

MINUTES
Departmental Meeting
Monday, September 10, 2012, 2:00 p.m.
129 AGLS

1. 2:00 – 2:15 Welcome/Announcements/Bus Recognition Elliot
See **Attachment A** for Elliot's Notes.

Congratulations to Andy Vestal for receiving the 2012 Southern Region Excellence in Extension Award at the APLU Conference in Denver.

Congratulations to Drs. Dunsford and Williams as recipients of the inaugural College of Agriculture and Life Sciences Dean's Outstanding Achievement Awards. These awards will be presented on Wednesday afternoon at 3:00 in the AgriLife Center.

Dr. Larke will receive the highest award bestowed by the National FFA Association – the Honorary FFA American Degree in October.

On October 13th three alumni, Horace McQueen, Jimmy Cheek, and Roscoe Dooley will be honored as College Outstanding Alumni. Additional information about activities surrounding the event will be forthcoming.

Dean Chittaladakorn and Dr. Seesang from the Sukhothai Thammathirat Open University in Thailand will be on campus September 11 and 12. You should have received an agenda and invitation to multiple events.

Heifer International will be on campus on the 13th. Several students who have international experiences and one who previously did an internship with them will attend the meeting on Wednesday at 8:30 in 129 AGLS.

The Search Committee for the vacant advisor position has reviewed over 40 applications. They have narrowed the field down to 2 applicants who will be interviewed in the next week or two.

Scott Cummings discussed two IT positions open with Organizational Development. They will be ad'locked to IT but will be in the Department 100%. The start pay for both positions is good (Software Engineer III and Software Engineer IV). He is currently working with Dr. Elliot on office space.

Tobin Redwine introduced Taylor Demski and Molly Lastovica, our two new student reporters. If you have ideas for stories for them to work on just contact Tobin.

The ALEC Organizational Chart (**Attachment B**) was distributed. Any suggestions should be submitted to any of the three Associate Heads or to Dr. Elliot. Once corrections are made the chart will be placed on our website.

APR – 2012. Uploaded by February 8, edits completed by February 22.

Youth Development Initiative. Joint activity with RPTS and Texas 4-H. Started five years ago in 2009. Matt Durden's position as Executive Director is open. John Rayfield is on the Search Committee to fill the position. Current ALEC participants and years left on their terms are: Tim Murphy – 1 year; Lori Moore – 2 years; John Rayfield – 3 years.

New Texas A&M AgriLife logos attached ([Attachment C](#)).

Buses were awarded as follows:

- Kevin Andrews to Tobin Redwine
- Annie Specht to Caroline Black
- Kenny Stroud to AGSS
- Vidya Patil to Marcus Sodek
- Shannon Lawrence to Billy McKim
- Roger Hanagriff to Kirk Edney

2. 2:15 – 2:20 Introduction of VG Young County Government And TALL Staff Cummings/Avery/Mazurkiewicz
 Scott Cummings introduced the group from V G Young: Rick Avery, Ashley Mathews and Kim Hopcus. This group provides continuing education to Texas county officials – and have been doing this since 1969. He also introduced Jim Mazurkiewicz and the group from TALL/SALE including Lauren Bergin. TALL (Texas Agricultural Lifetime Leadership) provides intensive leadership development experiences for industry leaders. This is a two year program that meets eight times; six of the meetings are held at different sites across the state.

3. 2:20 – 2:25 Excellence in Teaching Committee Report Dunsford
 The report was distributed. It will be posted on the ALEC website ([Attachment D](#)).

4. 2:25 – 2:30 High Impact Experience/WEAVE Rutherford/Murphy
 HIE funds for FY '12 were 75,500 – \$22,500 for study abroad, \$14,000 ALEC Field Experience, \$14,000 Research & Fellowship programs, an additional \$13,000 was provided as a joint project between ALEC and HORT for the HORT leaders program. A ½ time graduate assistant (Orry Pratt) was hired to promote, evaluate, and support the HIE programs in the department.
 Attached are the budget plans for the Field Experience and Research/Fellowship For fiscal year '13, \$90,500 has been requested (\$38,000 Study abroad, \$13,000 ALEC Field Experience, \$14,500 Fellowship programs, \$13,000 HORT leaders and \$12,000 HIE adviser funds).
 Nearly all of our HIE goals for 2011-2012 were met – increasing student participation in study abroad and field experiences. We need to continue to encourage undergraduates to get involved in research with faculty members. Funding is available to sponsor speakers and assist with travel and data collection costs.
 At the end of each semester we will review internship portfolios, directed studies projects and research projects as ongoing assessment of HIE and to provide artifacts for WEAVEonline reporting. ([See Attachments E, F, and G](#)).

5. 2:30 – 2:35 AGSS Andrews/Pannone
 Kevin thanked everyone for not only attending but assisting with the welcome back cookout at Dr. Briers house. The event was a great success.

 This Friday at 11:30 is a dutch treat lunch. Details to follow.

 September 23, Sunday, at Chris' house. Board games and business meeting.

