

# AGRICULTURAL EDUCATION (B.S.AG.ED.)

This major is approved by the State Board of Professional-Technical Education for the preparation of high school agriculture instructors. Graduates who have completed at least 28 credits in agricultural education and who meet the state certification requirements for a Standard Secondary Teaching Certificate are eligible to teach secondary agricultural science and technology in Idaho. Students must be admitted to the Teacher Education Program, which requires a grade-point average of at least 2.75, before being allowed to enroll in upper-division teacher education courses and participate in student teaching. The Idaho teaching certificate transfers to most states in the US. In addition, government and business agencies and the Cooperative Extension System that seek persons with education in both agriculture and education provide employment opportunities for graduates of this curriculum.

Required course work includes the university requirements (see regulation J-3 (<https://catalog.uidaho.edu/general-requirements-academic-procedures/j-general-requirements-baccalaureate-degrees/>)) and the following:

Code	Title	Hours
AGED 180	Introduction to Agricultural Education	1
AGED 258	Experiential Learning and SAE Programs	1
AGED 351	Career and Technical Education	3
AGED 358	Supervising FFA and SAE Programs	3
AGED 451	Communicating in Agriculture	3
AGED 452	Methods of Teaching Agriculture	4
AGED 453	Program Planning in Secondary Agricultural Education	3
AGED 454	Facilities Organization and Management	2
AGED 460	Practicum: Secondary School Teaching in Agriculture	10
AGED 461	Student Teaching Portfolio	3
AGED 470	Proseminar in Agricultural Education	1
AGED 471	Senior Capstone in Agricultural Education	2
ASM 107	Beginning Welding	3
ASM 407	Advanced Welding	1
Select one of the following:		3
ASM 202	Agricultural Shop Practices	
ASM 210	Small Engines	
ASM 305	GPS and Precision Agriculture	
ASM 331	Electric Power Systems for Agriculture	
BIOL 114	Organisms and Environments	4
BIOL 115	Cells and the Evolution of Life	3
BIOL 115L	Cells and the Evolution of Life Laboratory	1
COMM 101	Fundamentals of Oral Communication	3
ECON 202	Principles of Microeconomics	3
EDCI 201	Contexts of Education	3
EDCI 301	Learning, Development, and Assessment	3
EDCI 302	Teaching Culturally Diverse Learners	3
EDCI 410	Technology, Teaching and Learning	2
EDCI 463	Literacy Methods for Content Learning	3

EDSP 300	Educating for Exceptionalities	3
CHEM 101	Introduction to Chemistry	3
or CHEM 111	General Chemistry I	
CHEM 101L	Introduction to Chemistry Laboratory	1
or CHEM 111L	General Chemistry I Laboratory	
Select one of the following:		3-4
MATH 143	College Algebra	
MATH 160	Survey of Calculus	
MATH 170	Calculus I	

## Electives (25 cr)

*Must include a minimum of:*

Agricultural Economics Electives	6
Animal Science Electives	6
Plant Science Electives	6
Horticulture Elective	3
Soils Elective	4

