tr>
<tr>
<td>Strength</td>
<td>Missing</td>
<td>Inadequate supporting data</td>
<td>Present but could still be better supported</td>
<td>Very thoroughly supported.</td>
</tr>
<tr>
<td>Weakness</td>
<td>Missing</td>
<td>Inadequate description</td>
<td>Present but could still be clearer/discussed in more detail</td>
<td>Very clearly presented with enough detail.</td>
</tr>
<tr>
<td>Improving Effectiveness</td>
<td>Missing</td>
<td>Inadequate description</td>
<td>Present but could still be clearer/discussed in more detail</td>
<td>Very clearly presented with enough detail. Innovative ideas provided.</td>
</tr>
</tbody>
</table>
Course Change Request

Date Submitted: 11/15/17 4:52 pm

Viewing: \textbf{HCPI 658 558}: Survey Research

Formerly Known As: \textbf{HCPI 558}

Last edit: 11/19/17 10:59 am

Changes proposed by: johna

Faculty Senate Number

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emily Wilson</td>
<td><a href="mailto:ewilson@tamhsc.edu">ewilson@tamhsc.edu</a></td>
<td>979-436-9142</td>
</tr>
</tbody>
</table>

Rationale for Course

Edit

Other

Explain other rationale

The proposed changes are to change 500 course numbers to 600 numbers to match other Master's courses at TAMU. There are no changes in the content.

Course prefix    | HCPI
Department       | College of Medicine
College/School   | Medicine
Academic Level   | Graduate
Academic Level   | Graduate
(alternate)
Effective term   | 2018-2019 Professional
Complete Course Title | Survey Research
Abbreviated Course Title | SURVEY RESEARCH

Catalog course description

Development of This course will help graduate students develop the knowledge and skills necessary to plan, conduct and evaluate survey research as well as write a survey research proposal. report.

Prerequisites and Restrictions

Concurrent Enrollment | No
Should catalog prerequisites / concurrent enrollment be enforced? | No
Crosslistings       | No
Stacked             | No

Semester | 3
Credit Hour(s) | (per week):
Lecture: 3
Lab: 0
Other: 0
Total: 3

Repeatable for credit? | No
<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Three-peat?</td>
<td>No</td>
</tr>
<tr>
<td>CIP/Fund Code</td>
<td>1313270014</td>
</tr>
<tr>
<td>Default Grade Mode</td>
<td>Letter Grade(G)</td>
</tr>
<tr>
<td>Alternate Grade Modes</td>
<td>Distance-Education</td>
</tr>
<tr>
<td>Method of instruction</td>
<td>Lecture</td>
</tr>
<tr>
<td>Will sections of this course be taught as non-traditional? (i.e., parts of term, distance education)</td>
<td>No</td>
</tr>
<tr>
<td>Will this course be taught as a distance education course?</td>
<td>No</td>
</tr>
<tr>
<td>Is 100% of this course going to be taught in Texas?</td>
<td>Yes</td>
</tr>
<tr>
<td>Will classroom space be needed for this course?</td>
<td>No</td>
</tr>
</tbody>
</table>

This will be a required course or an elective course for the following programs:

- Required (select program)
- Elective (select program)

### Course Syllabus

- Syllabus: Upload syllabus
  - [HCPI 658 Survey Research.docx](https://nextcatalog.tamu.edu/courseleaf/approve/#)
- Letters of support or other documentation: No
- Additional information
- Reviewer Comments
  - Sandra Williams (sandra-williams) (11/22/16 11:43 am): Form: What program is this course for - is it required or elective? Syllabus: Grading scale - should there be a "D" included?
  - Sandra Williams (sandra-williams) (11/22/16 11:44 am): Rollback: Please see comments on form.
- Reported to state: No
Course title and number | HCPI 658. Survey Research
---|---
Term | Fall 2017
Meeting times & location | Online Education

Course Description and Prerequisites
This course will help health professional graduate students develop the knowledge and skills necessary to plan, conduct and evaluate survey research as well as write a survey research proposal.

Student Learning Outcomes
Upon completion of the course, students will be able to:

<table>
<thead>
<tr>
<th>Course Objectives</th>
<th>Taught (T) and/or Evaluated (E)</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Define the scope of survey research and the types of research questions that are asked.</td>
<td>T/E</td>
<td>Course Assignments</td>
</tr>
<tr>
<td>Formulate hypotheses-research questions for a survey research project.</td>
<td>T/E</td>
<td>Course Assignments/Class Critiques/Survey Proposal Project</td>
</tr>
<tr>
<td>Critically review survey research articles.</td>
<td>T/E</td>
<td>Course Assignments</td>
</tr>
<tr>
<td>Develop a research proposal for a survey project.</td>
<td>T/E</td>
<td>Class Critiques / Survey Proposal Project</td>
</tr>
<tr>
<td>Pilot-test a survey.</td>
<td>T/E</td>
<td>Course Assignments/Survey Proposal Project</td>
</tr>
<tr>
<td>Enter pilot data and create graphs (in Excel).</td>
<td>T/E</td>
<td>Course Assignments</td>
</tr>
<tr>
<td>Use plagiarism prevention software.</td>
<td>T/E</td>
<td>Survey Proposal Project</td>
</tr>
</tbody>
</table>

Instructor Information
Name: Dr. Ann McCann
Telephone: 214-828-8407
Email address: amccann@tamhsc.edu
Office hours: By appointment
Office location: TAMU College of Dentistry room #514
Required Textbooks

**Title:** *Questionnaire Survey Research: What Works*
**Author:** Linda Suskie
**Edition/Copyright:** 2nd edition, 1996 (out of print but available)
**Publisher:** Association for Institutional Research
**ISBN:** 1-882393-05-8

**Title:** *Internet, Phone, Mail and Mixed Mode Surveys: The Tailored Design Method*
**Author:** Don Dillman, Jolene Smyth and Leah Christian
**Edition/Copyright:** 4th edition, 2014
**Publisher:** Wiley
**ISBN:** 978-1118456149

Class Activities

Assignments

- Weekly assignments (11) and the final survey proposal are due on Sunday before midnight each week. One point will be deducted for each day that the assignment is posted late.
- For the survey proposal project, both a draft and the final paper will need to be entered into Turnitin to check for excessive duplication with other sources. The draft entry will help you prevent excessive copying (plagiarism). Three points will be deducted for each day that the paper is posted late.

Discussion Board

- In addition to posting your weekly assignments into the Assignment area with the Weekly Units, you must also post five of them on the Discussion Board (see Schedule). You will then critique your classmates’ assignments by the following Wednesday before midnight for those specified 5 units.

Grading Policies

The final course grade will be based on the following:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Assignments</td>
<td>55% (11 x 5 pts)</td>
<td>Sundays by midnight</td>
</tr>
<tr>
<td>Survey Proposal Paper</td>
<td>40%</td>
<td>December 10</td>
</tr>
<tr>
<td>Class Discussion</td>
<td>5% (5 X 1 pt)</td>
<td>Wednesdays by midnight (week after the initial Sunday posting)</td>
</tr>
</tbody>
</table>

**GRADING SCALE**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
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<tbody>
<tr>
<td>A</td>
<td>90-100</td>
</tr>
<tr>
<td>B</td>
<td>80-89</td>
</tr>
<tr>
<td>C</td>
<td>70-79</td>
</tr>
<tr>
<td>D</td>
<td>60-69</td>
</tr>
<tr>
<td>F</td>
<td>Below 69</td>
</tr>
</tbody>
</table>

* Students must have a final course average of at least 80% to successfully pass the course.*
<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Topic</th>
<th>Task</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 (Aug 28)</td>
<td>Survey Research</td>
<td>1. Two research questions &amp; how to answer them with a survey</td>
<td>Suskie 1, Dillman 1</td>
</tr>
<tr>
<td>2 (Sept 4)</td>
<td>Survey Research Critique</td>
<td>2. Critique of survey article</td>
<td></td>
</tr>
<tr>
<td>3 (Sept 11)</td>
<td>Item Abstract</td>
<td>3. Item abstract of survey article</td>
<td></td>
</tr>
<tr>
<td>4 (Sept 18)</td>
<td>Survey Purpose &amp; Questions</td>
<td>4. Purpose statement, research questions, survey questions</td>
<td>Suskie 2, Dillman 4 &amp; 5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>&amp; item abstract for new survey</td>
<td></td>
</tr>
<tr>
<td>6 (Oct 2)</td>
<td>Literature Review</td>
<td>6. Draft of literature review &amp; survey revision</td>
<td></td>
</tr>
<tr>
<td>7 (Oct 9)</td>
<td>Validity &amp; Reliability</td>
<td>7. Plan for validity and reliability</td>
<td>Suskie 3</td>
</tr>
<tr>
<td>8 (Oct 16)</td>
<td>Sampling</td>
<td>8. Sampling plan</td>
<td>Dillman 2 &amp; 3</td>
</tr>
<tr>
<td>10 (Oct 30)</td>
<td>Pilot Testing</td>
<td>10. Pilot testing plan</td>
<td></td>
</tr>
<tr>
<td>11 (Nov 6)</td>
<td>Conducting the Pilot Test</td>
<td>Conduct the pilot</td>
<td></td>
</tr>
<tr>
<td>12 (Nov 13)</td>
<td>Data Entry, Graphs &amp; Qualitative</td>
<td>11. Codebook created for pilot data which is entered into Excel. The</td>
<td>Suskie 5 &amp; 6</td>
</tr>
<tr>
<td></td>
<td>Analysis</td>
<td>results are presented in a table and graph.</td>
<td></td>
</tr>
<tr>
<td>13 (Nov 20)</td>
<td>Thanksgiving</td>
<td>Writing the Report</td>
<td>Work on survey report</td>
</tr>
<tr>
<td>14 (Nov 27)</td>
<td>Writing the Report Continued</td>
<td>Work on survey report</td>
<td></td>
</tr>
<tr>
<td>15 (Dec 4)</td>
<td>Survey report due by December 10</td>
<td>Submit report in Turnitin (less than 20% originality score) by Dec 10 at midnight</td>
<td></td>
</tr>
</tbody>
</table>
Attendance and Make-up Policies

If you fail this course, you will need to re-take it in the semester when it is again offered.

Course Evaluations

Course evaluations are conducted through the Texas A&M University Personalized Instructor/Course Appraisal System (PICA). Feedback is an essential part of the learning experience. Your feedback will help make improvements in the course/program, which will result in a better learning experience for you and your classmates. It is important that you complete the evaluations as your input is highly valued.

Americans with Disabilities Act (ADA)

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

FERPA

The Federal Education Rights & Privacy Act, requires that we advise students that by registering for this course, their HSC assigned e-mail address will be revealed to classmates and the instructor. By continuing your enrollment in the course you acknowledge your understanding of this policy.

Academic Integrity

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

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

Academic integrity is the pursuit of scholarly activity free from fraud and deception and is an educational objective of this institution. Academic Dishonesty Students are expected to adhere to all TAMUS, HSC, and SGS policies regarding academic integrity and classroom conduct. Academic integrity is the pursuit of scholarly activity free from fraud and deception. Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabricating information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used, or tampering with the academic work of another student. Individuals found guilty of academic dishonesty may be dismissed from the degree program, and at a minimum will receive an F for the course. It is the student’s responsibility to have a clear understanding of how to reference other individuals’ work, as well as having a clear understanding in general as to the various aspects of academic dishonesty. Please refer to the following website concerning all student rules (http://student rules.tamu.edu/).
# 658 Grading Rubric for Weekly Assignments

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Unacceptable</th>
<th>Poor</th>
<th>Fair</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
</table>
| Depth of Understanding   | 0 Points  
No assignment            | 1 Points  
Poor understanding of assignment. This assignment needs to be redone. | 2 Points  
Adequate understanding of assignment. This assignment needs major revisions. | 3 Points  
Good understanding of the assignment. This assignment needs minor revisions. | 4 Points  
Thorough understanding of the assignment. This assignment will serve as an excellent section for the research proposal. |
| Grammar                  | 0 Points  
No assignment or many errors. Most are distracting to readers and interfere with comprehension. | 1 Points  
Possibly a few errors but overall well-constructed sentences, good grammar and few misspelled words. |                                           |                                           |                                           |
### 658 Grading Rubric for Peer Feedback

<table>
<thead>
<tr>
<th>Criteria</th>
<th>No Reviews</th>
<th>1 Review</th>
</tr>
</thead>
<tbody>
<tr>
<td>1- Review of purpose, research questions, survey questions and item abstract</td>
<td>0 Points No review was submitted for project or feedback is incorrect and/or less than 250 words.</td>
<td>1 Points Feedback is correct, thoughtful and will contribute to an improved project. At least 250 words.</td>
</tr>
<tr>
<td>2- Review of survey draft</td>
<td>0 Points No review was submitted for project or feedback is incorrect and/or less than 250 words.</td>
<td>1 Points Feedback is correct, thoughtful and will contribute to an improved project. At least 250 words.</td>
</tr>
<tr>
<td>3- Review of validity &amp; reliability</td>
<td>0 Points No review was submitted for project or feedback is incorrect and/or less than 250 words.</td>
<td>1 Points Feedback is correct, thoughtful and will contribute to an improved project. At least 250 words.</td>
</tr>
<tr>
<td>4- Review of sampling plan</td>
<td>0 Points No review was submitted for project or feedback is incorrect and/or less than 250 words.</td>
<td>1 Points Feedback is correct, thoughtful and will contribute to an improved project. At least 250 words.</td>
</tr>
<tr>
<td>5- Review of implementation plan</td>
<td>0 Points No review was submitted for project or feedback is incorrect and/or less than 250 words.</td>
<td>1 Points Feedback is correct, thoughtful and will contribute to an improved project. At least 250 words.</td>
</tr>
</tbody>
</table>
## 658 Grading Rubric for Survey Proposal Paper (40 points possible)

<table>
<thead>
<tr>
<th></th>
<th>Poor (0 points)</th>
<th>Fair (1 point)</th>
<th>Good (2 points)</th>
<th>Excellent (3 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Format</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Length &amp; grammar</td>
<td>&lt;5 pages, not double spaced, consistently incorrect grammar</td>
<td>&lt;6 pages, not double spaced, some incorrect grammar</td>
<td>6-8 pages, double spaced, mostly correct grammar</td>
<td>&gt;8 pages, double spaced, consistently good grammar</td>
</tr>
<tr>
<td>Citations &amp; references (APA or Nat'l Library style)</td>
<td>Incorrect citation format and/or reference page. Originality score more than 20%</td>
<td>Correct format for some citations &amp; references. Originality score about 20%</td>
<td>Correct format for most citations &amp; references. Originality score less than 20%</td>
<td>Correct format for all citations &amp; references. Originality score less than 15%</td>
</tr>
<tr>
<td><strong>Introduction</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Background &amp; purpose</td>
<td>Missing</td>
<td>Both background &amp; purpose unclear and/or one missing</td>
<td>Either background or purpose unclear</td>
<td>Both thorough explained</td>
</tr>
<tr>
<td>Review of the literature</td>
<td>Missing</td>
<td>&lt;6 articles. Does not present the rationale for the study</td>
<td>6-8 articles. Somewhat presents the rationale for the study</td>
<td>&gt;8 articles. Clearly presents a rationale for the survey</td>
</tr>
<tr>
<td>Research questions</td>
<td>Missing</td>
<td>Neither clear or measurable</td>
<td>Somewhat clear &amp; measurable</td>
<td>Very clear and measurable</td>
</tr>
<tr>
<td><strong>Methods</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Study population &amp; sampling plan</td>
<td>Missing</td>
<td>Not well explained or correct</td>
<td>Both adequately explained &amp; mostly correct</td>
<td>Both thoroughly explained &amp; correct</td>
</tr>
<tr>
<td></td>
<td>Poor (0 points)</td>
<td>Fair (1 point)</td>
<td>Good (2 points)</td>
<td>Excellent (3 points)</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>-----------------</td>
<td>-------------------------------------</td>
<td>--------------------------------------</td>
<td>------------------------------------------</td>
</tr>
<tr>
<td>Survey implementation plan,</td>
<td>Missing</td>
<td>Not well explained or incorrect.</td>
<td>All adequately explained &amp; mostly</td>
<td>All thoroughly explained &amp; correct</td>
</tr>
<tr>
<td>procedures &amp; budget</td>
<td></td>
<td>Some are missing.</td>
<td>correct</td>
<td></td>
</tr>
<tr>
<td>Pilot testing</td>
<td>Missing</td>
<td>Inadequately explains the testing</td>
<td>Adequately explains the testing &amp;</td>
<td>Thoroughly explains the testing &amp;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>&amp; revisions</td>
<td>revisions</td>
<td>revisions</td>
</tr>
<tr>
<td>Description of survey</td>
<td>Missing</td>
<td>Inadequately explains the content</td>
<td>Adequately explains the content</td>
<td>Thoroughly explains the content</td>
</tr>
<tr>
<td>instrument</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(number and types of questions,</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>sequencing)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plan for reliability &amp; validity</td>
<td>Missing</td>
<td>Inadequate and incorrect</td>
<td>Adequate &amp; mostly correct</td>
<td>Thorough &amp; correct</td>
</tr>
<tr>
<td>Appendices</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cover letter</td>
<td>Missing</td>
<td>Included but with many errors</td>
<td>Included and mostly correct</td>
<td>NA</td>
</tr>
<tr>
<td>Survey</td>
<td>Missing</td>
<td>Included but with many errors</td>
<td>Included and mostly correct</td>
<td>Included and all correct</td>
</tr>
<tr>
<td>Item abstract</td>
<td>Missing</td>
<td>Included but with many errors</td>
<td>Included and mostly correct</td>
<td>Included and all correct</td>
</tr>
<tr>
<td>Proposed budget</td>
<td>Missing</td>
<td>Included but with many errors</td>
<td>Included and mostly correct</td>
<td>NA</td>
</tr>
</tbody>
</table>
Course Change Request

Date Submitted: 10/05/17 7:59 am

Viewing: LAW 743: Innocence Project Clinic

Last approved: 04/19/17 3:17 am
Last edit: 10/05/17 8:56 am

Changes proposed by: ruthsmith

Catalog Pages referencing this course

Faculty Senate Number

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ruth Smith</td>
<td><a href="mailto:ruthsmith@tamu.edu">ruthsmith@tamu.edu</a></td>
<td>817-212-4046</td>
</tr>
</tbody>
</table>

Rationale for Course Edit

The proposed changes are part of a routine curriculum review.

Course prefix    LAW
Course number    743

Department       School of Law
College/School   School of Law
Academic Level   Graduate

Effective term   2018-2019

Complete Course Title
Innocence Project Clinic

Abbreviated Course Title
INNOCENCE PROJECT CLINIC

Catalog course description
Investigation of claims of actual innocence on behalf of Texas inmates; document/transcript review; examining new evidence and locating and re-interviewing witnesses; work closely with innocence Project of Texas attorneys if cases move into litigation; weekly classroom component explores causes and cures of wrongful convictions.

Prerequisites and Restrictions
One year of law school in full-time or part-time program.

Concurrent Enrollment
No

Should catalog prerequisites / concurrent enrollment be enforced?
No

Crosslistings
No
Crosslisted With

Stacked
No
Stacked with
Course Syllabus

Syllabus: Upload syllabus

Upload syllabus

Letters of support or other documentation

No

Additional information

Reviewer Comments

Reported to state?

Change
Course Change Request

Date Submitted: 10/09/17 9:31 am


Energy Methods

Last edit: 10/17/17 10:53 am
Changes proposed by: rebeccasimon

Catalog Pages
referring to this course

Department of Mechanical Engineering
MEEN - Mechanical Engineering

Other Courses
referring to this course
As A Banner Prerequisite:
MSEN 655: Materials Design Studio

Faculty Senate Number

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rebecca Simon</td>
<td><a href="mailto:rebeccasimon@tamu.edu">rebeccasimon@tamu.edu</a></td>
<td>979-458-9196</td>
</tr>
</tbody>
</table>

Rationale for Course

The proposed changes are part of a routine curriculum review.

Course prefix
MEEN

Course number
618

Department
Mechanical Engineering

College/School
College of Engineering

Academic Level
Graduate

Academic Level
Undergraduate

Effective term
2018-2019

Complete Course Title
Energy Principles and Variational Methods in Applied Mechanics

Abbreviated Course Title
ENGY PRIN & VAR METH APPL MECH ENERGY-METHODS

Catalog course description

Principles of virtual work, minimum total potential energy and extremum mixed variational principles; energy theorems of structural mechanics; Hamilton's principle for dynamical systems; Rayleigh-Ritz and Galerkin methods; applications to linear and nonlinear problems in mechanics (bars, beams, frames, plates and general boundary value problems).

Prerequisites and Restrictions

MATH 601 or concurrent enrollment. Registration therein.

Concurrent Enrollment
No

Should catalog prerequisites/concurrent enrollment be enforced?
No

In Workflow

1. MEEN Department Head
2. Curricular Services Review
3. EN Committee Preparer GR
4. EN Committee Chair GR
5. EN College Dean GR
6. GC Preparer
7. GC Chair
8. Faculty Senate Preparer
9. Faculty Senate
10. Provost II
11. President
12. Curricular Services
13. Banner

Approval Path

1. 10/16/17 3:37 pm
Andreas Polycarpou (apolycarpoou):
Approved for MEEN Department Head

2. 10/17/17 10:53 am
Sandra Williams (sandra-williams):
Approved for Curricular Services Review

3. 10/24/17 4:36 pm
Jennifer Veracruz (jveracruz):
Approved for EN Committee Preparer GR

4. 11/13/17 1:08 pm
Prasad Enjeti (enjeti):
Approved for EN Committee Chair GR

5. 11/13/17 1:13 pm
Prasad Enjeti (enjeti):
Approved for EN College Dean GR

6. 11/22/17 8:50 am
LaRhesa Johnson (Ifjohnson):
Approved for GC Preparer

7. 12/14/17 10:57 am
LaRhesa Johnson (Ifjohnson):
Approved for GC Chair
Course Syllabus

Syllabus: Upload syllabus

Letters of support or other documentation: No

Additional information: Sandra Williams [sandra-williams] [10/17/17 10:53 am]: Minor edits made.

Reported to state: Change
Course Change Request

Date Submitted: 10/14/17 6:31 pm

Viewing: MSEN 655 : Materials Design Studio

Last edit: 10/16/17 9:44 am
Changes proposed by: jules.henry

Catalog Pages
referencing this course

Department of Materials Science and Engineering
MSEN -Materials Science & Engr

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jules Henry</td>
<td><a href="mailto:jules.henry@tamu.edu">jules.henry@tamu.edu</a></td>
<td>979-862-1089</td>
</tr>
</tbody>
</table>

Rationale for Course

Edit
Other

Explain other rationale

Department has decided to update prerequisites.

Course prefix MSEN Course number 655
Department Materials Science & Engr
College/School College of Engineering
Academic Level Graduate
Academic Level Undergraduate
Effective term 2018-2019
Complete Course Title Materials Design Studio
Abbreviated Course Title MATERIALS DESIGN STUDIO

Catalog course description

Project-driven studio based on the integration of informatics and engineering systems design to address problems in materials discovery and development; projects derived from real industry-driven needs.

Prerequisites and Restrictions

Grade of C in MSEN 620 and MSEN/ECEN 618, MSEN 618, or better in ECEN 769 or MSEN 660, or MSEN 601 and MEEN 601, or equivalent; or approval of instructor.

Concurrent Enrollment

No

Should catalog prerequisites / concurrent enrollment be enforced?

Yes

In Workflow

1. MSEN Department Head
2. Curricular Services Review
3. EN Committee Preparer GR
4. EN Committee Chair GR
5. EN College Dean GR
6. GC Preparer
7. GC Chair
8. Faculty Senate Preparer
9. Faculty Senate
10. Provost II
11. President
12. Curricular Services
13. Banner

Approval Path

1. 10/14/17 9:53 pm Ibrahim Karaman (karaman): Approved for MSEN Department Head
2. 10/16/17 9:45 am Sandra Williams (sandra-williams): Approved for Curricular Services Review
3. 10/24/17 4:36 pm Jennifer Veracruz (jveracruz): Approved for EN Committee Preparer GR
4. 11/13/17 1:09 pm Prasad Enjeti (enjeti): Approved for EN Committee Chair GR
5. 11/13/17 1:13 pm Prasad Enjeti (enjeti): Approved for EN College Dean GR
6. 11/22/17 8:51 am LaRhesa Johnson (ljohnson): Approved for GC Preparer
7. 12/14/17 10:57 am LaRhesa Johnson (ljohnson): Approved for GC Chair

https://nextcatalog.tamu.edu//courseleaf/approve/
Enforced Prerequisites / Concurrent Enrollment

<table>
<thead>
<tr>
<th>And/Or</th>
<th>Course Prefix/Number</th>
<th>Min Grade/Score</th>
<th>Academic Level</th>
<th>Concurrency?</th>
</tr>
</thead>
<tbody>
<tr>
<td>And</td>
<td>MEEN 601</td>
<td>E</td>
<td>GR</td>
<td></td>
</tr>
<tr>
<td>And</td>
<td>MEEN 618</td>
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<tr>
<td>And</td>
<td>EEEN 618</td>
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<tr>
<td>Or</td>
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<td>GR</td>
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<tr>
<td>Or</td>
<td>ECEN 769</td>
<td>C</td>
<td>GR</td>
<td></td>
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<tr>
<td>Or</td>
<td>MESEN 660</td>
<td>C</td>
<td>GR</td>
<td></td>
</tr>
<tr>
<td>And</td>
<td>MESEN 601</td>
<td>C</td>
<td>GR</td>
<td>}</td>
</tr>
</tbody>
</table>

Crosslistings: No
Crosslisted With: No

Semester: 3
Credit Hour(s): 5
Contact Hour(s): 3
Lecture: 2
Lab: 3
Other: 0
Total: 5

Repeatable for credit? No
Three-peat? No
CIP/Fund Code: 4010010002
Default Grade Mode: Letter Grade(G)
Alternate Grade Modes: Satisfactory/Unsatisfactory
Method of instruction: Lecture and Laboratory
Will sections of this course be taught as non-traditional? (i.e., parts of term, distance education): No
Will this course be taught as a distance education course? No
Is 100% of this course going to be taught in Texas? Yes
Will classroom space be needed for this course? Yes
This will be a required course or an elective course for the following programs:

<table>
<thead>
<tr>
<th>Required (select program)</th>
<th>Program(s)</th>
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<tbody>
<tr>
<td>(CERT-CG72) Materials, Informatics and Design - Certificate</td>
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<table>
<thead>
<tr>
<th>Elective (select program)</th>
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<tr>
<td>(PHD-MSEN) Doctor of Philosophy in Material Science and Engineering</td>
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<tr>
<td>(MS-MSEN) Master of Science in Materials Science and Engineering</td>
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<tr>
<td>(MEN-MSEN) Master of Engineering in Materials Science and Engineering</td>
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</tr>
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</table>
Syllabus: Upload syllabus

Upload syllabus

Letters of support or other documentation: No

Additional information

Reviewer Comments

Reported to state? No
Course Change Request

Date Submitted: 10/10/17 3:52 pm

Viewing: NRSC 691: Research

Last approved: 01/12/17 11:32 pm
Last edit: 10/26/17 10:41 am
Changes proposed by: sylviabernal

Catalog Pages
referencing this course

Faculty Senate Number

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sylvia Bernal</td>
<td><a href="mailto:sylviabernal@tamin.tamu.edu">sylviabernal@tamin.tamu.edu</a></td>
<td>979-458-0214</td>
</tr>
</tbody>
</table>

Rationale for Course
Edit
The proposed changes are part of a routine curriculum review.

Course prefix  NRSC
Department     INDI
College/School Science
Academic Level Graduate
Academic Level (alternate) Undergraduate
Effective term 2018-2019
Complete Course Title Research
Abbreviated Course Title RESEARCH

Catalog course
description
Credit 1 or more each semester. Research in neuroscience conducted under the direction of a member of the faculty of neuroscience for thesis or dissertation credit.

Prerequisites and Restrictions
Graduate classification and approval of instructor. Graduate classification.

Concurrent Enrollment No
Should catalog prerequisites / concurrent enrollment be enforced? No
Crosslistings No Crosslisted With

In Workflow
1. NRSC Program
2. Curricular Services Review
3. SC Committee Preparer GR
4. SC Committee Chair GR
5. SC College Dean GR
6. GC Preparer
7. GC Chair
8. Faculty Senate Preparer
9. Faculty Senate
10. Provost II
11. President
12. Curricular Services
13. Banner

Approval Path
1. 10/24/17 1:35 pm
   Mike Smotherman (smotherman): Approved for NRSC Program
2. 10/26/17 10:42 am
   Sandra Williams (sandra-williams): Approved for Curricular Services Review
3. 10/26/17 11:17 am
   Adrienne Bentz (abentz): Approved for SC Committee Preparer GR
4. 10/26/17 12:34 pm
   Mark J. Zoran (mjzoran): Approved for SC Committee Chair GR
5. 10/26/17 12:47 pm
   Mark J. Zoran (mjzoran): Approved for SC College Dean GR
6. 11/22/17 8:51 am
   LaRhesa Johnson (ljohnson): Approved for GC Preparer
7. 12/14/17 10:57 am
   LaRhesa Johnson (ljohnson): Approved for GC Chair

History
1. Jan 12, 2017 by sarah.gordon
NRSC 691: Research

Course Syllabus

Syllabus: Upload syllabus

Upload syllabus

Letters of support or other documentation: No

Additional information: We've requested that the research courses be taught under a neuroscience faculty member as well as approval from the instructor.

Reviewer Comments

Reported to state: No
# Course Change Request

**Date Submitted:** 10/11/17 10:30 am

**Viewing:** **PETE 621 : Petroleum Development Strategy**

**Last edit:** 10/11/17 9:36 pm

**Changes proposed by:** jrw092007

---

### Catalog Pages referencing this course

- Harold Vance Department of Petroleum Engineering
- PETE - Petroleum Engineering

---

### Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jake Williams</td>
<td><a href="mailto:jake.williams@tamu.edu">jake.williams@tamu.edu</a></td>
<td>979-845-4292</td>
</tr>
</tbody>
</table>

---

### Rationale for Course

**Edit**

**The proposed changes are part of a routine curriculum review.**

---

### Catalog course description

Applications of the variables, models and decision criteria used in modern petroleum development; case approach used to study major projects such as offshore development and assisted recovery; both commercial and student-prepared computer software used during the lab sessions to practice methods. Recovery: Both commercial and student-prepared computer software used during the lab sessions to practice methods.

---

### Prerequisites and Restrictions

- **Concurrent Enrollment:** No
- **Should catalog prerequisites / concurrent enrollment be enforced?** No
- **Crosslistings:** No
- **Crosslisted With:**
- **Stacked:** No
- **Stacked with:**

---

### Approval Path

1. 10/11/17 10:40 am
   - Kathy Beladi (k-beladi): Approved for PETE Department Head
2. 10/11/17 9:41 pm
   - Sandra Williams (sandra-williams): Approved for Curricular Services Review
3. 10/24/17 4:36 pm
   - Jennifer Veracruz (jveracruz): Approved for EN Committee Preparer GR
4. 11/13/17 1:09 pm
   - Prasad Enjeti (enjeti): Approved for EN Committee Chair GR
5. 11/13/17 1:13 pm
   - Prasad Enjeti (enjeti): Approved for EN College Dean GR
6. 11/22/17 8:51 am
   - LaRhesa Johnson (ljohnson): Approved for GC Preparer
7. 12/14/17 10:57 am
   - LaRhesa Johnson (ljohnson): Approved for GC Chair
Semester: 3  
Credit: 3  
Hour(s):

Contact Hour(s) (per week):
Lecture: 3  
Lab: 0  
Other: 0  
Total: 3  

Repeatable for credit?  No  
Three-peat?  No  

CIP/Fund Code: 1425010006  
Default Grade Mode: Letter Grade(G)  
Alternate Grade Modes: Satisfactory/Unsatisfactory  
Method of instruction: Lecture and Laboratory  
Lecture  

Will sections of this course be taught as non-traditional? (i.e., parts of term, distance education)  Yes  

Learning Outcomes  
Meets traditional face-to-face learning outcomes.  

Describe how learning outcomes are met or provide justification why they are not met.  
Distance learning courses taught by the Department of Petroleum Engineering, provide the same lectures, assignments, and exams as on campus face-to-face courses. Student learning outcomes are evaluated by gradable assignments, which are distributed and collected through eCampus and exams are proctored by approved exam centers or equivalent.  

Hours  
Meets traditional face-to-face hours.  

Describe how hours are met or provide justification why they are not met.  
The credit hours of distance learning courses by the Department of Petroleum Engineering are ensured to be equivalent to on-campus face-to-face courses. In addition to the same lectures, DL students have equal opportunities to interact with instructors through email and online chat during office hours. For each three-credit hour course, a distance learning course accounts for 45-48 hours of instruction time.  

Will this course be taught as a distance education course?  Yes  No  

I verify that I have reviewed the FAQ for Export Control Basics for Distance Education.  Yes  No  

Is 100% of this course going to be taught in Texas?  Yes  

Will classroom space be needed for this course?  Yes  

This will be a required course or an elective course for the following programs:  

Required (select program)  

Elective (select program)  

<table>
<thead>
<tr>
<th>Program(s)</th>
</tr>
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<tbody>
<tr>
<td>(MEN-PETE) Master of Engineering in Petroleum Engineering</td>
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<tr>
<td>(MS-PETE) Master of Science in Petroleum Engineering</td>
</tr>
<tr>
<td>(PHD-PETE) Doctor of Philosophy in Petroleum Engineering</td>
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</table>
# Course Syllabus

<table>
<thead>
<tr>
<th>Syllabus:</th>
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<tr>
<td></td>
<td>PETE 621_515_Syllabus and Schedule.docx</td>
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<table>
<thead>
<tr>
<th>Letters of support or other documentation</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Additional information</td>
<td></td>
</tr>
</tbody>
</table>

**Reviewer Comments**

Sandra Williams (sandra-williams) (08/21/17 8:17 am): Rollback: Updates to syllabus required: incorrect Aggie Honor Code website; missing weekly schedule; missing link to student rule 7; missing grading schedule.

Sandra Williams (sandra-williams) (09/06/17 9:11 pm): Rollback: Syllabus appears to still be missing grading scale. Please answer new required questions on course form: "Will sections of this course be taught as non-traditional?"

Sandra Williams (sandra-williams) (10/11/17 9:41 pm): Update received, however, syllabus still shows old Aggie Honor Code website link; also, two syllabi may be required [traditional and non-traditional] if appropriate.

**Reported to state?**

Change
Petroleum Engineering 621
Petroleum Development Strategy
Syllabus and Schedule for Spring 2015

Course Description: Applications of the variables, models and decision criteria used in modern petroleum development; case approach used to study major projects such as offshore development and assisted recovery

Instructor: Priscilla G. McLeroy, P.E., Professor of Engineering Practice
979.845.2907
priscilla.mcleroy@pe.tamu.edu
Office – 501U Richardson Building
Office Hours – MWF by appointment

Reference Texts:
Mian, M. A., Project Economics and Decision Analysis, Volumes I & II: Deterministic & Probabilistic Models 2nd Edition, PennWell (Tulsa) 2011. We will reference the books in some of the lectures, but the course lectures will not be directly from the books. Necessary reference materials will be posted on eCampus system.

Course Learning Objectives:
1. Experience how strategies are formulated from diverse petroleum development perspectives.
2. Experience how to simulate petroleum portfolios from mindset of public companies, private equity company, and state-controlled resources.
3. Understand how to apply fit-for-purpose decision tools relative to strategic objective.
4. Understand trade-offs between growth, develop, and harvest strategies and how to leverage all within a petroleum portfolio.

Class Schedule: Monday and Wednesday, 8:45 am-10:00 am; RICH208.

