New Course Requests
1. Request submitted by (Department or Program Name): Department of Agricultural Leadership, Education and Communication

2. Course prefix, number and complete title of course: ALEC 623. Survey of Evaluation Strategies for Agriculture

3. Catalog course description (not to exceed 50 words):
   This course is designed to pull together theory, concepts, and strategies to give students a broad understanding of the fundamentals of evaluation and to arm students with the knowledge and skills necessary to design and administer appropriate and effective evaluations.

4. Prerequisite(s):

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

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

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

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

9. Prefix  Course #  Title (excluding punctuation)
    ALEC 623  Survey of Evaluation Strategies

    Lect.  Lab  SCH  CIP and Fund Code  Admin. Unit  Acad. Year  FICE Code
    0 3 0 0 0 3 1 3 0 6 0 1 0 0 0 4 0 1 7 1 1 1 0 - 1 1 0 0 3 6 3 2

   Approval recommended by:
   Tim Murphy for Jack Elliot
   Department Head or Program Chair (Type Name & Sign)  Date 6/08/10

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

   Submitted to Coordinating Board by:
   Associate Director, Curricular Services

   Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu

   Curricular Services – 3/10

   Level 6

   David Reed
   Chair, College Review Committee  Date 8/21/10

   Dean of College  Date 8/23/10

   Chair, QC or UCC  Date 9/18/10

   Effective Date
TEXAS A&M UNIVERSITY
DEPARTMENT OF AGRICULTURAL LEADERSHIP,
EDUCATION, AND COMMUNICATIONS

"An AGGIE DOES NOT LIE, CHEAT OR STEAL OR TOLERATE THOSE WHO DO."

ALEC 623– Survey of Evaluation Strategies for Agriculture

Course Syllabus

Instructor:
Dr. Theresa Murphrey
Scoates Hall Rm 229
Phone: (979) 458-2749
E-mail: t-murphrey@tamu.edu
Office Hours: by appointment

Location & Time: Course will be delivered Online

Prerequisites: Graduate Classification

Textbook:


Recommended Resources:


Course Description:
The course is designed to pull together theory, concepts, and strategies to give students a broad understanding of the fundamentals of evaluation. The goal of the course is to arm students with the knowledge and skills necessary to design and administer appropriate and effective evaluations.

Courses Objectives:
The emphasis throughout the course will be gaining an awareness and understanding of effective evaluation strategies for use across agricultural disciplines. Specific objectives of the course are to:

1. Recognize and understand theories that can assist in designing evaluations.
2. Understand strategies that can be employed to conduct effective evaluations.
3. Understand the evaluation cycle and data sources.
4. Know methods of designing, developing, and implementing evaluations.
5. Recognize the importance of logic models.
6. Identify checklists that can be used to increase efficiency and effectiveness.
**Grading:**

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation</td>
<td>15%</td>
</tr>
<tr>
<td>(Discussion Board Postings, Online Meetings, Etc.)</td>
<td></td>
</tr>
<tr>
<td>Assignments (5)</td>
<td>30%</td>
</tr>
<tr>
<td>Unit Quizzes (12)</td>
<td>20%</td>
</tr>
<tr>
<td>Vocabulary Quizzes (10)</td>
<td>20%</td>
</tr>
<tr>
<td>Presentation (1)</td>
<td>15%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

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

**Schedule/Outline:**
Each week students are responsible for completing the following:

1. Unit Lectures & Support Materials [listen/read online] (Vista: Materials)
2. Unit Activities (Vista: Discussions)
3. Unit Quizzes (Vista: Assessments)
4. Submission of Appropriate Assignments (Vista: Assignments)

<table>
<thead>
<tr>
<th>WEEK</th>
<th>UNIT:</th>
<th>TEXTBOOK READING ASSIGNMENTS:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction &amp; Overview</td>
<td>Ch. 1: What is Evaluation?</td>
</tr>
<tr>
<td></td>
<td>- The Evaluation &amp; Accountability Mindset</td>
<td>Ch. 2: Defining the Purpose of the Evaluation</td>
</tr>
<tr>
<td>2</td>
<td>Evaluator Competencies</td>
<td>Ch. 3: Identifying Evaluative Criteria</td>
</tr>
<tr>
<td>3</td>
<td>Evaluation Models – Part 1</td>
<td>Ch. 4: Organizing the Criteria and Identifying Potential Sources of Evidence</td>
</tr>
<tr>
<td>4</td>
<td>Evaluation Models – Part 2</td>
<td>Ch. 5: Dealing with the Causation Issue</td>
</tr>
<tr>
<td>5</td>
<td>Logic Models</td>
<td>No Textbook Reading Assignment</td>
</tr>
<tr>
<td>6</td>
<td>Understanding Data</td>
<td>Ch. 6: “Values” in Evaluation</td>
</tr>
<tr>
<td>7</td>
<td>Documentation of an Evaluation</td>
<td>Ch. 7: Determining Importance</td>
</tr>
<tr>
<td>8</td>
<td>The Role of Technology in Evaluation</td>
<td>Ch. 8: The Merit Determination Step</td>
</tr>
<tr>
<td>9</td>
<td>Evaluation Checklists – Part 1</td>
<td>Ch. 9: Synthesis Methodology</td>
</tr>
<tr>
<td>10</td>
<td>Evaluation Checklists – Part 2</td>
<td>Ch. 10: Putting It All Together</td>
</tr>
<tr>
<td>11</td>
<td>Implications of Evaluations</td>
<td>Ch. 11: Meta-evaluation</td>
</tr>
<tr>
<td>12</td>
<td>The Evaluation Process</td>
<td>No Textbook Reading Assignment</td>
</tr>
<tr>
<td>13</td>
<td>Summary &amp; Final Comments</td>
<td>No Textbook Reading Assignment</td>
</tr>
<tr>
<td>14</td>
<td>No unit this week - time allotted for presentations</td>
<td>No Textbook Reading Assignment</td>
</tr>
</tbody>
</table>

