Graduate Council Report
30 August 2007

Corrected Courses

A676. AGRO 620. Brazilian Agriculture and Food Production Systems. (3-0). Credit 3. Compare Brazilian and US agriculture and culture related to soil, water, and forest conservation and management in Brazil; tour and learn about Amazon River, rain forest, Brasilia, farm, ranch, and floral production systems, agricultural cooperatives and research, sugar and alcohol production, phosphate mining and production; visit points of interest. Prerequisite: Approval of instructor.

A665. BUSH 602. Homeland Security and Homeland Defense. (3-0). Credit 3. Course will thoroughly examine the strategy for homeland defense and civil support, Department of Defense policy and doctrine, along with numerous scholarly articles focusing on homeland security. This master's level course is intended for individuals preparing for professional careers in the conduct of international affairs.

A666. EDCI 676. Evaluation and Implementation of Electronic Learning Materials. (3-0). Credit 3. Principles of instructional design applied to electronic materials adoption and organizational management for implementation of eLearning resources; Emphasis on guidelines for selecting and evaluating eLearning resources addressing individual learner needs using online delivery platforms. Prerequisite: Graduate classification.

A662. EPSY 620. Current Issues in Bilingual Education. (3-0). Credit 3. Survey of historical, political, language and sociocultural issues and their impact on the education of language minority groups. Prerequisites: EPSY 611 and EPSY 612; graduate classification; approval of instructor and department head.

A671. STAT 621. Advanced Stochastic Processes. (3-0). Credit 3. This is a second course in stochastic processes, at the non-measure theoretic level; topics will include various types of continuous time processes such as discrete Markov processes, Brownian motion and diffusions. Prerequisite: STAT 615 or equivalent.
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 Soil and Crop Sciences

2. Course prefix, number and complete title of course:
AGRO 620 Brazilian Agriculture and Food Production Systems

3. Course description (not more than 50 words):
Compare Brazilian and US agriculture and culture related to soil, water, and forest conservation and management. In Brazil, tour and learn about Amazon River, rain forest, Brasilia, farm, ranch, and floral production systems, agricultural cooperatives and research, sugar and alcohol production, phosphate mining and production; visit points of interest.

4. Prerequisite(s)
   Approval of instructor
   Cross-listed with N/A

   Cross-listed courses require the signatures 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 the course be repeated within the same semester/term? ☐ Yes ☐ No

7. Has this course been taught as 289/489/689? ☐ Yes ☐ No If yes, how many times? 2 Indicate the number of students enrolled for each academic period it was taught. 15, 12

8. 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)

   All graduate degree programs for students interested in international studies.

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

10. Prefix | Course # | Title (excluding punctuation)
        | AGRO 620 | BRAZILIAN AGRICULTURAL
Lect. | Lab | SCH | Subject Matter Content Code | Admin. Unit | Acad. Year | FICE Code
0 | 0 | 0 | 0 | 1 | 1 | 2 | 0 | 0 | 5 | 2 | 6 | 2 | 0 | 2 | 0 | 0 | 0 | 3 | 6 | 3 | 2

   Level 6

   Approval recommended by:
   Chair, College Review Committee Date 7/14/07
   Dean of College Date 7/16/07

Questions regarding this form should be directed to Sandra Williams at 845-8836.
GAR/AS – 04/07
Brazilian Agriculture and Food Production Systems
AGRO 620
Syllabus

INSTRUCTOR:

Dr. Sam Feagley
Professor, Soil and Crop Sciences
State Extension Environmental Specialist
Office: Heep Center, Room 350C
Office Hours: By appointment
Phone: 845-1460
Fax: 845-0604
E-mail: s-feagley@tamu.edu

CREDITS: 3, not repeatable

PREREQUISITE: Approval of Instructor

TEXT: None required, suggest Brazil published by Lonely Planet and Brazil: The Once and Future Country by Marshall C. Eakin. Handouts provided in class.

LECTURE ROOM ASSIGNMENT: Heep Center Room 123

COURSE DESCRIPTION: Five hours of orientation meetings in the Fall Semester, and travel to Brazil from January 1 to January 17 in the Spring Semester. Students will compare Brazilian and US agriculture and culture through information provided by instructor, gathering resource information and writing two reports, and being immersed in the country for 15 days. Students will: learn about and see soil, water, and rain forest conservation and management in Brazil; learn about different cultures of peoples across Brazil; tour and learn about Amazon River and watershed, Parana and Iguacu Rivers, rain forest, farm, ranch, livestock, and floral production systems; agricultural cooperatives and research centers; sugar and alcohol production; and phosphate mining and production. Students will see and learn about points of interest including, but not limited to Brasilia, Sao Paulo, Manaus, Rio de Janeiro, Iguacu Falls, and Itaipu Hydroelectric Plant.

LEARNING OUTCOMES:
The student will be able to:
1. Compare components of Brazilian and US agriculture.
2. Compare Brazilian and US culture.
3. Properly cite references for reports.
5. Apply travel experiences to a global world rather than a US world.

GRADING SYSTEM: Two written (25% each) and two oral (15% each) reports and trip log book (10%) are required. The first written report topic will be selected from a list provided by the instructor at the second meeting in the Fall Semester. This written report will be completed before departure to Brazil and sufficient copies taken to Brazil for all participants and instructor to receive a copy. The second report will be comparing Brazilian and US agriculture and culture based upon the trip, their recommendations for improving the study abroad, and how the student learned more about himself/herself during the study abroad. The first oral report will be given based upon the pre-trip written report when we arrive at the location of the topic. The second
oral report will be a seminar given at the Soil and Crop Sciences Department based upon the final report. Ten points will be deducted from the final grade if insufficient copies are not provided. Students are required to keep a daily log book describing each day’s events. A copy of the pre-trip report, the final report and the complete daily log book will be due the Friday after Spring Break. One point will be deducted from the final average for every day that the final report and log book are late. Both reports must be typed using 12 point font and double spaced. Grades will be given to individual assignments as follows:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-trip report</td>
<td>25%</td>
</tr>
<tr>
<td>Final report</td>
<td>25%</td>
</tr>
<tr>
<td>Oral report in country</td>
<td>15%</td>
</tr>
<tr>
<td>Post trip departmental seminar</td>
<td>15%</td>
</tr>
<tr>
<td>Log book</td>
<td>10%</td>
</tr>
<tr>
<td>Class participation</td>
<td>10%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

**GRADING SCALE:**
A: 90 – 100
B: 80 – 89
C: 70 – 79
D: 60 – 69
F: <60

**MAKE-UP POLICY:** Completion of assignments and participation in all activities of the class are the responsibility of the student. Participation is necessary for students to achieve the objectives of this course. Therefore, it is the responsibility of the student to present a valid reason, such as a signed medical excuse from a doctor, to be given consideration in the assessment of timeliness and submission of assignments. Assignments not returned will be given a grade of zero.

**Americans with Disabilities Act (ADA) Policy Statement**
The following ADA Policy Statement (part of the Policy on Individual Disabling Conditions) was submitted to the University Curriculum Committee 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 statue that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities in Cain Hall, Room B118, call 845-1637 or visit: http://disability.tamu.edu.

**Academic Integrity Statement**
All Syllabi shall contain a section that states the Aggie Honor Code and refers the student to the Honor Council Rules and Procedures on the web.

**Aggie Honor Code**
"An Aggie does not lie, cheat, or steal or tolerate those who do."
Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning and to follow the philosophy and rules of the Honor System.

Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the Texas A&M University community from the requirements or the processes of the Honor System. For additional information please visit: http://www.tamu.edu/aggiehonor/.

Excused Absences

7.1 The student is responsible for providing satisfactory evidence to the instructor to substantiate the reason for absence. Among the reasons absences are considered excused by the university are the following:

7.1.6 Injury or illness that is too severe or contagious for the student to attend class.

7.1.6.1 Injury or illness of three or more days. For injury or illness that requires a student to be absent from classes for three or more university business days (to include classes on Saturday), the student should obtain a medical confirmation note from his or her medical provider. The Student Health Center or an off-campus medical professional can provide a medical confirmation note only if medical professionals are involved in the medical care of the student. The medical confirmation note must contain the date and time of the illness and medical professional’s confirmation of needed absence.

7.1.6.2 Injury or illness less than three days. Faculty members may require confirmation of student injury or illness that is serious enough for a student to be absent from class for a period less than three university business days (to include classes on Saturday). At the discretion of the faculty member and/or academic department standard, as outlined in the course syllabus, illness confirmation may be obtained by one or both of the following methods:

a. Texas A&M University Explanatory Statement for Absence from Class form available at http://attendance.tamu.edu

b. Confirmation of visit to a health care professional affirming date and time of visit.

