

<b>Program:</b>	<b>Advanced International Affairs, Cert. (Online Option)</b>			
<b>Cycle:</b>	<b>2016-2017</b>			
<b>Mission Statement:</b>	<p>The mission of the Certificate in Advanced International Affairs (CAIA) program at the George Bush School of Government and Public Service at Texas A&amp;M University is to prepare students and professionals to gain critical international affairs expertise in the understanding, analysis, and communication of international policy, and also to prepare students for internationally related careers. The graduate certificate program required the completion of four graduate courses selected from a list of relevant courses in international affairs. Courses may be taken online, residential, or via a mixture of the two formats. The certificate coursework enables qualified graduate students to enhance their transcripts and resumes with demonstrated internationally focused course work. The courses and resulting credential assist our graduates in competing for careers requiring international expertise; in complementing their degrees in other areas, such as business, engineering, or agriculture; or, in earning credits that can be applied toward a full-time master's program in international affairs or other graduate-level degrees. Furthermore, in alignment with the Bush School mission to create principled leaders in public service and international affairs, the CAIA program influences its graduates to pursue international focused careers in public service at the local, state, federal, or global level with specific emphasis on diplomacy, defense policy and intelligence.</p>			
<b>Outcome/Objective</b>	<b>Measure</b>	<b>Target</b>	<b>Finding</b>	<b>Action Plan</b>
<p>Outcome 1: Demonstrate a grasp of the key issues in their selected areas of study, such as international politics, diplomacy, national security, counterterrorism, and intelligence. Have a coherent understanding of the key theories, concepts, and principles of international affairs and be able to apply a subject matter to solve problems and make decisions.</p>	<p>Measure 1: Student essays and writing projects will be sampled from the courses: National Security Policy and American Foreign Policy. Documents will be evaluated using the attached rubric by faculty. 2014-15 was the pilot year for this measure, a detailed description of the process is attached.</p>	<p>85% will score as developing or proficient in the content criteria of the attached rubric. This target increased this year based on the trend data.</p>	<p>Target: Met  In INTA 605 American Foreign Policy, 97% scored as developing or proficient in the content criteria of the rubric that required students demonstrate a grasp of key issues in international affairs. Thus, the target of 85% of students scoring developing or proficient was met. 3% of students or 1 person scored the novice level of international affairs understanding indicating the students developed international affairs content with insufficient context and details. In INTA 651 National Security Policy, 100% scored as developing or proficient in the content criteria of the rubric that required students demonstrate a grasp of key issues in international affairs. Thus, the target of 85% of students scoring developing or proficient was met. No students scored the novice level of international affairs understanding indicating the students developed international affairs content with insufficient context and details.</p>	<p><i>No affiliated Action Plan</i></p>
<p>Outcome 2: Improve their ability to digest a large amount of material, to extract what is relevant, to determine the salient issues, and to critically analyze them</p>	<p>Measure 1: Student essays and writing projects will be sampled from the courses: National Security Policy and American Foreign Policy. Documents will be evaluated using the attached rubric by faculty. 2014-15 was the pilot year for this measure, a detailed description of the process is attached.</p>	<p>85% will score as developing or proficient in the analytical skill criteria of the attached rubric. This target was increased this year due to the growing trend of students meeting targets and achieving learning outcomes.</p>	<p>Target: Met  In INTA 605 American Foreign Policy, 97 % scored developing or proficient in analytical skill. This meets the overall target of the students scoring 85% or higher. Only 1 student or 3% scored novice in analytical skill, thus indicating a lack of familiarity with the content,/key issues, and analyzing the problem with only one frame of referent. In INTA 651 National Security Policy, 100% performed at developing or proficient levels. No students scored novice in analytical skill, thus indicating a lack of familiarity with the content,/key issues, and analyzing the problem with only one frame of referent.</p>	<p><b>Action Plan 2:</b> Although we met all student learning outcomes targets, we noticed a high percentage of students scoring developing in analytical skill (30% or 8 students) in INTA 651 National Security Policy. This indicates, per the rubric "Demonstration of some familiarity with material and brings out some relevant points and issues. A somewhat limited view of analysis." Thus, the online course designer is working with the faculty member to incorporate a lesson into the course that will teach in-depth analysis and thinking skills.</p> <p>Projected Completion Date: 8/30/2017  Responsible Party: Faculty instructor of National Security Policy</p>

