



EAST TEXAS A&M

CRN: 83689 AGED 2301 – Ag Ed and Curriculum Design

Instructor

Whitney Figland, Ph.D. – Assistant Professor
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Course Meeting Times & Location

M,W,F from 9 – 9:50 a.m. AGET 238

Office Hours

I have an open-door policy for office hours. If my door is open, you may come in. You may also email me to schedule an in-person appointment or for general questions during normal business hours.

COURSE INFORMATION

Course Description

This course provides a comprehensive overview of the philosophical foundations of agricultural and extension education programs.

Course Objectives

1. Explore the historical and philosophical foundations of agricultural and Extension education in the United States;
2. Communicate and describe the components of a complete secondary agriculture program and extension program;
3. Discuss the role and value of SAE and home projects in the total agricultural and Extension education program;
4. Discuss the role and value of student leadership organizations to the total agricultural and Extension education program;
5. Develop a personal philosophy related to agricultural and Extension education.

Course Textbook/Materials

None required. All materials will be available on myLeo Online (D2L). The Official FFA Manual is available through www.ffa.org online for free.

Course Specific Procedures

General Policies

- The use of any tobacco products is strictly prohibited in all classrooms and laboratories.
- Hats and caps should be removed while in class.
- Please suspend the use of all electronic devices during lecture other than for notetaking.
- No late work will be accepted in this course without pre-approval from the instructor.

Professionalism

Professionals in the agricultural sciences and natural resources sector are guided by certain values and characteristics. Professional characteristics on which you will be judged in this course include punctuality, attendance, collegial attitude, and participation. Because this course relies extensively on discussion and class interaction, attendance is crucial to your success and that of your classmates. If you are ill or an emergency occurs, contact the instructor prior to the scheduled class time; otherwise, your attendance and participation are firm expectations.

Attendance

Class participation will include class discussions as well as attendance. Attendance will be checked at each session. Immediate notification of your instructor of an EXCUSED absence is required. The opportunity to make up assignments as a result of an UNEXCUSED absence will be at the discretion of your instructor. Roll will be checked at each class meeting. You have 100 points for perfect attendance. Each absence will reduce that grade by the following scale:

0-1	2	3	4	5	6 or more
0%	10%	20%	35%	50%	100%

*** Two tardies equals one absence.

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.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

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/>

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

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.

COURSE REQUIREMENTS and ASSESSMENT

Quizzes & Examinations – There will be unit quizzes and a final exam to evaluate your mastery of information presented in class. Material discussed in class and contained in assigned readings will compose the content of the examinations. Questions will be developed in a variety of formats including, but not limited to multiple choice; true/false; matching; short answer; and essay. Take-home questions and tasks may also be utilized.

Philosophical Statements – What do you believe about agricultural and Extension education? The first draft of the philosophy statement should be a one-page typed, double-spaced, using 12-point Times New Roman font with 1” margins. In this paper, you discuss your personal philosophy of agricultural and Extension education. The second draft should be expanded to two full pages following the same formatting requirements as the first draft.

CDE Poster Presentation – Each student will be assigned a CDE to research and develop a visual presentation. The presentations will be conducted in a “poster session” format. The poster should include the following information: overview of the components, format and scoring of the event; discussion of agricultural education classes and topics in classes upon which the CDE is based; recommendations on how to prepare individuals/teams for the CDE. The poster must use appropriate graphic design principles and clearly communicate the key aspects of CDEs.

SAE Poster Presentation – Each student will be assigned a SAE to research and present. The presentations will be conducted in a “poster session” format. The poster should include the following information: overview of the SAE, grading of the SAE; discussion of agricultural education classes and topics in classes upon which the SAE is based; recommendations on how to supervise the SAE. The poster must use appropriate graphic design principles and clearly communicate the key aspects of CDEs.

Observation Portfolio – By the end of the semester, each student must have 15 observation hours. Each student must complete the observation packet and document their experience by collecting photos and providing and in-depth reflection on their experience(s). Then, you will create a visual portfolio by which you communicate your key takeaways from the experience.

Extension Interviews – By the end of the semester, each student must have completed two interviews with Extension professionals. Details will be given in class.

Focus Group Reflection – Students will participate in a reflective session in which they articulate the ways in which their observation experience(s) shaped their views on teaching and personal philosophies.

Other Assignments – The instructor reserves the right to assign additional projects, presentation, homework, or evaluations during the course.

Professionalism/Participation (400 Points) – 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.