7.1.6.3 An absence for a non acute medical service does not constitute an excused absence.

To view all Student Rules, please go to: http://student-rules.tamu.edu/

To view Rule 7 of the Student Rules please go to: http://student-rules.tamu.edu/rule7.htm

On all course work, assignments, and examinations at Texas A&M University, the following Honor Pledge shall be preprinted and signed by the student:

"On my honor, as an Aggie, I have neither given nor received unauthorized aid on this academic work."
<table>
<thead>
<tr>
<th>Description</th>
<th>Days of Trip (Contact Hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I. Getting to Brazil</strong></td>
<td></td>
</tr>
<tr>
<td>A. Pre-trip orientations</td>
<td>(5 in Fall Semester)</td>
</tr>
<tr>
<td>B. Plane trip</td>
<td>1 (1)</td>
</tr>
<tr>
<td><strong>II. Amazon River Basin</strong></td>
<td></td>
</tr>
<tr>
<td>A. Tour Manaus</td>
<td>2 (5)</td>
</tr>
<tr>
<td>B. Meeting of the Waters Tour, Amazon River Basin Tour, Trip to rain forest</td>
<td>3 (10)</td>
</tr>
<tr>
<td>C. Rain forest guided tour</td>
<td>4 (8)</td>
</tr>
<tr>
<td><strong>III. Brasilia tour of national capital area and visit Cerrado Research Center</strong></td>
<td>5 (8)</td>
</tr>
<tr>
<td><strong>IV. Bus tour of agriculture from Brasilia to Sao Paulo</strong></td>
<td></td>
</tr>
<tr>
<td>A. Ranch and farm tour</td>
<td>6 (8)</td>
</tr>
<tr>
<td>B. Phosphate mine tour and food distribution center</td>
<td>7 (8)</td>
</tr>
<tr>
<td>C. Ranch visit to observe Nelori cattle</td>
<td>8 (8)</td>
</tr>
<tr>
<td>D. Sugar mill and sugar/alcohol production</td>
<td>9 (8)</td>
</tr>
<tr>
<td>E. Visit state park, dairy and orange grove</td>
<td>10 (8)</td>
</tr>
<tr>
<td>F. Visit University of Sao Paulo College of Agriculture, CEPEA, and COPERSUCAR Research Center</td>
<td>11 (8)</td>
</tr>
<tr>
<td>G. Visit Holambra (second largest floral auction in the world) and leave for Foz do Iguacu</td>
<td>12 (4)</td>
</tr>
<tr>
<td><strong>V. Foz do Iguacu</strong></td>
<td></td>
</tr>
<tr>
<td>A. Visit COOPAVEL agricultural cooperative</td>
<td>13 (8)</td>
</tr>
<tr>
<td>B. Visit Iguacu Falls and Lagoa de Itaipu Hydroelectric Power Plant</td>
<td>14 (8)</td>
</tr>
<tr>
<td>C. Travel to Rio de Janeiro</td>
<td>15 (1)</td>
</tr>
<tr>
<td><strong>VI. Rio de Janeiro</strong></td>
<td></td>
</tr>
<tr>
<td>A. Tour Rio and Sugar Loaf Mountain</td>
<td>15 (8)</td>
</tr>
<tr>
<td>B. Complete tour of Rio, farewell to Brazil party</td>
<td>16 (8)</td>
</tr>
<tr>
<td><strong>VII. Return to College Station</strong></td>
<td>16 - 17 (2)</td>
</tr>
<tr>
<td><strong>Total trip</strong></td>
<td>17 (124)</td>
</tr>
</tbody>
</table>
1. This request is submitted by the Department of _______.  
   
2. Course prefix, number and complete title of course: Homeland Security and Homeland Defense - BUS 602
   
3. Course description (not more than 50 words): This course will thoroughly examine the role of homeland defense, national security, and defense policy. Along with numerous scholarly articles and case studies, the course will engage students in the conduct of international affairs in the context of homeland security. 
   
4. Prerequisite(s): 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 the course be repeated within the same semester/term? □ Yes □ No 
   
7. Has this course been taught as a 289/489/689? □ Yes □ No If yes, how many times? 3 Indicate the number of students enrolled for each academic period it was taught. Fall 2008, Summer 2007 pending, Fall 2007 pending. 
   
8. 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) 
      
9. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters. 

10. Prefix  | Course #  | Title (excluding punctuation)  
       | BUS 602  | Homeland Security and Homeland Defense   

<table>
<thead>
<tr>
<th>Lect.</th>
<th>Lab</th>
<th>SCH</th>
<th>Subject Matter</th>
<th>Content Code</th>
<th>Admin. Unit</th>
<th>Acad. Year</th>
<th>FICE Code</th>
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<td>03</td>
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<td>13640708</td>
<td>003632</td>
<td>Level</td>
<td></td>
</tr>
</tbody>
</table>

Approval recommended by: 

Head of Department: __________ Date: __________ 

Chair, College Review Committee: __________ Date: __________ 

Dean of College: __________ Date: __________ 

Submitted to Coordinating Board by: 

Date: __________ Effective Date: __________ 

Questions regarding this form should be directed to Sandra Willimas at 845-8836. OAR/AS – 04/07
Course Design Map

BUSH 602: Homeland Security and Homeland Defense

Last Update: October, 2007

1. Credit Value

3 semester credit hours

2. Subject Matter Expert

Name: Brian Dietzman
Contact Info: bdietzman@neo.tamu.edu

3. Course Description

The terrorist attacks of 9-11 ushered in a new era for policy makers, especially defense policy makers. The traditional roles and uses of military forces no longer were relevant. The new requirement for defending the continental United States is forcing policy makers to rethink employment mechanisms and requirements for military forces. This course will provide a broad understanding of the traditional role of military forces in the domestic arena in the US, Mexico and Canada. It will also present the emerging roles and responsibilities along with new policies and organization to accomplish the Homeland Defense mission ushered in with the 9-11 attacks. The course will thoroughly examine the Strategy for Homeland Defense and Civil Support, Department of Defense policy and doctrine, along with numerous scholarly articles focusing on Homeland Defense.

4. Course Overview:

The terrorist attacks of 9-11 ushered in a new era for policy makers, especially defense policy makers. The traditional roles and uses of military forces no longer were relevant. The new requirement for defending the continental United States is forcing policy makers to rethink employment mechanisms and requirements for military forces. This course will provide a broad understanding of the traditional role of military forces in the domestic arena in the US, Mexico and Canada. It will also present the emerging roles and responsibilities along with new policies and organization to accomplish the Homeland Defense mission ushered in with the 9-11 attacks. The course will thoroughly examine the Strategy for Homeland Defense and Civil Support, Department of Defense policy and doctrine, along with numerous scholarly articles focusing on Homeland Defense.

5. Course Objectives:

The objective of this course are stated below:
1. Explain the differences between homeland security and homeland defense
2. Identify and Describe the primary mission for the major commands in the US, Canada and the different components of the Mexican Military
3. Explain the challenges associated with Homeland Defense from a national and hemispheric perspective
4. Explain Defense Support to Civil Authorities - limitations, restrictions, process for requesting DoD personnel
5. Explain the strategies concerning HLD in the three countries and the integration with other strategies
6. Explain how the laws and regulations limit the ability of the military intelligence assets to assist with HLD, HLS and Counterterrorism
7. Research, Synthesize and Evaluate information on homeland defense topics, identify key information on the topic, and craft and support a policy recommendation.
8. Communicate your intellectual products in a clear, concise and convincing way

6. Format and Method
Course is delivered via WebCT/Vista course management system. Basic materials and methods include the following:

- Syllabus, polices, and orientation materials
- Article in PDF format
- Handouts in HTML and/or PDF format
- Recorded lectures
- Weekly essays, including
  - Interactive response from peers
  - Detailed feedback from professor
- Weekly live chats
- Vista Email
- Quizzes
- Decision paper
- Final paper
- End-of-Course Online Evaluation Survey

7. Grading Breakdown

Grades are based on the 4.0 system, and the final grade is weighted against the following allocation:

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student analysis and interaction via web postings</td>
<td>10%</td>
</tr>
<tr>
<td>Quizzes</td>
<td>20%</td>
</tr>
<tr>
<td>Decision Paper initial posting</td>
<td>20%</td>
</tr>
<tr>
<td>Comments on other Decision Papers</td>
<td>20%</td>
</tr>
<tr>
<td>Final Paper</td>
<td>30%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
<tr>
<td>GRADING SCALE</td>
<td></td>
</tr>
<tr>
<td>------------------</td>
<td>-----</td>
</tr>
<tr>
<td>90-100%</td>
<td>A</td>
</tr>
<tr>
<td>80-90%</td>
<td>B</td>
</tr>
<tr>
<td>70-80%</td>
<td>C</td>
</tr>
<tr>
<td>60-70%</td>
<td>D</td>
</tr>
<tr>
<td>60% and lower</td>
<td>F</td>
</tr>
</tbody>
</table>

8. Textbooks (Required)

Title: Security and Defense in the Terrorist Era: Canada and North America  
Author: Elinor C. Sloan  
Edition/Copyright: Hardcover, 2005  
Publisher: McGill Queens Univ Pr  
ISBN: 077352973X

9. Policies

9.1 Participation Policy

"Visibly participate" in the online classroom 4 out of 7 days each week of the term.

Participation for students is defined as active and positive contributions to the learning process. Participation is different from attendance in the online classroom. To meet participation requirements, students are expected to contribute substantively to the class discussion 4 out of 7 days per week in addition to posting any written assignments for grading. In addition to the student’s initial response to a discussion question, students are expected to respond to a minimum of two of their classmates’ posts.

The Bush School’s online courses count for 3 credit hours over a 15 week period. This is a total of 48 hours of contact time between the instructor and the student. When students do not participate they miss out on many opportunities for learning.

It is the online faculty member’s responsibility to encourage and facilitate appropriate levels of participation in the online classroom discussion. Specific participation criteria will be included in the online faculty member’s syllabus as part of the grading criteria.

Notification of these requirements will be sent out from the Office of Extended Education to all online students prior to the start of the Summer 2007 term.

