The Undergraduate Curriculum Committee recommends approval of the following:

1. **New Courses**

   **ALEC 460. Applying International Development Theories in Agriculture.** *(2-2). Credit 3.* Practical application of agricultural development theories (geographical, communal, societal, etc.) in real-world settings; high-impact learning, research skill development, international travel and participation in a service-learning project with an international non-governmental organization. Prerequisites: Junior or senior classification or approval of instructor.

   **ANSC 436. Texas Panhandle Beef Production Tour.** *(2-0). Credit 2.* Facets of beef production from cow/calf operations to retail product; experiential knowledge of technologies and practices to enhance efficiency to enlighten students regarding the array of career opportunities in the beef production industry. Prerequisites: Junior or senior classification or approval of instructor.

   **BEFB 482. Seminar in Teachers as Effective Communicators.** *(1-0). Credit 1.* Effective communication techniques for working with learners, colleagues, administrators and stakeholders; professional and social linguistic protocols for bilingual education teachers. Prerequisites: Junior or senior classification; concurrent enrollment in BEFB 472 and BEFB 474.

   **NRSC 401. Developmental Neurotoxicology.** *(2-0). Credit 2.* Effects of exposure to toxic substances on the developing nervous system; content to include mechanisms of toxicity of substances potentially devastating to the developing nervous system including lead, mercury and other heavy metals, alcohol, nicotine (smoking), pesticides, flame retardants and others. Prerequisite: Junior or senior classification. Cross-listed with VIBS 401.

2. **Change in Course**

   **ALED 225. Leadership Learning Community II.**

   Course prerequisites
   - From: Freshman classification or approval of instructor; on-campus residence.
   - To: Freshman classification or approval of instructor; on-campus residence; ALED 125.
NEW COURSES
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
Submit original form and attach a course syllabus.

1. Request submitted by (Department or Program Name): Department of Agricultural Leadership, Education, and Communications

2. Course prefix, number and complete title of course: ALEC 460 Applying International Development Theories in Agriculture

3. Catalog course description (not to exceed 50 words):
Practical application of agricultural development theories (geographical, communal, societal, etc.) in real-world settings; high-impact learning, research skill development, international travel, and participation in a service-learning project with an international non-governmental organization.

4. Prerequisite(s):

Cross-listed with: Stacked with:

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

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

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

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

7. This course will be:
   a. required for students enrolled in the following degree programs(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)

   IDAG Minor or BS in COALS majors.

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

9. Prefix Course # Title (excluding punctuation)

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<th>Lect.</th>
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<th>Admin. Unit</th>
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Approval recommended by:

Tracy Rutherford
Department Head of Program Chair (Type Name & Sign) Date

Chair, College Review Committee Date

Dean of College Date

Submitted to Coordinating Board by:

Associate Director, Curricular Services Date

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

Curricular Services – 3/10

RECEIVED
CURRICULAR SERVICES
Texas A&M University  
Department of Agricultural Leadership, Education, and Communication  
ALEC 460: Applying International Development Theories in Agriculture  
Spring 2015 (3 credits)

Instructors: Gary Wingenbach, Professor  
Christopher Bielecki, Doctoral Student  
2116 TAMU, 261 AGLS  
2116 TAMU, 227 AGLS  
Email: wingenbach@tamu.edu  
E-mail: chris.bielecki@ag.tamu.edu  
Office Hours: Wednesday, 10:00-12:00  
Office Hours: TBD

**Schedule:**  
T/Th, 3:55-5:10 (AGLS 110); Fri, 10:20-12:20 (AGLS 111a)  
(Course includes Spring Break Field Trip to Guatemala or other developing country)

**Prerequisite:**  
Junior or Senior Status or instructor approval.

**Text:**  

**Description:** Practical application of agricultural development theories (geographical, communal, societal, etc.) in real-world settings; high-impact learning, research skill development, international travel, and participation in a service-learning project with an international non-governmental organization.

**Learning Outcomes:**

1) Articulate international development theories;
2) Apply problem solving skills to real-world community development challenges;
3) Apply critical thinking skills while conducting research; and,
4) Assemble various intercultural/cultural communication skills to function effectively in a developing country.

**Topics:** Course schedule may change, depending on resource availability; changes will be communicated as quickly as possible.

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Topic</th>
<th>Introduction to International Development</th>
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<tbody>
<tr>
<td>Week 2</td>
<td>Topic</td>
<td>Development in the Post-War Period</td>
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<tr>
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<td>Readings</td>
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<td>Week 3</td>
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<td>Assignment</td>
<td>Quiz Chapters 2-6</td>
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<td>Week 4</td>
<td>Topics</td>
<td>Post-Washington Consensus and Globalization</td>
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<td>Readings</td>
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<td>Assignment</td>
<td>Quiz Chapter 7</td>
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<td>Week 5</td>
<td>Topics</td>
<td>“Post-development;” Conducting a Needs Assessment</td>
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<td>Readings</td>
<td><em>Understanding Development</em>, Chapter 8</td>
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<td>Assignment</td>
<td>Quiz Chapter 8</td>
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**Module 2: Conducting International Action Research**