 October 6, Saturday, Mini road trip to Austin, Montgomery, etc. A van will be rented. Additional info to follow next week.
6. 2:35 – 2:40 Space/Office King/Elliot
 Debbie went over the support staff flex schedules for the fall.
 Nametags on office doors are being updated as quickly as possible.
 Nothing is to be hung on doors.
 Reminder to return budget letters as quickly as possible.
7. 2:40 – 2:45 Study Abroad Scholarships FY '13 Rutherford/Elliot
 Applications by October 1 for Winter and Spring Study Abroad. Last year funds were late for some students and they ended up not being able to participate. Applications go directly to Dr. Kim Dooley. Orry Pratt is our HIE Advisor.
8. 2:45 – 2:50 Distance Education Proposals Murphy/Rutherford
 Good idea. Two so far. Share with Murphy and Strong.
9. 2:50- 3:05 Strengths Odom/Norgaard
 (**Attachment H**). Activity was based on individual reactions to two extreme situations.
10. 3:05 – 3:30 Faculty Meeting Elliot
 • Promotion and Tenure
 • Theme Paper
 • APR

Travel Request Form Deadlines

Domestic (30 days prior to trip): e.g., travel October 1, 2012 due by September 1, 2012
 International (60 days prior to trip): e.g., travel November 1, 2012 due by September 1, 2012

Upcoming Events

October 13	College Appreciation and Recognition Event
November 22-23	Thanksgiving Break
November 29	ALEC Distinguished Lecture (Vol III) – Briers (3:30)
December 3	College Holiday Social
December 24-January 1	Holiday Break

Future Departmental Meetings

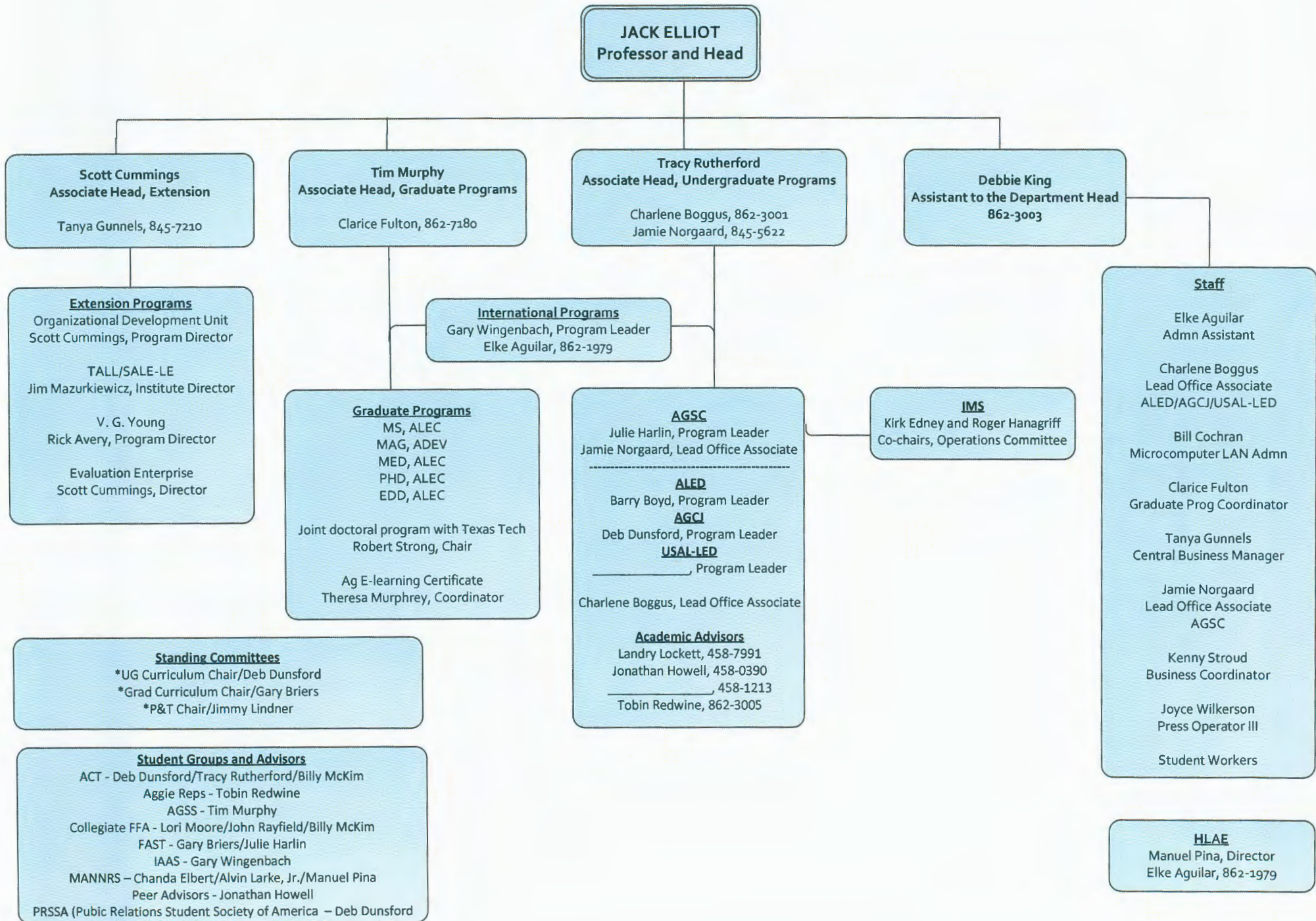
Tuesday, October 9 at 9:00 am
 Thursday, November 8 at 2:00 pm
 Wednesday, December 5 at 9:00 am

