



## New CSU Class for 4-H Members

**AGED 110:**

# *Agriculture Production Systems*

This new online course offering recognizes 4-H youth development accomplishments.

Students in this class are required to submit two different 4-H projects, including project proposals and 4-H record books, in different thematic areas. *Enrollment in this course is limited to 4-H senior-status members, ages 14-18 (must be 14 on or before December 31st of the previous year).*

**Thematic areas include:**

- Livestock and Companion Animal Systems
- Plant, Horticulture and Natural Resource Systems
- Agriculture Commodity, Product and Food Processing Systems
- Agriculture Mechanical and Technology Systems

For this first year, students may use project(s) completed in another year of senior-status membership to meet course requirements. Completion of this course earns 3-credits from CSU's College of Agricultural Sciences.

*Questions on acceptable projects, what degree plan the course fits into, and other course questions should be emailed to the instructor,  
Nathan Clark: [nathan.clark@colostate.edu](mailto:nathan.clark@colostate.edu).*

## SUMMER 2024 CLASS DETAILS

- May 13th - August 4th (12 weeks)
- 3 credits, \$231
- Asynchronous online course
- Course includes readings, reflections, and assignments
- Instructor: Nathan Clark, Senior Instructor, Agricultural Education, College of Agricultural Sciences

**Registration opens March 19th, ends May 17th**

To register, visit [online.colostate.edu/courses/AGED/AGED110.dot](https://online.colostate.edu/courses/AGED/AGED110.dot)

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## AGED 110: AGRICULTURE PRODUCTION SYSTEMS

### INSTRUCTOR INFORMATION

Instructor: Nathan Clark

Email: [Nathan.Clark@colostate.edu](mailto:Nathan.Clark@colostate.edu)

Phone: 970-491-3930

Communication Policy: Responses to emails will be provided within 36 hours after being read during the work week M-F 8-5.

### PREREQUISITES FOR COURSE

N/A

### COURSE DESCRIPTION & OBJECTIVES

Agriculture is a diverse and multifaceted industry. The basis of this industry is production agriculture. Without the production of agricultural commodities all other levels of industry cease to exist. The purpose of this class is to provide students with an opportunity to experience several different components on the production side of agriculture. In addition, the class will help students draw a connection between the experience and how they can apply the experience to information presented in the classroom setting.

Upon the completion of this course, students will:

- Identify the agriculture value chains in Colorado.
- Examine the Livestock, Dairy, Bulk Commodity Crop, and Horticulture value chains.
- Explore Technology practices in agriculture.
- Demonstrate practices in Plant, Horticulture, and Natural Resource Systems in agriculture.
- Recognize livestock and other animal handling practices in agriculture.
- Analyze commodity and livestock processing practices in agriculture.

### TEXTBOOK / COURSE READINGS

No Textbook is required. Select readings and resources will be found in each module of the course.

## COURSE MATERIALS & EQUIPMENT

A computer and internet access are required. A way to take digital still pictures and recordings are also required.

## PARTICIPATION/BEHAVIORAL EXPECTATIONS

### CLASS CULTURE:

There are two main “rules for success” in this class. They are:

1. Be honest and kind
2. Think before you act/react and work hard.

As we work to build our culture and community, all things can be summed up through these two statements. All people (regardless of who they are) in our class should be treated kindly and honestly. For example, we honor all those who have chosen to join us in this class including the instructor. This includes kindly completing assignments and commenting on others work in discussion posts. If you have trouble getting into the class kindly email or call so we know you are having trouble. Honesty is always the best policy, especially when it comes to your own work. Academic integrity is paramount, and all work you turn in will be your own effort not anyone else’s.

We are going to work to build a “culture of safety” in our program. This is a term industry uses and as we try to be relevant to the industry, we will do that as well. The absolute first way we can build a culture of safety is if we first and foremost think before we act or react in any situation. Think before you pick a tool, think before you say something you will regret, think while working on a project, etc. The other way we will build this culture is by being in the moment and working hard in the class and while working on your projects.

Please review the [ground rules for online discussions](#) for some guidelines and expectations on how to behave in an online learning environment.

## COURSE POLICIES (LATE ASSIGNMENTS, MAKE-UP EXAMS, ETC.)

All projects are due on the date posted. If you are having trouble making the posted deadlines, or have missed a deadline, please contact me immediately so we can discuss options.

## GRADING POLICY

Method of Evaluation:

As grades should be a direct reflection of growth and development in each area and not a reflection of compliance or box to tick and move on. As such the work completed in the course will wither be entered as a:

*Formative Assessment 30% of Grade*  
*Summative Assessment 70% of Grade*

As a student enrolled in this course, one of your responsibilities is to submit course work by the due dates listed in Canvas. With that said, I take my role as your instructor very seriously, and, in fact, I care about how well you do in this course and that you have a satisfying, rewarding experience.

To that end, it is my commitment to you to respond individually to the work you submit in this class and to return your work in a timely manner.

ASSIGNMENT	GRADE POINTS	GRADE PERCENTAGE
Summative Written Assignments and Final Project	1200	70%
Formative Assignments (Discussions)	1000	30%
<b>Total:</b>	<b>2200</b>	<b>100 %</b>

\*Keep a copy of all work created for the course, including work submitted through Canvas.

