



EAST TEXAS A&M

CRN: 84661

AGED471 - The Program of Instruction in Agricultural
Education

COURSE SYLLABUS

Instructor: Whitney Figland, Ph.D. - Assistant Professor

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Office Hours:

My door is always open if I am here, please come in anytime. If I am not here or you would like to schedule an appointment, please send me an email.

COURSE INFORMATION

Course Description: This course serves as the primary philosophical and conceptual training opportunity in agricultural education. It comes at the culmination of the teacher certification program and is intended to challenge preconceived perceptions of programmatic planning, balance, and direction. Additional time will be allocated to discuss roles of the AST teacher, FFA advisor plus addressing the topics of special populations, non-traditional and traditional SAEs, leadership teams, program improvement, and the use of support and /or advisory groups.

Scheduled Meeting Times: Tuesday – Thursday 2:00-3:15.

Textbook (Required):

Talbert, B. A., Vaughn, R., Croom, D.R., and Lee, J.S. (2022). *Foundations of Agricultural Education, 4th Edition*. Danville, IL: Professional Educators Publications, Inc.

(There are other editions to this book that may be cheaper, but not as up-to-date. They will have similar information, but chapters may be out of order)

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 REQUIREMENTS and ASSESSMENTS

Agricultural Education Model: You will write a summary (4-5 pages) of the three-component model of agricultural education that describes key historical factors shaping each area along with current components, requirements, and integration into current agricultural education programs. **100 Points – Due 9/11**

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. **100 Points – Due 10/02**

District & Community 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. Also, include demographic information for production ag, ag agencies, employers and key stakeholders. A final component will be to describe the general program of activities and funding sources used by the department. **150 Points – Due 12/09**

Early Field Experience Hours: As part of the course, it is imperative that you gain real-world experience in an agricultural education classroom. Therefore, you will need to complete 60-hours of observation in an agricultural education classroom. These hours will need to be completed outside of the scheduled course time and is critical that you begin on these hours right away. Of the 60-hours 50 of those need to be in the classroom and the other 10-hours can be SAE visits, chapter meetings, livestock shows, etc. The hours will be graded during two periods, 30-hours will be due during midterms and the final 30-hours will be due during finals week. This is all or nothing, you either complete all 60 hours or you receive a zero. **100 Points**

Professionalism/Participation: As future educators you are expected to attend class every day and be on time. Roll will be checked at each class meeting. You are allowed one absence. After that you will lose 10% of your professionalism/participation points for each unexcused absence. Included in this grade is your participation in class discussions and activities. Professionalism will also be assessed by your ability to follow class policies and campus rules. **280 Points**

Assessment and Grade Determination

Grading Scale

%	Letter Grade
90 - 100	A
80 - 89	B
70 - 79	C
60 - 69	D
59 <	F

Course Schedule

Week	Lecture Topic	Activity	Reading
1.	Overview/expectations; Unit 1: Recap of Foundations	Discussion #1 due	Phipps Ch.1
2.	Unit 1: 3 circle model/roles of ag teachers; Pedagogy & content integration	Discussion # 2 Due Assignment 1 rubric overview	
3.	Unit 2: Needs Assessments & Program Justification/Scope & Sequence Planning	*Assignment 1 Due 09/11	Phipps Ch. 7
4.	Unit 3: Curriculum Design & Alignment - Writing Objectives and Lesson Plans	Workshop: Standards Alignment; Assignment 2 rubric – Due 10/02	Phipps Ch. 16
5.	Unit 3: Curriculum Design & Alignment - Writing Objectives and Lesson Plans	Draft Curriculum Map; Microteaching 1 rubric Microteaching 2 rubric Discussion #3 Due	
6.	Unit 4: Program Planning & Management - SAEs & POA	SAE's Spider Web; POA Program Proposal Due 10/02 & Assignment 2 Due 10/02	Phipps Ch. 26
7.	Unit 4: Program Planning & Management - FFA Integration	FFA Integration Plan Due 10/09	
8.	Unit 5: Teaching Methods/ ETAMU Invitation Contest (Friday, Oct. 17 th)	Early Field Exp. Check #1 Due 10/16	Phipps. Ch. 12, 14, & 15
9.	Unit 6: Microteachings – Diverse Learners/Mock Demo lesson	Microteaching #1 Lesson Plan	Phipps. Ch. 21
10.	Microteaching #1-Lecture/Demonstration	Micro #1 Lessons Due 10/30	
11.	Early Field Observations	Follow-ups	
12.	Early Field Observations		
13.	Microteaching #2		
14.	No Class	No Class	
15.	Microteaching #2	Micro #2 lessons due 12/02 Early Field Exp. Check #2 Due 12/04	
16.	Final Exam	District & Comm Profile Due 12/09	

COURSE AND UNIVERSITY PROCEDURES/POLICIES

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 3300, 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 at the start of each class.
- 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 and timeliness are critical to your future. 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. As such, late work will not be accepted and will result in a zero. Each absence or tardy (for non-medically excused or emergent situations) will result in deductions to your professionalism score. Similarly, each instance of unprofessional dress will result in deductions, of an increasing nature, from your professionalism score. (Being late or dressed inappropriately deductions: 50, 75, 150...150. Absence deductions: 100)

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*, 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>

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.

Use of AI Aids

Texas A&M University-Commerce acknowledges that there are legitimate uses of Artificial Intelligence, ChatBots, or other software that has the capacity to generate text, or suggest replacements for text beyond individual words, as determined by the instructor of the course.

Any use of such software must be documented. Any undocumented use of such software constitutes an instance of academic dishonesty (plagiarism).

Individual instructors may disallow entirely the use of such software for individual assignments or for the entire course. Students should be aware of such requirements and follow their instructors' guidelines. If no instructions are provided the student should assume that the use of such software is disallowed.

In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI, in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources.

13.99.99.R0.03 Undergraduate Academic Dishonesty

13.99.99.R0.10 Graduate Student Academic Dishonesty

Syllabus Change Policy

The syllabus is a guide. The instructor reserves the right to modify this syllabus during the semester, if needed. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance. The instructor also reserves the right to extend credit for alternative assignments, projects, or presentations.