ALEC: September 10, 2012

1. Congratulations and welcome:
 - a. ALEC formally welcomes **Jim Mazurkiewicz** and **Rick Avery**.
 - b. 2012 Southern Region Excellence in Extension Award - **Andy Vestal**. Presented at APLU in Denver, CO.
 - c. Two ALEC faculty are recipients of inaugural College of Agriculture and Life Sciences Dean's Outstanding Achievement Awards.
 - i. **Dr. Williams** received the Outstanding Achievement Award for Early Career Teaching.
 - ii. **Dr. Dunsford** received the Outstanding Achievement Award for Advising and Student Relations.
 - d. **Dr. Larke** will receive the National FFA Association Honorary FFA American Degree in October.
 - e. **Noor Mobeen**, won the "Award of Distinction" among all the graduate students from the Division of Student Affairs.
 - f. **Dr. Williams** is a brand new CTE Fellow - she will be actively engaged in shaping the Service-Learning Fellow program.
 - g. **Horace McQueen, Jimmy Cheek, and Roscoe Dooley** will receive Outstanding Alumni Awards from the College this fall.
2. Announcements:
 - a. Dean Chittaladakorn and Dr. Seesang from Sukhothai Thammathirat Open University, Thailand September 11 & 12.
 - b. The CEO and other leaders from Heifer International will be in AGLS 129 Thursday, September 13 from 8:30-9:30. This is the first time they have reached out to the university community in an attempt to partner on development projects (see <http://www.heifer.org/>). They are ranked as one of the highest philanthropic organizations in the USA. Their current Gates funded effort is establishing and enhancing dairy production in Kenya. ALEC students **Joshua Hardcastle, Holly Vangroll and Beth Alexis** will inform Heifer that students have an interest in international agricultural development during our 20 minutes of the program.
 - c. Advisor Search - **Dr. Rutherford**
 - d. Fall enrollment 1,361 (1,160 FY '12):
 - i. ALED: 588 (459 FY '12)
 - ii. AGCJ: 317 (255 FY '12)
 - iii. AGSC: 128 (133 FY '12)
 - iv. USAL: 101 (133 FY '12)
 - v. Graduate Students 230 (180 FY '12)
 - e. Organizational Development - 2 IT positions: **Scott Cummings**
 - f. Provide updated information to **Elke** for the website.
 - g. ALEC organizational chart
 - h. APR - 2012
 - i. Input completed by February 8
 - ii. Edits completed by February 22
 - i. Youth Development Initiative:
 - i. **John Rayfield**: 3-year term
 - ii. **Lori Moore**: 2-year term (replaces Landry Lockett)
 - iii. **Tim Murphy**: 1-year term
 - j. Distance Education RFP due October 15, 2012 - through Drs. Murphy, Rutherford via Dr. Strong
 - i. On-line learning assistance: **Vidya Patil**
 - k. Texas A&M AgriLife - new names and logos.
 - l. Computer Access Competitive Grant Program - through Dr. Murphy
 - m. September 21 AGLS 129 12:30-1:30 **Dr. Briers** and **Kate Whitney** (and maybe **Dr. Shinn**) Borlaug Seminar.

3. Publications/Presentations:
 - a. Journal of Agricultural Education, Volume 53 (3).
 - i. Verbal Immediacy and Audio/Video Technology Use in Online Course Delivery: What Do University Agricultural Education Students Think? **Theresa Pesl Murphrey**, Shannon Arnold, Billye Foster, & **Shannon H. Degenhart**.
 - ii. Technology Acceptance Related to Second Life™, Social Networking, Twitter™, and Content Management Systems: Are Agricultural Students Ready, Willing, and Able? **Theresa Pesl Murphrey**, **Tracy A. Rutherford**, David L. Doerfert, Leslie D. Edgar, & Don W. Edgar.
 - iii. **Strong, R.**, & Harder, A. (2012). Developing an instrument to examine Master Gardeners' participation motives. Journal of Agricultural Education, 53(3), 71-83. doi: 10.5032/jae.2012.03071
 - iv. The Effect of Teacher Demographic and Personal Characteristics on Perceptions of Diversity Inclusion in Agricultural Education Programs. Douglas D. LaVergne, Wash A. Jones, **Alvin Larke, Jr.**, & **Chanda D. Elbert**.
 - v. **Strong, R.**, **Irby, T. L.**, **Wynn, J. T.**, & **McClure, M. M.** (2012). Investigating students' satisfaction with eLearning courses: The effect of learning environment and social presence. Journal of Agricultural Education, 53(3), 98-110. doi: 10.5032/jae.2012.03098
 - vi. Experiential Learning Using Second Life®: A Content Analysis of Student Reflective Writing. **Holli R. Leggette**, Christy Witt, **Kim E. Dooley**, **Tracy Rutherford**, **Theresa Pesl Murphrey**, David Doerfert, & Leslie D. Edgar.
 - vii. Social Media in Education: The Relationship Between Past Use and Current Perceptions. Quisto Settle, Ricky Telg, Lauri M. Baker, Tracy Irani, Emily Rhoades, & **Tracy Rutherford**.
 - b. **Strong, R.** (2012). Reusable learning objects enhanced Master Goat producer's learning. Journal of Extension, 50(2). Retrieved from <http://www.joe.org/joe/2012april/rb7.php>
 - c. **Luckey, A. N.**, **Murphrey, T. P.**, Cummins, R. L., & Edwards, M. (2012- Accepted) Assessing youth perceptions and knowledge of agriculture: The impact of participating in an "Ag Venture" Program. Journal of Extension.
 - d. Cleere, J. J., Loux, S., Holub, G., **Degenhart, S. H.**, & Hairgrove, T. (in press). Animal science and veterinary student perception of farm animal welfare practices. The bovine practitioner.
4. Grant Management 101 (should provide 3 out of 4 of these to the Department - meaning faculty become managers or facilitators of the grants).
 - a. Salary Savings (100% to Department [50% - department] and PIs [50%] - restricted discretionary)
 - b. Indirect (40% to be split 60/40 between Department and PIs - discretionary)
 - c. Personnel (project director, support staff, GTAs, etc.)
 - d. Operations (e.g., travel, supplies, copying, printing, etc.)
 - e. Proposed Borlaug Incentives:
 - i. Draft proposal includes summer salaries, additional stipend (10-20%), salary savings, operations, and IDCs (10%).
 - f. Funded:
 - i. Pardello, R., (PI), Bartholomay, T., **Murphrey, T.P.**, Mattessich, M., Gamble, K., Cotton, D., McGirr, M. Developing an International Community of Practice. (\$50,000). Funded by the United States Department of Agriculture. (September 2012-2014) (Collaborator-Leadership Team)
 - ii. **Hanagriff, Elliot, Shinn, Edney, Murphy, & Wingenbach** finalists Syngenta Large Farm Training Program. Presentation in Switzerland September 20.
 - g. Submitted:
 - i. Improving Water Quality at the Urban / Suburban / Rural Interface: An AGEP Assessment on the Gulf Coastal Plain. Thomas Boutton, **Chanda Elbert**, Carlos Gonzalez, Miguel Mora-Zacarias, Clyde Munster, **Manuel Pina**, and **Jennifer Williams**.
5. Dutch treat lunch with Dr. E. -
 - a. Contact Debbie King to schedule and leave a contact number (for rescheduling): October 16, 18, 19, 29, 30, 31; November 6, 7, 9