*Course announcements will be posted each week to guide you through the course.*
CLASS PARTICIPATION (15%)
Everyone is expected to participate in discussion postings via Vista and the LIVE class meetings via Centra.

a. Discussion postings via Vista:
Throughout the course, you will be asked to post your thoughts to the class discussion board at various times. While I will not be “counting” the number of individual postings, I will be reviewing your posts throughout the class and will assess your participation on the quality of information shared with the class.

I expect a minimum of one post per discussion topic from each student. There will be times that you can contribute more or less than others. If you feel that you do not have anything to contribute to a particular topic, you should contribute to the discussion by posting a question. You may respond to either my initial posting or to your fellow student postings.

Some discussion board posting are used to encourage dialogue between and among fellow students – I encourage you to make use of this medium.

b. LIVE class meetings via Centra™:
Centra™, an online conferencing system, will be used throughout the course for online class meetings. Access to Centra is free but you must have a microphone in order to participate.

The LIVE online meetings will be recorded for those who are unable to attend. If you are unable to attend a LIVE session, you will be allowed to listen/view the recorded session and submit a 1-page single-spaced summary of the topics shared during the session.

VERY IMPORTANT: You need to verify your CENTRA connectability prior to the first connection scheduled for the 2nd week of class. To verify your connectability follow the Centra instructions in the Getting Started Section located on the course homepage in Vista. If you need assistance please contact me and I will be happy to set up a connection with you.

ASSIGNMENTS (30%)
You will submit a total of 5 assignments during the course. The assignments are designed to enhance, extend, and support the course content by having you “apply” what you have learned through the review of evaluation scenarios. Detailed instructions for each assignment will be presented in the course. Assignments are to be submitted in Vista “Assignments” by 11:00 pm on the date noted.

UNIT QUIZZES (20%)
There will be 12 quizzes (1 for each unit) to reinforce learning and to test your knowledge of the content being covered. You are allowed to take each quiz two times (The highest grade will be recorded). I encourage you to review the material before taking the quiz. The quizzes will count as 20% of your course grade. Each Unit Quiz will cover your Online Unit Material and Textbook Readings. Each quiz must be completed in Vista “Assessments” by at the end of each week’s Unit on Monday by 11:00 P.M.

VOCABULARY QUIZZES (20%)
There will be 10 vocabulary quizzes to help you become familiar with the language of evaluation. You are allowed to take each quiz two times (The highest grade will be recorded). You can refer to your vocabulary list during the quiz, however, only a very limited amount of time is allowed for each quiz. It is HIGHLY RECOMMENDED that you familiarize yourself with the vocabulary terms before taking the quiz, since it will be almost impossible to look up every term.
during the quiz. Each week approximately 12 Evaluation vocabulary words will be featured -- the vocabulary quiz for that week will cover these words and the words from the previous week (total of approx. 24 words to be tested on each week). Each quiz must be completed in Vista "Assessments" by at the end of each week’s Unit on Monday by 11:00 P.M.

PRESENTATION (15%)
Each student will sign-up at the beginning of the course to present a short (10 minute) overview of a case study focused on evaluation. The purpose of the "Presentation" is to provide a connection between course content and real-world application. More information regarding the scope and format of the Presentation will be discussed in class.

Aggie Honor Code:
"An aggie does not lie, cheat or steal, or tolerate those who do."
Effective September 1, 2004 the Aggie Honor System Office will serve as the central office responsible for maintaining records and for coordinating communication, prevention, training, remediation, and adjudication efforts for the Texas A&M University Honor System. Learn more about the Honor Code at http://www.tamu.edu/aggiehonor/Newcode.pdf.

American with Disabilities Provision:
"The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Office of Support Services for Students with Disabilities in Room B-118 of Cain Hall. The phone number is 845-1637."

Statement of Equal Opportunity in Educational Programs:
"The College of Agriculture and Life Sciences does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. The following person has been designated to handle inquiries regarding the non-discrimination policies: Edward W. Romero, Ph.D.; Director of Diversity and Inclusion; Texas A&M AgriLife, 2147 TAMU; College Station, TX 77843-2147. Call 979-845-2423. Requests for accommodation of a disability should be directed to Mr. Steve Schulze, Chief Human Resources Officer and Director of Special Projects, Texas A&M AgriLife Human Resources."
Texas A&M University
Departmental Request for a New Course
Undergraduate ♦ Graduate ♦ Professional
- Submit original form and attach a course syllabus.

