

AGED50

AGRICULTURE EDUCATION ORIENTATION

FRESNO STATE UNIVERSITY – FALL 2020

Lecture: Monday 3:00 – 4:50 PM Asynchronous Instruction

Observation Hours: 45 minimum, As Assigned



CONTACT INFORMATION

Instructor: Dr. Sherri Freeman

Phone: 951-204-8697 cell

E-mail: sfreeman@mail.fresnostate.edu

Office: FAR Building, Podcast #2

Office Hours: MW 9:00 -11:00 a.m.

F 9:00 – 10:00 a.m.

COVID-19 Related Provisions

Contact information for chair or dean

If there are questions or concerns that you have about this course that you and I are not able to resolve, please feel free to contact the Dean of the college to discuss the matter.

Dr. Randy Perry – randyp@csufresno.edu

Health Screening

Students who come to campus for face-to-face classes will be required to complete a daily health screening which will include temperature checks. If you have experienced COVID-19 symptoms and/or have tested positive within the past 10 days; or if you have had close contact (less than 6 feet for longer than 15 minutes while unmasked) with a suspected or confirmed COVID-19 patient within the past 14 days, you are not allowed to come to campus. Please complete the campus [online reporting form](#). A campus official will reply to provide guidance and information.

Safety Measures

Consistent with the Governor's order and updated state public-health guidelines, face masks or cloth face coverings are required to be worn in public spaces on-campus and during in-person classes to reduce possible exposure to COVID-19 and prevent the spread of the virus. Physical distancing must be practiced by maintaining 6 feet of distance between individuals. Good hygiene of hand washing for a minimum of 20 seconds or using hand sanitizer is required. Please avoid touching your face with unclean hands. Disposable face masks will be provided to anyone who arrives to campus without one.

Please see university website for the most updated information: www.fresnostate.edu/coronavirus

COURSE DESCRIPTION

This course is an overview of agricultural education in California, including the principle components of agricultural education, developing academic and career plans, and observation in a secondary agricultural education classroom. In addition to class time, the course requires a minimum of 45 hours of structured fieldwork in Agriculture classrooms that represent California's diverse student population, and includes cooperation with at least one carefully selected and campus-approved certificated classroom teacher. Students need to do their observation in a classroom that is in line with their degree plans. Single subject agriculture credential require that candidates observe in subject area at high school or junior high. This course requires verification of measles vaccination and pertussis, freedom of tuberculosis, and verification of flu vaccination within the past 12 months.

Course Specifics: Three (3) Units (two Lecture hours/week, three Observation hours/week)

TEXT/MATERIALS

Required: None

Recommended: L. McCabe. Agriculture Teacher's Manual, California Agriculture Teachers Association, 2015 (pdf will be posted on Canvas), 3-ring - binder, paper, pen and pencil

Transportation – must provide own transportation to field experience site.

COURSE OUTCOMES

- A. Satisfy the early field experience requirement for the Agriculture Single Subject Credential.
- B. Plan an undergraduate and teacher preparation program of study conducive to their career goals in agricultural education.
- C. Define the responsibilities of secondary agricultural education instructors.
- D. Develop their personal philosophy of agricultural education.

COURSE OBJECTIVES

- A. Describe the components of agricultural education. (TPE 3.1)
- B. Define the responsibilities of secondary agricultural education instructors. (TPE 2.2, 4.6)
- C. Explain the history and purpose of vocational agricultural education. (TPE 3.1, 6.7)
- D. Describe the curriculum areas (pathways) and commonly taught courses. (TPE 3.1, 4.6)
- E. Explain the purpose of the FFA organization and experiential learning in agricultural education. (TPE 3.1)
- F. Plan an undergraduate and teacher preparation program of study conducive to their career goals in agricultural education. (TPE 3.1, 4.6, 6.3)
- G. Develop their personal philosophy of agricultural education. (TPE 3.1, 6.1, 6.2, 6.3)
- H. Describe current and new technologies used in agricultural education. (TPE 4.8)
- I. Satisfy the early field experience requirement for the Agriculture Single Subject Credential Program in California. (TPE 3.1, 6.1, 6.2, 6.3)

