

AGHR 3793: Cooperative Occupational Experience in Agriculture SUM 2017

Instructor: Wash A. Jones
Section # and CRN: P01 / 31500
Office Location: 306 Agriculture and Business
Office Phone: 936-261- 2538
Email Address:
Office Hours: MW 10:00 a.m. – Noon and 1:00 p.m. – 3:00 p.m.; TR 2:00 p.m. – 4:00 p.m.
Mode of Instruction: Face to Face

Course Location: To be determined
Class Days & Times: To be determined
Catalog Description: 3 credit hours. Pre-baccalaureate work experience in the food and agricultural sciences commensurate with the student's academic emphasis. Written report of activities consistent with program guidelines upon completion of experience. A minimum of 100 clock hours of supervised work activities is required. Prerequisite: Completion of 60 or more hours of credit applicable to the major emphasis.

Prerequisites: Course prerequisite: Junior standing and advisor consent
Co-requisites: None

Required Texts:
None

Recommended Texts: None

Student Learning Outcomes:

| | Upon successful completion of this course, students will be able to: | Program Learning Outcome # Alignment | Core Curriculum Outcome Alignment |
|---|--|--------------------------------------|-----------------------------------|
| 1 | ■ Demonstrate proficiency in their chosen discipline that incorporates knowledge, skills, technology, and professional conduct | 4 | |
| 2 | ■ Demonstrate critical thinking by using data and reasoning to develop sound responses to complex problems | 1 | |
| 3 | ■ Demonstrate the ability to communicate effectively while considering the audience and purpose | 3 | |
| 4 | ■ Demonstrate knowledge of a range of cultures and an understanding of human values and points of view other than their own | 4 | |
| 5 | ■ Demonstrate the ability to work effectively as part of a problem-solving team | 1 | |
| 6 | ■ Demonstrate ability to apply social, economic, political and environmental principles to living in a global community | 4 | |
| 7 | ■ Demonstrate skills necessary for lifelong learning | 4 | |

Major Course Requirements

Method of Determining Final Course Grade

| Course Grade Requirement | Value | Total |
|--------------------------------|------------|------------|
| 1) Course Project (Port Folio) | 500 points | 500 |
| Total: | | 500 |

Grading Criteria and Conversion:

A = 90% – 100%

B = 80% - 89%

C = 70% - 79%

D = 60% - 69%

F ≤ 59%

To receive academic credit for an employment experience, the student creates and submits a portfolio. This portfolio is a systematic and purposeful collection that is intended to clarify the relationship between the work experience, course learning, and lifelong career development. The requirements for the portfolio are listed below. See the section titled "Cooperative Occupational Experience Assignments – Descriptions and Clarification" for detailed descriptions for each section.

Format:

1. Your portfolio must be a bound document. It may not be placed in a three-ring notebook or other "thick" format. It should be thin enough to be mailed in a large envelope, if necessary.
2. **Clearly label each graded section** based on the list below.
3. If you desire to receive your graded portfolio by mail, include a self-addressed envelope (approximately 13" x 10") large enough to fit your portfolio.

Graded Assignments:

| | |
|--|---------|
| _____ 1. Statement of personal learning goals for the internship | 25 pts |
| _____ 2. Personal vision/mission statement | 25 pts |
| _____ 3. Statement of goals, responsibilities, and roles during the internship | 25 pts |
| _____ 4. Reflections on work experience (to be documented every two weeks) | 150 pts |
| _____ 5. Representative work samples such as pictures, descriptions, drawings | 25 pts |
| _____ 6. Reflection on the nine Professional Competencies (refer to the list) | 150 pts |
| _____ 7. Description of special work experience project | 25 pts |
| _____ 8. Updated resume | 25 pts |
| _____ 9. Copies of employer-generated performance evaluations | 5 pts |
| _____ 10. Written job description for your specific position at work | 5 pts |
| _____ 11. Personal statement of work style, philosophy, and personal goals | 15 pts |
| _____ 12. Analysis of work assignment as a learning experience | 25 pts |

Total Possible Points Received

500 pts

Detailed Description of Major Assignments:

Assignment Title or

Grade Requirement

Description

Work Experience Port Folio

Student must compile a port folio addressing the 12 components of the course as outlined in the syllabus. Each section will be evaluated as indicated above.