Course Requirements:
<table>
<thead>
<tr>
<th>Midterm Exam</th>
<th>20%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homework and Participation</td>
<td>40%</td>
</tr>
<tr>
<td>Final Team Project</td>
<td>40%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

Typically homework is assigned every week with results submitted via eCampus prior to class online Discussion Posting. Homework discussions will be led online via eCampus Discussion Posts. Participation in the Discussion Post is mandatory for completing homework assignments.

There will be one online exam - Midterm. Each student will need to return the completed exam by 5 pm on the following Monday according to instructions provided with the exam.

Each team will do a final project. The project will be assigned at the time of the Midterm. Each team will present the project during the last week of class. Each team will consolidate a critique for each final presentation and submit in a Discussion Posting. The final project report is due the last class day.
Additional Notes:
1. Course material and assignments will be posted on eCampus throughout the course to accommodate updates as we progress through the course; therefore, monitoring the site daily is required.
2. Homework due before class begins on the due date, and should be submitted electronically via eCampus unless specified otherwise. **Late homework will receive a grade of zero.**
3. As part of homework assignments, you will be responsible for preparing reviews of all papers assigned. Please follow paper review guidelines, to be provided separately to you.
4. Examinations will be completed via eCampus within a 72 hour period. Exceptions should be brought to the Instructor’s attention a week in advance.
5. **Grading cutoffs (Percentages):**
   - A: > 90
   - B: 89.99 to 80
   - C: 79.99 to 70
   - D: 69.99 to 60
   - F: < 59.99

Topics Covered:
1. “Life Cycle” Project Economics
2. Petroleum Resource Management System, Reserves Assessment
3. Fiscal Regimes and Strategies
4. Company Drivers and Strategies
5. Capital Management Strategies
6. Portfolio Management Strategies – Tangible & Intangible (Technology)
7. Strategic Decision Processing
8. Acquisition and Development Strategies – Valuation Implications
9. Oil & Gas Law and Influence on Strategies

eCampus Account:
Course information including assignments, announcements, etc. will be posted regularly to the PETE621 eCampus website. To set up your account for this course, please contact ITSHelp.tamu.edu. Secondary resources within the Department of Petroleum Engineering are Mary Lu Epps and Ted Seidel, 4th Floor, Richardson Building.

Before classes start your **first assignment posted on eCampus will ask you to submit a brief description of your experience in the energy industry, who you work for, and contact information for the benefit of outside discussion between resident and DL students.**

Academic Integrity Statement:
"An Aggie does not lie, cheat, or steal or tolerate those who do."

All students refer to the Honor Council Rules and Procedures on the web http://www.tamu.edu/aggiehonor < http://www.tamu.edu/aggiehonor>

Americans with Disabilities Act (ADA) Policy Statement:
The following ADA Policy Statement (part of the Policy on Individual Disabling Conditions) was submitted to the UCC by the Department of Student Life. The policy statement was forwarded to the Faculty Senate for information.

The Americans with Disabilities Act (ADA) is a federal antidiscrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe that you have a disability requiring an accommodation, please contact Disability Services, currently located in the Disability Services building at the Student Services at White Creek complex on West Campus or call 979-845-1637. For additional information, visit http://disability.tamu.edu.

PETE 621 Syllabus and Schedule – Spring 2015
**PETE 621 - Petroleum Development Strategy – Spring 2015 Schedule**

**Instructor:** Priscilla G. McLeroy, P.E.  
priscilla.mcleroy@pe.tamu.edu  
**Meets:** 8:45 am-10:00 am Monday & Wednesday

**Prerequisites:** basic petroleum project economics  
**Resources:** posted lecture notes and reference materials

<table>
<thead>
<tr>
<th>Lecture Series</th>
<th>Topics</th>
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</thead>
<tbody>
<tr>
<td>&quot;Life Cycle&quot; Upstream Project Building Blocks</td>
<td>(a) course introduction - syllabus, schedule, requirements; (b) life cycle economics - exploration to abandonment; (c) Petroleum Resource Management System &amp; reserves determination; (d) deterministic cash flow models – assumptions; (e) commercial analysis, CAPEX, OPEX, AFIT; (f) stochastic models - distributions of uncertainty; (g) stochastic cash flow conceptual modeling</td>
</tr>
<tr>
<td>Decline Curve Analyses</td>
<td>Conventional and Unconventional - review technical principles and comparisons</td>
</tr>
<tr>
<td>Capital at Work</td>
<td>Strategies for managing capital - cash flow, major projects, and debt</td>
</tr>
<tr>
<td>Fiscal Regimes – Upstream E&amp;P</td>
<td>(a) Drivers - State interests, NOC interests, IOC interests; (b) compensation structures; (c) fiscal systems of host countries</td>
</tr>
<tr>
<td>Public Company &amp; NOC Strategies</td>
<td>(a) Overview of drivers and forces influencing strategic planning; (b) Public company growth, development, harvest strategies; (c) NOC relative drivers</td>
</tr>
<tr>
<td>E&amp;P Portfolio Strategy</td>
<td>Portfolio management strategy – theory, stochastic budgeting, portfolio simulation under risk and uncertainty</td>
</tr>
<tr>
<td>E&amp;P Private Company Strategies</td>
<td>Private company relative drivers and business plan structures; – use of private equity, unique strategic considerations</td>
</tr>
<tr>
<td>E&amp;P Business Model Considerations</td>
<td>Models to structure, operate and exit E&amp;P assets – pooling/communitization, risk-based business structures, divestiture – for greenfield, brownfield, offshore, onshore assets</td>
</tr>
<tr>
<td>Acquisition, Development and Divestment Strategies</td>
<td>Overview of asset acquisition, development, and divestment process; evaluation and screening examples; due diligence traps and strategies to complete the deal</td>
</tr>
<tr>
<td>Best Practices to Remain Competitive</td>
<td>Team Projects – Target company evaluation of current Upstream strategies, performance, relative portfolio and Team's recommended future strategies</td>
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</tbody>
</table>

PETE 621 Syllabus & Schedule – Spring 2015
Course Change Request

Date Submitted: 10/11/17 10:36 am

Viewing: PETE 622 : Exploration and Production Evaluation

Last edit: 10/11/17 9:44 pm
Changes proposed by: jrw092007

Catalog Pages referencing this course
Harold Vance Department of Petroleum Engineering
PETE - Petroleum Engineering

Faculty Senate Number

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jake Williams</td>
<td><a href="mailto:jake.williams@tamu.edu">jake.williams@tamu.edu</a></td>
<td>979-845-4292</td>
</tr>
</tbody>
</table>

Rationale for Course

The proposed changes are part of a routine curriculum review.

Course prefix: PETE
Course number: 622

Department: Petroleum Engineering
College/School: College of Engineering
Academic Level: Graduate
Academic Level (alternate): Undergraduate
Effective term: 2018-2019

Complete Course Title
Exploration and Production Evaluation

Abbreviated Course Title
EXPLOR & PROD EVALUATION

Catalog course description
Selected topics in all industry economic evaluation including offshore bidding, project ranking and selection, capital budgeting, long-term oil and gas field development projects and incremental analysis for assisted recovery and acceleration.

Prerequisites and Restrictions

Concurrent Enrollment: No
Should catalog prerequisites / concurrent enrollment be enforced: No
Crosslistings: No
Crosslisted With:
Stacked: No
Stacked with:

Approval Path

1. 10/11/17 10:40 am
Kathy Beladi (k-beladi): Approved for PETE Department Head
2. 10/11/17 9:44 pm
Sandra Williams (sandra-williams): Approved for Curricular Services Review
3. 10/24/17 4:36 pm
Jennifer Veracruz (jveracruz): Approved for EN Committee Preparer GR
4. 11/13/17 1:09 pm
Prasad Enjeti (enjeti): Approved for EN Committee Chair GR
5. 11/13/17 1:13 pm
Prasad Enjeti (enjeti): Approved for EN College Dean GR
6. 11/22/17 8:51 am
LaRhesa Johnson (ljohnson): Approved for GC Preparer GR
7. 12/14/17 10:57 am
LaRhesa Johnson (ljohnson): Approved for GC Chair
Semester: 3  
Credit Hour(s):  
(per week):  

Contact Hour(s):  
Lecture: 3  
Lab: 0  
Other: 0  
Total: 3 5

Repeatable for credit?  
No

Three-peat?  
No

CIP/Fund Code: 1425010006

Default Grade Mode: Letter Grade(G)

Alternate Grade Modes: Satisfactory/Unsatisfactory

Method of instruction: Lecture and Laboratory  
Lecture

Will sections of this course be taught as non-traditional? (i.e., parts of term, distance education)  
Yes

Learning Outcomes:  
Meets traditional face-to-face learning outcomes.

Describe how learning outcomes are met or provide justification why they are not met.  
Distance learning courses taught by the Department of Petroleum Engineering, provide the same lectures, assignments, and exams as on campus face-to-face courses. Student learning outcomes are evaluated by gradable assignments, which are distributed and collected through eCampus and exams are proctored by approved exam centers or equivalent.

Hours:  
Meets traditional face-to-face hours.

Describe how hours are met or provide justification why they are not met.  
The credit hours of distance learning courses by the Department of Petroleum Engineering are ensured to be equivalent to on-campus face-to-face courses. In addition to the same lectures, DL students have equal opportunities to interact with instructors through email and online chat during office hours. For each three-credit hour course, a distance learning course accounts for 45-48 hours of instruction time.

Will this course be taught as a distance education course?  
Yes No

I verify that I have reviewed the FAQ for Export Control Basics for Distance Education.  
Yes No

Is 100% of this course going to be taught in Texas?  
Yes

Will classroom space be needed for this course?  
Yes

This will be a required course or an elective course for the following programs:

Required (select program)

Elective (select program)

<table>
<thead>
<tr>
<th>Program(s)</th>
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</thead>
<tbody>
<tr>
<td>(MEN-PETE) Master of Engineering in Petroleum Engineering</td>
</tr>
<tr>
<td>(MS-PETE) Master of Science in Petroleum Engineering</td>
</tr>
<tr>
<td>(PHD-PETE) Doctor of Philosophy in Petroleum Engineering</td>
</tr>
<tr>
<td>Course Syllabus</td>
</tr>
<tr>
<td>----------------</td>
</tr>
<tr>
<td>Syllabus: Upload syllabus</td>
</tr>
<tr>
<td>Upload syllabus <a href="#">PETE 622 Syllabus.pdf</a></td>
</tr>
<tr>
<td>Letters of support or other documentation: No</td>
</tr>
<tr>
<td>Additional information: I have made the corrections to the syllabus.</td>
</tr>
<tr>
<td>Reviewer Comments: <strong>Sandra Williams (sandra-williams)</strong> (08/21/17 8:25 am): Rollback: Syllabus updates needed: incorrect Aggie Honor Code website; reference to stacking (4/89?), however, no difference in grading and not indicated on form; missing weekly schedule; missing link to student rule 7; &quot;late homework will received a grade of zero&quot; statement - what about University excused absences?</td>
</tr>
<tr>
<td><strong>Sandra Williams (sandra-williams)</strong> (09/06/17 9:17 pm): Rollback: Syllabus course description shows incorrect hours of (2-3) Credit 3 instead of updated hours. Also, please answer new required questions on form: Will sections of this course be taught as non-traditional? (i.e., parts of term, distance education).</td>
</tr>
<tr>
<td><strong>Sandra Williams (sandra-williams)</strong> (10/11/17 9:44 pm): Update received, however, syllabus still shows old Aggie Honor Code website link; also, two syllabi may be required (traditional and non-traditional) if appropriate.</td>
</tr>
<tr>
<td>Reported to state? Change</td>
</tr>
</tbody>
</table>

Key: 12471
Petroleum Engineering 622 Exploration and Production Evaluation
Syllabus and Administrative Procedures
Fall 2017
Room TBD Richardson Building

Instructor: Priscilla G. McLeroy, P.E.
Contact Information: 979-845-2907;
Email: pgmcleroy@tamu.edu
Office: Room 501U Richardson Building
Office Hours: Generally open on Tuesdays/Thursdays; or, by appointment

Course Catalog Description: Exploration and Production Evaluation. (3-0). Credit 3. Selected topics in oil industry economic evaluation including offshore bidding, project ranking and selection, capital budgeting, long-term oil and gas field development projects and incremental analysis for assisted recovery and acceleration.

Text: None required
References:
We will reference the books in some of the lectures, but the course lectures will not be directly from the books. Other selected publications for reference materials will be posted on eCampus system.

Topics Covered: The focus will be on conceptual understanding, practical application and comprehending the strengths and weaknesses of the various exploration and production (E&P) projects, models and project management processes. The material learned in this course underlies successful commercialization of projects large and small – from the economics of asset (single well or field) development, to major project management decisions. The importance of the distinction between new and incremental projects will be made. Students will leave with the ability to structure projects in phases, understand critical path project decisions, carry out straightforward economic calculations, and identify impacts of risks and uncertainties during phases of oil & gas project development. After the course, the students will understand:

- Project identification of commercial opportunity via project economic justification
- E&P major project framing, planning, modeling, systems scheduling and project controls for varying scopes; e.g., deepwater offshore, unconventional onshore, mature onshore with environmental sensitivities
- Sources of E&P technical uncertainties and Industry business risks
- Integrated cost/benefit analysis in context and purpose of economic evaluation
- Deterministic Net Cash Flow (NCF) vs. stochastic valuations
- Understanding E&P value and investment metrics: Net Present Value, Returns, Investment Efficiency, Hurdle Rates
- Defining incremental vs acceleration projects
- Principles of risk reduction through options, diversification in E&P investments – not just that they work, but why they work
- E&P project organizations and teams
- E&P project development ties to Company business strategy
Class Schedule: TBD

Course Requirements:

- Homework and class participation: 35%
- Team Two-Staged Project: 60%
- Professionalism: 5%

Total: 100%

**Homework** involves critiques of assigned papers and/or online Discussion topics with results submitted via eCampus prior to assigned deadlines. Team assigned homeworks are graded with an overall team grade. In situations whereby one or more team members is not contributing as indicated by the majority of team members, a modified individual team member grade will be assessed and assigned. **Professionalism** involves contributions as team members (evaluated using two peer generated evaluations), individually to in-class discussions by Resident students, and online discussions by DL student submissions. **Team project** involves ability to integrate all topics covered in course into selected asset evaluation.

**Grading cutoffs (Percentages):**

- A: > 90
- B: 89.99 to 80
- C: 79.99 to 70
- D: 69.99 to 60
- F: < 59.99

**The General Plan for the Course**

The course is designed for one theory period per week plus one discussion period per week. On discussion days students will engage each other within respective Teams in reasoning about crucial questions regarding major trends and patterns related to the week’s theory by using assigned weekly Readings plus added primary and secondary sources the Team introduces (supporting interpreting the significance and meaning of the topic).

Integrated Teams (Resident and DL students and, depending on demographics of class, by disciplines represented) will be selected by the Instructor at the end of first week of semester. Each team will conduct a two-staged project. Summary project reports and presentations will be delivered during the midterm and final scheduled class period(s). Professionalism will be evaluated by peer evaluations of self and team members based on quality of contributions between presentation stages.

The Team project which constitutes the majority of the course grade will be a two-staged project: first stage being an interim case field summary and second stage being the final project report and presentation by teams.

Resident student attendance & DL student online Discussion contributions, familiarity with the required readings, and classroom questions or comments that are relevant and insightful are integral to the Professionalism evaluation. Differences in technical background or skill are not a criterion. In general, I evaluate classroom participation on the basis of the extent to which you contribute to a positive and effective learning environment (for yourself and others).

**Notes:**

1. Course material and assignments will be posted on eCampus throughout the course to accommodate updates as we progress through the course; therefore, monitoring the site daily is required.
2. Homework is due before class begins on the due date, and should be submitted electronically via eCampus unless specified otherwise. **Late homework will receive a grade of zero.**
3. All course materials will be posted on eCampus. You will need to establish an eCampus account for this class and monitor the web site regularly. If you need help setting up your eCampus account, please contact **Mary Lu Walton Epps** or **Ted Seidel** in the 407 office suite:
   3116 TAMU | 407F&G Richardson Bldg | College Station, TX 77843-3116
   Ph: 979.458.4297 | fax: 979.862.7345 | mepps@tamu.edu |
   Ph: 979.862.1298 | fax: 979.862.1307 | ej5@tamu.edu |

**Academic Integrity Statement**
"An Aggie does not lie, cheat, or steal or tolerate those who do."

All submitted course documents (assignments, including project material) shall include the following Aggie Honor Code with each Team members’ agreement as indicated by e-signature to the document:

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

___________________________________ _______________________________________
Team Member : Team Member:

___________________________________ _______________________________________
Team Member: Team Member:

___________________________________ _______________________________________
Team Member: Team Member:

For further information, refer to the Honor Council Rules and Procedures on the web http://www.tamu.edu/aggiehonor < http://www.tamu.edu/aggiehonor>

Americans with Disabilities Act (ADA) Policy Statement

The following ADA Policy Statement (part of the Policy on Individual Disabling Conditions) was submitted to the UCC by the Department of Student Life. The policy statement was forwarded to the Faculty Senate for information.

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, currently located in the Disability Services building at the Student Services at White Creek complex on west campus or call 979-845-1637. For additional information, visit http://disability.tamu.edu.
**PETE 489/622 – E&P Evaluation**  
**Tentative Fall 2017 Schedule**

**Instructor:** Priscilla G. McLeroy, P.E.  
pgmcleroy@tamu.edu  
**Meets:** TBD, RICH TBD  
**Prerequisites:** basic petroleum project economics  
**eCampus Resources:** posted lecture notes, assigned readings and reference materials

**Synopsis** – This course covers selected topics effecting oil & gas industry economic evaluations. Diverse fields are evaluated from project perspectives including deepwater offshore, mature, greenfield, unconventional shale gas & oil, and environmentally restrictive and sensitive. Evaluations are considered relative to asset models, oil & gas project management processes, and valuation tools. Students will apply key concepts to fields assigned for course team projects.

<table>
<thead>
<tr>
<th>Lecture Series</th>
<th>Key Concepts</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Big Picture</strong> Project Identification and Data management</td>
<td>Introducing E&amp;P Evaluation - syllabus, schedule, requirements; E&amp;P project identification – what’s commercial vs. technically interesting?; E&amp;P data management</td>
</tr>
<tr>
<td><strong>Big Picture E&amp;P Project Staging</strong></td>
<td>Framing the E&amp;P project, stage-gating, modeling, systems scheduling and project controls</td>
</tr>
<tr>
<td><strong>Fundamental Measures Analysis Project Foundations, 1P-2P-3P Reserves</strong></td>
<td>Evaluating reserves reporting within the Company and to outside regulators</td>
</tr>
<tr>
<td><strong>Fundamental Measures Analysis E&amp;P Asset Accounting Breakdowns</strong></td>
<td>E&amp;P accounting fundamentals - tangibles vs. intangibles; successful efforts vs. full-cost; accounting for drilling / exploration / development / production costs; accounting for sales revenues, impairment of assets, removal and restoration costs; financing and borrowing; analyzing Company and Analyst reports for valuation profiles</td>
</tr>
<tr>
<td><strong>Fundamental Measures Analysis Review of Deterministic vs. Stochastic Analyses</strong></td>
<td>E&amp;P economic fundamentals revisited</td>
</tr>
<tr>
<td><strong>E&amp;P Project Yardsticks Value Perspectives</strong></td>
<td>Understanding stakeholder value perspectives: Operator vs. Investor; changing perspectives and valuation yardsticks with project maturity</td>
</tr>
<tr>
<td><strong>Fundamental Measures Analysis Structural E&amp;P Drivers, Scenarios</strong></td>
<td>Sourcing E&amp;P project uncertainties and Industry business risks; understanding Industry trends and drivers; business environment implications and signposts; normative vs. exploratory scenarios</td>
</tr>
<tr>
<td><strong>Decisions in Portfolio Management Optimization</strong></td>
<td>Reducing multiple project portfolio risks through options, diversification of E&amp;P investments, hedging; creating alternative business models / partnerships / joint ventures</td>
</tr>
<tr>
<td><strong>Intangible E&amp;P Value Premiums Project Organizations &amp; Teams</strong></td>
<td>Managing effective E&amp;P project teams; understanding team management differences within an Operating company vs. Service company</td>
</tr>
<tr>
<td><strong>Intangible E&amp;P Value Additions E&amp;P Projects Linked with Corporate Strategy</strong></td>
<td>Creating flexible E&amp;P project business plans to support Corporate Strategies</td>
</tr>
</tbody>
</table>
# Course Change Request

**Date Submitted:** 09/26/17 10:58 am  
**Viewing:** **PHPM 601 : Foundations of Public Health**  
**Last edit:** 11/15/17 10:12 am  
**Changes proposed by:** monica-a-garza

<table>
<thead>
<tr>
<th>Catalog Pages referencing this course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department of Health Policy and Management</td>
</tr>
<tr>
<td>PHPM - Public Hlth Pol &amp; Mgmt</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Programs referencing this course</th>
</tr>
</thead>
<tbody>
<tr>
<td>CERT-CG26: Health Systems and Design - Certificate</td>
</tr>
<tr>
<td>CERT-CG25: Health Systems Management - Certificate</td>
</tr>
</tbody>
</table>

**As A Banner Prerequisite:**

<table>
<thead>
<tr>
<th>Contact(s)</th>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monica Garner</td>
<td><a href="mailto:magarner@sph.tamhsc.edu">magarner@sph.tamhsc.edu</a></td>
<td>979-436-9483</td>
<td></td>
</tr>
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</table>

**Rationale for Course**

**Edit**

The proposed changes are to support major changes to an existing program.

<table>
<thead>
<tr>
<th>Course prefix</th>
<th>PHPM</th>
<th>Course number</th>
<th>601</th>
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<tbody>
<tr>
<td>Department</td>
<td>Health Policy &amp; Management</td>
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<tr>
<td>College/School</td>
<td>Public Health</td>
<td></td>
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</tr>
<tr>
<td>Academic Level</td>
<td>Graduate</td>
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<td></td>
</tr>
<tr>
<td>Effective term</td>
<td>2018-2019</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Complete Course Title**

Foundations of Public Health

**Abbreviated Course Title**

FOUNDATIONS OF PUBLIC HEALTH

<table>
<thead>
<tr>
<th>Catalog course description</th>
</tr>
</thead>
<tbody>
<tr>
<td>(3-0)An introduction to the field of public health and to rural health conditions, issues, professions, organizations, and policies relevant to the health of rural communities.</td>
</tr>
</tbody>
</table>

**Prerequisites and Restrictions**

**Master of Health Administration Majors.**

<table>
<thead>
<tr>
<th>Concurrent Enrollment</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Should catalog prerequisites / concurrent enrollment be enforced?</td>
<td>No</td>
</tr>
<tr>
<td>Crosslistings</td>
<td>No</td>
</tr>
<tr>
<td>Stacked</td>
<td>No</td>
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</table>

<table>
<thead>
<tr>
<th>Semester</th>
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<tbody>
<tr>
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</tr>
<tr>
<td>Contact Hour(s) Total</td>
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<tr>
<td>Lecture</td>
<td>3</td>
</tr>
<tr>
<td>Lab</td>
<td>0</td>
</tr>
<tr>
<td>Other</td>
<td>0</td>
</tr>
</tbody>
</table>

https://nextcatalog.tamu.edu/courseleaf/approve/
Learning Outcomes

Meets traditional face-to-face learning outcomes.

Describe how learning outcomes are met or provide justification why they are not met.

Learning outcomes are met through online discussion questions and multiple assignments.

Hours

Meets traditional face-to-face hours.

Describe how hours are met or provide justification why they are not met.

Calculation of contact hours has been used when updating the course. Lecture, presentation, discussion board and assignments meet the requirement.

Will this course be taught as a distance education course?

Yes No

I verify that I have reviewed the FAQ for Export Control Basics for Distance Education.

Yes No

Is 100% of this course going to be taught in Texas?

Yes

Will classroom space be needed for this course?

No

This will be a required course or an elective course for the following programs:

Required (select program)

(MHA-HADM) Master of Health Administration in Health Administration

Elective (select program)

Course Syllabus

Syllabus: Upload syllabus


Letters of support or other documentation

No

Additional information

Reviewer Comments

https://nextcatalog.tamu.edu/courseleaf/approve/
Sandra Williams (sandra-williams) (09/06/17 9:22 pm): Rollback: This course was previously available to Professional Pharmacy, however, your updated prerequisites appear to no longer allow this academic level. Is this correct? Be sure to add complete CIP code to course form. Also, please answer new required questions added to course form: Will sections of this course be taught as non-traditional? (i.e., parts of term, distance education).

Sandra Williams (sandra-williams) (09/21/17 8:32 pm): Rollback: This course was previously available to Professional Pharmacy, however, your updated prerequisites appear to no longer allow this academic level. Is this correct?

Monica Garner (monica-a-garza) (09/27/17 11:39 am): Yes, we intend to restrict this course to MHA students only.

Sandra Williams (sandra-williams) (09/27/17 8:21 pm): Update received.

Rick Danko (danko) (11/07/17 3:43 pm): Faculty confirmed that the course will be offered distance ed, and that the FAQs for Export Control have been reviewed.

SYLLABUS

Instructor Information

Course title and number: PHPM 601 Foundations of Public Health
Term: Fall 2017
Meeting times and location: online – course week runs Wednesday to Tuesday
Instructor Name(s): Jeffrey J. Hatala, PhD
Teaching Assistant(s): TBD
Telephone number: 979-436-9489
Email address: hatala@sph.tamhsc.edu
Office hours: Thursdays 1:30-3:30 and by appointment
Office location: SPH Administration Building Room 135G

Course Description

This course introduced the student to the field of public health and its concentration areas; examines how the federal, state and local health care and public health systems have evolved; and raises awareness of the need for cross-concentration approached to address public health issues. This course highlights illustrative public health problems, diseases, and risk factors and the role of public health in preventing and alleviating the same; reviews the core functions of public health and examines the inputs, throughputs and outputs of the public health system.

Prerequisites

MHA student; graduate students outside of the TAMU School of Public Health with instructor approval.

Course Competencies and Objectives

<table>
<thead>
<tr>
<th>Competencies</th>
<th>Course Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explain public health history, philosophy and values</td>
<td>Articulate a definition of public health that captures the unique characteristics of the field and how these characteristics contribute to public health practice.</td>
</tr>
<tr>
<td>Identify the core functions of public health and 10 Essential Services</td>
<td>Discuss core functions and the 10 essential services in relation to a public health concern</td>
</tr>
<tr>
<td>Explain the role of quantitative and qualitative methods and science in describing and assessing a population’s health</td>
<td>Discuss the importance of quantitative and qualitative methods in describing a public health concern</td>
</tr>
<tr>
<td>List major causes and trends of morbidity and mortality in the US or other community relevant to the school or program</td>
<td>List major causes and trends of morbidity and mortality in the US or other community relevant to the school or program</td>
</tr>
<tr>
<td>Discuss the science of primary, secondary and tertiary prevention in population health, including health promotion, screening, etc.</td>
<td>Discuss various types of prevention and its relations to public health.</td>
</tr>
<tr>
<td>Explain the critical importance of evidence in advancing public health knowledge</td>
<td>Discuss the critical importance of evidence in advancing public health knowledge</td>
</tr>
<tr>
<td>Explain effects of environmental factors on a population’s health</td>
<td>Discuss effects of environmental factors on a population’s health</td>
</tr>
</tbody>
</table>
Explain the biological and genetic factors that affect a population’s health. Describe the biological and genetic factors that affect a population’s health.

Explain the behavioral and psychological factors that affect a population’s health. Describe the behavioral and psychological factors that affect a population’s health.

Explain the social, political and economic determinants of health and how they contribute to population health and health inequities. Describe the social, political and economic determinants of health and how they contribute to population health and health inequities.

Explain how the globalization affects global burden of disease. Discuss how globalization affects global burden of disease.

Explain an ecological perspective on the connections among human health, animal health and ecosystem health (e.g., One Health). Discuss OneHealth efforts as a means to strengthen the ecosystem.

Identify the main components and issues of the organization, financing and delivery of health services and public health systems in the United States. Discuss the role of other disciplines as it relates to public health.

Describe the legal and ethical basis for public health and health services. Discuss the role of other disciplines as it relates to public health.

MHA Skills Developed and/or Used
2. Presentation
4. Word Processing
9. Access and use vital statistics and other population health indicators
29. Problem Solving
33. Critical Thinking
36. Accountability

Textbook and/or Resource Material

Other readings will be posted in the calendar (below). Additional readings may be posted/referred to/cited in the lectures for the modules.

TAMU Library – Many students do not take advantage of the library resources offered by Texas A&M. Our resource librarian has developed a collection of resources for this class. You may not use all of these, but you certainly can use it to learn more about a topic. The site is http://guides.library.tamu.edu/phpm601.

Course Topics, Calendar of Activities, Major Assignment Dates

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Required Reading</th>
</tr>
</thead>
</table>
| Week 1 | Course Introduction, syllabus review, eCampus orientation. | • Reading: Get familiar with public health websites and resources.  
• Biography posted before Sept 6 before 11:59 pm).  
• Pick a public health concern from list on eCampus before Sept. 5 at 11:59 pm.  
• Test Instagram site to be sure you can upload photos to the right place before Sept. 5 at 11:59 pm (submit photo of yourself) |

<table>
<thead>
<tr>
<th>Module 1</th>
<th>What is Public Health?</th>
<th></th>
</tr>
</thead>
</table>
| Week 2 | Vulnerable populations, social justice, diseases and public health problems, core public health problems, public health resources, social determinants of health, history of public health, core | • Schneider, Chapters 1, 2, prologue  
• Random Act of Public Health #1 due on September 12 before 11:59 pm.  
• DQ – initial posts due before Sept. 12 at 11:59 pm. |
<table>
<thead>
<tr>
<th>Module 2</th>
<th>Epidemiology and Biostatistics</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 4</strong></td>
<td><strong>September 20 – 26</strong></td>
</tr>
<tr>
<td>Epidemiological principles, methods, problems, and, role with hospitals.</td>
<td>Schneider, Chapters 4-8.</td>
</tr>
<tr>
<td><strong>Week 5</strong></td>
<td><strong>September 27 – October 3</strong></td>
</tr>
<tr>
<td></td>
<td>DQ – initial posts due before Oct. 3 at 11:59 pm.</td>
</tr>
<tr>
<td><strong>Week 6</strong></td>
<td><strong>October 4 – 10</strong></td>
</tr>
<tr>
<td></td>
<td>Public health concern – Part 1 due before Oct. 10 at 11:59 pm.</td>
</tr>
<tr>
<td></td>
<td>Short test 2 – due before Oct. 10 at 11:59 pm.</td>
</tr>
<tr>
<td></td>
<td>DQ responses to initial posts – due before Oct. 10 at 11:59 pm.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Module 3</th>
<th>Health Policy and Management</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 7</strong></td>
<td><strong>October 11 – 17</strong></td>
</tr>
<tr>
<td>Health policy, health law and ethics, value of public health in medical care, public health organizations and systems, role with hospitals.</td>
<td>Schneider, Chapter 3, 26, 27</td>
</tr>
<tr>
<td></td>
<td>DQ – initial posts due before Oct. 17 at 11:59 pm.</td>
</tr>
<tr>
<td></td>
<td>Random Act of Public Health #2 due on October 17 by 11:59 pm.</td>
</tr>
<tr>
<td><strong>Week 8</strong></td>
<td><strong>October 18-24</strong></td>
</tr>
<tr>
<td></td>
<td>Short test 3 – due before Oct. 24 at 11:59 pm.</td>
</tr>
<tr>
<td></td>
<td>DQ responses to initial posts – due before Oct. 24 at 11:59 pm.</td>
</tr>
<tr>
<td></td>
<td>Respond to Random Act of Public Health #2 due on September 19 before 11:59 pm.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Module 4</th>
<th>Health Promotion</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 9</strong></td>
<td><strong>October 25 – October 31</strong></td>
</tr>
<tr>
<td>Health education, public health problems (more), health education models, health literacy, health promotion programs, role with hospitals.</td>
<td>Schneider, Chapters 13-19</td>
</tr>
<tr>
<td><strong>Week 10</strong></td>
<td><strong>November 1 – 7</strong></td>
</tr>
<tr>
<td></td>
<td>Random Act of Public Health #3 due on Nov. 7 by 11:59 pm.</td>
</tr>
<tr>
<td></td>
<td>DQ – initial posts due before Nov 7 at 11:59 pm.</td>
</tr>
</tbody>
</table>
| Week 11 | November 8 – 14 | • Public health concern – Part 3 due before Nov. 14 at 11:59 pm.  
• Short test 4 – due before Nov. 14 at 11:59 pm.  
• DQ responses to initial posts – due before Nov. 14 at 11:59 pm.  
• Respond to Random Act of Public Health #3 due on Nov. 14 by 11:59 pm. |
| --- | --- | --- |
| Module 5 | Environmental and Occupational Health | • Schneider, Chapters 20-25  
• Random Act of Public Health #4 due on Nov. 21 by 11:59 pm.  
• DQ – initial posts due before at 11:59 pm |
| Week 12 | November 15 – 21 | Clean air and water, waste, food and drugs, global health, role with hospitals. |
| Week 13 | November 22 – 28 | Thanksgiving Recess – NO CLASS  
Case study – posted Nov. 28 |
| Week 14 | November 29 – December 5 | Wrap-Up  
• Public health concern – Part 4 due before Dec. 5 at 11:59 pm.  
• Short test 4 – due before Oct. 10 at 11:59 pm.  
• DQ responses to initial posts – due before Oct. 10 at 11:59 pm.  
• Case study due -- before Dec. 5 at 11:59 pm.  
• Respond to Random Act of Public Health #4 due on October 24 by 11:59 pm. |

Other required or optional readings may be added. Such information will be made available through the eCampus module or articles will be referred to in your online modules.

ASSIGNMENTS

Discussion Questions – In each modules, there will be a number of discussion questions pertaining to the readings and lecture materials. Each student will be given direction about answering a portion or all of the posed and then responding to answers posed, thus creating an online discussion. Responses to questions will be graded for grammar, style, and clarity of writing as well as for intellectual completeness, insightfulness, clarity, thoughtfulness in interpretation, and integration of points from readings and lectures. Responses should answer the question directly and include a brief rationale for the answer. The rationale should include some clear references to points made in previous lectures and/or readings for the course. The answers should not simply repeat or quote what appears in the textbooks, video, article, or presentation. Postings can include citations and references to outside readings. You will be evaluated based on quality of content posted, quality of writing/communication and timeliness.

Module-based short tests – At the end of each module, students will take a short test around the readings and lectures associated with the module. Questions will come from the textbook. For modules that have small amounts of reading from the textbook, questions will come from the lectures/Pow erPoint files. Questions will be multiple choice, true/false, and/or fill in the blank. These short tests will be administered through eCampus and students will have up to 75 minutes to complete them. Once you open the short test on eCampus, the clock will start ticking. Students can take the test up to 2 times; if taken twice, the second test score will be included in Grade Center.

Random Acts of Public Health – On most weeks (see calendar), students will do random acts of public health work and photograph them (or will visually record others doing public health work) and upload them to a class Instagram site. Along with the Instagram presentation, students will also provide a written explanation of how the uploaded material (photos, etc.) relates to the material discussed.
After posting the random act of public health, students will respond to at 3 of their peers’ postings. The point of this is to further demonstrate understanding of content related to the module. Students can ask clarifying questions, make suggestions for improvement. Answer the question “what would need to be added/changed to expand on the explanation provided or would need to be included in the photo in order for the posting to more perfectly align with the module.” This is not judgment, but this is helpful feedback.

Please note: This is an individual assignment. Two or more people cannot use the same photograph/visual depiction for the assignment. Once the picture is posted, that topic/idea cannot be used again. Only submit 1 entry per week. Photo posted must be an original photo (taken by you) not an existing photograph, meme, etc. that has been reposted from another site. You will be required to create a new Instagram site for this class. Do not use an existing one. I tend to learn too much about one’s personal life when students use personal Instagram accounts; let’s maintain a professional relationship. My ID is PHPM F6012017. F6012017 is my last name.