<table>
<thead>
<tr>
<th>Week 6</th>
<th>Topic</th>
<th>Understanding Action Research and Service Learning</th>
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<tbody>
<tr>
<td></td>
<td>Readings</td>
<td>Media/readings TBA</td>
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<td></td>
<td>Assignment</td>
<td>Development Theories Exam</td>
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<td>Week 7</td>
<td>Topics</td>
<td>Creating a Work Plan</td>
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<td>Readings</td>
<td>Media/readings TBA</td>
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<td>Assignment</td>
<td>Needs Assessment Draft (Action Research Plan)</td>
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<td>Week 8</td>
<td>Topics</td>
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<td>Assignment</td>
<td>10-Day International Action Research/Service-Learning Field Trip (conducted during Spring Break; location and cost may vary)</td>
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<td>Week 9</td>
<td>Topics</td>
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<td>Assignment</td>
<td>ALECAbroad Blog Entry; Participation in field activities</td>
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<td>Week 10</td>
<td>Topics</td>
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<td>Assignment</td>
<td>Intercultural and Cultural Communication Strategies</td>
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<td>Assignment</td>
<td>Action Research Planning Document</td>
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<td>Module 3: Applying Development Theories</td>
<td>Reporting Action Research</td>
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<td>Week 11</td>
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<td>Assignment</td>
<td>Media/readings TBA</td>
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<td>Week 12</td>
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<td>Assignment</td>
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<td>Assignment</td>
<td>Development Cluster Presentation</td>
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<tr>
<td>Week 13</td>
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<td>Assignment</td>
<td>Communicating Results of Action Research (continued)</td>
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<td>Assignment</td>
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<td>Week 14</td>
<td>Topics</td>
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<td>Assignment</td>
<td>Challenges and Opportunities in Development</td>
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<tr>
<td>Assignment</td>
<td>Development Cluster Report</td>
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<tr>
<td>FINAL</td>
<td>Topics</td>
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<tr>
<td>Assignment</td>
<td>What Does Development Mean to You?</td>
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<tr>
<td>Assignment</td>
<td>Final Paper</td>
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**Course Deliverables:** Exact due dates and instructions are posted on the eCampus course website.

1. **Initial Paper (Due week 2):** Describe what you know about international development, any international/intercultural experiences, and international agricultural development from a U.S. perspective. Answer the central question: What is the effect of “development” in an international agricultural situation/setting? 40 points.

2. **Chapter Quizzes:** Three brief fixed response quizzes are used to assess your knowledge of the major development theories studied in this course; 30 points (10 points/each).

3. **Development Theories Exam (Due week 6):** Comprehensive exam assessing your understanding of different development theories; 125 points.

4. **Action Research Plan (Due week 7):** Outline of a needs assessment and work plan; 50 points.

5. **ALEC Abroad Blog Entry:** Contribute one entry to the ALEC Abroad Blog (http://alecabroad.com/) during the trip; 40 points.

6. **In-Country Action Research/Service Learning project participation; 100 points.**

7. **Project Impact Report (Due week 10):** Personal report on the impact that the action research/service learning project had on beneficiaries; 100 points.

8. **Development Cluster Report:** Group report that communicates the economic, cultural, geographical, environmental, and political factors affecting development in Guatemala; 125 points.

9. **Development Cluster Presentation:** Group presentation of action research project impact(s); 125 points.

10. **Final Paper (Due Finals week):** Compare and contrast international development theories as applied to agricultural situations. Using knowledge and experience gained from this course, answer the central question: What is the effect of “development” in an international agricultural situation/setting? 100 points.
Grading Scale:

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"An Aggie does not lie, cheat, or steal nor tolerate those who do." Any suspected instances of scholastic dishonesty will be investigated and resolved according to the procedures outlined in the Aggie Honor System (http://aggiehonor.tamu.edu/).

**Americans with Disabilities Act (ADA) Policy Statement:** The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, contact Disability Services. For more information, see http://disability.tamu.edu.

**Attendance Policy:** Attend all classes. Specific TAMU rules apply; see Student Rules (http://student-rules.tamu.edu/rule07).

**Late Work Policy:** Late submissions after deadlines are deducted 10% daily, except in the case of an excused absence.

**Research with Human Subjects Policy:** Students may not publish or present data or analysis outside the classroom, risk for participation must be minimal, minors and/or vulnerable populations may not be used as subjects, and data must be collected anonymously/confidentially. If any of these conditions cannot be met, then students must gain IRB approval. If at some future time students wish to use data collected during this course for publication and/or presentation, IRB approval must be obtained.

**Copyright Policy:** All handouts and supplements in this course are copyrighted, including all materials generated for this class, such as 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.

**Syllabus Revision Policy:** Revision to this syllabus will be made at the discretion of the instructor. Changes in dates and topics will be announced in class and may not be communicated in writing.
Texas A&M University

Departmental Request for a New Course
Undergraduate + Graduate + Professional

Submit original form and attach a course syllabus.

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

2. Course prefix, number and complete title of course:
   ANSC 436 Texas Panhandle Beef Production Tour

3. Catalog course description (not to exceed 50 words):
   Facets of beef production from cow/calf operations to retail product; experiential knowledge of technologies and practices to enhance efficiency to enlighten students regarding the array of career opportunities in the beef production industry.

4. Prerequisite(s):

   Cross-listed with: ANSC 636

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

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

7. This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)

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

   undergraduates in Animal Science

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

9. Prefix Course # Title (excluding punctuation)
   ANSC 436 TX PANHANDLE BEEF PROD

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   Approval recommended by:
   H. Russell Cross
   Department Head or Program Chair (Type Name & Sign) 4/17/2014
   Robert Knight
   Chair, College Review Committee 4/17/2014
   Kim Dooley
   Dean of College 4/17/2014

   Submitted to Coordinating Board by:
   Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu
Curricular Services – 3/10

RECEIVED
CURRICULAR SERVICES
APR 22 2014
ANSC 436: Texas Panhandle Beef Production Tour
Syllabus
May 10th – 15th 20XX

Instructor: Dr. Tryon Wickersham
Office: 230 Kleberg
Phone: 979.862.7088/979.220.0316
Email: tryon@tamu.edu
Hours: By appointment

Instructor: Dr. Jason Sawyer
Office: 133 Kleberg
Phone: 979.862.7679/979.218.6700
Email: j-sawyer@tamu.edu
Hours: By appointment

COURSE DESCRIPTION AND PREREQUISITES
2 credit hours. This tour of the Texas Panhandle will cover all facets of beef production from cow/calf operations to the final retail product. Speakers from each facet will expose students to opportunities in beef production and familiarize them with technologies and practices to enhance efficiency.

