**PURDUE UNIVERSITY**

**Department of Youth Development and Agricultural Education**

**Course:** YDAE 54000, Program Development in Agricultural Education

**Credits:** 3 (graded)

**Professor:** B. Allen Talbert, Professor

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**Course Description:**

YDAE 54000 is a graduate course in agricultural education that concentrates on the application of pertinent principles to secondary programs in agriculture, with special emphasis on utilizing school and community resources, developing community programs of agricultural education, and directing supervised agricultural experience programs.

Various topics to be discussed will be determined based upon current trends in the field of agricultural education as well as the needs and interests of the students enrolled. Foundational procedures involved in conducting a secondary agricultural education program will be addressed.

**Course Objectives:**

Upon completion of this course, the student will be able to:

1. Identify current major issues and trends facing secondary agricultural education programs in Indiana.
2. Explain the relationship between local agricultural education programs and the Indiana State Department of Education and the Indiana State Department of Agriculture.
3. Explain the philosophical foundations of the local programs.
4. Develop local agricultural education curriculum maps, or other appropriate curriculum planning tools, based on state standards.
5. Utilize appropriate procedures for working with local administration and agricultural education advisory councils.
6. Effectively utilize an experienced Indiana Agricultural Science and Business teacher as a mentor.
7. Develop a comprehensive program plan for the local agricultural education program.

**Course Grading:**

Students will be evaluated on their individualize work. .

 A = 90% or better of points assigned

 B = 80%-below 90% of points assigned

 C = 70%-below 80% of points assigned

Below 70% represents unacceptable work and will result in a failing grade.

A limited number of face-to-face class sessions are held. Attendance is mandatory.

**Course References:**

*Agricultural Education Magazine* (many issues).

National Association of Agricultural Educators (NAAE) website at [www.naae.org](http://www.naae.org)

*Handbook for Program Planning in Indiana Agricultural Science and Business Programs*.

*Journal of Agricultural Education* (many issues). American Association for Agricultural Education.

**Course Textbook (required, included in course fees):**

Talbert, B. A., Vaughn, R., Croom, B., & Lee, J. S. (2014). Foundations of Agricultural Education (3rd edition). Columbus, OH: Pearson Education. ISBN-13: 978-0-13-285960-8. ISBN-10: 0-13-285960-2.

# Course Assignments

The major assignment for the course will be the development of a comprehensive program plan for your agricultural science and business program. This plan will constitute 80 percent of the final grade for the course.

Following are sections that must be included. Additional sections as appropriate to the local program are encouraged.

1. Program, School, Community Description
2. Determining Community Needs
3. Local Agricultural Education Program Advisory Council
4. Program Philosophy, Vision, Mission, and Objectives
5. Course of Study Descriptions, Course Frameworks, Course Curriculum Maps
6. Course(s) Grading System
7. Classroom Management Plan
8. Laboratory Safety Plan(s), Safety Instruction, Documentation
9. Conducting SAE Program: Visitations, Record-keeping System, Partnerships
10. FFA Chapter Program of Activities
11. Program Summer Schedule
12. Identifying Instructional Resources and Physical Needs of the Program
13. Developing a Departmental Budget
14. Developing a Long Range Plan
15. Developing Recruitment and Retention Plans
16. Planning for Follow-up Studies of Graduates

The remaining 20 percent of the grade will be based upon a minimum of 10 contacts with the CBAT coach assigned. The coach for each YDAE 54000 student will be contacted and briefed on the requirements for successfully completing this exercise. The contacts can be initiated by either the coach or the beginning teacher, and can be in any form including conversations in person, or on the telephone, they can include e-mail or other forms of written correspondence. Please provide the date of the contact and the subject matter involved.

Research has proven that effective mentoring relationships depend on maximum flexibility for all parties involved, and that the type and timing of mentoring be directed by the mentee as often as possible.

Name of IAAE CBAT Coach \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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