

**MURRAY STATE UNIVERSITY
COURSE SYLLABUS OUTLINE**

**HUTSON SCHOOL OF AGRICULTURE
AGRICULTURAL EDUCATION PROGRAM**

COURSE NUMBER: AED 104

CREDIT HOURS: 3

INSTRUCTOR: Kimberly A. Bellah
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I. TITLE:

Introduction to Agricultural Education, Communication & Life Knowledge

II. CATALOG DESCRIPTION:

An elective course for high school students interested in pursuing a career in agricultural education which will serve as a bridge class between high school and collegiate level teacher education courses. The course will include an exploration of the professional qualities and expectations of the preservice educator. Roles, responsibilities, and challenges in the field of education, leadership, and communication will be examined. The course will include a minimum of four full classroom observations for field experience upon consent to instruction, as well as observation of a site-based council meeting and school board meeting.

III. PURPOSE:

This course is intended to serve as a bridge class between high school agricultural education programs and collegiate level teacher education courses for students interested in pursuing agricultural teacher education as a career.

IV. COURSE OBJECTIVES:

As a result of participation in this course, students will:

- A. Demonstrate an understanding of the functions and content application of the Agricultural Education program. (Standard 8)
- B. Identify resources, materials, and technologies in teaching and directing agricultural education, communication, and leadership through the utilization of Life Knowledge ®. (Standard 9)
- C. Utilize and obtain traits, theories and professional tools for successful program planning and curriculum design/development through Life Knowledge ®. (Standards 1,2)

- D. Identify organization and administrative structures in the professional areas. (Standard 5)
- E. Identify key concepts for performance and evaluation assessments. (Standards 4,7)
- F. Practice and define the role of an agricultural educator in developing and collaborative arrangements with local, regional, state, and national agencies and individuals.
- G. Determine the role of youth programs at the local and county level and determine a way to implement Life Knowledge ®.
- H. Identify and enroll students in the Agricultural Education Programs through marketing strategies from the Life Knowledge® curriculum.

V. CONTENT OUTLINE:

- A. What is Agricultural Education?
- B. Defining our strengths as a leader.
- C. Developing leaders around us while growing as a leader
- D. Youth Organization
- E. Marketing Agriculture to a Teen World
- F. What defines a great teacher?

VI. INSTRUCTIONAL ACTIVITIES:

- A. Group Discussion
- B. Presentations by Area Specific Resource Persons
- C. Individual Presentations
- D. Individual Instruction
- E. Audio-Video Presentations
- F. Field and Clinical Experience

VII. FIELD AND CLINICAL EXPERIENCES:

Students must accrue **6 clinical hours*** of **service** in an agriculture education setting, **3 clinical hours*** of **observation** in a Science, English, or Mathematics based class setting, and **6 clinical hours*** of **observation** in specific professional settings. Total for clinical hours is **15 hours**.

Opportunities may include:

1. Assisting in an after school FFA Activity.
(Ask your advisor if there is anything you can do to help.)
2. Host a training clinic for underclassmen for FFA contests.
(Can be any FFA contest. Rubric on Canvas)
3. Attend a Leadership Workshop at National Convention.
(Documentation and Reflection Required. Rubric on Canvas)
4. Observe a teacher, with their permission, in a **mainstream** classroom. Fill out documentation form. (on Canvas)

5. Attend and observe a district school board meeting. (These are open to the public, so you'll need to check the schedule)
6. Attend and observe a site-based decision making council meeting. (Ask your local high school agricultural teacher to assist you in setting up this experience)
7. Observe a Professional Learning Community planning session or meeting (Ask your local high school agricultural teacher to assist you in setting up this experience).
8. Other opportunities may be available to you. Email the instructor for approval.

***A clinical hour is an hour on the clock. (i.e., 1:00-3:00 = 2 clinical hours)**

VIII. RESOURCES:

- A. Handouts
- B. Resource Personnel
- C. Field/Clinical Involvement

IX. GRADING PROCEDURES:

Please find all assignments on Blackboard.

Grading Scales Will Be As Follows:

A= 90% C= 70% E= 59% or Less
B= 80% D= 60%

X. ATTENDANCE POLICY:

Because this is an online course, attendance, in the traditional sense, will not be recorded. However, professionalism in terms of punctuality completing assignments, appropriate communication procedures with instructors, and timely participation in discussion groups will all be considered a part of the grade. Students who fail to work through the curriculum and modules in a reasonable manner (i.e. engaging with the content and completing assignments throughout the duration of the course vs. completing everything the final week of the semester) will receive grade deductions as appropriate.

XI. ACADEMIC HONESTY POLICY:

(Adopted by the MSU Board of Regents)

Murray State University takes seriously its moral and educational obligation to maintain high standards of academic honesty and ethical behavior. Instructors are expected to evaluate students'

academic achievements accurately, as well as ascertain that work submitted by students is authentic and the result of their own efforts, and consistent with established academic standards. Students are obligated to respect and abide by the basic standards of personal and professional integrity.

