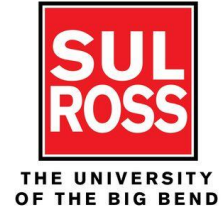




ANSC 3319
Program Planning in Agricultural
Education
Fall 2015



Instructor

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Office Hours: T,W,R 8:00am-10:00am
Or by appointment

Time and Location

TR 11:00am – 12:15pm 129 RAS
Arranged: 35 hours of observations in a public school with agriculture classes

Course Description

Principles and practices used in designing courses of instruction for effective teaching and total program development.

Course Objectives

- At the completion of the course, the learner will be able to:
1. Describe the primary responsibilities of an agriscience teacher.
 2. Describe the impact of the three components of the Total Ag Ed program on student learning.
 3. Define & design FFA chapter components, SAE programs, and Classroom/laboratory needs.
 4. Define & design the mission and goals of an agricultural education program using the Local Program Success model.
 5. Develop and follow an FFA program of activities.

(ANSC) Program Learning Outcomes

Student will demonstrate that he/she is able to:

1. Apply livestock management techniques to the care and sustainable management of domestic and captive animals,
2. Demonstrate the basic skills of interpreting information gathered in a research setting,
3. Apply critical thinking skills to deal with potential challenges in diverse animal sciences and related industries,
4. Develop problem solving skills, and
5. Demonstrate the ability to communicate through written, spoken, and graphical methods.

TEA AFNR Educator Standards

The AFNR teacher understands:

1. the foundations of agricultural education,
2. how to advise and assist students in career planning and development and how to promote student development through SAE, and
3. how to promote student growth through student leadership development organizations.

Required Texts (Available at the SRSU Bookstore or online)

Phipps, L. J., Osborne, E. W., Dyer, J. E., & Ball, A. L. (2008). *Handbook on Agricultural Education in Public Schools* (6th ed.). Clifton Park, NY: Thomson Delmar Learning.

Other articles as assigned – provided by instructor

DESCRIPTION OF COURSE ASSIGNMENTS

Early Field Experience Manual

As part of your field observation you will complete several early field experience activities. Guidelines for these activities are outlined in the *Early Field Experience Manual*. Due dates for EFEs will be throughout the semester (see class calendar handout).

Early Field Observation Journal

Keep a journal of your thoughts and activities completed as part of your field observation. Each visit must be at least 2 hours long and not more than 6 hours. *A minimum of 35 hours of observation at a cooperating school and course trips is required for satisfactory completion of this class.*

Participation, Attendance, and other assignments

A high degree of engagement is expected and will contribute to your learning as an active participant. This includes interacting with the instructor and other students, completing outside of class assignments and readings, and being prepared to participate in class discussions. This class is the beginning of your journey to becoming a professional. Evidence of professionalism includes attendance, collegial attitude, participation, and punctuality.

Course Quizzes

Short quizzes will be randomly given at the beginning of course meetings. Quizzes will be questions developed from the reading due for that class period and/or material from previous class meetings. There will be no make-up quizzes for absences or those attending class late.

COURSE ASSIGNMENTS	Points
Manual	500
Journal	300
Participation, Attendance, & other assignments	150
Course quizzes	50

Grading Scale

A = 90-100%

B = 80-89%

C = 70-79%

D = 60-69%

F = below 60%

Attendance and Make-up Exams and Assignments

Students' class attendance and participation are expected. Any assignments turned in late will not receive full credit. 10% will be deducted for every day an assignment is late. No consideration of extending a due date will be considered on the day an assignment is due, students should contact the instructor if they are expecting to be unable to meet a deadline.

Any time instruction is missed, for any reason, it will count as an absence. College approved field trips, and competitive and leadership development events (with prior instructor approval) are considered legitimate and with proper documentation will not be considered an absence. Seeking an extended deadline due to the above mentioned absences should be arranged before missing the course meeting. In case of emergencies, arrangements for completing assignments should be made immediately upon return to campus.

Use of technology during instruction

This class is part of your journey to becoming a professional, and the use of personal cell phones, iPads, computers, and other electronic devices can distract learning for all individuals and create an unprofessional environment. However, electronic devices can also be powerful tools to be used in the learning process. Therefore, the use of electronic devices for class purposes, such as note-taking and

internet searches is allowed. But, remember that you are now a professional and will be required to act accordingly. So, if you choose to use electronic devices in the classroom, do so in a professional manner.

