COURSE NUMBER AND TITLE
Course number: AGED 210
Course Title: Directed Field Experience in Agricultural Education

FACULTY
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CATALOG DESCRIPTION
An individualized class in gaining teaching experience through observation and critique of high school students and teachers in the classroom, at FFA events, and in supervised occupational experiences.

EXPECTED OUTCOMES
Students interested in pursuing a career in agricultural education will:
1. gain direct experience in assisting high school students in the classroom, leadership development activities (FFA), and Supervised Agricultural Experiences (SAEP).
2. contribute to class discussion on various topics associated with Agricultural Education including learning and teaching,
3. our diverse high school student population,
4. the classroom environment,
5. and current state and national issues in public education.
6. be introduced to the standards for teachers adopted by the California Commission on Teacher Credentialing
7. observe practicing teachers demonstrate many of the standards.

TEXTS AND REFERENCES
Agriculture Education Magazine
www.calaged.org – California Agricultural Education web page
www.ffa.org - National FFA web page
Council@teamaged.org - The Council web page

EXPANDED DESCRIPTION OF CONTENT AND METHOD
Each student will:
A. Observe and/or assist in an approved high school agricultural education program for a total of 45 hours. The course instructor will place each student at a nearby school site.
Students are encouraged to observe agriculture and non-agriculture classes. A minimum of 30 of the 45 hours will include observation in a classroom at the high school level. A maximum of 5 hours can be observed at the high school from which you graduated.

B. As you are serving in a public school, background screening must be arranged through Community Action Volunteers in Education (CAVE). Each student must complete all CAVE documentation in a timely manner. A copy of the forms must be submitted to the course instructor for verification.

C. Observe all components of an Agricultural Education program. While students are encouraged to observe as much as possible, a maximum of 15 of the 45 observation hours can be out-of-classroom learning experiences. Acceptable out-of-classroom activities (observing or assisting) include:
   a. leadership activities – contests, conferences, meetings, etc.
   b. project visits, home visits, school farm visits, fairs, shows, competitions
   c. California Agriculture Teachers’ Association meetings
   d. professional development in-service sessions.

D. Actively participate in class discussions
E. Complete assignments and assessments

COURSE GOALS
1. Prospective teachers will acquire experiences by actively participating in structured observations, supervised instruction or tutoring of students, and other school-based observations and activities.
2. Prospective teachers will understand relationships between their subject matter preparation and associated 9-12 curriculum and instructional practices.
3. Prospective teachers will assess their own personal, social and emotional growth; motivation for teaching; and fitness for professional education.
4. Prospective teachers will develop a greater awareness of current issues in American education.

COURSE OBJECTIVES
1. The prospective teacher will be able to successfully complete a classroom aiding assignment in a 9-12 school with students from a variety of populations in California.
2. The prospective teacher will be able to identify and describe connections between their subject matter preparation and California 9-12 curriculum, instructional practices, and learning processes.
3. The prospective teacher will be able to discuss the perspectives of, and issues faced by, professional educators through completion of a series of activities, including readings, interviews and reflections.
4. The prospective teacher will be able to formulate and communicate his or her goals for growth as a professional educator.

SPECIFIC OBSERVATIONS/ASSISTANCE
Observations and assignments will direct an understanding of the role of a teacher, school environment, and issues facing public education. Students are strongly encouraged to make observations in classrooms outside of agricultural education to increase their exposure to a variety of teaching strategies and environments. The attached topic list specifies the areas of which will be discussed in class. Students will also assist instructor with at least two lessons during their observation time. These experiences will serve as the basis for their teaching and learning reflection paper.


**DISCUSSIONS**
Class sessions will consist of reflective discussions from readings and observations. Students are expected to actively participate in all discussions as the success of the discussions depends on attendance and engaged participation of all class members. Students are expected to come prepared and ready to share ideas and questions. Students will be assessed each class period on their participation and preparation.

**ATTENDANCE AND PARTICIPATION**
Regular attendance is required. In class, students will participate in cooperative groups, engage in classroom management focused activities, and contribute to class discussion. Coming to class prepared and responding to assigned readings will demonstrate participation. Class attendance is expected. 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. This assignment will be figured into your overall course grade.

**COURSE GRADING AND EVALUATION**
Evaluation will be based on completion of the assignments outlined in the attached assessment document. Late assignments are not accepted. All assignments must be word-processed and submitted in class. See the attached Assignment sheet for a list of all assignments. Due dates are identified on the topic outline.

**ACADEMIC RIGOR AND HIGH EXPECTATIONS**

**Philosophical Statement**
Academic rigor consists of dedication on the part of students and faculty to the pursuit of academic excellence, including discipline of mind and disciplined behavior, intellectual honesty, decorum and civility. It is exemplified by the attainment of the highest standards as defined by and in each discipline. It also includes transmitting, sustaining, evaluating, and enhancing the continuity of recognized intellectual achievements in each discipline. A passion for learning and high expectations should pervade the atmosphere of the University. The quality of education and the degrees and certificates offered by the University will only have value insofar as the administration, faculty, and students view themselves as custodians of the University’s reputation.

**Expectations for students**
An effective education is vigorous, demanding, deeply satisfying and requires behavior conducive to achieving excellence. College is a fundamental asset in building a student’s character, citizenship, and employment future.

Rigorous students
- set high personal standards, develop a strong sense of purpose, come to class well-prepared, and complete assignments on time;
- make the most of faculty advising and mentoring;
- treat fellow students and the classroom environment with complete respect; give each class full attention and participation; do not miss class, arrive late, or leave early;
- accept responsibility for learning and grades earned;
- approach each class in a professional manner;
- recognize that a full-course load is equivalent to full time work and spend no less time on it;
- demonstrate complete honesty and integrity.