I. **TITLE:**

Methods of Teaching Agricultural Education

II. **CATALOG DESCRIPTION:**

A course in the philosophy and objectives of teaching Agricultural Education in a comprehensive program. Course concepts include preparing and delivering lesson plans that involve the problem-solving method, lecturing, and laboratory based modules. Additional methods include instruction in supervising occupational experience programs and coordinating FFA programs. Learning theory, multicultural education and education of the exceptional child are also included. Field and Clinical experiences are also employed. (Fall/Spring Semesters) Prerequisite: AED 380 and admission into the Student Teaching Program in Agricultural Education.

III. **PURPOSE:**

To help prepare students to teach Agricultural Education in elementary, middle, high school, and post-secondary education settings. Specific emphasis is placed on grades 5-12.

IV. **COURSE OBJECTIVES:**

A. Demonstrate an understanding of the philosophy and objectives of Agricultural Education. (Standard 1,3,6)

B. Identify proper methods of instructional delivery and curriculum management; to include problem solving, lecture, discussion, demonstration, laboratory and the greenhouse environment. (Standard 2,3,9)

C. Demonstrate proper Agriculture Education program planning, development and management of an Agricultural Education programs and Career Development Events. (Standard 3,6)

D. Define the proper methods of student evaluation and assessment, and identify discipline specific testing methods. (Standard 4,5,7)

E. Demonstrate use of discipline specific curriculum and identify resources and technologies most appropriate for the agricultural discipline. (Standard 1,9)

F. Determine the role of the agricultural educator in the community including participation in area events and programmatic planning. (Standard 6)
V. CONTENT OUTLINE:

A. The role of education (general and agricultural) in America; history and development of education; relationship of the vocational education program to the total educational program; financing public education and agricultural education programs.
B. School organizational plans, and secondary/vocational school program of studies.
C. Agricultural Teacher competencies, professional ethics/memberships, discipline specific professional development.
D. The role of the agricultural teacher and student in the learning process; student needs and interests; motivating students; developing student self-awareness and positive self-concept.
E. Principles of teaching/learning in the agricultural laboratory and greenhouse setting.
F. Developing specific lesson plans.
G. Teaching students, using problem solving as a teacher method, lecturing, greenhouse demonstrations, field tours, and laboratory skill development.
H. Teaching students of special needs and multicultural backgrounds.
I. Planning and supervising students’ agricultural experience programs.
J. Developing students’ leadership skills through the FFA and other programmatic components.
K. Instructional resources for agriculture, curriculum development and selection, scheduling courses, and laboratory/greenhouse usage.

VI. INSTRUCTIONAL ACTIVITIES:

Teaching procedure: The problem-solving procedure, using methods and techniques as group discussion, individual reports, panel discussion, lectures, field-clinical experiences in local instructional program centers, laboratory, resource personnel, etc.

VII. FIELD AND CLINICAL EXPERIENCES:

Field Experiences—15 clock hours
Clinical/School Experiences—15 clock hours
VIII. **RESOURCES:**

Students will help in the conducting of agricultural activities. Guest lectures, area teacher observations and discipline specific resources, both state and local.

IX. **GRADING PROCEDURES:**

Present 4 Lesson Plans 400 points  
Eligibility Portfolio 100 points  
Attendance/Participation 50 points  
Clinical Hours 50 points  
600 points

Grades will be assessed 90-100 (A), 80-89 (B), 70-79 (C), 60-69 (D), Below 60% (E).

X. **ATTENDANCE POLICY:**

Please refer to the most current copy of the *Murray State University’s Undergraduate Bulletin.*

XI. **ACADEMIC HONESTY POLICY:**

Please refer to the most current copy of the *Murray State University’s Undergraduate Bulletin.*

NOTE: The School of Agriculture Faculty have adopted and implemented an Academic Honesty Policy in addition to the University Honesty Policy, which can be found in the current *Undergraduate Bulletin.* The policy sets guidelines regarding acts of dishonesty and the procedure to follow should an event occur. It is each Agriculture student’s responsibility to obtain and read a copy of this document. The School’s Academic Honesty Policy can be obtained by asking for a copy from any Agriculture Faculty member or the Secretary.

XII. **TEXT AND REFERENCES:**

*Teaching Vocational Agriculture and AgriBusiness.* 1981, by Binkley and Tulloch. Various other reference materials are also used.

XIII. **PREREQUISITES:**

AED 380 and admission into the Student Teaching Program in Agricultural Education.
XIV. **STATEMENT OF AFFIRMATIVE ACTION AND EQUAL OPPORTUNITY:**

Murray State University endorses the intent of all federal and state laws created to prohibit discrimination. Murray State University does not discriminate on the basis of race, color, national origin, gender, sexual orientation, religion, age, veteran status, or disability in employment, admissions, or the provision of services and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities equal access to participate in all programs and activities. For more information, contact Sabrina Y. Dial, Director of Equal Opportunity, Murray State University, 103 Wells Hall, Murray, KY 42071-3318. Telephone: 270-809-3155 (voice), 270-809-3361 (TDD).

XV. **MSU SCHOOL OF AGRICULTURE CELL PHONE POLICY**

The School of Agriculture recognizes that in today’s world cell phones are a familiar and often necessary form of communication for students.

It shall be the policy of the School that no cell phone usage shall be allowed in class and/or labs without the prior consent of the course instructor. This shall include verbal calling, incoming calls, email, text messaging, and use of cell phone calculators on tests and quizzes.

Cell phones must be kept off and out of sight (i.e. secured to a person’s belt or kept in a bag or purse away from desks and lab counters).

Should a student’s cell phone be visible, ring, or other form of unauthorized usage that is interruptive to the class or lab, the student may be asked to leave class and not return for that class/lab period.

Upon prior consent of the instructor, a student may obtain permission to have their phone on in case of an emergency or in critical family situations.

This policy also includes pagers and other electronic equipment such as blackberries and/or computers/laptops.