ALEC 345 – Program Planning in Agriscience Education (3 Credits)

HERBERT
COLLEGE OF AGRICULTURE
THE UNIVERSITY OF TENNESSEE, KNOXVILLE

Instructors:
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Office Hours: TR & W from 2:30-3:30, or by scheduled appointment

Time and Location:
Wednesdays 4:40-7:35pm
Morgan Hall 226

Course Description:	Overview of the historical and philosophical aspect of agriculture education, the role of teacher and learner.
Objectives: At the completion of this course, the learner will be able to	1. Develop a school and community profile. 2. Create a scope and sequence. 3. Create a course syllabus. 4. Develop a curriculum map. 5. Create appropriate tools to assess student learning. 6. Design a learning segment. 7. Describe the primary responsibilities of an agriscience teacher. 8. Define and design FFA chapter components and SAE programs. 9. Develop and follow an FFA program of activities. 10. Recruit students for a school-based agricultural education program.
Suggested Text:	Phipps, L. J., Osborne, E. W., Dyer, J. E., & Ball, A. (2008). *Handbook on agricultural education in public schools* (6th ed.). Clifton Park, NY: Thomson Delmar Learning. **(On Reserve at Pendergrass Library)** Burstein, J. R. (2016). *Guide to the edTPA assessment: Navigating the edTPA process.* New York, NY: Houghton Mifflin Harcourt Publishing Company.

Date	Topics	Homework	Assignments Due
1/8	Course introduction How AgEd fits the broader curricula Your role as an AgEd teacher Total AgEd program Introduction to teaching CTE career clusters Programs of Study	Chapters 1, 2, 7, & 16	
1/15	Course Standards – Ag, academic standards, 21st century Unpack a standard Three Micro-Periods of Literacy Writing objectives Curriculum mapping	Chapters 1, 2, 7, & 16	
1/22	Determining student grades Developing a course syllabus Guided syllabus development Guided curriculum mapping	Chapters 7 & 16	School and Community Profile Quiz 1
1/29	Preservice and New Teacher Training		
2/5	Assessing and monitoring student learning Creating alternative assessment tools Modifying instruction based on assessments Guided assessment development Recruitment Project	Chapter 17	Curriculum Map #1 Quiz 2
2/12	Planning a learning segment Supporting agricultural development through language and reading strategies From Educational Theory to Practice Meeting the needs of diverse learners	Chapter 21 edTPA Handbook	Assessments Quiz 3
2/19	**In-Class Workday** Guided learning segment project development	edTPA Handbook	Curriculum Map #2
2/26	Function of FFA TN FFA organization and structure State FFA procedures	Chapter 23 & 24	Quiz 4
3/4	FFA chapter leadership development (i.e., selecting officers, working with officers, chapter policies) Preparing for CDEs FFA program of activities	Chapter 25	Learning Segment Project Quiz 5
3/11	Community and school program marketing Fundraising and grants Guided FFA material development	Chapter 10	Quiz 6
3/18	**Spring Break—No Class**		
3/25	FFA Program of Activities & Materials Recruitment Project	Chapters 26, 27, & 28	FFA Program of Activities & Materials Quiz 7
4/1	Introduction to SAE	Chapters 5	Quiz 8

		SAE development Supervising SAEs AET: Agricultural Experience Tracker AgEd program advisory committee Quality 12-month AgEd programs Professional development Professional organizations – TAAE & NAAE		
4/8		Motivating students to participate in the total program Managing Volunteers Guided SAE presentation development	Chapter 12	Recruitment Project
4/15		Non-traditional SAE presentations		Non-traditional SAE presentation
4/22		Non-traditional SAE presentations Total program management – Learner/class derived topics		Non-traditional SAE presentation

Grading Scale				
A = 95 to 100%	B+ = 87 to 89%	C+ = 77 to79%	D+ = 67 to 69%	F = 0 to 59%
A– = 90 to 94	B = 83 to 86%	C = 73 to 76%	D = 63 to 66%	
	B– = 80 to 82%	C– = 70 to 72%	D– = 60 to 62%	

Course Assignments			
Course Assignments ALEC 345	**Due**	**Points Possible**	**Points Awarded**
School and Community Profile	1/22	100	
Curriculum Map #1	2/5	50	
Assessments	2/12	100	
Curriculum Map #2	2/19	100	
Learning Segment Project	3/4	200	
FFA Program of Activities & Materials	3/25	100	
Recruitment Project	4/8	100	
Non-traditional SAE presentation	4/15 & 22	100	
Reading Quizzes	Throughout	50	

Late Assignments and Make–Up Work: There will be no late assignments allowed that are unexcused. All assignments are due by the date listed in the syllabus and course outline. Following an excused absence, students may turn in late work without penalty within 3 business days of the absence. For non–university excused absences, late work will be accepted up to 3 class days past the due date and will be **penalized 10%/day**.

Make–up work should be arranged prior to the expected absence. In case of emergencies, arrangements for completing make–up exams or assignments should be made upon return to class.

