Memorandum

August 30, 2007

To: Executive Committee
   Faculty Senate

From: Valerie Balester, Chair
       W Course Advisory Committee

RE: Request for course additions to the W Course graduation requirement

The W Course Advisory Committee voted to approve the following courses to satisfy the writing requirement for graduation. The W Course Advisory Committee reviewed each course and agreed that all aspects of the courses were consistent with guidelines for the W Course status requirement. Therefore, these courses should be included in the “W Designated Course” category to meet the writing intensive requirement for graduation.

Courses submitted for certification:

HORT 225  Horticulture Learning Community

Courses submitted for recertification:

ANSC 311  Equine Behavior and Training
SEFB 320  Education and Employment Issues in Secondary Special Education
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W Course Advisory Committee
CC: David Reed, Horticultural Science
Tim Davis, Head, Department of Horticultural Science
Ann Kenimer, AOC Dean, College of Agriculture & Life Sciences
DATE: August 28, 2007
SUBJECT: REPORT ON PROPOSED W COURSE: HORT 225

We recommend that HORT 225, Horticulture Learning Community, be certified as a writing-intensive (W) course for the next four academic years (8/07 to 9/1/11). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality (80%)
2. Course content appropriate to the major
3. Total number of words (2400)
4. Instructor to student ratio for one section: 1:12

The Horticulture Learning Community provides students with the opportunity to write in a number of different genres and to both professional and lay audiences on topics both technical and informative. Students write weekly 200-500 word essays so that the upper word count could reach 6500. They receive feedback on every assignment by means of a rubric, individual instruction as needed, and the opportunity to re-write and resubmit their work. One assignment will be peer reviewed before it is due so that students can revise it before submission. Writing instruction includes basic lectures on topics such as audience analysis and basic grammar and punctuation.
TEXAS A&M UNIVERSITY W COURSE ADVISORY COMMITTEE
Request for W Course Status
Submitted to the Chair, W Course Advisory Committee
University Writing Center, MS 5000

1. This request is submitted to Valerie Balester, Chair, W Course Advisory Committee, and concerns (enter course prefix, number, and complete title of course):

2. Please have this form signed by both the Department Head and the College Dean.

3. Once signed, please submit this form to the University Writing Center, MS 5000.

Signature: ____________________________
(Course Instructor / Coordinator)

Received: ____________________________
(W Course Coordinator, University Writing Center)

Approvals:

College Dean: __________________________
(Date)

Department Head: __________________________
(Date)
Syllabus
Hort 225 - Horticulture Learning Community
David Wm. Reed – Instructor
Horticulture-Forest Science Building, Rm. 408
Office: 845-0139, Home: 690-0401
e-mail: dwreed@tamu.edu

Fall 2007
Wednesday, 5:30 - 6:20 pm
Horticulture-Forest Science Building Room 105

Web Site: generalhorticulture.tamu.edu/LearningCommunity/

Objectives of the course:
A Learning Community is a group of people who come together to share knowledge and exchange ideas. The primary objectives of a Learning Community are to enhance your (1) understanding of the personal and professional competencies that you will need to develop during your college career, (2) analytical and critical thinking skills, (3) oral and written communication skills, (4) interpersonal skills, and (5) research and problem solving skills.

The Learning Community in Horticulture is designed to give you exposure to a global university experience. It will not be your typical subject matter course. Rather it will be designed to expose you to a variety of topics that impact your potential for success in college and that stimulate thought and discussion. It is to show you the forest and not just the trees. As one of our former Department Head used to say “Don’t let you classes interfere with your college education.”

Prerequisites: Horticulture major, freshman or 1st year transfer student.

Required materials: Reading materials which will be furnished, or obtained from the internet.

Grading Criteria: Course grades will be determined based on the following criteria:

<table>
<thead>
<tr>
<th>Weekly Written Assignments</th>
<th>160 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality of Participation</td>
<td>20 points</td>
</tr>
<tr>
<td>Final Examination</td>
<td>20 points</td>
</tr>
</tbody>
</table>

Written Assignments:
Ten 20-point written assignments will be assigned based on that week’s class, field trip or experience. Eight will be used for your grade; the two lowest grades will be dropped. The assignments will be graded for content, spelling, grammar, and clarity of writing using a grading rubric. Plagiarism of any type will not be tolerated. All assignments will be turned-in via email in an electronic format. Assignments turned in late will receive a 1 point deduction per day. If a class is missed due to an unexcused absence, that week's writing assignment will receive a grade of 0. If a class is missed for an University excused absence, arrangements will be made for an alternative writing assignment.
Quality of Participation:
Each student will be graded on the quality of their participation in class discussions. Assuming everyone will be involved in the discussion, then all should receive high participation grades. Every unexcused absence will carry a 10 point penalty deducted from the Quality of Participation grade.

