
Instructor

Carl Igo, PhD
Office: RAS 110
Office Hours: MW 11:00-12:00, T 8:30-10:00 or by appointment

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Course Time and Location

M-W-F 10:00-10:50 AM, RAS 135

Credits: 3.0

Required Materials (Available at the SRSU Bookstore or online)

Talbert, B.A., Croom, B., LaRose, S. W., Vaughn, R. & Lee, J. S. (2022). *Foundations of agricultural education*. (4th ed.). West Lafayette, IN: Purdue University Press

Supplemental Materials: (Provided through SR Blackboard)

Texas Essential Knowledge and Skills, Agriculture, Food and Natural Resources;
AET Record Books
Official FFA Manual
FFA Student Handbook
National FFA Chapter Resource Guide

Course Description

An analysis of evolving concepts and philosophies of agricultural education programs with emphasis upon history legislation and principles underlying organization and practice. This course is designed to prepare students for entry or advancement in agricultural occupations and professions, job creation and entrepreneurship and agricultural literacy. Elements of this course include: (1) explaining relationships of agricultural education to school based programs (2) the utilization of components to the agricultural education model in promoting supervised agricultural experiences and (3) identifying recent trends and developments in education and discussing the impact of these events on agricultural education programs.

Course Objectives: The primary purpose of this course is to develop an understanding of the objectives and components for exemplary Agricultural Education programs in Texas schools. Upon successful completion of this course students will:

1. understand the historical and philosophical foundation of agricultural education;
2. relate the place of agricultural education within career and technology education and to education in general;
3. develop conversational literacy in the various aspects of education in and about agriculture;
4. apply the agricultural education program model to Texas communities;
5. explain the role of FFA within agricultural education;
6. explain the role of SAE within agricultural education;
7. select appropriate instructional materials for use with the Texas Essential Knowledge & Skills;
8. competently use instructional media and technology in modern classrooms;
9. apply technological information systems for instructional purposes;
10. emulate characteristics of a professional career and technology education instructor with emphasis on competencies and attitudes.

Course Syllabus: Due to the organizational nature of the instructor, beyond this point, this syllabus is laid out in alphabetical order by topic. If, after reviewing the information presented here, you have questions about course access, assignments, policy etc. please do not hesitate to contact the instructor.

Academic Expectations: According to SRSU Undergraduate Academic Regulations, students must :

- A. be regular and punctual in attending classes;
- B. be well prepared for classes;
- C. submit required assignments in a timely manner;
- D. take exams when scheduled;
- E. act in a respectful manner toward other students and the instructor and in a way that does not detract from the learning experience; and
- F. make and keep appointments when necessary to meet with the instructor.

In addition to the above items, students are expected to meet the additional course and behavioral standards as defined in this syllabus.

Academic Integrity: Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. A scholar is expected to be punctual, prepared, and focused; meaningful and pertinent participation is appreciated. Examples of academic dishonesty include but are not limited to: Turning in work as original that was used in whole or part for another course and/or professor; turning in another person's work as one's own; copying from professional works or internet sites without citation; collaborating on a course assignment, examination, or quiz when collaboration is forbidden. 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."*

Academic Writing: Unless specifically noted otherwise, all written work submitted must be in Microsoft WORD™, double-spaced, 12-point Times New Roman font, pages numbered, and have 1" margins on all sides. All work submitted should follow APA 7th edition guidelines for formatting and bibliographical citations. Peer review of written work is an excellent practice and highly encouraged prior to submission of written assignments.

In this course, you may utilize AI language models, including ChatGPT, as a resource to support your writing assignments. AI language models are powerful tools developed to generate text based on the input provided. It can provide suggestions, offer alternative phrasing, and help brainstorm ideas for your written work. While the AI language models can help refine your writing, it is important to remember that it is an AI system and not a substitute for your critical thinking and creativity. If you choose to use this tool, apply it as a supplement to your writing process and do not rely solely on its suggestions. Ultimately, you are responsible for the content and quality of your written assignment. Therefore, you should critically evaluate ChatGPT outputs for accuracy, potential bias, and relevancy. When utilizing AI language models, it is essential to ensure that your writing remains original and properly attributed, including citing outputs or text generated by ChatGPT. Please see the [How to cite ChatGPT](#) in APA Style resource. I encourage you to use AI language models to enhance your writing skills, experiment with its capabilities, and learn from its suggestions. If you have any questions or concerns regarding using AI language models for writing assignments, please discuss them with me. By acknowledging and understanding the appropriate use of AI language models, you can effectively incorporate this tool into your writing process, harnessing its potential to improve your written work while maintaining academic integrity and originality.