Components of Final Portfolio ~~ Descriptions and Clarification ~~

Statement of Personal Learning Goals

Before beginning your work experience, create a list detailing what you anticipate learning from your work experience. These should be as specific as possible. For example, "I will learn to utilize effective communication skills, such as active listening," is preferable to "I will learn to work with others." You may include task-oriented goals such as "I will learn to reply to constituents' mail." You should create a *minimum* of five (5) learning goals.

Personal Vision/Mission Statement

Include a brief statement of your personal career goals. This statement should detail not only your goals, but also how you plan to accomplish them and what core values they illustrate. (1 page)

Statement of Goals, Responsibilities, and Roles

This information is gathered from a description of the work experience and from your supervisor during your work experience. Describe as precisely as you can what you will be doing on a day-to-day basis during your work experience.

Bi-weekly Reflections on the Internship Experience [MUST BE DETAILED!!]

This assignment is a bi-weekly detailed documentation during your internship. You are required to write a substantive evaluation/reflection **every two weeks** which includes the following:

1. **What specifically you have done or accomplished during that period**
2. **What you have learned from your specific activities**
3. **How this learning experience relates to your prior coursework (relate to SPECIFIC courses)**
4. **How this learning experience related to your career development goals**

Representative Work Samples [Should be limited to five items or pictures]

This section can include a variety of items that demonstrate what you did during your work assignment. Appropriate items might include (but are not limited to) reports you write, descriptions of activities, and pictures or diagrams. **Label your pictures.**

Reflections on the Nine Professional Competencies [MUST BE DETAILED]

Write a self-assessment for **EACH** of the nine professional competencies detailed in the following section. The self-assessment should demonstrate a critical, in-depth analysis of your progress, successes, and/or failures in each of the areas throughout the course of your work experience. (3-4 total pages recommended to discuss the nine competencies)

Special Work Experience Project

Your work experience should include a specific special project reflecting a high degree of skills, knowledge and professionalism needed in your anticipated profession. The project should be negotiated with your supervisor and should be of potential value to your employer. Provide details of your project and describe the specific value you received from the project in terms of professional growth. (1-2 pages)

Updated Resume

Develop a **one-page**, updated resume that incorporates your education, work experience, skills, etc.

Employer-Generated Performance Evaluations

Student interns frequently are evaluated by their supervisor during their work experience. You should include a copy of a supervisor's evaluation as part of your portfolio. If evaluations of interns are not regularly practiced by

your employer, you may choose to request that an evaluation be done. If your supervisor did not conduct an evaluation on you, you should indicate this fact in your packet.

Job Description

Prepare a written job description for your position in your organization. This job description format should be one that could be published as an advertisement for future interns.

Statement of Work Style, Philosophy, and Personal Goals

This statement should reflect what you have learned about your personal work style. For example, you may consider when you are the most effective, whether you prefer to work alone or with others, how much direction you enjoy in tasks, how you work with a team/group, and other similar questions.

Analysis of the Work Experience as a Learning Experience

Discuss the positive and negative aspects of your work experience. **Number your responses based on the following statement/questions:**

1. Compare what you actually learned with what you anticipated learning?
2. How did the work experience fulfill your expectations and how did it differ from your expectations?
3. If you relished this work experience, what would you do differently to make it more beneficial?
4. What could have improved the work experience?
5. What recommendations might you offer to other students regarding this occupational experience?

This work experience goes beyond a regular job in that it is a **formal, structured learning experience. The portfolio is a tool to assist you in this learning experience as well as a representation of the type and quality of work you have done. Be thorough in your efforts, for this experience is more than a grade; it can prove to be a valuable asset in your future career search.*

Be sure to LABEL each of your categories so the course coordinator easily can differentiate among each portfolio component.