Public health concern – Students will select from a list of disease (located on eCampus) that they will explore throughout the semester. With each module, students will research the module topic as it relates to their chosen disease. In the public health concern, students will provide a brief explanation of the biological and/or genetic factors that happen for the disease to spread, the social, political and economic determinants of the disease, the behavioral and psychological factors related to the disease, and the environmental influences and/or impacts related to the disease. To do so, students will need to explore each module area to identify peer-reviewed journal articles and other reputable sources. In the public health concern, students will also include statistics about the disease (incidence, prevalence, spread of disease, populations affected including identified vulnerable populations), at least 3 health policies and 3 health promotion efforts surrounding the disease (to contain or reduce prevalence, etc.). Students can choose to create their profile based on national or state data; whatever level you choose must be used throughout the profile. However, students must briefly discuss international prevalence of the disease. A template for you to use will be provided on eCampus. Cite and reference in APA style; for sake of readability, you can use footnotes, but reference page should be in APA style.

Case – From the perspective of a hospital administrator, will be asked to provide a public health solution based on the readings, lectures, class assignments and other information. This is an individual assignment; you will need to seek outside sources to do this project, but you cannot rely on other people to help you. Cite and reference in APA style.

**Grading Policies**

<table>
<thead>
<tr>
<th>☑ Grading Scale</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>F</th>
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</thead>
<tbody>
<tr>
<td>90-100 Points</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>F</td>
</tr>
<tr>
<td>80-89.99 Points</td>
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<td>70-79.99 Points</td>
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<tr>
<td>60-69.99 Points</td>
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| Random Acts of Public Health (Instagram) projects (5% for each post) | 20% (20 points) |
| Module-based short tests (4% for each test) | 20% (20 points) |
| Public health concern (5% for each part) | 25% (25 points) |
| Case | 25% (25 points) |
| Discussion Questions | 10% (10 points) |
| **Total** | **100% (100 points)** |

The University views class attendance as the responsibility of an individual student. Attendance is essential to complete the course successfully. University rules related to excused and unexcused absences are located on-line at [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07).
As this is an online class, assignments can be made any time between the time they are made to the time they are due. It’s best to be early. However, extenuating circumstances can happen. Do contact me when you know of an upcoming absence with verifiable documentation.

**Other Pertinent Course Information**

Every effort will be made to ensure that power point lecture files, notes, articles and assignments are available online in a timely manner. Written assignments will be delivered thru the Blackboard course website. Handouts, changes in assignments or the schedule of class modules will be announced on the Bb course webpage. E-mail contact will be initiated with all students the first week of class. If you do not have access to your assigned TAMHSC e-mail account, it is your responsibility to make the instructor aware of that fact so that other arrangements may be made. You are expected to use Blackboard e-mail address for all official correspondence.

**eCampus (Blackboard)**

If this course uses eCampus: Within the course’s eCampus site you will access the learning materials, tutorials, and syllabus; discuss issues; submit assignments; take quizzes; email other students and the instructor; participate in online activities; and display your projects.

In order to access the course material you will need to go to login into Howdy and then click the eCampus button on the top right or look for Quick Links on the bottom of the School’s homepage or go to [http://ecampus.tamu.edu](http://ecampus.tamu.edu). Please do not contact your instructor with technical problems. If you are having a technical problem with the course, review the Blackboard Learn Tutorials (at the top-right of School’s Office of Academic Assessment and Instructional Technology website). For login issues (password not working), please contact TAMU Help Desk at helpdesk@tamu.edu via E-mail, or phone to (979) 845-8300. Your eCampus login is the same as your Howdy login (NetID).

**Computer Requirements for Online Courses**

For this and all online courses we recommend the minimum technical requirements outlined on our "SPH Computer Requirements for Online Courses" web page, located at [http://www.sph.tamhsc.edu/assessment-instructional/com-requirement.html](http://www.sph.tamhsc.edu/assessment-instructional/com-requirement.html)

All computing problems or other technical issues not related to eCampus, please contact:

- TAMHSC related account: helpdesk@tamhsc.edu via E-mail, or phone to (979) 862-8029
- TAMU related account: helpdesk@tamu.edu via E-mail, or phone to (979) 845-8300

**Important!!!** Save your work as you go along. Nothing is more discouraging than to lose an assignment due to a computer hang ups! You may want to also make hard copies of your work to have "proof" and save yourself time and trouble!

**Plagiarism Virtual Course**

Plagiarism is the leading form of academic dishonesty that the School of Public Health has to address. As a SPH student, you are responsible for knowing what plagiarism is and how to avoid it. All SPH students are automatically enrolled in Plagiarism Virtual Course on eCampus. This virtual course provides you with information and examples related to plagiarism in an effort to reduce the number of reported incidents. Please find a tutorial and resources under "Content." In addition, please find Turnitin, a software package that allows you to check whether you may have plagiarized your document. Please see Phuong Huynh: phuong@sph.tamhsc.edu for additional information.

**Course Evaluation**
Constructive feedback from students on course evaluations is taken very seriously at the School of Public Health. I am asking for your assistance in helping the School in its assessment of courses and faculty through your participation in the evaluation of your courses. As public health professionals you will one day have the responsibility to evaluate colleagues and health initiatives. The School views providing feedback on the School’s courses as part of your professional responsibility.

**SPH Mission**

The Texas A&M School of Public Health is committed to transforming health through interdisciplinary inquiry, innovative solutions, and development of leaders through the Aggie tradition of service to engage diverse communities worldwide.

**Americans with Disabilities Act (ADA)**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, currently located in the Disability Services building at the Student Services at White Creek complex on west campus or call 979-845-1637. For additional information, visit [http://disability.tamu.edu](http://disability.tamu.edu).

**Academic Integrity**

Academic integrity is the pursuit of scholarly activity free from fraud and deception and is an educational objective of this institution. Students are expected to adhere to all TAMUS, TAMU, HSC, and School policies regarding academic integrity and classroom conduct. Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabricating information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used, or tampering with the academic work of another student. Individuals found guilty of academic dishonesty may be dismissed from the degree program, and at a minimum will receive an F for the course. It is the student’s responsibility to have a clear understanding of how to reference other individuals’ work, as well as having a clear understanding in general as to the various aspects of academic dishonesty. A tutorial on this issue is available at: [http://SPH.tamhsc.edu/academic-affairs/academic-integrity.html](http://SPH.tamhsc.edu/academic-affairs/academic-integrity.html). A plagiarism tutorial can be found in Blackboard. Information on the Aggie Honor Code can be found at [http://aggiehonor.tamu.edu](http://aggiehonor.tamu.edu).

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

**Copyright Statement**

The materials used in this course are copyrighted. These materials 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 permission is expressly granted by the instructor.

**FERPA**

The Federal Education Rights & Privacy Act requires that we advise students that by registering for this course, their HSC assigned e-mail address will be revealed to classmates and the instructor. By continuing your enrollment in the course you acknowledge your understanding of this policy. By enrolling in this course you agree to the following statement: “I understand that as a result of registering for this course, my HSC/Blackboard assigned e-mail address will be revealed to classmates and the instructor.”
Equal Opportunity Statement

The Texas A&M Health Science Center is an Equal Opportunity/ Affirmative Action employer. Inquiries regarding nondiscrimination policies may be directed to the Human Resources Officer by phone at (979) 436-9208, email hr@tamhsc.edu, or by mail at 200 Technology Way, College Station, TX 77845.

DISCLAIMER

This syllabus is representative of materials that will be covered in this class; the schedule and topics list are subject to change. These changes will be discussed in class and subsequently communicated via email or posted as announcements. If you have any problems related to this course, please feel free to discuss them with the instructor.

Title IX

Title IX of the Education Amendments of 1972 protects people from sex discrimination in educational programs and activities at institutions that receive federal financial assistance. Texas A&M University and the Texas A&M Health Science Center are committed to maintaining a learning environment that is free from discriminatory conduct based on gender. As required by Title IX, the University does not discriminate on the basis of sex in its education programs and activities, and it encourages any student or non-student who thinks that he or she has been subjected to sex discrimination, sexual harassment (including sexual violence) or sexual misconduct by another student, member of the faculty or staff, or campus visitor or contractor, to immediately report the incident to any of the individuals persons or offices listed below.

WHERE TO REPORT:
James Nachlinger,
Executive Director, Payroll and HR Services
Title IX Coordinator
979-436-9207
nachlinger@tamhsc.edu

The University encourages students to immediately consult with or report incidents of sex discrimination, sexual harassment (including sexual violence) or sexual misconduct to the TAMHSC Title IX Coordinator. Students may also report incidents of sex discrimination, sexual harassment (including sexual violence) or sexual misconduct to any School of Public Health administrator, university administrator, official or unit supervisor, who is then responsible for promptly notifying any of the above Title IX coordinators of the reported incident.
APPENDIX A: COMPETENCIES

CEPH-Introductory Public Health Learning Objectives

1. Explain public health history, philosophy and values
2. Identify the core functions of public health and the 10 Essential Services*
3. Explain the role of quantitative and qualitative methods and sciences in describing and assessing a population’s health
4. List major causes and trends of morbidity and mortality in the US or other community relevant to the school or program
5. Discuss the science of primary, secondary and tertiary prevention in population health, including health promotion, screening, etc.
6. Explain the critical importance of evidence in advancing public health knowledge
7. Explain effects of environmental factors on a population’s health
8. Explain biological and genetic factors that affect a population’s health
9. Explain behavioral and psychological factors that affect a population’s health
10. Explain the social, political and economic determinants of health and how they contribute to population health and health inequities
11. Explain how globalization affects global burdens of disease
12. Explain an ecological perspective on the connections among human health, animal health and ecosystem health (eg, One Health)

MHA Program Competencies

Core Competencies

1. Identify the main components and issues of the organization, financing and delivery of health services and public health systems in the United States.
2. Describe the legal and ethical bases for public health and health services.
3. Explain methods of ensuring community health safety and preparedness.
4. Discuss the policy process for improving the health status of populations.
5. Apply the principles of program planning, development, budgeting, management and evaluation in organizational and community initiatives.
6. Apply principles of strategic planning and marketing to public health.
7. Apply quality and performance improvement concepts to address organizational performance issues.
8. Apply “systems thinking” for resolving organizational problems.
9. Communicate health policy and management issues using appropriate channels and technologies.
10. Demonstrate leadership skills for building partnerships.

MHA Program Skills

TECHNICAL SKILLS

Software Skills

1. Database
2. Presentation
3. Spreadsheet
4. Word processing
Statistical Analysis
5. Descriptive statistics
6. Graphical presentation of data
7. Inferential statistics

Public Health Quantitative Methods
8. Community and/or population needs assessments
9. Access and use vital statistics and other population health indicators
10. Calculate basic epidemiology measures

Quantitative Methods for Health Services Delivery
11. Understanding healthcare finance
12. Financial analysis
13. Economic analysis
14. Concepts and principles of risk
15. Methods and tools for quality and process improvement
16. Methods and tools for operations management

MANAGEMENT SKILLS

Oral Communication Skills
17. Interviewing skills
18. Presentation skills
19. Team building skills

Written Communication Skills
20. Healthcare terminology and acronyms
21. Memos
22. Business reports
23. Résumés
24. Electronic media including e-mail and social media outlets

Planning and Implementation Skills
25. Team building
26. Project management
27. Budget preparation and analysis
28. Strategic and business planning
29. Problem solving

Understanding and Practice of Leadership
30. Understanding attributes of leadership
31. Demonstrate leadership
32. Professionalism
33. Critical thinking

Professionalism and Professional Development
34. Ethics
35. Culture and diversity
36. Accountability
37. Etiquette
38. Networking
Course Change Request

Date Submitted: 10/20/17 1:08 pm

Viewing: RDNG 602 674: Teaching Developmental-Reading in the Elementary Grades School
Formerly Known As: RDNG 674
Last edit: 10/23/17 9:53 am
Changes proposed by: ksmith

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
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<tbody>
<tr>
<td>Kerri Smith</td>
<td><a href="mailto:krsmith@tamu.edu">krsmith@tamu.edu</a></td>
<td>979-862-3792</td>
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</tbody>
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Rationale for Course

The proposed changes are part of a routine curriculum review.

Course prefix  RDNG  Course number  602 674

Department  Teaching, Learning & Culture
College/School  Education & Human Development
Academic Level  Graduate
Academic Level (alternate)  Undergraduate
Effective term  2018-2019

Complete Course Title
Teaching Developmental-Reading in the Elementary Grades School

Abbreviated Course Title
TEACHING DEVEL-RDNG ELEM GRADES GRADE

Catalog course description
Methods and materials of reading instruction in the elementary grades; past, present and emerging programs; organization and administration of programs and classroom management; teaching reading to special groups; issues in reading.

Prerequisites and Restrictions

Concurrent Enrollment  No
Should catalog prerequisites / concurrent enrollment be enforced?  No
Crosslistings  No  Crosslisted With
Stacked  No  Stacked with

Semester  3  Contact Hour(s)  3  Lecture: 3  Lab: 0  Other: 0  Total  3
Credit Hour(s)
Repeatable for credit?  No

In Workflow
1. TLAC Department Head
2. Curricular Services Review
3. ED Committee Preparer GR
4. ED Committee Chair GR
5. ED College Dean GR
6. GC Preparer
7. GC Chair
8. Faculty Senate Preparer
9. Faculty Senate
10. Provost II
11. President
12. Curricular Services
13. Banner

Approval Path
1. 10/20/17 4:12 pm  Michael DeMiranda (demiranda): Approved for TLAC Department Head
2. 10/23/17 9:55 am  Sandra Williams (sandra-williams): Approved for Curricular Services Review
3. 10/23/17 10:01 am  Melanie Robideau (mrovideau): Approved for ED Committee Preparer GR
4. 11/10/17 11:23 am  Beverly irby (irby): Approved for ED Committee Chair GR
5. 11/10/17 2:52 pm  Beverly irby (irby): Approved for ED College Dean GR
6. 11/22/17 8:51 am  LaRhesa Johnson (ljohnson): Approved for GC Preparer
7. 12/14/17 10:57 am  LaRhesa Johnson (ljohnson): Approved for GC Chair

https://nextcatalog.tamu.edu/courseleaf/approve/
Three-peat? No
CIP/Fund Code 1313150004
Default Grade Mode Letter Grade(G)
Alternate Grade Modes Satisfactory/Unsatisfactory
Method of instruction Lecture
Will sections of this course be taught as non-traditional? (i.e., parts of term, distance education) Yes

Learning Outcomes
Does not meet traditional face-to-face learning outcomes.

Describe how learning outcomes are met or provide justification why they are not met.
The Course Organization and Outline section of the syllabus lists the learning outcomes of the course by week.

Hours
Meets traditional face-to-face hours.

Describe how hours are met or provide justification why they are not met.
The Course Organization and Outline section of the syllabus breaks down the time expectations for each week of the course.

Will this course be taught as a distance education course? No
Is 100% of this course going to be taught in Texas? Yes
Will classroom space be needed for this course? Yes

This will be a required course or an elective course for the following programs:
Required (select program)
Elective (select program)

<table>
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<tr>
<th>Program(s)</th>
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<td>(MED-EDC) Master of Education in Curriculum and Instruction</td>
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Course Syllabus

Syllabus: Upload syllabus
Upload syllabus [RDNG 602 (old 674) Syllabus_hours.docx]

Letters of support or other documentation No

Additional information

Reviewer Comments Sandra Williams [sandra-williams] (10/09/17 4:21 pm): Rollback: Syllabus title does not match form; grade weights unclear; grading scale missing D and F grades; old ADA statement (Cain Hall); old Aggie Honor Code
Reported to state?

Change

website link; missing link to student rule 7.
Sandra Williams (sandra-williams) (10/23/17 9:55 am): Update received.
Texas A & M University  
College of Education  
Dept. of Teaching, Learning, and Culture  

RDNG 602 – Teaching Reading in the Elementary Grades  

Fall 2018  

Instructor: R. Malatesha Joshi, Ph.D.  
E-Mail: MJOSHI@TAMU.EDU  
Office Address: 204, Harrington  
Office hours: By appointment  

College of Education Vision: We are a community of learners engaged in multiple forms of scholarship to create a just and literate society.  

College of Education Priority: Our strategic intent in 2020 will be to assist all citizens to lead productive and fulfilling lives and to participate fully in a just democracy as highly literate, effective, and physically and mentally healthy individuals.  

Knowledge base:  

The general aim of the program is to produce reading education professionals who understand and apply the theoretical and research based aspects of the literacy process, literacy acquisition, literacy assessment, and literacy instruction. Further, consistent with the College of Education Vision statement, the program strives to prepare reading professionals who are life-long learners and are able to create conditions under which all learners can and will become literate using sound literacy research and best practices.  

COURSE DESCRIPTION  

Examination, analyses, and application of instructional terms, methods, and approaches for teaching reading and spelling in the elementary grades. Past, present and emerging reading instructional programs are the focus of knowledge and application. A primary focus is on word recognition, vocabulary, comprehension, spelling, and knowledge acquisition as well as difficulties in acquiring these skills (such as dyslexia and hyperlexia). These foci are discussed for both the written and new literacies and learning skills required by the Internet and other present, new, and emerging information and communication technologies.  

RATIONALE FOR THE COURSE  

The course presents basic information in reading education suitable as a first "overview" course in reading for teachers and prospective teachers, emphasizing modern practices in the classroom teaching of reading.  

COURSE OBJECTIVES AND STUDENT OUTCOMES (GENERAL):  

Upon successful completion of this course, each student is expected to:
a. become aware of recent research studies pertaining to instruction in emergent literacy, decoding, word-analysis, vocabulary, comprehension, fluency, and spelling;

b. develop a knowledge of the various facets needed in a total well balanced reading programs and materials;

c. critique major approaches to teaching reading

d. develop a proficiency in designing instructional strategies and materials suitable for a well-balanced reading program;

e. acquire knowledge of various approaches to teaching reading and the research findings pertaining to each

f. understand various components of reading across all developmental stages including oral language, phonological and phonemic awareness, the alphabetic principle, word analysis, fluency, comprehension, vocabulary, written language, and concepts of print, and has expertise in reading instruction at the primary, intermediate/middle, and high school level; and

g. be familiar with the instructional procedures for various kinds of reading difficulties, dyslexia, and reading disabilities to facilitate and promote literacy.


Technology: The following websites are very helpful:

Websites for educators:

www.aft.org/american_educator/index.html - articles on reading and reading related topics
http://www.readingrockets.org – articles on reading and best practices
http://pbskids.org/lions - early reading information and activities
http://www.fcrr.org – articles about reading as well as downloadable activities for teaching reading
http://ldonline.org – articles about teaching reading
http://www.literacy.uconn.edu – articles about reading and reading activities
http://www.nationalreadingpanel.org – review of research presented by the National Reading Panel
http://reading.uoregon.edu/ - information about assessment and instruction
http://dibels.uoregon.edu – downloadable screenings and progress monitors
http://learner.org - resources for teachers (videos for teacher and student use)
http://school.discovery.com/schrockguide/ - lesson plans and activities
www.readwritethink.org – lesson plans and activities
http://www.texasreading.org/utcrla/default.asp - professional development and information about instruction
http://www.nifl.org
http://www.nifl.gov/partnershipforreading/publications/k-3.html
http://www.sedl.org/reading/framework/
http://www.balancedreading.com/
http://www.pbs.org/launchingreaders/
http://cars.uth.tmc.edu/projects/
http://www.readingfirstsupport.us/
http://www.getreadytoread.org/
http://www.ncld.org/content/view/1035/389/
http://www.readingrockets.org/
http://www.region10.org/dyslexia/
http://www.ncld.org/
http://reading.org/
http://interdys.org/
http://houstonida.org/
http://www.austinida.org/
http://www.neuhaus.org/

Websites for children:
http://www.starfall.com
http://cogcon.com/gamegoo

MODEL/STYLE OF INSTRUCTION

Topics related to theories and methods will be approached using discussions, demonstrations, group projects, and multidisciplinary resources.

Class Format: I shall be (mostly) available on Monday through Friday for a couple of hours preferably in the mornings to post the notes, discussion, and class-related work. This is mainly to let you know that I don’t wish to be on-line for 24 hours a day. I may access eCampus other times also.

Requirements and Grade Determination

Grades will be determined by the following criteria:

Although it is important to complete all assignments accurately and pass all examinations, the quality of the work is the most important factor. The student should make every possible effort to complete the assignments at the scheduled time. It will be necessary to discuss any exceptions to this policy, should they occur, with the instructor. All your assignments should be original and prepared during the current semester. Please do not ask for incompletes, make-ups, etc.

A. CLASS DISCUSSION/PARTICIPATION: (80 points)

a. You must comment, actively participate, and post discussion based on your readings in the textbook and class lectures. Actually, we will have two deadlines for each readings. I would like to have the readings posted by 9 am on Mondays and will be open till Friday 5 pm for discussions. It may sound confusing but I know you will do just fine as I have followed the pattern for the past few years. You need to post the summaries of assignments by Monday 9 am on Sept. 4 (remember, TAMU does not close on Labor Day), 11, 18, 25, Oct. 2, 9, Nov. 20, Nov. 27, and Dec. 4. Your discussions are due by Fridays, 5 pm on September 8, 15, 22, 29, Oct. 6, 13, Nov. 22 (Wed. due to Thanksgiving holiday), Dec. 1, and Dec. 7 (Thurs. last day of class). I would recommend having substantive discussions
rather than statements like ‘I like the idea’ or ‘I did not know the complexity of literacy, etc.’
(Total 27 points; approximately 3 points for each session)

b. There will be 19 presentations in the class (based on the number of students in the class). You must actively participate and comment constructively on a minimum of 16 presentations. (48 points)

B. PRESENTATION: In this assignment, you will prepare a presentation to the class on a topic related to literacy development, literacy problems, or literacy instruction. Your presentation must include at least eight articles from peer-reviewed journals (you may want to refer to Web of Knowledge to select recent articles on the topic. First go to Texas A & M website; click on Libraries; enter your userid and password; go to Web of Science/Web of Knowledge; type the topic (or the author’s name if you know); select from the last 5-7 years; check Social Science Citation Index at the bottom; and then search). Your presentation should be similar to how I send my presentation: a powerpoint presentation accompanied by MS word notes. However, in the past, some students have been very creative and have presented through Youtube, Prezi, etc. When I checked the class roster, 19 students have registered for the class. I like to schedule about 4 students per day to post their powerpoint and notes, which would last for about 5 weeks. Selection of the topic is mainly first come first served, however, there may be some exceptions based on the need, etc. You must post your notes and presentation by Monday 9 am of the week of presentation and will be open till Friday 5 pm of that week for discussion. Please upload your presentation only on the Monday of the week of your assigned presentation. If you upload before your scheduled dates, then, we may end up with more than four presentations which may not give enough time for discussion. Even though, I have listed September 15th to send me the topic of your presentation, earlier the better. The topic must be approved in advance by the instructor so that two students don’t end up with the same topic and content; also, if I know the topic in advance, I might be able to offer suggestions about references. **Title due by Sept. 15th, 5 pm. Presentation dates are Oct. 16, Oct. 23, Oct. 30, Nov. 6, & Nov. 13. (20 points)**

C. TERM PAPER: The paper should synthesize current research on a topic relating to literacy and should be of approximately 20 double-spaced typed pages in APA format with at least 15 references. At least 10 references must be from recent articles from peer-reviewed journals. The topic must be approved in advance by the instructor. **(Due Nov. 27) (30 points)**

The main goal of these projects is to give you the opportunity to apply the knowledge gained through readings and class discussions to your teaching experiences. Depending on individual interest, this project may involve research on a current literacy issue or topic, interaction with classroom teachers, examination of specific reading curricula and materials, design and/or evaluation of specific reading programs in schools, workplace, or community, or conducting a small-scale research study at the primary or elementary school levels. The guidelines for judging your project will include applicability of the assignment to the course, adequacy with which you present your ideas, and support which you provide for your ideas.

c. EXAMS Mainly short answer questions based on the topics discussed. **(Oct. 9-13, & Dec. 8-12) (75 points)**

Final grades are due by Dec. 14th for degree candidates; so, please don’t ask for extensions, incompletes, etc.
Divide the total amount of points you have earned in class by the total number of possible points and multiple times 100 to determine the percentage of possible points you have earned.

Grades will be reported according to the following scale:

A=92-100%  B=80-91%  C=70-79%  D=60-69%  F=59% and below

**Outline for Presentation:**

- a. Clear explanation and definition of terms and materials
- b. Use research to clearly outline the pros/cons; compare and contrast the topic
- c. Clearly summarize and interpret the research materials with reference to specific articles/authors
- d. Application to teaching and research clearly discussed (used different resources that are recently published)
- e. CONCLUSION: clearly summarize the presentation

**QUESTIONS & ANSWERS: HANDOUTS & VISUAL AIDS**

**REFERENCES: (APA format and Cited):**


In the above reference, click on Social Sciences, then check: Documenting Sources; APA formats for citations, references, and a sample paper.

According to the Southern Association of Colleges and Schools (SACS), of which Texas A & M is a member, requires for every 3 credit hours, students must have an additional 6 hours of work related to the class such as discussions, readings, working on the presentations and the term papers, etc. I have listed them accordingly.

**Course Organization and Outline (Very Tentative)**

**Week #1 (Aug. 28-Sept. 1)**

Please read the syllabus introduce yourself to the class, with your name, your class standing (1st year, 2nd year, . . .), your major, when you plan to graduate, reading related courses taken, and number of years of teaching as well as subjects taught.

Read Glossary in Aaron et al. textbook

Scientifically Based Reading Research (SBRR): [www.nationalreadingpanel.org](http://www.nationalreadingpanel.org)

For our class purposes, just read Overview and Topic Areas (you are welcome to read other topics for your knowledge sake)

How was NRP formed? What were their findings? What do you think of their findings? Do you agree with all their findings? What are the components of reading? Are there components that were left out?

Read: Teaching reading is rocket science [https://www.ldaustralia.org/client/documents/Teaching%20Reading%20is%20Rocket%20Science%20-%20Moats.pdf](https://www.ldaustralia.org/client/documents/Teaching%20Reading%20is%20Rocket%20Science%20-%20Moats.pdf)

And post your comments on the discussion by Sept. 4th, 9 am (This may be Labor Day Holiday for the rest of the country but we labor here at A & M)

Discussions Sept 4-8 (5 pm).

**Readings + Discussions = 6 hours**
Week #2 (Sept. 4-8): Definition of Terms, Importance of literacy in the society; Factors affecting literacy acquisition, 
Powerpoint #1
Assignment: Read Chapter 1 from the book
Post your summaries by September 11th, 9 am; Discussions Sept. 11-15 (5 pm)
Readings + Discussions + readings for selection of topics for term paper and presentation = 6 hours

Week #3 (Sept. 11-15). Report from the readings of week #1
Watch the film: Too Good to be true
http://www.readingrockets.org/article/3403
https://www.aft.org/sites/default/files/periodicals/TheEarlyCatastrophe.pdf
www.readingrockets.org/article/15566
Title of the presentation due by Sept. 15th, 5 pm
Discussions: Sept. 18-22 (5 pm)

Readings + Discussions + prepare for term paper and presentation = 6 hours

Week #4 (Sept. 18-22): Report from the readings from previous week

Phonological awareness and phonemic awareness
http://www.readingrockets.org/article/347
Aaron et al. Chapters 5 & 6
Post your summaries by Sept. 25th, 9 am
Discussions Sept. 25-29 (5 pm)

Readings + Discussions + prepare for term paper and presentation = 6 hours

Week #5 (Sept. 25-29) Powerpoint #4 History of English language; Why should classroom teachers know about it?
Word Identification: Strategies
http://www.readingrockets.org/article/3475
Chapter 7
Discussions Oct. 3-7 (5 pm)

Readings + Discussions + prepare for term paper and presentation + prepare for midterm exam = 6 hours

Week #6 (Oct. 3-7) Powerpoint #5 Review for the Mid-term Exam
Assignment: Read chapter 4, and post your summaries by Oct. 10th, 9 am
Spelling and writing
Preparation for presentation. I shall provide an outline of an orthography (that has not been selected by students to model a typical outline of a presentation)

Readings + Discussions + prepare for term paper and presentation + prepare for midterm exam + = 6 hours

Week #7: Oct. 9-13 Midterm exam
Week #8: #9, #10, #11, #12 (Oct. 16, Oct. 23, Oct. 30, Nov. 6, & 13) Presentations and discussions. Please upload your presentations by Monday 9 am of the week you are scheduled to present. Please upload your presentation only on the Monday of the week of your assigned presentation. If you upload before your scheduled dates, then, we may end up with more than 4 presentations which may not give enough time for discussion. Presentations and discussions 6 hours per week

Week #13 (Nov. 20-22). Spelling Contd. Reading Difficulties and Dyslexia Films: Mother’s love and hyperlexia Chapter 8

Readings + Discussions + prepare for term paper = 6 hours

Term Paper Due Nov. 27

Week #14: (Nov. 27-Dec. 1) Dyslexia (Contd.) Instructional procedures: Meaning Vocabulary Comprehension

Readings + Discussions + prepare for final exam = 6 hours

Weeks #15: (Dec. 4-7) Topics not covered previously, such as dialect and literacy acquisition; research directions; and review for the final exam

Readings + Discussions + prepare for final exam = 6 hours

Final Exam due December 8-12 (Final grades are due by Dec. 14th for degree candidates; so, please don’t ask for extensions, etc.)

Accommodation for 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, currently located in the Disability Services building at the Student Services at White Creek complex on west campus or call 979-845-1637. For additional information, visit http://disability.tamu.edu.

- Academic Integrity Statement and Policy

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

For specific information on what constitutes excused absences, please see http://student-rules.tamu.edu/rule7.htm.
For specific information about plagiarism consult the “Academic Misconduct” section of the Texas A&M Student Rules: http://student-rules.tamu.edu

**Academic Honesty**

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.

**Supplementary Readings**

Students should familiarize themselves with current topics by reading the following journals regularly throughout the semester

- **Reading and Writing: An Interdisciplinary Journal, and**
- **The Reading Teacher**
- **Annals of Dyslexia**
- **Journal of Educational Psychology**
- **Journal of Learning Disabilities**
- **Journal of Literacy Research**
- **Journal of Research in Reading**
- **Literacy Research and Instruction**
- **Reading Research Quarterly**

**References:**


You may also wish to refer to ISI Web of Science for up to date information on current publications.

http://apps.isiknowledge.com.lib-ezproxy.tamu.edu:2048/WOS_GeneralSearch_input.do?product=WOS&search_mode=GeneralSearch&SID=4C4DD5gHC@N@p8531D7&preferencesSaved=&highlighted_tab=WOS&editions=SSCI
Course Change Request

Date Submitted: 10/20/17 1:34 pm

Viewing: RDNG 603 649-: Using Advanced Literacy to Teach and Learn Across Disciplines Reading Instruction in High School and College

Formerly Known As: RDNG 649

Last edit: 10/23/17 9:58 am
Changes proposed by: ksmith

Faculty Senate Number

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<tr>
<th>Name</th>
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<th>Phone</th>
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</thead>
<tbody>
<tr>
<td>Kerri Smith</td>
<td><a href="mailto:krsmith@tamu.edu">krsmith@tamu.edu</a></td>
<td>979-862-3792</td>
</tr>
</tbody>
</table>

Contact(s)

Rationale for Course

The proposed changes are part of a routine curriculum review.

Course prefix     RDNG     Course number  603 649
Department         Teaching, Learning & Culture
College/School     Education & Human Development
Academic Level     Graduate
Academic Level     Undergraduate
Effective term     2018-2019

Complete Course Title

Using Advanced Literacy to Teach and Learn Across Disciplines Reading Instruction in High School and College

Abbreviated Course Title

ADV LIT TCH LRN ACROSS DISC RDNG INST HIGH SCH COL

Catalog course description

Examination of pedagogies that use literacy to help students learn across disciplines and content areas; exploration of aspects of literacy practices including reading, writing, discussion, interpretive and critical activities for the comprehension and evaluation of new content; strategies for teaching new literacies skills associated with ICT, media and visual reading; examination of theoretically grounded and empirically supported instructional methods. Basic principles of reading instruction; nature and scope of total reading program; methods, materials and organization of developmental, corrective and speed-reading programs in high school and college.

Prerequisites and Restrictions

Graduate classification or approval of instructor.

Concurrent Enrollment: No
Should catalog prerequisites / concurrent enrollment be enforced?

Crosslistings: No
Crosslisted With

Stacked: No
Stacked with

In Workflow

1. TLAC Department Head
2. Curricular Services Review
3. ED Committee Preparer GR
4. ED Committee Chair GR
5. ED College Dean GR
6. GC Preparer
7. GC Chair
8. Faculty Senate Preparer
9. Faculty Senate
10. Provost II
11. President
12. Curricular Services
13. Banner

Approval Path

1. 10/20/17 4:12 pm
   Michael DeMiranda (demiranda): Approved for TLAC Department Head
2. 10/23/17 9:59 am
   Sandra Williams (sandra-williams): Approved for Curricular Services Review
3. 10/23/17 10:02 am
   Melanie Robideau (mrobideau): Approved for ED Committee Preparer GR
4. 11/10/17 11:23 am
   Beverly Irby (irby): Approved for ED Committee Chair GR
5. 11/10/17 2:52 pm
   Beverly Irby (irby): Approved for ED College Dean GR
6. 11/22/17 8:52 am
   LaRhesa Johnson (ljohnson): Approved for GC Preparer
7. 12/14/17 10:57 am
   LaRhesa Johnson (ljohnson): Approved for GC Chair

https://nextcatalog.tamu.edu/courseleaf/approve/#
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<td>Will sections of this course be taught as non-traditional? (i.e., parts of term, distance education)</td>
<td>Yes</td>
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**Learning Outcomes**

*Meets traditional face-to-face learning outcomes.*

Describe how learning outcomes are met or provide justification why they are not met.

*Learning outcomes are listed in the Course Organization and Outline section of the syllabus.*

**Hours**

*Meets traditional face-to-face hours.*

Describe how hours are met or provide justification why they are not met.

*The breakdown of hours and expectations are listed in the Course Organization and Outline section of the syllabus.*

**Will this course be taught as a distance education course?** Yes No

**I verify that I have reviewed the FAQ for Export Control Basics for Distance Education.** Yes No

**Is 100% of this course going to be taught in Texas?** Yes

**Will classroom space be needed for this course?** No

This will be a required course or an elective course for the following programs:

Required (select program)

Elective (select program)

<table>
<thead>
<tr>
<th>Program(s)</th>
</tr>
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<tbody>
<tr>
<td>(MED-EDCI) Master of Education in Curriculum and Instruction</td>
</tr>
</tbody>
</table>

**Course Syllabus**

Syllabus: Upload syllabus

Upload syllabus: [RDNG 603 (old 649) syllabus hours.docx](https://nextcatalog.tamu.edu/courseal/approve/#)
Letters of support or other documentation
No

Additional information

Reviewer Comments

Sandra Williams (sandra-williams) (10/09/17 4:24 pm): Rollback: Syllabus title does not match form; grade weights unclear; grading scale missing D and F grades; several different links to the Aggie Honor Code website; missing link to student rule 7.

Sandra Williams (sandra-williams) (10/23/17 9:59 am): Update received.

Reported to state?
Change

Key: 13940
Texas A & M University  
College of Education  
Dept. of Teaching, Learning, and Culture

RDNG 603. Using Advanced Literacy to Teach and Learn across Disciplines

Instructor: R. Malatesha Joshi, Ph.D.  
E-Mail: MJOSHI@TAMU.EDU  
Office Address: 204, Harrington  
Office hours: By appointment

College of Education Vision: We are a community of learners engaged in multiple forms of scholarship to create a just and literate society.

College of Education Priority: Our strategic intent in 2020 will be to assist all citizens to lead productive and fulfilling lives and to participate fully in a just democracy as highly literate, effective, and physically and mentally healthy individuals.