Accommodations for Students: 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 each semester for each class. Alpine Students seeking accessibility/accommodations services must contact Mary Schwartze, LPC, SRSU's Accessibility Services Coordinator at 432-837-8203, or email mschwartz@sulross.edu. The Accessibility Services office is located on the first floor of Ferguson Hall – room 112; mailing address is P.O. Box C122, Sul Ross State University, Alpine, Texas, 79832.

Add /Drop Policy: This course will follow the University drop/add policy and timeline.

Assignments: It is expected that assignments will be submitted on or before the specified due date. Late assignments will be assessed a 10% late penalty, regardless of late interval. Incompletes will only be assigned under extreme circumstances.

Assistive/Service Animal Protocol: At Sul Ross State University policy, assistive animal and service animals are under differing rules. Assistance animals are not permitted in classroom/labs; service animals, as defined under the ADA, are permitted anywhere on campus. For additional clarification reference the [SRSU Assistance Animal/Service Animal policy](#).

Attendance: Class participants will be treated as mature individuals who have developed a sense of responsibility for their education. As such, class participants will be held accountable for all material covered in class, despite valid reasons for absence. Attendance will be recorded at each class session. In the case of emergency, students should contact the instructor as soon as possible after the emergency situation has been resolved. Documentation of a “university excused absence” will allow the student to make up missed work, but WILL NOT count towards earned attendance points.

Health-Related Absences: Please evaluate your own health status regularly and refrain from attending class and other on-campus events if you are ill. Students who miss class due to illness will be given opportunities to access course materials online. In the event of contagious illness, please do not come to class or to campus to turn in work. Instead notify the instructor by email about your absence as soon as practical, so that accommodations can be made. Please note that documentation (a Doctor’s note) for medical excuses is not required.

Collaboration: Unless otherwise specified, students may not collaborate on graded material. Any exceptions to this policy will be stated explicitly for individual assignments. If you have any questions about the limits of collaboration, you are expected to ask for clarification.

Copyright Notice for Course Materials: U.S. copyright laws protect this syllabus, course presentations, all Blackboard™ materials and any other course materials provided throughout this term. Students enrolled in the course may use materials for their own research and educational purposes within the Educational Fair Use policy of the U.S. Copyright Office. However, reproducing, selling or otherwise distributing these materials in any manner or medium without written permission of the copyright owner is expressly prohibited.

Electronic video and/or audio recording is not permitted during class/lab unless the student obtains written permission from the instructor. If permission is granted, any distribution of the recording is prohibited.

Course Communication: Communication is a two-way interaction. Students are encouraged to stop by my office during posted office hours to ask questions, check-in or simply say hello. I also encourage you to call (phone number listed on p. 1) or email (also listed on p. 1). During the work week, I will check email multiple times through the day and will commit to responding to your communication within 48 hours. I request the same commitment from you.

Diversity and Inclusivity: It is my intent, as course instructor, that students from all backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and beyond the course, and that the diversity students bring to this course be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity, gender identity, sexual orientation, disability, age, socioeconomic status, ethnicity, race, religion, culture, perspective, and other background characteristics. Your suggestions about how to improve the value of diversity in this course 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.

We support an inclusive learning environment where diversity and individual differences are appreciated, recognized, respected and understood. Through such inclusivity, learning is enhanced. We

shall hold each other accountable to demonstrate diligence in recognizing and respecting differing behaviors, perspectives and worldviews. In addition, in scheduling assignments, I have attempted to avoid conflicts with major religious/cultural holidays. If, however, I have inadvertently scheduled a major deadline that creates a conflict with your religious/cultural observances, please let me know as soon as possible so that we can make other arrangements.