Field Trip:
The class will take two mandatory field trips. If a field trip is missed for an unexcused absence, a 10 point penalty will be deducted from the Quality of Participation grade. In addition, if a writing assignment is given based on the field trip, then the writing assignment will receive a grade of 0 (e.g. another 10 point penalty). If the field trip is missed for an University excused absence, arrangements will be made for an alternative writing assignment.

Final Examination:
The format of the final exam is to be determined. It will be structured to capitalize on your experiences throughout the semester, and will be in a format that does not require preparation.

Attendance:
Attendance is mandatory. See above comments for penalties associated with unexcused absences. For University excused absences, arrangements will be made for missed assignments, field trips, etc.

American Disabilities Act
The American 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 Director of Counseling and each of your course instructors.

Copyrights
Please note that all handouts and supplements used in this course are copyrighted. This includes all materials generated for this class, including but not limited to syllabi, exams, in-class materials, review sheets, and lecture outlines. Materials may be downloaded or photocopied for personal use only, and may not be given or sold to other individuals.

Scholastic Dishonesty and the Aggie Honor System
It is the responsibility of students and instructors to help maintain scholastic integrity by abiding by the Aggie Honor Code "An Aggie does not lie, cheat or steal or tolerate those who do". The Aggie Honor System (http://www.tamu.edu/aggiehonor/) establishes student rules relative to scholastic dishonesty. Definitions of scholastic dishonesty can be obtained at http://www.tamu.edu/aggiehonor/definitions.php, and the sanctions can be viewed at http://www.tamu.edu/aggiehonor/sanctions.php. It is my class policy to prosecute scholastic dishonesty to the fullest extent allowed, which will include a grade of F in the course if scholastic dishonesty is proven on any given exam, and submission of the findings to the Aggie Honor Council.
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W Course Advisory Committee
CC: Clay Cavinder, Dept. of Animal Science
      Gary Acuff, Head, Dept. of Animal Science
      Anne Kennimer, AOC Dean, College of Agriculture and Life Sciences
DATE: August 28, 2007
SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: ANSC 311

We recommend that ANSC 311, Equine Behavior and Training, be recertified as a writing-intensive (W) course for the next four academic years (8/07 to 9/11). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 40%
2. Course content appropriate to the major
3. Total number of words: 3000
4. Instructor to student ratio for one section: 1:20 (depending on the number of lab TAs assigned, it may be lower)

Students receive feedback in the form of peer review using Calibrated Peer Review, and the semester writing project is completed in sections so that each section can be critiqued by the instructor and later revised as needed for the final version. Instruction includes lectures, demonstrations, models, and discussion. Students write about topics being learned about in lab or class lecture. Weekly journal assignments are reviewed by lab assistants and give students low-stakes practice in writing.

No significant changes have been made since original certification was granted.
ANIMAL SCIENCE 311  
EQUINE BEHAVIOR AND TRAINING  
Spring 2007  

Instructor and Lab Coordinator:  
Dr. Clay A. Cavinder  
Office Hours:  
249 Kleberg Center  
M 11-12:00  
845-7731 (office)  
cac@tamu.edu  

Laboratory Instructors:  
ANSC 311-501 Jennifer Seale KLCT 234  
ANSC 311-502 Denise Manhart KLCT 234  
ANSC 311-503 Rusty Kriewald KLCT 240  
ANSC 311-504 Katie Hamlin KLCT 234  

Required Texts:  

Course Description and Objectives:  
This course focuses on the behavioral management and training of young horses. Information on the natural behaviors and instincts of horses, their responses to external stimuli, their means of communication, and the classical learning principles will be presented in lecture settings. Laboratories will provide an opportunity for students to apply this information to the behavior modification of their assigned project horse. Laboratories are organized such that students are grouped by their experience levels to work toward similar goals with their project horses in a supervised environment.  