9.2 Late Assignments

Your assignments are due on midnight CT, XXX day night, no later than XXX days after each class releases on Friday. Please submit assignments on the days that they are due. If you are unable to submit an assignment on time you must make arrangements with me for an extension. Keep in mind that extensions are at the instructor’s discretion and not automatically given. If at all possible, I prefer to have requests for extensions 24 - 48
hours in advance. I understand that this is not always possible. However, I will only give extensions for true emergencies. If you turn an assignment in late (without an approved extension) you will not receive a full credit for the late assignment. Also keep in mind that all assignments regardless of extensions must be submitted by the last day of the class.

9.3 Online Office Hours (Example)
I login to the course 4 days out of 7 each week. My online office hours are as follows: XXXXX (live chat time)

I will be checking for email messages each day. For matters that might not be easily discussed via email, a private and live chat can be scheduled and conducted within WebCT

My contact information is:
Name: Brian Dietzman
Email: WebCT Internal Email

9.4 Feedback
I will be providing feedback to questions within 24 - 48 hours. Additionally, I will be providing detailed feedback on written assignments within 5 days of the assignment due date.

You are expected to read through all of the course information and materials provided on the course Web site. If you have questions related to any of the information and/or course materials please contact me as soon as possible for clarification.

Academic Honesty
Students who engage in plagiarism or other forms of academic dishonesty are subject to disciplinary penalties, including failure in the course and possible dismissal from the university. Please consult the latest issue of the Texas A&M Student Rules, especially the section on Scholastic Dishonesty.

Americans with Disability 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 for their disabilities. If you believe that you have a disability requiring accommodation, please contact the Department of Student Life, Services for Students with Disabilities, in Room 126, Koldus Building (Phone 845-1637).

10. Weekly Schedule and Materials
Topic: Course Introduction

Instructor Profile

C:\Documents and Settings\relish\Desktop

Objectives
- Explain the difference between homeland security and defense
- Discuss how this course fits into the vision and curriculum (of CHLS certificate?)

Assignment Details
Discussion Postings
Posting of Student Introductions

Announcements

Week One
Course Introduction
Syllabus, Definitions, Overview

Reminders:
- Make sure to post your student introduction this week.
- The date/time for the first chat will be announced on the home page soon.
- New material releases each week on Monday evening.
- The Good Bull and Recommended Reading discussions are for your use.
- Weekly required discussion questions follow this pattern, with the first round of due dates in parentheses as an example:

1. Professor releases questions on Mondays.
2. Post your initial response by midnight on Thursday (the fourth day of the week; do the readings and lecture prior to posting).
3. Post reactions/follow-ups/comments/questions to at least two peers by midnight on Sunday (the seventh day of the week).
4. Please feel free to continue conversation on as necessary/helpful, but keep up with the new week's discussion as the cycle starts anew each Monday

Discussion Questions
Need to be added
### Required Readings

**From “Getting Started”**

- Syllabus
  - C:\Documents and Settings\msingh\Desktop
- General Policies
  - Z:\CHLS\BUSH 657
    - Terrorism- Curbertsor
- Chat Guidelines
  - Z:\CHLS\BUSH 657
    - Terrorism- Curbertsor

**From “Week One”**

None

### Required Software

Flash Player

### Lecture

Course Introduction
- Length – 40 minutes
- Format – Audio with PowerPoint
- Slides provided to students as a PDF

### Other Required Materials

### Supplemental Readings

None
### Other Supplemental Materials

**Other**

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### Week #2
**Topic:** HLD and DSCA

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Assignment Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Examine the Strategy for HLD and CS</td>
<td></td>
</tr>
<tr>
<td>- Examine the NRP, Insurrection Act</td>
<td></td>
</tr>
<tr>
<td>- Explain the concept of the EMAC</td>
<td></td>
</tr>
<tr>
<td>- Discussion Postings</td>
<td></td>
</tr>
</tbody>
</table>

### Weekly Objective Page

**Week Two:**

**HLD and DSCA**

**Reminders:**

- Please read through the other students' introductions.
- The Good Bull and Recommended Reading discussions are for your use.
- Weekly required discussion questions follow this pattern, with the first round of due dates in parentheses as an example:
  1. Professor releases questions on Mondays.
  2. Post your initial response by midnight on Thursday (the fourth day of the week; do the readings and lecture prior to posting).
  3. Post reactions/follow-ups/comments/questions to at least two peers by midnight on Sunday (the seventh day of the week).
  4. Please feel free to continue conversation on as necessary/helpful, but keep up with the new week's discussion as the cycle starts anew each Monday (Week 3 discussion starts on Monday, XXXX).

- Try to attend the online seminars, day/time TBD.
- New material releases each week on Monday morning. Week 3 will release on the morning of XXXX.

### Discussion Questions

How does the Strategy address the support given for Civil Support? In your opinion, how specific is it?

What are the major differences between the HLD Strategy and HTAR chapter?
What impact does the invocation of the Insurrection Act have? Why don't President invoke it more often?
What and how large is the articulated role of DoD in the NRP and NIMS? Implied role?
What is the impact of the Stafford Act on HLD? DSCA?

### Required Readings

- DoD, Strategy for Homeland Security and Civil Support, June 2005 Washington, DC
- How the Army Runs--Military Assistance to Civil Authorities
- Emergency Management Assistance Compact
- Insurrection Act
- NRP Quick Reference Guide
- The National Incident Management System.
- Robert T. Stafford Disaster Relief and Emergency Assistance Act of 1974,

### Required Software

Flash Player

### Lecture

- Length – 32 minutes
- Format – Audio with PowerPoint
- Slides provided to students as a PDF

### Other Required Materials

### Supplemental Readings

- National Response Plan complete

Other Supplemental Materials

Other

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**Week #3**

**Topic:** Defense Support to Civil Authorities II

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Assignment Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Examine the Case Study approach for DSCA</td>
<td>Discussion Postings</td>
</tr>
<tr>
<td>• Explain differences in culture between law enforcement and military</td>
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</tr>
</tbody>
</table>

**Weekly Objective Page**

**Week Three:**

DSCA II

**Reminders:**

• Please try to join in the live Centra voice-based meetings, **Thursdays at 8:30 PM central**.
• The DOD Roles and Missions reading is a PDF that is 55 MB. While it is downloading, WebCT will look like *nothing* is happening. Even on DSL, this download may take a while. Please be patient.

**Last Reminders:**

• The **Good Bull and Recommended Reading** discussions are for your use.
• **Weekly required discussion questions** follow this pattern, with the first round of due dates in parentheses as an example:
  1. Professor releases **questions on Mondays**.
  2. Post your **initial response** by midnight on **Thursday** (the fourth day of the week; do the readings and lecture prior to posting).
  3. Post reactions/follow-ups/comments/questions to at least two peers by **midnight on Sunday** (the seventh day of the week).
  4. Please feel free to continue conversation on as necessary/helpful, but
keep up with the new week's discussion as the cycle starts anew each Monday (Week 3 discussion starts on Monday, XXXX).

### Discussion Questions

Explain differences in culture between law enforcement and military. Is there a difference between natural disasters and man induced events? If so, what are they. What does the Delk piece tell us regarding civilian and military personnel? What does the Maloney piece tell us about Canadian domestic use of military forces?

### Required Readings

- Canadian Forces [http://www.forces.gc.ca/site/operations/assistance_e.asp](http://www.forces.gc.ca/site/operations/assistance_e.asp)

### Required Software

Flash Player

### Lecture

- Length – 15 minutes
- Format – Audio with PowerPoint
- Slides provided to students as a PDF

**Other Required Materials**

**Supplemental Readings**

None

**Other Supplemental Materials**

**Other**

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**Week #4**

**Topic:** Strategies and Policies

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Assignment Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understand US Security Strategies</td>
<td>Discussion Postings</td>
</tr>
<tr>
<td>Understand Canadian Security Strategy</td>
<td></td>
</tr>
<tr>
<td>Understand and Explain Posse Comitatus and its impact on HLD</td>
<td></td>
</tr>
</tbody>
</table>

**Weekly Objective Page**

**Week Four:**

Strategies and Policies

**Reminders:**

**Discussion Questions**

How do the Security Strategies tie together? Are there areas you would change?
What does the QDR say about homeland security?
Why is the Posse Comitatus Act cited as an Impediment to HLD?
Compare and contrast the Canadian Strategy and the US Strategy. What do you see?
What are the four elements of national power? Which ones are primary and supporting for each of the 8 goals of the NSS?
What does the QDR mean by disruptive, catastrophic, traditional and irregular challenges?

**Required Readings**
• The National Security Strategy of the United States of America, Washington DC, March 2006
• The National Defense Strategy of the United States of America, Washington DC, March 2005
• The National Military Strategy of the United States of America, Washington DC, 2004
• Macdonald, George Lieutenant-General (ret'd) “Canada-US Defence Cooperation: Where to from here? Building on strengths, understanding each other, expanding horizons” http://www.journal.dnd.ca/engraph/Vol6/no2/02-Inter1_e.asp
• Posse Comitatus, U.S. Code
• Toomer, Jeffery K. A Strategic View of Homeland Security: Relooking the Posse Comitatus Act and DOD's Role in Homeland Security http://handle.dtic.mil/100.2/ADA403866

Required Software

Flash Player
Lecture

- Length – 35 minutes
- Format – Audio with PowerPoint
- Slides provided to students as a PDF

Other Required Materials

Supplemental Readings

- National Military Strategy to Combat WMD 2006
- DOD, Strategy for Homeland Defense and Civil Support, June 2005 Washington, DC
- Chairman, Joint Chiefs of Staff Instruction 3125.01: Military Assistance to Domestic Consequence Management Operations in Response to a Chemical, Biological, Radiological, Nuclear, and High-Yield Explosive Threat or Incident (U), August 3, 2001.

