

## **Hutson School of Agriculture**

**Fall 2014**

**Master Course Syllabus  
A ED 501 (3) & A ED 601<sup>1</sup>**

**Practicum in Agricultural Education, Extension, and Public Service Leadership**

**I. Catalog Description**

Comprehensive course including topics of instructional and operational methods for the discipline, extension field tours and mentoring experiences, supervised visits in an educational or public service setting or agency, and completion of practicum/professional clinical and field experience hours.

**II. Prerequisite**

A ED 380 and six hours of discipline specific courses within agriculture.

**III. Purpose and Expanded Course Description**

Students enrolled in A ED 501 will be immersed in the agricultural classroom setting and will focus on topics such as: curriculum, recruitment, demonstrations, active learning, agricultural science teacher responsibilities and yearly practices, student learning styles, history and legislation affecting agricultural education, teaching methods and strategies, classroom management, innovative teaching, teaching with technology, utilizing visual aids, assessment, questioning techniques, learner-centered schools, learner characteristics, lesson planning and the lesson cycle, student motivation, preparing for the first day/weeks of school, self-evaluation, & principles of effective teachers.

**IV. Intended Student Learning Outcomes**

Class experiences will be centered on the student learning outcomes listed below, which are reflective of, but not limited to, the alignment of standards for the Kentucky Core Academic Standards (KACS)<sup>i</sup>, Characteristics of Highly Effective Teaching and Learning (CHETL)<sup>ii</sup>, the Kentucky Teacher Standards for Preparation and Certification (KTS)<sup>iii</sup>, and the Hutson School of Agriculture's Department of Agricultural Science Academic Program Review (APR)<sup>iv</sup>.

- Knowledge outcomes
  - ◆ Organize and maintain an agricultural science program
  - ◆ List and demonstrate the professional expectations of an agricultural science teacher
  - ◆ Explain the typical calendar year of an agricultural science teacher
  - ◆ Recognize different learning styles and individual needs of students

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<sup>1</sup> Graduate students enrolled in A ED 601 for graduate credit will be required to complete additional coursework agreed upon between both the instructor and the graduate student.

- ◆ Apply active, cooperative, student-centered, and brain-based learning techniques in an agriscience classroom
  - ◆ Employ effective classroom management strategies
  - ◆ Assess different types of curriculum materials
  - ◆ Implement efficient language while teaching
  - ◆ Rank various types of verbal questions based on quality
  - ◆ Effectively utilize brain-based learning techniques
- Skill outcomes
    - ◆ Develop teaching plans and successfully teach in a public school classroom and laboratory setting
    - ◆ Develop a teaching portfolio
    - ◆ Utilize effective directions and contextual sets
    - ◆ Use computer technology appropriate to the work setting
    - ◆ Utilize available agricultural science teacher resources and technology
    - ◆ Develop effective student evaluations
    - ◆ Develop high quality lesson plans & behavioral objectives aligned with the Kentucky Core Academic Standards
    - ◆ Perform numerous teaching methods, techniques, and strategies common to an agriscience classroom
    - ◆ Develop and deliver an effective demonstration
    - ◆ Utilize effective visual aids and equipment
    - ◆ Effectively utilize the lesson cycle
- Value outcomes
    - ◆ Emulate Rosenshine & Furst's characteristics of effective teachers
    - ◆ Conduct self-reflection and self-analyses exercises regarding lesson design and delivery
    - ◆ Demonstrate appreciation for professional teaching skills and abilities by developing and enhancing a professional résumé

**V. Content Outline**

Effective Teachers	Being an AST - A Year in the Life!
Learning Styles & Characteristics	Laboratory Teaching Strategies
Principles of Learning	Curriculum & Curriculum Materials
Method Demonstrations	Classroom Management
Unit & Lesson Planning	Educational Evaluation
Check for	Visual Aids & Teaching Equipment
Understanding/Questioning/	Learner-Centered Education
Directions/Setting Context	Agricultural Education History &
Group Teaching Procedures	Legislation
Activity-Based Lessons	

## VI. Instructional Activities

- Group Discussion
- Group and Individual Presentations
- Engaging strategies for multiple learning styles
- Practice Teach & Lesson Plan
- Demonstration Plan & Delivery
- Unit Plan
- HS Teach Lesson Plan & Delivery
- Activity-Based Lesson Plan
- Assessment Assignment
- Professionalism

## VII. Field Experiences

High school and middle school teaching and observation hours will be required at various times throughout the semester. A minimum of 20 field experience hours in local schools and school-based activities is required to be successful in this course.

