

AGRI 50 Course Outline as of Summer 2017**CATALOG INFORMATION**

Dept and Nbr: AGRI 50 Title: INTRO AGRICULTURE EDUC

Full Title: Introduction to Agriculture Education

Last Reviewed: 3/9/2015

Units	Course Hours per Week		Nbr of Weeks		Course Hours Total	
Maximum	3.00	Lecture Scheduled	3.00	17.5	Lecture Scheduled	52.50
Minimum	3.00	Lab Scheduled	0	17.5	Lab Scheduled	0
		Contact DHR	0		Contact DHR	0
		Contact Total	3.00		Contact Total	52.50
		Non-contact DHR	0		Non-contact DHR	0

Total Out of Class Hours: 105.00

Total Student Learning Hours: 157.50

Title 5 Category: AA Degree Applicable

Grading: Grade or P/NP

Repeatability: 00 - Two Repeats if Grade was D, F, NC, or NP

Also Listed As:

Formerly:

Catalog Description:

Objectives, nature, and scope of teaching vocational agriculture. Overview of types of programs and classes and examination of career opportunities in vocational education.

Prerequisites/Corequisites:**Recommended Preparation:**

Eligibility for ENGL 100 or ESL 100

Limits on Enrollment:**Schedule of Classes Information:**

Description: Objectives, nature, and scope of teaching vocational agriculture. Overview of types of programs and classes and examination of career opportunities in vocational education. (Grade or P/NP)

Prerequisites/Corequisites:

Recommended: Eligibility for ENGL 100 or ESL 100

Limits on Enrollment:

Transfer Credit: CSU;

Repeatability: Two Repeats if Grade was D, F, NC, or NP

ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:

AS Degree:	Area			Effective:	Inactive:
CSU GE:	Transfer Area			Effective:	Inactive:
IGETC:	Transfer Area			Effective:	Inactive:
CSU Transfer:	Transferable	Effective:	Fall 2006	Inactive:	Fall 2020
UC Transfer:		Effective:		Inactive:	

CID:

Certificate/Major Applicable:

Both Certificate and Major Applicable

COURSE CONTENT

Student Learning Outcomes:

At the conclusion of this course, the student should be able to:

1. Describe and evaluate agriculture education programs and history.
2. Create organized lesson plan with effective presentation techniques.
3. Determine a desired career path in agriculture education, evaluate the requirements and plan a program of study.

Objectives:

Upon completion of this course, the student will be able to:

1. Identify and describe key individuals and events in the history of agricultural education.
2. Evaluate agriculture education programs in California and describe the roles and responsibilities of agriculture instructors.
3. Develop a complete lesson plan for use in agriculture education instruction.
4. Demonstrate effective lesson presentation techniques.
5. Apply leadership theory and leadership development activities in the classroom and while supervising agriculture programs and activities.
6. Implement a Supervised Agriculture Experience Program (SAEP) and utilize appropriate resources.
7. Identify employment options and requirements of various career paths in agricultural education.
8. Identify and engage in professional development opportunities.

Topics and Scope:

- I. Introduction and Orientation
 - A. The 3-ring model of agricultural education
 - B. History of agricultural education
 1. Key events
 2. Key individuals
 - C. Development of agriculture education philosophy

- D. Structure of agriculture education in California
- E. A total program of vocational agriculture
 - 1. Program areas
 - 2. Courses
- II. Teaching at the High School Level
 - A. Role of an agriculture teacher on campus
 - B. Role of an agriculture teacher as an FFA (Future Farmers of America) advisor
 - C. Classroom teaching
 - D. Lesson planning and presentation
 - E. Teaching techniques
- III. Agriculture Leadership
 - A. Survey of leadership development activities
 - B. Overview of leadership theory
- IV. Supervised Agriculture Experience Program (SAEP)
 - A. Role of an agriculture teacher as supervisor of "projects"
 - B. Resources available for SAEP implementation
- V. Careers in Agriculture Education
 - A. Employment opportunities
 - B. Teaching credential requirements
 - C. Qualifications
 - D. Preparation - planning an undergraduate program of study
 - E. California Agriculture Teacher's Association (CATA)
 - F. Purpose and nature of professional development

Assignment:

Representative assignments:

1. Reading: 15 - 30 pages per week.
2. Agriculture education philosophy research paper (3-5 pages).
3. Lesson plan and presentation of lesson.
4. CATA activity participation and reflection paper (3-5 pages).
5. FFA activities participation (3) and reflection papers (2-3 pages each).
6. Professional development event participation and 1-page written summary.
7. Agriculture awareness poster and oral presentation.
8. Personal plan for career preparation (3-5 pages).
9. Quizzes (2-5); final exam.

Methods of Evaluation/Basis of Grade:

Writing: Assessment tools that demonstrate writing skills and/or require students to select, organize and explain ideas in writing.

Research and reflection papers; summary.

Writing
20 - 30%

Problem Solving: Assessment tools, other than exams, that demonstrate competence in computational or non-computational problem solving skills.

None

Problem solving
0 - 0%

Skill Demonstrations: All skill-based and physical demonstrations used for assessment purposes including skill performance exams.

Poster and oral presentations.

Skill Demonstrations
20 - 30%

Exams: All forms of formal testing, other than skill performance exams.

Quizzes and final exam; multiple choice, completion, short answer.

Exams
20 - 30%

Other: Includes any assessment tools that do not logically fit into the above categories.

Attendance and participation.

Other Category
10 - 20%

Representative Textbooks and Materials:

Official FFA Manual (current edition).

Lloyd Phipps, Edward Osborn, James Dyer and Anna Ball, Handbook on Agricultural Education in Public Schools, Thompson Delmar Learning, 2007.

Agriculture Education Magazine.