Please note: This class is designated as being "writing intensive". Therefore, you will be expected to complete several different writing assignments throughout the semester.
Examinations and Grading:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Journal entries</td>
<td>50</td>
</tr>
<tr>
<td>Peer Reviewed Writing Assignments (2)</td>
<td>50</td>
</tr>
<tr>
<td>Writing Assignments (at home)</td>
<td>50</td>
</tr>
<tr>
<td>“How-To” Writing Assignment</td>
<td>100</td>
</tr>
<tr>
<td>Final Exam (from lecture and lab, comprehensive)</td>
<td>100</td>
</tr>
<tr>
<td>Lab Practicals</td>
<td>200</td>
</tr>
<tr>
<td>Stall/Barn/Attendance Grade</td>
<td>100</td>
</tr>
<tr>
<td>Lab Quizzes/Writing Assignments</td>
<td>50</td>
</tr>
</tbody>
</table>

A total of 40% of your final grade will come from the points distributed from writing assignments. The remaining points will be from 40% lab quizzes and practicals and 20% from the final exam.

Letter grades will be determined as follows:

- A 90-100
- B 80-89.9
- C 70-79.9
- D 60-69.9
- F Below 60

PEER REVIEWED WRITING ASSIGNMENTS: These assignments will be composed of several parts. Each student will first complete a short writing assignment from a prompt provided by the instructor. This assignment should be no longer than one page typed in 12 point font and double spaced when completed. Students will then submit their assignment anonymously (everyone will have a random ID assigned) to be redistributed to and reviewed by their peers. You will then receive the peer reviewed paper back and have time to revise before handing in the final draft.

PRACTICALS: Hands-on demonstrations of the objectives for each of the three different labs will be required of the students as a means of evaluating their skill development in training their project horse. The practicals will be given at various times during the semester to provide feedback on the progress the student is making in accomplishing the required objectives (see page 5 of syllabus) for their specific lab. At the end of the semester, the student will have a hands-on practical evaluation of the major objectives which should be accomplished by that time in the course.

“How-To” WRITING ASSIGNMENT: For this assignment, the student will write a how-to article on a specific area of horse training such as the ones which are found in the popular press. There are several due dates for various aspects of this assignment as follows:

- Topic and/or title and reference article (10 pts)
- Outline (20 pts)
- Rough draft (30 pts)
- Final draft (40 pts)
The finished manuscript should be approximately 4 pages in length, 12 pt font, double-spaced and 1" margins. It should include a title page containing the article title, the name of the magazine for which it is written, the target audience and the student’s name, course title and date. The student should use at least three references for this article. These can include books, other magazine articles, scientific journal articles, personal interviews and not more than one reference from the internet. References should not be cited specifically in the text like in a term paper but should be listed at the end as suggested for further reading on the topic. The student should include with the title/topic a copy of a popular press article on the topic or a very similar topic to the one being written.

Grading of the final article will be broken out as follows: Grammar and Spelling – 25%, Organization, Thesis Development and Content – 60%, and Style and Originality – 15%. Papers that do not conform to the described guidelines will have points deducted accordingly. If you have questions about the topic you have chosen, please come by and discuss it with me. The Writing Center in 214 Evans Library (458-1455) has some helpful guidelines for various writing assignments and is available to help students with these types of assignments. They can give additional guidance to proper writing and review and can be accessed at http://writingcenter.tamu.edu. They also have a hotline to answer quick questions (write line-845-2160).

FINAL EXAM: A final examination will be given to test the student’s cognitive and analytical skill related to horse behavior and training as presented during the lecture and laboratory periods. This exam will reflect information gained from the lectures and handout materials (60-70%) and the labs and lab manual (30-40%).