## VIII. Required and Recommended Texts and Resources

National FFA Organization. (2007). *LifeKnowledge 3.0 – Online Subscription*. Indianapolis, IN: National FFA Organization. **(Required & Free)**

Reardon, M. & Derner, S. (2004). *Strategies for great teaching: Maximize learning moments*. Chicago, IL: Zephyr Press. **(Required)**

Talbert, B. A., Vaughn, R., Croom, D. B. & Lee, J. S. (2007). *Foundations of agricultural education*. Professional Educators Publications, Inc.: Danville, Illinois. **(Recommended)**

Connell, D. J. (2005). *Brain-based strategies to reach every learner*. Scholastic: New York, NY. **(Recommended)**

*Agricultural Science Teacher's Manual* **(Recommended – Free ONLINE)**  
(<https://www.ffa.org/ffaresources/educators/localprogramsuccess/Pages/default.aspx>)

*Advisor's Guide to the FFA Student Handbook* **(Recommended – Free ONLINE)**,  
(<https://ffa.learn.com>)

*FFA Student Handbook* **(Recommended)**

*Official FFA Manual* **(Recommended)**

## **IX. Grading Procedures**

Course grades are based on final averages and are outlined below:

90-100 = A

80-89 = B

70-79 = C

60-69 = D

Below 59 = E

*Note:* To obtain a “C” or above, all of the required field experience hours must be met. Also, admission to the student teaching program is contingent upon students earning a grade of “C” or better in this course.

## **X. Attendance Policy**

As a performance-based class, attendance is compulsory on the part of students to maximize professional growth and development.

Please refer to the most current copy of the *Murray State University Undergraduate Bulletin*.

## **XI. Academic Honesty Policy**

(Adopted by the MSU Board of Regents June 1, 2012)

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:

Requiring the student(s) to repeat the exercise or do additional related exercise(s).

Lowering the grade or failing the student(s) on the particular exercise(s) involved.

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 reserves 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 reserves 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 agricultural 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 Agricultural Faculty member or the Secretary.

***Students in AED 501/601 found to be in violation of any of the above definitions of academic honesty will automatically receive a failing grade in the course. There is absolutely NO TOLERANCE in this course.***

***ALL COURSE ASSIGNMENTS THAT REQUIRE INDIVIDUAL WORK WILL BE SUBMITTED TO Canvas as a TurnItIn assignment, WHICH IS A SERVICE THAT PROTECTS STUDENTS AND FACULTY FROM SITUATIONS REGARDING ACADEMIC DISHONESTY. ACADEMIC INTEGRITY ON YOUR PART IS A REQUIREMENT AND AN EXPECTATION! YOU WILL SUBMIT ALL OF YOUR PROJECTS AND WORK ONLINE. Absolutely NO WORK will be accepted via Email.***

## **XII. Statement of Affirmative Action and Equal Opportunity**

Murray State University endorses the intent of all federal and state laws created to prohibit discrimination. Murray State University does not discriminate on the basis of race, color, national origin, gender, sexual orientation, religion, age, veteran status, or disability in employment, admissions, or the provision of services and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities equal access to participate in all programs and activities.

For more information, contact the Director of Equal Opportunity, 103 Wells Hall, (270) 809-3155 (voice), (270) 809-3361 (TDD).

## **XIII. Americans with Disabilities Act**

Murray State University is committed to equal educational opportunities for all academically qualified students. There are certain legal entitlements extended to students with disabilities under Section 504 of the Rehabilitation Act of 1973 and The Americans with Disabilities Act of 1990. These laws are designed to remove barriers to “equal participation.” Specifically, they prohibit discrimination on the bases of a handicap and mandate “reasonable accommodations” for students with learning disabilities, ADHD, traumatic brain injury, seizure disorders, and other cognitive impairments.

All accommodations provided by the SSLD Office are based upon each student’s individual needs. These needs will be determined after a **mandatory** one-on-one consultation with Cindy Clemson, SSLD Coordinator, [cindy.clemson@murraystate.edu](mailto:cindy.clemson@murraystate.edu) or 270.809.2018. Student Disability Services offices are located in 423 Wells Hall.

## **XIV. MSU Hutson School of Agriculture Cell Phone Policy**

The School of Agriculture recognizes that in today’s world cell phones are a familiar and often necessary form 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 off and out of sight (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 disruptive to the class or lab, the student may be asked to leave class and not return for that class/laboratory period.

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

This policy also includes pagers and other electronic equipment such as blackberries and/or computers/laptops.

**XV. Course and Instructor Information**

**Title:** A ED 501/601 Practicum in Agriculture and Extension Education

**Time:** Monday, 12:30 p.m. – 1:45 p.m.

**Location:** Oakley Applied Science Building, 203 S

**Instructor:** Dr. Kimberly A. Bellah

**Office:** 206 S. Applied Science

**Office Hours:** By appointment (please email to secure an available time)

**Telephone:** (270) 809.6924

**Email:** kbella@murraystate.edu

**Specifics of student assignments and due dates will be rendered under separate cover from this syllabus.**

**The instructor reserves the right to change the syllabus at any time, but will provide appropriate notice via Canvas, email and/or announcements.**

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<http://www.education.ky.gov/KDE/Instructional+Resources/Curriculum+Documents+and+Resources/Program+of+Studies/Kentucky+Core+Academic+Standards.htm>

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<http://www.education.ky.gov/KDE/Instructional+Resources/Highly+Effective+Teaching+and+Learning/HETL+Common+Characteristics.tm>

iii <http://www.kyepsb.net/teacherprep/standards.asp>

iv The Hutson School of Agriculture's Department of Agricultural Science, in support of continuous assessment practices, support the following student learning outcomes related to the agricultural education program:

- 1) Student mastery of agriculture/technical course work
- 2) Student mastery of educationally-based course work
- 3) Student improvement of written communication skills
- 4) Student master of oral communication skills