Professional Competencies

During your work experience, **how did you learn, experience or demonstrate the following applicable professional competencies?** Don't just define what these competencies are or why they are important, but **outline how you exhibited these competencies.** Write a self-assessment for EACH of the nine competencies in this section. The self-assessment should demonstrate a critical, in-depth analysis of your progress, successes, and/or failures in each of the areas during your work experience.

1. PROFESSIONAL PREPARATION

Outline how your work experience has allowed you to demonstrate proficiency in your chosen discipline/career and how you have incorporated academic knowledge, skills, technology and professional conduct in your specific job duties.

2. COMMUNICATION

Active listening...Understanding that actually hearing what someone says is the best way to open lines of communication

Oral communication...Understanding the importance of effective speaking and listening skills

Presentation skills...Ability to communicate goals and ideas verbally and effectively to a variety of audiences

Technology...Possessing a familiarity with new types of communication technology (internet, etc.) and where resources/assistance can be found.

Writing skills...Ability to express oneself effectively through letters, reports, position papers, etc.

3. DIVERSITY

Cultural Appreciation...Ability to value other cultures' customs and beliefs

Cultural Competence...Ability to interact effectively with other cultures in diverse settings

4. ENVISIONING

Creativity...Ability to "think outside of the box"

Develop teams...Ability to align individuals into working groups to achieve goals

Strategic Planning...Ability to gain and create commitments to long term goals which provide a framework for the organization

Risk-taking...Exhibiting the courage to try new ventures

5. MENTORING

Career Development Skills...Understanding the organization's needs, and the processes required to achieve the individual's goals in the organization

Coaching skills...Understanding an individual's motivation while providing assistance towards goal achievement

Self-awareness...Identifying and clarifying one's own values, strengths and weaknesses

Staff Development...Understanding adult learning styles to optimize effectiveness of personal and professional development programs

6. PROFESSIONALISM & ETHICS

Personal and Professional Ethics...Exhibiting an appropriate code of values and beliefs which govern the behavior of an individual in the home, workplace, and community

Personal Responsibility...Cultivating an atmosphere of accountability and taking pride in one's performance

7. PROBLEM SOLVING

Critical thinking...Ability to analyze clearly the problem/situation and make logical, well-informed choices

Creativity...Ability to find innovative solutions to problems

Consensus building...Familiarity with techniques to enhance cooperation in the group

Personal judgment...Understanding the role of values and emotions in making decisions

8. TEAMWORK

Collaboration...Facilitate the efforts of numerous groups or individuals in working together for a common goal

Committee Leadership...Understanding group dynamics and power structures

Conflict management and resolution...Ability to work within a group to achieve desired (or satisfactory) results

Delegation...Ability to share power among members of a group

Evaluation...Ability to provide feedback in a positive manner (constructive criticism)

9. WORKING WITH CHANGE

Commitment...Possessing a level of dedication to the organization, wanting to see it achieve its goals and mission in times of transition

Creativity...Finding creative ways to address change in an organization

Motivation...Ability to encourage groups and individuals to work through difficult situations in an organization

Stress Management...Ability to handle stress, individually and as part of a group

Course Procedures or Additional Instructor Policies

Taskstream

Taskstream is a tool that Prairie View A&M University uses for assessment purposes. At least one of your assignments is **REQUIRED** to be submitted as an "artifact," an item of coursework that serves as evidence that course objectives are met. More information will be provided during the semester, but for general information, you can visit Taskstream via the link in eCourses.