Knowledge base:

The general aim of the program is to produce reading education professionals who understand and apply the theoretical and research based aspects of the literacy process, literacy acquisition, literacy assessment, and literacy instruction. Further, consistent with the College of Education Vision statement, the program strives to prepare reading professionals who are life-long learners and are able to create conditions under which all learners can and will become literate using sound literacy research and best practices.

COURSE DESCRIPTION

The purpose of this course is to examine pedagogies that use literacy for helping students learn across disciplines and content areas; explores aspects of literacy practices (reading, writing, discussion, interpretive and critical activities) for the comprehension and evaluation of new content; strategies for teaching new literacies skills associated with ICT, media, and visual reading; examines theoretically grounded and empirically supported instructional methods.

RATIONALE FOR THE COURSE

The purpose of this course is to explore the potential roles of literacy in multiple content areas and consider the most effective strategies.

COURSE OBJECTIVES AND STUDENT OUTCOMES:

Upon successful completion of this course, each student is expected to:

1. expand your repertoire of strategies for teaching literacy within content areas.
2. categorize and critique the many ways that literacy can be integrated into content area instruction.
3. understand constraints/resistance of teachers for integrating literacy instruction within content area courses.
4. differentiate between instructional strategies, skills, and activities.
5. identify and classify texts by reading level and collect texts of varied reading level to support the same learning goals.
6. match students (according to assessments of reading levels) with appropriate texts.
7. evaluate and compare websites for instructional value in literacy.
8. design reading comprehension lessons which support readers processing before-, during-, after-reading (and help students meet content area learning goals).
9. select and justify target vocabulary words within a content area text.
10. evaluate and choose appropriate instructional activities for teaching vocabulary.
11. evaluate and choose appropriate instructional activities for teaching different kinds of comprehension.
12. recognize the varying needs of ELL and struggling readers within content area classes.
13. identify different types of reading problems, especially relating to vocabulary and comprehension, and suggest appropriate instructional procedures.

**Textbook:** There is no prescribed textbook.

**Technology:** The following websites are very helpful:

http://www.fcrr.org – articles about reading as well as downloadable activities for teaching reading  
http://ldonline.org – articles about teaching reading  
http://www.nationalreadingpanel.org – review of research presented by the National Reading Panel  
www.readwritethink.org – lesson plans and activities  
http://www.texasreading.org/utcrfa/default.asp – professional development and information about instruction  
http://www.sedl.org/reading/framework/  
http://www.balancedreading.com/  
http://www.readingrockets.org/  
http://reading.org/  
http://interdys.org/  
http://www.neuhaus.org/  
http://www.starfall.com  
http://cogcon.com/gamegoo  
http://www.readingrockets.org/podcasts/classroom

**MODEL/STYLE OF INSTRUCTION**

Class Format: I shall be (mostly) available on Monday through Friday for a couple of hours to post the notes, discussion, and class-related work. I may access eCampus other times also. This is mainly to let you know that I don’t wish to be on-line for 24 hours a day.

Topics related to theories and methods will be approached using discussions, demonstrations, and multidisciplinary resources.

**COURSE REQUIREMENTS AND EXPECTATIONS**

Grades will be determined by the following criteria:

Although it is important to complete all assignments accurately and pass all examinations, the quality of the work is the most important factor. The student should
make every possible effort to complete the assignments at the scheduled time. It will be necessary to discuss any exceptions to this policy, should they occur, with the instructor. All your assignments should be original and prepared during the current semester. Please do not ask for Incompletes, make-up exams, . . . .

A. CLASS DISCUSSION/PARTICIPATION: (85 points)

a. 5 points for completing the pretest (the answers will not be graded but you must submit it completing as much as you know). Due Jan. 23rd, 5 pm

b. You must comment, actively participate, and post discussion based on your readings in the textbook and class lectures. Actually, we will have two deadlines for each readings. I would like to have the readings posted by 9 am on Mondays and will be open till Friday 5 pm for discussions. It may sound confusing but I know you will do just fine as I have followed the pattern for the past few years. You need to post the summaries of assignments by Monday 9 am on Jan. 30, Feb. 6, 13, 20, 27, and March 27 Your discussions are due by Fridays, 5 pm on Feb. 3, 10, 17, 24, March 3, and 31. I would recommend having substantive discussions rather than statements like ‘I like the idea’ or ‘I did not know vocabulary is important, etc.’ ALSO, PLEASE DON’T WAIT TILL FRIDAY 5 PM TO POST YOUR DISCUSSIONS; THEN, WE WILL NOT HAVE ENOUGH TIME FOR DISCUSSIONS AND Q & A. THANKS FOR YOUR UNDERSTANDING AND COOPERATION. (Total 30 points; approximately 5 points for each session).

c. Right now, there are 13 students in the class and so, there will be 13 presentations. You must actively participate and comment (constructively) about the presentations on a minimum of 10 presentations. (50 points)

EXAMS Mainly short answer questions based on the topics discussed. (March, 6-10 & May 4-9) (90 points)

B. PRESENTATION: In this assignment, you will prepare a presentation to the class on a topic related to Content Area Instruction. The presentation must include at least ten references out of which seven references must be from recent articles from peer-reviewed high-impact journals. (you may want to refer to Web of Knowledge to select recent articles on the topic. First go to Texas A & M website; click on Libraries; enter your userid and password; go to Web of Science/Web of Knowledge; type the topic (or the author’s name if you know); select from the last 5-7 years; check Social Science Citation Index at the bottom; and then search). Your presentation should be similar to how I send my presentation: a powerpoint accompanied by notes. However, in the past, some students have been very creative and have presented through Youtube, Prezi, etc. When I checked the class roster, 13 students have registered for the class. I like to schedule about 3 students per day to post their powerpoint and notes, which would last for 5 weeks. You must post your notes and presentation by Monday 9 am of the week of presentation and will be open till Friday 5 pm of that week for discussion. (AGAIN, PLEASE DON’T WAIT TILL FRIDAY 5 PM TO POST YOUR DISCUSSIONS; THEN, WE WILL NOT HAVE ENOUGH TIME FOR DISCUSSIONS AND Q & A). Please upload your presentation only on the Monday of the week of your assigned presentation. If you upload before your scheduled dates, then, we may end up with more than 3 presentations which may not give enough time for discussion. Selection of the topic is mainly first come first served, however, there may be some exceptions based on the need, etc. Even though, I have listed
February 10th to send me the topic of your presentation, earlier the better. The topic must be approved in advance by the instructor so that two students don’t end up with the same topic and content; also, if I know the topic in advance, I might be able to offer suggestions about references. Title due by Feb. 10th, 5 pm. Presentation dates are March 27, Apr. 3, Apr. 10, Apr. 17 & Apr. 24. (25 points)
The topic must be approved in advance by the instructor.

Remember, you must summarize the information in your own words by giving appropriate citations. Even though, occasionally, you could cite direct quotes, however, just copying and pasting from others works, even if you give you reference at the end of the paragraph is still not considered ethical and can be considered plagiarism. It may be alright to borrow some ideas but it is not alright to borrow sentences!! Try to write in your own words.

Divide the total amount of points you have earned in class by the total number of possible points and multiple times 100 to determine the percentage of possible points you have earned.

Grades will be reported according to the following scale:
A=92-100% B=80-91% C=70-79% D=60-69% F=59% and below

Outline for Presentation:

a. Clear explanation and definition of terms and materials
b. Use research to clearly outline the pros/cons; compare and contrast the topic
c. Clearly summarize and interpret the research materials with reference to specific articles/authors
d. Application to teaching and research clearly discussed (used different resources that are recently published)
e. CONCLUSION: clearly summarize the presentation

Course Organization and Outline (Very Tentative)

Classes Begin on Jan. 17th; Jan. 16th is a University Holiday – MLK Day

Week #1 (Jan. 17-20).

Please read the syllabus and complete the pretest without referring to outside sources. Remember, you get 5 points just for completing. (If you answered all the questions, then I have to redesign the course!!). Before you check the classnotes and the websites, please complete the pretest. Also, please introduce yourself to the class, with your name, your class standing (1st year, 2nd year, . . .), your major, number of years of teaching as well as grades and subjects taught and anything else you want your classmates to know.

Course introduction: Peruse the syllabus and complete the pretest.

Complete the introduction and the pretest by 5 pm, Monday, January 23rd.

Outside readings + discussion + searching for a topic for presentation= 6 hours
Week #2 (Jan. 23-27)

Please watch the Film: Too Good to be true. (I know some of you have watched it in my other classes, but those who were not in my previous classes must watch it to understand the important role of teacher – teacher is the only one who can bring out changes and make a difference in the life of children – especially those who are struggling to read).

Watch the film and post your comments about why we, as teachers, cannot always blame family background as the reason for reading problems.

Your comments are due by Monday, Jan. 30th, 9 am

Definition of Terms, Incidence and consequences of reading problems.

Read www.nationalreadingpanel.org
For our class purposes, just read Overview and Topic Areas (you are welcome to read other topics for your knowledge sake) and post on the discussion board comments related to:

How was NRP formed? What were their findings? What do you think of their findings? Do you agree with all their findings? What are the components of reading? Are there components that were left out?
Please post your comments by Jan. 30th 9 am.

The link will be open till Friday Feb. 3rd. 5 pm for discussions

Outside readings + discussion + searching for a topic for presentation= 6 hours

Week #3 (Jan. 30th – Feb. 3rd)

Read the following two articles and post your comments (Feb. 6th, 9 am) as to the concepts teachers should know about teaching reading and why.

Articles by Moats, L. C. 1. Teaching reading is rocket science
2. What teachers don't know and why they aren't learning it: Addressing the need for content and pedagogy in teacher education

It will be open till Friday, 10th, 5 pm for Q & A

Outside readings + discussion + preparing for presentation + working on term paper= 6 hours

Week #4 (Feb. 6-10)

**Title of presentation due: Feb. 10th, 5 pm**

Read the following article and post your comments by Feb. 13th, 9 am. It shall be available till Feb. 17th 5 pm for discussions, Q & A
Outside readings + discussion + preparing for presentation + working on term paper = 6 hours

Week #5 (Feb. 13-17) Vocabulary Instruction

Read the following articles and post your comments by Feb. 20th 9 am and it will be available till Feb. 24th 5pm for discussions, Q & A

http://www.readingrockets.org/article/21160


Outside readings + discussion + preparing for presentation + working on term paper + studying for midterm exam = 6 hours

Week #6 (Feb. 20-Feb. 24.). Vocabulary Instruction (Contd.)

Read the following articles and post the summaries by Feb. 27th 9 am and they will be available till March 3rd 5 pm for discussions and Q & A

How to Teach Expository Text Structure to Facilitate Reading Comprehension

http://www.readingrockets.org/article/how-teach-expository-text-structure-facilitate-reading-comprehension

Seven Strategies to Teach Students Text Comprehension

http://www.readingrockets.org/article/seven-strategies-teach-students-text-comprehension

Outside readings + discussion + preparing for presentation + working on term paper + studying for midterm exam = 6 hours

Week #7 (Feb. 27-March 3) Comprehension Instruction and review for mid-term exam
Outside readings + discussion + preparing for presentation + working on term paper + studying for midterm exam = 6 hours

Week #8: March 6-10 Mid-term Exam

Week #9 (March 13-17) SPRING BREAK

Week #10 (March 20-24) Comprehension Instruction
Guest lecture on Technology and Comprehension instruction by Dr. Kay Wijekumar
Please post your comments by March 27th 9 am

There are 13 students in the class and so, we will have 3 presentations per week.
You should upload your presentation along with the notes to be available for the class to discuss and comment by Monday of the day of the presentation by 9 am and shall remain open till Friday 5 pm, for discussions and answering the questions. Please post only the times you were scheduled

Outside readings + discussion + preparing for presentation + working on term paper = 6 hours

Week #11 (March 27-31): Presentations; those who are scheduled for this week must post the presentations with powerpoint and word document by 9 am, March 27th 9 am and will be open till Friday, March 31st 5 pm for discussion

Discussion + preparing for presentation + working on term paper = 6 hours

Week #12 (Apr. 3-7) Presentations; those who are scheduled for this week must post the presentations with powerpoint and word document by 9 am, April 3rd and will be open till Friday, April 7th 5 pm for discussion

Discussion + preparing for presentation + working on term paper = 6 hours

Week #13 (Apr; 10-14): Presentations: those who are scheduled for this week must post the presentations with powerpoint and word document by 9 am, April 10th and will be open till Friday, April 14th, 5 pm for discussion

Discussion + preparing for presentation + working on term paper = 6 hours

Week #14 (April 17-21) Presentations: those who are scheduled for this week must post the presentations with powerpoint and word document by 9 am, April 17th and will be open till Thursday, April 21st, 5 pm for discussion

Discussion + working on term paper + preparing for final exam = 6 hours

Week #15 (April 24-28) Presentations: those who are scheduled for this week must post the presentations with powerpoint and word document by 9 am, April 24th and will be open till Thursday, April 28th 5 pm for discussion
Spelling and Writing, Conclusions and wrap-up

Discussion + working on term paper + preparing for final exam = 6 hours
Week #16 (May 1-3) Review for Final Exam

Week #17 (May 4-9) FINAL EXAM

Accommodation for students

Accommodation for students

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Supplementary Readings

Students should familiarize themselves with current topics by reading the following journals regularly throughout the semester

Annals of Dyslexia
Journal of Educational Psychology
Journal of Learning Disabilities
Journal of Literacy Research
Journal of Research in Reading
Literacy Research and Instruction
Reading Research Quarterly
Reading and Writing: An Interdisciplinary Journal, and
The Reading Teacher

References:


Gentry, J. (2004). The science of spelling: The explicit specifics that make great readers and writers (and spellers!). Portsmouth, NH: Heinemann. (Spelling – theory and research)


You may also wish to refer to ISI Web of Science for up-to-date information on current publications.

http://apps.isiknowledge.com.lib-ezproxy.tamu.edu:2048/WOS_GeneralSearch_input.do?product=WOS&search_mode=GeneralSearch&SID=4C4DD5gHC@N@p8531D7&preferencesSaved=&highlighted_tab=WOS&editions=SSCI
Course Change Request

Viewing: **RDNG 605 642**: Practicum in Literacy Intervention

Clinic Teaching in Reading

Formerly Known As: RDNG 642

Last edit: 10/23/17 10:02 am

Changes proposed by: ksmith

Faculty Senate Number

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kerri Smith</td>
<td><a href="mailto:ksmith@tamu.edu">ksmith@tamu.edu</a></td>
<td>979-862-3792</td>
</tr>
</tbody>
</table>

Rationale for Course

Edit

The proposed changes are part of a routine curriculum review.

Course prefix  | RDNG  
Department      | Teaching, Learning & Culture
College/School   | Education & Human Development
Academic Level   | Graduate
Academic Level (alternate) | Undergraduate
Effective term   | 2018-2019

Complete Course Title

Practicum in Literacy Intervention Clinic Teaching in Reading

Abbreviated Course Title

PRACTM LITERACY INTERVENTION CLINIC TEACHING IN RDNG

Catalog course description

Practicum in recognition, diagnosis, remediation and corrective procedures of reading study problems; demonstration and laboratory analysis of physiological and psychological factors related to reading disabilities.

Prerequisites and Restrictions

RDNG 604, 649 or RDNG 674

Concurrent Enrollment

No

Should catalog prerequisites / concurrent enrollment be enforced?

Yes

Enforced Prerequisites / Concurrent Enrollment

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In Workflow

1. TLAC Department Head
2. Curricular Services Review
3. ED Committee Preparer
   GR
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   Sandra Williams (sandra-williams): Approved for Curricular Services Review
3. 10/23/17 10:20 am
   Melanie Robideau (mrobideau): Approved for ED Committee Preparer GR
4. 11/10/17 11:24 am
   Beverly Irb (irby): Approved for ED Committee Chair GR
5. 11/10/17 2:52 pm
   Beverly Irb (irby): Approved for ED College Dean GR
6. 11/22/17 8:52 am
   LaRhesa Johnson (ljohnson): Approved for GC Preparer
7. 12/14/17 10:57 am
   LaRhesa Johnson (ljohnson): Approved for GC Chair
RDNG 605: Practicum in Literacy Intervention

<table>
<thead>
<tr>
<th>Crosslistings</th>
<th>None</th>
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<tr>
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| Repeatable for credit? | No |
| Three-peat?            | No |
| CIP/Fund Code          | 131350004 |
| Default Grade Mode     | Letter Grade(G) |
| Alternate Grade Modes  | Satisfactory/Unsatisfactory |
| Method of instruction  | Lecture and Laboratory |
| Will sections of this course be taught as non-traditional? (i.e., parts of term, distance education) | No |

Will this course be taught as a distance education course? Yes

Is 100% of this course going to be taught in Texas? Yes

Will classroom space be needed for this course? Yes

This will be a required course or an elective course for the following programs:

**Program(s)**

(MED-EDCI) Master of Education in Curriculum and Instruction

Course Syllabus

<table>
<thead>
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<tbody>
<tr>
<td>Upload syllabus</td>
<td>RDNG 605 [old 642] syllabus.docx</td>
</tr>
</tbody>
</table>

| Letters of support or other documentation | No |

| Additional information | |

| Reviewer Comments | Sandra Williams [sandra-williams] (10/09/17 4:27 pm): Rollback: Syllabus course number appears to have a type; title does not match form; prerequisites do not match form; grade weights unclear; grading scale missing D grade; old ADA statement (Cain Hall); old Aggie Honor Code website link. |

| Reported to state? | Add |

Key: 13939
Dear Students,

My first goal for this semester is for each of you to have successful and informative teaching experiences with your students. I hope that you find this to be a rare opportunity in teaching to focus on a single student and have time to reflect and read in great detail. Second, through our weekly sharing and progress tracking, I aim for you all to expand your knowledge and ideas of reading interventions for a range of students so that you are better able to meet future goals – whether they are as classroom teachers, reading coaches, researchers, private tutors, or school counselors. My goal as a class is that we are thoughtful and enthusiastic supporters of each other.

Sincerely,

EC

Course Description:
Practicum to interpret and translate literacy assessments into instruction. In a reflective model, students will develop and deliver lessons for struggling readers while monitoring progress towards individualized goals. Responsibilities include communication and coordination with families. This is the second of a two-course sequence with RDNG 604.

Prerequisite: RDNG 604

Recommended Texts:


- Routines and lesson planning/delivery for direct, explicit, systematic instruction (not specific to reading – but essential for struggling learners at all levels)

• Lesson plans for letter knowledge, phonological awareness, phonics, irregular word reading, multisyllabic word reading, fluency, specific word instruction, word-learning strategies, word consciousness, literary text, and information text (all levels)


• Activities for phonemic awareness, phonics, fluency, vocabulary, and comprehension
• Integrated lesson plans
• K-6


• Activities and lesson plans for phonemic awareness, phonics, fluency, vocabulary, and comprehension (K-3)

Additionally, the following PDFs are **available on Dropbox**:  

• *Effective Instruction for Adolescent Struggling Readers*  
  o Organized by word study, fluency, vocabulary, comprehension, and motivation  
  o “Instructional Practices Associated with…” sections will be especially useful (adolescents)

• *Effective Instruction for Middle School Students with Reading Difficulties: The Reading Teacher’s Sourcebook*  
  o Chapters 6-9 should be especially helpful, with sample lessons for comprehension, vocabulary, fluency, and word recognition (middle school)

(Also, see Online Resources below.)

**Our Meeting Schedule:**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Work Due</th>
</tr>
</thead>
</table>
| May 31 (Class 1) | • Direct, Explicit, & Systematic Instruction  
• Lesson Plan Design (Begin RBRI by Component) | (List of any requested tutoring materials for Dr. Cantrell to order for clinic) |
<p>| June 1 (Class 2)   | • Research-based Reading Instruction (RBRI) by Component:               | Read <em>Whole-Language High Jinks: How to Tell When</em>                        |</p>
<table>
<thead>
<tr>
<th>- Phonological &amp; Phonemic Awareness</th>
<th>“Scientifically-Based Reading Instruction” Isn’t at <a href="http://files.eric.ed.gov/fulltext/ED498005.pdf">http://files.eric.ed.gov/fulltext/ED498005.pdf</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>- Beginning and Advanced Phonics</td>
<td>In this article, Moats discusses several problems with so-called “balanced literacy” or “scientifically-based reading instruction” programs that are actually more like whole language than balanced or research-based, including:</td>
</tr>
<tr>
<td>- Morphology</td>
<td>(1) use of memorization, picture cues, and contextual guessing for teaching word recognition, justified by the faulty “three cueing systems” theoretical model, instead of direct, systematic teaching of decoding and comprehension skills;</td>
</tr>
<tr>
<td>- Spelling</td>
<td>(2) substitution of “teacher modeling” and reading aloud for explicit, organized instruction;</td>
</tr>
<tr>
<td>- Fluency</td>
<td>(3) rejection of systematic and explicit phonics, spelling, or grammar instruction;</td>
</tr>
<tr>
<td>- Vocabulary</td>
<td>(4) confusion of phonemic awareness with phonics;</td>
</tr>
<tr>
<td>- Comprehension</td>
<td>(5) reliance on “leveled” books and trade books to organize instruction; and</td>
</tr>
<tr>
<td>- Handwriting &amp; Composition</td>
<td>(6) use of whole-language approaches for English language learners.</td>
</tr>
<tr>
<td>- Self-Efficacy</td>
<td>Choose THREE of these problems, and specifically explain why each one can be harmful to students and a more effective alternative for each one. Bring your responses to class.</td>
</tr>
<tr>
<td>Date</td>
<td>Tutoring Sessions</td>
</tr>
<tr>
<td>------------</td>
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</tr>
<tr>
<td>June 2 (Class 3)</td>
<td>(Finish RBRI)</td>
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<tr>
<td>June 6-10 (Week 1 of tutoring)</td>
<td><strong>Tutoring Sessions 1, 2, 3, 4, 5</strong> (1-hour each, scheduled at times/locations that work well for both you and your student/family)</td>
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<tr>
<td></td>
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<tr>
<td>June 13-17 (Week 2 of tutoring)</td>
<td><strong>Tutoring Sessions 6, 7, 8, 9, 10</strong> (1-hour each, scheduled at times/locations that work well for both you and your student/family)</td>
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</tr>
<tr>
<td>June 20-24 (Week 3 of tutoring)</td>
<td><strong>Tutoring Sessions 11, 12, 13, 14, 15</strong> (1-hour each, scheduled at times/locations that work well for both you and your student/family)</td>
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</tbody>
</table>
### Informal Class Debriefing

**Times**: Monday 11 a.m. – 1 p.m., Wednesday 11 a.m. – 1 p.m.

- **Lesson Plans for Week 4** due Saturday, June 25, via Dropbox

### June 27-July 1 (Week 4 of tutoring)

**Tutoring Sessions 16, 17, 18, 19, 20** (1-hour each, scheduled at times/locations that work well for both you and your student/family)

*Final Evaluations conducted this week*

**Informal Class Debriefing Times**: Monday 11 a.m. – 1 p.m., Wednesday 11 a.m. – 1 p.m.

- **Reflections from Week 4** (one document to include at least two reflections – e.g., mid-week and end of week) due Saturday, July 2, via Dropbox

### July 5 (“Finals Day”)

**Last Class!**

*Conduct Parent Exit Interview this afternoon/evening (can be conducted at a later date, if needed)*

- **Assessment Update, Saved Work Samples (copies or scans), & Ideas for Future Instruction (in class)**
- **Submit Parent Exit Interview Summary via Dropbox (can be submitted at a later date, if needed)**

---

**Written Assignments**

### Summary of Assignments for RDNG 642

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<th>Date</th>
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<tr>
<td>1. Lesson Plans</td>
<td>Weekly (4 X 15 pts)</td>
<td>60</td>
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<tr>
<td>2. Reflections</td>
<td>Weekly (4 X 15 pts)</td>
<td>60</td>
</tr>
<tr>
<td>3. Instructional Goals &amp; Assessment Plan</td>
<td>June 4 (&amp; June 18)</td>
<td>15</td>
</tr>
<tr>
<td>4. Mid-Term Evaluation Summary</td>
<td>June 18</td>
<td>15</td>
</tr>
<tr>
<td>5. Parent Update Materials:</td>
<td>July 5</td>
<td>30</td>
</tr>
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</table>
Descriptions of Assignments:

1. **Lesson Plans:**
   - Organize your lesson plans around the major focus/foci of instruction. A chart can be an efficient manner to present your lessons.
   - Include time estimates, short description of the activities and materials used, and leave a space to write comments during the lesson for future reflections.
   - Lesson plans should be based upon direct, explicit, and systematic instruction, with opportunities to learn and practice reading skills/strategies both in and out of context. Include modeling and scaffolding when possible.
   - After week 1, lessons should include reviews of previous learning.
   - Lesson Plans are due to your shared “Drop Box Folder” by Saturday at 11:59 p.m. the week of the tutoring.  [http://www.dropbox.com/](http://www.dropbox.com/)
   - Consider time-on-text, text-reader match, coherence within and between lessons, depth over breadth, and building self-efficacy and motivation as well.

   **Note on Dropbox:** Using Dropbox will allow us to store all our clinic files in one place, with access to each other’s folders, enhancing the collaborative learning experience. In addition to sharing ideas and materials via Dropbox, you will upload your lesson plans and reflections to Dropbox (in your self-named folder), and I will upload my suggestions as comments on the same files. It streamlines the process, compared to using eCampus or simply e-mailing lesson plans back and forth. I will send you an “invitation” to Dropbox. Please accept the invite!

2. **Reflections:**

   “Effective reflective practice involves careful consideration of both ‘seeing’ and ‘action’ to enhance the possibilities of learning through experience. In the practice setting, it is not always easy to isolate these two components - and in some ways perhaps it is an arbitrary distinction itself—as the flow of experiences, the constant demands of decision making, and the conscious and subconscious filtering of actions and responses influence that which is apprehended. These demands of practice can be viewed as overcrowding and inhibiting factors or as possibilities for learning that may be grasped in different ways.” (Loughran, 2002, p. 37)
Reflections should be about 1-1 1/2 single-spaced pages each (you will submit two per week – in one file/document) and are your time/space to delve into a single aspect of your teaching through written reflection and independent research – with the long-term goal of expanding and honing your repertoire of practice as well as improving your student’s learning. Rather than an overall description of the session, it is more effective if you select one aspect of the lesson that either went very well and you want to build upon it, or conversely, one aspect of your lesson that did not go very well. Identify the “target” and find resources (minimum of 2) to help inform you about how to solve this problem or extend your success. Resources can be journal articles, textbooks, websites, instructional videos, etc. These can be resources (e.g., books, articles, PPTs) from this class or other classes. However, all resources much be research-based – in other words, if it is not a peer-reviewed resource, it must at least be supported by research. In addition to the TAMU library website (library.tamu.edu), readingrockets.org, adlit.org, interdys.org, fcrr.org, etc. are a few good online places to start. In the reflection explain to me what aspect of the lesson was of interest and why. Explain through reflections and readings how you will revise an aspect of your teaching. The “revision” can range from a minor tweak or to a major overhaul of the structure of your lesson. Reflections should include the citations at the bottom.

There are many types of reflection – I am aiming for you to have a “Dialogic Reflection” – which is basically a discourse with one’s self, in the manner of an exploration. Syntactic Markers of Dialogic Reflection include:

- This was possibly due to ...
- Alternatively ...
- The problem here, I believe, was the fact that ...
- While it may be true that ...
- In thinking back ...
- On reflection ...
- I guess that doing ... made me aware of ...


### 3. Instructional Goals & Assessment Plan:

During Class 3, we will go over the structure and process of creating a goal and assessment plan. It is modeled after an IEP (Individualized Education Plan). To create, you take each of your areas of focus (likely 3) and create short-term goals (mid-term/10 lessons) and long-term goals (final/20 lessons) for each focus. These goals must be measurable. For example, if your goal is “increase fluency” - that is not quantifiable/measurable. In contrast, if your goal is restated to “increase reading rate by 20% on first-reads of texts at the student’s current reading level” – that is quantifiable. These goals will be for our purposes as instructors – partially to learn how to structure goals in this manner. You will not be penalized if your student does not make a goal!
4. Mid-Term Evaluation Summary:
Using your Instructional Goal and Assessment Plan, at the end of Week 2 of tutoring, you will give your mid-term assessments. You will submit (via DropBox):
1) a summary of the stated goals,
2) the extent to which the student met the goals, and
3) insight as to why or why not.
You will also reconsider the long-term (final evaluation) goals at this time, and you may choose to revise them based upon the updated performance information.
Approximately 1½-2 pages single-spaced.

5. Parent Update Materials:
Assessment Update, Saved Work Samples, Ideas for Future Instruction
Information will be forthcoming closer to the date.

6. Parent Exit Interview:
In lieu of a final exam, you will schedule and conduct an Exit Interview with Parents/Guardians and share 1) Assessment Update, 2) Saved Work Samples for each domain of instruction, and 3) Ideas for Future Instruction the afternoon/evening of July 6 (time period can be extended, if needed). You will solicit feedback from the parent as to what their perceptions of the tutoring was and if they have ideas or suggestions of how to improve the efficacy of the program. After the interview, you will submit a short (1 page) summary via Dropbox.

7. Tutoring Responsibilities:
- Each participant is expected to act in a professional manner and be prepared and on-time for each tutoring session.
- Everyone is a valued participant during class discussions and is expected to contribute.
- Evaluation will be partially based on participants’ use of supervisor feedback to inform instruction.
- Absences can lower your final grade. Reasonable efforts will be made to reschedule tutoring sessions with the families when they are unable to attend.

Evaluation:
All assignments should be submitted on the specified due dates (exceptions can be made for the Parent Exit Interview). Assignments turned in late are subject to grade reductions. Divide the total amount of points you have earned in class by the total number of possible points (225) and multiple times 100 to determine the percentage of possible points you have earned.
Grades will be reported according to the following scale:
A=92-100%   B=80-91%   C=70-79%   D=60-69%   F=59% and below
Attendance Policy:
Full attendance is required because participation is critical for learning in this practitioner-oriented class. Professional behavior is expected by all students and professors and one aspect of this is by advanced planning with me about any missed classes (excused or otherwise). I will also plan ahead with you if I need to miss/reschedule a class. When it is not feasible to plan ahead for an absence (e.g., in the unlucky circumstances of dead car batteries and stomach flues), please contact me as soon as possible, preferably later that day.

To be granted an excused absence (and therefore incur no penalty for a missed class), you must provide proper documentation; however, you will still be responsible for missed work. For specific information on what constitutes excuses absences please see http://student-rules.tamu.edu/rule7.htm. According to TAMU policy, one unexcused absences are allowed for courses such as ours that meets once a week. Multiple tardies (2 or more) can also result in a reduction of grades. Please contact me if you have any concerns regarding these policies.

Note: All written assignments should be properly cited in accordance with APA style, including paraphrased, summarized, and/or directly quoted information.
Helpful Websites:
APA guide: owl.english.purdue.edu/owl/resource/560/01/
Notes: Posting Grades in a Secure System

The Family Educational Rights and Privacy Act (FERPA) requires student grades be accessible only to individual students and other authorized personnel. Posting grades in a secure course management system like Blackboard Vista (Bb Vista, formerly WebCT Vista) is the preferred method for distributing grades online at Texas A&M University.

Instructors may either enter grades directly into the Bb Vista Grade Book or upload grades into the Grade Book from comma- or tab-delimited files that have been exported from spreadsheets. Note, however, that giving students access to shared grading spreadsheets from within Bb Vista is not a secure way to post grades.

Students must log in to Bb Vista using their NetIDs, and all Web pages are delivered via SSL encryption. Once logged in, students may only view their own grades as posted in the Grade Book, so there is no chance of inadvertently releasing confidential student information.

In addition, a university Standard Administrative Procedure (SAP) concerning notification of unauthorized disclosure of sensitive personal information was approved July 27, 2006, and is posted on the TAMU Rules Web site:


Instructional Technology Services
004C Heldenfels Hall • Texas A&M University • 3002 TAMU
(979) 862-3977 • its@tamu.edu • http://itsinfo.tamu.edu

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, currently located in the Disability Services building at the Student Services at White Creek complex on west campus or call 979-845-1637. For additional information, visit http://disability.tamu.edu.

• Academic Integrity Statement and Policy

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

TLAC Discrimination Statement:
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.

**On-line evaluations:**
On-line evaluations will be available at the end of the semester at: [https://pica.tamu.edu/](https://pica.tamu.edu/)
Course Change Request

Date Submitted: 10/20/17 1:01 pm

Viewing: RDNG 609 650-: Foundations of Reading Instruction

Formerly Known As: RDNG 650

Last edit: 10/23/17 10:04 am

Changes proposed by: ksmith

Faculty Senate Number

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kerri Smith</td>
<td><a href="mailto:krsmith@tamu.edu">krsmith@tamu.edu</a></td>
<td>979-862-3792</td>
</tr>
</tbody>
</table>

Rationale for Course

The proposed changes are part of a routine curriculum review.

Course prefix: RDNG
Course number: 609 650

Department: Teaching, Learning & Culture
College/School: Education & Human Development
Academic Level: Graduate
Academic Level (alternate): Undergraduate
Effective term: 2018-2019

Complete Course Title: Foundations of Reading Instruction
Abbreviated Course Title: FOUNDATIONS RDNG INST

Catalog course description:
Psychological, linguistic and physical factors related to reading performance; implications for content and teaching methods; appraisal of current research and related reading for teachers, supervisors and reading specialists.

Prerequisites and Restrictions:
RDNG 649 and RDNG 674 or approval of instructor.

Concurrent Enrollment: No
Should catalog prerequisites / concurrent enrollment be enforced?: Yes

Enforced Prerequisites / Concurrent Enrollment

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<th>Min Grade/Score</th>
<th>Academic Level</th>
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In Workflow
1. TLAC Department Head
2. Curricular Services Review
3. ED Committee Preparer GR
4. ED Committee Chair GR
5. ED College Dean GR
6. GC Preparer
7. GC Chair
8. Faculty Senate Preparer
9. Faculty Senate
10. Provost II
11. President
12. Curricular Services
13. Banner

Approval Path
1. 10/20/17 4:12 pm
   Michael DeMiranda (demiranda): Approved for TLAC Department Head
2. 10/23/17 10:05 am
   Sandra Williams (sandra-williams): Approved for Curricular Services Review
3. 10/23/17 10:21 am
   Melanie Robideau (mrobideau): Approved for ED Committee Preparer GR
4. 11/10/17 11:24 am
   Beverly Irby (irby): Approved for ED Committee Chair GR
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   Beverly Irby (irby): Approved for ED College Dean GR
6. 11/22/17 8:52 am
   LaRhesa Johnson (ljohnson): Approved for GC Preparer
7. 12/14/17 10:57 am
   LaRhesa Johnson (ljohnson): Approved for GC Chair
### Course Syllabus

**Syllabus:** Upload syllabus

**Upload syllabus**  
RDNG 609 (old 650) syllabus.doc

**Letters of support or other documentation**  
No

**Additional information**

**Reviewer Comments**  
Sandra Williams (sandra-williams) (10/09/17 4:32 pm): Rollback: Syllabus has an altered ADA statement; old Aggie Honor Code website link; missing link to student rule 7.  
Sandra Williams (sandra-williams) (10/23/17 10:05 am): Update received.

**Reported to state?**  
Add

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RDNG 674: Foundations of Reading Instruction

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<th>Other: 0</th>
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<td>Hour(s)</td>
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Repeatable for credit? No

Three-peat? No

CIP/Fund Code 1313150004

Default Grade Mode Letter Grade(G)

Alternate Grade Modes Satisfactory/Unsatisfactory

Method of instruction Lecture

Will sections of this course be taught as non-traditional? (i.e., parts of term, distance education) No

Will this course be taught as a distance education course? No

Is 100% of this course going to be taught in Texas? Yes

Will classroom space be needed for this course? Yes

This will be a required course or an elective course for the following programs:

**Program(s)**

(MED-EDCI) Master of Education in Curriculum and Instruction
Foundations of Reading Instruction  
RDNG 609  
Department of Teaching, Learning, and Culture  
College of Education and Human Development  
Texas A&M University

Course Description: Psychological, linguistic, and physical factors related to reading performance; implications for content and teaching methods; appraisal of current research and related reading for teachers, supervisors, and reading specialists.