Prerequisites: Instructor approval
Textbook: None required
Stacked with ANSC 636 Texas Panhandle Beef Production Tour

ADDITIONAL REQUIREMENTS FOR GRADUATE CREDIT
- Completion of a Summary Paper (200 points)
  - Summary papers will be 12 pt Times New Roman, double spaced, formatted according to the journal of animal science, and contain between 1500 and 2000 words (excluding title page and literature cited). Authors are expected to describe the value of a technology used in the beef industry. Authors will focus on how this technology impacts the sustainability of beef cattle production and used data from the literature to support the use of this technology. Authors should consider possible objections to the adoption of technology and the rationale behind the objections. Papers will be graded for content, use of sound data, and formatting.

Grades for ANSC 63 will be based on four areas, pre-tour (100 points), tour (300 points), post tour (100 points) and summary paper (200 points) for a total of 700 pts. The following grading scale will be used: A > 629 points, B 629-560 points, C559-490 points, D 489-420 points, and F < 420 points.

LEARNING OUTCOMES AND COURSE OBJECTIVES
Purpose: Prepare students to work in beef production by exposing them to industry professionals and practices, creating a context for future learning, and allowing them to see current and future challenges facing beef production.

Learning Outcomes:
1.) Provide a succinct and accurate description of each segment of beef production in the U.S.
2.) Describe a production enhancing technology used in each segment of the beef production system.
3.) Identify areas for future improvement in beef production.

Specific Objectives:
1.) Observe each segment of beef production
2.) Enhance understanding of beef production
3.) Interact/network with professionals in beef production
4.) Identify the role of technology in improving the sustainability of beef cattle production.
5.) Develop a context for understanding research and the application of research findings to beef cattle production.

GRADING

Grades will be based on three areas, pre-tour (100 points), tour (300 points), and post tour (100 points) for a total of 500 pts. The following grading scale will be used: A > 450 points, B 449-400 points, C 399-350 points, D 349-300 points, and F < 300 points.

Pre-tour assignments: 100 points
- Completed resume - 50 points
- Pre-tour test - 25 points
- Pre-tour meeting – 25 points

Tour: (300 points)
- Appropriate Attire
- Attendance
- Participation (Questions/Networking; 100 points)
- Daily Journaling (200 points)

Post-Tour (100 points)
- Completion of journal (50 points)
- Thoughtful completion of course evaluation (50 points)

ATTENDANCE, ELECTRONIC, & ATTIRE DISTURBANCES

Attendance is required at all activities and failure to attend or be on time will result in a one letter grade reduction. Any absences must be University approved. See student rule 7. [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07). Additionally, use of electronic devices during tours, meals, or presentations will result in a one letter grade reduction. Failure to wear appropriate clothing will result in a one letter grade reduction and you spending the day at the Amarillo Extension and Research Center watching the flowers grow. Details of appropriate clothing will be provided at the pre-tour meeting.
COURSE EVALUATION

You will be asked to evaluate this course when you have completed your journal.

AMERICANS WITH DISABILITIES ACT (ADA) POLICY STATEMENT

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

ACADEMIC INTEGRITY STATEMENT AND POLICY

“An Aggie does not lie, cheat, or steal or tolerate those who do”. More information can be found at http://aggiehonor.tamu.edu/ Cheating will not be tolerated and those caught cheating will at the minimum fail this course; however, the maximum penalty will be sought when cheating occurs in every case.
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Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

Form Instructions

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

2. Course prefix, number and complete title of course: BEFB 482: Seminar in Teachers as Effective Communicators

3. Catalog course description (not to exceed 50 words): Effective communication techniques for working with learners, colleagues, administrators, and stakeholders; professional and social linguistic protocols for bilingual education teachers.

4. Prerequisite(s): Junior or Senior Classification; concurrent enrollment in BEFB 472 and BEFB 474

   Cross-listed with: 

   Stacked with: 

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

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

   If yes, from _____ to _____

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

   If yes, this course may be taken _____ times.

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

7. This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)
      Bachelor of Science in Interdisciplinary Studies • Bilingual Education Program
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

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

9. □ I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpr.tamu.edu/resources/export-control/ExportControlBasicsforDistanceEducation cents2413.pdf).

10. Prefix | Course # | Title (excluding punctuation) |
     ---------- | ------- | ---------------------------- |
     BEFB     | 482    | Seminar: Teach as Effect Comm |

     Lect. | Lab | SCH | CIP and Fund Code | Admin. Unit | Acad. Year | FEC Code |
     0     | 0   | 0   | 011302010001000409201501600036332 |

     Approval recommended by: Victor Williams, Ph.D. 

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

     David Byrd, Ph.D. Chair, College Review Committee Date

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

     David Byrd, Ph.D. Dean of College Date

     Submitted to Coordinating Board by: 

     Associate Director, Curricular Services 

     Chair, GC or UCC Date

     Effective Date APR 29 2014 

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu 
Curricular Services – 03/14
BEFB 482: Seminar in Teachers as Effective Communicators

Fall 2014

Instructor: TBA
107 Harrington Tower
(979) 845-####, Fax (979) 458-0192
E-mail: ####@tamu.edu and via eCampus Email

Office Hours:
TBA

Class Meetings (Time & Location): TBA

Prerequisite: Junior or Senior classification

Co-requisite: BEFB 472 and BEFB 474 must be taken concurrently with the course.


e-Campus Learning (http://eCampus.tamu.edu) Your supplementary readings, assignments, templates/rubrics are located at the eCampus site.

CATALOG COURSE DESCRIPTION
Seminar in Teachers as Effective Communicators (1-0). Credit 1. Effective communication techniques for working with students, colleagues, administrators, and stakeholders; professional and social linguistic protocols for bilingual education teachers.