<p>Outcome 3: Students will be able to communicate knowledge in international affairs through writing.</p>	<p>Measure 1: Student essays and writing projects will be sampled from the courses: National Security Policy and American Foreign Policy. Documents will be evaluated using the attached rubric by faculty. 2014-15 was the pilot year for this measure, a detailed description of the process is attached.</p>	<p>80% will score as developing or proficient in the communication of international affairs through writing (including considerations such as thesis development, organization, and coherence criterion) of the attached rubric. The target will be updated with trend data as it becomes available. The target remained the same from last year based on student learning outcome performance from the previous year.</p>	<p>Target: Met In INTA 605, American Foreign Policy, 94% of total students met the target of scoring developing or proficient in communicating international affairs in writing. This meets the overall target of 80% of students scoring developing or proficient in communications of international affairs through writing. This indicates that that the students did not address complex international issues with coherent, well-developed points ,and support with citations. In INTA 651, National Security Policy, 96% of students scored developing or proficient in international affairs writing communications. Only 1 student or 4% of students scored at the novice level of communications of international affairs through writing. This indicates that that student did not address complex international issues with coherent, well-developed points ,and support with citations.</p>	<p><b>Action Plan 1:</b> Although we met all student learning outcomes targets, we noticed a high percentage of students scoring developing in understanding of international affairs (31% or 10 students) in INTA 605 American Foreign Policy. This indicates, per the rubric "Develops message with some degree of detail but not necessarily detail that targets audience and purpose." Thus, the online course designer is working with the faculty member to incorporate a lesson into the course that will demonstrate to students how to target audience and purpose in assignments and projects.</p> <p>Responsible Party: Faculty of INTA 605 American Foreign Policy.</p> <p><b>Action Plan 3:</b> Although we met all student learning outcomes targets, we noticed that there are still 5 students scoring at the novice level of communication of international affairs in writing. The faculty consider it a critical learning outcome for certificate graduates to be able to communicate international affairs concepts and analysis in writing. In order to improve students' learning outcomes on writing in international affairs, a new process was implemented where faculty instructors in courses identify novice writers based on the first writing assessment of formal threaded discussion responses and the first paper. If the student scores below a C in initial writing assignments, then the student is referred to the University Writing Center. The faculty member carbon copy's the advising center on the referral. The advising center monitors the progress of the student in conjunction with the advisors to ensure the student's writing is progressing as gauged by the instructing faculty member's assessment of writing improvement.</p> <p>Projected Completion Date: 8/30/2017 Responsible Party: The Advanced International Affairs Faculty The Advising Center at the Bush School</p>
<p>Outcome 4: Express overall satisfaction with the certificate program and its success in delivering the above student learning outcomes</p>	<p>Measure 2: We will administer a formal course critique to all students as each course is completed. Courses with at least 50% response rate will be reported.</p> <p>Measure 3: One year after students complete the program we will ask him/her to complete a survey to determine whether his/her goals for employment, further graduate study or personal development have been realized. See attached document for a list of survey instrument.</p>	<p>80% of students will agree that the on the whole the course was good; the instructor was an effective teacher; the student anticipates being able to apply the knowledge from the course; and on the whole, the course was a good course.</p> <p>1) 60% of respondents agreed that he or she increased his/her knowledge base in their career. 2) 20% of respondents noted some form of career advancement attributed to the certificate program.</p>	<p>Target: Met Based on fall and spring course evaluations, students indicate satisfaction with graduate certificate courses in key areas of the instructor being rated as both good and effective. Additionally, students rate the knowledge as being applicable to their profession and field of interest. Overall: 96.31% of students agreed "This was a good instructor." 92.8% of students agreed, "I believe this instructor was an effective teacher." 96.28% agreed, "I anticipate being able to apply knowledge gained in this class to my primary field of interest (educational or professional)." 92.59 % of students agreed or strongly agreed, "On the whole, this was a good course." Fall 2016 International Affairs Course Evaluations 95.12 % of students via course evaluations for fall 2016 agreed or strongly agreed the instructor was on the whole a good course. Furthermore, 88.10 % of students agreed or strongly agreed their instructor was an effective teacher. 97.56% of students agreed or strongly agreed they would be able to apply the knowledge learned in the course to their primary field of interest. 92.86 % of students agreed or strongly agreed, on the whole the course was good. Spring 2017 International Affairs Course Evaluations 97.5% of students via course evaluations for spring 2017 agreed or strongly agreed the instructor was on the whole a good. instructor. Furthermore, 97.5 % of students agreed their instructor was an effective teacher. 95% of students agreed they would be able to apply the knowledge learned in the course to their primary field of interest. 92.31 % of students agreed or strongly agreed, on the whole the course was good.</p> <p>Target: Not Reported This Cycle Survey options are being investigated. University IRB must approve this survey and this is a lengthy process not yet completed.</p>	<p><i>No affiliated Action Plan</i></p>