Other Supplemental Materials

Other

Week #5
Topic: Law and Intelligence

Objectives

- Explain the historical basis for intelligence collection prohibition.
- Explain the laws governing intelligence collection
- Explain the significance of FISA and what prompted its creation.

Assignment Details

Discussion Postings
- Analyze the National Intelligence Strategy for effectiveness in HLS and HLD

### Weekly Objective Page

#### Week Five:
**Law and Intelligence**

### Discussion Questions

What guidance do the Anderson and Wilmeth papers offer for the role of intelligence in HLS/HLD?

How does Army Intelligence operate?

Does intelligence collection guidance require amending?

### Required Readings

- **FISA**

- The National Intelligence Strategy of the United States of America, October 2005

- Executive Order 12333--United States intelligence activities

- CRS Report for Congress RL30465 The Foreign Intelligence Surveillance Act: An Overview of the Statutory Framework and Recent Judicial Decisions

- Executive Order 12334--President's Intelligence Oversight Board

- CRS Report for Congress RL32608 Foreign Intelligence Surveillance Act: Selected Legislation from the 108th Congress

- Anderson, Amanda
  [http://handle.dtic.mil/100.2/ADA432748](http://handle.dtic.mil/100.2/ADA432748)

- Wilmeth, James L., IV
  United States Military Intelligence Support to Homeland Security
  [http://handle.dtic.mil/100.2/ADA429706](http://handle.dtic.mil/100.2/ADA429706)

- Noonan Memo on Collecting on US Persons

- DD Directive 5240-1, Procedures for DOD Intel Activities That Affect US Persons
  [http://www.fas.org/irp/doddir/dod/d5240_1_r.pdf](http://www.fas.org/irp/doddir/dod/d5240_1_r.pdf)

- Military Intelligence Professional Bulletin (MIPB), “Battlefield Visualization and
Presentation, July – September, 2002

Required Software
Flash Player

Lecture
- Length – 26 minutes
- Format – Audio with PowerPoint
- Slides provided to students as a PDF

Other Required Materials

Supplemental Readings
None

Other Supplemental Materials

Other

Week #6
Topic: National and Strategic Level Command Structure

Objectives
- Understand and Explain the National Command Structure regarding Homeland Defense
- Explain why 9-11 required a new command structure (tied into Strategies)
- Explain the differences between US, Canada and Mexico force structures

Assignment Details
Discussion Postings

Weekly Objective Page

Week Six:
National and Strategic Level Command Structure
## Discussion Questions

Why did DoD create a new unified command?
Why did DoD create a new Assistant Secretary?
What is the next evolution of HLS and HLD?
What does the creation of CANCOM mean for the US? Is the CANCOM structure the same as NORTHCOM?
Are the Turbiville opinions still relevant? How does this relate to the Diez and Nicholls article?

## Required Readings

- Sloan Chapter 5
  [http://handle.dtic.mil/100.2/ADA426512](http://handle.dtic.mil/100.2/ADA426512)
- Diez, Jordi and Ian Nicholls, Mexican Armed Forces in Transition
  [http://handle.dtic.mil/100.2/ADA442934](http://handle.dtic.mil/100.2/ADA442934)
- Mexico’s Multimission Force for Internal Security by Dr. Graham H. Turbiville, Jr.
  Foreign Military Studies Office, Fort Leavenworth, KS.

## Required Software

- Flash Player

## Lecture

- Length – 26 minutes
- Format – Audio with PowerPoint
- Slides provided to students as a PDF

## Other Required Materials

## Supplemental Readings

- NORTHCOM brief
http://www.northcom.mil/
- 5th US Army
  http://www.5tharmy.army.mil/
- CANCOM Brief
  http://www.canadacom.forces.gc.ca/en/home_e.asp
- Library of Congress, Country Studies: Mexico
  http://lcweb2.loc.gov/frd/cs/mxtoc.html

Other Supplemental Materials

Other

### Week #7
#### Topic: Operational and Below Command Structure

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Assignment Details</th>
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</thead>
<tbody>
<tr>
<td>• Explain the subordinate elements under NORTHCOM</td>
<td>Discussion Postings</td>
</tr>
<tr>
<td>• Explain the roles and missions of each subordinate element</td>
<td></td>
</tr>
<tr>
<td>• Explain the relationship and interaction between the subordinate commands and NORTHCOM.</td>
<td></td>
</tr>
</tbody>
</table>

#### Weekly Objective Page

**Week Seven**  
**Operational and Below Command Structure**

#### Discussion Questions

- How are the subordinate commands of CANCOM and NORTHCOM similar and different?
- Are each of the commands under NORTHCOM necessary? Why or why not?
- Explain the relationship and interaction between the subordinate commands and NORTHCOM.

#### Required Readings

- Standing Joint Force Headquarters North(SJFHQ-N)
http://www.northcom.mil/about_us/SJFHON.htm
- Joint Task Force Alaska (JTF- AK)  
  http://www.northcom.mil/about_us/JTF_Alaska.htm
- Joint Task Force North (JTF-N)  
  http://www.jtnf.northcom.mil/default.htm
- Joint Task Force North (JTF-N) About  
  http://www.northcom.mil/about_us/JTF_North.htm
- Joint Task Force Civil Support (JTF-CS)  
  http://www.jtcs.northcom.mil/
- Joint Task Force Civil Support (JTF-CS) About  
  http://www.northcom.mil/about_us/JTF_CS.htm
- Joint Force Headquarters National Capital Region (JTF-NCR)  
- Joint Force Headquarters National Capital Region (JTF-NCR) About  
  http://www.northcom.mil/about_us/JFHQ_NCR.htm
- Joint Task Force North (JTF-North, Canada Command)  
  http://www.cfna.forces.gc.ca/aboutus/fact_sheet_e.asp

**Required Software**

Flash Player

**Lecture**

- Length – 21 minutes
- Format – Audio with PowerPoint
- Slides provided to students as a PDF

**Other Required Materials**

**Supplemental Readings**

None

**Other Supplemental Materials**

**Other**

**Week #8**
**Topic:** Reserves and National Guard Part I
## Objectives

- Explain the differences between active duty, national guard and reserve forces
- Explain the differences between title 10, 32 and state active duty status
- Explain the chain of command for each status

## Assignment Details

Discussion Postings

## Weekly Objective Page

### Week Eight:
Reserves and National Guard Part I

## Discussion Questions

- What is the history of the National Guard compared to active duty and reserve forces?
- Where does the mission of the National Guard originate? Statutes? Legislation?

## Required Readings

- Kuehn, William F. THE ROLE OF THE NATIONAL GUARD IN HOMELAND SECURITY  
  [http://handle.dtic.mil/100.2/ADA423784](http://handle.dtic.mil/100.2/ADA423784)
- Wheeler, Kenneth A. Evolving military strategy and developing homeland security: an opportunity to share resources  
  [http://handle.dtic.mil/100.2/ADA424016](http://handle.dtic.mil/100.2/ADA424016)
- Russo, Mark A. Homeland Security: Primary Role of the National Guard and the National Security Strategy  
  [http://handle.dtic.mil/100.2/ADA423817](http://handle.dtic.mil/100.2/ADA423817)
- Jimenez, Alberto J. The Emerging Dual Federal Role for the Army National Guard: Warfighting and Homeland Defense  
  [http://handle.dtic.mil/100.2/ADA404486](http://handle.dtic.mil/100.2/ADA404486)
- Smith, George The Role of National Guard in Defending the Homeland  
  [http://handle.dtic.mil/100.2/ADA404512](http://handle.dtic.mil/100.2/ADA404512)
- Canadian Forces Liaison Council, Reserve Forces  
  [http://www.cflc.forces.gc.ca/general/about/about_e.asp](http://www.cflc.forces.gc.ca/general/about/about_e.asp)
- How the Army Runs--Reserve Forces

- GAO, “RESERVE FORCES: Actions Needed to Better Prepare the National Guard for Future Overseas and Domestic Missions”, November 2004

Required Software
Flash Player

Lecture
Need to be added

Other Required Materials

Supplemental Readings
None

Other Supplemental Materials

Other

Week #9
Topic: Reserves and National Guard Part II

Objectives

- Understand and explain the different elements of a WMD-CST and CERFP teams
- Explain the Role of DoD in WMD CM
- Understand the legislation affecting WMD in the US

Assignment Details
Discussion Postings
## Weekly Objective Page

### Week Nine:
Reserves and National Guard Part II

#### Questions
- Who controls the WMD-CST teams?
- How are the teams funded?
- How has Congress addressed the challenge of WMD in the US?

#### Discussion Questions
What types of situations would you anticipate the Governor deploying the WMD-CS Teams?
Why do you think the reserve chemical units are located where they are? Try to do some analysis.
How do the different headquarters at each element affect training and c2 of CBRNE assets?