Assignment	Due Dates	Points Possible	Points Earned
Quizzes and Examinations			
Unit 1 Quiz	10/13	50	
Unit 2 Quiz	11/12	50	
Philosophy of Agricultural Education			
Assign. #1 - Philosophy Statement – First Draft	9/12	25	
Assign #2 - Extension Interviews (2)	11/07	50	
Assign #3 - Teacher Observations (15 hrs.) ***Required to pass the course	12/05	200	
Assign. #1 - Philosophy Statement – Final Draft	11/21	50	
Other Assignments			
Discussions 1 – 4	D2L	40	
Leadership Scenarios' Problem-Solving Activity	09/5	10	
CDE Poster Presentation or SAE Poster Presentation	10/29	50	
CDE & SAE Poster's (25 pts. Each)	10/29	50	
Participation in Field Trip	11/17	100	
Focus Group Reflection Participation	12/1	100	
Participation 5X40	12/10	400	
TOTAL		1175	

Grading Scale

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

Session	Date	Topic
1	8/25	Orientation – Review Course Objective, Assignments, & Expectations
2	8/27	Learning Styles
3	8/29	Discussion #1
4	9/3	Leadership Theory/Styles *Integrated Problem-Solving Activity
5	9/5	Discussion #2 & PS Activity Due
6	9/8	Basic Philosophy of Agricultural Education
7	9/10	Legislation and Policies Related to Agricultural Education
8	9/12	Assignment #1 – Philosophy Paper First Draft Due
9	9/15	Legislation and Policies Related to Agricultural Education (continued)
10	9/17	Structures and Components of Secondary Agricultural Education & Extension Programs
11	9/19	Discussion #3
12	9/22	Professional Organizations of Agricultural and Extension Education
13	9/24	Mission and Goals of Agricultural and Extension Education
14	9/26	NO CLASS – EXTENSION INTERVIEWS
15	9/29	Characteristics of Effective Instruction, Writing Objectives, and Using Bloom’s Taxonomy in Agricultural and Extension Education
16	10/1	Characteristics of Effective Instruction (continued)
17	10/3	Discussion #4
18	10/6	Examining the Roles of the Secondary Agricultural Educator and 4-H Agent,
19	10/8	***Review for Unit Quiz 1
20	10/10	NO CLASS – TEACHER OBSERVATION OR EXTENSION INTERVIEW
21	10/13	Quiz 1 Due
22	10/15	Types of SAE Programs - Planning and Conducting SAEs
23	10/17	LDE INVITATIONAL (MANDATORY)
24	10/20	Supervising and Evaluating SAE Programs
25	10/22	History & Foundations of FFA in SBAE
26	10/24	NO CLASS – TEACHER OBSERVATION OR EXTENSION INTERVIEW
27	10/27	FFA and 4-H Competitive Events and Award Programs
28	10/29	CDE or SAE Poster Presentations Due
29	10/31	NO CLASS – TEACHER OBSERVATION OR EXTENSION INTERVIEW
30	11/3	Conducting Meetings – Parliamentary Procedure
31	11/5	Mock Parliamentary Procedure Challenge
32	11/7	Assignment #2 Due – Extension or SBAE Interviews Due
33	11/10	Models of Effective Extension Programs/Planning
34	11/12	Quiz 2
35	11/14	NO CLASS – TEACHER OBSERVATIONS
36	11/17	Field Trip: Teaching Methods – Twin Oaks & Farms (Mandatory)
37	11/19	NO CLASS – TEACHER OBSERVATIONS
38	11/21	Final Assignment #1 - Philosophy Paper Due
39	11/22	NO CLASS – THANKSGIVING BREAK
40	12/1	Focus Group Reflection on Observation & Philosophy Experience
41	12/3	NO CLASS (Finish Portfolios/Individualized meetings with Dr. Figland)
42	12/5	Assignment #3 – Observation Portfolio Due
43	12/10	Final Examination – TBD

*Schedule is tentative and may be changed by the instructor at any time

Academic Integrity

Academic integrity is fundamental to the activities and principles of any university. Members of the academic community must be confident that each person's work has been honorably acquired, developed, and presented. The academic community regards academic dishonesty as an extremely serious matter, with consequences that range from probation to expulsion.

Academic misconduct includes, but is not limited to cheating, plagiarism, collusion, falsifying academic records, and/or any act designed to give unfair academic advantage to the student. This includes, but is not limited to the submission of essentially the same written assignment for two courses without the prior permission of the instructors or providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz or other assignment.

All cases of alleged academic misconduct will be referred to the Office of the Dean of Students. More information about the Code of Student Conduct can be found at the Judicial Affairs website at <http://mba.lsu.edu/pdf/CodeOfConduct.pdf>

Accessibility Statement

If you have special needs as addressed by the Americans with Disabilities Act (ADA) and need assistance, please notify the Office of Disability Services (112 Johnston Hall) or the course instructor immediately. Reasonable efforts will be made to accommodate your special needs.

Counseling Services

Resources are available on campus for students having personal problems or lacking clear career and academic goals which interfere with their academic performance. These resources include:

Career Services, 1502 CEBA Building, 578-2162

Sexual Assault Victim's Advocates, Student Health Center, 578-6271

Tutoring, Peer Mentoring and Counseling, 150 Himes Hall, 578-2873

LSU Center for Academic Success Tutorial Center, B-31 Coates Hall, 578-2872

LSU Writing Center, B-18 Coates Hall, 578-4439

Nondiscrimination Statement

The classroom environment should encourage student respect for others and their opinions, regardless of race, color, religion, national origin, ancestry, gender, age, veteran status, and sexual orientation. Faculty and staff in the School of Human Resource Education and Workforce Development are committed to cultural diversity and nondiscrimination towards all students.