<p><b>(Analysis Question #1)</b>  <b>Consider the Findings and the Action Plan(s) established this cycle. How did the program/unit identify these next steps for action? Why does the program/unit believe this Action Plan(s) should improve future assessment results?</b></p>	<p>Since the Graduate Certificate in Advanced International Affairs program met all the learning outcomes, the next steps were identified by the faculty director of the graduate certificate program. The data was evaluated to define where the students could further improve in their student learning outcomes.</p> <p>First, it was noticed that there were a few students scoring at the novice level of communicating international affairs in writing. In other words, per the learning outcome rubric, "international affairs concepts, issues, and complexities are not successfully addressed....central points not developed....and lacks effective argument." The international affairs faculty consider it a critical learning outcome for certificate graduates to be able to communicate international affairs concepts and analysis in writing. In order to improve students' learning outcomes on writing in international affairs, a new process was implemented where faculty instructors in courses identify novice writers based on the first writing assessment of formal threaded discussion responses and the first paper. This process is being piloted this fall 2017 for effectiveness.</p> <p>Second, we noticed a high percentage of students scoring developing in understanding of international affairs (31% or 10 students) in INTA 605 American Foreign Policy. This indicates, per the rubric "Develops message with some degree of detail but not necessarily detail that targets audience and purpose." Thus, the additional lesson by the faculty member will specifically teach and reinforce students how to target audience and purpose in assignments and projects. We think the additional scaffolding, lesson, and support will help the students determine and respond to the audience and the purpose of the assignment.</p> <p>Third, we noticed a high percentage of students scoring developing in analytical skill (30% or 8 students) in INTA 651 National Security Policy. This indicates, per the rubric "Demonstration of some familiarity with material and brings out some relevant points and issues. A somewhat limited view of analysis." Thus, the online course designer is working with the faculty member to incorporate a lesson into the course that will teach in-depth analysis and thinking skills. We think the additional scaffolding, lesson, and support will help the students in their thinking and analysis skills, and to communicate their thoughts in depth.</p>
<p><b>(Analysis Question #2)</b>  <b>Provide an update for completed or ongoing action plans from the previous year(s). Discuss any successes, challenges, and/or obstacles the program/unit has experienced while implementing the Action Plan(s). Address whether or not the program/unit has seen any improvement in assessment results for the targeted Outcome(s) the Action Plan(s) were designed to address and why the action plan may/may not have resulted in improvements.</b></p>	<p>Posted a Writing Center Toolkit in Courses Action Item:  The Writing Toolkit was created and posted in all international affairs online courses. The faculty have emphasized this resource to students. However, faculty noticed that even after referring to the toolkit, the students did not always consult it. However, sometimes students did use the resource.</p> <p>Posting Writing Center Handouts Action Item:  TAMU Writing Center handouts were posted in all international affairs online courses. The faculty have emphasized this resource to students. However, faculty noticed that even after referring to the handouts the students did not always consult it. However, sometimes students did use the resource.</p> <p>Routing Students to the Writing Center Action Item:  Faculty have been instructed to route students to the writing center who need it. However, it was determined that there needs to be a process to follow-up on students who were routed to the writing center and ensure they are using this critical resource. Thus, the advising center will work with the faculty member to ensure student follow-up with the writing center.</p> <p>Update of INTA 680 Political Violence and Terrorism Action Item:  An instructor was contracted to update and redesign the online INTA 680 course. The design was completed Spring 2017.</p> <p>Maintain Student Satisfaction and Increase Student responses Action Item:  We investigated ways to increase student responses to course evaluations. Surveys were reviewed and three questions were removed in hopes of increasing response rates and to decrease redundancies. In comparison of this 16-17 assessment cycle versus the 15-16 cycle, scores in the "Understanding of International Affairs" outcome stayed the same, and in the areas of the "analytical skill" and "communication skills" outcome improved versus the last assessment cycle. Thus, faculty, staff, and administrators think these initiatives of the action plans noted above have helped students learn and improve the program.</p>