#### Required Readings
- Kirsten M. Krawczyk, "The National Guard's Weapons of Mass Destruction Civil Support Teams- A Quick Push for a New Program"

#### Required Software
Flash Player

#### Lecture
- Length – 23 minutes
- Format – Audio with PowerPoint
- Slides provided to students as a PDF

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<th>Other Required Materials</th>
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<td><strong>Supplemental Readings</strong></td>
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<tr>
<td><strong>Other Supplemental Materials</strong></td>
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<tr>
<td><strong>Other</strong></td>
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**Week #10**
**Topic:** Policy Decision Memo

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<th>Objectives</th>
<th>Assignment Details</th>
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<tbody>
<tr>
<td>• Display the ability to present your work in a clear, concise, articulate manner</td>
<td>No Discussion postings</td>
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<td>Policy Memo</td>
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</table>

**Weekly Objective Page**

**Week Ten:**
**Policy Decision Memo**

<table>
<thead>
<tr>
<th>Discussion Questions</th>
</tr>
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<tbody>
<tr>
<td>None</td>
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<tr>
<th>Lecture</th>
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</thead>
</table>
Need to be added

Other Required Materials

Supplemental Readings

None

Other Supplemental Materials

Other

Week #11

Topic: Feedback and the Caribbean

Objectives

- Provide constructive, informed feedback to your peers
- Understand the nuances of dealing with the Caribbean region
- Identify intersection between Unified Commands.

Assignment Details

Discussion Postings

Weekly Objective Page

Week Eleven:
 Feedback and the Caribbean

Peer Review

Based on the memorandums provided to you, write a thorough critique of the policy memos

Notes

- Spend a significant amount of time on the papers you will receive in an
additional email from me. These responses are part of your graded requirements.
  - Discussion questions should be incorporated into a SINGLE, comprehensive, analytical response.

**Discussion Questions**

How does the geography of the Caribbean affect policy? Does the proximity to the US help or hurt US efforts? What is the mission of SOUTHCOM compared to NORTHCOM? Does it make sense? What would you do if you could change it or reorganize? How do organizations such as OAS affect the situation? How do DoD approaches differ from other agencies such as State?

Answer discussion questions in a SINGLE, comprehensive, analytical response.

**Required Readings**

- Terrorism Monitor, “In-Depth Analysis of the War on Terror”, Volume III, Issue 20, October 21, 2005
- Max G. Manwaring, “Security And Civil-Military Relations In The New World Disorder: The Use Of Armed Forces In The Americas”, September 1999
http://www.state.gov/p/wha/rls/rm/13631.htm

**Required Software**

Flash Player

**Lecture**

Need to be added

**Other Required Materials**

**Supplemental Readings**

None

**Other Supplemental Materials**

**Other**

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**Week #12**

**Topic:** Maritime

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Assignment Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Explain the challenges associated with Maritime Security</td>
<td>Discussion Postings</td>
</tr>
<tr>
<td>• Explain the role of the Navy and USCG homeland.</td>
<td></td>
</tr>
</tbody>
</table>

**Weekly Objective Page**

**Week Twelve**

**Maritime Domain**

**Discussion Questions**
What are the legal restrictions on when and where the Navy operates?  
What part of US Code does the Coast Guard fall under?  
Why did DHS absorb the Coast Guard?  

### Required Readings

- Commander Timothy P. Richardt, "The Security And Defense Of America's Ports: An Assessment Of Coast Guard And Navy Roles, Capabilities, And Synchronization"  
- Ronald O'Rourke, "Navy Role in Global War on Terrorism (GWOT) — Background and Issues for Congress, CRS Report for Congress", February 6, 2006  
  - [http://handle.dtic.mil/100.2/ADA422768](http://handle.dtic.mil/100.2/ADA422768)  
- Eric P. Brown, "Joint/Interagency/Interconnected: Maritime Security and Defense In the Global War on Terror", May 24, 2004  
  - [http://www.sfu.ca/cass/ft-sr-lagasse1-1.htm](http://www.sfu.ca/cass/ft-sr-lagasse1-1.htm)  
- Hickey, Captain (N) Laurence M., "Enhancing The Naval Mandate For Law Enforcement: Hot Pursuit Or Hot Potato?"  
  - [http://www.journal.dnd.ca/engraph/Vol7/no1/07-Maritime_e.asp](http://www.journal.dnd.ca/engraph/Vol7/no1/07-Maritime_e.asp)  
- Canadian Coast Guard Internet Site  

### Required Software

Flash Player

### Lecture

Need to be added

### Other Required Materials
### Supplemental Readings

None

### Other Supplemental Materials

Other

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### Week #13

**Topic:** Air and Space

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Assignment Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Explain which branch of service has the primary role in the air and space approach to the US</td>
<td></td>
</tr>
<tr>
<td>- Explain the difference between air and space operations</td>
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<tr>
<td>- Explain the role and composition of NORAD</td>
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<tr>
<td>- Discussion Postings</td>
<td></td>
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</table>

#### Weekly Objective Page

**Week Thirteen:**

Air and Space Domain

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### Discussion Questions

- Has the role of NORAD changed since 9-11?
- What is the chain of command for NORAD?
- How is North America divided for C2?

### Required Readings

  

- Fergusson, James and Dwight Mason, “Security and Sovereignty: Renewing NORAD”
<table>
<thead>
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<th>Required Software</th>
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</thead>
<tbody>
<tr>
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<tr>
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<th>Other Supplemental Materials</th>
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</table>
**Week #14**  
**Topic:** Border Challenges and Current Operations

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Assignment Details</th>
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</thead>
</table>
| - Understand and explain the different challenges associated with defending both the northern and southern border  
- Explain the historical relationships and the impact it has with both Mexico and Canada     | Discussion Postings         |

**Weekly Objective Page**

**Week Fourteen:**  
Border Challenges and Current Operations

**Discussion Questions**  
Why will Mexico not welcome NORAD participation?  
Why should we care about border issues?

**Required Readings**

- “Securing an Open Society: Canada’s National Security Policy”, April 2004  
- “National Strategy to Combat Terrorist Travel”, National Counterterrorism Center, May 2, 2006  
- Jeffrey Burkett, "Opening The Mexican Door: Continental Defense Cooperation", September 2005  
- Stephen R. Viña, "Border Security and Military Support: Legal Authorizations and Restrictions"  
In North America”, September 2003

**Required Software**

Real Media Player or Windows Media Player and Flash Player

**Lecture**

Need to be added

**Other Required Materials**

**Supplemental Readings**

None

**Other Supplemental Materials**

**Other**

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**Week #15**

**Topic:** Work on Final Paper

<table>
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<tr>
<th>Objectives</th>
<th>Assignment Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete the final paper</td>
<td>Final Writing Assignment</td>
</tr>
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</table>

**Weekly Objective Page**

Week Fifteen:
Final Paper

**Reminders:**
- No discussions, reading, or lecture.

**Discussion Questions**

No Discussion this week

**Required Readings**

None

**Required Software**

Real Media Player or Windows Media Player and Flash Player

**Lecture**

None

**Other Required Materials**

**Supplemental Readings**

None

**Other Supplemental Materials**

**Other**

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**Library**

J:\General Files and Graphics\General File:

**Help Desk Info**

**TAMU Central Helpdesk** (open 24/7):
Phone: 866.857.4112 or 979.845.8300
Email: helpdesk@tamu.edu
For problem related to WebCT, please contact:
**Litao Wang**, Information Specialist for the Bush School
Email: lwang@bushschool.tamu.edu or
Phone: 979.845.7036
**Manish K Singh**, Graduate Research Assistant
Email: msingh@bushschool.tamu.edu
You may also use the "Technical Questions" forum in the discussions area of course. All questions will be answered within 24 hours.
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 Teaching, Learning, and Culture  

2. Course prefix, number and complete title of course: **EDCI 676: Evaluation and Implementation of Electronic Learning Materials**  

3. Course description (not more than 50 words): Principles of instructional design applied to electronic materials adoption and organizational management for implementation of eLearning resources; Emphasis on guidelines for selecting and evaluating eLearning resources addressing individual learner needs using online delivery platforms.  

4. Prerequisite(s) Graduate classification  

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 the course be repeated within the same semester/term? ☑ Yes ☐ No  

7. Has this course been taught as a 289/489/689? ☑ Yes ☐ No  
If yes, how many times? ___________ Indicate the number of students enrolled for each academic period it was taught. 06C=8; 08C=8  

8. 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.Ed. in Curriculum and Instruction  

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

10. Prefix | Course # | Title (excluding punctuation)  
---|---|---  
EDCI | 676 | ONLINE DEV STRAT INST MAT  

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</tbody>
</table>

Approval recommended by:  
Head of Department  
Date  
Chair, College Review Committee  
Date  
Dean of College  
Date  
Submitted to Coordinating Board by:  
Date  
Effective Date  

Questions regarding this form should be directed to Sandra Williams at 845-8856.  
OAR/AS - 04/07  

40 of 64 C
EDCI 676  
Evaluation and Implementation of Electronic learning Materials  
3 Credit Hours  

Jon Denton, Ph.D.  
Office: 428 EDCT  
Office hours: By Appointment  
Office phone: 845-5352  
Email: jdenton@tamu.edu

This course examines principles of instructional design, electronic materials design and  
organizational management that guide the development of on-line instructional resources  
in science and other content areas. Emphases will be placed on guidelines for developing  
and validating on-line resources and how these ideas address individual learner needs  
using web-based delivery platforms. I trust that you are motivated to work independently,  
because the course will be completely web-based. Guidance and asynchronous  
communication will be provided bye-mail, but the experience of working through the  
reading assignments and related tasks will require persistence and much self-directed  
effort.

UNIVERSITY POLICIES

Statement on ADA  
The American 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 B-118 in the Cain  
Building or call 845-1637.

