Course: YDAE 451  
Youth Organizations in Agriculture  

Credits: 2 (graded)  

Time and Location: Spring Semester 2005  
January 12 – February 18, 2005  
8:30 – 11:20 a.m.  
Wednesday & Friday VPA 1197  

Professor: Mark A. Balschweid, Associate Professor  
615 State Street  
Agricultural Administration Building Room 224  
Purdue University  
West Lafayette, IN 47907-2053  
Office Phone: 765-494-7439  
Secretary (Mona Jackson): 765-494-8423  
Fax: 765-496-1622  
E-mail: markb@purdue.edu  
Office Hours: See instructor or call for an appointment  

Course Description:  
The purpose of this course is to identify the role of the Agricultural Science and Business instructor in directing the educational opportunities for students through the National FFA Organization. In addition, this course will also identify the role and function of the FFA organization, plan programs and organize activities for the FFA organization, describe the leadership opportunities available to secondary students through participation in the National FFA Organization, and critically evaluate the effectiveness of a local FFA organization.  

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

1) Justify the FFA organization as an integral part of agricultural science and business programs.  

2) Describe the organizational structure and significant historical developments of the National FFA Organization in terms of national, state, and local relationships.
EDCI 451 Course Objectives (cont.)

3) Develop the provisions that should be included in the local by-laws.

4) Identify appropriate strategies for recruiting and retaining students into the National FFA Organization.

5) Identify appropriate procedures for electing officers.

6) Conduct an effective program of officer training.

7) Involve all agricultural science and business students in planning the program of activities and identify appropriate goals and ways and means in each of the following areas for the local program of activities
   - Student Development
   - Chapter Development
   - Community Development

8) Prepare members for effective committee work.

9) Plan and conduct effective FFA organization meetings.

10) List procedures to use in developing informed and interested members.

11) Describe how to appropriately use contests and awards.

12) Evaluate the local program and identify improvements that should be made.

13) Describe the major considerations in budgeting and appropriate ways and means for raising and spending money.

14) Identify and implement effective time management strategies to assist in prioritizing the workload of Agricultural Science and Business instructors.

15) Describe how to plan and conduct an effective FFA organization parent-member banquet.

16) Identify district, state, national, and international experiences for students to experience personal growth through involvement in the National FFA Organization.
Course Rationale:

The agricultural industry is in a period of revolution; it will never be the same again. Few individuals have a clear picture of exactly the extent to which change is taking place and even a less clear picture of where the industry will be in a quarter of a century. Change is everywhere in agriculture, and agricultural education must keep pace. Recent changes in the focus of agriculture education have created a need to stay abreast of the impact these changes will have on classroom instruction, supervised agriculture experience programs (SAE), and the youth organization The National FFA Organization.

Regardless of past experiences any of us may have had with The National FFA Organization, the magnitude of change effecting this youth organization requires us to take a close look and to examine the recently developed opportunities available to agricultural educators and students alike. The primary vision for the future of secondary agricultural education has been articulated by a shift from vocational agriculture to agriculture science and business (see Understanding Agricultural: New Directions for Education, 1988, National Academy of Sciences; and A New Era in Agriculture, 1998, The National FFA Foundation). Certification requirements have also been changed at the Department of Education resulting in a market-driven agricultural education program.

Currently, the shortage of qualified teachers and inadequate tools and facilities hamper the development of quality secondary programs. At present a significant number of undergraduates have not participated in a high school agricultural youth organization. Agricultural leadership organizations and programs provide vehicles for expanding and enriching the opportunities for participants to develop personal qualities, leadership abilities, occupational skills, and other capabilities that will enhance their ability to direct the agricultural industry more efficiently.

Leadership development instruction and activities need to be provided to all agricultural education majors to better prepare them to meet community needs. Standard VI of the Indiana Certification Standards for Agricultural Science and Business states that: The program shall assure the leadership skills necessary in the development of agricultural youth organizations as a means of teaching leadership skills through study and practice speaking, parliamentary procedures, group cooperative efforts, coordination of supervised agricultural experience programs and planning agricultural science and business programs.

Course Role within the Agricultural Education Program:

This course is for seniors in agricultural education during the first six weeks prior to their student teaching during spring semester. Leadership development instruction and activities related to the FFA organization in agriculture will result in educational benefits to students, faculty and staff.
The Purdue Electronic Portfolio (PEP) Artifacts from this course are the Officer Election Procedure and Training, the Training Plan for Competitive Events, and the National FFA Week Description of Activities. School of Education Themes and INTASC (Interstate New Teacher Assessment and Support Consortium) Principles addressed by this artifact is:

COE Theme #2: Understanding Curriculum in Context.

