



TEXAS A&M UNIVERSITY
COMMERCE

AFE 571 - CRN 42129

The Program of Instruction in Agricultural Education

COURSE SYLLABUS – Summer I 2022

Instructor: Keith J. Frost, PhD, Assistant Professor

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Office Hours: Although I maintain an open-door policy and welcome visits to address questions, provide assistance, or just to learn more about my students, I would encourage you to send me a quick email to schedule a meeting, particularly if you are driving into campus.

COURSE INFORMATION

Course Description: This course serves as the primary philosophical and conceptual training opportunity in the alternative certification program for Agricultural Science and Technology and Family Consumer Science Tracks. Focus will emphasize the three circle model of career and technical education that developed through agricultural education and the FFA and then was adapted and adopted by the broader base of CTE. Beyond this, content will include program and community evaluation, curriculum sources and development, learning domains, and utilizing objectives to drive curriculum delivery.

Please note: Historically this class is populated by prospective agricultural educators and much of the language in the syllabus and curricula is geared towards this. IF YOU ARE IN THE FCS Track please understand I will adapt the curriculum and assignments to meet your needs and goals

Scheduled Meeting Times: None

Textbook (Recommended):

Talbert, B. A., Vaughn, R., Croom, D.R., and Lee, J.S. (2007). *Foundations of Agricultural Education, 2nd Edition*. Danville, IL: Professional Educators Publications, Inc.

(If you can find a copy at a reasonable price – BUY IT. If not ...Reference on file for use/copying).

National FFA Organization (1997) *The Agriculture Teacher's Manual*. Provided by instructor in pdf.

Useful References:

Ag In Texas www.agintexas.org

National FFA Organization www.ffa.org

Texas FFA www.texasffa.org

National Ag Ed www.teamaged.org

Texas Education Agency www.tea.state.tx.us

Teachers' SAE Toolbox <http://www.cals.ncsu.edu/agexed/sae/toolbox/teacher.html>

Course Objectives:

Upon completion of this course and associated activities the student should be able to:

1. Describe the responsibilities of the chapter FFA advisor.
2. Discuss departmental funding, budgets, and fund-raising issues.
3. Recognize potential causes of litigation regarding youth organizations.
4. Interpret campus/district/organization policies regarding program.
5. Effectively promote youth leadership and career development activities.
6. Identify opinion leaders within the school/community.
7. Organize and utilize a program advisory committee.
8. Compare data related to schools and communities.
9. Identify professional strengths and weaknesses.
10. Provide examples of professional development opportunities, including associated costs.
11. Discuss policy and legislative issues regarding secondary agriscience programs.
12. Identify key issues related to parent, school, and community relations.
13. Identify sources for textbooks, curriculum materials, and lab/shop supplies.
14. Identify group teach methods appropriate for cognitive, affective, and psychomotor skills and demonstrate the ability to utilize them.
15. Identify and utilize remote teaching methods.
16. Interpret state standards and guidelines for facilities and equipment.
17. Discuss the role of professional associations and affiliations in career development.
18. Demonstrate the correct use of course, unit, and lesson objectives and differentiate the differences between terminal objectives and enabling objectives.

COURSE MODULES AND CONTENT

Digital Literacy: There is a series of three modules on digital literacy in education provided by the College of Education to satisfy the Texas Education Agency's requirement.

Personal Program of Activities: You will develop a personal program of activities for the next year which will encompass your personal three-circle model of life: Student/Teacher/Individual.

Career and Technical Education Model: You will write a summary (4-5 pages) of the three-component model of Career and Technical Education that describes key historical factors shaping each area along with current components, requirements, and integration into current CTE programs.

District Profile: Your task is to generate an educational summary of your cooperating district and school that includes TEA accountability and performance records. County, district, school, and departmental demographics will be included in addition to professional profiles of faculty and leadership relevant to the department. A final component will be to describe the general program of activities and funding sources used by the department.