Evaluation Components:

Attendance: **Attendance will be recorded for each class session.** (50 points)

Bulletin Board: An appealing classroom bulletin board is a great interest builder and a wonderful recruiting tool for your program. Students will work in groups to create a bulletin board from a theme assigned by the instructor. Evaluation criteria include appealing appearance, interesting, eye-catching and timeliness. (100 points)

C/LDE Summary: There are numerous Career/Leadership/Speaking Development Events associated with FFA. In an effort to better understand these competitive evens, each student will prepare a 2-page summary addressing what a beginning teacher should know about one of these FFA activities within each category. Specific details will be provided during discussion of this topic in class. (150 points)

Examinations: Components of the examinations represent different types of test items including, but not limited to, defining, multiple choice, T/F, short answer, problem solving and essay. You will be given the opportunity to make some decisions on which test items to which you respond. Unless prior arrangements are made with the instructor, students will not be allowed to take exams at other than the specified date and time. (2 @ 125 points)

Literature Reviews: Each student is expected to prepare two (2) reviews of current (within last five years) research related to agricultural education from the Journal of Agricultural Education. Reviews should be 3-4 typewritten pages in length and prepared according to 6th Ed APA publishing guidelines. (2 @ 100 points)

Research Presentation: Each student is expected to share information gained from the review of research by making a 10-minute oral presentation of one research review. In order to ensure we don't hear a presentation on the same article numerous times, the instructor must approve articles selected for presentation. The use of handouts, overheads, presentation graphics, etc. is encouraged and will impact the grade for the presentation. (100 points)

SAE Records and Application: Students will work in groups to complete an AET Record Book assignment leading to a Proficiency Award or Degree Application based on two year's activities. (150 points)

Evaluation Points

Attendance	50 pts
Bulletin Board	100 pts
C/LDE Summary & Presentation	150 pts
Exams (2 @ 125 pts)	250 pts
Research Review/Summary (2 @100 pts each)	200 pts
Research Presentation	100 pts
<u>SAE Records & Application</u>	<u>150 pts</u>
TOTAL	1000 pts

Evaluation Scale:

1000-900 points = A	799-700 points = C	<600 points = F
899-800 points = B	699-600 points = D	

Library Information: The Bryan Wildenthal Memorial Library and Archives of the Big Bend in Alpine offers FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library's website, library.sulross.edu. Off-campus access requires logging in with your LoboID and password. Librarians are a tremendous resource for your

coursework and can be reached in person, by email (srsulibrary@sulross.edu), or phone (432-837-8123).

Pedagogy: Through experiential activities, students will individually and collaboratively solve problems, make decisions, reflect on past and current practices, and engage in dialogue. For this pedagogy to be successful, student participation is critical. Each student enrolled must access course content through Blackboard AND review the assigned readings PRIOR to attending class.

Plagiarism: Paraphrasing or quoting another's work without citing the source is a form of academic misconduct. Even inadvertent or unintentional misuse or appropriation of another's work (such as relying heavily on source material that is not expressly acknowledged) is considered plagiarism. If you have any questions about using and citing sources, you are expected to ask for clarification.

Shared Expectations:

I will expect you to:

- Complete all assignments thoroughly, in a timely manner.
- 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 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!

Student Demeanor: Sul Ross State University expects all students to conduct themselves as honest, responsible and law-abiding members of the academic community and to respect the rights of other students, members of the faculty and staff and the public to use, enjoy and participate in the University programs and facilities. For additional information, reference the [SRSU Student Handbook](#).

Students are full partners in fostering a classroom environment conducive to learning. In order to assure that all students have the opportunity to gain from time spent in class; students are prohibited from engaging in any form of behavior that detracts from the learning experience of fellow students. Inappropriate behavior will result in a request for the offending student to leave class.

Opposing perspectives are welcomed and encouraged. Nevertheless, class participants are expected to treat one another with the respect and dignity to which all community members are entitled. Nothing less than such democratic behavior will be acceptable. I support an inclusive learning environment where diversity and differently-abled individuals/groups are appreciated, recognized and respected. All SRSU community members will demonstrate diligence in understanding how peoples' perspectives, behaviors, and worldviews enhance us all as individuals and as a community.

Hands-on participation is essential for successful completion of this course; therefore, each class member must come prepared, both physically and mentally, to take part in each class activity. Other specific classroom rules will be discussed as appropriate.

General Rules for Classroom:

1. No food will be allowed in the classroom.
2. You may bring a drink with an appropriate lid to class. This privilege WILL be suspended if abused.
3. Professionalism, including professional dress when presenting, is expected.

4. Cell phones, tablets, laptops and other devices used for class involvement are encouraged.

Student Learning Outcomes (SACSCOC)

1. Students will demonstrate basic skills of analyzing and interpreting research-based information;
2. Students will apply critical thinking skills.

Student Records: All records related to this course are confidential and will not be shared with anyone, without a signed, written release. If you wish to have information from your records shared with others, you must provide written request/authorization to the instructor. Before giving such authorization, you should understand the purpose of the release and to whom and for how long the information is authorized for release.