Policy on Absences and Missed Work:

1. There are no unauthorized absences granted and role will be taken in lab and lecture. Each lecture period missed after 1 absence will result in a 5 percentage point deduction from the final grade.
2. Authorized absence does not excuse students from any assignments of lab work. A focus of this course is to establish the responsibility of horse ownership and management part of which is to be sure the animal is appropriately cared for at all times.
3. Missed exams and practicals will be made up at the discretion of the instructor or TA.
4. Permission for making up any missed work will be granted only for authorized absences arranged in advance of the absence or in case of sickness, injury or death in the family. In those cases, it will be the responsibility of the student to notify the instructor and lab instructor as soon as possible. In the case of absence due to sickness, the student must present verification of the illness from the University Health Center or family doctor.
5. Work missed due to unauthorized absence will not be made up and a grade of zero will be recorded. Also, work not made up due to authorized absence will receive a grade of zero.
6. In case of absence for any reason, authorized or unauthorized, care for your project horse for lab must be arranged in advance. A fellow classmate should
be contacted to care for your horse. If greater than three absences occur where you fail to arrange to care for your project horse, the privilege to work with the assigned horse will be terminated and points to be derived from work with the project horse will be recorded as zero.

7. We are very serious about your attendance to lab. Your performance in achieving the objectives is closely related to the amount of time you put in with your horse. Time wasted during lab will reflect in your grade. We are well aware of the time it takes to get these objectives accomplished but we also know that it is possible to get it all done. If you continually miss labs (for any reason), it will be impossible to achieve the objectives that are required.

8. For each absence that a student has (in lab), the make-up assignment will be a written assignment. The topic will be at the discretion of the lab instructor.

9. **Late assignments will not be accepted and a score of 0 recorded!!!**

For further clarification, see [http://student-rules.tamu.edu/rules7.htm](http://student-rules.tamu.edu/rules7.htm)

Class Rules:

1. Rudeness or disrespect by students toward the instructor, TA, or other students in the class will not be tolerated. This includes talking during the lectures and demonstrations, use of cell phones and computers, reading unrelated material (magazines, newspapers or other class notes), and working on class assignments other than 311.

2. “Perception is reality.” If the instructor or TA thinks you are cheating on a quiz or exam, the exam will be taken and you will receive a grade of zero. It is in your best interest not to behave in any way that could be misinterpreted as cheating. See the section on the Aggie Code of Honor.

3. Questions concerning quiz and exam grades should be asked during the next class period after getting the quiz or exam returned to you. **Do not wait until the end of the semester to bring any questions regarding grading to my attention.**
Aggie Code of Honor

"An Aggie does not lie, cheat or steal, or tolerate those that do." The Office of the Aggie Honor System provides resources to students and faculty to help uphold this Honor Code, including definitions for academic dishonesty and plagiarism. These resources, as well as information about the Office of the Aggie Honor System, can be found at http://www.tamu.edu/aggiehonor/. It is every person's responsibility, students and faculty alike, to understand what constitutes academic dishonesty, prevent it from happening, and promote honesty and integrity fitting for Texas A&M University. Take the time to explore the website and become familiar with the resources available.

ADA Statement: The Americans with Disabilities Act (ADA) is a federal antidiscrimination statute that provides comprehensive civil 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 126 of the Koldus Bldg., or call 845-1637.
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Reading</th>
</tr>
</thead>
</table>
| 1 (1/17) | Introductions  
Course Overview  
Relationship Between Horse and Trainer | MacKenzie Paper |
| 2 (1/24) | Basic Training Equipment and Equitation | Handouts |
| 3 (1/31) | Behavioral Development | TDH - Pages 126-155 |
| 4 (2/7) | Body Language of Horses  
Peer Review (Text) 1 Due | TDH – Pages 88-92 |
| 5 (2/14) | Social Behavior  
TITLE DUE (with example article)  
Peer Review (Review) 1 Due | TDH – Pages 83-88, 140-144 |
| 6 (2/21) | Lameness | |
| 7 (2/28) | Senses and Perception  
OUTLINE DUE | |
| 8 (3/7) | Behavior Modification in the Horse (Training)  
Writing Assignment 1 Due | TDH – Pages 169-180 |
| 9 (3/21) | Reinforcement and Punishment of Behavior: Relationships of Learning and Training  
ROUGH DRAFT DUE (2 copies) | The Domestic Horse- III  
Yeates paper |
| 10 (3/28) | Reinforcement and Punishment Continued  
Peer Review (Text) 2 Due | The Domestic Horse- III |
| 11 (4/4) | Vices of Horses—Causes and Management  
Peer Review (Review) 2 Due | TDH – Pages 212-224 |
| 12 (4/11) | Feeding Management for Horses in Training | Gibbs handout |
| 13 (4/18) | Basic Equine Exercise Physiology  
FINAL ARTICLE DUE (with graded rough draft attached) | Vogelsang paper |
| 14 (4/25) | In class activity/discussion  
(make-up day if necessary)  
Writing Assignment 2 Due | |