Community Resource Profile: You will develop a class presentation describing the teacher and student demographics of the department or school, production agriculture and related agri-business in the area, ag-related agencies, employers, and key community supporters and leaders. You will present supporting documents in the form of an organized resource file/binder.

Components of Teaching and Learning: Developing an understanding of the theoretical foundations of teaching and learning is a critical step in becoming an educator. This module will provide foundational information on these theories and how to utilize them in your classroom environment. Focus will also be driven by learning styles, cognitive domains, and their uses in driving curriculum.

Philosophy of Education: Write a one-page personal philosophy on education that includes components on educational theory, integration of the agricultural-education model, and beliefs on what it means to be a "good" ag-teacher.

Unit Plans: You will develop two preliminary units of instruction for your upcoming placement. Each unit will cover 5-10 days of instruction and will include an activity or lab and a summative assessment.

SPECIAL NOTE: The above requirements are minimums to be considered for passing the course. You cannot pick and choose what to do in order to "get by". This is an all or nothing situation.

LATE WORK WILL NOT BE ACCEPTED

Assessment and Grade Determination

90% + = A 89.9-80% = B 79.9-70% = C Less Than 70% = Removal From Program

I believe this syllabus to be a generally solid representation of the class. I reserve the right to make changes and revisions as needed to improve the class, the assignments, provide clarity, or provide a better experience.

Course Specific Procedures:

Professionalism: You are expected to be professional in your actions, words, attitude, dress, and in all things you are expected to perform. This class is scheduled in a block format with AGED 470 and will require considerable time, energy, and focus for an intensive semester. You are expected to be on-time, prepared and ready to engage. Business casual will be the minimum dress requirements for every day the classes meet. If you are presenting a micro-teaching lesson, you will be in business professional attire. Similarly, attendance is crucial and timeliness. Failure to be present and on-time in your student teaching, indeed in your future jobs, will result in your removal from your placement or position. The same is true here for your time on the block.

Plagiarism: Plagiarism **WILL NOT** be tolerated and will result in an automatic **F** in the course. 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 (7th 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:

Scholarly Expectations: All works submitted for credit must be original works created by the scholar uniquely for the class. It is considered inappropriate and unethical, particularly at the graduate level, to make duplicate submissions of a single work for credit in multiple classes, unless specifically requested by the instructor. Work submitted at the graduate level is expected to demonstrate higher-order thinking skills and be of significantly higher quality than work produced at the undergraduate level.

Writing Standards: All written assignment will be written in a format aligned with the *American Psychological Association (APA) Manual for Publication*, 6th or 7th edition. APA style will always be used for punctuation, writing style, headings, and citations. Exceptions to APA formatting will be specified when appropriate. For the two writings in this course, the exceptions and expectations are:

- Name (First Last) will be a flush right header and Assignment Name will be a flush right footer. I do not want a “running head” in the top left. Page numbers are optional. This precludes the need for a cover page or a “heading” on the first page in the body of the paper.
- 1” Margins for Top, Bottom, Left, and Right
- Times New Roman, 12 Point
- Single-Space all paragraphs with double space between paragraphs, topic headings (in the body), tables, and figures

A tutorial on scientific writing, including the use of APA format is available from the Online Writing Lab at Purdue University (<http://owl.english.purdue.edu/>). Personal face-to-face assistance with editing and format suggestions is available from the A&M Commerce on-campus Writing Center

Interaction with Instructor Statement: E-mail will serve as the primary method for out-of-class communication between the instructor and students. Therefore, students should check their university (myLeo) or other preferred e-mail account at least once daily. The instructor will attempt to answer each student-generated message within 48 hours of dispatch.

University Specific Procedures and Language

Students with Disabilities-- ADA 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 have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Gee Library- Room 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: studentdisabilityservices@tamuc.edu

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Citizenship

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: <https://www.britannica.com/topic/netiquette>

Counseling Availability

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit www.tamuc.edu/counsel

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.