COURSE OUTLINE

- 1) What is agricultural education?
 - a) Components of agricultural education programs.
- 2) History and purposes of agricultural education.
- 3) Classroom instruction.
 - a) Curriculum pathway areas and commonly taught subjects.
 - b) California state standards & curriculum.
- 4) Agricultural education leadership.
 - a) FFA organization.
- 5) Experiential learning in agricultural education.
 - a) Supervised agricultural experience programs.
- 6) Professional expectations in agricultural education.
- 7) Agricultural education, teacher preparation requirements.
 - a) Agriculture single subject credential program.
 - b) Agricultural specialist credential program.
 - c) Occupational experience.
 - d) Field experience.
- 8) Academic and career planning.
 - a) Development of academic plan.
 - b) Development of career goals.
- 9) Professional growth and development.
 - a) Pre-service and in-service education.
 - b) California Agricultural Teachers' Association.
- 10) Philosophy of agricultural education.
 - a) Individual development of personal philosophy.
- 11) Use of technology in agricultural education.
 - a) New technology and innovation.
- 12) Field experience in agricultural education.
 - a) Observation techniques.
 - b) Classroom management.
 - c) Student supervision.
- 13) Agricultural awareness.
 - a) Agricultural literacy K-8.
- 14) Agricultural education current issue

ATTENDANCE

- A. Participation in distant learning lectures and assignments is required.
- B. Students are personally RESPONSIBLE for obtaining notes/information. Lectures and assignments will be posted on Canvas.
- C. Please NOTIFY the instructor in advance if you know that you will be absent from class. Student participation will be monitored through Canvas.
- D. College policy dictates that an instructor may drop a student with two consecutive weeks of unexcused absences (i.e., class meets two times per week, 4 unexcused absences equals a drop: class meets 1 time per week, 2 unexcused absences equals a drop).
- E. If you plan to DROP THIS COURSE you will need to follow college protocol. If you do not drop in time you will be held accountable for your grade.
- F. At the end of the 9th week of instruction, no withdrawals are permitted and the student must receive a grade.
- G. Make-up tests and assignments will only be allowed for EMERGENCY SITUATIONS AND PRE-ARRANGED ABSENCES.

METHODS FOR MEASURING STUDENT ACHIEVEMENT AND DETERMINING GRADES

The methods for measuring student achievement & determining grades are:

- A. Skill Demonstrations
- B. Class performances and Fieldwork
- C. 11 Essays
- D. All assignments are due at the beginning of the class session on the date due. Late assignments can be submitted for grading prior to starting the next Chapter/Unit; however, all late assignments will receive a deduction in the amount of 50% of the overall point value for that specific assignment.

COURSE GRADE DETERMINATION

Class performances and Assessments

- 1. 50% Essay Assignments #1 - #10 (1-2 Page)
- 2. 10% Assignment #11 Philosophy of Agricultural Education (2-3 page.)

3. 20% Assignment #12 Observation log (min. of 45 hours) and reflective journal from each observation
4. 20% Class assignments and participation

Late Assignments will be accepted for a maximum of 50% of the possible points.

Pass = 70% to 100 %
Fail = 69% or lower

Intellectual Property Provision

As part of your participation in virtual/online instruction, please remember that the same student conduct rules that are used for in-person classrooms instruction also apply for virtual/online classrooms. Students are prohibited from any unauthorized recording, dissemination, or publication of any academic presentation, including any online classroom instruction, for any commercial purpose. In addition, students may not record or use virtual/online instruction in any manner that would violate copyright law. Students are to use all online/virtual instruction exclusively for the educational purpose of the online class in which the instruction is being provided. Students may not re-record any online recordings or post any online recordings on any other format (e.g., electronic, video, social media, audio recording, web page, internet, hard paper copy, etc.) for any purpose without the explicit written permission of the faculty member providing the instruction. Exceptions for disability-related accommodations will be addressed by Services for Students with Disabilities (SSD) working in conjunction with the student and faculty member.