FINAL EXAM (8 a.m.)  
Tues. May 8th: 8-10 am
Objectives for Project Horses in ANSC 311

A Lab
Project horses must:
- Be easily caught
- Be gentle to handling
- Permit handling of feet, hoof trimming
- Lead at walk and trot from both sides
- Longe at walk and trot quietly
- Respond to being set up for halter exhibition
- Be well-groomed and fitted, including clipping
- Have mane and tail well-groomed
- Accept rinsing with water
- Stand while tied
- Accept sacking
- Load in trailer

B Lab
Project horses must do all of the above and:
- Accept saddling and bridling
- Accept mounting and dismounting
- Accept driving in circles, lines and through a pattern
- Walk and trot in circle with rider in a steady manner
- Stop and back readily with rider
- Perform forehand pivot

C Lab
Project horse must do all of the above and:
- Canter on both leads while being ridden
- Perform fore- and rear-hand pivots while ridden
- Perform smooth and steady upward and downward transitions
- Sidepass, leg-yield and do other basic maneuvers
- Perform simple patterns
- Walk through cavalletti

In order to receive full credit for the lab portion of this course, the student must accomplish all the objectives required. The instructor may change the objective for lab during the semester. Grades will be assigned accordingly and points can not be given if the objectives are not fulfilled.

*** At the instructor's discretion, project horses may be reassigned among the students at anytime during the semester. Reassignment of projects will not adversely affect the students' course grades. Avoid "getting attached" to your project horse; they are not pets. Project horses will be assigned accordingly to insure the students' best interests with regards to safety and course objectives. ***
Laboratory Equipment Requirements for ANSC 311

A Lab (required for each pair/group of students)
- Yearling (colt) halter (flat nylon)
- Cotton lead rope (at least 8 feet) with heavy snap
- 1 30-foot longe line of 3/8 or ½ inch cotton rope with light-weight snap
- Medium to soft bristle brush
- Rubber curry comb
- Mane comb
- Hoof pick
- Hoof knife (right or left handed)
- Hoof rasp and handle
- File for sharpening hoof knife
- Leather work gloves (optional but highly recommended)

B and C Labs (required for each student)
- Yearling or two-year old halter (small to medium horse)
- Cotton lead rope (at least 8 feet) with heavy snap
- 2 30-foot longe lines of 3/8 or ½ inch cotton rope with light-weight snap
- Medium to soft bristle brush
- Rubber curry comb
- Mane comb
- Hoof pick
- Hoof knife (right or left handed)
- Hoof rasp and handle
- File for sharpening hoof knife
- D-ring or O-ring snaffle bit
- Headstall (with browband/throatlatch) and split reins
- Running martingale
- Saddle and saddle pad (Western saddle highly recommended)
- Properly fitting ASTM/SEI riding helmet
- Leather work gloves (optional but highly recommended)

Since horse need to be clipped (muzzle, bridle path, ears, fetlocks), it is suggested that each lab pool their resources and invest in a pair of inexpensive clippers for use by their lab only.

The above equipment can be found at feed stores, farm and ranch stores and western stores. Some local vendors include: Brazos Feed and Supply, Tractor Supply Company Producers Co-op, R-n-S Tack, and Close Quarters. Be sure to keep sales receipts for halters until you have tried it on your project horse. If you can not furnish the equipment required for the lab in which you are enrolled, you may want to consider getting into another lab which uses less equipment. Without the required equipment, it will be difficult to accomplish the objectives for your lab.
Rules and Safety Regulations for Equine Science Laboratories

1. **Parking** — park only at designated area at the Horse Center and Equestrian Center. Do not park on the grass or block entrances to the barn or arena.

2. You must be dressed safely to work horses — no sandals, shorts, skirts, low-rise pants, halter or spaghetti strap tops, or tennis shoes allowed. **Boots and long pants are required at all times.**

3. Leather gloves may be useful in preventing hand injuries.

4. It is **mandatory** that protective headgear is worn when riding young horses (Western- first 15 rides or discretion of instructor, English- at all times).