## GRADE DESCRIPTION

Grading in the course will be on an A-F scale, without plus/minus, as follows:

Grade	Range
A	100-90
B	89-80
C	79-70
D	69-60
F	Below 60

## ASSIGNMENT TYPES

The course consists of discussions and writing assignments. There is also a final project. All instructions and grading rubrics are provided in the specific assignments.

## CANVAS INFORMATION & TECHNICAL SUPPORT

Canvas is where course content, grades, and communication will reside for this course.

- [Login for Canvas](#)
- [Canvas Support](#)

For passwords or any other computer-related technical support, contact the [Central IT Technical Support Help Desk](#) by calling (970) 491-7276 or emailing [help@colostate.edu](mailto:help@colostate.edu).

The [Technical Support and Requirements](#) page identifies the browsers, operating systems, and plugins that work best with Canvas. If you are new to Canvas, review the [CSU Passport to Canvas](#) course.

## ACADEMIC INTEGRITY & CSU HONOR PLEDGE

This course will adhere to the CSU [Academic Integrity/Misconduct](#) policy as found in the [General Catalog](#) and the [Student Conduct Code](#).

Academic integrity lies at the core of our common goal: to create an intellectually honest and rigorous community. Because academic integrity, and the personal and social integrity of which academic integrity is an integral part, is so central to our mission as students, teachers, scholars, and citizens, I will ask that you affirm the CSU Honor Pledge as part of completing your work in this course.

Further information about Academic Integrity is available at CSU's [Academic Integrity - Student Resources](#).

## STUDENT CASE MANAGEMENT (AND UNIVERSITY-SANCTIONED ABSENCES)

If you are unable to engage in the weekly content of this course and submit assessments on the required due date, due to a personal crisis during the semester, you must contact [CSU Student Case Management and Referral Coordination](#)

This office provides crisis prevention and intervention services. In difficult situations, such as medical, mental health, behavioral, personal or family crisis, illness, or injury, a student may find it difficult to navigate the resources and services available. Student Case Managers consult with students, faculty, staff, families, and providers to offer guidance on the next best steps. Once the instructor of this course receives confirmation of the personal crisis that you have experienced from Student Case Management, they will determine how to best handle the content and/or assessments that you have missed.

## UNIVERSAL DESIGN FOR LEARNING

I am committed to the principle of universal learning. This means that our classroom, our virtual spaces, our practices, and our interactions be as inclusive as possible. Mutual respect, civility, and the ability to listen and observe others carefully are crucial to universal learning.

## ACCOMMODATION OF NEEDS

If you are a student who will need accommodation in this class, please contact me to discuss your individual needs. Any accommodation must be discussed in a timely manner prior to implementation. A verifying memo from [Resources for Disabled Students](#) may be required before any accommodation is provided.

## UNDOCUMENTED STUDENT SUPPORT

Any CSU student who faces challenges or hardships due to their legal status in the United States and believes that it may impact their academic performance in this course is encouraged to visit [Student Support Services for Undocumented, DACA & ASSET](#) for resources and support.

Additionally, only if you feel comfortable, please notify your professor so they may pass along any additional resources they may possess.

## TITLE IX/INTERPERSONAL VIOLENCE

For the full statement regarding role and responsibilities about reporting harassment, sexual harassment, sexual misconduct, domestic violence, dating violence, stalking, and the retaliation policy, visit [CSU Policy: Title IX Sexual Harassment](#).

If you feel that your rights have been compromised at CSU, several resources are available to assist:

- [Student Resolution Center](#), 200 Lory Student Center, (970) 491-7165
- [Office of Equal Opportunity](#), Student Services Building, Room 101, (970) 491-5836

A note about interpersonal violence: If you or someone you know has experienced sexual assault, relationship violence and/or stalking, know that you are not alone. As instructors, we are required by law to notify university officials about disclosures related to interpersonal violence. Confidential victim advocates are available 24 hours a day, 365 days a year to provide support related to the emotional, physical, physiological, and legal aftermath of interpersonal violence. Contact the [Victim Assistance Team](#) at 970-492-4242.

## RELIGIOUS OBSERVANCES

CSU does not discriminate on the basis of religion. Reasonable accommodation should be made to allow individuals to observe their established religious holidays. Students seeking an exemption from attending class or completing assigned course work for a religious holiday will need to complete the [Request Form](#) at least one full week prior to the event.

Once turned in, the Division of Student Affairs will review the request and contact the student accordingly. If approved, the student will receive a memo from the Dean of Students to give to their professor or course instructor.

Students are asked to turn in the request forms as soon as the conflict is noticed. Similarly, unanticipated conflicts requiring a religious observance, such as a death in the family, can also be reviewed.

## CSU PRINCIPLES OF COMMUNITY

**Inclusion:** We create and nurture inclusive environments and welcome, value and affirm all members of our community, including their various identities, skills, ideas, talents, and contributions.

**Integrity:** We are accountable for our actions and will act ethically and honestly in all our interactions.

**Respect:** We honor the inherent dignity of all people within an environment where we are committed to freedom of expression, critical discourse, and the advancement of knowledge.

**Service:** We are responsible, individually and collectively, to give of our time, talents, and resources to promote the well-being of each other and the development of our local, regional, and global communities.

**Social Justice:** We have the right to be treated and the responsibility to treat others with fairness and equity, the duty to challenge prejudice, and to uphold the laws, policies and procedures that promote justice in all respects.

## DIVERSITY AND INCLUSION

The [Office of Inclusive Excellence](#) website includes a comprehensive statement of CSU's commitment to diversity and inclusion.