Academic Honesty

On all work submitted for credit by students at the university, the following pledge is either required or implied: **"On my honor, I have neither given nor received unauthorized aid in doing this assignment."**

As members of a learning community, all should strive to be honest in all endeavors. A fundamental principle is that the whole process of learning and pursuit of knowledge is diminished by cheating, plagiarism and other acts of academic dishonesty. In addition, every dishonest act in the academic environment affects other students adversely, from the skewing of the grading curve to giving unfair advantage for honors or for professional or graduate school admission. Therefore, the university will take severe action against dishonest students. Similarly, measures will be taken against faculty, staff and administrators who practice dishonest or demeaning behavior.

About the Course

Being a high school agriculture teacher is a rewarding profession, and this course is designed to help you develop your expertise and professionalism as an agricultural educator. As a teacher you will be expected to develop a total agricultural education program. Therefore, the activities you will be required to complete work toward achieving this goal. In line with this, there are some expectations that I have of you, and conversely, there are some expectations that you should have of me. The expectations for this course are as follows:

I will expect you to:

- Complete all assignments thoroughly, in a timely manner.
- Attend all classes, unless there are extenuating circumstances, which you should inform me of as soon as possible.
- Be on time for all class sessions and activities
- Look at each assignment as an occasion for you to learn, and make the most of every learning opportunity.
- Be honest and submit your own original work.
- Participate in class discussions and activities; this helps you as well as all of your classmates.
- Enjoy this class!

You can expect me to:

- Provide learning opportunities that advance your knowledge and development in agricultural education.
- Be available before and after class, during office hours, and at other times (I have an open door policy) to provide assistance and answer your questions.
- Be fair in my grading and assessment of your work.
- Provide you with timely, constructive feedback on your work.
- Enjoy this class!

About Me

I grew up in Elgin, Texas where I was a member of my high school FFA chapter. I attended Texas A&M University and received my BS degree in Animal Science. Afterwards, I worked for HEB Grocery Company for 2 years as a meat processor and then for Ruffino Meats as a sausage processing manager. My love of FFA and agricultural education led me to pursue my Master's degree in AgEd at Texas A&M. I was a high school ag teacher at Greenwood High School in Midland, Texas for three years. I then went to the University of Florida to work on my PhD in AgEd.

Reasonable Accommodation Statement

It is the SRSU policy to provide reasonable accommodation to students with disabilities. If you would like to request such accommodations because of physical, mental, or learning disabilities, please contact the ADA coordinator in Student Services: Ferguson 112, 837-8203.

ANSC 3319 Course Calendar (Subject to Change)

Dates	Topics / Learning Experiences	Reading/Notes
Aug 25	Introductions, syllabus, expectations, and explanation of course	
Aug 27	Creating a well-rounded Ag Ed program	pp. 3-7; Ch. 6
Sep 1	Missions and goals of local programs	pp. 100-101
Sep 3	Alumni and Advisory Councils	Ch. 5
Sep 8	Value-added programs	
Sep 10	Being an FFA advisor	Ch. 25
Sep 15	Organization, Structure, & Function of FFA; FFA Conferences and Award Programs	Ch. 24
Sep 17	Components of Successful FFA Chapters	Ch. 25
Sep 22	Components of Successful FFA Chapters	
Sep 24	Developing Chapter Officers	pp. 420-426
Sep 29	Program of Activities	
Oct 1	Program of Activities	
Oct 6	Program Visits***	
Oct 8	Program Visits***	
Oct 13	LDE and CDE contests	www.texasffa.org
Oct 15	Fundraising – Riverstar Farms	
Oct 20	Development, Supervision, and Evaluation of SAE	Ch. 26, 27, 28
Oct 22	Development, Supervision, and Evaluation of SAE	
Oct 27	Record books	www.theaet.com
Oct 29	Record books	www.theaet.com
Nov 3	Livestock shows	
Nov 5	Program Marketing and Recruitment	Ch. 10
Nov 10	Public Relations – Telling Ag Ed’s story	
Nov 12	Total Program Management	
Nov 17	Total Program Management	
Nov 19	Program Evaluation	Ch. 11
Nov 24-26	Happy Thanksgiving!	
Dec 1	Last day of class - Reflection	