# AGED 50 - Agriculture Education Orientation

REEDLEY COLLEGEAGED-50-52314 Spring ***2024***

LECTURE:  Friday 10:00 – 10:50 AM        Location: AGR 1

REQUIRED OBSERVATION HOURS:     45 minimum, at Assigned Secondary School Site

## Contact Information

Instructor: Kevin Woodard

E-mail:   kevin.woodard@reedleycollege.edu

Phone:  559-977-3486 cell            Office Hours:    M-F 9:00 AM to 9:50 AM (and as arranged)

## Course Description

This course is an overview of agricultural education in California, including the principal components of agricultural education, developing academic and career plans, and observation in a secondary agricultural education classroom. In addition to class time, the course requires a minimum of 45 hours of structured fieldwork in Agriculture classrooms that represent California’s diverse student population and includes cooperation with at least one carefully selected and campus-approved certificated classroom teacher. Students need to do their observation in a classroom that is in line with their degree plans. Single subject agriculture credential requires that candidates observe in subject area at high school or junior high. This course requires verification of measles vaccination and pertussis, freedom of tuberculosis, and verification of flu vaccination within the past 12 months.

Course Specifics:               Three (3) Units (1 Lecture hour/week and 4 Observation hours/week)

## Requirements and Expectations

**Recommended:** L. McCabe. Agriculture Teacher's Manual, California Agriculture Teachers Association, 2015 (pdf will be posted on Canvas), 3-ring - binder, paper, pen and pencil.

**Transportation – Student**must provide own transportation to field experience site.

## Course Objectives

**In the process of completing this course, students will:**

* **Describe the components of agricultural education.**
* **Define the responsibilities of secondary agricultural education instructors.**
* **Explain the history and purpose of vocational agricultural education.**
* **Describe the curriculum areas (pathways) and commonly taught courses.**
* **Explain the purpose of the FFA organization and experiential learning in agricultural education.**
* **Plan an undergraduate and teacher preparation program of study conducive to their career goals in agricultural education.**
* **Develop their personal philosophy of agricultural education.**
* **Describe current and new technologies used in agricultural education.**
* **Satisfy the early field experience requirement for the Agriculture Single Subject Credential Program in California.**

## Student Learning Outcomes

**Upon successful completion of the course, students will be able to:**

* **Satisfy the early field experience requirement for the Agriculture Single Subject Credential.**
* **Plan an undergraduate and teacher preparation program of study conducive to their career goals in agricultural education.**
* **Define the responsibilities of secondary agricultural education instructors.**
* **Develop their personal philosophy of agricultural education.**

## TOPIC OUTLINE

What is agricultural education?

Components of agricultural education programs.

History and purposes of agricultural education.

Classroom instruction.

Curriculum pathway areas and commonly taught subjects.

California state standards & curriculum.

Agricultural education leadership.

FFA organization.

Experiential learning in agricultural education.

Supervised agricultural experience programs.

Professional expectations in agricultural education.

Agricultural education, teacher preparation requirements.

Agriculture single subject credential program.

Agricultural specialist credential program.

Occupational experience.

Field experience.

Academic and career planning.

Development of academic plan.

Development of career goals.

Professional growth and development.

Pre-service and in-service education.

California Agricultural Teachers’ Association.

Philosophy of agricultural education.

Individual development of personal philosophy.

Use of technology in agricultural education.

New technology and innovation.

Field experience in agricultural education.

Observation techniques.

Classroom management.

Student supervision.

Agricultural awareness.

Agricultural literacy K-8.

Agricultural education current issues

**Attendance**

* Attendance is EXPECTED since most of the learning occurs in the lecture/laboratory environment.
* All absences are UNEXCUSED.
* Students are personally RESPONSIBLE for obtaining notes/information missed due to an absence. Notes/information can be obtained from a fellow classmate or by meeting with the instructor during regularly scheduled office hours.
* Students are expected to show up on time and prepared each day to be READY TO WORK.
* Please NOTIFY the instructor in advance if you know that you will be absent from class.
* College policy dictates that an instructor may drop a student with two consecutive weeks of unexcused absences (i.e., if class meets once times per week, 4 unexcused absences equal a drop: class meets 1 time per week, 2 unexcused absences equal a drop).
* If you plan to DROP THIS COURSE, you will need to follow college protocol. If you do not drop-in time, you will be held accountable for your grade.
* At the end of the 9th week of instruction, no withdrawals are permitted, and the student must receive a grade.
* Make-up tests and assignments will only be allowed for EMERGENCY SITUATIONS AND PRE-ARRANGED ABSENCES.

**Methods for Measuring Student Achievement and Determining Grades**

The methods for measuring student achievement & determining grades are:

A.      Class Participation

B.      Fieldwork

C.     Written Assignments

All assignments are due at the beginning of the class session on the date due.

Late assignments can be submitted for grading prior to starting the next Chapter/Unit;

All late assignments will receive a deduction in the amount of 10% of the overall point value per day, (50% minimum).

**Course Grade Determination**

Class Performances and Assessments

50%  Assignments #1 - #10 (1-2 Page).

10% Assignment #11 Philosophy of Agricultural Education (2-3 page).

20% Assignment #12 Observation log (min. of 45 hours) and reflective journal from each observation.

10% In-class assignments

10% Attendance and class participation

**Late Assignments** will be accepted for a maximum of 50% of the possible points.

**100% - 70% =  Credit (CR)    69% or below  =   No Credit (NC)**

**Policy on Cheating & Plagiarism**

In keeping with the philosophy that students are entitled to the best education available, and in compliance with College Policy, each student is expected to exert an entirely honest and individual effort toward attaining an education.  Violations of this policy will result in disqualification for the course.

**Accommodations for Students with Disabilities**

If you have a verified need for an academic accommodation or materials in alternate media (i.e., Braille, large print, electronic text, etc.) per the Americans with Disabilities Act (ADA) or Section 504 of the Rehabilitation Act, please contact me as soon as possible.  Services for students with disabilities are located in the library, room 1202.  Phone number: 559-278-2811

**Behavioral Expectations**

* It is a common courtesy to turn off all electronic devices (i.e., cell phones, etc.…) when in a group setting. Please exercise this courtesy!
* Students are expected to conduct themselves in a mature and responsible manner that respects the rights of all other individuals.
* Students are expected to show professional conduct and dress while observing in the secondary environment.

**Respect for Diversity Statement:**

It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students’ learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally, or for other students or student groups. (Lynn Hernandez, Behavioral and Social Sciences, School of Public Health, Brown University)

**Required Assignments:**

**Assignment #1** – **Most Memorable Teacher**

**Assignment #2** – **Personal Strengths**

**Assignment #3** – **Why Do You Want to Teach?**

**Assignment #4 - Student Assessment**

**Assignment #5** – **Classroom Management**

**Assignment #6**– **Teacher Observation**

**Assignment #7** – **Instructional Resources**

**Assignment #8** – **Student Populations**

**Assignment #9** - **Addressing Content Standards**

**Assignment #10** - **Interview an Agriculture Teacher**

**Assignment #11** - **Philosophy of Agricultural Education**

**Assignment #12** - **Observation Log & Reflective Journal**

**Assignment #13 – Host Teacher, Evaluation Surveys**

Your host teacher will be sent surveys (one midterm and one final) designed to collect progress and completion of field work requirements. These must be completed by your host teacher by the week of finals.