Course Description: Application of leadership principles with emphasis on interpersonal and personal skills, organizational structure, and FFA and 4-H Club activities. Hours: 3

Course Rationale: This course is designed to provide students with the knowledge, skills, and attitudes required to organize, plan, coordinate, deliver, and evaluate co-curricular and non-formal educational programs in youth development and leadership. The roles and responsibilities of advisors for youth organizations as well as practical and motivational aspects of experiential learning will be included.

Student Learning Outcomes:
Upon completion of the course the student will be able to:
1. Apply educational theories to co-curricular and non-formal learning activities.
2. Identify characteristics of an effective leader.
3. Describe the responsibilities of traditional officers of youth organizations.
4. Discuss opportunities for competition in FFA, FCCLA, and 4-H.
5. Plan and organize effective meetings.
6. Coordinate and participate in organizational committee functions.
7. Observe and demonstrate correct and effective parliamentary procedure.
8. Describe the traits of different leadership and learning styles.
9. Discuss the use of Supervised Agricultural Experience programs in FFA.
10. Facilitate and evaluate competitive leadership development events.
11. Appreciate the importance of communication in chapter/club public relations.
12. Explain the meaning and value of symbols, traditions, and recitations of one or more youth organizations.
13. Compare award and recognition categories for FFA, FCCLA, and/or 4-H.
14. Present an informational program at an FFA, FCCLA, or 4-H meeting.
15. Develop a Program of Activities/Calendar of Events for an organization.
16. Analyze fund raising strategies for potential profit and negative implications.
17. Critique a constitution for an FFA Chapter or other student organization.
18. Recognize the application of leadership principles in local communities.
19. Apply leadership concepts to community and business settings.
20. Identify service learning opportunities and resources at the local level.
Course Assignments and Grading:

The following activities and assignments will be used in grade determination. The instructor reserves the right to modify course content, assignments, or grading policy at any time during the semester.

To earn a “B” student must complete the activities in Category #1 and have an 80% or higher average. Possible Points

<table>
<thead>
<tr>
<th>Category #1</th>
<th>Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam #1 (Basic Leadership Principles/Duties of Officers/SAE/ParliPro)</td>
<td>100</td>
</tr>
<tr>
<td>Presentation on Opportunities for Recognition and Competition (FFA Proficiency Awards, 4-H Roundup Event, Scholarships, etc.)</td>
<td>100</td>
</tr>
<tr>
<td>Coordinate an FFA Leadership Development Event</td>
<td>100*</td>
</tr>
<tr>
<td>Exam # 2 (Customs, Symbols, Traditions, Service, Engagement, Motivation)</td>
<td>100</td>
</tr>
<tr>
<td>Summary of Field Experiences*</td>
<td>100</td>
</tr>
</tbody>
</table>

Final Grade = Points Earned = __________

B=80 or higher  
C=70-79  
D=60-69  
F=59 or lower

Category #2 (Very Important)

To earn an “A” students must also complete the following in addition to earning at least 80% or higher on the activities listed in Category #1.

- Local participation in Collegiate FFA or another instructor-approved organization.
- Weekly online activities related to FFA, 4-H, and other youth development topics.

All AGED 371 students must complete a minimum of 30 clock hours in early field experiences in the public school/secondary student setting. Judging or coordinating an FFA Leadership Development Event will count for 8 hours of this requirement. The weekly online activities (under Category 2) will count for 12 hours. The remaining 10 hours must be spent observing instructional activities in grades 6-12 in the secondary agriscience (or approved discipline) classroom/laboratory. Additional observation/activity hours are encouraged. The Summary of Field Experiences will consist of a one page-reflective essay along with an Early Field Experience Observation Log for Preservice Teachers.

Assignment Descriptions

Presentation
Students will each develop a 7-10 minute presentation over opportunities for students to compete and be recognized, either individually or as part of a team, through FFA, FCCLA, or 4-H. The presentation should provide:

1. A general overview of the activity or award guidelines
2. Scope and levels of competition or recognition
3. Location of event or opportunity
4. Graphic display of concepts through a
   a. Poster,
   b. Bulletin Board, (or)
   c. Multimedia presentation
5. Written description or explanation through a
   a. 1-2 page handout,
   b. Press Release, (or)
   c. Informational Brochure

The instructor reserves the right to modify this syllabus during the semester, if needed. The instructor also reserves the right to extend credit for alternative assignments, projects, or presentations.
Coordinate and/or Judge an FFA Leadership Development Event

Class members will organize, plan, coordinate, and host an Invitational FFA Leadership Development Event. This is an absolutely essential component of class activities. This event will occur during the latter part of October or Early November with the exact date to be determined during class.

