I. **Catalog Description**
Comprehensive course including topics of instructional and operational methods for the discipline, extension field tours and mentoring experiences, supervised visits in an educational or public service setting or agency, and completion of practicum/professional clinical and field experience hours.

II. **Prerequisite**
A ED 380 or six hours of discipline specific courses within agriculture.

III. **Purpose and Expanded Course Description**
Students enrolled in A ED 593 will be immersed in the agricultural classroom setting and will focus on topics such as: curriculum, recruitment, demonstrations, active learning, agricultural science teacher responsibilities and yearly practices, student learning styles, history and legislation affecting agricultural education, teaching methods and strategies, classroom management, innovative teaching, teaching with technology, utilizing visual aids, assessment, questioning techniques, learner-centered schools, learner characteristics, lesson planning and the lesson cycle, student motivation, preparing for the first day/weeks of school, self-evaluation, & principles of effective teachers.

IV. **Intended Student Learning Outcomes**
Class experiences will be centered on the student learning outcomes listed below, which are reflective of, but not limited to, the alignment of standards for the Kentucky Core Academic Standards (KACS)i, Characteristics of Highly Effective Teaching and Learning (CHETL)ii, the Kentucky Teacher Standards for Preparation and Certification (KTS)iii, and the Hutson School of Agriculture’s Department of Agricultural Science Academic Program Review (APR)iv.

- Knowledge outcomes
  - Organize and maintain an agricultural science program
  - List and demonstrate the professional expectations of an agricultural science teacher
  - Explain the typical calendar year of an agricultural science teacher
  - Recognize different learning styles and individual needs of students
  - Apply active, cooperative, student-centered, and brain-based learning techniques in an agriscience classroom
  - Employ effective classroom management strategies
Assess different types of curriculum materials
Implement efficient language while teaching
Rank various types of verbal questions based on quality
Effectively utilize brain-based learning techniques

- Skill outcomes
  - Develop teaching plans and successfully teach in a public school classroom and laboratory setting
  - Develop a teaching portfolio
  - Utilize effective directions and contextual sets
  - Use computer technology appropriate to the work setting
  - Utilize available agricultural science teacher resources and technology
  - Develop effective student evaluations
  - Develop high quality lesson plans & behavioral objectives aligned with the Kentucky Core Academic Standards
  - Perform numerous teaching methods, techniques, and strategies common to an agriscience classroom
  - Develop and deliver an effective demonstration
  - Utilize effective visual aids and equipment
  - Effectively utilize the lesson cycle

- Value outcomes
  - Emulate Rosenshine & Furst’s characteristics of effective teachers
  - Conduct self-reflection and self-analyses exercises regarding lesson design and delivery
  - Demonstrate appreciation for professional teaching skills and abilities by developing and enhancing a professional résumé

V. Content Outline
Effective Teachers
Learning Styles & Characteristics
Principles of Learning
Method Demonstrations
Unit & Lesson Planning
Check for Understanding/Questioning/
Directions/Setting Context
Group Teaching Procedures
Activity-Based Lessons

Being an AST - A Year in the Life!
Laboratory Teaching Strategies
Curriculum & Curriculum Materials
Classroom Management
Educational Evaluation
Visual Aids & Teaching Equipment
Learner-Centered Education
Agricultural Education History & Legislation
VI. Instructional Activities

- Group Discussion
- Group and Individual Presentations
- Engaging strategies for multiple learning styles
- Practice Teach & Lesson Plan
- Demonstration Plan & Delivery
- Unit Plan
- HS Teach Lesson Plan & Delivery
- Activity-Based Lesson Plan
- Assessment Assignment
- Professionalism

VII. Field Experiences

High school and middle school teaching and observation hours will be required at various times throughout the semester. A minimum of 20 field experience hours in local schools and school-based activities is required to be successful in this course.

VIII. Required and Recommended Texts and Resources


- Agricultural Science Teacher's Manual [Recommended – Free ONLINE](https://www.ffa.org/ffaresources/educators/localprogramsuccess/Pages/default.aspx)

- Advisor's Guide to the FFA Student Handbook [Recommended – Free ONLINE](https://ffa.learn.com)

- FFA Student Handbook [Recommended]

- Official FFA Manual [Recommended]
IX. **Grading Procedures**

Course grades are based on final averages and are outlined below:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100</td>
</tr>
<tr>
<td>B</td>
<td>80-89</td>
</tr>
<tr>
<td>C</td>
<td>70-79</td>
</tr>
<tr>
<td>D</td>
<td>60-69</td>
</tr>
<tr>
<td>E</td>
<td>Below 59</td>
</tr>
</tbody>
</table>

*Note: To obtain a “C” or above, all of the required field experience hours must be met. Also, admission to the teacher education program is contingent upon students earning a grade of “C” or better in this course.*

X. **Attendance Policy**

As a performance-based class, attendance is compulsory on the part of students to maximize professional growth and development.

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

XI. **Academic Honesty Policy**

Murray State University defines *Academic Honesty* as follows:

Cheating, plagiarism (submitting another person’s material as one’s own), or doing work for another person who will receive academic credit, is impermissible. This includes the use of unauthorized books, notebooks, or other sources in order to secure or give help during an examination; the unauthorized copying of examinations, assignments, reports, or term papers; or the presentation of unacknowledged material as if it was the student’s own work. Disciplinary action may be taken beyond the academic discipline administered by the faculty member who teaches the course in which the cheating took place.

