



ANSC 3319
Program Planning/ Organizational
Management in Agricultural
Education
Fall 2019



Instructor

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Office Hours: Open door policy, or by appointment

Time and Location

TR 9:30am – 10:45am 135 RAS
Arranged: 40 hours of observations in a public school with agriculture classes or at agricultural education events

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. Develop a knowledge of basic management and laboratories theories
3. Describe the impact of the three components of the Total Ag Ed program on student learning.
4. Define & design FFA chapter components, SAE programs, and Classroom/laboratory needs.
5. Define & design the mission and goals of an agricultural education program using the Local Program Success model.
6. Develop and follow an FFA program of activities.
7. Incorporate CTSO activities into the program of instruction
8. Plan and conduct award program, social, banquet, and open house

(ANSC) Program Learning Outcomes

Student will demonstrate that he/she is able to:

1. Demonstrate the basic skills of interpreting information gathered in a research setting,
2. Apply critical thinking skills to deal with potential challenges in diverse animal sciences and related industries, and
3. 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.

Vaughn, P.R. (2008). Handbook for advisors of career and technical student organizations. (5th ed). Winterville, GA: AAVIM. ISBN#0-89606-386-0 (will be supplied through blackbord)=

Other articles as assigned – provided by instructor

DESCRIPTION OF COURSE ASSIGNMENTS

Early Field Experience Manual (Tentative, TBD)

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 (Tentative, TBD)

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 40 hours of observation at a cooperating school and course trips is required for satisfactory completion of this course.*

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.

Facility Plan

The student will develop a facility plan for an ideal teaching facility for the student's respective discipline. Each plan should be based on state approved facilities standards. Scale drawings and typewritten explanations are expected. Plans should include adequate classrooms, labs, storage, and office space for a two teacher department. Evaluation criteria include documented use of recommended guidelines, as well as incorporation of concepts/considerations discussed in class (individual and group work areas, liability, safety, storage, etc).

Laboratory Budget/Assessment

The student is to prepare a detailed yearly budget request of all capital outlay, equipment, supplies needed for an entire school year. The courses that are being taught should be included. Be strategic in the formulation of this budget (as if you were going to present it to the Career and Technology Director or Principal). Each student is to prepare a 1-2 page outline of their cooperating center's lab management plan/practices, accompanied by a 2-3 page narrative evaluation of those procedures.

Service Learning Project

The student is to prepare a powerpoint and 2 page write up of a service learning project that their students can become involved in. The project may be an existing idea or may be a draft of an innovative idea that you want to implement as a student teacher or teacher. Things to include might be what is the project, what are ways and means, costs, management, how will it benefit students, timeline, etc.

Examinations

The final exam will cover all topics discussed in the course. Test items can include, but are not limited to multiple choice, true-false, matching, short answer, problem solving, and essay. Unless prior arrangements are made with the instructor, students will not be allowed to take examinations at other than the specified date and time.

Case Studies/Presentations (10 min)

Students will analyze and discuss five case studies related to possible issues and concerns that CTSO advisors may encounter in operating CTSO chapters. **(20 pts/100 points)**

CTE Interview

CTE Interview- Choose from one of the eight CTE areas and interview one of the following listed below, please select only one choice for this assignment **(50 points)**

- a) CTE teacher and advisor (middle or high school).
- b) CTE administrator or principal.

Laboratory Journal

You are expected to keep a daily journal of your experiences at your observed schools during each Friday's laboratory. You are free to write about any aspect of your experiences by utilizing the Bloom's Taxonomy Design.

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!

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)

Week of the	Topics / Learning Experiences	Reading/Notes
08/26	<ul style="list-style-type: none">• Course introduction• Review Syllabus• Course Expectations• Assignments• Recommendations for facilities and equipment• Discuss facility plans	
9/1	<ul style="list-style-type: none">• Facility Plan continued• Assessment of students in a laboratory setting• Preparing students for a lab• Experiential Learning	
9/8	<ul style="list-style-type: none">• Evaluating laboratory facilities• Laboratory safety• Laboratory management – discipline	
9/15	<ul style="list-style-type: none">• Selection, purchase, and care of laboratory equipment• Administrative Leadership issues• Competency-Based Budgets	
9/22	<ul style="list-style-type: none">• Utilization of service learning in the laboratory	

9/29	<p>Chapter 1: Relationship of CTSOs to the Total CTE Program</p> <ul style="list-style-type: none"> A. The integral relationship of CTSOs B. The value of CTSOs C. The relationship between the Instructor and the CTSO Advisor 	
10/6	<p>Chapter 2: Orienting Students to the Fundamentals and Principles of the CTSO (Phipps)</p> <ul style="list-style-type: none"> A. History and Philosophy of CTSOs B. Lesson Plan to Teach Fundamentals of CTSO C. Orienting students to the local chapter D. Enrolling members into the CTSO 	
10/13	<p>Chapter 3: Developing, Publishing, and Implementing a Program of Activities (POA)</p> <ul style="list-style-type: none"> A. Purpose and Need B. Assisting students in Developing the POA C. Assisting students in Implementing the POA 	
10/20	<p>Chapter 5: Preparing Members for Participation in Local, District, State and National Activities</p> <ul style="list-style-type: none"> A. Determining competitive events, awards, programs, and other activities appropriate for participation by the chapter or club B. Establishing a process to prepare students for participation in student organizations C. Establishing a procedure for selecting individuals for participation in appropriate functions D. Establishing guidelines and standards for members to follow when participating in student organization activities 	
10/27	<p>Chapter 7: Supervising the Development and Conduct of a Public Relations Program</p> <ul style="list-style-type: none"> A. Code of Ethics and Conduct B. Developing a Positive Public Image C. Creating a Positive Public Image D. Informing Other School Staff E. Informing Key Community Groups and Individuals F. Public Relations Activities G. Displays H. Media 	
11/3	<p>Chapter 9: Helping Members Develop and Conduct Award and Recognition Programs</p> <ul style="list-style-type: none"> A. Designing, Using, and Obtaining Achievement and Proficiency Awards B. Developing and Conducting a Banquet and Other Recognition Activities 	

	<p>Chapter 10: Instructing Students in Leadership and Personal Development & Teaching, Leadership, and Personal Development</p> <p>A. Teaching Parliamentary Procedures B. Teaching Speech-Writing, and Public-Speaking Skills</p>	
11/10	<p>Chapter 11: CTSO Involvement for Special Needs Members</p> <p>A. Who are Students with Special Needs? B. What does CTSO Offer Students with Special Needs? C. Encouraging Students with Special Needs to Join D. Accommodations that Permit Participation by Students with Special Needs</p> <p>Chapter 21: Meeting the Diverse Needs of All Learners</p>	
11/17	<p>Chapter 9: Establishing and maintaining positive community and professional relationships (Phipps)</p> <p>Chapter 24: The FFA A. Record books B. Being an advisor</p>	
11/24	Happy Thanksgiving!	
12/1	Course wrap up	