Department of Agricultural Leadership, Education, and Communications Organizational Chart



C

Download logos, letterhead & more at:
<http://agrilife.org/communications/brand/>

TEXAS A&M AGRILIFE

TEXAS A&M
AGRILIFE
EXTENSION

TEXAS A&M
AGRILIFE
RESEARCH

 TEXAS A&M
FOREST SERVICE

TEXAS A&M
TVMDL
VETERINARY MEDICAL
DIAGNOSTIC LABORATORY

Teaching Effectiveness
Agricultural Leadership, Education, and Communications

Preamble

Faculty in the Agricultural Leadership, Education, and Communications department view our students as our legacy, not as our customers. Our success as teachers will ultimately be measured by our ability to help our students become life-long learners who are successful in their own careers and lives. The hints, ideas and suggestions provided by ALEC faculty and presented on these pages are indicators of good teaching. These same ideas are echoed and expanded on in the scholarly articles linked on these pages.

Faculty and graduate students interested in good teaching have many resources at Texas A&M University. The Center for Teaching Excellence (<http://cte.tamu.edu/>) is an excellent starting point and the Center's many workshops, programs and seminars should be a must for all new faculty members.

Always . . .

- Get to know your students
- Engage the students in discussion
- Tie course content to current events or issues, the students' careers and their lives
- Treat class time as valuable
- Present up-to-date course material that you know well and that you present with enthusiasm
- Provide clear assignments with equally clear expectations and relevance to the course and to the student's future career
- Return student papers and assignments in a timely manner with appropriate and clear feedback
- Be organized so the students know how the course fits together and how it ties into the students' curriculum
- Let students see that you care about them as learners and as individuals
- Accommodate learning styles by using diverse methods to present course material and to assess learning
- Treat every student as an individual while being fair with all class members
- Respect the students and act in a matter that will allow them to respect you
- Be available to students while teaching them to respect others' schedules and commitments
- Incorporate high-quality teaching materials and activities with measureable outcomes

Academic Freedom, Ethics and Responsibility are also part of Texas A&M University's environment. The details on this policy are at the attached link (see number 3). <http://rules-saps.tamu.edu/PDFs/12.01.99.M2.pdf>

