

California State University, Fresno  
Jordan College of Agricultural Sciences & Technology  
Department of Animal Sciences & Agricultural Education  
Fall 2010

## **AGED 135 – Introduction to Agricultural Education**

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### ***AGED 135 Course Syllabus***

**Introduction and Course Description:** An overview of agricultural education programs in California and the United States. The course covers the duties of the agricultural education teacher and the components of agricultural education programs (classroom/laboratory instruction, FFA, and SAE). Qualifications for teaching agricultural education and admission to the teacher preparation program are also covered. Information on the content and conduct of agricultural education programs in California is emphasized.

**Primary Learning Outcomes:** Students completing the course will be able to:

1. List and describe the components of an agricultural education program.
2. Discuss teaching as a profession.
3. Describe the technical and professional requirements for teaching agriculture.
4. List and describe the functions of the California Department of Education Agricultural Education Unit.
5. Explain Supervised Agricultural Experience programs and records.
6. Describe leadership development through the FFA.
7. List and discuss current trends and issues in agricultural education at the state and national level.

**Materials for the Course:** Required materials are:

1. *Foundations of Agricultural Education*, Talbert, Vaughn, and Croom.
2. Personal Organizer/Planner
3. *Official FFA Manual (Provided)*.
4. *California Agricultural Education Record Book (Provided)*.
5. A three-ring binder for organizing handout materials, paper, pencil, and pen.

Handouts that are developed/reproduced by the instructor are provided to keep this course current and relevant to the latest state and national guidelines and procedures for agricultural education programs. Students should read the handouts as soon as they are received, or at least prior to the next exam.

**Examinations and Major Assignments:** Student performance will be assessed by: Reports/in-class assignments (four assignments of 50 points each, 200 total).

Written examinations (3 objective/subjective exams—100 points each, 300 total).  
Comprehensive final exam (objective/subjective exam—150 points, 150 total).  
Class attendance and participation, planner/journal (points awarded each class session, 100 total; journal-25 points). Grades will be based on the percentage of total points possible. The grading scale will be:

A = 90 and above	D = 60 – 69
B = 80 – 89	F = 0 – 59
C = 70 – 79	

Missed exams must be made-up within 7 days of the exam date. A 10 percent deduction will be imposed on the student's test score if the exam is taken after 7 days but before 14 days after the original exam date. No make-up will be allowed after 14 days without special permission from the instructor (permission will be granted upon receipt of a letter from a doctor for illness or injury, or from a professor, in charge, if the absence is due to school related activities). A 20 percent deduction will be imposed on the student's score for an assignment that is turned in late, unless prior arrangements have been made with the instructor.

The four assignments for the class will be: 1) Maintain a journal for the semester that includes all of your planned activities. The journal may include both educational activities and personal activities; however, if you prefer you may include only education related activities. The journal will be checked two times during the semester by the instructor. It may be in electronic format if you prefer. 2) Complete a California Agricultural Education Record Book assignment. For this assignment you will be provided a copy of the record book and the instructor will provide you with information that you are to enter into the record book in the appropriate locations. 3) Record book scoring assignment. You will be provided a score sheet for the record book and provided with a set of completed record books to score using the score sheet provided. Put your name on your completed score sheet and turn in to the instructor when you finish scoring the record books. 4) Develop a philosophy statement that is one to two pages in length. Create a cover sheet for this assignment that includes the course name and your name. You will be provided with a copy of the scoring rubric the instructor will use to score this assignment. Read the assignment directions and the scoring rubric carefully before you develop your philosophy statement.

**Course Policies:** Students should read the following policies to ensure they understand the expectations of the university and the instructor for this course:

1. If you are absent from class, it is your responsibility to:
  - a. Obtain class notes from another student in the class.
  - b. Check on announcements made while you were absent.
2. Turn off cell phones during class.

**Students with Disabilities:** Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Services to Students with Disabilities in University Center Room 5 (278-2811).

**Honor Code:** “Members of the CSU Fresno academic community adhere to principles of academic integrity and mutual respect while engaged in university work and related activities.”

You should:

- d) understand or seek clarification about expectations for academic integrity in this course (including no cheating, plagiarism and inappropriate collaboration)
- e) neither give nor receive unauthorized aid on examinations or other course work that is used by the instructor as the basis of grading.
- f) take responsibility to monitor academic dishonesty in any form and to report it to the instructor or other appropriate official for action.

**Cheating and Plagiarism:** Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit; such acts also include assisting another student to do so. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one's own work. Any student caught cheating on an exam or assignment will be assigned a “0” grade for that assignment or exam. A second cheating offense by a student will result in failure of the course. For more information on the University’s policy regarding cheating and plagiarism, refer to the Class Schedule (Policy/Legal Statements) or the University Catalog (University Policies).

**Copyright Policy:** Copyright laws and fair use policies protect the rights of those who have produced the material. The copy in this course has been provided for private study, scholarship, or research. Other uses may require permission of the copyright holder. For more information check online at:

<http://www.lib.csufresno.edu/libraryinformation/campus/copyright/copyrtpolicyfull.pdf>.

**Computers:** At California State University, Fresno, computers and communications links to remote resources are recognized as being integral to the education and research experience. Every student is required to have his/her own computer or have other personal access to a workstation (including a modem and a printer) with all the recommended software. In the curriculum and class assignments, students are presumed to have 24-hour access to a computer workstation and the necessary communication links to the University’s information resources.

**Disruptive Classroom Behavior:** The classroom is a special environment in which students and faculty come together to promote learning and growth. Students should read the university policy regarding disruptive classroom behavior. For more information, go online to:

<http://www.csufresno.edu/ClassSchedule/current/policy/conduct/disruptive.shtml>.

