

SUL ROSS STATE UNIVERSITY  
DEPARTMENT OF AGRICULTURE

ANSC 3310  
Special Populations in Ag Education  
Web-Delivered Course  
Spring 2020

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**Instructors:** Dr. Dexter B. Wakefield, I  
108 RAS  
Office: (432) 837-8210  
dbw19dp@sulross.edu  
**Office hours:** TBA

**Class Meetings:** Blackboard/Zoom  
**Lab Meetings:** None

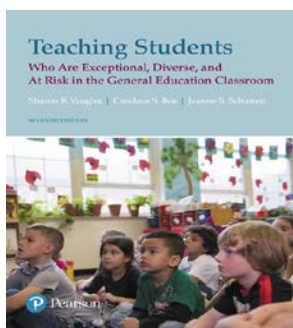
### Course Description

This advance course will focus on the diverse needs of students for teaching and learning to take place. Special emphasis will be placed on the instruction of agricultural education to populations of students within economic, gender, ethnic, cultural, political, physical differences. Students will discover and use educational theory to examine strategies and plans to overcome problems in their educational occupations. Students will research both legal requirements and expectations that affect what can be done to increase student learning.

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### Required Textbook

Vaugh, S. R., Bos, C. S., & Schumm, J. S. (2018). Teaching students who are exceptional, diverse, and at risk in the general education classroom. Practices 7th edition Upper Saddle River, NJ: Pearson



## Academic Integrity / Plagiarism

The University policy on academic integrity and freedom will be employed in the course. The policy can be found in the Sul Ross State University Student Handbook.

As commonly defined, plagiarism consists of passing off as one's own the ideas, words, writings, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you have the permission of that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated.

All students are required to abide by the Sul Ross State University honor code. The pledge for student's states: **Students at our University recognize that, to insure honest conduct, more is needed than an expectation of academic honesty, and we therefore adopt the practice of affixing the following pledge of honesty to the work we submit for evaluation: I pledge to uphold the principles of honesty and responsibility at our University.**

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## Assignment Policy

All assignments are due on or before the specified due date. Late assignments will not be accepted. Incompletes will only be given in extreme circumstances. No assignments will be accepted via email.

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## About the Course

Being a high school agricultural 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 your 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 the 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 Quitman, Georgia where I was a member of the high school FFA, 4-H, Chess Club, Marching Band, and the baseball team. I went to Fort Valley State University to receive my bachelor's degree in agricultural education and taught high school agriculture. I spent a few years in law enforcement before deciding to return to school to receive my master's and doctoral degrees. I attended the University of Georgia, Purdue University and have an advanced certification from Harvard University. I'm a recipient of the Honorary State and American FFA Degrees as well as being recognized as a distinguished alumni of Purdue University (the #4 agricultural university in the world).

### **Drop / Add Policy**

The University drop / add policy will be followed.

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### **Students with Special Needs:**

Sul Ross State University (SRSU) is committed to equal access in compliance with Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the Student's responsibility to initiate a request. Please contact me, Ms. Rebecca Greathouse Wren, M.Ed., LPC-S, Director/Counselor, Accessibility Services Coordinator, Ferguson Hall (Suite 112) at 432.837.8203; mailing address is P.O. Box C-122, Sul Ross State University, Alpine, Texas 79832. Students should then contact the instructor as soon as possible to initiate the recommended accommodations.

### **Marketable Skills for Department of Animal Science:**

1. Knowledge of techniques and equipment for planting, growing, and harvesting food products (both plant and animal) for consumption, including storage/handling techniques.
2. Knowledge of plant and animal organisms, their tissues, cells, functions, interdependencies, and interactions with each other and the environment.
3. Understanding the implications of new information for both current and future problem solving and decision-making.
4. Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems.
5. Identifying complex problems and reviewing related information to develop and evaluate options and implement solutions. Communicating finding in both oral and written form at a level appropriate for the needs of the audience.

### **Departmental Projected Learning Outcomes:**

1. Demonstrate the basic skills of interpreting research data gathered in an

- agricultural context.
2. Apply critical thinking skills to mitigate potential challenges in diverse animal sciences and related agricultural industries.
  3. Develop problem-solving skills, and demonstrate the ability to communicate through written, spoken, and graphical methods.

### **Course delivery**

This is an online course. All materials and correspondence should be made through Blackboard. Assignments will not be accepted via email.

### **State Department of Public Instruction competencies acquired by students enrolled in class:**

#### *1. Knowledge of Learners:*

Incorporates knowledge of the nature of the learner, learning processes, variations in learning abilities and learning styles, and strategies for evaluating learning. Plans, implements, and evaluates instruction that is responsive to wide variations in students' learning needs and learning styles

#### *2. Connecting Subject Matter and Learners:*

Understands and links subject matter and students' developmental and diverse needs in the context of school settings. Plans, implements, and evaluates instruction that reflects intellectual rigor and depth of knowledge in both subject matter disciplines and students' diverse learning needs

### **Technology Standards**

Standard 1 Teachers demonstrate a sound understanding of technology operations and concepts.

Standard 2 Teachers plan and design effective learning environments and experiences supported by technology.

Standard 3 Teachers implement curriculum plans that include methods and strategies for applying technology to maximize student teaching.