INTASC Principle #3: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

INTASC Principle #4: The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

INTASC Principle #7: The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

INTASC Principle #9: The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

Course Grading:

Students will be evaluated on an individualized basis. A mastery learning approach will be used. Assignments will be collected, evaluated, and returned to the student. Assignments may be corrected and returned to the instructor until acceptable mastery is accomplished.

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.

If you have a disability that requires academic adjustments, please make an appointment with me to discuss your needs as soon as possible.

Course Attendance and Participation:

Class attendance is mandatory. This course is of an intensive nature. Students are expected to be at each class session. In case you need to miss a class, contact the instructor before missing the class (if possible) to make other arrangements.

A field trip to the National FFA Center will be taken during this course. The date and time will be decided early in the semester and will coordinate with other scheduled courses and with the staff of the National FFA Center.
Course Assignments:

There will be three assignments that will reflect the needs of the class. The due dates for each assignment are listed in the course calendar. There will be three quizzes throughout the six weeks of class. Dates for each of the quizzes are listed in the course calendar. The quizzes will come directly from class discussions and reading assignments.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation and Class Attendance</td>
<td>75</td>
</tr>
<tr>
<td>Local FFA Chapter Banquet Script</td>
<td>25</td>
</tr>
<tr>
<td>Local FFA Chapter Program of Activities</td>
<td>25</td>
</tr>
<tr>
<td>Two quizzes</td>
<td>50</td>
</tr>
<tr>
<td>Assignment #1</td>
<td>75</td>
</tr>
<tr>
<td>Assignment #2</td>
<td>75</td>
</tr>
<tr>
<td>Assignment #3</td>
<td>75</td>
</tr>
</tbody>
</table>

Total Points 400

Ten points per day will be deducted for late assignments.
1) Officer Election Procedure and Training – Due January 28  50 points

Include the following information:

- Officer qualifications/requirements  5
- Officers and specific responsibilities  5
- Officer Team expectations  5
- Example Officer application  5
- Interview process and questions  5
- Annual meeting plan  5
- Example meeting agenda  5
- Officer Training Program Outline  5
- A one hour lesson plan on one specific component of the officer training program-10. The lesson plan should be complete and include the essential elements of a typical lesson (e.g. interest approach, objectives, evaluation, etc.).

2) Training Plan for Competitive Events – Due February 9  75 points

Please complete the following:

- As a team of 2-3 you will contact 3 FFA advisors from different programs and interview each asking a minimum of 10 pre-prepared questions about FFA competitive events and the training, preparation, and education of students for these. Only one person from your team is to contact the teacher. You are encouraged to identify areas in which you need additional training and ask specifics about those areas. Report these responses and give a general personal response to each of the 3 philosophies researched. Don’t just summarize each Agricultural Science and Business teacher’s response, but give reaction and critical response based upon your personal philosophy. Be sure to identify the instructors contacted and list the questions that were asked. This is not a team assignment. Each student is to turn in their own assignment reflective of their personal thoughts.  35 points

- Identify one specific competitive event (Career Development Events, Leadership Contests, Proficiency Areas, etc.) and create a Plan of Action for the preparation of students in that contest area. This will need to integrate the answers from above into your action plan for training students in a Career Development Event. Please include the resources you will use, dates and times of training, outside resources utilized (including personnel), location of training, and how the training will be integrated into your classroom curriculum.  40 points
3) National FFA Week Description of Activities - Due February 21   75 points

- Compile a list of activities that you could and/or should conduct during the National FFA Week held each February. Activities can be taken from the list that your student teaching supervising teacher uses, activities that your own local FFA Chapter used if you were a member of a chapter active in this event, and activities that you are aware of and would like to include in your chapter’s observance of National FFA Week.

- The Description of Activities for National FFA Week should include opportunities for addressing each of the three major committees in the overall Program of Activities: Student Development; Chapter Development; Community Development. Include in your description the area of development targeted by the activity.

- Include the name of each activity, a brief description of the activity, when and where it would be conducted, who is to be involved, and what audience the activity is to target. In addition, please include any budgetary information such as anticipated revenues and expenses for each activity. A minimum of one activity per day is required.