Course Procedures

**** Extra credit opportunities will be given only when ALL students have the same opportunity to take advantage of them. Therefore, no extra credit opportunities will be granted for any student at the end of the semester after all graded assignments have been completed. All students will be granted opportunities to receive extra credit during the semester. The instructor will announce when these opportunities are available. These may be in the form of attending academic lectures, participation in special projects or related activities. Taking advantage of these opportunities is optional, and not taking advantage of these opportunities will not count against a student's grade in the class. Points for extra credit opportunities will be added to the student's FINAL grade, so extra credit points may make a difference to a student's final grade. Extra credit will be limited to a maximum total of five points.**

Assignments: Students are expected to submit all assignments by the established due date. Late submissions will be discounted 5% for each calendar day delinquent. Assignments may not be accepted if they are more than seven calendar days late. As current or future professionals and researchers, you are expected to present written information professionally and accurately. Therefore, your quality of writing (grammar, syntax, spelling, etc.) will be judged on all written assignments. Errors in your written communication will be counted against you. In submitting assignments, DO NOT include a cover sheet. Place your name (or student number) as directed in the top left corner of your paper. All multiple-page assignments MUST be stapled when submitted. Papers submitted without staples will have points deducted from the grade.

Classroom Attire and Demeanor: Students are required to dress appropriately for class each day. Provocative, inappropriate or offensive attire will not be allowed in the classroom. Males are expected to remove all headwear when in the classroom. Headphones are not allowed. All cell phones must be turned off or on silent in the classroom. Students are not allowed to use cell phones or related equipment when class is in session. Students may be penalized points off of their grades or dismissed from class for using unauthorized equipment in class. Behavior that disrupts the academic environment may be grounds for dismissal from the class.

Semester Calendar

Weeks: 1 - 10 Topic Description

Students will be engaged in their employment or volunteer assignments and will meet as a class and/or as needed with the instructor to assist students with completion of course portfolio. Class discussions will consist of guidance on completing the various components of the portfolio as well as discussion of issues involving professionalism and employment activities which students experience in their work environment.

Assignment:

**Final Portfolio due at the end of the class. Specific date to be determined.
*Late submissions may be penalized by 10% off the number of points received.***

Student Support and Success

John B. Coleman Library

The library and its partners have as their mission to provide resources and instructional material in support of the evolving curriculum, as a partner in Prairie View A&M University's mission of teaching, research, and service and to support the University's core values of access and quality, diversity, leadership, relevance, and social responsibility through emphasis on ten key areas of service. It maintains library collections and access both on campus, online, and through local agreements to further the educational goals of students and faculty. <https://www.pvamu.edu/library/> Phone: 936-261-1500

The Learning Curve (Center for Academic Support)

The Learning Curve offers Tutoring via peer tutoring. The services include workshops (i.e., Save My Semester, Recalculate Your Route), seminars (i.e., Tools You Can Use: TI-84), group review sessions (i.e., College Algebra Topic Reviews, GRE Preparation), group study opportunities (i.e., TSIA, HESI, Study Break, Exam Cram), and test-taking strategies (How to take Notes, Study Buddy, 5 Day Study Guide). The Learning Curve is a nationally certified tutoring program through the National Tutoring Association. The peer tutors are trained and certified by the coordinator each semester. Location: J.B. Coleman Library Rm. 207F. Phone: 936-261-1561

The Center for the Oversight and Management of Personalized Academic Student Success (COMPASS)

The Center for the Oversight and Management of Personalized Academic Student Success (COMPASS) is designed to help Prairie View students in their second year and beyond navigate towards graduation by providing the following services: Academic Advisement, Targeted Tutorials for Personalized Learning, Campus-Wide Referrals, and Academic & Social Workshops. Location: J.B. Coleman Library Rm. 306. Phone: 936-261-1040

Writing Center

The Writing Center provides student consultants on all aspects of the writing process and a variety of writing assignments. Writing Center consultations assist students in such areas as prewriting, brainstorming, audience awareness, organization, research, and citation. Students taking on-line courses or courses at the Northwest Houston Center or College of Nursing may consult remotely or by email. Location: Hilliard Hall Rm. 121. Phone: 936-261-3724.