Prerequisites: RDNG 649 and 674 or approval of instructor.

Credit Hours: 3  
Format: Seminar/Lecture/Discussion/Group Activity

Professor: Emily (Binks) Cantrell, Ph.D.  
Office: 222D EDCT (Harrington Tower)  
Office hours: By appointment  
Cell phone: 409-201-8682 (text or call)  
E-mail address: aggieemily@tamu.edu (preferred means of contact if non-urgent)

Class Meetings: Mondays, 5:45-8:35p.m., EDCT 216

Required Materials: All assigned readings will be provided on ecampus.tamu.edu in a free e-course packet. This packet is a compilation of some of the “classic” articles and chapters that serve as the foundational basis for research-based reading instruction today.

Course Objectives: After the successful completion of this course, each student should be able to demonstrate an understanding of:

1. the importance of oral language, the developmental process of oral language, and a variety of instructional opportunities for young children to develop listening and speaking skills;
2. the components of phonological and phonemic awareness and a variety of approaches to help young children develop both and their relationship to written language;
3. the importance of the alphabetic principle to reading English, the elements of the alphabetic principle, and instruction that helps children understand that printed words consist of graphic representations that relate to the sounds of spoken language in conventional and intentional ways;
4. the development of literacy over time and progression from emergent to proficient states, as well as a variety of contexts to support the development of young children’s literacy;
5. the importance of word analysis and decoding to reading and provide many opportunities for children to improve their word analysis and decoding abilities;
6. communicative writing as a developmental process and instruction that helps young children develop competence in written communication;
7. how young children use writing conventions and how to help children develop such conventions;
8. the native and non-native language acquisition processes for communicative and academic purposes;
9. the relationship of phonemic, morphemic, semantic, and syntactic systems of language to the reading process;
10. the stages and strategies of reading and spelling development;
11. an awareness of recent research studies pertaining to instruction in emergent literacy, decoding, English language learners, and spelling; and
12. reliable sources for pursuing knowledge of reading and spelling process, such as professional journals.

Nature and Number of Evaluations and Other Major Requirements:

1. Exam 1 15%
2. Exam 2 15%
3. Final Exam (Comprehensive) 20%
4. Class Presentation 35%
5. Reading Reflections 15%

**Grading Policy:** A = 89.5 – 100%; B = 79.5 – 89.4%; C = 69.5 – 79.4%; D = 59.5 – 69.4%; F = Below 59.5%

**Exams:** Come to class, pay attention, take notes, and do the reading in order to be prepared for the exams. Exam formats will include multiple-choice, matching, fill-in-the-blank, and short answer. Oral, paper, or electronic study guides will be provided prior to each exam. The first three exams are closed notes/book and will be non-comprehensive. The final exam is open notes/book and will be comprehensive as well as “take-home”. All exams must be completed in the allotted class time. (You will not need a Scantron, Blue Book, etc.)

**Reflection on Readings:** Each week, I will introduce a topic (basic background, research, and teaching ideas). You will read more about it at home (assigned reading from e-packet) after class (before the next class session). Send (email) your thoughts and reflections on the reading assignment(s) to the designated student (only) and cc me by Thursday at 11:59 p.m. What did you agree/disagree with? Any connections with other readings or life experiences? (Text-to-text, text-to-self, text-to-world) What questions do you have? What are the implications for practice today? What are the implications for further research? Take note of something of interest to you – whether positive or negative – or pose a question – or share a related experience. Come prepared to discuss your critical and/or reflective thinking at the beginning of our class meetings.

**Three-Part Class Presentation [(1) Discussion Facilitation, (2) Research Presentation, and (3) Teaching Demonstration]:** The designated student will begin next class session with recap of classmates’ thoughts and questions as well as his/her own from the reading. They will pose questions for the class to discuss and facilitate a discussion (whole group or think-pair-share, etc.) based upon the reading reflections. Then, the student will give a presentation of more research on the topic (most recent/current research and findings and/or delve further into a specific sub-topic of his/her choice/interest). The student will conclude with a teaching demonstration based upon the research; class involvement is encouraged; the format is up to you. This entire presentation (all three parts) should last approximately 1.5 hours (60-120 minutes is acceptable).

**Attendance and Participation:** Attendance is expected and required. Professional behavior is expected of all students by planning in advance with the professor about any class absences. Emergency situations must be documented. Five points will be deducted from your final grade for each unexcused absence. Participation includes active listening, cooperation in class and group activities, and asking/answering questions.

To be granted an excused absence (and therefore incur no penalty for a missed class), you must provide proper documentation; however, you will still be responsible for missed work. For specific information on what constitutes excuses absences please see [http://student-rules.tamu.edu/rule7.htm](http://student-rules.tamu.edu/rule7.htm). According to TAMU policy, one unexcused absences are allowed for courses such as ours that meets once a week. Multiple tardies (2 or more) can also result in a reduction of grades. Please contact me if you have any concerns regarding these policies.
Some Peer-Reviewed Reading and Educational Research Journals:

Reading Research Quarterly
Journal of Learning Disabilities
Journal of Literacy Research
The Reading Teacher
Reading Research and Instruction
Journal of Research in Reading
Journal of Educational Psychology
Reading and Writing: An Interdisciplinary Journal
School Psychology Review
Research and Instruction
Reading Psychology
Scientific Studies of Reading

Faculty Senate Statement on Plagiarism: The handouts used in this course are copyrighted. By “handouts” I mean all materials generated for this class, which include but are not limited to syllabi, quizzes, exams, lab problems, in-class materials, review sheets, and additional problem sets. Because these materials are copyrighted, you do not have the right to copy the handouts, unless I expressly grant permission. As commonly defined, plagiarism consists of passing off as one’s own 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 latest issue of the Texas A&M University Student Rules, under the section “Scholastic Dishonesty.”

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, currently located in the Disability Services building at the Student Services at White Creek complex on west campus or call 979-845-1637. For additional information, visit http://disability.tamu.edu.

• Academic Integrity Statement and Policy

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

Disclaimer: As with all things in life, especially in education, this syllabus and schedule are subject to change.

A few other “foundational” articles (not part of assigned reading):


R.M. Joshi (eds.) Reading and spelling: Development and disorders (pp. 5-17). Mahwah, NJ:
Lawrence Erlbaum Associates.
Ellis (ed.). Intimacy with language: A forgotten basic in teacher education. Baltimore, MD:
The Orton dyslexia society.
Liberman, I.Y. (1984). Should so-called modality preferences determine the nature of instruction
for children with reading disabilities? In F. Duffy & N. Geschwind (eds.) Dyslexia: current
Lindamood, P. (1994). Issues in researching the link between phonological awareness, learning
disabilities, and spelling. In G.R. Lyon (ed.) Frames of reference for the assessment of
Moats, L.C. (1994). The missing foundation in teacher education: Knowledge of the structure of
Moats, L., & Lyon, G.R. (1996). Wanted: Teachers with knowledge of language. Topics in
learning disorders, 16, 73-81.
Reading Research Quarterly, 19, 304-330.
Studies, 24, 95-97.
Rice, J.M. (1897). The futility of spelling grind. The Forum, 23 April, 163172; June, 409-419.
Stahl, S.A., McKenna, M.C., & Pagnucco, J. (1994). The effects of whole language instruction:
An update and a reappraisal, Educational Psychologist,
developmental, experimental, and educational psychology. Remedial and Special Education,
5, 11-19.
Stanovich, K.E., (1986). Matthew effects in reading: some consequences of individual
differences in the acquisition of literacy, Reading Research Quarterly, 21, 360-407
and spelling: development and disorders (pp. 371-393). Mahwah, NJ: Lawrence Erlbaum.
Journal of Educational Studies, 31, 77-84.
## Tentative Semester Schedule:

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading Assignments</th>
</tr>
</thead>
</table>
| September 1 (Week 1) | - Introductions (notecards/listserv)  
- Syllabus  
- Sign-up for Presentation Topics/Days (break)  
- Importance of Literacy & Importance of Teacher Knowledge  
- Terminology  
- Defining Reading Concepts | (For future reference: “p.” refers to page numbers on BOTTOM of pages in e-packet) |
| September 8 (Week 2) | - Student Presentation 1: Teacher Knowledge and Preparation in the Field of Reading (contact Dr. Cantrell for “teaching demo” ideas)  
- Orthography  
- More Reading Terms  
- History and Structure of English | - “Teaching Reading is Rocket Science,” pp. 1-32  
- Moats, pp. 33-54  
- Scarborough & Brady, pp. 55-79 |
| September 15 (Week 3) | Student Presentation 2: History and Origins of the English Language  
- Oral and Written Language Development  
- Stages of Reading Development | - “A Brief History of Written English,” pp. 80-89  
- “Structure of the English Language,” pp. 90-105 |
| September 22 (Week 4) | Student Presentation 3: Oral Language Development and/or Stages of Reading Development  
- Decoding Element 1: Phonological and Phonemic Awareness  
- Test Review: Importance |
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Notes</th>
</tr>
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<tbody>
<tr>
<td>September 29</td>
<td>Exam 1</td>
<td>No reading reflections due – just study for your exam!</td>
</tr>
<tr>
<td>(Week 5)</td>
<td></td>
<td></td>
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<tr>
<td>October 6</td>
<td>Student Presentation 4: Phonological and Phonemic Awareness</td>
<td>- Uhry, pp. 106-134 (PA)</td>
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<tr>
<td>(Week 6)</td>
<td></td>
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<tr>
<td>October 13</td>
<td>Student Presentation 5: Letter Recognition</td>
<td>- Allen &amp; Beckwith, pp. 135-167 (ABC)</td>
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<tr>
<td>(Week 7)</td>
<td></td>
<td></td>
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<tr>
<td>October 20</td>
<td>Student Presentation 6: Syllabication</td>
<td>- Carreker, pp. 168-198</td>
</tr>
<tr>
<td>(Week 8)</td>
<td></td>
<td></td>
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<tr>
<td>October 27</td>
<td>Exam 2</td>
<td></td>
</tr>
<tr>
<td>(Week 9)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Event Description</td>
<td>Reading Material</td>
</tr>
<tr>
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</tbody>
</table>
| November 3   | Student Presentation 7: Morphology, Word Origins, and/or Irregular Words  
- Go over tests  
- Decoding Element 9: Spelling Patterns  
- Spelling Assessment                                                                 | Carreker, pp. 198-209                                                             |
| November 10  | Student Presentation 8: Spelling  
- Fluency  
- Vocabulary  
- Comprehension  
- Handwriting                                                                 | Carreker, pp. 210-249  
Moats, pp. 250-262                                                               |
| November 17  | NO CLASS MEETING: If at all possible, please attend the Literacy Studies Group presentation by Dr. Rebecca Treiman (Burke and Elizabeth High Baker Professor of Psychology, Washington University, St. Louis) from 12:00-1:00 p.m (lunch will be provided). Location TBA. We will have an informal class discussion immediately following the presentation in the same room. | Online Case Studies (see ecampus.tamu.edu – to be counted as part of your “Reading Reflections” grade) |
| November 24  | Student Presentation 9: Fluency, Vocabulary, Comprehension, and/or Handwriting  
- Reading Disabilities: Dyslexia, Hyperlexia, and Early Intervention                                                                 |                                                                              |
| December 1   | Student Presentation 10: Reading Disability (Dyslexia, Hyperlexia, Early Intervention, and/or etc.)  
- Dyslexia Film (The Big Picture: Rethinking Dyslexia)  
<table>
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<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>December 8</td>
<td>REDEFINED DAY to attend Friday classes</td>
</tr>
<tr>
<td></td>
<td>NO 650 CLASS – attend Friday class</td>
</tr>
<tr>
<td>Wednesday, December 17, 11:59 p.m. (Last day of Final Exams)</td>
<td>- Final Exam (take-home) due</td>
</tr>
</tbody>
</table>
Course Change Request

Date Submitted: 10/20/17 1:11 pm

Viewing: RDNG 616: Organization and Supervision of Reading Programs

Last edit: 10/23/17 10:07 am
Changes proposed by: ksmith

Catalog Pages
referencing this course

Faculty Senate Number

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kerri Smith</td>
<td><a href="mailto:ksmith@tamu.edu">ksmith@tamu.edu</a></td>
<td>979-862-3792</td>
</tr>
</tbody>
</table>

Rationale for Course

The proposed changes are part of a routine curriculum review.

Course prefix: RDNG
Course number: 616
Department: Teaching, Learning & Culture
College/School: Education & Human Development
Academic Level: Graduate
Effective term: 2018-2019
Complete Course Title: Organization and Supervision of Reading Programs
Abbreviated Course Title: ORGAN SUPER RDNG PROG

Catalog course description:

Procedures, skills and dispositions associated with the development, implementation and leadership of literacy programs at a school and district level; roles of reading specialists, professional development, program evaluation, change processes. Organization of school reading programs, role of reading supervisor in program implementation, staff development, program evaluation. Coordination of reading services with total curriculum.

Prerequisites and Restrictions:

Doctoral classification; approval of instructor.

Concurrent Enrollment: No
Should catalog prerequisites/ concurrent enrollment be enforced? No

In Workflow
1. TLAC Department Head
2. Curricular Services Review
3. ED Committee Preparer GR
4. ED Committee Chair GR
5. ED College Dean GR
6. GC Preparer
7. GC Chair
8. Faculty Senate Preparer
9. Faculty Senate
10. Provost II
11. President
12. Curricular Services
13. Banner

Approval Path
1. 10/20/17 4:12 pm Michael DeMiranda (demiranda): Approved for TLAC Department Head
2. 10/23/17 10:07 am Sandra Williams (sandra-williams): Approved for Curricular Services Review
3. 10/23/17 10:21 am Melanie Robideau (mrobideau): Approved for ED Committee Preparer GR
4. 11/10/17 11:24 am Beverly Irby (irbyb): Approved for ED Committee Chair GR
5. 11/10/17 2:52 pm Beverly Irby (irbyb): Approved for ED College Dean GR
6. 11/22/17 8:52 am LaRhesa Johnson (ljohnson): Approved for GC Preparer
7. 12/14/17 10:57 am LaRhesa Johnson (ljohnson): Approved for GC Chair

https://nextcatalog.tamu.edu/courseleaf/approve/#
Course Syllabus

Syllabus: Upload syllabus

Upload syllabus

Letters of support or other documentation: No

Additional information

Reviewer Comments: Sandra Williams (sandra-williams) (10/09/17 4:43 pm): Rollback: Not sure why the syllabus is attached for this change, however, I noticed the following: title slightly different than form; has old Aggie Honor Code website link; has incorrect ADA statement; missing link to student rule 7; grade of D missing.
Sandra Williams (sandra-williams) (10/23/17 10:07 am): Update received.

Reported to state: No
Course Change Request

Date Submitted: 10/30/17 9:01 am

Viewing: RDNG 634 614: Reading Research and Trends

Formerly Known As: RDNG 614

Last edit: 10/30/17 10:33 am

Changes proposed by: ksmith

Faculty Senate Number

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
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<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kerri Smith</td>
<td><a href="mailto:krsmith@tamu.edu">krsmith@tamu.edu</a></td>
<td>979-862-3792</td>
</tr>
</tbody>
</table>

Rationale for Course

Edit

The proposed changes are part of a routine curriculum review.

Course prefix  RDNG  Course number  634 614
Departments  Teaching, Learning & Culture
College/School  Education & Human Development
Academic Level  Graduate
Academic Level (alternate)  Undergraduate
Effective term  2018-2019

Complete Course Title  Reading Research and Trends
Abbreviated Course Title  RDNG RESEARCH TRENDS

Catalog course description

Exploration of recent research in reading; identification of trends and patterns in issues associated research designs employed and consistent findings; and generation of new research hypotheses and guidelines for improving current practice.

Prerequisites and Restrictions

Doctoral classification or approval of instructor.

Concurrent Enrollment  No
Should catalog prerequisites / concurrent enrollment be enforced?  No

Crosslistings  No  Crosslisted With

Stacked  No  Stacked with

Semester Credit Hour(s)  3
Contact Hour(s)  3 (per week)
Lecture: Total  3
Lab: 0
Other: 0

Repeatable for credit?  No
Three-peat?  No
CIP/Fund Code  1313150004

In Workflow

1. TLAC Department Head
2. Curricular Services Review
3. ED Committee Preparer GR
4. ED Committee Chair GR
5. ED College Dean GR
6. GC Preparer
7. GC Chair
8. Faculty Senate Preparer
9. Provost II
10. President
11. Curricular Services
12. Banner

Approval Path

1. 10/30/17 10:09 am
   Michael DeMiranda (demiranda): Approved for TLAC Department Head
2. 10/30/17 10:34 am
   Sandra Williams (sandra-williams): Approved for Curricular Services Review
3. 10/30/17 11:50 am
   Melanie Robideau (mobideau): Approved for ED Committee Preparer GR
4. 11/10/17 11:24 am
   Beverly Irby (irbyb): Approved for ED Committee Chair GR
5. 11/10/17 2:52 pm
   Beverly Irby (irbyb): Approved for ED College Dean GR
6. 11/22/17 8:52 am
   LaRhesa Johnson (jrjohnson): Approved for GC Preparer
7. 12/14/17 10:57 am
   LaRhesa Johnson (jrjohnson): Approved for GC Chair

https://nextcatalog.tamu.edu/courseleaf/approve/
Default Grade Mode: Letter Grade (G)
Alternate Grade Modes: Satisfactory/Unsatisfactory
Method of instruction: Lecture
Will sections of this course be taught as non-traditional? (i.e., parts of term, distance education): No
Will this course be taught as a distance education course?: No
Is 100% of this course going to be taught in Texas?: Yes
Will classroom space be needed for this course?: Yes
This will be a required course or an elective course for the following programs:
Required (select program)
Elective (select program)

<table>
<thead>
<tr>
<th>Program(s)</th>
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<tbody>
<tr>
<td>(PHD-EDC) Doctor of Philosophy in Curriculum and Instruction</td>
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</table>

**Course Syllabus**

Syllabus: Upload syllabus
Upload syllabus: [Syllabus_RDNG_634_(old 614).docx](https://nextcatalog.tamu.edu/courseleaf/approve#)

Letters of support or other documentation: No
Additional information

Reviewer Comments:
- Sandra Williams (sandra-williams) (10/09/17 5:00 pm): Rollback: Syllabus header has incorrect course number; missing link to student rule 7; late policy appears to contradict student rule 7; old ADA statement (Cain Hall)/
- Sandra Williams (sandra-williams) (10/23/17 10:12 am): Rollback: Please update catalog course description to conform to our catalog style guide for course description. The proposed update appears to include prerequisite information that should not be listed in this field of the form. http://registrar.tamu.edu/Our-Services/Curricular-Services/Catalog/Style-Guide-for-Catalog-Course-Descriptions
- Sandra Williams (sandra-williams) (10/28/17 5:43 pm): Edits made to catalog course description and prerequisites to comply with style guide.
- Sandra Williams (sandra-williams) (10/30/17 8:49 am): Rollback: Comments from Oct 9th were not addressed.
- Sandra Williams (sandra-williams) (10/30/17 10:34 am): Update received.

Reported to state?: Change
RDNG 634: Reading Research & Trends

Mondays, 12:40 – 3:50 p.m., Harrington Tower EDCT 301G

Instructor: Li-Jen Kuo, Ph.D.  
Office: 207X Harrington Tower
Phone: 979-845-8384  
Office Hours: By appointment
E-mail: lijenkuo@tamu.edu  
Mailbox: 308 Harrington Tower
TA: Xinyuan Yang (yangxy@tamu.edu)

COURSE DESCRIPTION
Explores recent research in reading; identifies trends and patterns in research designs and findings; and generates new hypotheses and guidelines for improving current practice.
Prerequisite: Doctoral Classification or approval of instructor.

COURSE OBJECTIVES
The goal of this course is two-fold: a) to familiarize you with recent research in reading; and b) to create a community where we can collaboratively generate innovative research ideas and practical implications of reading research.

At the end of the course, you are expected to:

a) Describe major areas of research in reading;
b) Critically evaluate major research designs and findings;
c) Develop research capacities to explore critical areas of reading research;
d) Complete a conference proposal or a manuscript for publication, or identify a topic for dissertation and complete the dissertation proposal;
e) Clearly and effectively present research by others and convey your own research in oral and written formats.

COURSE FORMAT
This course will include collaborative work, discussions, individual reflection, and some lectures.
Student participation will be a significant component of class sessions.

READING RESOURCES
Required
All required readings will be available on-line through the University Library or the course Google Drive. Book chapters will be selected from the following edited books:


**Recommended**


### EVALUATION AND GRADING

**Assignment Summary**

- Attendance and Participation 160
- Reflections (40*3) 120
- Presentation and Discussion Facilitation (100*1) 100
- Review of Reading Research Supported by Dissertation 160
- Grants
  - Coding (20*3) 60
  - Presentation (G) 100
- Final Project (G) 460
  - Proposal (G) 20
  - Annotated Reviews (50*2) 100
  - Outline (G) 20
  - Final Presentation (G) 100
  - Final Paper (G) 200

**Total** 1000 points

**Grading Scale – Final Grade:**

- A ≥ 90%; B = 80-89%; C = 70-79%; D = 60-69%; F = 0-59%

**Attendance and Participation**

Attendance will be recorded at each class meeting. If you miss a class due to an unforeseen circumstance, please 1) notify me as soon as possible via e-mail; and 2) provide a justification for the absence within a week. Twenty points per unexcused absence will be deducted from your final grade. Please note that you should be on time. If you are consistently late or leave early, you will be considered absent.

Quality participation is expected, which means you should come to each class having completed all the reading and writing assignments; be prepared to engage in informed discussions with questions and comments.

**Reflections**

---

1 Group assignment
The purpose of writing reflections is to have you think more deeply about the readings and to kick-start the class discussion:

- You will post your reflection on e-Campus by 10 a.m. the Friday before the class meets.
- The reflection should contain comments AND questions about the readings, such as a concept that you would like to have further clarification about, limitations of a theory or an empirical study, alternative ways to interpret a research finding, connections of the readings to your personal experiences or experiences of others that you have observed, or practical implications of the theory or research. **Please put the questions in bold face in your reflection paper.**
- Your comments could include thoughts that need further development but be prepared to talk about and revisit these ideas in class discussions.
- Keep these questions and comments clear and succinct. A total of 2 to 3 comments and questions on all the readings for the week is sufficient. The length of the paper should be between 400 and 600 words. Please provide a word count at the end of the paper.
- There will be a total of three reflection papers due. Everyone is required to write a reflection for week 2. You will sign up for one reflection paper of your own choice in week 2; the other one will be assigned by the instructor.
- Please a) copy and paste your reflection (instead of submitting as an attachment) to the designated forum on the Discussion Board; AND b) submit a WORD document of the reflection on eCampus.
- Please name your posted file with the following convention: [week number]_[Topic]_[First & Last names]. e.g., 4_Word recognition processes_Li-Jen Kuo.

**Presentation and Discussion Facilitation**

You will deliver a presentation and facilitate a discussion of the assigned readings. As a discussion facilitator, you are expected to provide directions and resources that will engage the class rather than only summarizing or lecturing on the required reading materials. You are expected to involve the class in at least a portion of the presentation (e.g., in-class experimentation, review of instruments, debate of contrasting perspectives, discussion of reflection questions). You should plan to meet with me at least five days before class to talk about your presentation and discussion plan. A draft of your presentation slides and discussion protocol should be emailed to me by 8 a.m. the Friday before your scheduled presentation. The slides and protocol should have a logical order and keep us focused on certain main points. Typically, the readings for each week consist of a chapter from the Report by the National Reading Panel published in 2000, a recently published review article, and a recently published empirical article. Your presentation should include not only a brief summary of the readings but also a critical evaluation of the relevance of the readings. You should facilitate the discussion based on your protocol. You are expected to incorporate comments and questions from your classmates into the discussion. The presentation and discussion facilitation should last about 45 minutes to an hour. The final version of your slides, along with a summary of the discussions, should be emailed to the TA within two days after your presentation for her to post on the course folder on Google Drive.
Review of Reading Research Supported by Major Dissertation Grants

The purpose of this assignment is for you to become familiar with critical areas of reading research supported by major dissertation grants over the past decade. In a group of two to four, you will be conducting a systematic review of abstracts from funded dissertation proposals. Groups will be formed in week 2. A preliminary coding scheme will be provided by the instructor. In the first half of the semester, you will be coding and summarizing the abstracts as well as refining the coding scheme and formulating specific research questions for the review. As a group, you will give a presentation summarizing trends identified in your review during week 9. More detailed descriptions of each assignment for this review project will be posted on-line and explained in class.

Final Project

The culmination of the course is the final project. For this project, you may choose from the two options described below. The project is for you. It is an opportunity for you to think through, with the support of ideas from others, some issues that are of concern to you. Moreover, it provides you with an opportunity to communicate those concerns effectively through written and oral venues.

Option A: Directed Research. The purpose of Option A is for you to engage in empirical research and become familiar with the publication process. You will participate in a research project directed by the instructor and be involved in the literature review of the research as well as one or more of the following components: data entry, data analysis, identification of appropriate publication outlet, preparation of manuscript for submission. The instructor will present a summary of each ongoing research project in week 2. Based on your research interest and experiences, you will be assigned to a research project. Depending on the scope of the project, one or more students may work on the same project. It is expected that the end-product of this course project is either a manuscript ready for journal submission or an AERA conference proposal.

Option B: Literature Review. The purpose of Option B is for you to integrate and articulate perspectives on a topic in reading research that is of interest to you. Articles cited in the review must include at least two course readings and 10 external readings. The final paper and the presentation should describe major issues, identify on-going debates in the field, evaluate areas overlooked by existing research, and propose directions for future research.

The following milestones characterize the final project; more explicit details for each milestone will be delivered in class.

- **Project Proposal**
  - Submit a 2-3-page proposal that includes the following:
    a) Why is the topic important to literacy development and/or reading instruction?
    b) What are the specific research questions you would like to address?
    c) A brief reference to the literature you will be using.

- **Annotated Reviews**
  - For the literature review part of your final project, you are expected to include at least 8 external readings if you choose option A and at least 10 external readings if you choose option B. The external readings should be peer-reviewed empirical or theoretical research articles.
published in the past 10 years (see p. 12 for recommended journals where you can locate these articles).

- For each of the assignments, you will write annotated reviews of two of the articles you selected to be included in your final project. Your review should consist of: a) an APA citation of the articles; b) a brief summary of the methodology, results and findings; c) a critique of the methodology, analyses and/or the authors’ interpretations and d) a justification or rationale for the relevance of the selected article to your topic. The assignment should be about 2 to 3 pages in length.

- You will also need to submit the article along with your annotated review on e-Campus. Please rename the article file with APA reference before posting. If the file name is too long to be saved, shorten it by replacing the names of the second author and beyond with “et al.”

- **Outline**
  - Submit a 2-page summary of the outline of your final paper. Specify which articles will be included in each section and in what order. If more than one person is involved in the project, specify the primary writer of each section.

- **Final Presentation**
  - A 20-minute presentation that describes your project.

- **Final Paper**
  - More detailed instruction for the final paper will be provided later.

---

**LATE ASSIGNMENT POLICY**

For specific information on what constitutes excused absences, please see [http://student-rules.tamu.edu/rule7.htm](http://student-rules.tamu.edu/rule7.htm).

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## COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Assignments due*</th>
<th>Others</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>9/1</td>
<td>Course Overview</td>
<td>Final Project</td>
<td>On-line self-introduction On-line student survey</td>
</tr>
<tr>
<td>2</td>
<td>9/8</td>
<td>Perspectives on Literacy Research and Its Application</td>
<td></td>
<td>Sign up for presentation and reflection papers Reflection Paper #1</td>
</tr>
<tr>
<td>3</td>
<td>9/15*</td>
<td>Phonemic Awareness Instruction</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td><strong>Guest Speaker: Dr. Elaine Thornton (204F, Evans Library, 3:30-5:30 pm)</strong></td>
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<tr>
<td>4</td>
<td>9/22</td>
<td>Phonics Instruction</td>
<td>#1: Coding</td>
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<tr>
<td>5</td>
<td>9/29*</td>
<td>Fluency</td>
<td>#2: Coding</td>
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<tr>
<td>6</td>
<td>10/6</td>
<td>Vocabulary Development</td>
<td>#1: Proposal</td>
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<tr>
<td>7</td>
<td>10/13</td>
<td>Text Comprehension</td>
<td>#3: Coding</td>
<td></td>
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<tr>
<td>8</td>
<td>10/20</td>
<td>Teacher Education and Reading Instruction</td>
<td>#2: Annotated Review</td>
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<tr>
<td></td>
<td></td>
<td><strong>Guest Speaker: Dr. Emily Cantrell</strong></td>
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<tr>
<td>9</td>
<td>10/27</td>
<td>Student Presentations: Federal Grant Support for Reading Research</td>
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</tr>
<tr>
<td>10</td>
<td>11/3</td>
<td>Reading in Different Languages</td>
<td>#3: Outline</td>
<td></td>
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<tr>
<td>11</td>
<td>11/10*</td>
<td>Disorders of Reading</td>
<td>#4: Annotated Review</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>11/17*</td>
<td>Computer Technology &amp; Reading Instruction</td>
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<td></td>
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<td><strong>Guest Speaker: Dr. Kay Wijekumar</strong></td>
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<tr>
<td>13</td>
<td>11/24</td>
<td>Neuroscience &amp; Emergent Agenda for Future Research</td>
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<tr>
<td></td>
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<td><strong>Guest Speaker: Dr. Cindi Ricco</strong></td>
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<tr>
<td>14</td>
<td>12/1</td>
<td>Final Presentations</td>
<td></td>
<td>Peer Evaluation of Participation</td>
</tr>
<tr>
<td>15</td>
<td>12/8</td>
<td>Redefined day – CLASS DOES NOT MEET</td>
<td>Final Paper due for revision option</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>12/15</td>
<td>CLASS DOES NOT MEET</td>
<td>Final Paper due</td>
<td></td>
</tr>
</tbody>
</table>

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2 Reflection papers are due by 10 a.m. the Friday before the class meets. All other writing assignments are due by 10 p.m. on Tuesdays unless announced otherwise. All writing assignments, except for the coding of funded grants, will be submitted on-line on e-Campus.

* The Literacy Studies Group will have their seminars on these days between noon and 1 p.m. in Room 301. Class will meet at 1:10 p.m. on these days.
Students who are interested in second language acquisition and biliteracy development are encouraged to read articles marked with an asterisk (*). You may skip the ones marked with §. Those who are primarily interested in development in a first language may skip the readings marked with *.

Week 2: Perspectives on Literacy Research and Its Application
NRP4; Chapter 1
TMPR5; 2_Unrau & Alvermann_Literacies and Their Investigation Through Theories and Models

Week 3: Phonemic Awareness
NRP: Chapter 2, Part I

Week 4: Phonics
NRP: Chapter 2, Part II

Week 5: Fluency
NRP: Chapter 3

---

5 TMPR: Theoretical Models of Reading (6th edition)


**Week 6: Vocabulary**

NRP: Chapter 4, Part I

TMPR: 18_Nagy & Scott_Vocabulary Processes


**Week 7: Text Comprehension**

NRP: Chapter 4, Part II

TMPR: 19_Anderson_Role of the Reader’s Schema in Comprehension, Learning and Memory


**Week 8: Teacher Education**

NRP: Chapter 4, Part III; Chapter 5


Week 10: Reading in Different Languages

Week 12: Computer Technology
NRP: Chapter 6

Week 14: Disorders of Reading
SoR§: 21_Snowling & Hulme_Learning to Read with a Language Impairment

Week 15: Neuroscience & Emergent Agenda for Future Research

---

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APPENDIX 1

Selected publications which you should peruse on a regular basis for research on reading:

Books

Journals
Applied Psycholinguistics
Bilingualism: Language and Cognition
British Journal of Educational Psychology
Cognition
Cognition and Instruction
Educational Psychologist
Educational Researcher
International Journal of Educational Research
International Journal of Psychology
Journal of Cross-Cultural Psychology
Journal of Educational Psychology
Journal of Experimental Child Psychology
Journal of Experimental Education
Journal of Learning Disabilities
Journal of Psycholinguistic Research
Journal of Research in Reading
Language Learning
Learning and Instruction
Reading and Writing: An Interdisciplinary Journal
Reading Psychology
Reading Research and Instruction
Reading Research Quarterly
Review of Educational Research
Scientific Studies of Reading
Studies in Second Language Acquisition
The Modern Language Journal
Course Change Request

Date Submitted: 10/20/17 1:04 pm

Viewing: RDNG 615- : Theories of the Reading Process

Formerly Known As: RDNG 615

Last edit: 10/23/17 10:15 am

Changes proposed by: ksmith

Faculty Senate Number

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kerri Smith</td>
<td><a href="mailto:ksmith@tamu.edu">ksmith@tamu.edu</a></td>
<td>979-862-3792</td>
</tr>
</tbody>
</table>

Rationale for Course

Edit

The proposed changes are part of a routine curriculum review.

Course prefix  RDNG  Course number 615

Department  Teaching, Learning & Culture

College/School  Education & Human Development

Academic Level  Graduate

Academic Level (alternate)  Undergraduate

Effective term  2018-2019

Complete Course Title  Theories of the Reading Process

Abbreviated Course Title  THEORY OF RDNG PROCESS

Catalog course description

Seminar in the in the fields of reading, language arts, educational psychology and related fields.

Prerequisites and Restrictions

Doctoral classification status or approval of instructor.

Concurrent Enrollment  No

Should catalog prerequisites / concurrent enrollment be enforced?  No

Crosslistings  No  Crosslisted With

Stacked  No  Stacked with

Semester 3  Contact Hour(s) 3  Lecture: 3  Lab: 0  Other: 0  Total: 3

Repeatable for credit?  No

Three-peat?  No

In Workflow

1. TLAC Department Head
2. Curricular Services Review
3. ED Committee Preparer GR
4. ED Committee Chair GR
5. ED College Dean GR
6. GC Preparer
7. GC Chair
8. Faculty Senate Preparer
9. Faculty Senate
10. Provost II
11. President
12. Curricular Services
13. Banner

Approval Path

1. 10/20/17 4:12 pm  Michael DeMiranda (demiranda): Approved for TLAC Department Head
2. 10/23/17 10:16 am  Sandra Williams (sandra-williams): Approved for Curricular Services Review
3. 10/23/17 10:22 am  Melanie Robideau (mrobideau): Approved for ED Committee Preparer GR
4. 11/10/17 2:51 pm  Beverly Irby (irby): Approved for ED Committee Chair GR
5. 11/10/17 2:52 pm  Beverly Irby (irby): Approved for ED College Dean GR
6. 11/22/17 8:52 am  LaRhesa Johnson (ljohnson): Approved for GC Preparer
7. 12/14/17 10:57 am  LaRhesa Johnson (ljohnson): Approved for GC Chair

https://nextcatalog.tamu.edu/courseleaf/approve#
1/10/2018

RDNG 635: Theories of the Reading Process

CIP/Fund Code: 1313150004
Default Grade Mode: Letter Grade (G)
Alternate Grade Modes: Satisfactory/Unsatisfactory
Method of instruction: Lecture
Will sections of this course be taught as non-traditional? (i.e., parts of term, distance education): No
Will this course be taught as a distance education course?: No
Is 100% of this course going to be taught in Texas?: Yes
Will classroom space be needed for this course?: Yes

This will be a required course or an elective course for the following programs:

<table>
<thead>
<tr>
<th>Elective (select program)</th>
<th>Program(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(MED-EDCI) Master of Education in Curriculum and Instruction</td>
</tr>
<tr>
<td></td>
<td>(PHD-EDCI) Doctor of Philosophy in Curriculum and Instruction</td>
</tr>
</tbody>
</table>

Course Syllabus

Syllabus: Upload syllabus

Upload syllabus: [Syllabus RDNG 635 (old RDNG 615).docx](https://nextcatalog.tamu.edu/courseleaf/approve/#)

Letters of support or other documentation: No

Additional information:

Reviewer Comments:
- Sandra Williams [sandra-williams] (10/09/17 5:04 pm): Rollback: Syllabus header has incorrect course number; missing link to student rule 7; late policy appears to contradict student rule 7; old ADA statement (Cain Hall).
- Sandra Williams [sandra-williams] (10/23/17 10:16 am): Edits made to catalog course description to conform to catalog style guide.

