

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

AGED 187 – Organization, Administration & Supervision of Agricultural Education

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AGED 187 Course Syllabus:

Prerequisite: Senior Standing.

Introduction and Course Description: An in-depth review, of the principles and philosophy of career and technical education in agriculture and the state and federal standards that shape or influence local agricultural education programs. The primary course focus is on planning, implementing and supervising programs of agricultural education in the secondary schools.

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

1. Analyze the historical events and legislation that shaped the philosophy and structure of modern agricultural education.
2. Interpret and implement the California Agriculture and Natural Resources Curriculum Standards.
3. Develop a program plan for a local agricultural education program.
4. Develop and supervise SAE and FFA programs.
5. Interpret career and technical education legislation and identify the differences among funding/budget categories.
6. Determine the proper use of career and technical education funds allocated to school districts.
7. Plan, revise and upgrade programs of agricultural education.

Materials for the Course: Students are to provide a calendar/planner and a three-ring binder for maintaining and organizing important dates, activities, and handout materials. References for the course are as follows:

1. *Blueprint for Excellence* (provided as handouts).
2. *Foundations of Agricultural Education*, Talbert, Vaughn, and Croom.
3. *Foundations of Vocational Education*, Evans, (reference provided).
4. *Handbook on Agricultural Education in Public Schools*, Phipps, Osborne, Dyer, and Ball, (reference provided).
5. *Local Program Resource Guide* (http://www.ffa.org/index.cfm?method=c_aged.LPR).
6. *Official FFA Manual* (provided).

7. *Strategies for Program Improvement* (<http://www.calaged.org/default.asp>).

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:

Class assignments (two assignments—50 points each, 100 total).

Quizzes (unannounced, 15 quizzes—10 points each, 150 total).

Written examinations (3 objective/subjective exams—100 points each, 300 total).

Comprehensive final exam (objective/subjective exam—150 points, 150 total).

Grades will be based on the percentage of total points possible. The grading scale will be:

A = 90 and above

C = 70 – 79

F = 0 – 59

B = 80 – 89

D = 60 – 69

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. There will be no makeup for missed quizzes. Students absent the day of the quiz will receive a "0" for that quiz.

The two class assignments are described below:

- 1) R-2 Assignment: You will be given a scenario that describes a two teacher agriculture department. The scenario will provide information on the teachers' credentials, class schedules, and salaries including stipends. It will also include student demographic information needed to complete the R-2 Report. You will complete a paper copy of the R-2 Report including a teacher data sheet and a student enrollment sheet.
- 2) Incentive Grant Assignment: This is a two part assignment. For Part 1, you will be given a scenario that describes a two teacher agriculture department. The scenario will provide demographic information on the teachers, students enrolled in the agriculture program, and other information about the agriculture department needed to complete an incentive grant application. You will go online to the calaged.org website and complete the Incentive Grant Application following the directions provided by the California Department of Education. After you complete the application, download and print a copy of your completed application and attach the cover sheet provided with the scenario. For Part 2, you are to select an Agricultural Education Program Pathway and complete a budget for that pathway. Use the funding information you developed on the Incentive Grant Application to determine the funds available for your budget. Describe the pathway, the students, and the classes for which you are budgeting. Then complete the Budget Expenditures Form provided with the scenario.

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. Remove hats and caps while in the classroom.
3. Turn off electronic devices 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 the Henry Madden Library, First floor, South wing, Suite 1202. Telephone: 559 (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:

- g) understand or seek clarification about expectations for academic integrity in this course (including no cheating, plagiarism and inappropriate collaboration)
- h) neither give nor receive unauthorized aid on examinations or other course work that is used by the instructor as the basis of grading.
- i) 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 187 Tentative Course Schedule