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

Department of Agricultural Leadership, Education and Communications

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

ALEC 631. Development and Planning of Community Education

3. Catalog course description (not to exceed 50 words):

Focuses on the principles, theories, techniques, and applications for developing and planning educational program in a community setting; program development strategies, focusing educational programming in relation to issues identified citizens will be developed and enhanced in this course.

4. Prerequisite(s):

Cross-listed with: 

Stacked with:

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

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

If yes, from ___ to ___

6. Is this a repeatable course? □ Yes ☑ No

If yes, this course may be taken ___ times.

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

7. This course will be:

a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)

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

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

9. Prefix Course # Title (excluding punctuation)

<table>
<thead>
<tr>
<th>Lect.</th>
<th>Lab</th>
<th>SCH</th>
<th>CIP and Fund Code</th>
<th>Admin. Unit</th>
<th>Acad. Year</th>
<th>FICE Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>3</td>
<td>0</td>
<td>01 031 7070007</td>
<td>01 171 10 11</td>
<td>00 3632</td>
<td></td>
</tr>
</tbody>
</table>

Approval recommended by:

Tim Murphy for Jack Elliot
Department Head or Program Chair (Type Name & Sign) Date

David Reed
Chair, College Review Committee Date

Dean of College
Chair, GC or UCC Date

Submitted to Coordinating Board by:

Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Texas A&M University  
Department of Agricultural Leadership,  
Education & Communications  

ALEC 631 - Development and Planning of Community Education Programs

Instructor: Dr. Scott R. Cummings  
117 Scoates  
979-847-938  
Email: s-cummings@tamu.edu

Prerequisite: Graduate classification

Schedule: TWR, 2-5 pm, Scoates 118

Instructor: Dr. Scott R. Cummings, 117 Scoates, 847-9388, s-cummings@tamu.edu

Required Text:  

Course Description and Background:  
This course focuses on the principles, theories, techniques, and applications for developing and planning educational programs in a community setting. Program development strategies, focusing educational programming in relation to issues identified citizens will be developed and enhanced in this course. Program planning helps communities and people increase the likelihood of implementing successful efforts to help solve community issues.

As a result, students in this course will be equipped with the tools needed to identify, develop, implement, and evaluate educational programs to increase the quality of life in communities.

Course objectives:  
Upon completion of the course, the student will be able to:  
• Understand programming models in community education;  
• Understand and implement the program development process;  
• Demonstrate the core competencies needed for professionals who work in community programs; and  
• Apply these tools in the development of community education programs to solve issues.
### Lecture Schedule

<table>
<thead>
<tr>
<th>Lecture</th>
<th>Course Topic</th>
<th>Facilitator</th>
<th>Assignment Due</th>
</tr>
</thead>
</table>
| Session #1 | Course Overview  
Discussion of Communities and Community Issues | Cummings    |                              |
| Session #2 | Models of Programming in Community Education | Cummings    |                              |
| Session #3 | Program Development in Texas: The Texas Extension Model | Cummings    |                              |
| Session #4 | Identifying Issues in Communities                                           | Cummings    |                              |
| Session #5 | Target Audiences and Intended Results                                       | Cummings    | Extension Contact Paper      |
| Session #6 | Developing Content for Community Education Programs | Cummings    | Educational Method Presentation |
| Session #7 | Methods for Delivering Educational Programs                                 | Cummings    |                              |
| Session #8 | Evaluation of Community Education Programs                                  | Cummings    |                              |
| Session #9 | Interpretation of Community Education Programs                              | Cummings    |                              |
| Session #10 | Use of Volunteers in Community Education Programs                          | Cummings    |                              |
| Session #11 | Community Program Presentations                                              | Students    | Project Presentations        |
| Session #12 | Community Program Presentations                                              | Students    | Project Presentations        |
| Session #13 | Community Program Presentations                                              | Students    | Project Presentations        |
| Session #14 | Community Program Presentations                                              | Cummings    | Take Home Final Due          |

Shaded areas indicate classroom presentations and assignment due date.

### Student Evaluation:

You will be evaluated on the categories below.

- County Background Report 100 pts
- Community Educational Program Plan 300 pts
- Community Educational Program Plan Presentation 100 pts
- Lecture Facilitation 100 pts
- Extension Contact Paper 100 pts
- Educational Method Presentation 100 pts
- Take Home Final 150 pts
- Participation 50 pts

**TOTAL** 1000 pts

A= 900 or above  
B= 800 – 899  
C= 700 – 799  
D= 600 – 699  
F= Below 600

**County Background Report:** As you decide on a county to develop an educational program for, you will complete a justification paper for that county. This will include background information on the county, current Extension programs being implemented in the county, demographic information on the county, and why your specific educational program is essential in the proposed county.
Community Educational Program Plan: You will develop an educational program for a specific issue affecting a county or community in Texas related to agricultural and extension education. It will include historical background of the county, needs assessment strategy, sample lesson materials, marketing materials, evaluation strategies, and ways to communicate results. There will be opportunities throughout the semester to work on your plan and receive instructor input during class time; however, the bulk of the work will be done outside of class. This will be an individual project.