Reported to state: Change
RDNG 635: Theories of Reading Processes

Tuesdays, 11:10 a.m. – 2 p.m., Harrington Tower 222G

Instructor: Li-Jen Kuo, Ph.D.  
Office: 207X Harrington Tower
Phone: 979-845-8384  
Office Hours: By appointment
E-mail: lijenkuo@tamu.edu  
Mailbox: 308 Harrington Tower

COURSE DESCRIPTION

This course is a seminar for doctoral students or advanced master’s students in reading, language arts, English as a second language (ESL), educational psychology, or other related fields. In this course, we will study major classical and contemporary theories of reading processes, discuss empirical research designed to examine these theories and evaluate the practical implications of these theories and empirical studies.

COURSE OBJECTIVES

The goal of this course is three-fold: a) to familiarize you with classical and current theoretical perspectives and empirical research on reading; b) to create a community where we can collaboratively generate innovative research ideas and practical implications of reading research; and c) to produce several systematic reviews for publication.

At the end of the course, you are expected to:

a) Describe similarities and differences among major theories of reading processes;

b) Critically evaluate major theoretical perspectives and representative empirical research;

c) Develop research capacities to explore the interrelationships of theory, empirical research and practices;

d) Clearly and effectively present research by others and convey your own research in oral and written formats.

COURSE FORMAT

This course will include collaborative work, discussions, individual reflection, and some lectures. Student participation will be a significant component of class sessions.

READING RESOURCES

Required
All the required readings will be available on-line through the University Library or the course website on e-Campus.

Book chapters will be selected from the following edited books:

Recommended
## EVALUATION AND GRADING

<table>
<thead>
<tr>
<th>Assignment Summary</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance and Participation</td>
<td>150</td>
</tr>
<tr>
<td>Reflections (30*4)</td>
<td>120</td>
</tr>
<tr>
<td>Presentation &amp; Discussion Facilitation (100 * 1)</td>
<td>100</td>
</tr>
<tr>
<td>Systematic Review</td>
<td>630</td>
</tr>
<tr>
<td><strong>Preliminary Search</strong></td>
<td>20</td>
</tr>
<tr>
<td><em><em>Coding &amp; Summary (30</em> 5)</em>*</td>
<td>150</td>
</tr>
<tr>
<td><strong>Summary of Trends &amp; RQs (G)</strong></td>
<td>30</td>
</tr>
<tr>
<td><strong>Presentation of Additional Theories (G)</strong></td>
<td>100</td>
</tr>
<tr>
<td><strong>Outline of the Paper (G)</strong></td>
<td>30</td>
</tr>
<tr>
<td><strong>Final Project Presentation (G)</strong></td>
<td>100</td>
</tr>
<tr>
<td><strong>Final Paper (G)</strong></td>
<td>200</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1000</strong> points</td>
</tr>
</tbody>
</table>

### Grading Scale – Final Grade:

- A ≥ 90%
- B = 80-89%
- C = 70-79%
- D = 60-69%
- F = 0-59%

### Attendance and Participation

Attendance will be recorded at each class meeting. If you miss a class due to an unforeseen circumstance, please 1) notify me as soon as possible via e-mail; and 2) provide a justification for the absence within a week. Twenty points per unexcused absence will be deducted from your final grade. Please note that you should be on time. If you are consistently late or leave early, you will be considered absent.

Quality participation is expected, which means you should come to each class having completed all the reading and writing assignments and be prepared to engage in informed discussions with questions and comments.

### Reflections

The purpose of writing reflections is to have you think more deeply about the readings and to kick-start the class discussion:

- You will post your reflection on e-Campus by 10 a.m. the day before the class starting the second week of the semester.
- The reflection should contain comments AND questions about the readings, such as a concept that you would like to have further clarification about, limitations of a theory or an empirical study, alternative ways to interpret a research finding, connections of the readings to your personal experiences or experiences of others that you have observed, or practical implications of the theory or research.
- Your comments could include thoughts that need further development, but be prepared to talk about and revisit these ideas in class discussions.
- Keep these questions and comments clear and succinct. A total of 2 to 3 comments and questions on all the readings for the week is sufficient. The length of the paper should be between 400 and 600 words. Please provide a word count at the end of the paper.
There will be a total of four reflections due. Everyone is required to write a reflection for week 2. You will sign up for two reflections of your own choice in week 2 and be assigned one by the instructor.

Please a) copy and paste your reflection (instead of submitting as an attachment) to the designated forum on the Discussion Board; AND b) submit a WORD document of the reflection on eCampus.

Please name your posted file with the following convention:[week number]_[Topic]_[First & Last names]. e.g., 4_Word recognition processes_Li-Jen Kuo.

**Presentation and Discussion Facilitation**

You will deliver a presentation and facilitate a discussion of the assigned readings. As a discussion facilitator, you are expected to provide directions and resources that will engage the class rather than only summarizing or lecturing on the required reading materials. You are expected to involve the class in at least a portion of the presentation (e.g., in-class experimentation, review of instruments, debate of contrasting perspectives, discussion of reflection questions). You should plan to meet with me at least five days before class to talk about your presentation and discussion plan. A draft of your presentation slides and discussion protocol should be emailed to me by 8 a.m. the day before your scheduled presentation. The slides and protocol should have a logical order and keep us focused on certain main points. Your presentation should begin with a brief summary of the readings and a critical evaluation of the readings’ relevance with at least one article from *The Reading Teacher* or *Journal of Adolescent & Adult Literacy*. Then you should facilitate the discussion based on your protocol. You are expected to incorporate comments and questions from your classmates into the discussion. The presentation and discussion facilitation should last about 45 minutes to an hour. The final version of your slides, along with a summary of the discussions, should be posted on e-Campus within two days after your presentation.

**Systematic Review**

In a group of three to five, you will be conducting a systematic review of selected articles from one or both of the leading reading journals for practitioners published by the International Reading Association: *The Reading Teacher* and *Journal of Adolescent & Adult Literacy*. Groups will be formed in week 4 based on your interest and findings from the Preliminary Search assignment. A preliminary coding scheme will be provided by the instructor. Throughout the semester, you will be coding and summarizing the selected articles as well as refining the coding scheme and formulating specific research questions for the review. As a group, you will produce a 20 minute recorded Powerpoint presentation of any theories or perspectives present in your review that are not covered in class during Week 12. A group presentation and a group review paper will be due at the end of the semester. More detailed description of each assignment for the Systematic Review (SR) project will be posted on e-Campus.

In order to facilitate collaboration on the systematic review, you should apply for a Google account and become familiar with the use of Google Drive, Google Doc and Google Calendar.
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<tbody>
<tr>
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<td>1/14</td>
<td>Course Overview</td>
<td>On-line self-introduction</td>
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<td>On-line student survey</td>
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<td>1/21</td>
<td>Perspectives on Literacy Research and Its Application</td>
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<tr>
<td>3</td>
<td>1/28</td>
<td><strong>Word Recognition Processes</strong></td>
<td>SR: Preliminary Search</td>
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<tr>
<td></td>
<td></td>
<td>• Dual-Route Approach</td>
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<td>• Connectionist Approach</td>
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<td><em>Guest speaker: Dr. Elaine Thornton, @ 1:30pm, Evan Library, 204F</em></td>
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<tr>
<td>4</td>
<td>2/4</td>
<td><strong>Word Recognition Processes:</strong></td>
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<td>• Visual Processing Models</td>
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<td>• Automatic Information Processes</td>
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<tr>
<td>5</td>
<td>2/11</td>
<td><strong>Reading Comprehension:</strong></td>
<td>SR: Coding &amp; Summary #1</td>
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<tr>
<td></td>
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<td>• Interactive Models of Reading</td>
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<td>• Simple View of Reading</td>
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<td>*Guest speaker: Dr. Malt Joshi</td>
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<td>6</td>
<td>2/18</td>
<td><strong>Reading Comprehension</strong></td>
<td>SR: Coding &amp; Summary #2</td>
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<tr>
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<td>• Schema Theory</td>
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<td>• Construction-Integration Model</td>
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<td>*Guest speaker: Dr. Erin McTigue @ 1pm.</td>
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<tr>
<td>7</td>
<td>2/25</td>
<td><strong>Connection between Word Recognition and Reading Comprehension</strong></td>
<td>SR: Coding &amp; Summary #3</td>
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<tr>
<td></td>
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<td>• Dual-Coding Theory</td>
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<td>• Four Processor Model</td>
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<td>*Guest speaker: Dr. Mark Sadoski</td>
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<tr>
<td>8</td>
<td>3/4</td>
<td><strong>Socio-Learning Perspective &amp; Transactional Model</strong></td>
<td>SR: Coding &amp; Summary #4</td>
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<tr>
<td>9</td>
<td>3/11</td>
<td><strong>S P R I N G  B R E A K</strong></td>
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<td><strong>C L A S S  D O E S  N O T  M E E T</strong></td>
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<tr>
<td>10</td>
<td>3/18</td>
<td>Socio-cognitive Model, Motivation &amp; Engagement</td>
<td>SR: Coding &amp; Summary #5</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>C L A S S  D O E S  N O T  M E E T</strong></td>
<td>SR: Outline of paper (G)</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>C L A S S  D O E S  N O T  M E E T</strong></td>
<td>SR: Presentation of additional theories (G)</td>
</tr>
<tr>
<td>13</td>
<td>4/8</td>
<td>Reading in Different Languages</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>4/15</td>
<td>Disorders of Reading</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>4/22</td>
<td>Neuroscience &amp; Emergent Agenda for Future Research</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>*Guest speaker: Dr. Cyndi Riccio @ 1pm.</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>4/29</td>
<td>Group Presentations</td>
<td>SR: Final paper due (revision) (G)</td>
</tr>
<tr>
<td>17</td>
<td>5/6</td>
<td><strong>C L A S S  D O E S  N O T  M E E T</strong></td>
<td>SR: Final paper due (G)</td>
</tr>
</tbody>
</table>

¹ Reflections are due by 10 a.m. the Monday before the class meets. All other writing assignments are due by 10 p.m. on Wednesdays unless announced otherwise. All writing assignments will be submitted on-line.
Empirical research articles are marked with an asterisk (*), which master’s students are not required to read.

**Week 2: Perspectives on Literacy Research and Its Application**
TMPR: 2_ Unrau & Alvermann_Literacies and Their Investigation Through Theories and Models

**Week 3: Word Recognition Processes: Dual-Route Approach & Connectionist Approach**
SoR: 1_Coltheart_Modeling reading-The dual-route approach
SoR: 2_Plaut_Connectionist approaches to reading

SoR: 3_Lupker_Visual word recognition-Theories and findings
TMPR: 28_Samuels_Toward a Theory of Automatic Information Processing in Reading, Revisited

**Week 5: Reading Comprehension: Interactive Models of Reading & Simple View of Reading**
TMPR: 29_Rumelhart_Toward an Interactive Model of Reading
Week 6: Reading Comprehension: Schema Theory & Construction-Integration Model
TMPR: 19_Anderon_Role of the Reader’s Schema in Comprehension, Learning and Memory
TMPR: 20_McVee, Dunsmore & Gavelek_Schema Theory Revisited
TMPR: 32_Kintsch_Revisiting the Construction-Integration Model of Text Comprehension and Its Implications for Instruction


Week 7: Connection Between Word Recognition and Reading Comprehension: Dual-Coding Theory and Four Processor Model
TMPR: 31_Adams_Modeling the Connections Between Word Recognition and Reading
TMPR: 34_Sadoski & Paivio_A Dual Coding Theoretical Model of Reading


Week 8: Socio-Cultural Perspective & Transactional Model
TMPR: 7_Forman & Cazden_Exploring Vygotskian Perspectives in Education: The Cognitive Value of Peer Interaction
TMPR: 35_Rosenblatt_The Transactional Theory of Reading and Writing


Week 10: Socio-Cognitive Model & Motivation
TMPR: 24_Taboada, Tonks Wigfield & Guthrie_Effects of Motivational and Cognitive Variables on Reading Comprehension
TMPR: 38_Ruddell & Unrau_Reading as a Motivated Meaning-Construction Process: The Reader, the Text and the Teacher


**Weeks 11 & 12: Class does not meet**
TBA

**Week 13: Reading in Different Languages**
TBA

**Week 14: Disorders of Reading**
SoR: 19_Vellutino & Fletcher_Developmental Dyslexia
SoR: 21_Snowling & Hulme_Learning to Read with a Language Impairment


**Week 15: Emergent Agenda for Future Research & Neuroscience**


APPENDIX 1

Selected publications which you should peruse on a regular basis for research on reading:

**Books**


**Journals**

Applied Psycholinguistics
Bilingualism: Language and Cognition
British Journal of Educational Psychology
Cognition
Cognition and Instruction
Educational Psychologist
Educational Researcher
International Journal of Educational Research
International Journal of Psychology
Journal of Cross-Cultural Psychology
Journal of Educational Psychology
Journal of Experimental Child Psychology
Journal of Experimental Education
Journal of Learning Disabilities
Journal of Psycholinguistic Research
Journal of Research in Reading
Language Learning
Learning and Instruction
Reading and Writing: An Interdisciplinary Journal
Reading Psychology
Reading Research and Instruction
Reading Research Quarterly
Review of Educational Research
Scientific Studies of Reading
Studies in Second Language Acquisition
The Modern Language Journal
Course Change Request

Date Submitted: 10/04/17 11:59 am

Viewing: SPED 620 : Bilingual Special Education

Last approved: 08/29/17 3:21 am
Last edit: 10/08/17 4:02 pm
Changes proposed by: gbyrns

Catalog Pages referencing this course

Faculty Senate Number

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Glenda Byrns</td>
<td><a href="mailto:gbyrns@tamu.edu">gbyrns@tamu.edu</a></td>
<td>979-862-2289</td>
</tr>
</tbody>
</table>

Rationale for Course

Edit

The proposed changes are part of a routine curriculum review.

Course prefix: SPED
Course number: 620

Department: Educational Psychology
College/School: Education & Human Development
Academic Level: Graduate
Effective term: 2018-2019

Complete Course Title
Bilingual Special Education

Abbreviated Course Title
BILINGUAL SPECIAL EDUC

Catalog course description

Topics concerning bilingual special education including history of the field, language acquisition, learning disabilities and language differences, assessment, policy development, individualized education plans, instructional strategies and parental involvement.

Prerequisites and Restrictions

Approval of department head.

Concurrent Enrollment
No

Should catalog prerequisites / concurrent enrollment be enforced?
No

Crosslistings
No

Crosslisted With

In Workflow

1. EPSY Department Head
2. Curricular Services Review
3. ED Committee Preparer GR
4. ED Committee Chair GR
5. ED College Dean GR
6. GC Preparer
7. GC Chair
8. Faculty Senate Preparer
9. Faculty Senate
10. Provost II
11. President
12. Curricular Services
13. Banner

Approval Path

1. 10/06/17 7:43 pm
Shanna Hagan-Burke (shaganburke): Approved for EPSY Department Head
2. 10/08/17 4:02 pm
Sandra Williams (sandra-williams): Approved for Curricular Services Review
3. 10/09/17 9:31 am
Melanie Robideau (mrobideau): Approved for ED Committee Preparer GR
4. 10/16/17 8:38 am
Beverly Irby (irbyb): Approved for ED Committee Chair GR
5. 10/23/17 3:20 pm
Beverly Irby (irbyb): Approved for ED College Dean GR
6. 11/22/17 8:52 am
LaRhesa Johnson (ljohnson): Approved for GC Preparer
7. 12/14/17 10:57 am
LaRhesa Johnson (ljohnson): Approved for GC Chair

History

1. Aug 29, 2017 by
sarah.gordon
Stacked | No | Stacked with |  
--- | --- | --- |  
Semester | 3 |  
Credit Hour(s) |  
Repeatable for credit? | No |  
Three-peat? | No |  
CIP/Fund Code | 1310010004 |  
Default Grade Mode | Letter Grade(G) |  
Alternate Grade Modes | Satisfactory/Unsatisfactory |  
Method of instruction | Lecture |  
Will sections of this course be taught as non-traditional? (i.e., parts of term, distance education) | Yes |  
Learning Outcomes |  
Meets traditional face-to-face learning outcomes. |  
Describe how learning outcomes are met or provide justification why they are not met. | Same learning outcomes as in face-to-face course |  
Hours |  
Meets traditional face-to-face hours. |  
Describe how hours are met or provide justification why they are not met. | Response to emails; availability to meet via Skype; optional live classes offered once per week; editorial and content-related written feedback on individual assignments; group feedback (class-wide) by instructor on each discussion post topic |  
Will this course be taught as a distance education course? | Yes | No |  
I verify that I have reviewed the FAQ for Export Control Basics for Distance Education. | Yes |  
Is 100% of this course going to be taught in Texas? | Yes |  
Will classroom space be needed for this course? | No |  
This will be a required course or an elective course for the following programs: |  
Required (select program) |  
Elective (select program) |  
**Course Syllabus**

Syllabus: Upload syllabus

Upload syllabus [SPED 620.doc](https://nextcatalog.tamu.edu/courseleaf/approve#)
<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
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</thead>
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<tr>
<td>Letters of support or other documentation</td>
<td>No</td>
</tr>
<tr>
<td>Additional information</td>
<td></td>
</tr>
<tr>
<td>Reviewer Comments</td>
<td></td>
</tr>
<tr>
<td>Reported to state?</td>
<td>No</td>
</tr>
</tbody>
</table>
Instructor: Lisa Bowman-Perrott, Ph.D.
College of Education and Human Development
Department of Educational Psychology
4225 Texas A&M University
College Station, TX 77843-4225

Office: Room 647 Harrington Tower

Email: lbperrott@tamu.edu eCampus email

Email is the best way to reach me. I will respond to emails within 24 hours Monday-Friday.

Skype Name: lisa.bowman.perrott (for individual, scheduled meetings)

Office Phone: (979) 862-3879 (redirects to the EPSY office if I’m away from my desk)

Class Meetings: The course will be held asynchronously with optional live class meetings.

Office Hours: Please email me at my TAMU email to schedule a meeting on campus or via Skype. Please put the course name or number in the subject line.


Course Description:

Topics concerning bilingual special education including history of the field, language acquisition, learning disabilities and language differences, assessment, policy development, individualized education plans, instructional strategies and parental involvement.

Prerequisites and Restrictions: Approval of Department Head.

Course Objectives:

By the end of this course, students will:

- Demonstrate an understanding of the historical, legal, and legislative contexts of bilingual education, special education, and bilingual special education.
- Articulate the rationale for bilingual special education.
- Demonstrate an understanding of the process of (second) language acquisition.
- Demonstrate an understanding of the issues surrounding second language acquisition and learning disabilities.
- Identify assessment techniques and practices for ELL.
- Demonstrate knowledge of the development of individualized education programs (IEPs) for ELL.
- Demonstrate knowledge of instructional interventions and strategies for use with ELL with and without disabilities.
- Identify barriers and use strategies to encourage family involvement.
Course Requirements

<table>
<thead>
<tr>
<th>Possible Points Toward Final Grade</th>
<th>Requirements/Assignments</th>
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<tbody>
<tr>
<td>10</td>
<td>Reflection Paper</td>
</tr>
<tr>
<td>10</td>
<td>Case Studies (2 @ 5 points each)</td>
</tr>
<tr>
<td>20</td>
<td>Discussion Posts/Class Participation</td>
</tr>
<tr>
<td>30</td>
<td>Research Paper</td>
</tr>
<tr>
<td>90</td>
<td>Quizzes (3 @ 30 points each)</td>
</tr>
<tr>
<td><strong>160</strong></td>
<td><strong>POSSIBLE POINT TOTAL</strong></td>
</tr>
</tbody>
</table>

*Note: Grading rubrics for each of the assignments are on eCampus.

**eCampus**

eCampus will be used in this course to access course announcements, assignments, readings, class discussions, quizzes, resources, grades, and (in addition to my TAMU email address) class and individual emails. Class Power Point presentations, add additional resources will be available as well (http://ecampus.tamu.edu/).

**Technology/Course Requirements/ Technology Assistance**

The minimum technology requirements you will need for this course can be found at: http://epsy.tamu.edu/articles/technology_requirements

**Difficulties with eCampus**

(1) You can go to http://ecampus.tamu.edu/student-help.php. Here you can type in a search term or read the ‘Frequently Asked Questions’ responses.

(2) You can call the Computing and Information System (CIS) Help Desk (24 hours a day/7 days a week) at 979-845-8300 or email the Help Desk Central staff at helpdesk@tamu.edu.

(3) You can call the Instructional Technology Services (ITS) Service Desk at 979-458-3417 Monday-Friday from 8:00 am-12:00 pm and 1:00-5:00 pm Central Time, or email them at

**For Assistance Accessing Course Materials and for Additional Technology Support**

You can contact Celal (pronounced Jalal) Perihan at celalperihan@neo.tamu.edu or 216-319-9806.
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, currently located in the Disability Services building at the Student Services at White Creek complex on west campus or call 979-845-1637. For additional information, visit http://disability.tamu.edu.

Scholastic Dishonesty and Plagiarism

Instances of scholastic dishonesty will be treated in accordance with Section 20 of the TAMU Student Rules. Please become familiar with the student rules regarding cheating, plagiarism, fabrication of information, and conspiracy at www.tamu.edu/aggiehonor/

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 questions regarding plagiarism, please consult the latest issue of the Texas A&M University Student Rules, http://student-rules.tamu.edu, under the section “Scholastic Dishonesty.”

Respect Statement

The faculty of the College of Education and Human Development value and respect 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.

Copyright Statement

The materials used in this course are copyrighted. These materials 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 permission is expressly granted.

Academic Integrity Statement and Policy

“An Aggie does not lie, cheat or steal, or tolerate those who do.” For additional information, please visit: http://aggiehonor.tamu.edu.
Asynchronous Format and Optional Live Meetings

A primary benefit of an asynchronous format is that it allows you flexibility. Many of you live in Texas, but some live out-of-state. Others are currently living out of the country.

Many of you are working during the summer. To accommodate as many schedules (and time zones) as possible, I believe the asynchronous format is the "best fit" for us.

This format is definitely different than meeting face-to-face. For those interested having the opportunity to meet synchronously, I have asked Celal to set up an optional Blackboard Collaborate session every Thursday from 6:00-8:00. We can adjust the time the following week if we decide we need longer to meet. Celal will send out the link each week in case you'd like to participate. If you don't choose to, it will not count against the class participation part of your grade.

Required Readings

I chose Baca and Cervantes (2004) as the recommended textbook for the course because it is the most comprehensive bilingual special education text to-date. The authors do not have a revised edition planned, and it is now unfortunately out-of-print. Instead of having you search for copies and possibly not be able to find one (or have to pay a lot of money for a copy), I have carefully selected readings, videos, and other resources to provide you with the course content you'll need.

(1) While it may look like you have a lot of readings, the total number of pages in your course readings is about the same as the number of pages in the Baca and Cervantes (2004) bilingual special education textbook that I used before it became an out-of-print text.

(2) You'll also find the required readings in the corresponding daily folders each week for your convenience.

(3) I selected readings that reflect some of the "older, original" bilingual special education writings and publications, as well as recent articles and documents related to the topic.

You will be responsible for completing the assigned readings in preparation for class discussions, assignments, and quizzes.

Discussion Posts

Discussion Posts enhance learning as you share your ideas, perspectives, and experiences with the class. You develop and refine your thoughts through the writing process, and broaden your classmates' understanding of the course content. The rubric scoring reflects your participation during the entire semester; your point total will be calculated at the end of the semester.

While I will not respond to each individual post, I will read them and post a reflection (for the whole class) on each of the topics. Discussion posts are due by 7:00 pm on the due date as indicated on the syllabus; please see the grading rubric in eCampus for details. As a note, the Discussion Post grading rubric reflects your contributions to class discussions for the entire semester—not per week.
Quizzes

Two quizzes will be given during the semester. Questions will be true/false, multiple choice, and short answer; both will be “closed book.” Because of the way eCampus is set up, we will need to They are due by 11:59 pm on the due date listed on the syllabus. Content from course readings, Power Points, and videos will be included in both quizzes.

Turning in Assignments

Assignments must be typed and prepared in a professional manner, and should be turned in using the ‘Turn in Assignments Here’ link. If, for some reason, you are unable to upload a given assignment this way with technical assistance, please email it to me as an attachment in eCampus. Late assignments will be accepted at my discretion. It is not appropriate or acceptable to submit for credit an assignment, project, or paper that was submitted for credit for another class. Assignments should be submitted on or before the assigned due date. I will work hard to return graded assignments to you as promptly as possible. I will provide written feedback on all individual assignments.

Your reflection paper, research brief and case studies are due by 11:59 pm on the due date as indicated on the syllabus. If there is an emergency and you have an excused absence, you will have one week from the class missed to submit your assignment(s). I've spaced assignments intentionally. I want you to have time to reflect on the week’s readings and videos to inform your assignments (and discussion posts).

Attendance Policy

The university views class attendance as an individual student responsibility. Students who request an excused absence are expected to uphold the Aggie Honor Code and Student Conduct Code (See Rule 24). Section 7.4 indicates that, “The instructor is under no obligation to provide an opportunity for the student to make up work missed because of an unexcused absence” (see http://student-rules.tamu.edu/rule7.htm).

PICA End-of-Course Evaluation

Feedback is an essential part of the learning experience. Your feedback will help me make improvements in the course, which will result in a better learning experience for you and your classmates. For example, based on student feedback, I have incorporated optional (versus required) live class meetings via Blackboard Collaborate. The University has asked us to remind students to please participate in this evaluation process.

Good news! PICA is mobile friendly. You may complete your evaluation using your tablet, smartphone, or laptop computer.

It is important that I get responses from as many of you as possible. This will not take much of your time and your input will be highly valued. You may submit your evaluations between April 26th at 6:00 pm and May 3rd at 6:00 PM. To evaluate this course:

1. Go to pica.tamu.edu.
2. Click on “Student Login”
3. Login with your NetID and password
4. Select this course for an appraisal.
5. Please submit the appraisal before May 3rd at 6:00 pm

This is your opportunity to have input into the course as a student; please give your honest feedback. All of your responses will be confidential; I will not be able to link your responses to you. Thank you in advance for taking time to fill this out. ☺
Grading Policy

Grading Scale (based on a total of 160 points)

A    xxx-160
B    xxx
C    xxx
D    xxx
F    < xx

For the Texas A&M grievance procedures regarding grading, please visit http://student-rules.tamu.edu/rule48.htm.

Participation and Class Etiquette

Class participation in online discussions and professionalism (e.g., being prepared) is encouraged and expected. Please complete all readings and watch all videos by class date per the syllabus. Please refer to the ‘Rubric for Discussion Posts’ on eCampus and the Course Requirements on p. 2.

Additional Information

• Power Point presentations will reflect information from the required readings, the recommended Baca and Cervantes (2004) text, and other related outside resources.

• At the risk of being repetitive, I’ve shared some information that I think might be helpful in the syllabus and in various places in eCampus. I find reminders helpful, and I’m hoping this repetition provides you with helpful reminders.

• There is a ‘Resources’ folder with information for your reference now and to serve as resources in the future, as well as resources for parents. A few are available in several languages including Spanish, Korean, and Vietnamese.

• I welcome your feedback, questions, concerns or requests for additional information throughout the semester. I want you to get the most out of this course!
| Week 1 | **Introductions and Overview**  
|        | **Common Acronyms, Terms, & Definitions**  
|        | **Bilingual Education and Rationale for Bilingual Special Education** | **Readings/Video Links**  
|        | AIR (2010)  
|        | OELA (2016, January)  
|        | OELA (2016, March) pgs. 3-4  
|        | OELA (2017)  
|        | OELA (2015a, January)  
|        | OELA (2015b, January)  
|        | Condition of Education (2015)  
|        | IDEA History and Summary [https://www.youtube.com/watch?v=3XMndYN EGFA](https://www.youtube.com/watch?v=3XMndYN EGFA) (~3 min.)  
|        | IDEA: 504 Plan and IEPs [https://www.youtube.com/watch?v=sJ2KImG5 OV0](https://www.youtube.com/watch?v=sJ2KImG5 OV0) (~5 min.)  
|        | The Relationship Between Special Education and ESL (Dr. Nancy Cloud) [https://www.youtube.com/watch?v=X9on4VAGZX](https://www.youtube.com/watch?v=X9on4VAGZX) (~4 min.) | **Due**  
|        | Please post your Introduction (in the Discussion Board folder)  

| Week 2 | **Bilingual Education (con’t.)**  
|        | **Bilingual Special Education**  
|        | **Disabilities**  
|        | **Disproportionate Representation** | **Readings/Video Links**  
|        | Artiles et al. (2005)  
|        | Samson & Lesaux (2009)  
|        | Under-identification: Why ELLs May Not Get the Special Education Services They Need (Dr. Alba Ortiz) [https://www.youtube.com/watch?v=dYEQtvd4 ZLo](https://www.youtube.com/watch?v=dYEQtvd4 ZLo) (~3 min.)  
|        | Over-identification: Why ELLs May be Referred to Special Education Too Soon (Dr. Alba Ortiz) [https://www.youtube.com/watch?v=fPIMGtcrq 38](https://www.youtube.com/watch?v=fPIMGtcrq 38) (~3 min.)  
|        | Zehler et al. (2003) *Summary of Key Findings* (pp. v to viii) | **Discussion Post 1**  

| Week 3 | **Response to Intervention** | **Readings/Video Links**  
|        | Orosc & Klingner (2010)  
|        | What Makes RTI Effective with ELLs (Dr. Debbie Zacarian) [http://www.colorincolorado.org/special-education-ell/rti](http://www.colorincolorado.org/special-education-ell/rti) (~1 min. 30 sec.)  
|        | RTI and ESL Training (Dr. Alba Ortiz) [http://www.colorincolorado.org/special-education-ell/rti](http://www.colorincolorado.org/special-education-ell/rti) (~1 min.)  

**Case Study: Maria**  

| Week 4 | **Assessment** | **Readings/Video Links**  
|        | Dunn & Walker (2007)  
|        | Spinelli (2008)  

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<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Readings/Video Links</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 6</td>
<td>Language Acquisition and Development • BICS and CALP • Stages of Second Language Acquisition • Critical Language Period</td>
<td>- Cummins (2008) pgs. 2-5 (stop at the highlighted line)&lt;br&gt;- <a href="https://www.youtube.com/watch?v=T-cV1ZPAcQM">https://www.youtube.com/watch?v=T-cV1ZPAcQM</a> (~1½ min.)&lt;br&gt;- <a href="https://www.youtube.com/watch?v=vNDNNW6LgWM">https://www.youtube.com/watch?v=vNDNNW6LgWM</a> (~5 min.)&lt;br&gt;- Students with Limited Native Language Literacy (Dr. Nancy Cloud) <a href="http://www.colorincolorado.org/ell-basics/special-populations">http://www.colorincolorado.org/ell-basics/special-populations</a> (~2 min.)&lt;br&gt;- <a href="https://www.youtube.com/watch?v=WSMtKwLnomw">https://www.youtube.com/watch?v=WSMtKwLnomw</a> (~1 min.)&lt;br&gt;- <a href="https://www.youtube.com/watch?v=VjZolHCrC8E">https://www.youtube.com/watch?v=VjZolHCrC8E</a> Genie (~12 min.)</td>
<td>Discussion Post 4</td>
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<tr>
<td>Week 7</td>
<td>Language in the Classroom • Acculturation and Assimilation</td>
<td>- Affirming Native Language in the ESL Classroom (Dr. Diane Rodriguez) <a href="https://www.youtube.com/watch?v=dAwI1H8wPXg">https://www.youtube.com/watch?v=dAwI1H8wPXg</a> (~13 min.)&lt;br&gt;- Bilingual Program: Academic Content in Two Languages <a href="https://www.youtube.com/watch?v=fyfxUZpRTGq">https://www.youtube.com/watch?v=fyfxUZpRTGq</a> (~4 min.)&lt;br&gt;- French English Bilingual Education <a href="https://www.youtube.com/watch?v=_iQxFbpPxyw">https://www.youtube.com/watch?v=_iQxFbpPxyw</a> (~4 min.)&lt;br&gt;- Celebrating Bilingual Special Education (Dr. Diane Rodriguez) <a href="https://www.youtube.com/watch?v=UqOOqAHrAWs">https://www.youtube.com/watch?v=UqOOqAHrAWs</a> (<del>13 min.)&lt;br&gt;- <a href="https://www.youtube.com/watch?v=QdV-NGwPdDq">https://www.youtube.com/watch?v=QdV-NGwPdDq</a> (</del> 3 min.)</td>
<td>Discussion Post 5</td>
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<tr>
<td>Week</td>
<td>Topic</td>
<td>Readings/Video Links</td>
<td>Due</td>
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<tr>
<td>Week 8</td>
<td>• Academic Language&lt;br&gt;• Reading</td>
<td>• Colorín Colorado Academic Language Webcast (~55 min.): <a href="http://www.colorincolorado.org/webcasts/academiclanguage/">http://www.colorincolorado.org/webcasts/academiclanguage/</a>&lt;br&gt;• Colorín Colorado Reading to Learn Webcast <a href="https://www.youtube.com/watch?v=9NgoNhNnA7U">https://www.youtube.com/watch?v=9NgoNhNnA7U</a> (~55 min.)</td>
<td>Discussion Post 6</td>
</tr>
<tr>
<td>Week 9</td>
<td>• Teaching Methods and Curricula&lt;br&gt;• Inclusion</td>
<td>• Ortiz (2001)  &lt;br&gt;• Scaffolding <a href="https://www.youtube.com/watch?v=VcudATIA5w0">https://www.youtube.com/watch?v=VcudATIA5w0</a> (~1 min.)&lt;br&gt;• SIOP Videos (links on p. 11)&lt;br&gt;  o Introduction Video&lt;br&gt;  o Preparation&lt;br&gt;  o Building background&lt;br&gt;• Lovett et al. (2008)&lt;br&gt;• Garcia &amp; Tyler (2010)&lt;br&gt;• SIOP Videos (links on p. 11)&lt;br&gt;  o Interaction&lt;br&gt;  o Comprehensible input&lt;br&gt;  o Lesson delivery</td>
<td>Quiz 2 Discussion Post 7</td>
</tr>
<tr>
<td>Week 10</td>
<td>• Teaching Methods and Curricula (con’t.)&lt;br&gt;• Teacher Preparation and Training&lt;br&gt;• Special Education and ELL Teacher Quality</td>
<td>• Bowman-Perrott et al. (2016)&lt;br&gt;• SIOP Videos (links on p. 11)&lt;br&gt;  o Practice and application&lt;br&gt;  o Review and assessment&lt;br&gt;  o Strategies&lt;br&gt;• Cadiero-Kaplan &amp; Rodriguez (2008)&lt;br&gt;• Rodriguez (2005)&lt;br&gt;• Trent &amp; Artiles (1998)</td>
<td>Case Study: Serge Discussion Post 8</td>
</tr>
<tr>
<td>Week 11</td>
<td>• Individualized Educational Plans (IEPs)&lt;br&gt;• Retention and Suspension</td>
<td>• What Does an IEP Look Like for an ELL? (Dr. Alba Ortiz) <a href="https://www.youtube.com/watch?v=nG6XUiAx6O4">https://www.youtube.com/watch?v=nG6XUiAx6O4</a> (~3 min.)&lt;br&gt;• ELL IEP Examples&lt;br&gt;• Rubinstein-Avila &amp; Lee (2014)</td>
<td>Discussion Post 9</td>
</tr>
<tr>
<td>Week</td>
<td>Topic</td>
<td>Readings/Video Links</td>
<td>Due</td>
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| Week 12 | Policy Development          | - Combs & Nicholas (2012)  
- Mueller et al. (2004)  
- Wright (2005) Arizona Proposition 203 | Quiz 3        |
| Week 13 | • Collaboration  
• Family Involvement  
• Please complete the end-of-course evaluation at [http://pica.tamu.edu](http://pica.tamu.edu) between July 26th at 6:00 pm and August 7 at 6:00 PM | - Harry (2008)  
- Laskey & Karge (2011)  
| Week 14 | TBA (Based on your feedback regarding a topic or topics you’d like for me to revisit or introduce.) | Research Paper | Research Paper |
| Week 15 | • Wrap-up/Review             | - Empowering English Learners (Dr. Jim Cummins) [https://www.youtube.com/watch?v=Zu-6V3N5RHI](https://www.youtube.com/watch?v=Zu-6V3N5RHI) (~1 min.)  
- A Career Studying the Intersection of Special Education and Bilingual Education (Dr. Alba Ortiz) [https://www.youtube.com/watch?v=n3cEzUIZNa0](https://www.youtube.com/watch?v=n3cEzUIZNa0) (~3 min.) | Reflection Paper |

1 The agenda may be modified and revised during the course of the semester to meet students’ collective needs. 2 Additional readings may be assigned. 3 See the ‘Additional Resources’ in weekly folders to see additional (optional) sources of information on some of the topics.