Faculty have ensured that all online courses are equivalent to residential courses in the credit hour requirements and in student learning outcomes through a rigorous course review process.

#### Contact Hour Requirements

The Department of International Affairs curriculum committee verified that each three credit hour distance education, non-traditional course delivered a minimum of the required 45-48 contact hours of formalized instruction and 90 hours of out-of-classroom student work via syllabi review. The departmental curriculum committee determined faculty formalized contact hours by the number of faculty-led threaded discussion questions in the online courses. In online courses, each faculty member commits to spending two hours engaged in online discussion for each threaded discussion question. Out-of-classroom student work hours was determined by gauging the out-of-class activities, readings, lectures, and assignments equaled at least 90 hours of out-of-classroom work during the semester.

In addition, online instructor contact hour requirements are highlighted in the contract expectations of all online instructors. For example, each online instructor signs a contract that states:

To meet accreditation and Bush School standards and to be considered for future employment, all faculty teaching Bush School online courses must meet the following faculty-student interaction and participation requirements and other requirements for each course they teach.

Be visibly active and participate in the online classroom (online discussion board) at least 3 out of 7 days each week (spread throughout the week), and at least 4½ hours each week. Students need to see that their instructor is active in the course at least every couple of days. The total number of faculty-student contact hours for the course must be at least 45.

Online student participation expectations in threaded discussion and the classroom are also highlighted in all online syllabi:

In the online environment, your online participation is considered your class attendance. You must "visibly participate" in the online classroom 4 out of 7 days each week of the term, actively and positively contributing to the learning process. To meet participation requirements, you are expected to contribute substantively to the class discussion in addition to posting any written assignments for grading. Besides the initial response to a discussion question, you must respond to a minimum of two of your classmates' posts within the established deadlines.

Additionally, the departmental curriculum committee also verified the three credit hour INTA 689 field seminar, non-traditional course delivered a minimum of the required 45-48 contact hours of formalized instruction and 90 hours of out-of-classroom student work via syllabi review.

#### Learning Outcome Equivalencies

The Department of International Affairs curriculum committee has verified that the learning outcomes for its spring 2018 distance education, non-traditional courses are equivalent to traditional format courses. The committee determined equivalency by reviewing the alignment of the content of the course outcomes and assessments, verifying the appropriate graduate-level rigor of outcomes, and assessing the content to determine quality as comparable to traditional format courses.

The faculty confirmed that the following courses meet all credit hour requirements and student learning outcome equivalencies.

#### 100% Online Courses, 15 Weeks

INTA 603: American Diplomacy; INTA 604: Politics of the Contemporary Middle East; INTA 605: American Foreign Policy Since World War II; INTA 651: National Security Policy; INTA 652: The Role of Intelligence in Security Affairs; INTA 653: Technical Collection Systems in International Security; INTA 654: Military Strategy in the Conduct of Nations; INTA 659: Transnational Security Issues; INTA 680: Political Violence and Terrorism in the International System; INTA 682: The Law of War

#### Per Course Justification Verifications of Contact Hours and Learning Outcomes

##### Online Courses:

INTA 603: American Diplomacy

-Contact Hours: Instructors are committed to spending 2 hours engaged in on-line discussion for each faculty-led discussion question included in the course syllabus. In INTA 603, there are 31 faculty led discussion questions on the syllabus, thus guaranteeing 62 contact hours. The minimum of 45 direct faculty instructional time is met. These are supplemented by a weekly on-line short lecture by the instructor, augmenting the amount of contact. The reading assignments and written assignments (3 papers) are consistent with what would be expected from an on-site class and equate to at least 90 hours of out-of-class work for the student.