Student Counseling Services

The Student Counseling Services unit offers a range of services and programs to assist students in maximizing their potential for success: short-term individual, couples, and group counseling, as well as crisis intervention, outreach, consultation, and referral services. The staff is licensed by the State of Texas and provides assistance to students who are dealing with academic skills concerns, situational crises, adjustment problems, and emotional difficulties. Information shared with the staff is treated confidentially and in accordance with Texas State Law. Location: Owens-Franklin Health Center Rm. 226. Phone: 936-261-3564

Testing

The Department of Testing administers College Board CLEP examinations, the HESI A2 for pre-nursing majors, LSAT for law school applicants and MPRE for second-year law students, the Experiential Learning Portfolio option, the Texas Success Initiative (TSI) Assessment, which determines college readiness in the state, and exam proctoring, among other service such as SAT and ACT for high school students. Location: Delco Rm. 141. Phone: 936-261-4286

Office of Diagnostic Testing and Disability Services

As a federally-mandated educational support unit, the Office of Disability Services serves as the repository for confidential disability files for faculty, staff, and students. For persons with a disability, the Office develops individualized ADA letters of request for accommodations. Other services include: learning style inventories, awareness workshops, accessibility pathways, webinars, computer laboratory with adapted hard and software, adapted furniture, proctoring of non-standardized test administrations, ASL interpreters, ALDs, digital recorders, livescribe, Kurtzweil, and a comprehensive referral network across campus and the broader community. Location: Evans Hall Rm. 317. Phone: 936-261-3585

Veteran Affairs

Veterans Services works with student veterans, current military and military dependents to support their transition to the college environment and continued persistence to graduation. The Office coordinates and certifies benefits for both the G.I. Bill and the Texas Hazlewood Act. Location: Evans Hall Rm. 323. Phone: 936-261-3563

Office for Student Engagement

The Office for Student Engagement delivers comprehensive programs and services designed to meet the co-curricular needs of students. The Office implements inclusive and accessible programs and services that enhance student development through exposure to and participation in diverse and relevant social, cultural, intellectual, recreational, community service, leadership development and campus governance. Location: Memorial Student Center Rm. 221. Phone: 936-261-1340

Career Services

Career Services supports students through professional development, career readiness, and placement and employment assistance. The Office provides one-on-one career coaching, interview preparation, resume and letter writing, and career exploration workshops and seminars. Services are provided for students at the Northwest Houston Center and College of Nursing in the Medical Center twice a month or on a requested basis. Distance Learning students are encouraged to visit the Career Services website for information regarding services provided. Location: Evans Hall Rm. 217. Phone: 936-261-3570

University Rules and Procedures

Disability Statement (Also See Student Handbook):

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 Evans Hall, Room 317, or call 936-261-3585/3.

Academic Misconduct (See Student Handbook):

You are expected to practice academic honesty in every aspect of this course and all other courses. Make sure you are familiar with your Student Handbook, especially the section on academic misconduct. Students who engage in academic misconduct are subject to university disciplinary procedures.

Forms of Academic Dishonesty:

1. Cheating: deception in which a student misrepresents that he/she has mastered information on an academic exercise that he/she has not mastered; giving or receiving aid unauthorized by the instructor on assignments or examinations.
2. Academic misconduct: tampering with grades or taking part in obtaining or distributing any part of a scheduled test.
3. Fabrication: use of invented information or falsified research.
4. Plagiarism: unacknowledged quotation and/or paraphrase of someone else's words, ideas, or data as one's own in work submitted for credit. Failure to identify information or essays from the Internet and submitting them as one's own work also constitutes plagiarism.

Nonacademic Misconduct (See Student Handbook)

The university respects the rights of instructors to teach and students to learn. Maintenance of these rights requires campus conditions that do not impede their exercise. Campus behavior that interferes with either (1) the instructor's ability to conduct the class, (2) the inability of other students to profit from the instructional program, or (3) campus behavior that interferes with the rights of others will not be tolerated. An individual engaging in such disruptive behavior may be subject to disciplinary action. Such incidents will be adjudicated by the Dean of Students under nonacademic procedures.

Sexual Misconduct (See Student Handbook):

Sexual harassment of students and employers at Prairie View A&M University is unacceptable and will not be tolerated. Any member of the university community violating this policy will be subject to disciplinary action.