SIOP Video Links

SIOP Introduction (approximately 10 minutes)
https://mediamatrix.tamu.edu/streams/452533/SIOP_introduction

Preparation (approximately 6 minutes)
https://mediamatrix.tamu.edu/streams/452536/SIOP_preparation

Building background (approximately 8 1/2 minutes)
https://mediamatrix.tamu.edu/streams/452526/SIOP_building_background

Interaction (approximately 9 minutes)
https://mediamatrix.tamu.edu/streams/452532/SIOP_interaction

Comprehensible input (approximately 8 1/2 minutes)
https://mediamatrix.tamu.edu/streams/452531/SIOP_comprehensible_input

Lesson delivery (approximately 10 minutes)
https://mediamatrix.tamu.edu/streams/452534/SIOP_lesson_delivery

Practice and application (approximately 6 minutes)
https://mediamatrix.tamu.edu/streams/452535/SIOP_practice_and_application

Review and assessment (approximately 8 1/2 minutes)
https://mediamatrix.tamu.edu/streams/452537/SIOP_review_and_assessment

Strategies (approximately 10 minutes)
https://mediamatrix.tamu.edu/streams/452538/SIOP_strategies
Web Resources

- www.ed.gov (U.S. Department of Education)
  - Office of Special Education Programs
  - The National Institute on Disability and Rehabilitation Research (NIDRR)
  - ED Pubs (Free resources!) 😊
    (Office of Special Education Programs (OSEP) Spanish-English Glossary of Common Terms Related to IDEA)

- http://nces.ed.gov (National Center for Education Statistics)


- http://www.parentcenterhub.org/nichcy-gone/ Center for Parent Information Resources
  (Formerly the National Dissemination Center for Children with Disabilities)

- www.cec.sped.org (Council for Exceptional Children)
  - http://www.ccbd.net (Council for Children with Behavior Disorders)

- www.cehd.umn.edu/nceo (National Center on Educational Outcomes)

- www.nabe.org (National Association for Bilingual Education)

- www.nasponline.org (National Association of School Psychologists)

- www.cal.org/ (Center for Applied Linguistics)
  - Free online resources! (including CAL Digests)

- www.ncela.gwu.edu/ (National Clearinghouse of English Language Acquisition)
  - Webinars available!

- www.tesol.org Teachers of English to Speakers of Other Languages (TESOL)

- www.crede.berkeley.edu Center for Research on Education, Diversity, and Excellence (CREDE)

- www.studentprogress.org (National Center on Student Progress Monitoring)

- http://www.colorincolordo.org/ (Colorin Colorado)
  - Webinars available!
  - http://www.colorincolordo.org/ell-basics/ell-glossary (ELL glossary)
Peer-Reviewed Journal Resources

Bilingual Research Journal
TESOL Quarterly
NABE News*
Exceptional Children
Teaching Exceptional Children*
Journal of Special Education
Behavioral Disorders
Beyond Behavior*
Journal of Emotional and Behavioral Disorders
School Psychology Quarterly
Learning Disabilities Research and Practice
Journal of Positive Behavioral Interventions
Preventing School Failure*
Intervention in School and Clinic*
Journal of Learning Disabilities
Remedial and Special Education
Teacher Education Quarterly
NASSP Bulletin
Journal of Counseling Psychology
School Psychology Review*

*Practitioner journals

Additional Resources

Please see the ‘Resources’ folder on eCampus for numerous helpful resources for your reference now and in the future. The range of topics include:

- assessment
- bilingual and special education policy
- special education law - ESSA (U.S. Department of Education, 2016)
- ELL/deaf
- ELL/visually impaired
- instructional strategies
- specific disability category information related to ELL
- semilingualism
- adapting math and science for ELL
- reading interventions for ELL
- cognates
- teaching strategies in line with stages of language acquisition
- bilingual evaluations—school psychologists
- bilingual special education teacher preparation
- autism (Hispanic students)
- gifted ELL
- educating ELL in urban and rural schools
- teacher preparation, teacher training, and teacher attitudes about working with ELL
Course Change Request

Date Submitted: 09/27/17 12:10 pm

Viewing: SPED 628: Consultation in Special Education

Last edit: 10/08/17 4:02 pm

Changes proposed by: gbyrns

Catalog Pages referencing this course

SPED - Special Education

Faculty Senate Number

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
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<tbody>
<tr>
<td>Glenda Byrns</td>
<td><a href="mailto:gbyrns@tamu.edu">gbyrns@tamu.edu</a></td>
<td>979-862-2289</td>
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Rationale for Course

Edit

The proposed changes are part of a routine curriculum review.

Course prefix   SPED
Department      Educational Psychology
College/School  Education & Human Development
Academic Level  Graduate
Academic Level  (alternate) Undergraduate
Effective term  2018-2019

Complete Course Title
Consultation in Special Education

Abbreviated Course Title
CONSULTATION IN SPED

Catalog course description

Rationale, strategies, procedures and resources for providing consultation as systematic problem-solving to school procedures, and resources for improving services for children with disabilities, and those who are at-risk of school failure.

Prerequisites and Restrictions
Graduate classification and approval of department head.

Concurrent Enrollment No
Should catalog prerequisites / concurrent enrollment be enforced? No

Crosslistings No Crosslisted With
Stacked No Stacked with

In Workflow
1. EPSY Department Head
2. Curricular Services Review
3. ED Committee Preparer GR
4. ED Committee Chair GR
5. ED College Dean GR
6. GC Preparer
7. GC Chair
8. Faculty Senate Preparer
9. Faculty Senate
10. Provost II
11. President
12. Curricular Services
13. Banner

Approval Path
1. 10/06/17 7:42 pm Shanna Hagan-Burke (shaganburke): Approved for EPSY Department Head
2. 10/08/17 4:03 pm Sandra Williams (sandra-williams): Approved for Curricular Services Review
3. 10/09/17 9:32 am Melanie Robideau (mrobideau): Approved for ED Committee Preparer GR
4. 10/16/17 8:38 am Beverly Irby (irby): Approved for ED Committee Chair GR
5. 10/23/17 3:20 pm Beverly Irby (irby): Approved for ED College Dean GR
6. 11/22/17 8:52 am LaRhesa Johnson (lrjohnson): Approved for GC Preparer
7. 12/14/17 10:57 am LaRhesa Johnson (lrjohnson): Approved for GC Chair

https://nextcatalog.tamu.edu/courseleaf/approve#
Learning Outcomes

Meets traditional face-to-face learning outcomes.

Describe how learning outcomes are met or provide justification why they are not met.

Learning outcomes in the distance ed course are the same as those in a face-to-face course.

Hours

Meets traditional face-to-face hours.

Describe how hours are met or provide justification why they are not met.

Video and synchronous classes are held. Faculty provides feedback on assignments and projects. Office hours are available.

Will this course be taught as a distance education course?

Yes No

I verify that I have reviewed the FAQ for Export Control Basics for Distance Education.

Yes No

Is 100% of this course going to be taught in Texas?

Yes

Will classroom space be needed for this course?

No

This will be a required course or an elective course for the following programs:

Required (select program)

Elective (select program)

Course Syllabus

Syllabus: Upload syllabus

Upload syllabus: SPED 628.docx
Letters of support or other documentation: No
Additional information: 
Reviewer Comments: 
Reported to state: No
SPED 628  Consultation in Special Education
Summer 2017

Instructor: Constance J. Fournier, Ph.D.
Email: cfournier@tamu.edu preferred
Telephone: 458-1864 fax 862-1256 please email
Office: 701F Harrington Hall
Hours: By appointment

Course Description: Rationale, strategies, procedures and resources for providing consultation as systematic problem-solving to school procedures, and resources for improving services for children with disabilities, and those who are at risk for school failure.

Prerequisite: Graduate classification
Learn outcome goal: To provide the learner with consultative knowledge and skills that can be applied in the school setting.

Hybrid course: Both synchronous and Asynchronous components.

Learning Outcomes:
The learner will demonstrate critical thinking by analyzing behavior and demonstrating the skills of consultation in analog or in vivo situation using techniques from class and evidenced based literature to support interventions.
The student will communicate effectively utilizing written communication with various audiences including parents, teachers, and other educational professionals using school-based avenues such as letters and inservice delivery.
The student will demonstrate cultural competence by understanding and writing for diverse families in the school setting including military families; and by demonstrating application of ethical principles in a cultural sensitive manner.
The student will work collaboratively with peers in designing, developing, and delivering an inservice.

Objectives with accompanying standards (NASP):
2.1 Data-Based Decision-Making and Accountability: knowledge of varied models and methods of assessment that yield information useful in identifying strengths and needs, in understanding problems, and in measuring progress and accomplishments; use such models and methods as part of a systematic process to collect data and other information, translate assessment results into empirically-based decisions about service delivery, and evaluate the outcomes of services. Data-based decision-making permeates every aspect of professional practice.
2.2 Consultation and Collaboration: knowledge of behavioral, mental health, collaboration, and/or other consultation models and methods and of their application to
particular situations; collaborate effectively with others in planning and decision-making processes at the individual, group, and system levels.

2.4 Socialization and Development of Life Skills: knowledge of human developmental processes, techniques to assess these processes, and direct and indirect services applicable to the development of behavioral, affective, adaptive, and social skills; collaboration with others, develop appropriate behavioral, affective, adaptive, and social goals for students of varying abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness of interventions.

Handouts will be required in classes—these are posted on ecampus

Required Products:Percentage
Class attendance and active participation in class activities 5%
   #Introduction 1 point
   #Synchronous class (1 point each) 4 points
Mental health Quiz 10%
Self-Reflection project 15%
ABC Case Analysis Project 25%
Inservice project 30%
   Part I Development and review 15%
   Part II Presentation 5%
   Part III Evaluation 10%
Take home exam 15%
# yes = attended and participate or posted two points no = not attended (includes not responding to questions or participating in groups)

Technical Assistance

For eCampus/Blackboard technology difficulties:

Option 1: Go to http://its.tamu.edu/About/Contact_Us.php. You will then have several choices, including filling out an online form, searching FAQs, instructions on going to an on campus lab for help
Option 2: for help on-line go to (itshelp@tamu.edu)
Option 3: for live assistance, call the help desk at (979) 458-3417.
Monday-Friday 8:00am-7:00pm Central For help accessing course content specific to this course, contact Celal Perihan at celalperihan@neo.tamu.edu or 216-319-9806 for Blackboard Issues.

**In class participation & in class assignments:** Class participation in the form of comments on postings, attendance during synchronous classes, and required postings posted on time is expected. Late postings are within 3 hours of deadline. Any postings later than three hours will be considered as “not posted”. Technical difficulties are not considered in looking at the posting time stamp.

**Other requirements:** All assignments MUST be posted on the due date and time noted in the syllabus. There is no grace period in the time for assignments. Technical difficulties are not considered in looking at the posting time stamp. 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 result in the obtained grade and one point off the final grade; any additional “redo” will result in the obtained grade and a 2 or more point reduction of the course grade based on the number of redo assignments needed. All “redos” are at the discretion of the instructor only.

**Project and Course Requirements:**
The first project is a self-reflection. This project requires you to reflect on current and future application of ethical principles as you begin or strengthen your role as a consultant. This project also asks you to apply problem solving to an analog case that incorporates understanding of resources and ethical concerns. The purpose of this project is to give you a chance to do guided reflection on ethics, and to consider how to problem solve consultation related issues in your current or future setting.

Another project asks you to develop and deliver an inservice. This is both group and individually done. You are asked to find group members for your group which can have a maximum of 3 persons and minimum of two persons. You will need to look at the rubric carefully, as some portions are done by the group, and some are done individually. The purpose of this project is two-fold. The first purpose is to have you consciously work together in a group, and use leadership and collaboration principles in a realistic situation. The purpose of this project is to have you create a parent friendly in-service that allows you to demonstrate a skill set that is essential to consultants. This project has several parts that are turned in throughout the semester. This is to break up the assignment as well as an opportunity for me to make small changes at the beginning. Before you start, you must send me the potential topic and your team member names by email on the date...
indicated on the syllabus to cfournier@tamu.edu. After the topic is approved, you will begin your work together.

The first and third parts are written, the second part is the actual presentation to our class. See the Extended Directions for the Inservice for more information.

The third project asks you to do an **ABC Case Analysis**, but with a twist. Instead of focusing on changing the child’s behavior, you are asked to focus on changing a teacher’s behavior, and utilize evidenced based research in supporting this change. You will work with a case that is supplied to you, and record your responses on the Template and Rubric for ABC Case Analysis. The purpose of this project is to allow you to directly apply your skills in a focused consultation.

Because of Senate Bill 460 (2013) requiring all educators to have knowledge of mental health and classroom interventions, you will be required to look at the materials (videos), and pass a **Mental Health Practices Quiz** at 100%. Fewer points are awarded for those who make a lower grade (e.g., 90% = 9 points; 80% = 8 points etc.. You can choose to keep taking the quiz until the final date on the syllabus. For those of you who are out of state, the materials still work as mental health issues in children and adolescents are frequent topics of consultation.

All project **elements** are expected on the due date and time, and are to be typed in 12 point font with double spacing on the template with embedded rubric which is provided for you. You must follow APA format for citations and references. Students must retain a second copy of each paper. At the discretion of the instructor, if any paper does not meet expected competencies, the student is expected to rewrite the paper and to turn it in within two business days in order to meet the competencies. There will be a 2-point penalty from the final grade for each rewrite. There is an additional 2-point penalty from the final grade for each day the paper is late.

**All papers must be typed with 12 point typed, and double-spaced on the template provided. All papers must include a cover sheet that has all of the following:** 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.” Please indicate understanding of and your adherence to this statement by providing your signature, which can be typed. I will send back papers not following these requirements.

**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 postings 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.

**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 can use the rubrics to help this process.

**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 synchronous class sessions on time. For any university excused absence, you will be expected to turn in any in class work as assigned by the instructor. If you have an unexcused absence, *at the discretion of the instructor* you can complete work assigned by the next class. 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. Work is late if it is not turned in at the posted time on the due date. If you cannot attend a synchronous class, it is your responsibility to contact the instructor ahead of time.

See [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07) for university policy.

**Americans with Disabilities Act and Campus information**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, currently located in the Disability Services building at the Student Services at White Creek complex on west campus or call 979-845-1637. For additional information, visit [http://disability.tamu.edu](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.”
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 nondiscrimination 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.

Overview of Course

Module 1: Overview of Consultation in School Setting and Project Training

Folder with videos and materials

- Video to watch

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Type of class</th>
<th>Project Element due</th>
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<tbody>
<tr>
<td>July 5</td>
<td>Orientation to the course &amp; Syllabus</td>
<td>Asynchronous</td>
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<tr>
<td>Wednesday</td>
<td>Course Orientation</td>
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<td>Overview of Consultation in school settings</td>
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<td>Overview of consultation</td>
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<td>Consultation and ethics</td>
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<td>July 6</td>
<td>ABC Interview and Analysis</td>
<td>Asynchronous</td>
<td>Discussion board introduction due 4 p.m. CDT</td>
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<td>Thursday</td>
<td>ABC interview &amp; analyses</td>
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<tr>
<td>Date</td>
<td>Activity</td>
<td>Asynchronous</td>
<td>Notes</td>
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<td>July 7th</td>
<td><em>Inservice Development</em></td>
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<td>Self-Reflection Ethics project due 4 p.m. CDT</td>
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<td>□ Developing the Inservice</td>
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<td>□ Making surveys</td>
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<td>July 10th</td>
<td>□ Making evaluation forms</td>
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<td>Inservice team members and idea due by 5 pm directly to <a href="mailto:efournier@tamu.edu">efournier@tamu.edu</a> (one per team is fine)</td>
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<td>□ Creating the ABCDE objective if needed</td>
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<td>July 11th</td>
<td><em>Consultation Skills, Stages and Variables</em></td>
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<td>□ Consultation and teachers</td>
<td>Synchronous</td>
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<td>□ Mental Health consultation</td>
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<td>July 12th</td>
<td>□ Stages of Consultation</td>
<td>Asynchronous</td>
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<td>July 13th</td>
<td>□ Consultation and conflict</td>
<td>Asynchronous</td>
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<td>July 14th</td>
<td>□ The consultee as a variable</td>
<td>Asynchronous</td>
<td>Element 1 of inservice due 4p.m. CDT</td>
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<td>June 17th</td>
<td>□ Consultation and power</td>
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<td><strong>Module 3: Systems Considerations in Consultation</strong></td>
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<td>July 18th</td>
<td><em>Parents and families</em></td>
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<td>□ Parents and Consultation</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Activity</td>
<td>Asynchronous</td>
<td>Notes</td>
</tr>
<tr>
<td>-----------</td>
<td>---------------------------------------------------------------------------</td>
<td>-----------------------</td>
<td>-------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>July 19</td>
<td>Military families</td>
<td></td>
<td>An asynchronous activity held on July 19, Wednesday.</td>
</tr>
<tr>
<td>July 20</td>
<td>Families and Grief</td>
<td></td>
<td>An asynchronous activity held on July 20, Thursday.</td>
</tr>
<tr>
<td>July 21</td>
<td><strong>Inservice preparation</strong> <em>(group work)</em></td>
<td>Asynchronous</td>
<td>An asynchronous activity held on July 21, Friday.</td>
</tr>
<tr>
<td>July 22</td>
<td><strong>Organizations, leaders, and systems</strong></td>
<td>Asynchronous</td>
<td>An asynchronous activity held on July 22, Monday.</td>
</tr>
<tr>
<td>July 23</td>
<td>Inservice presentations</td>
<td>Synchronous</td>
<td>An synchronous activity held on July 23, Tuesday.</td>
</tr>
<tr>
<td></td>
<td>Element 2 of inservice synchronous used for presentation</td>
<td></td>
<td>Element 2 of the inservice project is due at 4 p.m. CDT.</td>
</tr>
<tr>
<td>July 24</td>
<td>Consultation and teams</td>
<td>Asynchronous</td>
<td>An asynchronous activity held on July 24, Wednesday.</td>
</tr>
<tr>
<td>July 25</td>
<td><strong>Prevention and Consultation</strong></td>
<td></td>
<td>An asynchronous activity held on July 25, Thursday.</td>
</tr>
<tr>
<td>July 26</td>
<td><strong>Paper</strong></td>
<td>Asynchronous</td>
<td>An asynchronous activity held on July 26, Friday.</td>
</tr>
<tr>
<td></td>
<td>Module 4: Professional Issues</td>
<td></td>
<td>An asynchronous activity held on July 26, Friday.</td>
</tr>
<tr>
<td></td>
<td><strong>Special Issues in Consultation: Mental Health and Crisis (note there are 4 modules)</strong></td>
<td>Synchronous if needed for Inservice presentations</td>
<td>A synchronous session held on July 31, Mental health Quiz closes at 11:30 pm CDT.</td>
</tr>
<tr>
<td>August 1</td>
<td>Meeting if need</td>
<td>Synchronous if needed for Inservice presentations</td>
<td>A synchronous session held on August 1, professional issues for Inservice presentations.</td>
</tr>
<tr>
<td>August 2</td>
<td>Professional issues</td>
<td>Asynchronous</td>
<td>An asynchronous activity held on August 2.</td>
</tr>
<tr>
<td>Date</td>
<td>Event Description</td>
<td>Grade Calculation</td>
<td>Notes</td>
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<td>----------------------------------------</td>
<td>-------------------</td>
<td>-------</td>
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<tr>
<td>August 3</td>
<td>Exam</td>
<td>Asynchronous</td>
<td>Take home exam due by 4 pm CDT</td>
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<td>Course evaluations</td>
<td>Course evaluations</td>
<td>Course evaluation due</td>
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<tr>
<td>August 7</td>
<td>As needed for redos</td>
<td></td>
<td></td>
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<tr>
<td>August 8</td>
<td>Per academic calendar, finals, none for this course</td>
<td></td>
<td>Relax</td>
</tr>
</tbody>
</table>

*Note: Some topics may overlap within the week*

Note: All grades are calculated on whole numbers—they are NOT rounded up at all. Thus a 14.4 is 14 and so is a 14.6.

Resources:


Course Change Request

Date Submitted: 09/27/17 11:38 am

Viewing: **SPED 632 : Transition Education and Services for Individuals with Disabilities**

Last approved: 06/23/17 3:20 am
Last edit: 10/08/17 4:04 pm
Changes proposed by: gbyrn

Catalog Pages
referencing this course

**SPED - Special Education**

Faculty Senate Number

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sally Kallina</td>
<td><a href="mailto:skallina@tamu.edu">skallina@tamu.edu</a></td>
<td>979-845-1833</td>
</tr>
</tbody>
</table>

Rationale for Course

**Edit**

The proposed changes are part of a routine curriculum review.

Course prefix: SPED  
Course number: 632

Department: Educational Psychology
College/School: Education & Human Development
Academic Level: Graduate
Academic Level (alternate): Undergraduate
Effective term: 2018-2019

Complete Course Title
Transition Education and Services for Individuals with Disabilities

Abbreviated Course Title
TRANS ED & SVCS IND DISABIL

Catalog course description
Current issues and practices related to the transition of students from school to adulthood; foundations of life-long transitions; assessment of post-school goals and identification of effective transition services to promote employment, postsecondary education, and community living; partnerships with parents and service providers.

Prerequisites and Restrictions
Graduate classification, Approval of department head.

Concurrent Enrollment: No
Should catalog prerequisites / concurrent enrollment be enforced? No

In Workflow
1. EPSY Department Head
2. Curricular Services Review
3. ED Committee Preparer GR
4. ED Committee Chair GR
5. ED College Dean GR
6. GC Preparer
7. GC Chair
8. Faculty Senate Preparer
9. Faculty Senate
10. Provost II
11. President
12. Curricular Services
13. Banner

Approval Path
1. 10/06/17 7:43 pm - Shanna Hagan-Burke (shaganburke): Approved for EPSY Department Head
2. 10/08/17 4:04 pm - Sandra Williams (sandra-williams): Approved for Curricular Services Review
3. 10/09/17 9:33 am - Melanie Robideau (mrobideau): Approved for ED Committee Preparer GR
4. 10/16/17 8:38 am - Beverly Irby (irbyb): Approved for ED Committee Chair GR
5. 10/23/17 3:20 pm - Beverly Irby (irbyb): Approved for ED College Dean GR
6. 11/22/17 8:52 am - LaRhesa Johnson (ljohnson): Approved for GC Preparer
7. 12/14/17 10:57 am - LaRhesa Johnson (ljohnson): Approved for GC Chair

History
1. Jun 23, 2017 by sarah.gordon

https://nextcatalog.tamu.edu/courseleaf/approve/
SPED 632: Transition Education and Services for Individuals with Disabilities

Learning Outcomes

Meets traditional face-to-face learning outcomes.

Describe how learning outcomes are met or provide justification why they are not met.

The learning outcomes are the same as the outcomes in a face-to-face course.

Hours

Meets traditional face-to-face hours.

Describe how hours are met or provide justification why they are not met.

Course is taught as a blended course. Students receive feedback from the instructor on assignments, exams, and discussion board postings. The major transition planning project with a secondary student with a disability is coordinated by and instruction provided by faculty.

Will this course be taught as a distance education course?

Yes No

I verify that I have reviewed the FAQ for Export Control Basics for Distance Education.

Yes

Is 100% of this course going to be taught in Texas?

Yes

Will classroom space be needed for this course?

No

This will be a required course or an elective course for the following programs:

Required (select program)

Elective (select program)

Program(s)

(MED-SPED) Master of Education in Special Education

Course Syllabus
Syllabus: Upload syllabus

Letters of support or other documentation: No

Additional information: 

Reviewer Comments:
Sandra Williams (sandra-williams) (09/06/17 9:30 pm): Rollback: Concurrent enrolled prerequisite (SPED 620) does not match enforced prerequisite in table (SPED 642) - please fix. Also, please answer the new required questions: Will sections of this course be taught as non-traditional? [i.e., parts of term, distance education].
Sandra Williams (sandra-williams) (10/08/17 4:04 pm): Update received.

Reported to state: No
Course Change Request

Date Submitted: 10/20/17 10:28 am

Viewing: STAT 638 : Introduction to Applied Bayesian Methods

Last edit: 10/20/17 11:21 am

Changes proposed by: longneck

Catalog Pages referencing this course

Department of Statistics
STAT - Statistics

Programs referencing this course


Faculty Senate Number

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Michael Longnecker</td>
<td><a href="mailto:longneck@tamu.edu">longneck@tamu.edu</a></td>
<td>979-845-3141</td>
</tr>
</tbody>
</table>

Rationale for Course

Edit

The proposed changes are part of a routine curriculum review.

Course prefix     STAT
Course number     638
Department         Statistics
College/School     Science
Academic Level     Graduate
Academic Level (alternate) Undergraduate
Effective term     2018-2019
Complete Course Title Introduction to Applied Bayesian Methods
Abbreviated Course Title APPLIED BAYES METHODS

Catalog course description

Uncertainty regarding parameters and how they can be explicitly described as a posterior distribution which blends information from a sampling model and prior distribution; emphasis on modeling and computations under the Bayesian paradigm; includes prior distributions, Bayes Theorem, conjugate and non-conjugate models, posterior simulation via the Gibbs sampler and MCMC, hierarchical modeling.

Prerequisites and Restrictions

STAT 630, or equivalent or approval of instructor STAT 604, STAT 608, STAT 630.

Concurrent Enrollment No
Should catalog prerequisites / concurrent enrollment be enforced? No
Crosslistings No
Crosslisted With
Stacked No
Stacked with
Learning Outcomes

Meets traditional face-to-face learning outcomes.

Describe how learning outcomes are met or provide justification why they are not met.

Distance students view the same lectures, complete the same homework assignments, and take the same exams (under a proctor) as the on campus students

Hours

Meets traditional face-to-face hours.

Describe how hours are met or provide justification why they are not met.

Distance students view the same lectures, complete the same homework assignments, and take the same exams (under a proctor) as the on campus students

Will this course be taught as a distance education course?

Yes

I verify that I have reviewed the FAQ for Export Control Basics for Distance Education.

Yes

Is 100% of this course going to be taught in Texas?

Yes

Will classroom space be needed for this course?

Yes

This will be a required course or an elective course for the following programs:

Required (select program)

Elective (select program)

[MS-STAT] Master of Science in Statistics

Course Syllabus

Syllabus: Upload syllabus

Upload syllabus syll638fall2017.pdf
<table>
<thead>
<tr>
<th>Letters of support or other documentation</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Additional information</td>
<td>This change in the prerequisites will better reflect the manner in which 638 is currently taught, and would allow more students to take the course.</td>
</tr>
<tr>
<td>Reviewer Comments</td>
<td>No</td>
</tr>
<tr>
<td>Reported to state?</td>
<td>No</td>
</tr>
</tbody>
</table>
STATISTICS 638
Introduction to Applied Bayesian Methods
Fall Semester, 2017

Instructor
Jeff Hart

Office
459E Blocker Building

Phone
979-845-3141

Email
hart@stat.tamu.edu

Office hours
1:00-2:30 p.m., Tuesday and Thursday, or by appointment

Course website
We will use the eCampus course management system.

Prerequisites
STAT 604 – Statistical Computation
STAT 608 – Regression
STAT 630 – Overview of Mathematical Statistics

Text
Peter D. Hoff, A First Course in Bayesian Statistical Methods

Course Description
This course is concerned with Bayesian statistics, which is a particular approach to statistical inference that differs philosophically and operationally from the classic frequentist approach. After defining Bayesian inference, its advantages will be discussed, and its application illustrated using some classical models, including binomial, Poisson and normal data, the multivariate normal model and linear regression. Hierarchical models are also defined and discussed. Bayesian inference is based on a so-called posterior distribution, which can only be computed exactly in relatively simple cases. Therefore, a modern method of approximating posteriors, known as Markov Chain Monte Carlo, is treated.

Course Objectives
The objective of this applied master’s level course is to introduce students to the Bayesian paradigm for data analysis. Students learn how uncertainty regarding parameters can be explicitly described as a posterior distribution that blends information from a sampling model and a prior distribution. Students are exposed to foundational principles, but the course emphasizes modeling and computations under the Bayesian paradigm. While the course is mainly applied, it is important that students understand and be able to use the tools of STAT 630.

Course Outline
1. Introduction
2. Bayes rule, independence, conditional independence
3. One-parameter models: binomial experiment, Poisson data, exponential data, normal data with known variance
4. Monte Carlo approximation
5. Normal data
6. Gibbs sampling
7. Multivariate normal data
8. Group comparisons and hierarchical modeling
9. Linear regression
10. Markov chain Monte Carlo methods
11. Mixed effects models
Course Website

The course website is accessed through the eCampus course management system. To use this system, go to http://ecampus.tamu.edu/ and log in with your NetID and password. The class notes, homework assignments, data sets and other material will be posted at the course website. **You should visit this site on a daily basis as I will also post important announcements there.** If you stay up all night working on homework for which I posted an extension, direct your anger appropriately.

Weekly Help Sessions

*Except for week 1,* we will have help sessions each Monday from 6:00 to 7:00 p.m. (central time). These will be online sessions at which you will have the opportunity to ask questions. If you are a local student, you have the option of attending the sessions in person, in 448 Blocker. **If there is ever a week where no one shows up (either online or physically), then in subsequent weeks I may ask you to notify me in advance if you wish to attend the help session.**

Homework

- About ten homework assignments will be made over the course of the semester.
- Distance students will submit their homework via WebAssign.
- Local students must submit their homework via eCampus. **Students in Section 600 are not allowed to submit their homework via WebAssign.** If they do so, their homework will not be accepted.
- Not every homework problem will be graded, but feel free to discuss any of the problems with me. You may consult with other students about the homework, but always write up solutions by yourself. *You should never just copy from another person or any other source.*

Exams

- You will have two midterm exams, scheduled for **Wednesday, October 4** and **Wednesday, November 15,** and a final exam that will be **Tuesday, December 12 from 3:30 to 5:30 p.m.**
- On campus students (including those in Section 700) will take the midterm exams during the usual class time and the final exam at the scheduled time. Any section 700 student taking an exam online will take the exam via the proctoring system used by all of the department’s distance courses. Each exam will be available to **full-time** distance students throughout a 24 hour period beginning thirty minutes after the end of the in-class exam. **All students will have exactly one hour to work on each of the two midterms, and two hours to work on the final exam.**
- If distance students have any questions about the exam procedure, they should be directed to **Penny Jackson.**
Grading Policy

The weights given to the four parts of the course are as follows:

- **20%** – Homework
- **25%** – Midterm 1
- **25%** – Midterm 2
- **30%** – Final Exam

Grades will be assigned using the following scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>87 ≤</td>
</tr>
<tr>
<td>B</td>
<td>74 ≤</td>
</tr>
<tr>
<td>C</td>
<td>61 ≤</td>
</tr>
<tr>
<td>D</td>
<td>48 ≤</td>
</tr>
<tr>
<td>F</td>
<td>0 ≤</td>
</tr>
</tbody>
</table>

Please note, however, that I might lower the cutoffs. This would be done to make the discrepancy between, for example, an A and a B as large as possible.

University Excused Absences

*Definition:* Details of what constitutes a University Excused Absence are available in the Student Rules (http://student-rules.tamu.edu/).

*Homework:* Late homework is only accepted in the case of a University Excused Absence.

*Exams:* Quoting from the University Excused Absence (http://student-rules.tamu.edu/rule07) section of the Student Rules, “To be excused the student must notify his or her instructor in writing (acknowledged e-mail message is acceptable) prior to the date of absence if such notification is feasible. In cases where advance notification is not feasible (e.g. accident, or emergency) the student must provide notification by the end of the second working day after the absence. This notification should include an explanation of why notice could not be sent prior to the class. If needed, the student must provide additional documentation substantiating the reason for the absence, that is satisfactory to the instructor, within one week of the last date of the absence.” In short, if you are unable to take an exam at the scheduled time you must notify me (Dr. Hart) *as soon as possible*. Missed exams will be given zero points except for a University Excused Absence. In the latter case, I will administer a makeup exam.

*Incomplete Grade:* An incomplete grade will be given only if a student, due to a University Excused Absence, is missing one component of the course grade.

STATEMENT ON DISABILITIES

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

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

ACADEMIC INTEGRITY STATEMENT

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

Information about the Honor Council Rules and Procedures can be obtained at the web site: www.tamu.edu/aggiehonor. If an instructor encounters a student cheating or not abiding by university rules then it is mandatory that the instructor report the student to the Aggie Honor System Office: complete information at http://www.tamu.edu/aggiehonor.
Course Change Request

Date Submitted: 10/20/17 8:50 am

Viewing: STAT 645 : Applied Biostatistics and Data Analysis

Last edit: 10/20/17 11:22 am

Changes proposed by: longneck

Catalog Pages referencing this course
- Department of Statistics
- STAT - Statistics

Programs referencing this course

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Michael Longnecker</td>
<td><a href="mailto:longneck@tamu.edu">longneck@tamu.edu</a></td>
<td>979-845-3141</td>
</tr>
</tbody>
</table>

Rationale for Course

Edit

The proposed changes are part of a routine curriculum review.

Course prefix    STAT
Course number     645
Department        Statistics
College/School    Science
Academic Level    Graduate
Effective term    2018-2019

Complete Course Title
Applied Biostatistics and Data Analysis
Abbreviated Course Title
APPL BIOSTAT & DATA ONLY

Catalog course description
Survey of crucial topics in biostatistics; application of regression in biostatistics; analysis of correlated data; logistic and Poisson regression for binary or count data; survival analysis for censored outcomes; design and analysis of clinical trials; sample size calculation by simulation; bootstrap techniques for assessing statistical significance; data analysis using R.

Prerequisites and Restrictions

STAT 630, 651, STAT 652, and STAT 641, STAT 642, 659, or STAT 611; equivalent or prior knowledge approval of matrices and R programming, instructor.