Policy on Scholastic Dishonesty  
Students who violate University rules on scholastic dishonesty are subject to disciplinary  
penalties, including the possibility of failure in the course and/or dismissal from the  
University. Since such dishonesty harms the individual, all students, and the integrity of  
the University, policies on scholastic dishonesty will be strictly enforced. An Aggie does  
not lie, cheat, or steal or tolerate those who do. For additional information go to  
http://www.tamll.edl/aggiehonor

Plagiarism

The handouts used in this course are copyrighted. Because these materials are  
copyrighted, you do not have the right to copy the handouts unless permission is  
received. 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."

TEXTS


SELECTIONS FROM


My Overarching Instructional Goal for this Course: Communicate to you, a public school educator, processes for developing and obtaining support (including financial) for on-line instructional resources designed for classrooms that are aligned with the Texas Standards (TAKS) and the National Science Education Standards. NOTE: I will often refer to and have you examine science oriented resources because many of our online
development efforts have been for middle school science classrooms. If your background is not science, you will need to mentally replace "science" with your specialization. This may be somewhat troublesome initially, but this translation will soon become automatic.

OBJECTIVES

Students enrolled in EDCI 676 will be able to:

1. describe and prioritize the key ideas and processes (i.e., collaboration, evolution rather than revolution, operational definitions, conceptually structured, evidence based, inquiry-oriented, teacher validated) for designing and developing instructional materials after examining these ideas in identified in chapters 1 and 3 of *Developing Inquiry-based Science materials: a Guide for Educators*. This objective will be achieved by correctly answering 10 of 10 multiple-choice items on a posttest at the end of week 2.

2. analyze current cognitive learning perspectives that are shaping the design of instruction including assessment in today's public schools drawn from chapter 3 of *Knowing what Students Know: The Science and Design of Educational Assessment*. This objective will be attained by preparing a five to six page theoretical rationale for a minimum of 3 essential lesson components selected from this list (schemas for organizing content, metacognitive skills, role of prior knowledge, practice, feedback, social context, cultural norms and student beliefs) that you would include in ALL online instructional resources.

3. select or develop a content domain (content map) for school learning and present a framework to illustrate how the Texas Essential Knowledge and Skills can be incorporated into a materials design plan. This concept map containing a minimum of 10 concepts drawn either from the Wang, Haertel & Walberg paper or from the TEKS of your teaching specialization. This map and related explanation will be will be prepared and submitted electronically by the end of week 6.

4. develop and apply a checklist for evaluating online hypermedia resources using your checklist. This objective will be achieved by evaluating three modules applying your developed checklist, and submitting three evaluations by the end of week 8.

5. develop an evaluation plan for online materials after analyzing how the nature of assessment and reasoning from evidence affects the design of online materials development as provided in chapters 2, 5, 6 and 7 of *Knowing what Students Know: The Science and Design of Educational Assessment*. This objective will be achieved by developing an evaluation plan based on your cognitive model of learning to assess concepts and principles in the content map developed for objective 3.

6. develop a materials design plan for on-line instructional resources. This objective will be attained by preparing a materials design plan that presents a theoretical
rationale for a cognitive learning theory, multimedia specifications, content elements organized in a map, lessons components, assessment tools for learners and program assessments, team roles, development timeline for managing a project team. This objective will be achieved by preparing a word processed (Times New Roman font, size 12) plan of 8 to 10 pages single-spaced with references as appropriate.

GRADING SYSTEM

<table>
<thead>
<tr>
<th>Metric</th>
<th>Points</th>
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<tbody>
<tr>
<td>Posttest (1 point/correct item) (Objective 1)</td>
<td>10</td>
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<tr>
<td>Cognitive Learning paper (Objective 2)</td>
<td>15</td>
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<tr>
<td>Content Map (Objective 3)</td>
<td>15</td>
</tr>
<tr>
<td>Hypermedia lesson evaluations (Objective 4)</td>
<td>15</td>
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<td>Evaluation plan (Objective 5)</td>
<td>15</td>
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<tr>
<td>Materials Design Plan (Objective 6)</td>
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<td><strong>Total Points for Course</strong></td>
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**Course Grade**

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<td>D</td>
<td>60-69</td>
</tr>
<tr>
<td>F</td>
<td>Below 60</td>
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</tbody>
</table>

*Scoring scheme for multiple choice items (Objective 1)*

- 1 point/correctly answered item;
- test will be completed online;
- option of using text resources while completing the examination (it is an open book examination);
- complete the examination during week of scheduled date. A one point deduction will occur for each week or portion of a week after the scheduled completion date. To illustrate, the examination for objective I will have no point value by week 12 of the course. However, if a student is unable to complete an assignment on time due to a university excused absence, additional time will be made available in accordance with the Texas A&M University Student Rules 7.

*Scoring scheme for Cognitive Learning perspectives paper (Objective 2)*

- briefly describe and justify 3 essential lesson components selected from this list (schemas for organizing content, metacognitive skills, role of prior knowledge,
practice, feedback, social context, cultural norms and student beliefs) that you would include in ALL online instructional resources. Cite at least 2 sources for each component in addition to the information obtained from chapter 3 of

*Knowing What Students Know* = 12 points or 4 points/lesson component accurately presented.

- five to six pages, single spaced, Times New Roman font, font size 12 = 1 point
- references cited for sources used in text and in reference section at conclusion of the paper using the conventions provided in the American Psychological Association 5th edition for citations, references and format of paper = 1 point
- grammatically correct prose with no spelling errors = 1 point

**Scoring scheme for concept map for school learning (Objective 3)**

- rationale for the organization of the type of map (hierarchy, taxonomy, flow chart), the relational basis for organizing or arranging the concepts, and provide the source of the content domain (TEKS standard or Wang, et al paper) = 3 points
- a minimum of 10 concepts organized in a map that applies the organizing principle stated in the rationale = 10 points
- grammatically correct prose with no spelling errors = 2 points

**Scoring scheme for hypermedia lesson assessment (Objective 4)**

- checklist based on textual information provided as background information for objective 4. Provide a brief rationale (1 or 2 sentences) for each of the categories you have included in the scale. Also, if you use a rating scale specify what the values (1, 2, 3... represent) = 6 points
- three completed lesson evaluations with grammatically correct prose and no spelling errors = 6 points or (2 points/lesson evaluation)
- discussion of each lesson's evaluation citing strengths and/or needed revisions = 3 points or (1 point/lesson evaluation)

**Scoring scheme for evaluation plan (Objectives 5)**

- description of your purposes of instructional assessment and your underlying assumptions about instructional assessment that includes some mention of the assessment triangle, validity, fairness, comprehensiveness, coherence, and continuity of the assessment system = 6 points
- discuss your model of learning from either the cognitive perspective or situative perspective and how your model of learning influences the assessment tools you will develop = 3 points
- description of process to link objectives with instructional strategies and
assessment (if you have heard of performance objectives and the ABCD format for stating them, you have the objective - assessment link specified in the statement of the objective - for examples look at the structure of the objectives for this course) = 3 points
- a word processed (Times New Roman font, size 12) plan of 5 to 6 pages single spaced that is grammatically correct prose with no spelling errors = 3 points

Scoring scheme for materials design plan (Objectives 6)
- a theoretical rationale for a cognitive or situative learning theory = 3 points
- multimedia specifications = 3 points
- content elements organized in a map = 3 points
- specify components for each lesson = 3 points
- description of assessment tools for learners and program assessments = 3 points
- project team organization chart and management plan = 3 points
- team member roles = 3 points
- development timeline = 3 points
- references cited for theoretical rationale in text and in reference section at conclusion of the paper using the conventions provided in the American Psychological Association 5th edition for citations, references and format of paper = 3 points
- a word processed (Times New Roman font, size 12) plan of 8 to 10 pages single spaced, with grammatically correct prose and no spelling errors = 3 points

Recycle Option on Management Matrix submissions (Objectives 2, 3, 4 & 5):
You will have the opportunity to submit your assignments related to Objectives 2, 3, 4 and 5 for review (formative assessment) and resubmit the deliverable if the score you receive is not what you expect. A maximum score of 12 points is possible with resubmitted deliverables for Objectives 2, 3, 4 and 5. The resubmission must be submitted within one week (7 days) of receiving feedback on the initial submission of the assignment.

Incomplete Grades
Incomplete grades are strongly discouraged. My experience over the past few years has been that the WebCT system changes each semester. These changes result in access difficulties creating additional delays and frustration. If an incomplete grade is absolutely necessary, realize a penalty of one letter grade will be assessed for choosing this option. That is, if you request an incomplete grade at the end of the semester and subsequently complete the point requirements for an "A" grade; you will be awarded a "B" grade. Also, the recycle option is NOT possible for assignments completed to change an incomplete grade. Further, after one semester, the incomplete grade will change automatically to an "F" grade.

DUE DATES
All papers are to be submitted electronically by the date designated in the following schedule:

- Posttest (Objective I) completed by - January 27, 2007
- Cognitive Perspectives Paper (Objective 2) due - February 10, 2007
- Concept map (Objective 3) due - February 24, 2007
- Hypermedia evaluations (Objective 4) due - March 10, 2007
- Evaluation Plan (Objective 5) completed by - April 7, 2007
- Materials design plan (Objective 6) due - May 5, 2007 [for graduating students] and May 9, 2007 [for non-graduating students]

OVERVIEW OF SCHEDULE

**January 16 through January 27**

Weeks 1-2  
Objective I  
Thier & Daviss, chapters 1 and 3

**January 28 through February 10**

Weeks 3-4  
Objective 2  
Pellegrino, Chudowsky, & Glaser chapter 3

**February 11 through February 24**

Weeks 5-6  
Objective 3  

**February 25 through March 10**

Weeks 7-8  
Objective 4  
Jonassen, et al chapter 6; Denton resource - Comprehensive Assistance Center ...