*Note: Faculty reserve the right to invalidate any examination or other evaluative measures if substantial evidence exists that the integrity of the examination has been compromised.*

Plagiarism, one of the most serious forms of academic dishonesty, is defined as follows:

Plagiarism is stealing the words or ideas of another and passing them off as one’s own. Whenever a student submits a piece of writing claiming original authorship, it is understood that the student is claiming that all the ideas, opinions, facts, figures, conclusions, revisions, and words are the student’s original work, unless the student explicitly indicates otherwise via footnotes, attribution in the text, and/or appropriate quotation marks. Failure to acknowledge the contribution of the original author is an act of dishonest deception for which a student can be disciplined under the University’s policy on Academic Honesty.
It is the policy of the Hutson School of Agriculture that (1) all instances of academic dishonesty will receive appropriate punitive action from the faculty member in whose class such dishonesty occurs, AND (2) the names of students involved in acts of academic dishonesty will be reported in every instance to the appropriate department head within the Hutson School of Agriculture.

The following steps will be followed each time an instance of academic dishonesty is detected.

(1) Upon ascertaining that academic dishonesty has taken place, the faculty member will immediately inform the student that such academic dishonesty has been detected.

(2) The penalty for first offense shall be at the discretion of the instructor and may warrant failure in the class and expulsion from the program.

(3) All instances of academic dishonesty MUST BE REPORTED to the appropriate department head on official letterhead. The letter merely asks the faculty member to describe the cheating incident and the action taken in response (e.g., “failed student in the course”). These documents provide the department head with information needed to detect multiple instances of cheating by individual students.

(4) In the case of a first offense, the faculty member will talk to the student about the incident, explain the school’s ethical standards, and further explain that a second offense will result in university-wide disciplinary action with a school recommendation of separation from the university.

(5) The department head will also address the matter in writing in a letter to the student. In the letter the student will be reminded of the action, which will be taken on a second offense. If this is a first offense, the student will also be informed of his/her right to lodge an appeal with the School of Agriculture’s Academic Appeals Committee within five (5) working days of receipt of the letter, which will be sent by registered mail, return receipt requested.

(6) If it is a student’s second offense, the department head will forward a report to the Dean’s office with a request that disciplinary action be brought against the student with a recommendation of expulsion from the university.

(7) Students involved in cheating which offends and attacks the very foundations of an academic community, such as stealing a test, selling or buying a stolen test, writing a term paper for a student who will turn it in as his/her own work, attempting to change or actually changing a grade on a paper, in a professor’s grade book, or on computerized records, taking a class for another student in that student’s name, and similar acts or extreme academic dishonesty, will, in recommendation by the school committee, have their cases turned over to
Student Affairs and the University Judicial Board for disciplinary action on a first offense, with a recommendation of expulsion by the school.

Note: A copy of this policy on Academic Honesty will be posted in each classroom. Instructors should call the policy to the attention of students both orally and in writing on the syllabus.

*This policy was adapted from a similar policy of the College of Business and Public Affairs.

To protect the integrity of students, all assignments will be submitted via Blackboard as a SafeAssignment.

XII. **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 the Director of Equal Opportunity, 103 Wells Hall, (270) 809-3155 (voice), (270) 809-3361 (TDD).

XIII. **Americans with Disabilities Act**
Murray State University is committed to equal educational opportunities for all academically qualified students. There are certain legal entitlements extended to students with disabilities under Section 504 of the Rehabilitation Act of 1973 and The Americans with Disabilities Act of 1990. These laws are designed to remove barriers to “equal participation.” Specifically, they prohibit discrimination on the bases of a handicap and mandate “reasonable accommodations” for students with learning disabilities, ADHD, traumatic brain injury, seizure disorders, and other cognitive impairments.

All accommodations provided by the SSLD Office are based upon each student’s individual needs. These needs will be determined after a **mandatory** one-on-one consultation with Cindy Clemson, SSLD Coordinator, cindy.clemson@murraystate.edu or 270.809.2018. Student Disability Services offices are located in 423 Wells Hall.
XIV. **MSU Hutson 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 disruptive to the class or lab, the student may be asked to leave class and not return for that class/laboratory period.

Upon prior consent of the instructor, a student may obtain permission to have a 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.

XV. **Course and Instructor Information**

**Title:** A ED 593 Practicum in Agriculture and Extension Education  
**Time:** Monday, 12:30 p.m. – 3:30 p.m.  
**Location:** Oakley Applied Science Building, 203 S

**Instructor:** Dr. Kimberly A. Bellah  
**Office:** 206 S. Applied Science  
**Office Hours:** By appointment (please email to secure an available time)  
**Telephone:** (270) 809.6924  
**Email:** kbellah@murraystate.edu

**Specifics of student assignments and due dates will be rendered under separate cover from this syllabus.**

**The instructor reserves the right to change the syllabus at any time, but will provide appropriate notice via Blackboard email and/or announcements.**
The Hutson School of Agriculture’s Department of Agricultural Science, in support of continuous assessment practices, support the following student learning outcomes related to the agricultural education program:

1) Student mastery of agriculture/technical course work  
2) Student mastery of educationally-based course work  
3) Student improvement of written communication skills  
4) Student master of oral communication skills