5. **DO NOT USE OR BORROW ANY EQUIPMENT THAT IS NOT YOURS WITHOUT THE OWNER’S PERMISSION!!!**

6. Do not ride any horse unless the instructor authorizes you to.

7. Do not ride in the barns or parking areas at any time.

8. Work horses only during designated hours Monday through Friday.

9. Do not enter any pasture without instructor’s permission. Do not catch pasture horses alone (you must go in pairs for your own safety).

10. Do not take any horse away from the barn or arena without approval; then you must go in pairs for your own safety.

11. Do not do anything with your horse that you have not been shown how to do in class unless your instructor gives you permission.

12. Keep all gates closed!!!!!! We follow the strict “If you open it, shut it” rule!

13. Offices and labs are off-limits to student without authorization.

14. Absolutely no tobacco products in the barns or arenas.

15. No alcoholic beverages allowed on the premises.

16. No pets allowed outside of your car. Please leave them at home.

17. No student cell phones in work areas.

18. Place all trash in proper containers.
19. Do not put shavings bags or other bulky material into the trash cans in the barns. Please take them out to the dumpster.

20. Always return horses to the pasture, pen, or stall where you got them.

21. Clean up after your horse in alleyways and wash stalls.

22. Report any sick or injured horses to your lab instructor or center manager.

23. Do not administer any medication to any horse without approval from your lab instructor or center manager.

24. Always cool horses thoroughly before putting them away (even if you have to stay after class).

25. Clean and return all University owned equipment to its proper place immediately after use.

26. It is recommended that students not bring friends to class on a frequent basis as it is distracting to all students and prevents the student from making the best use of the class session.

Specific Rules for Equestrian Center in Addition to the Above

1. Each lab is responsible for sweeping the alley after each class meeting and for keeping the tack-room in respectable order.

2. Students are responsible for maintenance of their horse’s stall as directed. All manure is to be dumped only in a designated area.

3. Check water daily to make sure waterers are clean and in good working order.

4. Tie horses only to tie rings in stalls or wash stall. Do not tie to stall bars, doors, trees, or arena fence panels.

5. Keep center area of barn as free from traffic as possible.

6. Shut all gates that you go through, especially those to the round pens and arena.

7. Equestrian Center gate is to remain closed during all classes.

8. Do not leave shovels and scoops at sand pile.

9. If any equipment is “caked” with mud or manure, it is to be washed immediately.
10. If any stall becomes flooded for any reason, it is the responsibility of the student to clean and remove excess water on the day it is found.

11. Do not leave soft drink containers in stalls, alleys or at arena. Do not try to handle horses and drinks at the same time.

(B & C Labs) WEARING PROTECTIVE HEADGEAR IS MANDATORY FOR THE FIRST 15 RIDES OR DISCRETION OF THE INSTRUCTOR AND IS RECOMMENDED AT ALL TIMES. IF YOU ARE RIDING HUNTEST, YOU MUST WEAR A HELMET EVERY TIME YOU RIDE.
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W Course Advisory Committee
CC: Patricia Lynch, Dept. of Educational Psychology
     Michael Benz, Head, Dept. of Educational Psychology
     James Kracht, AOC Dean, College of Education and Human Development
DATE: August 25, 2007
SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: SEFB 320

We recommend that SEFB 320, Education and Employment Issues in Secondary Special Education, be recertified as a writing-intensive (W) course for the next four academic years (8/07 to 9/11). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 40%
2. Course content appropriate to the major
3. Total number of words: 4000+
4. Instructor to student ratio for one section: 1:25

Students write a journal and case study. They receive feedback in the form of peer review using Calibrated Peer Review for the journal. The instructor discusses major errors found in the students' work on a regular basis and provides extra help on an as-needed basis. Models of good writing and writing tips are available for students to view on WebCT.

No significant changes have been made since original certification was granted.
1. This request is submitted to Valerie Balester, Chair, W Course Advisory Committee, and concerns (enter course prefix, number, and complete title of course):

2. Please have this form signed by both the Department Head and the College Dean.

3. Once signed, please submit this form to the University Writing Center, MS 5000.

Signature: [Signature]
(Course Instructor/Coordinator) [Date]

Received: [Signature]
(W Course Coordinator, University Writing Center) [Date]

Approvals:

College Dean: [Signature] [Date]

Department Head: [Signature] [Date]

[Attachment B]
Course Description
(3 credit hours) Psychological, social, physical and cognitive development of secondary-age students; career assessment; programmatic options within educational and employment settings; transition models from school settings to adult employment. This is a writing-intensive course.