Violations of Academic Honesty include: Cheating - Intentionally using or attempting to use unauthorized information such as books, notes, study aids, or other electronic, online, or digital devices in any academic exercise; as well as unauthorized communication of information by any means to or from others during any academic exercise.

Fabrication and Falsification - Intentional alteration or invention of any information or citation in an academic exercise. Falsification involves changing information whereas fabrication involves inventing or counterfeiting information.

Multiple Submission - The submission of substantial portions of the same academic work, including oral reports, for credit more than once without authorization from the instructor.

Plagiarism - Intentionally or knowingly representing the words, ideas, creative work, or data of someone else as one's own in any academic exercise, without due and proper acknowledgement.

Instructors should outline their expectations that may go beyond the scope of this policy at the beginning of each course and identify such expectations and restrictions in the course syllabus. When an instructor receives evidence, either directly or indirectly, of academic dishonesty, he or she should investigate the instance. The faculty member should then take appropriate disciplinary action.

Disciplinary action may include, but is not limited to the following: 1) Requiring the student(s) to repeat the exercise or do additional related exercise(s). 2) Lowering the grade or failing the student(s) on the particular exercise(s) involved. 3) Lowering the grade or failing the student(s) in the course. **If the disciplinary action results in the awarding of a grade of E in the course, the student(s) may not drop the course.**

Faculty reserve the right to invalidate any exercise or other evaluative measures if substantial evidence exists that the integrity of the exercise has been compromised. Faculty also reserve the right

to document in the course syllabi further academic honesty policy elements related to the individual disciplines.

A student may appeal the decision of the faculty member with the department chair in writing within five working days. Note: If, at any point in this process, the student alleges that actions have taken place that may be in violation of the Murray State University Non-Discrimination Statement, this process must be suspended and the matter be directed to the Office of Equal Opportunity. Any appeal will be forwarded to the appropriate university committee as determined by the Provost.

NOTE: The Hutson School of Agriculture Faculty have adopted and implemented an Academic Honesty Policy in addition to the University Honesty Policy, which can be found in the current *Undergraduate Bulletin and Graduate Bulletin*. The policy sets guidelines regarding acts of dishonesty and the procedure to follow should an event occur. It is each Agriculture student's responsibility to obtain and read a copy of this document. The School's Academic Honesty Policy can be obtained by asking for a copy from any Agriculture Faculty member or the Secretary.

Refer also to the current Undergraduate Bulletin.

XII. TEXT AND REFERENCES:

A. Derner, S. (2005) *Strategies for Great Teachers* Life Knowledge: Indianapolis, Indiana. <http://www.ffa.org>. ISBN: 1-56976-178-7

XIII. PREREQUISITES:

Upon Consent of Instructor and Admission to Bridge Program

XIV. STATEMENT OF AFFIRMATIVE ACTION AND EQUAL OPPORTUNITY:

Murray State University does not discriminate on the basis of race, color, national origin, sex, religion, marital status, age, or disability in employment, admission, or the provision of services, educational programs and activities, and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities an equal opportunity to participate in all programs and activities. For information regarding nondiscrimination policies contact the Office of Equal Opportunity, 270-809-3155

**XV. MURRAY STATE UNIVERSITY SCHOOL OF AGRICULTURE
CELL PHONE POLICY:**

The School of Agriculture recognizes that in today's world cell phones are familiar and often necessary forms of communication for students. It shall be the policy of the School that no cell phone usage shall be allowed in class and/or labs without the prior consent of the course instructor. This shall include verbal calling, incoming calls, email, text messaging, and use of cell phone calculators on tests and quizzes. Cell phones must be kept on vibrate and out of sight and use (i.e. secured to a person's belt or kept in a bag or purse away from desks and lab counters).

Should a student's cell phone be visible, ring, or other form of unauthorized usage that is interruptive to the class or lab, the student may be asked to leave class and not return for that class/lab period.

Upon prior consent of the instructor, a student may obtain permission to use their phone in case of an emergency or in critical family situations.

XVI. Bibliography

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Prentice Hall: Upper Saddle River, New Jersey & Columbus, Ohio.

Cuban, L. (2003). Why is it so Hard to Get Good Schools?. Teachers
College Press: Columbia University, New York and London.

Jones, F. (2000). Tools for Teaching. Hong Kong

National FFA Center, (2006). National FFA Manual. Indianapolis,
Indiana: National FFA Supply Service.

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Schlechty, P. (2005). Creating Great Schools: Six Critical Systems at the
Heart of Educational Innovations. Jossey-Bass: San Francisco,
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Seevers, B., Graham, D., Gamon, J., & Conklin, N. (1997). Education
Through Cooperative Extension. Albany, New York: Delmar.

Zemelman, S., Daniels, H., & Hyde, A. (1998). Best Practice: New
Standards for Teaching and Learning in America's Schools. (2nd
Ed.). Heinemann: Portsmouth, New Hampshire.