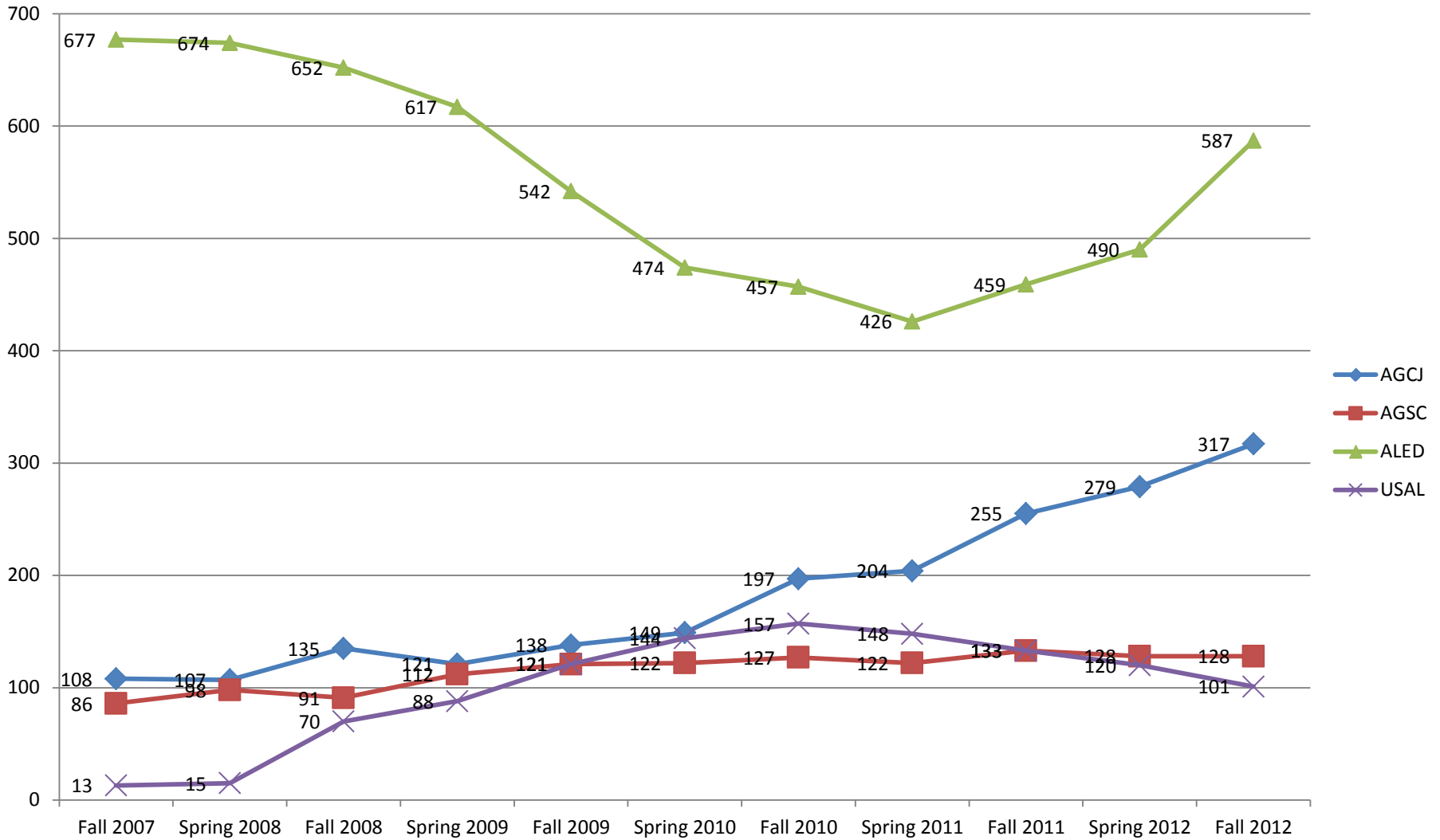
Rosenshine and Furst

Rosenshine, Barak and Norma Furst (1971) conducted a meta-analysis of research on teaching some 30 years ago that established a benchmark for additional research into teacher behaviors that appear to bring about higher achievement among learners.

Rosenshine, Barak and Norma Furst. (1971). Research on Teacher Performance Criteria. (in Research in Teacher Education: A Symposium, B. Othanel Smith, Ed.). pp.44-54.

ALEC Undergrad enrollment

Fall 2007-Fall 2012



High Impact Experience

- Approved FY12 - \$75,000
 - \$22,000 Study Away
 - \$13,000 Hort Leaders
 - \$10,000 ALEC Field Experience
 - \$18,000 Fellowship programs (includes undergrad research)
 - \$12,000 HIE advisor

Funded

- \$31,000 Study Abroad
- Equipment for recording experiences
- 3 undergrads to ALE to present research
- ALED 481 Fall 2012
- ALEC 380 Indianapolis trip (44 students)
- ½ time assistantship for promotion & evaluation

High Impact Experience

- Proposed FY 13 - \$90,000
 - \$37,000 Study Away
 - \$13,000 HORT Leaders
 - \$10,000 ALEC Field Experience
 - \$18,000 Fellowship
 - \$12,000 HIE advisor

**High Impact Area: ALEC Fellowship Program
(Focusing on Undergraduate Research)**

Program Content:

The goal of this program is to further the enhancement of undergraduate students' experiences through research opportunities. The experience of conducting research in a state, national, or international environment may potentially lead to national and international professional research opportunities for students. Students will self-select to participate in the program and will receive basic instruction in research methods, data reporting, and scholarly writing appropriate for their topic. This high impact opportunity for students to participate in Undergraduate Research in ALEC will strive to improve student learning and professional success. ALEC students participating in undergraduate research fosters an opportunity for students to learn more about future professions, experience as a team member of a scholarly society, and to expand working relationships with faculty.

Process:

This program will be facilitated by the faculty through the assistance of a doctoral graduate assistant. The graduate assistant assigned to the program will coordinate the receptions, teach ALEC 491, and assist the undergraduate students in making connections with departmental faculty in conducting their research. The program will consist of the following activities:

A. Fall Reception and Engagement Session

Students across the Department will be invited to attend a Fall reception at which Departmental Faculty will be invited to share their research areas and interests. Students will have the opportunity to visit with faculty in an informal setting.

B. ALEC 491 (3 credit hours)

Students will self-select to enroll in ALEC 491 through an application process. The application will consist of basic contact information, research interests, and career goals. Students will select a topic of study. The course will cover basic instruction in research methods, data reporting, and scholarly writing appropriate for their topic. Students will also be invited to attend graduate seminars, thesis and dissertation defenses, and additional scholarly presentations as available (e.g., international visitor presentations/meetings).

C. Student Presentations at Conferences

Students will submit their research papers to conferences for presentation. Conferences include: Association of Leadership Educators, American Association of Agricultural Education (National, Southern, Western), Association for International Agricultural Education and Extension, and Association for Communication Excellence.