Course Objectives
1. To state the rights and responsibilities of students, families, educators, and other professionals, and schools as they relate to transition from school to adult life.
2. To describe the components of transition from school to adult life and facilitate the transition process for individuals with exceptionalities.
3. To describe the characteristics and effects of the cultural and environmental milieu of the adolescent and the family, including cultural and linguistic diversity, socioeconomic level, abuse/neglect, and substance abuse.
4. To appropriately assess students in terms of transition from school to adult life and use the assessment results for transition planning.
5. To select, adapt, and use instructional strategies and materials according to characteristics of the adolescent and to implement instructional techniques and strategies that promote successful transitions from school to work.
6. To teach adolescents with exceptional learning needs to use thinking, problem-solving, and other cognitive strategies to meet their individual needs.
7. To integrate affective, social, and career/vocational skills with academic curricula.
8. To evaluate supports needed for integration into various secondary and post-secondary program placements.
9. To communicate and collaborate with individuals with exceptionalities, families, and school and community personnel in a culturally responsive manner to plan the transition from school to adult life.
10. To develop professional reports that are written clearly and concisely, free from errors and excessive jargon.

Required Readings
Readings provided by instructor and posted on WebCT.

Statement Regarding Class Handouts
The handouts used in this course are copyrighted. "Handouts" include all materials generated for this class, which include but are not limited to syllabi, quizzes, exams, lab problems, in-class materials, review sheets, and additional problem sets. Because these materials are copyrighted, you do not have the right to copy the handouts without expressly granted permission.

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

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

Course Expectations
Attendance: Students are expected to attend all classes and attendance will be taken. Students who are absent three non-excused times may not receive a grade higher than a B; students who are absent five non-excused times may not receive a grade higher than a C; students who are absent seven times (for any reason) may not receive a grade higher than an F unless arranged ahead of time with the instructor. There will be no make-up assignments without a university-approved excuse. Texas A&M University Explanatory Statement for Absence from class form available at http://attendance.tamu.edu.

Case Study: Students will be assigned a high school student to conduct activities related to transition planning for that student. A written report will be developed in a case study, including the following components: person-centered planning, career assessment, transition goals and ITP, accommodotions, job analysis, and summary of progress. Different components will be brought to class for peer review and editing through the semester (see calendar). Feedback on writing in terms of appropriate style and mechanics will also be given by the instructor. (20%)
**Daily Activities:** Students will participate in a variety of daily activities, such as quizzes over readings, evaluating curricula, case studies, peer review of writing, and discussion groups. (10%)

**Individual Practicum:** Students will complete an individual practicum working with secondary age students of diverse abilities. The practicum will consist of 36 clock hours. Documentation includes (1) a daily log with (a) date and time, (b) brief listing of activities as planned and transpired, and (c) initials of cooperating teacher; (2) a summary statement including an overall evaluation of the experience and what implications for teaching were gained from the experience; and (3) a cooperating teacher evaluation. (20%)

**Reflective Journals.** Students will write reflective journals weekly for 10 weeks in response to prompts provided by the instructor. Journal entries will be entered at [http://cpr.tamu.edu](http://cpr.tamu.edu). Students must log into this site and take the tour before being able to enter text. Text entry for each journal will be due on a Thursday and the journal must be completed by the following Tuesday. (20%)

**Midterm Exam:** The midterm exam will consist of short-answer, application type questions based on a case study. While students may use the text, notes, and other educational resources, the exam must be done independently of other students. (15%)

**Final Exam:** The final exam will consist of short-answer, application type questions based on a case study. This exam will be comprehensive. While students may use the text, notes, and other educational resources, the exam must be done independently of other students. (15%)

**Writing.** This course is a writing-intensive course in which you will be expected to write in a professional manner. You will receive feedback on your writing skills thorough peer review of writing in class and on CPR. In addition, the instructor will provide writing tips and suggestions in class based on the most common errors seen in the journals. You may also schedule individual appointments with the instructor to review writing assignments and receive feedback.

**Course Grades**
Evaluation will be based on all activities listed above according to the assigned percentages. Grades for the course will be assigned as follows: 90-100 = A, 80-89 = B, 70-79 = C, 60-69 = D, 0-59 = F.