Standard 4 Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies.

Standard 5 Teachers use technology to enhance their productivity and professional practice.

**Course Objectives:** The objectives of this course were developed to further enhance the teacher education program theme "*The Professional Educator: A Catalyst for Learning.*"

Upon completion of the course the student will be able to:

1. Explain the school responsibility to serve disadvantaged and handicapped students.
2. Describe the motivational forces influencing disadvantaged and handicapped students.
3. Assist in preparing an individualized educational plan for a student.
4. Use special teaching methods.
5. Describe how one would teach students having specific handicaps and special needs.

6. Understand the diverse educational needs of students from special populations.
7. Explain the concepts and procedures involved in creating inclusive classrooms.

<b>Modules</b>	<b>Week of</b>	<b>Topic</b>	
1	January 12	Special Education and Inclusive Schooling	
2	January 19	Response to Intervention-Developing Success for all Learners	
3	January 26	Communicating and Collaborating with Other Professionals and Families	Exam #1
4	Feb 2	Teaching Culturally and Linguistically Diverse Students	
5	Feb 9	Promoting Social Acceptance and Managing Student Behavior	
6	Feb 16	Teaching Students with Learning Disabilities and ADHD	Exam #2
7	Feb 23	Teaching Students with Communication Disorders	
8	Mar 1	Teaching Students with Emotional and Behavioral Disorders	
	Mar 8	Spring Break	
9	March 15	Teaching Students with Autism Spectrum Disorders/PDD	Exam #3
10	March 22	Teaching Students with Developmental Disabilities	
11	March 29	Teaching Students with Lower-Incidence Disabilities	
12	April 5	Facilitating Reading; Facilitating Writing	Exam #4
13	April 12	Helping All Students Succeed in Mathematics	
14	April 19	Differentiating Instruction & Assessment for Middle/High School Students	

15	April 26	Fostering Strategies for Student Independence	Exam #5
16	May 1-5	Final Exams Week	

**GRADING:** All assignments are due on the day announced by the instructor. No late work will be accepted. This will be adhered to strictly.

Assignments will be graded on professionalism, spelling, grammar, completeness, and how well the student addressed the objectives of the assignment. Unless otherwise stated, all assignments are to be "word processed" or typed.

### Learning Activities

1. Icebreaker Assignment- (a) Tell us your name, where you are from, and what do you expect to gain from this course. (b) Make sure to update your profile picture in BB. (c) Share briefly your thoughts in reference to helping students and people who are differently-abled than you. (d) Include an image of something that makes you smile or feel happy, be sure to tell us why you selected this picture. (100 points)

**Due: January 17, 2020**

2. Interview- This is your opportunity to explore in more depth a topic that particularly interests you. You are responsible for developing the questions you will ask during the interview. Due to the nature of the interview, it is encouraged that this interview takes place in person. You will be required to submit a 2 page report or summary of your interview. Each student will choose one of the following activities (100 Points):

- a. An interview with an adult with a disability on the effectiveness of his or her education and suggestions for improvement.
- b. An interview with a special education teacher on the use of specific instructional technique or curriculum.
- c. An interview with a school principal on the challenges and advantages of special education services.
- d. An interview with a regular educator who has been involved with an inclusion or integration effort.
- e. An interview with a family member of someone who has special needs and interview him or her about the role of the family in the family member's educational needs.

**Due: February 14, 2020 (START PLANNING IMMEDIATELY)**

3. Discussions/Blogs – Each week you are to respond to a question that is presented in the discussion/blog tab. Your response should be no less than 200 words. After you have responded to the question you are to respond to at least one of your classmates' statements. No less than 100 words. You are to support your answers with references from the text or outside resources. (10 Discussions/Blogs)

4. Video/article Review – Throughout the semester you will be asked to review a video or article and provide a thorough review by utilizing information you have read throughout

the chapters. You should include a reflection within your review. No less than one and a half page double-spaced. Do not include your name on the paper. (4 Reviews)

**Feb 7**

**Feb 28**

**Mar 27**

**April 17**

5. Final Synopsis Paper (10 pages, double-spaced) – As a group, you are to develop a creative report outlining the importance of understanding the need for a diverse educational training program for teacher educators. You are free to discuss multiculturalism, culture, family beliefs, macro/micro cultures in local communities, mainstreaming, communications, language disparities, behavior disorders, mental and physical disabilities, etc. Utilize any supporting materials you choose to validate the importance of diversity programming for educators. You should write this report utilizing statistics within your paper.

As I sit in my high chair trying to determine which programs I am going to have to eliminate as the principal of D.B Wake High School, I have been tasked with eliminating your program because you were not able to provide a clear picture of a holistic educational program at the recent Board of Education meeting. SAVE your program. (Due the week of Finals)

### Learning Activities

Assignment	Points Possible	Total Points
Icebreaker	50	
Interview	50	
Discussion Blogs (10 total)	100	
Video/Article Review #1	25	
Video/Article Review #2	25	
Video/Article Review #3	25	
Video/Article Review #4	25	
Final Synopsis Paper	200	
Exam 1	100	
Exam 2	100	
Exam 3	100	
Exam 4	100	
Exam 5	100	
	<b>1000</b>	