Community Leadership Program Presentation: Each student will present the educational program developed in the course. See the schedule for presentation days. Each presentation should last 20 minutes and use technologies to enhance learning.

Lecture Facilitation: You will help the instructor facilitate class discussions as per the class schedule above. These discussions will include material from the assigned readings as well as other class handouts and assignments. The class facilitator will start by presenting to the class an overview of the topic.

Extension Contact Paper: You will be responsible for contacting an Extension educator from a list provided by the instructor. If you have someone else in mind, you must have it okayed by the instructor before submitting the paper. The paper must be at least two-pages (double spaced) and reveal the roles and job responsibilities of the Extension employee. It can contain other information as you deem necessary. You will receive a one-pager with potential contacts for interviewing.

Educational Method Presentation: You will be asked to give a presentation on any educational issue you wish. The key to this is using creative methods to educate the audience. In the past, people have taught leadership, cake baking, and bull castration. Just remember, it will have to taught in this classroom!! You will receive more information on this later.

Take Home Final: You will be given a take home final. This will need to be emailed to the instructor by June 30, 2010. You will receive more information on this later.

Participation: In order for this class to be most effective, it is important that you actively participate in this class. Please do your best to provide a positive learning involvement for everyone.

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

As commonly defined, plagiarism consists of passing off as one's own the ideas, words, writings, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you have the permission of that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated."

If you have any questions regarding plagiarism, please consult the latest issue of the Texas A&M University Student Rules, under the section “Scholastic Dishonesty.”
Statement of Equal Opportunity in Educational Programs
"The College of Agriculture and Life Sciences does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. The following person has been designated to handle inquiries regarding the non-discrimination policies: Edward W. Romero, Ph.D.; Director of Diversity and Inclusion; Texas A&M AgriLife, 2147 TAMU; College Station, TX 77843-2147. Call 979-845-2423. Requests for accommodation of a disability should be directed to Mr. Steve Schulze, Chief Human Resources Officer and Director of Special Projects, Texas A&M AgriLife Human Resources."

Provisions for Students With 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 a reasonable accommodation of their disabilities. If you believe that you have a disability requiring an accommodation, please contact the Office of Support Services for Students with Disabilities in Room B-118 of Cain Hall. The phone number is 845-1637.

Absences:
When possible, please contact the instructor in advance if you will be absent from class. Paper, group work, and examinations may be made up for absences excused in advance by the instructor, or for absences that are "university excused". See the Student Policy and Procedures Manual for descriptions of excused absences.

Revisions:
Revision to this syllabus may be made at the discretion of the instructor. Changes in dates and topics will be announced in class and may not be communicated in writing.

Attitude
by Charles Swindoll
"The longer I live, the more I realize the impact of attitude on life. Attitude, to me, is more important than facts. It is more important than the past, than education, than money, than circumstances, than failures, than successes, than what other people think or say or do. It is more important than appearance, giftedness, or skill. It will make or break a company ... a church ... a home. The remarkable thing is we have a choice every day regarding the attitude we will embrace for that day. We cannot change the inevitable. The only thing we can do is play on the one string we have, and that is our attitude ... I am convinced that life is 10% what happens to me, and 90% how I react to it. And so it is with you ... we are in charge of our Attitudes."


**Texas A&M University**

**Departmental Request for a New Course**
*Undergraduate • Graduate • Professional*

- Submit original form and attach a course syllabus.

### Form Instructions

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

2. Course prefix, number and complete title of course: BIED 615 - Teacher Action Research in Bilingual Education

3. Catalog course description (not to exceed 50 words): Philosophy of teacher action research in bilingual education settings using qualitative methods with educational issues related to English language learners; provide guided practice in data collection, analysis, and presentation of action research.

4. Prerequisite(s):

   Cross-listed with: 

   Stacked with:

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

5. Is this a variable credit course? [ ] Yes [ ] No

   If yes, from _____ to _____

6. Is this a repeatable course? [ ] Yes [ ] No

   If yes, this course may be taken _____ times.

   Will this course be repeated within the same semester? [ ] Yes [ ] No

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

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

9. **Prefix** | **Course #** | **Title (excluding punctuation)**

   | B | I | E | D | 6 | 1 | 5 | T | E | A | C | H | E | R | A | C | T | I | O | N | R | E | S | E | A | R | C | H |
   | Lect. | Lab | SCII | CIP and Fund Code | Admin. Unit | Acad. Year | HICE Code |
   | 0 | 3 | 0 | 0 | 0 | 3 | 1 | 3 | 0 | 2 | 0 | 1 | 0 | 0 | 0 | 4 | 0 | 9 | 2 | 0 | 1 | 1 | - | 1 | 2 | 0 | 0 | 3 | 6 | 3 | 2 |

**Approval recommended by:**

Dr. Victor Wilson

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

Date

**Chair, College Review Committee**

Date

Dr. Mark Johnson

Dean of College

Date

**Chair, GC or UCC**

Date

Submitted to Coordinating Board by:

Associate Director, Curricular Services

Date  

Effective Date

---

Questions regarding this form should be directed to Sandra Williams at 845.8201 or sandra.williams@tamu.edu.