Prerequisite: Junior or Senior classification.
1.000 Credit hours
1.000 Lecture hours

COURSE ELABORATION
This course examines the professional, social, and communicative needs of the bilingual teacher and how to develop those verbal and nonverbal areas in order to increase professional efficacy with students, parents, administrators, and stakeholders. We will examine through our readings, discussions, and assignments how to become an effective and professional sender and receiver in the communication process. We will examine how effective communication must be comprehensible and comprehended. And we will explore how intent and context shape communication effectiveness and how to be responsive with communication to the
needs of students, parents, colleagues, administrators, and other stakeholders.

**COURSE OBJECTIVES & BENCHMARKS**
This course is based on Educator Standards for Texas Teachers:

Pedagogy and Professional Responsibilities (PPR) Standard IV – The teacher fulfills professional role and responsibilities and adheres to legal and ethical requirements of the profession.

Competency 011. The teacher understands skills and the importance of family involvement in children’s education and knows how to interact and communicate effectively with families.

Competency 012. The teacher enhances professional knowledge and skills by effectively interacting with other members of the educational community and participating in various types of professional activities.

Competency 013. The teacher understands and adheres to legal and ethical requirements for educators and is knowledgeable of the structure of education in Texas.

**LEARNING OUTCOMES**

The learner will master the depth of knowledge by synthesizing and conveying pedagogical information to diverse constituents in educational settings. The learner will demonstrate critical thinking by developing critical, reasoned positions when analyzing case studies related to communication in school settings. The learner will communicate effectively as evidence by the use of effective oral, written, and non-verbal communication skills required in all the respective assignments for this. The learner will present work effectively to a range of audiences as evidenced in letters to parents, lesson delivery, and mini-workshop. The student will practice personal and social responsibility by demonstrating the process of applying ethical and legal consideration when making decisions and conveying information in the case studies related to students, parents, colleagues, and stakeholders. The student will demonstrate cultural competence by adapting communication (written and verbal) to address diverse populations in responding to the case studies, parent letters, and presentations. The student will prepare to engage in lifelong learning by creating and maintaining a teacher’s toolkit (in Evernote) in which they will collect ideas, notes, resources, and more to help them in their profession. The student will work collaboratively in the case studies and role-plays.

Specific goals that help us meet the learning outcomes are delineated in the course schedule. The goals were established to help you learn and practice listening, speaking, reading, and writing principles that will help you become a better communicator in a school setting (with students, parents, colleagues, and stakeholders).

**EXPECTATIONS/NORMS**
Teaching is reciprocity.

To achieve these outcomes, as the teacher I will:
- facilitate our discussions,
- chose assignments aligned with the course description, objectives, and stated outcomes/benchmarks
- provide grading rubrics and templates for major assignments
- And provide instructional delivery using the multiple learning modalities, best practices, and using English Language Learner (ELL) strategies.

To achieve these outcomes, as learners and pre-service teachers, you will:
- complete all assignments by due dates;
- complete all assigned readings and notes
- come to class prepared to discuss readings
- actively participate in class and in related assignments
CLASS POLICIES
This is a professional sequence. As such, we are expecting professional behaviors throughout the semester. You are expected to be in class every session and on time.

Absences:
For any university excused absence,
• You will be expected to turn in any in class work as assigned by the instructor one week from the absence.
For any unexcused absence,
• at the discretion of the instructor you can complete the in class work by the next class, with a 10% penalty (for each day it is late).

LATE ASSIGNMENTS:
When assignments are turned-in after the due date, 10% of the point value of the assignment will be deducted for each day that it is late. Assignments are submitted at the beginning of class on the due date, unless indicated otherwise. For excused university absences work may be submitted within 1 week of the due date.

All the assignments should be attempted.

Course syllabus is subject to change at the discretion of the professor, for responsive teaching and optimal learning

Required Assignments and Grading:
Please make an appointment to discuss the results of any assignment, class activity, or course concern in the privacy of the instructor’s office. Your grade for this course will be determined by your involvement and productions as a result of the following activities:

GRADING POLICY
Your final grade will be based on:
1. Daily/Weekly Work: Active participation (140), Class Online Discussions (110), Assignments/Activities & Homework (40), Toolkit (20)............310 pts.
2. Major Projects: Lesson Plan (25), Parent Letters (25), Website evaluations (25), Meeting Reflection (25), Final Presentation (40) ................................140 pts.

Total........450 pts.

* The technology that we will use in class will include interactive power points, response systems, Camtasia videos, SMART boards, and more

GRADING DISTRIBUTION
According to the level of performance based on the above criteria:
400-450 = A
350-399 = B
300-349 = C
250-299 = D
Below 249 = F

DESCRIPTION OF ASSIGNMENTS AND PROJECTS
Toolkit: You will keep an Evernote Teacher’s Toolkit in which you will collect pertinent information, resources, tips, ideas, and etc. to help you in your profession, particular in terms of developing as a competent communicator.

In-class participation and assignments: You will participate in class discussion, activities, and assignments. See the Course Schedule for specifics.

Readings: Prior to each class session you will have a reading, materials, or video to read or view in order to help you effectively participate in class. These preparing for class tasks are DUE prior to the next class meeting.

Discussions: You will extend learning beyond the classroom by continuing discussion on the eCampus. These discussions should be thoughtful and meaningful for full credit. Also, with every discussion thread you are to read them all, post your initial comment, and reply to three
colleagues. **Discussions are due by Friday of the week in which they were assigned.**

Field Meeting: You are to attend a lesson planning meeting or faculty meeting (in the school where you are conducting your fall field observations) and complete a rubric on effective communication based on your observations and reflection of the experience.