**(Distance Education Question #1)  
How is the program ensuring the comparability of the distance education program with comparable campus-based (i.e., face-to-face) programs?**

-Learning Objectives: The assigned reading and the discussion questions are adequate to achieve the learning objectives of the course. The theoretical frameworks derived from Waltz's Man, The State and War are a standard approach in the field to teaching international relations. The case studies provide empirical material for testing the applicability of the theoretical frameworks to historical instances of American diplomatic activity. The discussion in the final weeks provides an opportunity for students to examine the tools for constructing American foreign policy decisions.

INTA 604: Politics of the Contemporary Middle East

-Contact Hours: Instructors are committed to spending 2 hours engaged in on-line discussion for each faculty-led discussion question included in the course syllabus. In INTA 604, there are 26 faculty led discussion questions on the syllabus, thus guaranteeing 52 contact hours. The minimum of 45 direct faculty instructional time is met. These are supplemented by a weekly, on-line short lecture by the instructor, augmenting the amount of contact. The reading assignments are consistent with what would be expected in an on-site course and the written work required (2 short essays and a policy paper) is similar to what would be expected in an on-site course. The reading assignments and written assignments equate to at least 90 hours of out-of-class work for the student.

-Learning Objectives: The reading assignments, discussion questions and written assignments are adequate for the student to achieve the learning objectives of the class: 1) to understand the politics of Islam; 2) understand the role of the colonial past in shaping the modern Middle East; 3) analyze the causes of the Arab Spring; 4) understand Iran's role in regional politics and 5) understand the significance of oil in the international politics of the Middle East.

INTA 605: American Foreign Policy Since World War II

-Contact Hours: Instructors are committed to spending 2 hours engaged in on-line discussion for each faculty-led discussion question included in the course syllabus. In INTA 605, there are 27 faculty led discussion questions on the syllabus, thus guaranteeing 54 contact hours. The minimum of 45 direct faculty instructional time is met. These are supplemented by a weekly, on-line average length lectures (25-35 minutes) by the instructor, augmenting the amount of contact. There are two required texts and the reading assignments are appropriate and consistent with what would be expected in an on-site course. Written assignments include a mid-term and final exam essay. The reading assignments and written assignments equate to at least 90 hours of out-of-class work for the student.

-Learning Objectives: The reading assignments, discussion questions and written assignments are adequate for the student to achieve the learning objectives of the class. These objectives are to understand American foreign policy choices in the past and future with a focus on American foreign policy since 1945 and to examine contemporary challenges in the post 9/11 period. The learning objectives for each week are listed in more detail in the syllabus. The required readings are adequate and relevant to the course objectives.

INTA 651: National Security Policy

-Contact Hours: In the faculty led threaded discussions, the instructor is committed to 2 hours for each discussion question. With 30 discussion questions, the instructor is committed to 60 hours of contact hours in class discussions. In addition, the instructor is also committed to holding office hours for 2 hours each week for 15 weeks. The minimum of 45 direct faculty instructional time is met. For class discussion, students are required to post response to the two discussion questions assigned for each week. In addition, they are required to post responses to at least two of their peers' posts. The assignments also include a book review essay and a final policy paper. In the review essay, the students are expected to answer the two review questions, one for each of the required books. To prepare for the final policy report, the students are asked to write a one page proposal. All these assignments are consistent with what would be expected from an on-site class and equate to at least 90 hours or more of out-of-class work for the student.