POLICY ON CHEATING & PLAGIARISM

In keeping with the philosophy that students are entitled to the best education available, and in compliance with College Policy, each student is expected to exert an entirely honest and individual effort toward attaining an education. Violations of this policy will result in disqualification for the course.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

If you have a verified need for an academic accommodation or materials in alternate media (i.e., Braille, large print, electronic text, etc.) per the Americans with Disabilities Act (ADA) or Section 504 of the Rehabilitation Act, please contact me as soon as possible. Services for students with disabilities are located in the library, room 1202. Phone number: 559-278-2811

Additional student services include:

The Student Health and Counseling Center	559-278-2734
The Student Cupboard	559-278-6621
Overcoming Obstacles/Project Hope	559-278-2734
College Assistance Migrant Program	559-278-4768
The Learning Center	559-278-0225
The Clothing Closet	559-278-2381

BEHAVIORAL EXPECTATIONS

- A. It is a common courtesy to turn off all electronic devices (i.e., cell phones, etc....) when in a group setting. Please exercise this courtesy!
- B. Students are expected to conduct themselves in a mature and responsible manner that respects the rights of all other individuals.
- C. Students are expected to show professional conduct and dress while observing in the secondary learning environment.

RESPECT FOR DIVERSITY STATEMENT:

It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions 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. (Lynn Hernandez, Behavioral and Social Sciences, School of Public Health, Brown University)

Required Assignments

Assignment #1 – Most Memorable Teacher

Compose a 1-2 page paper discussing a memorable teacher that may have influenced you to consider teaching. What are the qualities and attributes that you admired?

Assignment #2 – Personal Strengths

Compose a 1-2 page paper in which you identify five areas of personal strength that will help you become an effective teacher. Describe three to five areas that need attention and/or improvement.

Assignment #3 – Why Do You Want to Teach?

People enter the teaching profession for many reasons: honorable work, enjoy working with children, salary and benefits, work schedule, job stability, good working conditions, doing something that makes a difference, etc.

Assignment #4 - Student Assessment

Compose a 1-2 page paper describing the kinds of assessment observed at the school site and how the information is used?

Assignment #5 – Classroom Management

Compose a 1-2 page paper describing the management system in place in the classroom. Was it effective? Did the students know the rules?

Assignment #6 – Teacher Observation

Observe an Agriculture Teacher's lesson(s) and then compose a 1-2 page paper covering the following topics:

Can you identify the lesson objectives?
Did students understand the material?

Assignment #7 – Instructional Resources

Compose a 1-2 page paper describing the instructional resources (including technology) used by the teacher in the classroom?

Assignment #8 – Student Populations

Compose a 1-2 page paper describing the students in the observed classroom, including culturally and linguistically diverse students, students with disabilities, GATE students, and students with other special needs. How does the observed teacher meet the needs of all students?

Assignment #9 - Addressing Content Standards

After reflecting on the lessons, you observed, compose a 1-2 page paper describing how the California content standards are addressed at your school site. What was the content of the lessons you observed? What academic and agriculture standards are being addressed? Provide at least five examples/standards.

Assignment #10 - Interview an Agriculture Teacher

Compose a 2-3 page paper summarizing an interview with an Agriculture Teacher

Consider asking the following questions for the interview and paper:

What is the best part of teaching?

What has been your greatest achievement as a teacher?

What have been your greatest disappointments as a teacher?

What are the greatest challenges for teachers?

What are your non-teaching duties and time requirements?

In what ways are schools successful?

What advice do you have for someone considering a career in agriculture teaching?

Assignment #11 - Philosophy of Agricultural Education

Compose a 2-3 page paper describing your thoughts and beliefs about effective education and specifically your beliefs about agriculture education.

Assignment #12 - Observation Log & Reflective Journal

Record the date and time of your observations

A minimum of **45 observation hours** are required

Compose an entry in your reflective journal for each observation.

A minimum of **12 reflective journal entries** are required

100% - 70% = Credit (CR) 69% or below = No Credit (NC)