**Spring Break**

**March 12 through March 16**

**March 18 through April 7**

Weeks 9-11  
Objective 5  
Pellegrino, et al chapters 2, 5, 6, 7

April 2 - Last day to drop course with no penalty (Q-drop)

**April 8 through May 5**

Weeks 12-14  
Objective 6  
Thier & Daviss chapters 4, 5 and 7; Denton resources - Comprehensive Assistance Center ...; and The Development and Implementation of an Online...

WEEKLY SCHEDULE

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<th>Jan. 16 - Jan. 20</th>
<th>Introduction Chaps. 1, 3 Thier &amp; Daviss</th>
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<th>Week</th>
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<td>Posttest • Obj 1</td>
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<td>Week 3</td>
<td>Jan. 28 - Feb. 3</td>
<td>Chp. 3 Pellegrino, et al</td>
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<td>Feb. 4 - Feb 10</td>
<td>Submit Cognition Paper • Obj 2</td>
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<td>Week 5</td>
<td>Feb. 11 - Feb 17</td>
<td>Wang, et al paper; content map excerpts</td>
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<td>Feb. 18 - Feb 24</td>
<td>Submit Content Map. Obj 3</td>
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<td>Week 7</td>
<td>Feb. 25 - Mar 3</td>
<td>Chp 6 Jonassen, et al. &amp; Denton resource</td>
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<td>Week 8</td>
<td>Mar 4-Mar 10</td>
<td>Submit Lesson Evaluations - Obj 4</td>
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<td>Spring Break</td>
<td>Mar II-Mar 16</td>
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<td>Week 9</td>
<td>Mar 18 - Mar 24</td>
<td>Chps. 2, 5 Pellegrino, et al</td>
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<td>Submit Evaluation Plan - Obj 5</td>
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<td>Chps. 4, 5 &amp; 7 Thier &amp; Daviss</td>
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<td>Week 13</td>
<td>April 15 - April 21</td>
<td>Denton resources</td>
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<tr>
<td>Week 14</td>
<td>April 22 - April 28</td>
<td>Develop materials design plan</td>
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Also, please understand that the suggested submission dates for assignments are guides not absolutes, but delayed submissions will reduce options for feedback and resubmission.
Texas A&M University
Departmental Request for a New Course
Undergraduate Graduate Professional
Submit original form and 25 copies. Attach a course syllabus to each.*

1. This course is submitted by the Department Of Educational Psychology

2. Course prefix, number and complete title of course: EPSY 620 - CURRENT ISSUES IN BILINGUAL EDUCATION

3. Course description (not more than 50 words): Survey of historical, political, language and sociocultural issues and their impact on the education of language minority groups

4. Prerequisite(s) EPSY 611 and EPSY 612; graduate classification; approval of instructor and department head.

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

6. Is this a repeatable course Yes X No If yes, this course may be take n ___ times. Will the course be repeated within the same semester/term? q Yes q No X

7. Has this course been taught as a 489/689? Yes X No If yes, how many times? Indicate the __________
number of students enrolled for each academic period it was taught.

8. This course will be:
   a. Required for students enrolled in the following degree program(s) (e.g., B.A. in history)
      PhD in Educational Psychology with an emphasis in Hispanic Bilingual Education
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)
      PhD in Educational Psychology

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

10. Prefix | Course # | Title (exclude punctuation) | Lesc. | Lab | SCH | Subject Matter Content Code | Admin. Unit | Academic Year | FICE Code |
     --- | --- | --- | --- | --- | --- | --- | --- | ---|
     EPSY | 620 | CURRENT ISSUES IN BILINGUAL EDUCATION | 03000031302010004 | 18200809010366 |

Approval recommended by:

Head of Department (if cross-listed course) Date

Submitted to Coordinating Board by:

Director of Academic Support Services Date Effective Date

* Attach a syllabus according to the guidelines on the web site www.tamu.edu/courseforms. To have this form reviewed, please send to Linda F. Lacey, Mail Stop 1265 or fax to 847-8737.

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NAME: ____________________________________________________________

COURSE: EPSY 620: Current Issues in Bilingual Education
(Prerequisites: EPSY 611 and 612 or consent of instructor)
FALL, 2007

MEETING TIME: Wednesday; 5:00-8:00 P.M.

ROOM NUMBER: 4xx, Harrington Tower, College of Education and Human
Development

INSTRUCTOR: Dr. Y. Padrón

OFFICE/PHONE: (979) 845-5625/ Harrington Tower, 107E
ypadron@tamu.edu

OFFICE HOURS: Monday, 2:00-4:00;
Wednesday, 1:00-4:00
and/or by appointment

REQUIRED TEXTS:

CO: Rowman & Littlefield.

Minaya-Rowe, L. (2002). Teacher training and effective pedagogy in the context of
student diversity. Greenwich, CT: Information Publishing.

RECOMMENDED TEXTS:


University Press.

CATALOG COURSE DESCRIPTION
A survey of historical, political, language, and sociocultural issues and their
impact on the education of language minority groups.
COURSE OBJECTIVES

ESPY 620 is a graduate-level course that focuses on reviewing and analyzing research pertaining to current issues of school learning for English Language Learners (ELLs). It addresses current educational policies and how to improve ELLs academic achievement by examining educational strategies and programs as well as effective teacher training and staff development models. Students are expected to understand a variety of issues related to the social context of learning as they relate to ELLs. These issues include:

(1) Current legal and policy issues
(2) Historical Perspectives on Bilingual Education
(3) Effective educational practices for ELLs
(4) Cultural concepts related to second language teaching and learning
(5) Effective practices for teacher training in the context of diversity
(6) Effective practices for staff development in the context of diversity.
(7) School reform issues related to ELLs

COURSE FORMAT

In the first half of the course we will consider a wide-range of data related to language minority students. We will begin by reading García’s book, The education of Hispanics in the US: Raíces y Alas. During the first part of the semester, we will discuss U.S. policy context governing these children’s educational experiences. We will discuss current issues related to improving the academic achievement of Latino students. During the second half of the course, we will discuss Minaya-Rowe’s book, Teacher Training and Effective Pedagogy in the Context of Student Diversity. We will consider teaching, teacher training, and professional development for those teaching in the context of student diversity. Students will finish the course with a strong sense of the similarities and differences between bilingual and monolingual populations, and how understanding these differences, at both group and individual levels, serves as the foundation for creating instructional experiences that benefit all learners in a classroom.

STUDENT RESPONSIBILITIES:

Each student must:
1. Attend class and participate in all class discussions and activities
2. Read all assigned readings by the date indicated on the syllabus
3. Complete and turn in all assignments by the date indicated on the syllabus
4. Make an in-class presentation
5. Write a research paper
6. Take two exams.
GRADING CRITERIA:

1. Attendance and Participation  15 points
2. Class Presentation           20 points
3. Research Paper               20 points
4. Exam I                       20 points
5. Exam II                      25 points

Total  100 points

Calculating your grade:
EX. 12 points out of 15
    12 ÷ 15 = .80 x 100 = 80 (B)

EXPLANATION OF GRADING CRITERIA:

1. Attendance and Participation  15 points
   Attendance and participation are required. Students will earn points for participating and completing class activities, as well as, attending class. Attendance policy will be administered in accordance with Texas A&M University Student Rule, #7.

2. Class Presentation            20 points
   The presentation will focus on a topic assigned in class. The presentation should be approximately 30 minutes. You will need to provide an introduction to your presentation indicating the purpose of the presentation. This should be followed by the literature that you found in your investigation that supports your purpose. At the end of your presentation you should discuss the implications of your investigation for educational practice and what future investigations may need to address. The class presentation must provide a handout for all students in the class plus one copy for the instructor. This handout should include additional information and a reference page (required). Creativity is encouraged and expected. Movie and audio clips need to be limited to 5 minutes or less. The presentation will be evaluated using the form, Evaluation of Presentation Form.

   **** MY PRESENTATION DATE: ________________

3. Research Paper                20 points
   The paper is the written version of the information presented in the class presentation. The paper should include an introduction, a statement of the problem, a purpose, a review of the literature, and implication for practice, future research, and references. The paper should be typed, double-spaced, 12 pt. font and should use current APA format. The paper will be evaluated using the form, Research Paper Evaluation Form.

   ***** PAPER DUE: ____________
4. Exam I  DATE: ___________ 20 points
The week prior to the exam a review will be provided.

5. Exam II  DATE: ___________ 25 points
The week prior to the exam a review will be provided.

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<td>--60-69</td>
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<td>--below 60</td>
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COURSE SCHEDULE (TENTATIVE)

(CLASS 1)  Course overview and introductions
Topic: Historical Perspectives on Bilingual Education
Assignment: Read Garcia, Chapters 1 and 2
Wineburg (2004, May)
Crawford, Chapters 1 and 2

(CLASS 2)  Topic: Current Policy Issues in the Education of ELLs
Guidelines for Presentations
Select presentation article (Select alternates)
Assignment: Read
Lau vs. Nichols

Revisiting the Lau Decision: 20 Years After. ARC
Associates. Reflections by Ling-Chi Wang, Edward
Steinman, and Edward De Avila

Key Policy Milestones and Directions in the Education of
English Language Learners. Paper prepared for the Rockefeller

(CLASS 3)  Topic: Linguistics and Language Acquisition
Assignment: Read Lightbown & Spada: Chapters 1, 2 and 3.
to know about language. Washington, DC: ERIC
Clearinghouse on
(CLASS 4) Topic: The Bilingual Education Debate  
Assignment: Read Crawford, Chaps 3, 4 and 5, 15  
Read article for presentation

(CLASS 5) Topic: Understanding Cultural Concepts  
Assignment: Read García, Chapters 3, 4, and 5  
First draft of presentation due  
(Participation Grade-1 pt.)