Curricular Services – 3/10
Course title and number: BIED 615 Teacher Action Research in Bilingual Education
Term (e.g., Fall 200X): Spring 2011
Meeting times and location: Thursday, 5:30-8:30 p.m., 413 HECT, also TTVN, and available online

Course Description and Prerequisites

This course is designed for the study of the underlying philosophy of action research for teacher researchers in bilingual settings and the qualitative methods utilized by teachers to conduct classroom research of educational issues related to English language learners (e.g., pedagogy, social interactions, parental involvement, literacy, etc.). The assignments provide guided practice in data collection, analysis, and presentation of research within the action research cycle of inquiry. Students will prepare reflective papers, a review of literature, develop a brief research proposal, conduct and report their research in the form of a research paper. Students are required to conduct peer critiques of research papers and to present the research in a research forum in class.

Learning Outcomes or Course Objectives

The objective of the course is to become knowledgeable of varied philosophical assumptions of action research and to be able to conduct a qualitative research (formulate problem, select the appropriate method(s) in order to study the problem, select appropriate research instruments, and provide theoretical framework) study that addresses issues faced within the context of bilingual settings. Specifically, the course will allow students to:

- Compare and contrast various inquiry paradigms.
- Conduct exemplary field research (e.g. observations, interviews, etc.) as teacher researchers within bilingual settings.
- Study the underlying philosophy of teachers as researchers.

Instructor Information

Name: Sharolyn Pollard-Durodola
Telephone number: 979-862-4663
Email address: sdurodola@coe.tamu.edu
Fax number: 979-458-0192
Office hours: By appointment/Online
Office location: 107G Harrington Tower

Textbook and/or Resource Material

This course will be partially web-based, field-based, and include TTVN class meetings. Readings are provided in a handbook, BIED 615/ Teacher Action Research in Bilingual Education, on-line, and in the Electronic Reserve Library of Evans Library. You must be able to access eLearning (http://elearning.tamu.edu) and have direct access to Evans Library as well as a TAMU computer account (or another email account). One must have access to Adobe Acrobat for some additional readings which will be provided online. Irby & Edmondson (DRAFT) are available on eLearning. Other recommended texts:


### Grading Policies

The grading system will be pass/fail
Pass = 500-400 points    Fail = 399 points and below

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Critique of a Case Study</td>
<td>50 pts</td>
</tr>
<tr>
<td>Book Summary</td>
<td>100 pts</td>
</tr>
<tr>
<td>Power Point Presentation</td>
<td>25 pts</td>
</tr>
<tr>
<td>Second Critique of a Case Study</td>
<td>50 pts</td>
</tr>
<tr>
<td>Draft of Research Paper – Critique by Critical</td>
<td>70 pts</td>
</tr>
<tr>
<td>Friend</td>
<td></td>
</tr>
<tr>
<td>Final Power Point Presentation</td>
<td>25 pts</td>
</tr>
<tr>
<td>Final Research Report and Raw Data</td>
<td>100 pts</td>
</tr>
<tr>
<td>Readings and Class Discussion</td>
<td>80 pts</td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td><strong>500 points</strong></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Assigned Readings:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Overview of the Course</td>
<td>1. Nevárez-La Torre: <em>Developing Voice: Teacher Research in Bilingual Classrooms</em></td>
</tr>
<tr>
<td></td>
<td>Foundations of Qualitative Research, Part I</td>
<td>1. Holingsworth, S. <em>Mary’s Research</em></td>
</tr>
<tr>
<td>2</td>
<td>What is Action Research?</td>
<td></td>
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<tr>
<td></td>
<td>Foundations of Qualitative Research, Part II</td>
<td></td>
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<tr>
<td></td>
<td>Selecting a Research Topic &amp; Writing Research Questions</td>
<td></td>
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<tr>
<td></td>
<td>How to critique a case study</td>
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<tr>
<td></td>
<td>Six Steps for Designing a Study</td>
<td>2. <em>Chapter 3: Initiating a Study: Research Design</em> eLearning (Bring Copy to Class)</td>
</tr>
<tr>
<td></td>
<td>Demonstration of ASK NOW online reference service</td>
<td></td>
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<tr>
<td>4</td>
<td>Research Designs in Action Research, Part II</td>
<td>1. Irby: <em>Chapter II: Paradigms and Research Designs.</em></td>
</tr>
<tr>
<td></td>
<td>Data Collection in the Field</td>
<td>2. <em>Arce: Latino bilingual teachers:</em></td>
</tr>
</tbody>
</table>
Theoretical Framework
Creating a Research Plan

5
Presentation of First Project: Book
Summary
Conducting an Action Research Study
Review of Case Study Critique

FIELD WORK

6

Data Management, Data Analysis
Part I
Feedback on Research Plans
Limitations of the Study, Validity, and Reliability

7
Spring Break

8
Data Analysis, Part II
Feedback on Critique of Action research: A viable option for effecting change

9

Other Pertinent Course Information

Expectations:
It is expected that students will arrive promptly for each class unless due to professional or personal emergencies.

"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."

Students will complete all assignments and assume responsibility for their own success via class discussions, presentations, and participation with a buddy or team in order to keep abreast of what they have missed when late or unavoidably absent. The grading system is pass/fail.