Assignment Details		
Title	**Description**	**Points**
School and Community Profile	Using all available resources, you will develop a profile for your school and its community that can be used to assist in the curriculum development process. This profile will be the foundation upon which all future assignments will be built. The profile should contain: (a) school enrollment and demographic data; (b) district accountability status and TCAP results; (c) city/school zone demographics; (d) county demographics; (e) general description of the community and county; (f) local industries and employers; (g) county agricultural statistics; (h) the teaching load of the agriculture teacher; and (i) teaching facilities/resources available to the agriculture program.	100
Curriculum Map #1	You will start the process of creating a curriculum map using the curriculum map tool and the agriscience standards. You will develop one unit and unpack corresponding standards into knowledge, skills, objectives, major instructional activities, and assessments. During the process of unpacking standards, you will identify and acquire the academic and discipline-specific vocabulary found in or that emerges from the standards due to descriptive adjectives. An understanding of the academic and discipline-specific vocabulary is necessary to develop an appropriate course sequence, learning objectives, instructional methods, and assignments.	50
Assessments	You will create a written unit test for the content covered in one unit identified in your curriculum map. The unit test should be comprehensive enough to effectively assess student learning of the entire unit. Based on the criteria presented in class, you are required to use multiple types of questions that address the learning objectives you created for the unit. Additionally, you will create an alternative assessment tool (rubric) to assess student learning of a portion of the content included in your curriculum map. The rubric should follow criteria presented in class.	100
Curriculum Map #2	You will continue the process of creating a curriculum map by developing two additional units and unpacking corresponding standards into knowledge, skills, objectives, major instructional activities, and assessments. During the process of unpacking standards, you will identify and acquire the academic and discipline-specific vocabulary found in or that emerges from the standards due to descriptive adjectives. An understanding of the academic and discipline-specific vocabulary is necessary to develop an appropriate course sequence, learning objectives, instructional methods, and assignments.	100
Learning Segment Project	You will create a learning segment and submit instructional materials necessary to teach and assess student learning. The learning segment includes a context for learning coversheet,	200

	three to five consecutive lessons, instructional materials, assessments, and planning commentary. The learning segments will be evaluated based on the candidate's ability to plan for agricultural-related understanding, supporting varied student learning needs, use of knowledge of students to inform planning, identifying and supporting language demands including how an agriculturalist would read and write related to the specific agricultural subject matter or task, and assessment plans for monitoring and supporting learning	
FFA Program of Activities & Materials	Develop a calendar of FFA activities for one school year. The calendar should contain activities for each quality standard of the national chapter awards chapter quality standards and dates of local FFA meetings, CDEs, banquet, and so forth. Additionally, you should develop a local FFA banquet script, budget, and program.	100
Recruitment Project	The project is comprised of individual and group components. Individually you will create a recruitment plan for your school-based AgEd program. You should include the following: (a) description of recruitment activities, (b) calendar/timeline for recruitment activities, and (c) two examples of recruitment materials to be used. As a group, you will recruit students for the UT ALEC program. You should submit the following as a group: (a) description of recruitment activities, (b) results of recruitment activities, and (c) number of ALEC commits and total number of people reached – This includes people who helped you recruit.	100
Non-traditional SAE presentation	You will develop and give a presentation on a non-traditional SAE. You should include the following information: (a) SAE category, (b) SAE description, (c) goals for SAE, (d) SAE timeline, (e) SAE budget for one year, (f) how you plan to obtain resources, (g) explanation of collaborators or partners, and (h) awards students would be eligible to apply for.	100
Reading Quizzes	You will complete eight short quizzes in canvas over the required readings. The quizzes are due before the beginning of class.	50

Academic Honor:
An essential feature of the University of Tennessee, Knoxville is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. As a student of the university, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity.

University Civility Statement:
Civility is genuine respect and regard for others: politeness, consideration, tact, good manners, graciousness, cordiality, affability, amiability and courteousness. Civility enhances academic freedom and integrity, and is a prerequisite to the free exchange of ideas and knowledge in the learning community. Our community consists of students, faculty, staff, alumni, and campus visitors. Community members affect each other's well-being and have a shared interest in creating and sustaining an environment where all community members and their points of view are valued and respected. Affirming the value of each member of the university community, the campus asks that all its members adhere to the principles of civility and community adopted by the campus: http://civility.utk.edu/.

Dispositions Statement
All teacher candidates at UTK are expected to demonstrate commitment to the Professional Dispositions (http://web.utk.edu/~wwishar1/ddm) in coursework and field settings related to their preparation program. Instructors for targeted courses are asked to document that students have shown behavior indicating appropriate dispositions at the conclusion of the course. Instructors, supervisors, and mentors (both public school and university) can report dispositional deficiencies at any time through the procedures at the web site indicated above. Candidates and others are encouraged to visit the website cited above for additional information about the dispositions and/or procedures pertaining to them.

Students with Disabilities
Any student who feels he or she may need an accommodation based on the impact of a disability should contact the Office of Disability Services (ODS) at 865-974-6087 in 100 Dunford Hall to document their eligibility for services. ODS will work with students and faculty to coordinate reasonable accommodations for students with documented disabilities.

Key Campus Resources for Students:
- Undergraduate Catalog: (Listing of academic programs, courses, and policies)
- Graduate Catalog
- Hilltopics: (Campus and academic policies, procedures and standards of conduct)
- Course Timetable: (Schedule of classes)
- Academic Planning: (Advising resources, course requirements, and major guides)
- Student Success Center: (Academic support resources)
- Library: (Access to library resources, databases, course reserves, and services)
- Career Services: (Career counseling and resources; HIRE-A-VOL job search system)
- Student Health Center (visit the site for a list of services)
- OIT Help Desk: (865) 974-9900

The instructor reserves the right to revise, alter and/or amend this syllabus, as necessary. Students will be notified in writing and/or by email of any such revisions, alterations, and/or amendments.