Final Presentations: You are to create and deliver a short presentation on an educational topic with the intended audience of your choice (parent meeting/workshop, colleague workshop, stakeholder meeting)
### Expanded Schedule of Assignments

#### Course Schedule

*If this changes, you will be notified during class and asked to note changes directly on this syllabus. Please see eCampus for details and rubrics on most assignments and projects.*

<table>
<thead>
<tr>
<th>Meeting Dates</th>
<th>Topic</th>
<th>Goals to Meet Learning Outcomes</th>
<th>Readings, Assignments &amp; Due Dates</th>
</tr>
</thead>
</table>
| **Wk 1**      | 1. Review of Syllabus & Course Expectations | By understanding the expectations for the course, you will be able to implement practices (metacognitive and organizational) to succeed in this course. You will be able to explain 5 common levels of communication and the 4 best practices for communicating in school settings. | During Class  
  - ICA: Complete a student inventory on professional communication as a baseline for the course.  
  After Class  
  - HW: Selected readings posted in eCampus (all readings due before next class meeting) |
|               | 2. How to Succeed in this Course | | |
|               | 3. Principles of Communication (Levels of communication, Purposes for communication, Best-Practices verbal, written) | | |
| **Wk 2**      | 1. Principles of Communication (Levels of communication, Purposes for Communication, Best-Practices for Non-verbal) | You will be able to evaluate non-verbal cues that improve or undermine communication You will practice effective non-verbal communication | Prior to Class  
  - HW=Selected readings from Faber. A. & Mazlish, E. (2012)  
  During Class  
  - Q: levels of communication/principles  
  After Class  
  - HW=Online discussion thread (all discussions are due in Friday of the assigned week)  
  - Selected readings from Faber. A. & Mazlish, E. (2012) |
| **Wk 3**      | 1. Effective Communication with students – Affective Factors to Consider (Motivation, Culture, etc.) | You will be able to discuss and role play how to effectively communicate with students based on various case scenarios. | Prior to Class  
  - HW=Selected readings from Faber. A. & Mazlish, E. (2012)  
  After Class  
  - HW: Online discussion thread  
  - HW: Selected readings from Faber. A. & Mazlish, E. (2012) |
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</table>
| WK 4              | 1. Effective Communication with students – Using the Lesson Plan for implicit and explicit teaching and learning | You will create a lesson and practice conveying the objective and content to students in an effective manner, during a role-play | Prior to Class  
  - HW: Selected readings from Faber. A. & Mazlish, E. (2012)  
  - HW: Selected readings in eCampus  
During Class  
  - ICA: Exercise in delivering a lesson plan in order to convey explicit and implicit learning goals  
After Class  
  - HW: Online discussion thread  
  - HW: Selected readings in eCampus |
| WK 5              | 1. Effective Communication with students Lesson – using the English Language Proficiency Standards to Modify and enhance communication | You will use the ELPS standards table to analyze and make recommendations for effective instruction based on case scenarios | Prior to Class  
  - HW: Selected readings in eCampus  
  - HW: ELPS video eCampus  
During Class  
  - ICA: Exercise in using the ELPS to define instructional approaches  
After Class  
  - HW: Online discussion thread  
  - HW: Selected readings from González (2014) |
| Wk 6              | 1. Effective Communication with Parents - Principles | You will role-play using effective verbal and non-verbal communication skills | Prior to Class  
  - HW: Selected readings from González (2014)  
After Class  
  - HW: Online discussion thread  
  - HW: Selected readings from González (2014) |
<table>
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</thead>
</table>
| **Wk 7**      | 1. Effective Communication with Parents-Verbal & Written | You will practice effective communication (verbal and written) with parents based on case scenarios | Prior to Class  
- HW: Selected readings from González (2014)  
During Class  
- ICA: Drafts of parent communication documents  
After Class  
- MP: Parent Letters (on behavior-reporting, academic progress reporting, the classroom newsletter) |
| **Wk 8**      | 1. Effective Communication with Parents – Written & Electronic | You will learn best practices for developing a webpage that serves as effective communication with parents.  
You will be able to compare and contrast effective and ineffective webpages offered by educators | Due: MP: Parents Letters  
Prior to Class  
- HW: Selected readings eCampus  
During Class  
- ICA: Website evaluations  
After Class  
- HW: Online discussion thread |
| **Wk 9**      | 1. Effective Communication with Colleagues - Verbal | You will practice effective communication (verbal and written) with colleagues based on case scenarios | Prior to Class  
- HW: Selected readings eCampus  
After Class  
- MP: Field meeting observation and reflection: attend, observe, and reflect on a faculty meeting, team meeting, or lesson planning meeting  
- HW: Selected readings eCampus |
<table>
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<tbody>
<tr>
<td>Wk 10</td>
<td>1. Effective Communication with Colleagues - Written</td>
<td>You will learn about the professional, ethical, and legal aspects of electronic communication.</td>
<td>Prior to Class</td>
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<td>• HW: Selected readings eCampus</td>
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<td>During Class</td>
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<td>• ICA: Draft emails (based on case scenarios) and get peer feedback</td>
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<td>After Class</td>
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<td>• HW: Online discussion thread</td>
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<td>• HW: Selected readings eCampus</td>
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<tr>
<td>Wk 11</td>
<td>1. Effective Communication with Colleagues – Presentations/ Workshops</td>
<td>You will learn best practices for delivering presentations.</td>
<td>Due: Field meeting observation and reflection</td>
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<td>Prior to Class</td>
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<td>• HW: Selected readings eCampus</td>
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<td>During Class</td>
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<td>• ICA: Extemporaneous speaking: Delivering a short extemporaneous workshop summary</td>
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</table>
| WK 12         | 1. Effective Communication with Administrators | You will practice effective communication (verbal and written) with colleagues based on case scenarios | Prior to Class                                                                                | • Selected readings eCampus  
• Prepare questions for the guest panel  
During Class  
• Guest Panel on leadership & communication philosophy  
• ICA: Extemporaneous speaking: Delivering a short extemporaneous workshop summary  
After Class  
• HW: Written summary of guest speaker panel  
• HW: Selected readings eCampus |
|               |                                           |                                                                                                  |                                                                                                  |                                                                                                                                                                                                                                               |
| WK 13         | 1. Effective Communication with Administrators                                           | You will practice effective communication (verbal and written) with colleagues based on case scenarios  
You will deliver your final presentation and give peer-feedback to your colleague’s presentations | Prior to Class                                                                                | • Selected readings eCampus  
During Class  
• Draft emails (based on case scenarios) and get peer feedback  
• Mock interactions with related scenarios  
• MP: Begin final presentations  
Due  
• Evernote Teacher’s Toolkit  
• Guest Speaker panel written summary |
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</tr>
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<tr>
<td>Wk 14</td>
<td>3. Final Presentations</td>
<td>You will deliver your final presentation and give peer-feedback to your colleague’s presentations</td>
<td>Due Dates: Please note all readings are due prior to class; all Discussions are due the Friday of the week in which they were assigned; all homework and projects are due at the beginning of the class as designated below.</td>
</tr>
</tbody>
</table>