D. Student Presentations & Sharing Session

Students and faculty across the Department will be invited to attend a Spring reception at which students will present findings of their research and also share their personal reflections regarding the attendance of research conferences.

Budget:

The budget will enable students to engage in research and participate in research conferences.

- Graduate Assistant: \$1,400
15% of a graduate assistant will be assigned to teach ALEC 491 and facilitate student research during Fall 2012.
- Fall Reception and Engagement Session: \$500
Funds to provide refreshments for a kick-off session in Fall 2012
- Student Travel: \$10,000
10-15 students will be selected to receive travel support to a research conference based on paper acceptance and quality ranking.
- Student Presentation & Sharing Session: \$500
Funds to provide refreshments for a summary presentation session at which students will present their research and experiences from participation at the conference they attended.
- Research Support: \$1,600
Software, supplies, or services to support student research.

TOTAL: \$14,000

High Impact Area: ALEC Field Experience

Program Content

The HIE supports the AGLS College's goal to increase opportunities for experiential learning opportunities through field study immersion programs with agribusiness, industry, and peers in a contextually rich environment. This strategy will be accomplished through a new U.S. agriculture and cultural diversity course including domestic travel seminars focused on agriculture, education, and cultures in the continental U.S., on a regional basis. Various facets of agricultural science will be addressed by visits to agricultural research stations, agribusinesses, private farms, historical sites, and federal lands. Students will be exposed to ongoing research projects and innovative agricultural operations.

Process

Oversight for this high impact field experience program will be facilitated by the ALEC associate department heads for undergraduate and graduate programs.

The initial field experience course will be offered in the fall 2012 semester (ALEC 380-510). Students will self-select to apply for enrollment into ALEC 380-510. Approximately 48 students will be selected based on academic performance (GPR), class standing, and career interests.

During the first eight weeks of the fall 2012 academic semester, students will receive instruction in systems thinking, social media, experiential learning, learning organizations, diversity, servant leadership, and service learning. Students will then participate in a 10-day field experience to expose them to several contextually rich environments in seven states. Based on the findings of the fall 2011 pilot study, field teaching sites were selected to immerse students in unfamiliar, yet safe, environments to apply and observe course content in real-world situations.

Students will maintain personal journals and public blogs to document personal and class growth. Students will draw from their journals and blogs to reflect on their experiences throughout the semester and synthesize systems interaction between and among field teaching sites. Students will work in groups to present a summary of their syntheses to selected classes in the AGLS College.

ALEC 380-510 syllabus is attached for further description and explanation of field teaching sites, activities, and assignments.

Budget

\$7,000 – Student travel

Funds will supplement field trip fees paid by students and enhance field activities

\$6,000 – Equipment and supplies

Equipment, supplies, or services to support and enhance student field activities

\$1,000 – Research support

Software, supplies, or services to document program success and refine metrics for subsequent field experiences

Total: \$14,000

Syllabus

Texas A&M University

*Department of Agricultural Leadership, Education, and Communications***ALEC 380-510: Workshop in Agricultural Leadership, Education, and Communications***A high-impact field experience in agriculture, culture, global society, diversity, American resilience, and youth development*Fall 2012

Prerequisites

- Minimum sophomore (U2) class standing;
- Minimum 2.5 cumulative GPR;
- COALS major; and
- Application with approval of lead instructor.

Introduction

Today's college students are discovery-based learners (Brown, 2000). The College of Agriculture and Life Sciences embraces the concept of providing a "stimulating educational environment" that encourages undergraduate and graduate students to become involved in research and engages them in advanced learning experiences (Sams, 2010, p. 2). Engaging students in multiple cultures and environments helps them see the purpose (Townsend & Briers, 1990) of learning, which typically reinforces knowledge in future endeavors (Barrick, 1989; Buriak, McNurlen, & Harper, 1996).

Student participation in high impact experiences and experiential learning activities is essential to the learning process and deepens students' understanding and sensitivity to the outside world (Dewey, 1933; Kolb, 1984). Therefore, meaningful learning experiences and environments that engage students and promote life-long learning and citizenry should be intricate pieces in the learning process (Kolb, 1984). This semester-long course includes a ten-day field experience through the Midwest and South. Students will participate in high impact experiences and experiential learning activities related to agriculture, culture, global society, diversity, American resilience, and youth development.

Course Objectives

1. Build substantive relationships.
2. Engage across differences.
3. Apply and test what they are learning in new situations.
4. Reflect on personal development.
5. Communicate clearly in writing while using correct grammar and AP Style.

Class Meeting Schedule

Lecture & Lab:

Friday 11:30 a.m. – 12:20 p.m. (*AGLS*)Field Experience Dates 10/21 – 10/30 (*\$699.17 field trip fee*)

Instructor and Teaching Assistant Information

Lead instructor: Dr. Billy McKim

Office Hours: T/R 2:00 p.m. – 4:00 p.m.

Lead teaching assistant: Ms. Holli Leggette

Contributing instructors:

Dr. Lori Moore

Dr. John Rayfield

Dr. Alvin Larke, Jr.