All assignments will be turned in on time. Assignments turned in late will result in a lower participation grade and a lower grade for the assignment.

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

**Academic Integrity**

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

"An Aggie does not lie, cheat, or steal, or tolerate those who do."
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

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

2. Course prefix, number and complete title of course:
   GEOG 612: Applied Climatology

3. Catalog course description (not to exceed 50 words):
   Climate data and methods to solve a wide range of environmental problems; collection, processing, analysis and interpretation of surface observations, radar, satellite, reanalysis and climate model data; statistical methods and physical modeling; practical problems and development of tools for decision makers.

---

4. Prerequisite(s):

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

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

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

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

   M.S., Ph.D. in Geography

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

9. Prefix Course # Title (excluding punctuation)

   GEOG 612 APPLIED CLIMATE LOGY

   Lec. Lab SCH CIP and Fund Code Admin. Unit Acad. Year FICE Code
   0 3 0 0 0 3 4 0 0 4 0 2 0 0 0 2 1 2 5 0 1 1 - 1 2 0 0 3 6 3 2

   Approval recommended by:
   Douglas J. Sherman
   Department Head or Program Chair (Type Name & Sign) Date 8/12/10
   Chair, College Review Committee Date

   Department Head or Program Chair (Type Name & Sign) Date
   (if cross-listed course)
   Dean of College Date
   Chair, GC or UCC Date

   Submitted to Coordinating Board by:
   Associate Director, Curricular Services

   Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
   Curricular Services - 3/10
Applied Climatology (GEOG 612)
Fall 2011

Instructor: Dr. Steven M. Quiring
Office: CSA 305C
Office Hours: TR 1:00–2:30 p.m. and by appointment
Phone: 458-1712
Email: squiring@geog.tamu.edu
Web: http://geog.tamu.edu/~squiring/

Class Meeting Time and Place: T 6:00–9:00 p.m., 302 CSA

Online Course Information: http://elearning.tamu.edu/

Course Objective:
The objective of this course is to provide you with experience utilizing climate data and methods to address environmental problems. The first 6 weeks of this course will involve learning skills and techniques for analyzing climate data. The second half of this course will involve reviewing of the literature and performing original research on some aspect of applied climatology. The final product of this course will be a paper (co-authored by members of the class) that will be submitted for publication in *Journal of Applied Meteorology and Climatology* or other appropriate journal.

Course Description:
Applied climatology involves the application of climatic data and techniques to solve a wide range of environmental problems. Therefore, applied climatology involves many other disciplines (e.g., Anthropology to Zoology). Applied climatology seeks to identify the relationships between climate and environmental or social systems and utilize these relationships to develop practical applications, models, or tools that facilitate decision making, adaptation, or mitigation.

This course introduces a number of data sets and methodologies that are commonly used by climatologists. These methodologies will be introduced through a problem-based learning approach. Problem-based learning (PBL) is a collaborative learning approach that puts the students' engagement with a real-world, complex problem at the center of the learning process. Curricular content is organized around a series of real life problems (i.e., relevant to professional practice in the discipline), rather than topics or chapters in a textbook. The course content objectives are integrated with the problems and require students to build upon their existing knowledge and skills (i.e., scaffolding). The selected problems that will be addressed this semester are open-ended and complex to encourage critical thinking, creativity, and group discussion and collaboration. Students will work in small groups to identify what they know, and more importantly, what they do not know and must learn (i.e., learning issues) to solve the problem. My primary role as the instructor is to facilitate group process and to guide students to answers by questioning and offering resources. Problem-based learning encourages students to assume a greater
responsibility for their learning by emphasizing critical thinking skills, understanding, learning how to learn (metacognition), and cooperative work. In this class you will gain knowledge and skills through an in-depth analysis of a problem that is selected by the class.

The research project will provide you with an opportunity to analyze climate data and utilize a number of analytical tools that will be introduced during the semester. It is expected that students will have a basic understanding of climatology and statistics prior to taking this class. We will utilize a range of computational packages to analyze and visualize climatic data (including spreadsheets, statistical software, Geographic Information Systems, and online web tools).

Learning Objectives:
As a result of taking this course you should know (knowledge objectives) and be able to do certain things (skill objectives).

Knowledge objectives (Things you should know by the end of the course):
• Define climatology and applied climatology and discuss why it is an important science
• Summarize the current state of knowledge about (topic to be defined during the class)
• Critique published research on applied climatology and be able to describe the strengths and weaknesses of the data and methodology utilized by the authors
• Describe the limitations and biases of commonly used climatic data sets (e.g., station data, reanalysis data, radar data)
• Describe the strengths and weaknesses of commonly used applied climate (and statistical) methods (e.g., regression, principal components analysis, compositing, clustering)