**Americans with Disabilities Act**

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

**Academic Integrity (Plagiarism)**

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

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

**AGGIE HONOR SYSTEM**

“An Aggie does not lie, cheat, or steal or tolerate those who do.” Students are referred to the Honor Council rules and Procedures on the web. [http://aggiehonor.tamu.edu](http://aggiehonor.tamu.edu)

You are to include (or sign when provided) the following statement on all assignments and examinations:

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

[Signature of Student], University Identification Number, Date.
Please visit the Student Rules access if you have questions about your rights and responsibilities as a student. The address is http://student-rules.tamu.edu

**University Rule for Incomplete**
10.5 A temporary grade of I (Incomplete) at the end of a semester or summer term indicates that the student (graduate or undergraduate) has completed the course with the exception of a major quiz, final examination or other work. The instructor shall give this grade only when the deficiency is due to an authorized absence or other cause beyond the control of the student. When an instructor reports an incomplete grade to the registrar, he or she will fill out an “Incomplete Grade Report,” which is filed with the department head. Copies are sent to the student and to the student’s academic Dean or designee. This report includes (1) a statement of the instructor’s reason for awarding the incomplete grade and (2) a statement concerning the remaining work to be completed before the last day of scheduled classes of the next fall or spring semester in which the student enrolls in the university unless the student’s academic Dean or designee, with the consent of the instructor (in the absence of the instructor, the department head), grants an extension of time for good reason. If the incomplete work is not completed within this time or if the student registers for the same course again, then it will be changed to an F by the registrar. Grades of I assigned to 684 (Professional Internship), 691 (Research), 692 (Professional Study) or 693 (Professional Study) are excluded from this rule.

**Electronic Devices**
We will be using various electronic devices in class, for instruction. You are encouraged to bring any of the following to class: cell phones, laptops, IPADS, tablets, and IPODs. However, during class, these devices are to be used when permitted and for instructional purposes, only. Instructional purposes include, but are not limited to, responding to a poll, researching, communicating, collaborating, creating, managing work, delivering presentations, etc. These devices must be used responsibly and in accordance with university expectations. Also, personal use of these devices is not permitted during class time.

**Classroom Communication Concerns**
If you have any classroom communication concerns such as difficulty with the delivery method of the instructor (e.g., unclear instructions or conflicting information), difficulty comprehending the language of the instructor, or difficulty hearing the instructor’s instruction (e.g., substandard acoustics or weak voice projection). There is a procedure in place that must be initiated within the first 12 class days, in order to identify an alternative course, if necessary. For details on the procedure please visit the registrar’s website.
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

1. Request submitted by (Department or Program Name):
   Texas A&M Institute for Neuroscience

2. Course prefix, number and complete title of course:
   NRSC 401 • Developmental Neurotoxicology

3. Catalog course description (not to exceed 50 words):
   Effects of exposure to toxic substances on the developing nervous system; content to include mechanisms of
toxicity of substances potentially devastating to the developing nervous system including lead, mercury and other
heavy metals, alcohol, nicotine (smoking), pesticides, flame retardants, and others.

4. Prerequisite(s):
   Junior or Senior Classification
   Cross-listed with: VIBS 401
   Stacked with:
   Cross-listed courses require the signature of both department heads.

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

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

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

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

9. Prefix   Course #   Title (excluding punctuation)

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<tbody>
<tr>
<td>NRSC</td>
<td>401</td>
<td>DEVELOPMENTAL NEUROTOXICOLOGY</td>
</tr>
</tbody>
</table>

Lect. Lab SCI CHP and Fund Code Admin. Unit Acad. Year HICE Code
0 2 0 0 0 2 2 6 5 5 1 6 5 5 0 0 3 6 3 2

Approval recommended by:
Dr. Jane Welsh 4-15-14
Dr. Mark Zoran 4-15-14
Dr. Evelyn Tiffany-Castiglioni 4-18-14
Dr. Mark Zoran 4-15-14

Submitted to Coordinating Board by:
Chair, GC or UCC  Date
Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services - 3/10

RECEIVED APR 2 1 2014 CURRICULAR SERVICES
Syllabus

NRSC 401 Developmental Neurotoxicology - Fall Semester

Instructor: Dr. Louise C. Abbott
Credit Hours: 2
Format: lecture/discussion
Tuesdays and Thursdays
9:00 AM - 9:50 AM
Room 206 (VMA Building - #1026)

Office hours: 10:00 AM - 11:45 AM Fridays
Office: Building 507 (VMS building)
Room 270A (inner office)
Phone: 845-2828 (Dept. office)
Email: labbott@cvm.tamu.edu

Course Overview:
This course will cover the effects of exposure to toxic substances on the developing central nervous system (CNS), which includes the brain and spinal cord. One out of four Americans will suffer from a CNS-related disorder at some point in their life. The discipline of toxicology is focused on increasing our understanding of the extent, causes and underlying mechanisms of CNS-related disorders that are related to exposure to toxic agents. The developing CNS is even more vulnerable to toxic insult than the mature CNS. The suffering caused by CNS-related disorders that occur in the developing individual must then be endured for a lifetime. 4% to 8% of children born in the US exhibit anatomical and/or functional deficits associated with the CNS, often resulting from developmental exposure to toxic agents such as lead, mercury and alcohol. For these very serious reasons this course will develop awareness of the principles of developmental neurotoxicology.