Dr. Summer Odom

Ms. April Place

Contributing teaching assistants:

Mrs. M'Randa Sandlin

Ms. Annie Specht

Ms. Caroline Black

Mr. Shannon Lawrence

How this Course is Managed**Student Responsibilities and Class Attendance**

The best tool you have in your arsenal for passing this course is to attend class. If you are present in class, you gain the benefit of some rather stimulating discussions, and you keep abreast of the course material. Students are expected to attend class and participate in all class activities—attendance will be taken. Furthermore, students are expected to turn in assignments on or before announced due dates. Full participation in classes, activities, and examinations is expected of all students. University policy is followed with regard to absences and makeup work. University policies on attendance, (excused and unexcused) absences, and scheduling makeup work please see: <http://student-rules.tamu.edu/search/rule7.htm>

Cellular/Digital Phones and Texting Devices

Cellular/digital phones and texting devices are useful and necessary devices. However, it is requested that their use be adjusted so that they do not interrupt the class during scheduled class periods. Please set the controls on these devices to a silent alert mode. If you receive a call or text message during class, please excuse yourself from the class to answer it. This will show respect and courtesy toward other members of the class and to the instructor/presenter.

Americans with Disabilities Act 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>.

Special Needs Policy

Reasonable accommodations will be made for students with verifiable disabilities. I will provide students with disabilities access to the course material in keeping with university policy. If you are registered with the Department of Student Life, Services for Students with Disabilities (DSLSSD) please provide us with an accommodation letter. This letter along with frequent communication between you and us will help you be successful in this course. If you are not currently registered with DSLSSD and think you might need to, let us know. Please make certain

that you contact us for an appointment at the beginning of the semester to discuss academic accommodations.

Academic Integrity Statements AGGIE HONOR CODE

“An Aggie does not lie, cheat, or steal or tolerate those who do.”

Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System.

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

Required Text / Materials / Equipment

Required Text

None

Materials

8 GB portable storage device [\$5 - \$10]

Cardstock-type thank you cards [\$5 - \$10]

Equipment

Digital cameras and related equipment are available for checkout. See the instructors or teaching assistance for details. You must complete an equipment use agreement. If equipment malfunctions, contact the instructor immediately; students can be held accountable for equipment costs *if malicious use is detected*.

Assignments

General Information on Assignments

The purpose of the assignments is to enhance your learning. To a large extent, you will get out of this class what you put into it. **I do not believe in busy work.** Each assignment serves a specific purpose. If you do not see or understand the purpose of an assignment, please ask. I am happy to explain. There are several key things you need to know when submitting work for a grade:

- A high level of original, clear thought should be reflected in your work. Students are expected to be creative and to think clearly.
- Spelling, grammar and neatness count. Good writing helps you communicate your thoughts and ideas in an effective way. Mistakes happen, but make certain that you check the spelling and grammar of everything you submit for a grade.
- Plagiarism is not acceptable. Take the time to do things the right way, and avoid the unpleasantness associated with the unauthorized use of copyrighted material. The penalty

for plagiarism is quite severe. Submitting, without prior permission of the instructor, any work which has at any time been submitted in identical or similar form by you or any other student in fulfillment of any other academic requirement at any institution is prohibited. I reserve the right to require assignments to be electronically submitted to turnitin.com at any point during the semester. Furthermore, if you have any question whether your work is original, please ask, rather than assuming.

- Assignments are graded based on the product submitted, not the effort invested. However, more often than not, the amount of effort invested is reflected in the grade.
- Late work will not be accepted without a university approved excuse. See <http://student-rules.tamu.edu/>

Coursework and Assessments

Any coursework or assignments completed in this course may be used, after the conclusion of the current academic semester, for research, evaluation, or demonstration purposes, without students' written consent or notification. Any method of identifying a single individual will be removed prior to using student coursework or assignments for research, evaluation, or demonstration purposes. Any student may request to have their coursework or assignments excluded from research, evaluation, or demonstration efforts, without penalty, by submitting a written objection to the course instructor.

Assignment Detail

<u>Assignments</u>	<u>Points Possible</u>	<u>Percent of Grade</u>
Class/Tour Participation	250	25%
Blog Entries	250	25%
Personal Journal Entries	200	20%
Reflection Paper	200	20%
Group Presentation	100	10%
	<hr/> 1,000	<hr/> 100%

Class / Tour Participation

This course is grounded in experiential learning; therefore, your participation in activities before, during, and after the field experience is imperative. A series of lectures before the field experience will prepare you to be successful during and after the field experience. Attendance, punctuality, professionalism, and full participation are expected and required. You will write one thank you card to at least three individuals who facilitate a tour during the field experience. To be given full consideration, each card must be hand written on a cardstock-type card, placed in an unsealed envelope, and submitted to the instructor *before* returning to College Station.

Blog Entries

This course has a group blog—for public consumption. You will be responsible for providing content for the course blog. Your blog entries will address two components:

- (1) The topics presented in class and/or unique teaching sites; and
- (2) The application of systems thinking among class topics or teaching sites.

You will create blog entries using Microsoft Word and submit entries electronically through E-learning. You are encouraged to submit digital photographs with your blogs. Blog entries will be selected for the course group blog based on quality and originality.

Blog entries must reflect original thought, may include pictures and video, and be free of spelling and grammatical errors. Blog entries during the field experience must be teaching site specific and completed between scheduled destinations—a wireless Internet connection and a limited number of notebook computers will be available on the charter bus. You may post relevant and appropriate responses or comments to the group blog. You may bring a personal notebooks and/or iPad for blog and journal entries; however, we will not be responsible for replacement of lost, stolen, or damaged personal items.

Comments: You should read the group blog daily. You will make at least one meaningful comment per blog post. Be creative with your post, using your skills with links, images, maps, audio, wikis, and other social media (Facebook and Twitter).