- Construct a one page “promotional” piece that could communicate FFA Week activities to all students and/or school audiences.

Course Texts:


Local Program Resource Guide 2002-03 (CD-ROM). Includes:

Chapter Planning and Recognition: A student handbook.

Career Development Events Bulletin.

Agricultural Proficiency Award and American FFA Degree Handbooks.
January

12 Introduction, Survey of Course, Assignments, Grading, Expectations, Purpose, etc. Select field trip date. The total program of Agricultural Education and the FFA component. Philosophy of membership in the National FFA Organization. Who should be involved? Objective #1

14 Organizing and operating an FFA organization. Significant historical developments of the National FFA Organization. Objectives #2.

19 Recruitment and retention of students into the National FFA Organization. Electing and training officers and chapter leaders. Objective #3, #4, and #5.

Organizing and utilizing committees effectively. Developing the Program of Activities. Participation in the Chapter Awards Program. Objectives #6 and #7.

21 Guest Presentation: Mr. Craig Rebich; Executive Director, Indiana FFA Association. Quiz #1. Assignment: Evaluate the local program and identify areas of quality that exist and improvements that could be made*. (Report findings during February 2nd class session).

26 Travel to National FFA Center for Tour and Presentation. Objective #16

28 Planning and Conducting Effective Meetings. Developing informed and interested members. Objectives #8, #9, and #10. Assignment #1 due.

February

2 Debriefing student teaching visitation day. Questions and concerns about organization of the local FFA chapter. Objective #12.

Utilizing Career Development Events (CDE’s), leadership contests, and National FFA Organization awards in the Agricultural Science and Business program. Objective #11.

4 No Class – HASTI Conference; Hoosier Association of Science Teachers, Inc. Statewide Conference, Indianapolis, IN;

9 FFA Degree Program, Proficiency Awards, AgriScience Award Program, AgriEntrepreneur Award Program, and other award programs offered through the National FFA Organization. Objective #11. Fund raising and financial considerations concerning the local FFA chapter. Developing and maintaining partnerships with local community members and businesses. Objective #13. Assignment #2 due.
Priorities and Time management – How does it all work? Strategies for survival in the classroom, FFA, SAE, and life. Local vs. global involvement. Objective #14. Class to meet at 5231 Jackson Hwy., West Lafayette, Indiana. Class will meet from 9:00-11:00 a.m.

Directions: Travel west on SR 26 until Stop sign. The road straight is Jackson Highway, travel 1.6 miles and turn left on gravel driveway, the first house on right is Mark and Mae Anne Balschweid’s.

Rewarding student accomplishment and successes through effective Parent-Member awards banquets. Objective #15.

Quiz #2. Participation in National FFA Convention, Washington Leadership Conference, Made For Excellence, Blast-Off, Edge, Work Experience Abroad, and other opportunities for students to experience growth through involvement in the National FFA Organization. Contracts, interviewing skills, applying for teaching positions. Assignment #3 due.

*Questions to be considered when evaluating the local program during the Student Teacher visitation day:

1. How is the FFA structured at your student teaching site?
2. How are CDE’s utilized?
3. Does a program of activities exist? If so, obtain a copy.
4. Is there evidence that an FFA chapter exists?
5. How are meetings (officers, all members, committees, etc.) structured?
6. Is a banquet conducted? If so, obtain a copy of the banquet script.
7. Is the program isolated or integrated within the school?
8. Is the teacher involved within the network of other teachers?

Directions to the National FFA Center:

From Purdue University, follow I-65 South until I-865 East. Take I-865 East to I-465 East. On I-465 East take the 86th street exit. Turn left on 86th street. Travel through three traffic lights and the National FFA Center will be on the left. A sign is visible along the road.

National FFA Presentation Arrive National FFA Center 9:30 AM 1/26/05
9:30 - 10:00 AM building tour; Facts and important information (Jim Armbruster)
10:00 - 10:10 AM: Introductions
10:10 - 10:45 AM: Why Teach and the Need for Quality Teachers
10:45 - 11:15 purpose of Local Program Success initiative
11:15 -11:30 Resources to help you prepare as a
11:30 - 11:45 Open discussion, panel discussion
11:50 - Depart for Purdue
Directions to the Indiana Leadership Center:
Indiana FFA Leadership Center, P.O. Box 9, Trafalgar, IN  46181