Title IX Statement

Prairie View A&M University (PVAMU) is committed to supporting students and complying with the Texas A&M University System non-discrimination policy. It seeks to establish an environment that is free of bias, discrimination, and harassment. If you experience an incident of sex- or gender-based discrimination, including sexual harassment, sexual assault or attempted sexual assault, we encourage you to report it. While you may talk to a faculty member about an incident of misconduct, the faculty member must report the basic facts of your experience to Ms. Alexia Taylor, PVAMU's Title IX Coordinator. If you would like to speak with someone who may be able to afford you privacy or confidentiality, there are individuals who can meet with you. The Title IX Coordinator is designated to handle inquiries regarding non-discrimination policies and can assist you with understanding your options and connect you with on- and off-campus resources. The Title IX Coordinator can be reached by phone at 936-261-2123 or in Suite 013 in the A.I. Thomas Administration Building.

Class Attendance Policy (See Catalog for Full Attendance Policy)

Prairie View A&M University requires regular class attendance. Attending all classes supports full academic development of each learner whether classes are taught with the instructor physically present or via distance learning technologies such as interactive video and/or internet.

Excessive absenteeism, whether excused or unexcused, may result in a student's course grade being reduced or in assignment of a grade of "F". Absences are accumulated beginning with the first day of class during regular semesters and summer terms. Each faculty member will include the University's attendance policy in each course syllabus.

Student Academic Appeals Process

Authority and responsibility for assigning grades to students rests with the faculty. However, in those instances where students believe that miscommunication, errors, or unfairness of any kind may have adversely affected the instructor's assessment of their academic performance, the student has a right to appeal by the procedure listed in the Undergraduate Catalog and by doing so within thirty days of receiving the grade or experiencing any other problematic academic event that prompted the complaint.

TECHNICAL CONSIDERATIONS**Minimum Recommended Hardware and Software:**

- Intel PC or Laptop with Windows 7; Mac with OS X; Smartphone or iPad/Tablet with Wi-Fi
- High speed Internet access
- 8 GB Memory
- Hard drive with 320 GB storage space
- 15" monitor, 800x600, color or 16 bit
- Sound card w/speakers
- Microphone and recording software
- Keyboard & mouse
- Most current version of Google Chrome, Safari, Internet Explorer or Firefox

Note: Be sure to enable Java & pop-ups in the Web browser preferences

Participants should have a basic proficiency of the following computer skills:

- Sending and receiving email
- A working knowledge of the Internet
- Proficiency in Microsoft Word (or a program convertible to Word)
- Proficiency in the Acrobat PDF Reader
- Basic knowledge of Windows or Mac O.S.

Netiquette (online etiquette):

Students are expected to participate in all discussions and virtual classroom chats as directed. Students are to be respectful and courteous to others on discussions boards. Foul or abusive language will not be tolerated.

Technical Support:

Students should go to <https://mypassword.pvamu.edu/> if they have password issues. The page will provide instructions for resetting passwords and contact information if login issues persist. For other technical questions regarding eCourses, call the Office of Distance Learning at 936-261-3283

Communication Expectations and Standards:

Emails or discussion postings will receive a response from the instructor, usually in less than 48 hours. Urgent emails should be marked as such. Check regularly for responses.

Discussion Requirement:

Online courses often require minimal to no face-to-face meetings. However, conversations about the readings, lectures, materials, and other aspects of the course can take place in a seminar fashion. This will be accomplished by the use of the discussion board. The exact use of discussion will be determined by the instructor.

It is strongly suggested that students type their discussion postings in a word processing application and save it to their PC or a removable drive before posting to the discussion board. This is important for two reasons: 1) If for some reason your discussion responses are lost in your online course, you will have another copy; 2) Grammatical errors can be greatly minimized by the use of the spell-and-grammar check functions in word processing applications. Once the post(s) have been typed and corrected in the word processing application, it/they should be copied and pasted to the discussion board.