**Students with Special Needs**
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Office of Support Services for Students with Disabilities in Room 126 of the Student Services Building. The telephone number is 845-1637. Any student who could require assistance in the event of a necessary evacuation of the building in which this class is taught are asked to notify the instructor so that individuals can be identified to assist him/her during an evacuation.

**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 at [http://www.tamu.edu/aggiehonor](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."

____________________________________
Signature of Student
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>8/28</td>
<td>Introduction, Overview of Course, Background</td>
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<tr>
<td>8/30</td>
<td>Secondary Schools</td>
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<tr>
<td>9/4</td>
<td>Characteristics and Instruction of Adolescents</td>
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<td>9/6</td>
<td>Special Education Curriculum</td>
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<tr>
<td>9/11</td>
<td>Vocational Programs, Writing professional reports</td>
<td>Read sample case study</td>
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<tr>
<td>9/13</td>
<td>Vocational Training</td>
<td>Journal 1 text entry</td>
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<tr>
<td>9/18</td>
<td>No Class – field-based activities</td>
<td>Complete Journal 1</td>
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<tr>
<td>9/20</td>
<td>Functional Skills, discussion of common writing errors</td>
<td>Journal 2 text entry</td>
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<tr>
<td>9/25</td>
<td>No Class – field-based activities</td>
<td>Complete Journal 2</td>
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<tr>
<td>9/28</td>
<td>SCANS, Instructional Methods</td>
<td>Case study student summary due for peer review/editing</td>
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<td>Journal 3 text entry</td>
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<tr>
<td>10/2</td>
<td>Models of Transition/Components</td>
<td>Complete Journal 3</td>
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<td>10/4</td>
<td>Pathways to Transition</td>
<td>Journal 4 text entry</td>
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<td>10/9</td>
<td>Transition Process and Barriers, discussion of common writing errors</td>
<td>Transition Assessment Planning form due for peer review/editing</td>
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<td>Complete Journal 4</td>
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<tr>
<td>10/11</td>
<td>Assessment/Guidance</td>
<td>Journal 5 text entry</td>
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<td>10/16</td>
<td>Transition Strategies and Supports</td>
<td>Complete Journal 5</td>
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<td>10/18</td>
<td>No Class (DCDT) – field-based activities</td>
<td>Case study assessment summary due for peer review/editing</td>
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<td>Journal 6 text entry</td>
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<tr>
<td>10/23</td>
<td>Collaboration in Instruction</td>
<td>Case study accommodations summary due for peer review/editing</td>
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<td>Complete Journal 6</td>
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<tr>
<td>10/25</td>
<td>Adult Service Agencies, discussion of common writing errors</td>
<td>Journal 7 text entry</td>
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<tr>
<td>10/30</td>
<td>Midterm Exam Due by 2:00 p.m.</td>
<td>Complete Journal 7</td>
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<td>11/1</td>
<td>No Class – field-based activities</td>
<td>Journal 8 text entry</td>
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<td>11/6</td>
<td>Business/Industry Partnerships</td>
<td>Case study ITP summary due for peer review/editing</td>
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<td>Complete Journal 8</td>
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<td>11/8</td>
<td>No Class (TED) – field-based activities</td>
<td>Journal 9 text entry</td>
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<td>11/13</td>
<td>Working with Families, Student Centered Planning</td>
<td>Case study job analysis due for peer review/editing</td>
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<td>Complete Journal 9</td>
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<td>11/15</td>
<td>Post-Secondary Education</td>
<td>Journal 10 text entry</td>
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<td>11/20-22</td>
<td>Thanksgiving – No Class</td>
<td>Complete Journal 10 (11/20)</td>
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<tr>
<td>11/27</td>
<td>Recreation/Leadership/Community Involvement</td>
<td>Case study student progress summary due for peer review/editing</td>
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<tr>
<td>11/29</td>
<td>Post-Secondary/Adult Residential Issues, discussion of common writing errors</td>
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<tr>
<td>12/4</td>
<td>Advancing Transition Services</td>
<td>Case Study due</td>
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<td>12/6</td>
<td>Reading Day</td>
<td>Practicum Log and Summary Statement Due</td>
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<tr>
<td>12/11</td>
<td>Final Exam due by 5:00 p.m.</td>
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