



ANSC 3319
Special Populations in Agricultural
Education
Spring 2022



Instructor

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Instruction: Online instruction

Time and Location

Each week you must complete the assignment. Weeks begin on Monday and end on Sunday at 11:59PM.

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 student's demographic and special needs. Students will discover and use educational theory, research, and legal requirements. Additionally students will explore the various populations across agricultural education.

Course Objectives

At the completion of the course, the learner will be able to:

1. Identify special populations.
2. Develop strategies based on theory.
3. Create lesson plans to accommodate learning areas with special population children.
4. Explore potential legalities with special populations.

TEA AFNR Educator Standards

Standard II. The AFNR teacher promotes student development through effective use of career pathways, supervised agricultural experiences, leadership development, and student organizations. Standard IX. The AFNR teacher knows how to organize and manage an effective AFNR program and how to work with school, community, and industry representatives to support the program. Standard X. The AFNR teacher knows how to plan, implement, and utilize instruction and student assessment, including academic integration.

(ANSC) Student Learning Outcomes

Student will demonstrate that he/she is able to:

1. Analyze and interpret information gathered in a research setting,
2. Apply critical thinking skills to deal with potential challenges in the classroom, lab, or field.
3. Communicate through written, spoken and graphical methods.

Recommended Texts (Available at the SRSU Bookstore or online)

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

Other articles as assigned – provided by instructor

DESCRIPTION OF COURSE ASSIGNMENTS
(Tentative pending on current student resources
and progression)

10 Lesson Plans

1 Statement

Explanations to come.

beginning of your journey to becoming a professional. Evidence of professionalism includes attendance, collegial attitude, participation, and punctuality.

COURSE ASSIGNMENTS	Due	Points
Lesson Plan 1	February 2	100
Lesson Plan 2	March 1	100
Lesson Plan 3	March 8	100
Lesson Plan 4	March 25	100
Lesson Plan 5	March 30	100
Lesson Plan 6,7,8,9	April 11-15	200
Lesson Plan 10 combo	April 22	150
Teaching Philosophy Statement	April 29	150

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 required. To receive the maximum number of points for an assignment, it must be completed and submitted by the due date. Late assignments will receive a 10% deduction for each day late, and no work will be accepted ten or more days after its original due date, unless other arrangements have been made with the instructor.

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!

Teaching Philosophy

We are a team. I am a teacher and you are young adults not students like in high school but adult student with experiences to draw upon. Your job is to stay curious, ask questions, read thoroughly, complete assignments on time. My job is to guide you, individualize your experiences in a group, let you know your progress and work with you. Together we will both learn, and both provide feedback to how one another are doing. I am your biggest fan and supporter, but no one cares about you as much as you do. Study and work like it means something to you and not like it means something for the teacher giving you a grade. Do that and you will find yourself learning, maturing, and at the end prepared.

Reasonable Accommodation Statement

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.

ANSC 3321 Course Calendar (Tentative)

Week of	Topics/Learning Experiences	Readings (TBA)
01/19	Introductions – How Ag Ed fits into the broader curricula	
01/26	Educator Ethics and Responsibilities Creating a School and Community Profile	
02/02	Introduction to Course Planning – The Foundation Plan and Endorsements Intro to TEKS	
02/09	TEKS Selecting Courses	
02/16	Developing a Scope and Sequence	
02/23	Developing syllabi	
03/01	Creating a Unit of Instruction	
03/08	Domains of Learning and Levels of Cognition	
03/13-17	SPRING BREAK	
03/22	Linking Unit Plans and Daily Lessons	
03/29	Assessing Student Learning – Formative & Summative Assessments	
03/29	Assessment methods - Exams	
04/5	Assessment methods - Rubrics	
04/5	Alternative Assessment Methods	
04/12	Meeting the Needs of Diverse Learners Classroom Management – The Importance of Good Planning	
04/19	Effective Teaching Summers and extended contracts	
04/26	TBD	