AGED 471—PROGRAM OF INSTRUCTION IN AST

References:  
Ag In Texas Web Site  [www.agintexas.org](http://www.agintexas.org)  
National FFA Organization website  [wwwffa.org](http://wwwffa.org)  
Texas FFA website  [www.texasffa.org](http://www.texasffa.org)  
National Ag Ed website  [www.teamaged.org](http://www.teamaged.org)  
Texas Education Agency website  [www.tea.state.tx.us](http://www.tea.state.tx.us)  

References:  

Objectives/Student Learning Outcomes:  
Upon completion of this course the student should be able to  
1. Describe the responsibilities of the chapter FFA advisor.  
2. Discuss departmental funding, budgets, and fund raising issues.  
3. Recognize potential causes of litigation regarding youth organizations.  
4. Interpret campus/district/organization policies regarding program.  
5. Effectively promote youth leadership and career development activities.  
6. Identify opinion leaders within the school/community.  
7. Organize and utilize a program advisory committee.  
8. Compare data related to schools and communities.  
9. Identify professional strengths and weaknesses.  
10. Provide examples of professional development opportunities, including associated costs.  
11. Discuss policy and legislative issues regarding secondary agriscience programs.  
12. Identify key issues related to parent, school, and community relations.  
13. Identify sources for textbooks, curriculum materials, and lab/shop supplies.  
15. Discuss the role of professional associations and affiliations in career development.  

Grade Determination:  

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program planning exercise(^A)</td>
<td>100</td>
</tr>
<tr>
<td>Essay over legal issues and communication(^B)</td>
<td>100</td>
</tr>
<tr>
<td>Community resources profile(^C)</td>
<td>100</td>
</tr>
<tr>
<td>District and Campus Profile(^D)</td>
<td>100</td>
</tr>
<tr>
<td>Professional Development Priorities and Plan(^E)</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total Potential Points</strong></td>
<td>500</td>
</tr>
</tbody>
</table>

Your grade = \[
\frac{\text{Total Points Earned}}{\text{Total Potential Points}} \times 100 \%
\]

A = 90 or higher  B = 80-89  C = 70-79  D = 60-69  F = under 60  
*Students making less than a “B” will not be allowed to continue into the teaching internship/residency without additional remediation.*
AGED 471 Assignments

A  Program Planning Exercise (in lieu of a final exam)
The student will be presented with a case study of a community, school, and secondary agriscience program with a specific set of issues and factors upon which to consider. The student will develop a 2-3 page narrative explaining the steps she/he would take to improve the program.

B  Essay over Legal Issues and Communication
The student will write a 2-3 page essay regarding the various legal issues that may impact instructional and program effectiveness. The importance of timely and effective communication with students, parents, colleagues, and administrators should also be integrated into the essay.

C  Community Resource Profile
The student will develop a class presentation with supporting documents that provides an overview of the agricultural production, agribusiness, other areas of employment, and ag-related agencies in the community and/or county where the teaching residency occurs. Key community leaders and program supporters may be identified in the supportive documents.

D  District/Campus Profile (where residency occurs)
The student will print and interpret TEA accountability documents as assigned and summarize in a class presentation the student and teacher demographics, Academic Excellence Indicators, and budget aspects relevant to Career and Technology Education, including agriscience/agribusiness.

E  Professional Development Priorities/Plan
The student will identify five areas of professional development that s/he feels are important for ongoing professional growth and success. The student will develop a prioritized professional development plan with specific workshops or activities to be completed by the beginning of the Fall 2013 semester. A budget including travel, registration, etc. will also be required.
Class Syllabus Addendum

Professionalism

Students are expected to attend class and/or laboratory as scheduled. Their participation in class discussion and instructional activities should follow the basic principles of common courtesy and decency. Rude and disruptive behavior, as well as cheating, in any form, will not be tolerated. The use of tobacco products in the classroom, laboratory, or field trip sites is prohibited. Inappropriate conduct will not be tolerated. Failure to comply with instructor’s guidelines may result in suspension from class for the remainder of the day’s instruction. Repeat offenses may result in additional consequences.

Reasonable Accommodations

Requests from students with disabilities for reasonable accommodations must go through the Academic Support Committee. For more information, contact Coordinator of Disability Services at 903/886-5835.

Office Hours

The following office hours are the official times that I will be available for drop-in student consultation. I have an open door policy and will try to assist students any time that I am available. However, occasionally the professorial demands of class preparation, research, and service prohibit immediate drop-in service.

Monday  8:00-10:00 a.m. or by appointment
Tuesday  9:30-10:00 a.m. by appointment
Wednesday  1:30-3:00 p.m.
Thursday  Off campus for Supervision of Field Experiences or Research
Friday  Off campus for Supervision of Field Experiences or Research

The instructor reserves the right to modify this syllabus during the semester, if needed. The instructor also reserves the right to extend credit for alternative assignments, projects, or presentations.