Texas A&M University-Commerce
School of Agriculture

Dr. Douglas D. LaVergne
903/886-5353
doug.lavergne@tamuc.edu

AGED 471—Program of Instruction in Agricultural Science Teaching

Meet Time: M-F: 8:30 — 11:50am
References: Ag In Texas Web Site **www.agintexas.org**
National FFA Organization website **www.ffa.org**
Texas FFA website **www.texasffa.org**
National Ag Ed website **www.teamaged.org**
Texas Education Agency website **www.tea.state.tx.us**
Teachers' SAE Toolbox **http://www.cals.ncsu.edu/agexed/sae/toolbox/teacher.html**

References: Talbert, B. A., Vaughn, R., Croom, D.R., and Lee, J.S. (2007). *Foundations of Agricultural Education, 2nd Edition.* Danville, IL: Professional Educators Publications, Inc. **(Reference on file for use/copying).**

National FFA Organization (1997) *The Agriculture Teacher's Manual.* Provided by instructor in pdf.

Objectives/Student Learning Outcomes: Upon course completion, 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.
14. Interpret state standards and guidelines for facilities and equipment.
15. Discuss the role of professional associations and affiliations in career development.

Grade Determination:

Program planning exercise[A]	100
Essay over legal issues and communication[B]	100
Community resources profile[C]	100
District and Campus Profile[D]	100
Professional Development Priorities and Plan[E]	100
Total Potential Points	500

Your grade = Total Points Earned / Total Potential Points (500) = _____ = _____%

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.

Texas A&M University-Commerce
School of Agriculture

Dr. Douglas D. LaVergne
903/886-5353
doug.lavergne@tamuc.edu

AGED 471 Assignments

A Program Planning Exercise
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.

What/How to submit: 2-3 page Narrative: ELECTRONICALLY

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.

What/How to Submit: 2-3page Essay: ELECTRONICALLY

C Community Resource Profile
The student will develop a class presentation with supporting documents that provides and 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.

What/How to submit: Presentation: ELECTRONICALLY (You can hyperlink your references)
Supporting Documents: If you print something, SUBMIT it in Folder

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.

What/How to Submit: Interpretations/Summarization: Word Document ELECTRONICALLY
Supporting Documents: Hyperlink in you references or submit FOLDER

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 2017 semester. **A budget including travel, registration, etc. will also be required.**

What/How to Submit: Table or Excel Document: ELECTRONICALLY

Note: All assignments are to be typed, double-spaced, 12-point font, Times New Roman, with 1-inch margins (sides, bottom & top).

Texas A&M University-Commerce
School of Agriculture

Dr. Douglas D. LaVergne
903/886-5353
doug.lavergne@tamuc.edu

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	9:00-10:00 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.

AGIT 471

***3-Week Block Plan for Pre-Residency Spring 2019**

Monday Jan. 14th	**Tuesday Jan. 15th**	**Wednesday Jan. 16th**	**Thursday Jan. 17th**	**Tuesday Jan. 22nd**	**Wednesday Jan. 23rd**	**Thursday Jan. 24th**	**Monday Jan. 28th**	**Tuesday Jan. 29th**	**Wednesday Jan. 30th**	**Thursday Jan. 31st**
Program of Instruction vs Instructional Program Three Circle Model Public Perceptions	Making it Relevant -Student-Centered -Active learning BHST: 7 &8 Laboratory Teaching	Diversity & Spec. Pops. BHST: 2& 4 FAE 12&20	SAEs: Traditional and Non-Traditional ATM: 10 FAE: 22 Organizing Your Workplace Parent Relations ATM: 4&5	Managing FFA -Chapter -Officers -LDE/CDE -Degrees -Banquet -Service -Leadership ATM: 9 FAE: 23	Non-Traditional AgEd Programs	Program Improvement -Goals -Advisory Committee Summer Program (11) ATM: 6,17-18 FAE 7	PPR Seminar	Professional Development -NAAE -VATAT -Workshops -Conference ATM: 21, 23 FAE: 2	**Report to Placement Sites and begin Internship**	

BHST: Nath, J & Cohen, M. (2005). *Becoming a Middle School or High School Teacher in Texas.*
ATM: National FFA Organization . (1997). *Agriculture Teacher's Manual*
FAE: Talbert et al (2007). *Foundations of Agricultural Education*

NOTES

1. Schedule is *tentative* and ***will be*** adjusted to accommodate field trips or off-campus experiences.

2. **The MLK Observation Day (Monday, January 21st) and Fridays are NOT LISTED ABOVE! Your Fridays are designated for pre-residency observations with mentor in partnership school or other field-based setting.**

3. All assignments are due by 5pm on Sunday, February 3rd. Assignments are to be submitted electronically. I will inform you on where to send them by the end of the 1st week of classes.