Personal Journal Entries

Personal journal entries are for your benefit. Your entries will not be posted for peer review or response. Therefore, your entries will not be censored or judged, based on your thoughts or opinions—there is not a right or wrong answer. However, your entries should be substantive and reflect critical thought and effort. Your journal entries will address four questions about each topic or unique teaching site:

- (1) How familiar are you with it (i.e., have you seen or experienced it before; is it a common part of your life)?
- (2) Is it in line with your personal values or beliefs (e.g., is it good or bad; do you like it; should others adopt it or use it) and why?
- (3) Will you apply this to your college courses, career, or life? If so, how?
- (4) Does it impact you and/or society? If so, how? Is that a good thing?

Reflection Paper

You will write a three page (minimum), single-spaced reflection paper describing what and how the field experience challenged or confirmed your beliefs before the trip and how that has been changed by your experience. You are encouraged to draw from your blog and journal entries as a basis for the paper and a source of specific examples. Also, you must submit at least 10 digital photographs with proper captions to further document your most impactful experiences. Critical thought and effort must be evident in your reflection to receive full credit.

Final Group Presentation

Groups of three to five individuals will be selected to create and present one 10 – 15 minute guest presentation of the field experience to a COALS class. Presentation topics and class selection must be preapproved by the instructor.

Grade Requirements:

895 - 1000 points	A
795 - 894 points	B
695 – 794 points	C
595 - 694 points	D
594 points or less	F

Tentative Class Schedule

Week	Date	Class Topic	Assignment Due
1	8/31	Course overview – Systems Thinking (McKim)	
2	9/7	Social Media / Blogging (Specht / Leggette)	
3	9/14	Multimedia Equipment (AGCJ 308 / Rutherford)	BE and JE 1
4	9/21	Experiential Learning (Rayfield)	BE and JE 2
5	9/28	Learning Organizations (Moore)	BE and JE 3
6	10/5	Diversity (Larke)	BE and JE 4
7	10/12	Service Learning (Odom)	BE and JE 5
8	10/19	Field Experience Preparation / Briefing (McKim)	BE and JE 6
9	10/26	Field Experience	BE and JE 7 – 16
10	11/2	Field Experience Debriefing (McKim)	BE and JE 17
11	11/9	Lab (McKim/Leggette)	Draft presentations
12	11/16	Lab (McKim/Leggette)	Group presentations
13	11/21	No class	RP draft
14	12/3	Lab (McKim/Leggette)	Peer review RP
15	12/7	No class	RP final
	12/11	8:00 am – 10:00 am	

BE = Blog Entry; JE = Journal Entry; RP = Reflection Paper

Tentative Itinerary

Date	Day	Depart	Arrive
10/21/2012	Sunday	College Station, TX	Columbia, MO
10/22/2012	Monday	Columbia, MO	Columbia, MO
10/23/2012	Tuesday	Columbia, MO	Champaign, IL
10/24/2012	Wednesday	Champaign, IL	Indianapolis, IN
10/25/2012	Thursday	National FFA Convention	
10/26/2012	Friday	Indianapolis, IN	Louisville, KY
10/27/2012	Saturday	Louisville, KY	Lexington, KY
10/28/2012	Sunday	Lexington, KY	Nashville, TN
10/29/2012	Monday	Nashville, TN	Little Rock, AR
10/30/2012	Tuesday	Little Rock, AR	College Station, TX

Joplin, MO

- Tornado Recovery

Columbia, MO

- Amish and Mennonite Communities
- Tour University of Missouri

Peoria, IL

- Caterpillar Dozer Plant Tour

Champaign, IL

- Tour University of Illinois

Indianapolis, IN

- CDEs
- Collegiate FFA Convention

Parr, IN

- Fair Oaks Farms – 35,000 cow dairy

Louisville, KY

- Churchill Downs
- Kentucky Bourbon Trail
 - Jim Beam Distillery
 - Wild Turkey Distillery

Lexington, KY (Sunday)

- Kentucky Horse Park and Farm Tours

Nashville, TN (Monday)

- GAC Broadcasting
- Grand Ole Opry

Facilitation Notes: Activity 1.6 Best of the Best (Continued)

Supplemental Activity 1.D: Talent Line Up

During this activity, students are presented with a situation and two extreme reactions to this situation. Students are then asked to line up based upon their reaction to the situations. Students need not remain in a single file line; they can “bunch up” if necessary. This value line activity can be done whether the students have completed the Clifton StrengthsFinder or not.

Read each situation and reaction, one at a time. Then instruct the students to line up end-to-end according to their reaction. When all the students have found their place, pick people in various places throughout the line to discuss why they are where they are.

Individuals at either end of the line will often clearly exhibit a certain theme (for example, in the first example below, those who respond “Oh boy!” often have Woo as one of their Signature Themes). Be careful not to assign themes to students based on this exercise alone. Students who find themselves in the middle may end up there for a variety of reasons. The motivation for their behavior varies as their talents vary.

Below are a few situations and extreme reactions. Consider creating your own situations.

You are invited to a party with people you do not know.

Oh Boy! _____ ***Oh No!***

You are asked to participate in a competition.

Let's start now! _____ ***Do we have to?***

You are required to work on a complex project.

Details . . . Yes! _____ ***Ideas . . . Yes!***

You have to find your way to a place you have never been before.

No problem! _____ ***No way!***