	Date	Topic	Assignment
1	Mon, Aug 23	Introduction & course overview	
2	Wed, Aug 25	Federal structure of career/tech ed	Begin Reading Foundations of AGED Chapters 4 & 5
3	Fri, Aug 27	Federal legislation	
4	Mon, Aug 30	Past events that shaped CTE	
5	Wed, Sept 1	Career/tech education philosophy	
6	Fri, Sept 3	Principles of career/tech education	
	Mon, Sept 6	<i>Labor Day Holiday</i>	Begin Reading Foundations of AGED Chapter 3
7	Wed, Sept 8	Current issues	
8	Fri, Sept 10	Trends that may impact the future	
9	Mon, Sept 13	Analysis of issues & trends	
10	Wed, Sept 15	Review for first exam	Review class handouts
11	Fri, Sept 17	First Exam	
12	Mon, Sept 20	California structure	
13	Wed, Sept 22	Regional & state supervision	
14	Fri, Sept 24	California AGED legislation	
15	Mon, Sept 27	SB 187 & the state program	
16	Wed, Sept 29	SB 813 incentive grants	
17	Fri, Oct 1	Operational program standards	
18	Mon, Oct 4	St. #1 Student career plans	Begin Reading Blueprint for Excellence Standards 1 - 3
19	Wed, Oct 6	St. #2 Supervised experience	Read Strategies Manual Criteria 2, 3, 7; Found of AGED Chapter 22
20	Fri, Oct 8	St. #3 FFA	R-2 report assignment ; Foundations of AGED Chapter 23
21	Mon, Oct 11	St. #4 Graduate follow-up	Read Blueprint for Excellence Stand 4 -6; Found of AGED Chap 19
22	Wed, Oct 13	Review for second exam	Review class handouts
23	Fri, Oct 15	Second Exam	
24	Mon, Oct 18	St. #5 Instruction/program plan	Read Strategies Manual Criteria 1, 4, 9
25	Wed, Oct 20	St. #6 Qualified teachers	
26	Fri, Oct 22	St. #7 Student-teacher ratio	Read Blueprint for Excellence Standards 7 - 9
27	Mon, Oct 25	St. #8 Full year employment	Read Strategies Manual Criteria 9, 10, 11
28	Wed, Oct 27	St. #9 Unique expenses	
29	Fri, Oct 29	St. #10 Professional	Read Blueprint for Excellence Standards 10 - 12

		development	
30	Mon, Nov 1	St. #11 Facilities & equipment	Read Strategies Manual Criteria 5, 6, 9; Found of AGED Chapter 10
31	Wed, Nov 3	St. #12 Advisory committees	R-2 report assignment due ; Read Found of AGED Chapter 7
32	Fri, Nov 5	St. #13 Budget	Read Strategies Manual Criteria 4, 9
33	Mon, Nov 8	Review for third exam	Review class handouts
34	Wed, Nov 10	Third Exam	Planning assignment check
35	Fri, Nov 12	St. #14 Program management	Read Blueprint for Excellence Standards 13 - 15
36	Mon, Nov 15	St. #15 Proficiency standards	Incentive grant application assignment
37	Wed, Nov 17	AGED program certification	Review incentive grant checklist
38	Fri, Nov 19	Incentive grants	Budget Assignment
39	Mon, Nov 22	Variances & specialized grants	Read Foundations of AGED Chapters 11 & 24
	Wed, Nov 24	<i>Thanksgiving Holiday</i>	
	Fri, Nov 26	<i>Thanksgiving Holiday</i>	
40	Mon, Nov 29	Quality Criteria 12	
41	Wed, Dec 1	Local Program Success Guide	Incentive grant assignment due
42	Fri, Dec 3	Agriculture Teacher's Manual	
43	Mon, Dec 6	Community-based program planning	Budget Assignment Due
44	Wed, Dec 8	Review for final exam	Review class handouts

Final Exam Preparation & Faculty Consultation Days
10th

Thurs. & Fri., Dec 9th &

Final Semester Examinations

Mon-Thurs, Dec. 13th – 16th

Final Exam in this Course

Monday, Dec. 13th – 3:30 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.