Concurrent Enrollment
No

Should catalog prerequisites / concurrent enrollment be enforced?
No

Crosslistings
No
Crosslisted With

Stacked
No
Stacked with

In Workflow
1. STAT Department Head
2. Curricular Services Review
3. SC Committee Preparer GR
4. SC Committee Chair GR
5. SC College Dean GR
6. GC Preparer
7. GC Chair
8. Faculty Senate Preparer
9. Faculty Senate
10. Provost II
11. President
12. Curricular Services
13. Banner

Approval Path
1. 10/20/17 9:10 am
Valen Johnson (vjohnson): Approved for STAT Department Head
2. 10/20/17 11:23 am
Sandra Williams (sandra-williams): Approved for Curricular Services Review
3. 10/20/17 11:30 am
Adrienne Bentz (abentz): Approved for SC Committee Preparer GR
4. 10/20/17 4:53 pm
Mark J. Zoran (mjzoran): Approved for SC Committee Chair GR
5. 10/20/17 4:53 pm
Mark J. Zoran (mjzoran): Approved for SC College Dean GR
6. 11/22/17 8:52 am
LaRhesa Johnson (ljohnson): Approved for GC Preparer
7. 12/14/17 10:58 am
LaRhesa Johnson (ljohnson): Approved for GC Chair
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<tr>
<td>Lecture:</td>
<td>0</td>
</tr>
<tr>
<td>Lab:</td>
<td>0</td>
</tr>
<tr>
<td>Other:</td>
<td>Total</td>
</tr>
<tr>
<td>No</td>
<td>3</td>
</tr>
<tr>
<td>Repeatable for credit?</td>
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</tr>
<tr>
<td>Three-peat?</td>
<td></td>
</tr>
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<td>CIP/Fund Code</td>
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</tr>
<tr>
<td>Default Grade Mode</td>
<td>Letter Grade(G)</td>
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<td>Alternate Grade Modes</td>
<td>Satisfactory/Unsatisfactory</td>
</tr>
<tr>
<td>Method of instruction</td>
<td>Lecture</td>
</tr>
<tr>
<td>Will sections of this course be taught as non-traditional? (i.e., parts of term, distance education)</td>
<td></td>
</tr>
</tbody>
</table>

**Learning Outcomes**

Meets traditional face-to-face learning outcomes.

Describe how learning outcomes are met or provide justification why they are not met.

Students view the same lectures as oncampus students, complete the same homework assignments, take the same exams (with a proctor) as oncampus students.

**Hours**

Meets traditional face-to-face hours.

Describe how hours are met or provide justification why they are not met.

Students must view the recorded lectures, complete same homework assignments, take the same exams as the oncampus students.

Will this course be taught as a distance education course? Yes No

I verify that I have reviewed the FAQ for Export Control Basics for Distance Education. Yes No

Is 100% of this course going to be taught in Texas? Yes

Will classroom space be needed for this course? Yes

This will be a required course or an elective course for the following programs:

<table>
<thead>
<tr>
<th>Required (select program)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(MS-STAT) Master of Science in Statistics</td>
</tr>
</tbody>
</table>

**Course Syllabus**

Syllabus: Upload syllabus

Upload syllabus STAT64S_syllabus_Fall2017.pdf
<table>
<thead>
<tr>
<th>Letters of support or other documentation</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Additional information</td>
<td>The changes in the prerequisites are needed to make sure that students are properly prepared to learn the material taught in STAT 645</td>
</tr>
<tr>
<td>Reviewer Comments</td>
<td>Sandra Williams [sandra-williams] (10/20/17 11:23 am): Edits made to catalog prerequisites to conform to catalog style guide.</td>
</tr>
<tr>
<td>Reported to state?</td>
<td>No</td>
</tr>
</tbody>
</table>
Instructor: Samiran Sinha, Email: sinha@stat.tamu.edu, Office: 415D Blocker Building, Office Hours: Monday & Wednesday 11:15am-12:15pm

Teaching assistant (TA): Weixi Zhu, Email: weixi@stat.tamu.edu, Office: 406F Blocker Building, Office Hours: Tuesday and Thursday 11am-noon

Rule 1: eCampus or Webassign must not be used to send email to the instructor or the TA. Any email sent through eCampus or Webassign do not come to us.

Rule 2: For homeworks, the TA is the first person to contact.

Course description: Applications of regression methods in biostatistics, including correlated data analysis, survival analysis, missing data, clinical trials techniques. The R programming language is used extensively throughout.

Prerequisites: STAT 651 and 652, or equivalent, or prior approval by the instructor.

Class time and place: Monday, Wednesday and Friday 10:20am-11:10am BLOC 457

Time of Q&A session: Monday 5pm-6pm BLOC 411

Learning outcomes: At the conclusion of this course, successful students will be able to:

- Explore biostatistics data using pictures and summary statistics
- Apply a wide range of regression models to biostatistics data
- Identify and apply the appropriate exploratory and inferential methods to correlated data
- Identify and apply the appropriate exploratory and inferential methods to survival data
- Apply statistical knowledge to analyze clinical trial data
- Handle missing data
- Use diagnostic methods to assess the appropriateness of different models

Course website: We will use the eCampus system for our grade book, discussion boards, etc.

Course Materials:

- Optional textbooks (you may access them by logging in http://library.tamu.edu/):
  - Regression Methods in Biostatistics by Vittinghoff, Glidden, Shiboski, and McCulloch
  - Applied Longitudinal Analysis by Fitzmaurice, Laird, and Ware
– *Applied Survival Analysis* by Hosmer and Lemeshow
– *R Cookbook* by Paul Teetor

- Software: R (https://cran.r-project.org/). NOTE: If you have no programming experience, you will be challenged.

- Notes: Course notes will be posted on eCampus.

**Grading:** Your grade will be computed as follows:

**Homework:** 30%. Homework problems will be posted in eCampus. All homework is to be submitted in PDF format, along with R code. Distance-based (section 700) students will submit their homework solution through WebAssign. All others students (sections 500 and 600) will upload their homework solution in eCampus.

**Exams:** 70%. There will be a midterm exam and the final exam, each worth 35% of your grade. All students in section 700 who are not receiving their complete degree in an online program (both STAT and non-STAT) **must** take the exam in the class along with the campus students. Students must verify through an email to Penny Jackson that they are receiving their complete degree in an online program in order to take the exam outside the scheduled on campus exam time. Online degree seeking students in section 700 will download and upload their exams through WebAssign. Online degree seeking students in section 700 must arrange a proctor for taking the exams. Information regarding proctor can be found under the **General Information** tab of eCampus. If something is still not clear after accessing the proctor related information, contact with Penny Jackson at pljackson44@stat.tamu.edu.

**Letter grades:** will be assigned as follows: 90 – 100 = A, 80 – 89 = B, 70 – 79 = C, 60 – 69 = D, and 0 – 59 = F.

**Exam schedule:**

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>October 9</td>
<td>10:20am–11:10am for sections 500 and 600</td>
</tr>
</tbody>
</table>

The local (on campus) students in section 700 **must** come to the class to take the test along with the students of sections 500 and 600.

Students in section 700 who are receiving online degree may take the test during the next 24 hour window starting from noon of Oct 9.

| December 12| 8-10 am for sections 500 and 600 |

The local (on campus) students in section 700 **must** come to the class to take the test along with the students of sections 500 and 600.

Students in section 700 who are receiving online degree may take the test during the next 24 hour window starting from noon of Dec 12.

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

Copyright notice: 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 syllabus, 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.

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

Academic integrity statement: “An Aggie does not lie, cheat, or steal or tolerate those who do.” The

A tentative course schedule:

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Material</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>August 28</td>
<td>Introductory material on matrix and R</td>
</tr>
<tr>
<td>2</td>
<td>September 4</td>
<td>Regression</td>
</tr>
<tr>
<td>3</td>
<td>September 11</td>
<td>Regression</td>
</tr>
<tr>
<td>4</td>
<td>September 18</td>
<td>Weighted regression</td>
</tr>
<tr>
<td>5</td>
<td>September 25</td>
<td>Simulation</td>
</tr>
<tr>
<td>6</td>
<td>October 2</td>
<td>Bootstrap</td>
</tr>
<tr>
<td>7</td>
<td>October 9 (Monday)</td>
<td>Midterm exam</td>
</tr>
<tr>
<td></td>
<td>October 11, 13</td>
<td>Correlated data</td>
</tr>
<tr>
<td>8</td>
<td>October 16</td>
<td>Correlated data</td>
</tr>
<tr>
<td>9</td>
<td>October 23</td>
<td>Correlated data and survival analysis</td>
</tr>
<tr>
<td>10</td>
<td>October 30</td>
<td>Survival analysis</td>
</tr>
<tr>
<td>11</td>
<td>November 6</td>
<td>Survival analysis</td>
</tr>
<tr>
<td>12</td>
<td>November 13</td>
<td>Clinical trial</td>
</tr>
<tr>
<td>13</td>
<td>November 20</td>
<td>Clinical trial</td>
</tr>
<tr>
<td></td>
<td>November 24</td>
<td>Thanksgiving Break (no class)</td>
</tr>
<tr>
<td>14</td>
<td>November 27</td>
<td>Missing data</td>
</tr>
<tr>
<td>15</td>
<td>December 4</td>
<td>Missing data</td>
</tr>
<tr>
<td>16</td>
<td>December 6</td>
<td>Course review (the last day of class)</td>
</tr>
<tr>
<td>16</td>
<td>December 12 (Tuesday)</td>
<td>Final exam</td>
</tr>
</tbody>
</table>

The content of the final exam is non-cumulative.
Course Change Request

Date Submitted: 10/25/17 3:58 pm

Viewing: **VIBS 607: Applied Epidemiology**

Last edit: 10/26/17 10:56 am

Changes proposed by: david.kessler

Catalog Pages referencing this course

- Department of Veterinary Integrative Biosciences
- VIBS - Vet Integrative BioSci

Programs referencing this course


Faculty Senate Number

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kathie Smith</td>
<td><a href="mailto:KSmith@cvm.tamu.edu">KSmith@cvm.tamu.edu</a></td>
<td>979-845-2851</td>
</tr>
</tbody>
</table>

Rationale for Course

**Edit**

The proposed changes are part of a routine curriculum review.
The proposed changes are to meet the demand/interest of students.

Course prefix  | VIBS          | Course number | 607
Department     | Vet Integrative Biosciences
College/School | Veterinary Med & Biomedical Sc
Academic Level | Graduate      
Academic Level | Undergraduate (alternate)
Effective term | 2018-2019

Complete Course Title

Applied Epidemiology

Abbreviated Course Title

APPLIED EPIDEMIOLOGY

Catalog course description

An introductory course of the application of epidemiological concepts to the study of disease occurrence in populations of lower animals and man. Introduction. The purpose of epidemiology is to identify the application of epidemiological concepts to the study host, agent and environmental determinants and dynamics of disease occurrence in populations of lower animals and man; identify the host, agent and environmental determinants spread that provide the basis for successful preventive medicine and dynamics of disease spread that provide the basis for successful preventive medicine and public health programs.

Prerequisites and Restrictions

Graduate classification.

Concurrent Enrollment | No
Should catalog prerequisites / concurrent enrollment be enforced? | No

In Workflow

1. VIBS Department Head
2. Curricular Services Review
3. VM Committee Preparer GR
4. VM Committee Chair GR
5. VM College Dean GR
6. GC Preparer
7. GC Chair
8. Faculty Senate Preparer
9. Faculty Senate
10. Provost II
11. President
12. Curricular Services
13. Banner

Approval Path

1. 10/25/17 4:23 pm Evelyn Tiffany-Castiglioni (e-tiffany): Approved for VIBS Department Head
2. 10/26/17 10:56 am Sandra Williams (sandra-williams): Approved for Curricular Services Review
3. 10/27/17 7:45 am Kathie Smith (kathiesmith): Approved for VM Committee Preparer GR
4. 10/27/17 9:32 am C. Jane Welsh (c-welsh): Approved for VM Committee Chair GR
5. 10/27/17 1:37 pm Robert Burghardt (rburghardt): Approved for VM College Dean GR
6. 11/22/17 8:53 am LaRhesa Johnson (ljohnson): Approved for GC Preparer
7. 12/14/17 10:59 am LaRhesa Johnson (ljohnson): Approved for GC Chair
Course Syllabus

Syllabus: Upload syllabus
Upload syllabus  
VIBS 607 Spring 2018 Syllabus170912.pdf

Letters of support or other documentation  No

Additional information  Justification for dropping the lab (going from 4 credit hours to 3): In the previous course offering of VIBS 607, the lab time was used for student presentations of class concepts. I plan to involve the graduate students in presenting epidemiology Case Studies to the class using instructional modules available through the CDC during the lecture periods in the 3-hour class. These case studies will be presented after applicable core content has been covered. These will be highly interactive sessions based on real outbreaks with real data available for analysis. Absorbing these high impact activities into the 3-credit hour class, instead of a stand-alone ‘lab’, will allow for more integration of concepts and allow students to reach learning outcomes most efficiently.
<table>
<thead>
<tr>
<th>Reviewer Comments</th>
<th>Sandra Williams (sandra-williams) (09/21/17 7:02 pm): Rollback: Syllabus must clearly indicate the required work for graduate students.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Sandra Williams (sandra-williams) (10/26/17 10:56 am): Moving forward.</td>
</tr>
<tr>
<td>Reported to state?</td>
<td>Change</td>
</tr>
</tbody>
</table>
VIBS 607
Applied Epidemiology

Instructor
Sarah A. Hamer, MS, PhD, DVM, Dipl ACVPM
Associate Professor, Dept. Veterinary Integrative Biosciences
shamer@cvm.tamu.edu; (979) 847-5693
Office Hours: By appointment

Overview
The interconnections among human health, domestic animal health, wildlife, and the environment are increasingly recognized in this ‘one health’ era. Epidemiology is the study of the distribution and determinants of disease in populations and is distinguished from other medical disciplines in its focus at the population-level, and not individual-level. Epidemiological principles guide the collection of data in the field and clinic, diagnostic laboratory protocols, statistical analyses, medical surveillance, and disease reporting. Epidemiology is the key science that guides public health policy and interventions. This course will train students to understand the concepts of epidemiology and fundamental tools used by epidemiologists, and how this field blends with other disciplines (ecology, human and veterinary clinical medicine, statistics, genetics, wildlife biology and more) to address some of society’s more pressing stressors.

Learning Outcomes
- Explain methods of disease transmission using appropriate terminology.
- Calculate disease occurrence using epidemiological metrics.
- Explain and calculate diagnostic/screening test accuracy and precision.
- Identify study designs and ways to correct them design and/or analysis.
- Understand the principles of causal inference and risk analysis.
- Understand health and disease in an ecological context.
- Critically review published studies in the context of bias and confounding.
- Gain experience with field and lab protocols used in epi research.
- Synthesize concepts through presentation of an outbreak investigation.
- Assimilate epidemiology knowledge to problems confronted by public health officials at local, state, and national levels through leading an interactive Case Study

Teaching Assistant
Italo Zecca MPH
PhD student, VIBS Department
IBZecca@cvm.tamu.edu
Office Hours: By appointment

Materials
Course Website: An E-campus website will be used for quizzes, grades, and course management.
Also available as an e-book (Kindle, PDF, VitalSource, or ePub).

Prerequisites
Graduate classification

Evaluation
A total of 500 points are available:
- Exams 1-3 (66.7 pts each; 200 total)
- Top 10 of 11 quizzes (100 pts)
- Attendance/participation (50 pts)
- Disease Detective project (50 pts)
- Epidemiology Case Study (100 pts)
- A = 90 -100%
  B = 80 – 89%
  C = 70 – 79%
  D = 60 – 69%
  F = Below 60%
Quizzes
Eleven weekly quizzes will be administered through the E-campus website to be taken outside of class. Quizzes will be posted following the Thursday lecture, and will cover topics from the Tuesday and Thursday lectures of that week. Quizzes must be completed by midnight Sunday. The top ten scores will be used in calculating the course grade. Quizzes will not be given during exam weeks.

Disease Detective Course Project
Throughout the semester, students should track infectious disease emergence in human and animal populations in real time through the Program for Monitoring Emerging Infectious Diseases (ProMED) organization of the International Society of Infectious Diseases (http://www.promedmail.org/). Students may subscribe to email posts: (http://ww4.isid.org/promedmail/subscribe.php). By mid-semester, students should chose one disease outbreak to study in detail, and I will approve the topic. Students may work solo, with a partner, or even in a small group. Historic outbreaks can also be presented. Students will develop an 8-minute presentation to deliver to the class to characterize the disease outbreak and its epidemiological investigation. Further instructions will be provided.

Field Research Experience
To contribute to the process of standardized epidemiological data collection and gain an appreciation for population-level sampling, students will participate in ongoing wildlife epidemiology field research projects. This will occur outside of the regularly scheduled lecture time, and I will ensure that students with conflicting schedules are not penalized. Available experiences may include i) trapping wild rodents at a local field site for a longitudinal research study of tick parasitism and tick-borne pathogen infection (setting traps in evening; processing mammals in morning; 3 hours total); or, ii) using mist nets to capture wild birds to study tick and pathogen infection; 3 hours total.

Laboratory Research Experience
To better understand some laboratory equipment and methods used in molecular epidemiology, students will participate in a demonstration in research laboratory on campus. Students will gain practical skills in molecular diagnostics of field-collected samples from wildlife populations, and will gain a better understanding of lecture topics including assay sensitivity and specificity.

‘Epi in Action’ Guest Lectures
A series of guest lectures are planned in which epidemiologists will provide case studies of the ways in which they practice epidemiology. These lectures are intended to emphasize epidemiological concepts presented earlier in class and show their utility in the real world. Invited speakers will be asked to share their educational background and career path.

Case Study
Graduate students will select from a series of epidemiology case studies compiled by the Centers for Disease Control and Prevention (https://www.cdc.gov/epicasestudies/index.html). Available case studies include food-borne diseases, water-borne diseases, and an outbreak simulation. Students will work from the Instructors Guide to learn the material lead an interactive exercise to teach epidemiology principles. Case studies require students to apply epi knowledge to problems confronted by public health practitioners at the local, state, and national level every day.
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Quiz</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Tu, Jan 16</td>
<td>Introduction to course</td>
<td>1</td>
<td>Gordis Ch. 1 and 2</td>
</tr>
<tr>
<td>1</td>
<td>Th, Jan 18</td>
<td>Dynamics of disease transmission</td>
<td>1</td>
<td>Gordis Ch. 3-4</td>
</tr>
<tr>
<td>2</td>
<td>Tu, Jan 23</td>
<td>Measures of disease frequency</td>
<td>2</td>
<td>Rothman Ch. 6; Daszak (2000) Science 287: 443-449</td>
</tr>
<tr>
<td>2</td>
<td>Th, Jan 25</td>
<td><strong>No class</strong> - instead attend two epi-related talks at the College of Veterinary Medicine Research Symposium (all day)</td>
<td>2</td>
<td>John and Samuel (2000) European J Epi.</td>
</tr>
<tr>
<td>3</td>
<td>Tu, Jan 30</td>
<td>Infectious disease epidemiology I: Zoonoses</td>
<td>3</td>
<td>Google ‘epidemiology apps’ to get a feel for available tools</td>
</tr>
<tr>
<td>3</td>
<td>Th, Feb 1</td>
<td>Infectious disease epidemiology II: Herd immunity, basic reproductive number</td>
<td>3</td>
<td>John and Samuel (2000) European J Epi.</td>
</tr>
<tr>
<td>4</td>
<td>Tu, Feb 6</td>
<td>‘Epi in Action’ guest lecture: Italo Zecca MPH Public Health Surveillance Systems</td>
<td>4</td>
<td>Google ‘epidemiology apps’ to get a feel for available tools</td>
</tr>
<tr>
<td>4</td>
<td>Th, Feb 8</td>
<td>Study designs I: Cohort, case-control and cross sectional</td>
<td>4</td>
<td>Gordis Ch. 9, 10, 13</td>
</tr>
<tr>
<td>5</td>
<td>Th, Feb 13</td>
<td>Study designs II: Controlled trials</td>
<td>5</td>
<td>Gordis Ch. 7-8</td>
</tr>
<tr>
<td>5</td>
<td>Th, Feb 15</td>
<td>CASE STUDY - Water-borne diseases</td>
<td>5</td>
<td>Gordis Ch. 7-8</td>
</tr>
<tr>
<td>6</td>
<td>Tu, Feb 20</td>
<td>EXAM 1</td>
<td>6</td>
<td>Gordis Ch. 11-12</td>
</tr>
<tr>
<td>6</td>
<td>Th, Feb 22</td>
<td><strong>Pre-recorded lecture:</strong> Diagnostic tests: sensitivity, specificity and other metrics</td>
<td>6</td>
<td>Reisen (2002) Epi of Vector-borne diseases</td>
</tr>
<tr>
<td>7</td>
<td>Tu, Feb 27</td>
<td>Estimating Risk: Relative risk, odds ratios, attributable risk</td>
<td>7</td>
<td>Reisen (2002) Epi of Vector-borne diseases</td>
</tr>
<tr>
<td>7</td>
<td>Th, Mar 1</td>
<td>Association, Causation, and Biases</td>
<td>7</td>
<td>Reisen (2002) Epi of Vector-borne diseases</td>
</tr>
<tr>
<td>8</td>
<td>Tu, Mar 6</td>
<td>CASE STUDY - Food-borne diseases</td>
<td>7</td>
<td>Reisen (2002) Epi of Vector-borne diseases</td>
</tr>
<tr>
<td>8</td>
<td>Th, Mar 8</td>
<td>Eco-epidemiology: Natural nidality of disease, environmental determinants of disease</td>
<td>7</td>
<td>Wilson, Mark L. 2001. Ecology and Infectious Disease chapter</td>
</tr>
<tr>
<td>9</td>
<td>Tu, Mar 13</td>
<td></td>
<td>8</td>
<td>Reisen (2002) Epi of Vector-borne diseases</td>
</tr>
<tr>
<td>9</td>
<td>Th, Mar 15</td>
<td><strong>SPRING BREAK</strong></td>
<td>8</td>
<td>Reisen (2002) Epi of Vector-borne diseases</td>
</tr>
<tr>
<td>10</td>
<td>Tu, Mar 20</td>
<td>Vector-borne disease epidemiology</td>
<td>8</td>
<td>Reisen (2002) Epi of Vector-borne diseases</td>
</tr>
<tr>
<td>10</td>
<td>Th, Mar 22</td>
<td>‘Epi in Action’ guest lecture: Dr. Christine Budke Neglected Tropical Diseases</td>
<td>8</td>
<td>Reisen (2002) Epi of Vector-borne diseases</td>
</tr>
<tr>
<td>11</td>
<td>Tu, Mar 27</td>
<td>EXAM 2</td>
<td>8</td>
<td>Reisen (2002) Epi of Vector-borne diseases</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>---</td>
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<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Th, Mar 29</td>
<td>‘Epi in Action’ guest lecture: Dr. Jen Horney</td>
<td>Reingold (1998) Emerging Infect. Diseases</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Tu, Apr 3</td>
<td>CASE STUDY - Outbreak simulation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Th, Apr 5</td>
<td><strong>Epi Lab Experience</strong>: 261 VMR. Closed-toe shoes and pants required.</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Tu Apr 10</td>
<td>Molecular epidemiology; Food-borne disease epidemiology</td>
<td>Lab protocols</td>
<td></td>
</tr>
</tbody>
</table>
| 13 | Th, Apr 12 | ‘Epi in Action’ guest lecture: Dr. Gabriel Hamer  
Spatial epidemiology: Geographic information systems, risk models | 10 |
| 14 | Tu, Apr 17 | Career Opportunities in Epidemiology. Disease Detective Presentations | None |
| 14 | Th, Apr 19 | Disease Detective Presentations | None |
| 15 | Tu, Apr 24 | Disease Detective Presentations. Course Evaluations. | None |
| 15 | Th, Apr 26 | **LAST CLASS. EXAM 3** | None |
| 16 | Tu, May 1 | Redefined Day (Attend Friday Classes) |   |

***There will be NO FINAL EXAM during finals week for VIBS 607***
Course Change Request

Date Submitted: 10/26/17 9:18 am

Viewing: **VIBS 645: Practice of Evaluating Human Health Risks of Chemicals**

Last approved: 04/20/17 3:33 am
Last edit: 10/26/17 7:24 pm
Changes proposed by: david.kessler

Catalog Pages referencing this course
- Department of Veterinary Integrative Biosciences
- VIBS - Vet Integrative Biosci.

Faculty Senate Number: F-34-285

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kathie Smith</td>
<td><a href="mailto:KSmith@cvm.tamu.edu">KSmith@cvm.tamu.edu</a></td>
<td>979-845-2851</td>
</tr>
</tbody>
</table>

Rationale for Course

Edit Other

The proposed changes are to address a mistake in the original course approval request.

Course prefix: VIBS, Course number: 645

Department: Vet Integrative Biosciences
College/School: Veterinary Med & Biomedical Sc
Academic Level: Graduate
Academic Level (alternate): Undergraduate
Effective term: 2018-2019

Complete Course Title: Practice of Evaluating Human Health Risks of Chemicals
Abbreviated Course Title: PRAC EVAL HUMAN HLTH RSKS CHEM

Catalog course description

Basic principles of toxicology and environmental health with real-life examples of how diverse types of information are integrated for the purpose of judging what chemical exposures may pose a risk to human health; the complex process of qualitative evaluation and quantitative estimation of the risks that chemicals in the environment may pose to humans; integration of knowledge across epidemiology, toxicology, exposure assessment and other disciplines necessary to paint a comprehensive picture of what chemicals may pose hazard, what level of exposure may be considered safe, and what are the mechanisms of the adverse effects of exposures to a particular hazardous agent.

Prerequisites and Restrictions

BICH 603, BICH 602, VTPP 625, or similar; VTPP 673, VIBS 670, or similar; and VIBS 641.

In Workflow
1. VIBS Department Head
2. Curricular Services Review
3. VM Committee Preparer GR
4. VM Committee Chair GR
5. VM College Dean GR
6. GC Preparer
7. GC Chair
8. Faculty Senate Preparer
9. Faculty Senate
10. Provost II
11. President
12. Curricular Services
13. Banner

Approval Path
1. 10/26/17 11:39 am
   Evelyn Tiffany-Castiglioni (e-tiffany): Approved for VIBS Department Head
2. 10/26/17 7:25 pm
   Sandra Williams (sandra-williams): Approved for Curricular Services Review
3. 10/27/17 7:52 am
   Kathie Smith (kathiesmith): Approved for VM Committee Preparer GR
4. 10/27/17 9:32 am
   C. Jane Welsh (c-welsh): Approved for VM Committee Chair GR
5. 10/27/17 1:48 pm
   Robert Burghardt (rburghardt): Approved for VM College Dean GR
6. 11/22/17 8:53 am
   LaRhesa Johnson (ljohnson): Approved for GC Preparer
7. 12/14/17 10:59 am
   LaRhesa Johnson (ljohnson): Approved for GC Chair

History
1. Apr 20, 2017 by Kathie Smith (kathiesmith)
Concurrent Enrollment: No
Should catalog prerequisites / concurrent enrollment be enforced? No
Crosslistings: No
Stacked: No
Semester: 2
Credit Hour(s): 3
Contact Hour(s) (per week): Lecture: 2, Lab: 0, Other: 0, Total: 2
Repeatable for credit? No
Three-peat? No
CIP/Fund Code: 2610060002
Default Grade Mode: Letter Grade(G)
Alternate Grade Modes: Satisfactory/Unsatisfactory
Method of instruction: Lecture
Will sections of this course be taught as non-traditional? (i.e., parts of term, distance education) No
Will this course be taught as a distance education course? No
Is 100% of this course going to be taught in Texas? Yes
Will classroom space be needed for this course? Yes
This will be a required course or an elective course for the following programs:

**Required (select program)**

<table>
<thead>
<tr>
<th>Program(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(MS-TOXI) Master of Science in Toxicology</td>
</tr>
<tr>
<td>(PHD-TOXI) Doctor of Philosophy in Toxicology</td>
</tr>
</tbody>
</table>

**Elective (select program)**

<table>
<thead>
<tr>
<th>Program(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(MS-BIMS) Master of Science in Biomedical Sciences</td>
</tr>
<tr>
<td>(PHD-BIMS) Doctor of Philosophy in Biomedical Sciences</td>
</tr>
</tbody>
</table>

**Course Syllabus**

- Syllabus: Upload syllabus
  - [VIBS XXX RA practice syllabus for GC approval.doc](https://nextcatalog.tamu.edu/courseleaf/approve/#)
  - [VIBS 645 RA practice syllabus for GC approval.doc](https://nextcatalog.tamu.edu/courseleaf/approve/#)
<table>
<thead>
<tr>
<th>Letters of support or other documentation</th>
<th>No</th>
<th>Yes</th>
</tr>
</thead>
</table>

**Additional information**

This course approval request is required to address a mistake in the original request. The only change necessary is to reduce the credit hours from 3 to 2 credit hours based on the schedule and student expectations that do not satisfy 3 credit hours. When taught as a special topics course and now as planned under the course number VIBS 645, this course remains equivalent to a 2 credit hour course.

**Reviewer Comments**

**Reported to state?**

*Change*
Course title and number  VIBS 645
Practice of evaluating human health risks of chemicals

Term (e.g., Fall 200X)  Spring 20XX

Meeting times and location  Mondays from 8:20 to 10:00 am US Central time; Room: VIDI 121

Course Description and Prerequisites
VIBS 645. Practice of evaluating human health risks of chemicals. (2-0). Credit 2. Real-life examples of how diverse types of information are integrated for the purpose of judging what chemical exposures may pose a risk to human health. Prerequisites: BICH 601, BICH 602, VTPP 625, or similar; VTPP 673, VIBS 670, or similar; and VIBS 641.

Learning Outcomes
In this course, students will explore how the theory behind all of the major components of human health risk assessment is applied to real-life challenges and decisions. The main objective is to provide students with a realistic view of the “big picture” in human health assessment so they would understand how basic science, public policy and special interests mesh together to produce regulations and/or decisions that impact public health or the environment. The course will rely extensively on the expertise of the real-life “practitioners” and afford an opportunity for students to engage in discussions with a diverse set of stakeholders to further explore their perspectives on the theory and practice of evaluating human health hazards and risks of chemicals. At the end of the course the students will be expected to understand various decision contexts in risk assessment, data requirements in each of these decision contexts, and the process of integrating data and other factors into making decisions about safety or hazard of chemicals.

Instructor Information
Name  Ivan Rusyn
Telephone number  979-458-9866
Email address  irusyn@cvm.tamu.edu
Office hours  By appointment
Office location  273 VRB Annex (#1811)

Textbook and/or Resource Material
The students are encouraged to review class handouts prior to each lecture by downloading the material from the course (eCampus) website when available. There will be no assigned textbook. Copies of published research articles of interest or other printed materials may be distributed in class when appropriate.

The students are encouraged to review class handouts, if assigned, prior to each lecture by downloading the material from the course website when available.

Grading Policies
Grades will be based on one mid-term and one final examination. Both will be in the “open book/take home” format. Active student participation in the course is strongly encouraged.

Mid-term: Students will be split into groups and asked to research news and other information related to a particular chemical’s human health assessment. A report shall be submitted summarizing the key concepts and arguments explored by a variety of stakeholders in support or, in opposition to, the proposed regulation. Examples may include, but will not be limited to, air quality standards, formaldehyde, trichloroethylene, tetrachloroethylene, etc. The maximum
score for this exam will be 120 points, or 40% of the course grade.

**Final Examination:** will test student’s skills in understanding the components of a chemical’s human health assessment. Students will be asked to review and critique an assessment that was either completed recently, or one that may be in a peer-review stage. Charge questions that EPA or other agency responsible for the assessment may be provided as a guide. The use of textbooks, lecture notes and other appropriate material is encouraged. **The maximum score for this exam is 150 points or 50% of the course grade.**

**Participation:** the students are encouraged to attend all lectures and actively participate in class discussions. **The maximum score for “participation” will be 30 points or 10% of the course total.**

**Grading:** will be based on the following criteria adjusted to the overall performance of all students taking the course this semester after summation of all points as detailed above:

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>At least 90% of the Maximum score achieved by any student in the class in this semester</td>
<td>A</td>
</tr>
<tr>
<td>At least 80% of the Median score, but &lt;90% of the maximum score in the class in this semester</td>
<td>B</td>
</tr>
<tr>
<td>Between 70% and 79.99% of the Median score (“C-to-D cutoff”) in the class in this semester</td>
<td>C</td>
</tr>
<tr>
<td>Between 60% and 69.99% of the Median score in the class in this semester</td>
<td>D</td>
</tr>
<tr>
<td>Below 60% of the Median score in the class in this semester</td>
<td>F</td>
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**Attendance and Make-up Policies**

Class attendance is an individual student responsibility as stipulated in student rule 7 [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07). This is a course where interaction with the instructor and invited guests who are expert “practitioners” in their respective fields is only possible during class. Should a student notify the instructor in advance about missing class and wish to request that the class is recorded, reasonable accommodations will be made by the course director to fulfill such a request.

If an absence is excused, the instructor will either provide the student an opportunity to make up any quiz, exam, or other work that contributes to the final grade or provides a satisfactory alternative by a date agreed upon by the student and instructor. The make-up work must be completed in a timeframe not to exceed 30 calendar days from the last day of the initial absence.

The student is responsible for providing satisfactory evidence to the instructor to substantiate the reason for the absence (see Student Rule 7 for details and reasons absences are considered excused by the university). The fact that an absence is university-excused does not relieve the student of responsibility for prior notification and documentation. Other absences may be excused at the discretion of the instructor with prior notification and proper documentation. In cases where prior notification is not feasible (e.g., accident or emergency) the student must provide notification by the end of the second working day after the absence, including an explanation of why notice could not be sent prior to the class. Accommodations sought for absences due to observance of a religious holiday can be sought either prior or after the absence, but not later than two working days after the absence. Failure to notify and/or document properly may result in an unexcused absence. Falsification of documentation is a violation of the Honor Code.
| Week 1 | (Assigned reading before class meets)  
1. **Introduction**: Why evaluate human health risks of chemicals? Societal and legislative pressures: REACH, ToSCA, FIFRA, CERCLA, FDASIA, Lautenberg Act, etc.  
2. **Refresher of the general concepts**: Exposure assessment; Hazard ID (cancer vs non-cancer); human vs other types of data (animal, model organisms, in vitro, in silico, etc.); dose-response (PBPK, BBDR, BMD); MOA and AOP. | Ivan Rusyn  
Weihsueh Chiu |
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<td>Week 2</td>
<td>Toxicty testing guidelines, replacement of animal tests with alternatives, international unification of toxicity testing methodologies and the role of the Organization for the Economic Cooperation and Development (OECD)</td>
<td>NICEATM or OECD expert</td>
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<td>Week 3</td>
<td><strong>Human health assessments by the industry</strong>: The pharmaceutical industry</td>
<td>Pharmaceutical company toxicologist</td>
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<td>Week 4</td>
<td><strong>Human health assessments at the international level</strong>: Cancer hazard classifications by World Health Organization’s International Agency for Research on Cancer</td>
<td>WHO/IARC representative</td>
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<tr>
<td>Week 5</td>
<td><strong>Human health assessments at the international level</strong>: Classification and labeling, REACH and registration of chemicals in Europe</td>
<td>Consumer product company representative</td>
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<td>Week 6</td>
<td><strong>Human health assessments at the international level</strong>: Risk assessment and regulations in China</td>
<td>China drug or chemical company representative</td>
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| Week 7 | Mid-terms assignments are due; Student group presentations on their assignments | |}
| Week 8 | **Human health assessments at the Federal Government – pesticides** | US EPA/OPP representative |
| | **No Class**: Spring Break | | |
| Week 9 | **Human health assessments at the Federal Government – drugs, food additives, etc.** | US FDA representative |
| Week 10 | **Human health assessments at the Federal Government – industrial chemicals** | US EPA/OCSPP representative |
| Week 11 | **Evolution of chemical safety evaluation approaches under the new TSCA in the US** | American Chemistry Council representative |
| Week 12 | **Human health assessments by State Governments**: Why and what do States regulate? | CalEPA and TCEQ representatives |
| Week 13 | **Human health assessments at the international level**: Hazard and risk assessment process in Canada | Health Canada representative |
| Week 14 | **Human health assessments by the industry**: The chemical industry | US chemical company representative |
| | “**Toxicity testing in the 21st century**” and NexGen risk assessments | US EPA/NCCT representative |
| | Take home exam is due by 5 pm on the last day of exams | |
Other Pertinent Course Information

None.

Americans with Disabilities Act (ADA)

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, currently located in the Disability Services building at the Student Services at White Creek complex on west campus or call 979-845-1637. For additional information, visit http://disability.tamu.edu.

Academic Integrity

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

“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.