Course Objectives:
Students completing this course will have working knowledge of: central nervous system development; basic concepts of toxicology; and common toxicants that are known to be potentially devastating to the developing central nervous system; including lead, mercury, alcohol, nicotine (smoking).

Prerequisites:
Junior or senior classification.

Resources:
Journal Articles - TBA
Mammalian embryology textbooks on reserve at the Medical Sciences Library.
Exams and Assignments:
There will be two midterm exams given during the semester. A final written paper will be due on the last day assigned for the class. There is NO final examination in this class.

The written paper will be in the form of a research paper that will focus on a topic of the student’s interest. A list of possible topics will be provided but additional topics are encouraged but must receive approval from the instructor. The research paper needs to provide documentation (citations) as to where the information and ideas were obtained by using in-text citations of all research information and by a list of works cited at the close of the paper. A handout providing possible topics and details of the required structure and format for the draft and the final paper will be provided and discussed during the first week of class.

You will be assigned 6 articles from research journals to read for specific classes and you will be expected to be able to answer questions during class discussion of those papers. You also will be asked to prepare written assignments based on reading 5 of these articles.

I reserve the right to provide extra questions on the quizzes, give pop quizzes or provide additional work that would provide BONUS POINTS to students taking the class. Because these mechanisms are BONUS points, these points are NOT reflected in the point totals. The number of possible bonus points that will be made available will not exceed 5% of the point total. Therefore, the maximum number of bonus points that I could offer will be 15. I do not guarantee that I will offer that many bonus points throughout the course. There could be less than 15 bonus points, but there will NOT be more than 15 bonus points made available throughout the course.

Point total
Two midterm exams @ 75 pointes each 150
Written paper 65
Written assignments during the semester
  5 @ 15 points each 75
Participation in class discussion 10
TOTAL 300

A = 270 - 300
B = 240 - 269
C = 210 - 239
D = 195 - 209
F = < 195

The final grade will be based on the total number of points earned in the class as described above. There will be no curving of the grade distribution but as the instructor I reserve the right to adjust the thresholds for letter grade cut offs based on overall class performance. I WILL NOT adjust the distribution upwards. I will only adjust the distribution downwards, if necessary. (i.e., I will not make the cut off for an A to be greater than 270 points, but I could make it 265 points, JUST AS AN EXAMPLE).

The possible topics for your papers and the mechanics of how you will prepare those papers will be discussed in more detail during class time. You will be able to access a handout describing all requirements and exact deadlines from eCampus.
**ABSENCES** - 0, 1, or 2 **unexcused** absences will NOT result in any grade reduction.
- **3 unexcused** absences will result in a grade reduction of one letter grade.
- **4 unexcused** absences will result in a grade reduction of two letter grades.
- **5 unexcused** absences will result in a grade reduction of three letter grades.
- **6 or more unexcused** absences will result in a letter grade of F in the course.

Please see the university rules for descriptions of EXCUSED absences at [http://student-rules.tamu.edu/rule7.htm](http://student-rules.tamu.edu/rule7.htm)

**Days of religious observance:** By state law, if a student misses class due to an obligation of his or her religion, the absence is excused. You need to inform me if you have missed a day of class due to religious obligation. A list of days of religious obligation for the current academic year can be found at [http://dof.tamu.edu/faculty/policies/religiousobservance.php](http://dof.tamu.edu/faculty/policies/religiousobservance.php)

**DISCUSSION OF ARTICLES AND DUE DATE FOR WRITTEN ASSIGNMENTS WILL BE ON THURSDAYS OF THE DESIGNATED WEEKS.**

**NRSC 401 - Developmental Neurotoxicology - Tentative course schedule:**

<table>
<thead>
<tr>
<th><strong>Week</strong></th>
<th><strong>Class topics</strong></th>
<th><strong>Assignments and exams</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Early development and start neural tube development. Introduction to the components of a research journal article and how to go about reading a journal article.</td>
<td><strong>Discuss 1</strong>&lt;sup&gt;st&lt;/sup&gt; article&lt;br&gt;<strong>Turn in 1</strong>&lt;sup&gt;st&lt;/sup&gt; written assignment</td>
</tr>
<tr>
<td>Week 2</td>
<td>The 6 principles of development&lt;br&gt;Nerve tissue histology</td>
<td><strong>Discuss 2</strong>&lt;sup&gt;nd&lt;/sup&gt; article&lt;br&gt;<strong>Turn in 2</strong>&lt;sup&gt;nd&lt;/sup&gt; written assignment</td>
</tr>
<tr>
<td>Week 3</td>
<td>Synaptogenesis and neurotransmission</td>
<td></td>
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<tr>
<td>Week 4</td>
<td>Introduction to toxicology</td>
<td></td>
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<tr>
<td>Week 5</td>
<td>Introduction to toxicology</td>
<td><strong>Discuss 3</strong>&lt;sup&gt;rd&lt;/sup&gt; article&lt;br&gt;<strong>Turn in 3</strong>&lt;sup&gt;rd&lt;/sup&gt; written assignment</td>
</tr>
<tr>
<td>Week 6</td>
<td>Introduction to neurotoxic syndromes</td>
<td></td>
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<tr>
<td>Week 7</td>
<td>Mercury neurotoxicity and Minimata disease</td>
<td><strong>Exam 1 (Thursday)</strong></td>
</tr>
<tr>
<td>Week 8</td>
<td>Mercury neurotoxicity and autism</td>
<td></td>
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<tr>
<td>Week 9</td>
<td>Effect of alcohol in the developing CNS</td>
<td><strong>Discuss 4</strong>&lt;sup&gt;th&lt;/sup&gt; article</td>
</tr>
</tbody>
</table>
Americans with Disabilities Act (ADA) Policy Statement

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

For additional information visit http://disability.tamu.edu.