-Learning Objectives: The 14 topics covered in the course provide a forum for developing an understanding of key concepts, players, institutions, intergovernmental processes, and contemporary issues in the national security policy domain. The required readings, lectures, discussion questions, and course assignments are all designed to achieve such learning objectives of the course.

INTA 652: The Role of Intelligence in Security Affairs

-Contact Hours: Instructors are committed to spending 2 hours engaged in on-line discussion for each faculty-led discussion question included in the course syllabus. In INTA 652, there are 27 faculty led discussion questions on the syllabus, thus guaranteeing 54 contact hours. The minimum of 45 direct faculty instructional time is met. These are supplemented by a weekly, on-line short lecture by the instructor, augmenting the amount of contact. The reading assignments are consistent with what would be expected in an on-site course. While there is only one required text, there are extensive required readings from course reserves for every week. The written work required (mid-term, final, research paper) is similar to what would be expected in an on-site course. The reading assignments and written assignments equate to at least 90 hours of out-of-class work for the student.

-Learning Objectives: The reading assignments, discussion questions and written assignments are adequate for achieving the learning objectives of the class, including understanding the organization of the U.S. intelligence community, how intelligence factors into national security decision-making, different modes of intelligence collection, identify the challenges facing U.S. national security and how the intelligence community has reacted to those challenges.

INTA 653: Technical Collection Systems for International Security

- Contact Hours: In the faculty led threaded discussions, the instructor is committed to 2 hours for each discussion question. With 25 discussion questions, the instructor is committed to 50 hours of contact hours in class discussions. The course also includes outside speakers from U.S. government agencies explain the relevant topics. The minimum of 45 direct faculty instructional time is met. For class discussion, students are required to post response to the two discussion questions assigned for each week. In addition, they are required to post responses to at least two of their peers' posts. The students are expected to read the assigned articles and books about technical acquisition of intelligence and their knowledge of the assigned readings and the lectures are tested through a midterm exam and a final exam. The students are also required to write a final research paper, 12-15 pages in length. All these assignments are consistent with what would be expected from an on-site class and equate to 90 hours or more of out-of-class work for the student.

**(Distance Education Question #1 continued)**  
**How is the program ensuring the comparability of the distance education program with comparable campus-based (i.e., face-to-face) programs?**

exam and a final exam. The students are also required to write a final research paper, 12-15 pages in length. All these assignments are consistent with what would be expected from an on-site class and equate to 90 hours or more of out-of-class work for the student.

-Learning Objectives: This course is an introduction to the technical aspects of remote sensing and signals technology applied to international security issues and an introduction to interpretation of the acquired information. The topics covered in the course are designed to enable students to identify the technical aspects of intelligence collection; to explain various collection disciplines; to understand the contribution of the technical collection systems to US national security and to evaluate the relevance of technical collection systems to related agencies. All the required readings, lectures, discussion questions, and course assignments facilitate student learning and help to achieve the above learning objectives.

#### INTA 654: Military Strategy in the Conduct of Nations

-Contact Hours: Instructors are committed to spending 2 hours engaged in on-line discussion for each faculty-led discussion question included in the course syllabus. In INTA 654, there are 29 faculty led discussion questions on the syllabus, thus guaranteeing 58 contact hours. The minimum of 45 direct faculty instructional time is met. These are supplemented by a weekly, on-line short lecture by the instructor, augmenting the amount of contact. The reading assignments are consistent with what would be expected in an on-site course. The written work required (four exams and a number of shorter written assignments for posting to the discussion boards, outside of the regular discussion questions) is similar to what would be expected in an on-site course. The reading assignments and written assignments equate to 90 hours of out-of-class work for the student.

-Learning Objectives: The reading assignments, discussion questions and written assignments are adequate for achieving the learning objectives of the class. The course presents a chronological account of different periods of warfare, discussing how technology, strategy and theory combine to produce distinctive types of conflict. It then discusses various contemporary issues in war and conflict (eg., terrorism, nuclear weapons, cyber domain, counter-insurgency). The readings and lecture videos cover these periods and these topics very well.