(CLASS 6) Topic: Effective Educational Approaches  
Review for Exam  
* Return Handout and References  
Assignment: Read García, Chapters 6, 7 and 8  
Study for Exam  
Work on Presentation

(CLASS 7) **EXAM I**  
Assignment: Work on Presentation  
Work on Written Report/Review of Literature

(CLASS 8) Topic: Effective Practices in Teacher Training  
Presentation: Chapter 1  
Notes on APA manuscript style  
* Return EXAM I  
Assignment: Read Minaya-Rowe, Chapters 1 and 3

(CLASS 9) Topic: Preservice Teacher Training  
Presentations: Chapter 2  
Chapter 4  
Assignment: Read Minaya-Rowe, Chapters 2 and 4  
Draft of Review of Literature Due  
(Participation Grade-2 points)

(CLASS 10) Topic: Community Issues  
Presentation:  
*Return Review of Literature  
Assignment: Read Minaya-Rowe, Chapter 6  
Work on Research Paper/Complete References

(CLASS 11) Topic: Effective Teacher Training Models  
Assignment: Read Minaya-Rowe, Chapters 7 and 8  
Work on Written Report
(CLASS 12) Topic: Effective Staff Development Models
Presentations: Chapter 5
Chapter 9
Review for Exam
Assignment: Read Chapters 5 and 9

(CLASS 13) Research Paper Conferences
Assignment: Complete Research Paper
Assignment: Study for Exam

(CLASS 14) Standard-Based Reform
Assignment: Read Crawford, Chapter 12
Written Report Due
**EXAM II

ADDITIONAL RESOURCES

OELA's National Clearinghouse for English Language Acquisition & Language Instruction Educational Programs (NCELA)
http://www.ncela.gwu.edu/

James Crawford Website
http://ourworld.compuserve.com/homepages/JWCRAWFORD/

Center for Applied Linguistics
http://www.cal.org/

Policies influencing education for L2 learners in the U.S.


Crawford, J (2003). Hard sell: Why is bilingual education so unpopular with the American public? Available at http://www.language-policy.org/content/features/article8.htm
**Pedagogical Models for Educating Language Minority Students**


**Instructional Challenges and Effective Methods: Literacy Development**


Proctor, August, Carlo, & Snow. (In press). The intriguing role of Spanish language vocabulary knowledge in predicting English reading comprehension. Journal of Educational Psychology. Available in Coursepack


Policy- and program-related supplemental readings


Supplemental readings have been identified for several reasons:
- Participants may have an interest in a particular topic, and thus may be interested in additional readings that address that topic.
- The supplementary reading list might be of value to you even if you don’t get to it this semester.
Policies influencing education for L2 learners in the U.S.


Pedagogy-related supplemental readings


Special needs and bilingualism-related supplemental readings


SPECIAL SERVICES
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for person 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 B118 Cain Hall. The phone number is 845-1637.

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

"An Aggie does not lie, cheat, or steal or tolerate those who do." Please become familiar with the Honor Council Rules and Procedures on the web http://www.tamu.edu/aggiehonor. All assignments MUST be turned in with the following statement typed on them and signed by the student: “On my honor, as an Aggie, I have neither given nor received unauthorized aid on this academic work.”

NOTES:
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 Statistics

2. Course prefix, number and complete title of course: STAT 621 Advanced Stochastic Processes

3. Course description (not more than 50 words): This is a second course in stochastic processes, at the non-measure theoretic level. Topics will include various types of continuous time processes such as discrete Markov processes, Brownian motion and diffusions.

4. Prerequisite(s) STAT 615 or equivalent

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 the course be repeated within the same semester/term? ☐ Yes ☑ No

7. Has this course been taught as a 289/489/689? ☑ Yes ☐ No If yes, how many times? 2 Indicate the number of students enrolled for each academic period it was taught. 5 (Fall 2004), 5 (Fall 2006)

8. 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 Statistics

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

10. Prefix  Course #  Title (excluding punctuation)

| STAT | 6 | 21 | ADV | STOCHASTIC | PROCESSES |

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<th>Content Code</th>
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Approval recommended by: 

Head of Department 10-9-2007

Chair, College Review Committee 10-10-07

Dean of College 10-10-07

Director of Academic Support Services

Questions regarding this form should be directed to Sandra Williams at 845-8836.
OAR/AS – 04/07

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This is a second course in stochastic processes, at the non-measure theoretic level. Topics will include various types of continuous time processes such as discrete Markov process, Brownian motion and diffusions. Although not completely rigorous, the course will be more mathematical than a first course (such as Stat 615). The intention is to include a layer of theory that would enhance the student’s ability to read the literature. Homework problems will tend to be more applied.

### Course Information

| Time and Place: | MWF 1:50pm–2:40pm, Blocker 411. |
| Instructor: | Daren Cline. |
| E-mail: | dcline@stat.tamu.edu |
| Office Hours: | MWF 10:20am–11:30am or by appointment. |
| Course Web Page: | http://stat.tamu.edu/~dcline/621.html |
| References: | (On reserve in Evans Library) |

### Prerequisite:
Statistics 615 or equivalent, I will assume some basic understanding of countable state space Markov chains (discrete time), of renewal theory and of Poisson processes on the real line but the presentation will mostly be self-contained.

Measure theory is not required.

### Disabilities Help:
The Americans with Disabilities Act ensures that students with disabilities have reasonable accommodation in their learning environment. If you have a disability and need help, please contact me and Disability Services in B118 Cain Hall, 845-1637.

### Academic Integrity:
You are expected to maintain the highest integrity in your work for this class. This includes not passing off anyone else’s work as your own, even with their permission. Please see the homework and exam policies below for specifics.

### Copyright:
All the resources I provide for this course are copyrighted and may not be copied or distributed without my express, written permission.
Grading

Homework: Homework will be assigned (on the course web page) and collected regularly. Homework is worth 35% of the total term score. 
*Please see the homework policy below.*

Exams: One midterm exam worth 25% each and a final exam worth 40%. 
*Please see the exam policy below.*

Exam Dates: Midterm Exam: TBA.
Final Exam: TBA.

Course Outline

**Topic**

1. **Introduction**
   1-1. Distribution of a Stochastic Process
   1-2. Conditional Expectation
   1-3. Stopping Times

2. **Discrete Markov Processes, Birth-Death Processes, Queueing Models**
   2-1. The Markov Property and Strong Markov Property
   2-2. Probability Transition Functions
   2-3. Constructive Definition
   2-4. Kolmogorov's Differential Equations
   2-5. Stationarity and Limit Theorems
   2-6. Reversibility
   2-7. Resolvents and Potential Theory

   3-1. Markov Renewal Sequences
   3-2. Markov Renewal Functions
   3-3. Markov Renewal Equations
   3-4. Limit Theorems
   3-5. More Potential Theory

4. **Brownian Motion and Diffusion Processes, Itô Integrals**
   4-1. Diffusions
   4-2. Brownian Motion
   4-3. Infinitesimal Generator and Kolmogorov's Differential Equations
   4-4. Connections with Brownian Motion, Random Walks and Birth-Death Processes
   4-5. Recurrence and Transience
   4-6. Stochastic Differential Equations and the Itô Calculus
   4-7. Multidimensional Itô Calculus
   4-8. Still More Potential Theory
## Course Policies

### Homework Policy:
Your homework solutions must be your own work, not from outside sources, consistent with the university rules on academic integrity. I expect you to follow this policy scrupulously. Your performance on the exams is much more likely to be better.

You may use:
- Your textbook and notes from class.
- Your notes, homework, etc., from a related class that you took or are taking.
- References listed on the syllabus.
- Discussion with the instructor or grader.
- Voluntary, mutual and cooperative discussion with other students currently taking the class.

You may not use:
- Solutions manuals (printed or electronic) and copies of pages from solutions manuals.
- Solutions from previous classes.
- Solutions, notes, homework, etc., from classes taught elsewhere or at another time.
- Solutions, notes, homework, etc., from students who took the class previously.
- Copying from students in this class, including expecting them to reveal their solutions in "discussion".

### Exam Policy:
Each exam will be a take-home exam with comprehensive and cumulative coverage of the material. You are allowed to use
- your textbook (Resnick) and notes from class,
- your homework, and
- a calculator,

but no other resources (including computer). Please answer separate problems on separate sheets.

I will not expect you to quote theorems and results explicitly but I do expect you to demonstrate that you can make use of them. Specifically, you will need to:
- Show all your work. This does not necessarily mean showing every individual algebraic or calculus step - but it must be clear what those steps are.
- Identify (by number, name or description) any theorems, examples or homework problems you use.
- Clearly identify the solution and/or the end of a proof or derivation.

### Makeup Policy:
This is based on university policy.

- If you must miss an exam due to illness or circumstances beyond your control, notify me or the Statistics Department, in writing or by email (before, if feasible, otherwise within two working days after you return). See me as soon as possible to schedule a make-up exam.
- An Incomplete grade will be given only in the event that circumstances beyond your control cause prolonged absence from class and the work cannot be made up.