Academic Integrity Statement:   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 and quizzes. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System. This honor code covers the act of plagiarism on any written work that is submitted in this class. By turning in any written work for this class for a grade, you are also committing your intention to abide by the Aggie Honor Code.

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

Pledge

On all quizzes and examinations at Texas A&M University, the following Honor Pledge shall be pre-printed and signed by the student at the time the examination / quiz is taken:

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

CLASSROOM COMMUNICATION FORM
The next page is a standard TAMU classroom communication form. Please feel free to use this form should you feel the need to do so during the semester.
The intent of this policy is to provide a mechanism for improving classroom communication and for this purpose only. It is intended not only to detail how a student may register a specific problem in a class but also to provide a route for a faculty member seeking information on how to improve his or her teaching effectiveness.

The proper procedures for students to follow in registering concerns or praise about classroom communications are:

1. A student first reports concern to the instructor in charge of the course.

2. If the issue is not resolved at this level, the student should report the concerns to the instructor’s Department Head for resolution and complete the Classroom Communication Concerns form. These forms are available in the departmental offices and in each Academic Dean’s office.

3. If the issue is still not resolved or if the issue cannot be discussed with the instructor, the student should then bring the matter to the Academic Dean for Graduate or Undergraduate Programs in the college in which the course is offered. The student is asked to complete a reporting form for the “Classroom Communication Concerns” if one has not been completed.

4. The Academic Dean for Graduate or Undergraduate Programs works with the respective Department Heads to investigate and resolve each complaint about classroom communications in conjunction with the instructor.

5. A ‘Response’ space for the instructor is included in the reporting form for “Classroom Communications Concerns.”

6. The Department Head completes the form describing the investigation and the actions taken. The Academic Dean for Graduate or Undergraduate Programs signs the completed form and forwards a copy to the Provost’s Office. The entire process is to be completed within seven class days from the time that the concern was registered. A summary of action taken will be made available to the student filing the “Classroom Communication Concerns.”

7. If the issue cannot be resolved at the Department Head level through the Academic Dean, an appeal should be made by the student to the Dean. If further appeal becomes necessary, it should be made to the Office of the Provost.

8. See University Regulations for procedures to file complaints for sexual harassment, discrimination, and grade appeals.
CHANGE IN COURSE
Texas A&M University

Departmental Request for a Change in Course
Undergraduate • Graduate • Professional
Submit original form and attachments

1. Request submitted by (Department or Program Name):
   Department of Agricultural Leadership, Education, and Communications

2. Course prefix, number and complete title of course:
   ALED 225

3. Change requested
   Attach a brief supporting statement for changes made to items 3a thru 3d, and 6 below.
   a. Prerequisite(s): From: Freshman classification or approval of instructor; on-campus residence.
   b. Withdrawal (reason):
   c. Cross-list with:
   d. Change in course title and description. Enter complete current course title and current course description in item 5; enter proposed course title and proposed course description in item 6. Complete item 7 for change in title.
   e. Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 7. Attach a course syllabus.

4. For informational purposes only, please indicate course number if this course will be stacked:

5. Complete current course title and current catalog course description:
   Leadership Learning Community II. (1-0). Credit 1. Offered to students living in the Freshmen Leadership Living Learning Community; fundamentals of peer mentoring while participating in co-curricular activities; emphasis on building relationships on a college campus. Prerequisites: Freshman classification or approval of instructor; on-campus residence.

   Complete proposed course title and proposed catalog course description (not to exceed 50 words):
   Leadership Learning Community II. (1-0). Credit 1. Offered to students living in the Freshmen Leadership Living Learning Community; fundamentals of peer mentoring while participating in co-curricular activities; emphasis on building relationships on a college campus. Prerequisites: Freshman classification or approval of instructor; on-campus residence; ALED 125.

6. a. As currently in course inventory:
   Prefix | Course # | Title (excluding punctuation)
   ALED 225| LEARNING COMMUNITY |
   Lab | SCH | CIP and Fund Code | Admin. Unit | FICE Code | Level
   0 | 0 | 1 | 3 | 1 | 3 | 0 | 0 | 0 | 5 | 0 | 1 | 5 | 0 | 0 | 3 | 6 | 3 | 2 | 2
   b. Change to:
   Prefix | Course # | Title (excluding punctuation)
   | | |
   Lab | SCH | CIP and Fund Code | Admin. Unit | Acad. Year | FICE Code
   Approval recommended by:
   Tracy Rutherford
   Department Head or Program Chair (Type Name & Sign) Date

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

   Submitted to Coordinating Board by:
   Associate Director, Curricular Services
   Date

   Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu
   Curricular Services — 02/11
Supporting Statement for Item 3a – Change in Prerequisite to ALED 225

ALED 225 – Leadership Living Learning Community II is offered to students living in the Freshman Leadership Living Learning Community. The course is only offered in the spring semester after students have completed ALED 125 – Leadership Living Learning Community I in the Fall semester. Only students who have completed ALED 125 are eligible to enroll in ALED 225.