COURSE NUMBER, TITLE, AND UNITS
Course Number: AGRI 321
Course Title: Program Development in Agricultural Education
Course Units: 2 units

FACULTY
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CATALOG DESCRIPTION
Up-to-date approaches in integrated program development based on occupational opportunities and community needs. Philosophy, organization, and administration of agricultural education programs. Development of curriculum, supervised occupational experiences, Future Farmers of America, (FFA), and summer programs.

VISION
Teachers who graduate from the CSU, Chico Agricultural Education program will be an inspiring, motivating, competitive, successful FFA advisors and SAE supervisors. They will not be an expert in all things, but competent in some things.

EXPECTED OUTCOMES
1. Prospective teachers will acquire the appropriate philosophical basis regarding FFA and SAE in the 3-Ring Agricultural Educational Model.
2. Prospective teachers will be equipped with the knowledge necessary to serve as effective FFA advisors and SAE supervisors.
3. Prospective teachers will be able to locate and utilize available resources that would be helpful in these roles.
4. Prospective teachers would be able to demonstrate competence in at least one activity associated with these roles.

TEXTS AND REFERENCES
C. Resource- Program of Activities Tool – National FFA Organization
   Agricultural Education Magazine
EXPANDED DESCRIPTION OF CONTENT AND METHOD
Each student will:
A. Actively participate in weekly sessions designed to engage the student in meaningful informative lectures and activities that establishes a solid theoretical foundation for leadership and interpersonal skill development in agricultural youth. Students will participate in these activities as individuals and as teams.
B. Actively participate in at least two service learning activities, one of which they will take a leadership role, that will provide students with hands on experiences in FFA and SAE activities. Following their participation, students will reflect on their experiences in an effort to gain insight and best practices.
C. Complete all assignments and assessments.

COURSE OBJECTIVES
1. Explain the philosophic basis for the FFA and SAE components of the AGED model.
2. Develop a systematic leadership training program for chapter officers, committee chairs, and chapter members.
3. Describe strategies for engaging students, assessing student performance, and managing a local FFA chapter and SAE program.
4. Differentiate between the three SAE visit types – home, project, and work experience.
5. Demonstrate how to complete a meaningful SAE and home visit.
6. Describe programs and activities at the section, regional, state, and national level.
7. Facilitate the process of developing a Program of Activities.
8. Describe the state guidelines and policies of the SAE program.
10. Integrate leadership education into a technical agriculture course.

REQUIRED READINGS
The reading for this class are assigned to provide the student with information that will enrich their level of understanding about leadership development (FFA) and the student project program (SAEP). Readings will also provide students with practical skills for the implementation of these programs at a local high school. Readings will also serve as a basis for in-class discussions of the topics specified on the attached topic outline. Furthermore, students are expected to reference the information from the readings in their reflection papers.

ATTENDANCE AND PARTICIPATION
Regular attendance is required. In class, students will participate in cooperative groups, engage in experimental classroom activities, and contribute to class discussion. Coming to class prepared and responding to assigned readings will demonstrate participation. Students are responsible for all work done in class. If a student must miss a class, a message prior to the missed session is expected. If the absence is excused, the student will need to arrange an
alternative assignment with the instructor to make up the work missed in class. The assignment will be figured into your overall course grade.

**COURSE GRADING AND EVALUATIONS**

Evaluation will be based on completion of the assignments and assessments and in-class participation. General expectations for success in AGRI 321 include submitting all assignments on time, fully engaging in class discussions, and writing in which thoroughness of thought and content are demonstrated. Correct grammar, syntax, spelling, word usage, neatness, punctuation, and sentence formation are expected. A writing assignment rubric for grading is attached as a reference.

<table>
<thead>
<tr>
<th>Class contribution/ assignments</th>
<th>60 points</th>
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<tbody>
<tr>
<td>FFA Lesson Plan</td>
<td>30 points</td>
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<tr>
<td>FFA Lesson Presentation</td>
<td>30 points</td>
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<tr>
<td>Officer Retreat</td>
<td>30 points</td>
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<tr>
<td>Leadership Program Matrix</td>
<td>20 points</td>
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<td>Record Book Problem</td>
<td>50 points</td>
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<tr>
<td>Service Learning Reflection Papers</td>
<td>30 points</td>
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<tr>
<td>Advisors Handbook</td>
<td>100 points</td>
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<td>Individual Growth Plan</td>
<td>50 points</td>
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<td>Quizzes</td>
<td>75 points</td>
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<tr>
<td>Final Exam</td>
<td>75 points</td>
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**TOTAL 550 POINTS**

Late assignments are to incur a late penalty of twenty percent (20%) of the assignment value unless prior arrangements have been made. All assignments must be word-processed and submitted in class.