#### INTA 659: Transnational Security

-Contact Hours: In the faculty led threaded discussions, the instructor is committed to 2 hours for each discussion question. With 31 discussion questions, the instructor is committed to 62 hours of contact hours in class discussions. The minimum of 45 direct faculty instructional time is met. For class discussion, students are required to post response to the two discussion questions assigned for each week. In addition, they are required to produce a short video on transitional security issue. The students are also required to choose an issue topic and write a problem identification memo and a solution memo. A final research paper is also assigned. All these course work are consistent with what would be expected from an on-site class and equate to 90 hours or more of out-of-class work for the student.

-Learning Objectives: This course investigates a range of transnational security issues, evaluates the sources of the issues, and analyze policy responses. Students will gain appreciation for transnational security issues and be able to assess how the U.S. national security policies would impact those transnational security issues. All the required readings, lectures, discussion questions, activities, and course assignments facilitate student learning and help to achieve the course learning objectives.

#### INTA 680: Political Violence and Terrorism Within the International System

-Contact Hours: Instructors are committed to spending 2 hours engaged in on-line discussion for each faculty-led discussion question included in the course syllabus. In INTA 680, there are 26 faculty led discussion questions on the syllabus, thus guaranteeing 52 contact hours. The minimum of 45 direct faculty instructional time is met. These are supplemented by a weekly, on-line lengthy lecture by the instructor, augmenting the amount of contact. The reading assignments are consistent with what would be expected in an on-site course. The written work required (two short essays, group case analysis and Result and Response analysis) is similar to what would be expected in an on-site course. The reading assignments and written assignments equate to 90 hours or more of out-of-class work for the student.

-Learning Objectives: The reading assignments, discussion questions and written assignments are adequate for achieving the learning objectives of the class. These include evaluating political violence and terrorism in the contemporary international system, identifying its roots and dynamics and constructing strategies to reduce it. These objectives are listed in more detail each week in the syllabus. Readings are up to date and support the learning objectives.

#### INTA 682: Law of War

-Contact Hours: Instructors are committed to spending 2 hours engaged in on-line discussion for each faculty-led discussion question included in the course syllabus. In INTA 682, there are 27 faculty led discussion questions on the syllabus, thus guaranteeing 54 contact hours. The minimum of 45 direct faculty instructional time is met. These are supplemented by a weekly, on-line short lecture by the instructor, augmenting the amount of contact. The reading assignments are consistent with what would be expected in an on-site course, including a significant amount of judicial cases, treaties and international agreements, as would be expected in a course on military and international law. The written work required (mid-term, final research paper) is similar to what would be expected in an on-site course. All these assignments are consistent with what would be expected from an on-site class. The reading assignments and written assignments equate to 90 hours or more of out-of-class work for the student.

-Learning Objectives: The reading assignments, discussion questions and written assignments are adequate for achieving the learning objectives of the class. The syllabus lists 59 learning objectives, most of which involve understanding legal definitions and specific rules governing situations in conflict. These 59 specific outcomes map well onto the subjects covered in the syllabus, the readings and the discussion questions. All the required readings, lectures, discussion questions, and course assignments facilitate student learning and help to achieve the course learning objectives.

Other Methods to Ensure Comparability to Campus-Based Programs

**(Distance Education Question #1 continued)**  
**How is the program ensuring the comparability of the distance education program with comparable campus-based (i.e., face-to-face) programs?**