Local Participation in Collegiate FFA or other Instructor-Approved Service Organization

Each student is expected to attend and participate in at least four local activities conducted by the Collegiate FFA (or another instructor-approved service organization, if the student is not seeking teacher certification) outside of class time. This must include at least two chapter meetings. Other organized Collegiate FFA activities, except officer meetings, may count for this. Students must document each activity by:

a. preparing a set of minutes, if the activity was a meeting, or
b. summarizing the event in one page or less, addressing the outcomes.

Weekly Online Activities

The student will have the opportunity to participate in a series of weekly online activities that extend the learning beyond classroom lecture/discussion. Topics will be selected by the professor and/or teaching assistant and may address a variety of topic related to managing student related organizations. Supplemental materials may also be provided including short videos, relevant magazine or journal articles, etc. Topics may include but are not limited to:

- Community Service/Service Learning
- Volunteer Training for 4-H Leaders or school volunteer
- Grants, Fund-Raising, etc.
- Student travel
- SAE Record Book Training for FFA Advisors
- External/community stakeholders
- National FFA Convention
- Agricultural Career Opportunities

Graduate Credit

In addition to the requirements specified above, each student seeking graduate credit must complete one of the following:

- Submit a poster proposal or paper for an appropriate conference.
  Or
- Develop a grant proposal for a service learning grant that includes involvement of a youth development organization in the service learning project.

Electronic Submission of Assignments/Documentation

All written assignments will be submitted online in the appropriate Assignment Dropbox through eCollege, the university’s format for web-based and web-enhanced courses.

The instructor reserves the right to modify this syllabus during the semester, if needed. The instructor also reserves the right to extend credit for alternative assignments, projects, or presentations.
The instructor reserves the right to modify this syllabus during the semester, if needed. The instructor also reserves the right to extend credit for alternative assignments, projects, or presentations.

References:

The following web sites will be useful references and cheaper than a textbook!

- National FFA Organization
  - www.ffa.org
- Texas FFA
  - www.texasffa.org
- Vocational Agriculture Teachers Association of Texas
  - http://www.vatat.org
- The SAE Toolbox
  - http://www.cals.ncsu.edu/agexed/sae/toolbox/
- National 4-H Headquarters (USDA-CSREES)
  - http://www.national4-hheadquarters.gov/
- National 4-H Council
  - http://www.fourthcouncil.edu/
- Texas 4-H Web Page
  - http://texas4-h.tamu.edu/
- National FCCLA
  - http://www.fcclainc.org/
- Texas FCCLA
  - http://www.texasfccla.org/
- Texas Center for Service Learning
  - http://www.txcsl.org/
- National Service Learning Clearinghouse
- Judging Card
  - www.judgingcard.com

Relevant Online Research Journals

- Journal of Extension
  - http://www.joe.org/
- Journal of Agricultural Education
  - http://jae-online.org/
- Journal of Southern Agricultural Education Research
  - http://www.jsaer.org/
- Texas Journal of Agriculture and Natural Resources
  - http://www.tarleton.edu/Departments/txjanr/OnLine_Jrnl.html
Class Syllabus Addendum

Professionalism
Students are expected to log on to the scheduled module of instruction, review assigned resources, and complete online discussions. Their participation in online discussion and other virtual instructional activities should follow the basic principles of common courtesy and decency. Rude or profane comments, as well as cheating in any form, will not be tolerated. Failure to comply with the professor’s guidelines may result in suspension from class for the remainder of the instruction.

Reasonable Accommodations
Requests from students with disabilities for reasonable accommodations must go through the Academic Support Committee. For more information, contact Coordinator of Disability Services at 903/886-5835.

Office Hours
The following office hours are the official times that I will be available for drop-in student consultation. I have an open door policy and will try to assist students any time that I am available. However, occasionally the professorial demands of class preparation, research, and service prohibit immediate drop-in service.

Monday 8:30-9:30 a.m. or by appointment
Tuesday 9:15-9:45 a.m.
Wednesday mornings by appointment and 1:00-4:30 p.m.
Friday by appointment

Academic Honesty and Integrity
Students are expected to do their own work. Assistance with written assignments, such as proofreading or editing, is encouraged as long as the final concepts and product are those drafted and authored by the student. Information or materials (including ideas, quotes, data, procedures, etc.) from sources other than the student must be given proper credit through appropriate citation. The discipline of Agricultural Education uses the APA format (6th edition) as its primary style guide for publications, including research papers and reports. Assistance with this format and general guidelines for written assignments are available at the following source:

The Online Writing Lab at Purdue University
http://owl.english.purdue.edu/owl/resource/560/01/

Academic honesty and integrity is expected of all students. Cheating including but not limited to copying, talking to classmates during testing, using notes when prohibited by instructor, and plagiarism (as defined by the Council of Writing Program Administrators http://www.wpacouncil.org/node/9) will not be tolerated. Penalties may include grade reduction or suspension from class, depending on the frequency and severity of the violation.

The instructor reserves the right to modify this syllabus during the semester, if needed. The instructor also reserves the right to extend credit for alternative assignments, projects, or presentations.