Skill objectives (Things you should be able to do by the end of the course):
• Interpret formulas, graphs, tables, and schematics, and draw inferences from them
• Locate and analyze climate data sources (including NCDC climate division and station data, NCEP/NCAR reanalysis data, TRMM precipitation (or other satellite data), paleoclimate data (e.g., IODP, tree rings), GCM data from IPCC AR4 models, and teleconnection data)
• Create graphics (line graphs, pie graphs, box plots, etc.) that effectively communicate information and support your arguments
• Represent climate information symbolically, visually, numerically, and verbally
• Import, summarize, and analyze climate data
• Calculate and interpret statistics
• Analyze trends in climate data
• Calculate correlations and explain the results
• Analyze climate data using a variety of tools/methods (for example: scientific programming, statistical methods (regression, multiple regression (including step-wise), data reduction (PCA, EOF), model evaluation and cross validation,
compositing, clustering and self-organized maps, time series analysis, CCA, trend, bootstrapping and Monte Carlo simulation), and modeling (statistical models, dynamical models)

- Perform library research
- Write a literature review (synthesis of the literature)
- Critically evaluate the published research
- Proof-read and edit your own work
- Critically evaluate your own writing and the writing of your peers
- Write a scientific research paper that conforms to the accepted standard for publication in a peer-reviewed journal
- Deliver clear and concise oral presentations

Course Outline:

Since this may be your first experience participating in a PBL course, I will begin by introducing the basics of PBL and describing how this course will operate. The first 5 weeks of this course will involve learning skills and techniques for analyzing climate data. The second half of this course will involve reviewing of the literature and performing original research on some aspect of applied climatology.

<table>
<thead>
<tr>
<th>WEEK</th>
<th>DATE</th>
<th>TOPIC</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>September 1</td>
<td>Introduction to PBL</td>
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<tr>
<td></td>
<td></td>
<td>What is applied climatology?</td>
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<td></td>
<td>North American Monsoon</td>
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<td></td>
<td>Assign Ex. 1 Climatology of the NAM</td>
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<tr>
<td>2</td>
<td>September 8</td>
<td>Univariate analysis and clustering (<a href="#">Ex. 1 due</a>)</td>
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<td></td>
<td>Assign Ex. 2 NAM precipitation (clustering)</td>
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<tr>
<td>3</td>
<td>September 15</td>
<td>Data reduction and compositing (<a href="#">Ex. 2 due</a>)</td>
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<tr>
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<td></td>
<td>Assign Ex. 3 Precipitation variability (PCA) and atmospheric circulation (compositing)</td>
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<tr>
<td>4</td>
<td>September 22</td>
<td>Timeseries, trend analysis, smoothing (<a href="#">Ex. 3 due</a>)</td>
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<td>Assign Ex. 4 NAM timeseries analysis</td>
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<td>5</td>
<td>September 29</td>
<td>Introduce group projects and proposal writing (<a href="#">Ex. 4 due</a>)</td>
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<tr>
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<td></td>
<td>Assign Ex. 5 Project proposal</td>
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<tr>
<td>6</td>
<td>October 6</td>
<td>Proposal Presentations (<a href="#">Ex. 5 Proposals due</a>)</td>
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<tr>
<td></td>
<td></td>
<td>Determine research groups &amp; projects; chose a group leader; develop a game plan</td>
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<tr>
<td>7</td>
<td>October 13</td>
<td>Background (group presentations)</td>
</tr>
</tbody>
</table>
8 October 20 Data (group presentations)
9 October 27 Methods (group presentations)
10 November 3 Analysis #1 (group presentations)
11 November 10 Analysis #2 (group presentations)
12 November 17 Analysis #3 (group presentations)
13 November 24 Analysis #4 (group presentations)
14 December 1 Project Presentations (Paper draft Due)

PEER REVIEW OF RESEARCH PAPERS (Ex. 6) [December 4]

FINAL RESEARCH PAPER DUE [December 8]

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**Grading:**
- Participation (based on peer feedback (50%) and professor (50%)) 20%
- Individual assignments (at least 6) 40%
- Research Paper (Tuesday, December 8) 40%

The grading system follows the Texas A&M University grading system:
- A = Excellent
- B = Good
- C = Satisfactory
- D = Passing
- F = Failing

Grades will be assigned based on the following cutoffs: A = > 90%, B = 80-89%, C = 70-79%, D = 60-69%, F = <60%.

**Participation (20%):**
Students will be assigned a participation grade based on peer-evaluations. In order for this class to be successful, students need to be able to rely on their fellow group members to carry out the assigned tasks. Therefore each student will be evaluated by their peers (50%) and the course instructor (50%). Participation grades will be based on your level of participation in all aspects of the research project including the weekly task assignments, and writing/presenting the final research paper.

**Individual assignments and presentations (40%):**
Although the second half of this course is based on group work, the first half of the course will be based on individual exercises that provide you with some of the knowledge and skills you will need to complete the group project.
Research Paper (40%):
The research paper will be the capstone product in this course. The class will be divided into 2 or 3 groups (depending on the number of students). I except that all group members will participate in researching, writing, editing, and presenting the paper. All students in each group will receive the same grade on the research paper based on the quality of the final product (due December 8).

Required textbook: none

Required readings: The required readings for this class will be assigned by the professor on a weekly basis. These readings will be drawn from peer-reviewed articles in climatology, atmospheric science and geography journals that are relevant to the problem-based learning projects that the students decide to pursue. Because the PBL projects are selected by the student and vary from semester to semester the reading list will be developed each semester after the students identify their research projects.