<p><b>(Distance Education Question #1 continued)</b>  <b>How is the program ensuring the comparability of the distance education program with comparable campus-based (i.e., face-to-face) programs?</b></p>	<p>Likewise, Bush School professional instructional designers have also worked to ensure the comparable and exceptional quality for online courses. Instructional designers are trained in instructional design theory for the online environment, as well as andragogical principles. Instructional designers assist the faculty to develop online courses. They serve the faculty as curriculum design consultants to help faculty transfer their on campus classroom instructional strategies to instructional activities appropriate to the online environment.</p> <p>Prior to course delivery, all online courses also undergo a mandatory quality control check that includes areas of curriculum content and IT operability. Quality is ensured through three methods. First, academic content for each course is developed by a Ph.D./J.D./Ed.D. subject matter expert. Before a semester begins, the subject matter expert for a given course reviews the syllabus, lectures, and other course material. Revisions are made as necessary to ensure any changes are correctly reflected in course content. Second, the Office of Extended Education Instructional Design Team whose expertise includes technology and andragogy, review all courses for correct material format, ADA (American Disabilities Act) compliance; accessibility to learners and learning styles; and, program utility and interoperability. Third, modeled after a revised and expedited quality matters framework, as a final quality control process, all online courses must pass a final quality check by the Subject Matter Expert, the Course Instructor, and Instructional Designer review process to ensure curricular consistency and online quality.</p> <p>Additionally, as the course launches, the faculty services program coordinator reviews online courses to ensure faculty complete the requisite 45 hours of instructor-led online contact hours and 90 hours of out-of-class student homework. Thus, via the various faculty committees and professional instructional support staff, the Bush School of Government and Public Service ensures online courses are equivalent to on ground courses in the learning outcomes, credit hours, rigor, quality of course design, and quality of course instruction.</p>
<p><b>(Distance Education Question #2)</b>  <b>What data/evidence are used to regularly assess the effectiveness of the distance education program (in comparison to comparable campus-based programs)?</b>  <b>(1) What data are routinely used to assess effectiveness and comparability?</b>  <b>(2) What evidence does the program have to support the comparability of the distance education program with similar campus-based program(s)?</b></p>	<p>As a four course graduate certificate program, program faculty focus assess learning outcomes by reviewing and analyzing papers in the required courses of INTA 605 American Foreign Policy Since World War II and INTA 651 National Security Policy. The papers are drafted by individual students in response to prompts in the major graduate certificate courses in which the majority of international affairs graduate certificate students complete. An instructor uses a rubric to assess that students' work and that the work demonstrates the successful achievement of learning outcomes via the rubric. Rubric data is compiled and analyzed. The certificate director and faculty then make a plan of improvement in order to improve student learning outcomes based on the data.</p> <p>Additionally, students services offered to on ground and online students are listed, and students are informed of services that can help them succeed. For example, the Texas A&amp;M University Writing Center may be used for all students, and the Writing Center offers services online. Thus, program advisors send messages to all graduate certificate students about the online services available to them. This helps ensure comparability by offering the same level of support, communication, and service for the online student as well as the on campus student.</p> <p>The evidence that the program has to support the comparability of the distance education program with similar campus-based program(s) includes the detailed syllabi on archive that demonstrate the credit hours in terms of faculty-led contact hours in excess of 45 credit hours, as well as the minimum 90 credit hours of out-of-classroom work for a three credit hour course. In addition, the student learning outcomes and the credit hours have been reviewed and approved by the faculty curriculum committee for comparability to traditional courses. Policies for online faculty include the requirement that faculty substantively interact with students online each week, at least 4.5 hours each week, and participate in online discussion boards. Finally, the listing of online student services mirrors the support of on campus services in areas of technical support, writing center support, advising support, and career center support. All of these items serve as evidence that this distance education program is comparable to campus-based programs.</p>
<p><b>(Distance Education Question #3)</b>  <b>What steps have been taken, if any, for improvement of the distance education program to ensure comparability? (i.e., provide the basic components of an Action Plan)</b></p>	<p>The Bush School has a yearly curriculum review process for online courses to ensure comparability and for continual improvement purposes. Each year, the advanced international affairs certificate director reviews all online course syllabi and identifies courses that need improvement and re-design. The faculty certificate director consults with faculty experts at the Bush School to identify any needed advances and updates to syllabi.</p> <p>The yearly curriculum review process keeps the content up-to-date and at the forefront of advanced international affairs policy and practice changes, and relevant advancements in the field. For example, in the 2016-2017 Academic Year, one course of INTA 654 Military Strategy in the Conduct of Nations was re-designed to update to a newer textbook and more relevant discussion questions that intertwined recent events into the content. In addition to curriculum improvements, the Frequently Asked Questions section of online courses was updated to reflect student services updates and to include more instructional video support of online course navigation. All these curriculum and services review initiatives function to ensure comparability of online programs to traditional programs.</p>