Student Wellness: SRSU strives to create a culture of support and recognizes that your mental health and wellness are equally as important as your physical health. We want you to know it is OK if you experience difficulty, and there are several resources on campus to help you succeed emotionally, personally, and academically. Please know that if you choose to confide in me, I am required by the university to report to the Title IX Coordinator, as SRSU and I want to ensure you are connected with all the support the university can offer. You are not required to respond to outreach from the university if you do not want to do so. You can also make a report yourself, including an anonymous report, through the [SRSU Title IX Report Form](#).

TEA AFNR Educator Standards applicable in this course:

Standard I: The AFNR teacher understands the scope of agriculture and the foundations of agricultural education and applies the process of scientific discovery to the various disciplines of agriculture;

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 teachers knows how to organize and manage an effective agriculture, food and natural resources program and how to work with school, community and industry representatives to support the program.

Standards X: the AFNR teacher knows how to plan, implement and utilize instruction and student assessment including academic integration;

Standards XI: The AFNR teacher understands and applies appropriate safety and risk management procedures and practices to ensure safety and well-being of all students in classroom, laboratory, field, and supervised agricultural experience (SAE).

AGED 2304 Tentative Course Schedule

Week	Date	Topics	Preparation/Assignments
1	8/28	Review Syllabus and Assignments	Syllabus
	8/30	CTE as a Profession	Chapter 1
	9/1	Philosophical Foundations	Chapter 2
2	9/4	Labor Day Holiday – No Classes	
	9/6	Historical Underpinnings & Legislation to commit to memory	Chapter 3
	9/8	CTE Models and Structure	Chapter 4
3	9/11	<i>Big Bend District FFA Greenhand Conference</i>	
	9/13	Program Planning – Curriculum and Standards	Chapters 5 Res. Sum. #1 due
	9/15	Advisory Councils – Who, When, Why, How	Chapter 6
4	9/18	Curriculum – Selection, Mapping and Sequencing	Chapter 7
	9/20	Curriculum - Pathways, Standards and TEKS	
	9/22	Recruiting and Retaining Students	Chapter 8
5	9/25	Facilities – Essentials, Characteristics and Funding	Chapter 9 Facility Guide PDF
	9/27	Instructional Resources and Materials – Selecting, Obtaining, Maintaining	Chapter 10
	9/29	Learning Psychology and Theories	Chapter 11
6	10/2	Teaching Methods	Chapter 12
	10/4	Lesson Planning and Sequencing	Chapter 12 Lesson Plan handouts
	10/6	Classroom Management – Detractors vs. Derailers	Chapter 14
7	10/9	SAE – What and Why?	Chapter 22 Res Sum. #2 due
	10/11	SAE – Becoming familiar with AET	AET On-Line
	10/13	SAE – Supervising and Evaluating	Chapter 22
8	10/16	Evaluating Students in Classroom, Lab and Beyond	Chapter 19
	10/18	FFA – What Your Students Have to Know	Ch 23
	10/20	FFA – What Effective Advisors Have to Know	Ch 23
9	10/23	Midterm Review – AET Workday	
	10/25	Midterm Exam	
	10/27	Awards, Degrees, Scholarships	FFA websites
10	10/30	Program of Activities >>> Chapter Awards	Official Manual. LPR
	11/1	Program of Activities>>>Chapter Awards>>>Chapter Recognition	
	11/3	Career Development Events – State and National	FFA websites
11	11/6	Leadership & Speaking Development Events – State and National	FFA websites
	11/8	Diversity in Agricultural Education	Chapter 20
	11/10	Identifying and Utilizing Community Resources	Chapter 24
12	11/13	<i>Big Bend District FFA LDEs</i>	
	11/15	TEA Accountability Perkins & CTE reports	
	11/17	Research Presentations and Discussion (8 min presentation/7 min disc)	Research Pres due
13	11/20	AET Workday	
	11/22	Thanksgiving Holiday – NO Classes, University Closed	
	11/24		
14	11/27	Showcasing Your Program: THE BANQUET	C/L/SDE Summaries Due
	11/29	Evaluating an Ag Ed program	NQPS
	12/1	AET from the Teacher's Perspective	Record Book & Application due
15	12/4	Next steps in becoming the SBAE teacher	Guest speaker TBD
	12/6	Final Exam Review	
16		Final Exam Date and Time TBD	