Excused Absences
This class will follow the University’s policy for excused absences. For more information, please see Section 7 of the student rules: http://student-rules.tamu.edu

Scholastic Dishonesty
It is my hope that academic dishonesty will not be a problem in this class. Texas A&M does, however, have a Scholastic Dishonesty policy to which both students and faculty must comply. If you have any questions about the University’s Scholastic Dishonesty policy please review the Student Rules or see me. The Aggie Honor program is the new program that will handle all cases of academic dishonesty. The Aggie Honor program website is located at http://www.tamu.edu/aggiehonor

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.

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, http://student-rules.tamu.edu, under the section “Scholastic Dishonesty.”

Aggie Code of Honor: “An Aggie does not lie, cheat, or steal or tolerate those who do”
http://www.tamu.edu/aggiehonor/

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

There are numerous other student support organizations on campus including:
Center for Academic Excellence and Academic Assistance Clearinghouse
525 Blocker, 845-2724, http://www.tamu.edu/cae

Student Counseling Service
Henderson Hall, 845-4427, http://www.scs.tamu.edu/
Texas A&M University

Departmental Request for a New Course

Undergraduate • Graduate • Professional

• Submit original form and attach a course syllabus.

1. This request is submitted by the Department of
   Petroleum Engineering

2. Course prefix, number and complete title of course:
   PETE 650 - Advanced Drilling Engineering

3. Catalog course description (not to exceed 50 words):
   Underbalanced drilling techniques, offshore drilling; horizontal, extended reach and
   multilateral drilling and fishing operations; geothermal drilling and high pressure, high temperature drilling.

4. Prerequisite(s): Graduate classification; PETE 405 or equivalent basic drilling engineering

   Cross-listed with:

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

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

6. Is this a repeatable course? □ Yes  □ No  If yes, this course may be taken ________ times.

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

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

   M.S., M.E., Ph.D. in Petroleum Engineering or related Engineering

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

   Attach approval letters.

9. Prefix  Course #  Title (excluding punctuation)
   PETE  650  ADVANCED DRILLING ENGR

Lect.  Lab  SCH  CLIP and Fund Code  Admin. Unit  Acad. Year  FICE Code
   0 3 0 0 3 1 4 3 5 0 1 0 0 6 2 2 1 0 1 1 - 1 2 0 0 3 6 3 2

Approval recommended by:

Stephen A. Holditch  12 July 2016
Department Head Type Name & Sign Date

Chair, College Review Committee

Date

Dean of College

Date

Dean of College

Date

Submitted to Coordinating Board by:

Associate Director, Curricular Services

Date  Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
Course title and number  Advanced Drilling Engineering – PETE 650
Term (e.g., Fall 200X)  Spring 2011
Meeting times and location  M, 11:30 a.m. – 2: 30 p.m., RICH 319

Course Description and Prerequisites
Underbalanced drilling techniques, offshore drilling; horizontal, extended reach and multilateral drilling and fishing operations; geothermal drilling and high pressure, high temperature drilling.

Prerequisites: Graduate classification; PETE 405 or equivalent basic drilling engineering.

Learning Outcomes or Course Objectives
The objectives of the course are for students to:

1. Become familiar with the latest technology developments in order to optimize drilling processes.
2. Get an overview of advanced drilling technology such as pressure drilling, casing drilling, and dual gradient drilling.
3. Understand underbalanced drilling techniques, benefits, and well engineering.
4. Discuss and analyze non-conventional drilling methods and environmental aspects of drilling activities.
5. Meet with industry experts to talk about special advanced drilling engineering topics.

Instructor Information
Name  Dr. Catalin Teodoriu, Ph.D.
Telephone number  05323-722239
Email address  catalin.teodoriu@pe.tamu.edu
Office hours  TBD
Office location  TBD

Textbook and/or Resource Material
*SPE papers will be distributed during lectures.*

Grading Policies
Final Exam ................................................................. (40%)
Major Project ............................................................... (60%)
Total ................................................................. (100%)
Grading Scale

A. ................................................................. 90-100%
B. ................................................................. 80-89%
C. ................................................................. 70-79%
D. ................................................................. 60-69%
F. ................................................................. 0-59%

Course Topics, Calendar of Activities, Major Assignment Dates

<table>
<thead>
<tr>
<th>Week</th>
<th>Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction to class; review of important topics of previous classes</td>
</tr>
</tbody>
</table>
| 2-3  | Advanced drilling technology topics:  
|      | o Managed pressure drilling  
|      | o Dual gradient drilling  
|      | o Special well control issues |
| 4-5  | Mechanized drilling operations:  
|      | o Makeup of tubular, mechanized drilling rigs |
| 6-7  | Underbalanced drilling (UBD):  
|      | o Introduction to UBD  
|      | o UBD techniques  
|      | o Benefits of UBD equipment  
|      | o Selecting an appropriate candidate  
|      | o UBD well engineering |
| 8-9  | Advanced Drilling Technologies:  
|      | o Casing drilling  
|      | o HPHT  
|      | o Introduction to horizontal/extended reach and multilateral drilling fishing operations |
| 10-11| Non-conventional drilling methods and equipment including environmental aspects of drilling activities |
| 12-14| Special topics covered by industry experts |

Other Pertinent Course Information

Americans with Disabilities Act (ADA)

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

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