Student conduct, which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from this class.

**Subject to Change:** The instructor reserves the right to maintain flexibility in the course syllabus and class schedule to accommodate guest speakers, include unanticipated relevant current events and in the event of other extenuating circumstances. If you are absent from class, it is your responsibility to check on announcements made while you were absent.

**AGED 135 Tentative Course Schedule**

	Date	Topic	Assignment
1	Mon, Aug 23	Introduction & course overview	
2	Wed, Aug 25	Ag teacher position description	
3	Fri, Aug 27	Characteristics of the profession	
4	Mon, Aug 30	Qualifications & Requirements	
5	Wed, Sept 1	Teaching Credentials	
6	Fri, Sept 3	Teaching Opportunities	<b>First Journal Check</b>
	Mon, Sept 6	<i>Labor Day Holiday</i>	
7	Wed, Sept 8	Personal Biographies	<b>Autobiographical Summary Assignment</b>
8	Fri, Sept 10	Taxonomies of AGED	
9	Mon, Sept 13	California Department of Education	
10	Wed, Sept 15	Region and State Structure	
11	Fri, Sept 17	Review for first exam	Review class handouts
12	Mon, Sept 20	First Exam	
13	Wed, Sept 22	Instructional Programs	<b>Autobiographical Summary Due</b>
14	Fri, Sept 24	Special Needs Students	
15	Mon, Sept 27	Curriculum Resources	
16	Wed, Sept 29	Experiential Learning Resources	
17	Fri, Oct 1	Supervised Agricultural Experience	
18	Mon, Oct 4	SAE Supervision & Ethics	
19	Wed, Oct 6	Intro to the California Record Book	<b>Record Book Assignment</b>
20	Fri, Oct 8	Planning and Budgets; Agreements	
21	Mon, Oct 11	Journals	
22	Wed, Oct 13	Inventories	
23	Fri, Oct 15	Financial Summaries	
24	Mon, Oct 18	Review for Second Exam	Review class handouts
25	Wed, Oct 20	Second Exam	
26	Fri, Oct 22	Record Book Scoring	<b>Record Book Scoring Project Assignment</b>
27	Mon, Oct 25	Introduction to FFA	
28	Wed, Oct 27	FFA History	
29	Fri, Oct 29	Officers, Emblems & Ceremonies	
30	Mon, Nov 1	Membership & Degree Programs	
31	Wed, Nov 3	FFA Opportunities for students	
32	Fri, Nov 5	Organizational Structure	
33	Mon, Nov 8	Review for third exam	Review class handouts
34	Wed, Nov 10	<b>Third Exam</b>	<b>Record Book Assignment Due</b>
35	Fri, Nov 12	National FFA Organization	

36	Mon, Nov 15	Career Development Events	
37	Wed, Nov 17	Curricular Code/ Coaching CDE Teams	
38	Fri, Nov 19	Philosophy	Philosophy Statement Assignment
39	Mon, Nov 22	Introduction to Parliamentary Procedure	<b>Record Book Scoring Project Assignment Due</b>
	Wed, Nov 24	<i>Thanksgiving Recess</i>	
	Fri, Nov 26	<i>Thanksgiving Recess</i>	
40	Mon, Nov 29	Parliamentary Procedure	
41	Wed, Dec 1	Parliamentary Procedure	<b>Second Journal Check</b>
42	Fri, Dec 3	Advisory Committees and Booster Clubs	
43	Mon, Dec 6	Professional Development	Philosophy Statement Assignment Due
44	Wed, Dec 8	Review for final exam	Review class handouts

**Final Exam Preparation & Faculty Consultation Days**  
10<sup>th</sup>

**Thurs. & Fri., Dec 9th &**

**Final Semester Examinations**

**Mon-Thurs, Dec. 13<sup>th</sup> – 16<sup>th</sup>**

**Final Exam in this Course**

**Monday, Dec. 13<sup>th</sup> – 1:15 p.m.**

### **Animal Sciences and Agricultural Education Department**

#### **Core Values**

1. Student well-being is primary. Students become extended family. We are here because of the student and for the student. Our interests are to provide a clear path to a brighter future for each student entering our doors.
2. We insist on programmatic Integrity. Everything we do does not deviate from the promise to our students. Our word is our bond. We take the time it takes so it takes less time. We hold to what we stand for.
3. Agriculture is vital to society. Our role in agriculture is vital because agriculture is vital to society. We provide a bridge to future societal success through our students.
4. We stand for progressive education. Our faculty remain current on industry standards, practices, and technologies. We are consistently evaluating and upgrading course material and instructional practices as individuals as well as a department.
5. **We Teach!** (Take Every Ag student and Coach Him/Her) We actively engage students in the process of education. We impart knowledge as well as passion for our scientific disciplines. Faculty/student interaction is imperative. Education is an accumulation of knowledge and relationships.

6. We advise and produce! We have strong industry relationships. Our ability to stay on the cutting edge of industry progression with our advising and teaching allows our graduates an advantage in career placement. Our graduates positively impact the industry.

**Who we are:**

A worldwide leader in the education of applied agriculture. We impact the industry.

**What we represent:**

A vehicle of worldwide opportunity to career paths in agriculture and beyond.

**Our Points of Difference:**

1. Location and Association with Industry:  
We are located in the heart of an agricultural industry that feeds 10% of the world population. We specialize in training students to employ applied scientific principles in production agriculture.
2. Faculty:  
We advise and teach students, engage students in research, and interact with industry. We prepare students to go where they cannot go themselves. We care!
3. Curriculum:  
We teach science and the practical application of science within the industry because of our relationship with industry.