**Total Hours** **106-107**

## Courses to total 128 credits for this degree

Fall Term 1	Hours
AGED 180 Introduction to Agricultural Education	1
AVS 109 The Science of Animals that Serve Humanity	4
COMM 101 Fundamentals of Oral Communication	3
ENGL 101 Writing and Rhetoric I	3
Humanistic and Artistic Ways of Knowing Course	3
MATH 137 OR MATH 143	3
<b>Hours</b>	<b>17</b>
Spring Term 1	Hours
AGED 258 Experiential Learning and SAE Programs	1
AVS 222 Animal Reproduction and Breeding	3
BIOL 114 Organisms and Environments	4
EDCI 201 Contexts of Education	3
ENGL 102 Writing and Rhetoric II	3
Humanistic and Artistic Ways of Knowing Course	3
<b>Hours</b>	<b>17</b>
Fall Term 2	Hours
AGED 351 Career and Technical Education	3
EDSP 300 Educating for Exceptionalities	3
AGEC 278 Farm and Agribusiness Management	4
PLSC 102 The Science of Plants in Agriculture	3
(CHEM 101 AND CHEM 101L) OR (CHEM 111 AND CHEM 111L)	4
<b>Hours</b>	<b>17</b>
Spring Term 2	Hours
ASM 107 Beginning Welding	3
BIOL 115 Cells and the Evolution of Life	3
BIOL 115L Cells and the Evolution of Life Laboratory	1
ECON 202 Principles of Microeconomics	3
EDCI 301 Learning, Development, and Assessment	3
AGEC 289 OR AGECE 333	3
<b>Hours</b>	<b>16</b>
Fall Term 3	Hours
AGED 358 Supervising FFA and SAE Programs	3
EDCI 302 Teaching Culturally Diverse Learners	3
SOIL 205 The Soil Ecosystem	3
SOIL 206 The Soil Ecosystem Lab	1
Agricultural Elective, Major Elective Course	2
ASM 202 OR ASM 210 OR ASM 305 OR ASM 331	3
<b>Hours</b>	<b>15</b>

Spring Term 3		
ASM 210	Small Engines	3
AGED 451	Communicating in Agriculture	3
EDCI 410	Technology, Teaching and Learning	2
AGED 406	Exploring International Agriculture	3
PLSC 201 OR PLSC 300		3
<b>Hours</b>		<b>14</b>
Fall Term 4		
AGED 452	Methods of Teaching Agriculture	4
AGED 470	Proseminar in Agricultural Education	1
AGED 454	Facilities Organization and Management	2
EDCI 463	Literacy Methods for Content Learning	3
ASM 407	Advanced Welding	1
PLSC/Horticulture, Major Elective Course		3
<b>Hours</b>		<b>14</b>
Spring Term 4		
AGED 453	Program Planning in Secondary Agricultural Education	3
AGED 460	Practicum: Secondary School Teaching in Agriculture	10
AGED 461	Student Teaching Portfolio	3
AGED 471	Senior Capstone in Agricultural Education	2
<b>Hours</b>		<b>18</b>
<b>Total Hours</b>		<b>128</b>

The degree map is a guide for the timely completion of your curricular requirements. Your academic advisor or department may be contacted for assistance in interpreting this map. This map is not reflective of your academic history or transcript and it is not official notification of completion of degree or certificate requirements. Please contact the Registrar's Office regarding your official degree/certificate completion status.

1. Students will explain biological, physical, and applied sciences relative to practical solutions for the agricultural industry.
2. Students will explain concepts relevant to production agriculture.
3. Students will explain plant and animal science, agricultural business management, and agricultural mechanics, as well as computer and other technology related to these areas.
4. Students will explain the process required to advise, oversee and operate a local FFA chapter and connect local programs to the Idaho State and National FFA organizations.
5. Students will develop a plan to organize and implement supervised agricultural experience programs including but not limited to working with parents, students, adults, and employers.
6. Students will create instruction in one or more of the following specialized occupational areas: agricultural production and marketing, agricultural equipment and supplies, agriculture product processing, ornamental horticulture and turf grass management (e.g. floriculture, greenhouse management), agricultural business planning and analysis, natural resource management, environmental science, forestry, or small animal production and care.
7. Students will explain with the administrative duties related to being a secondary agriculture teacher (e.g., extended contract, state reporting procedures, FFA, and SAE).
8. Students will apply natural and physical science principles to practical solutions.
9. Students will create discussions related to production agriculture.
10. Students will demonstrate, as appropriate, content and best practices of plant and animal science; agricultural business management; and agricultural mechanics; and integrate computer and other technology related to these areas.

11. Students will advise, oversee, and operate a local FFA chapter in relationship to the Idaho State and National FFA organizations.
12. Students will organize and implement supervised agricultural experience programs including but not limited to working with parents, students, adults, and employers.
13. Students will observe administrative duties related to being a secondary agriculture teacher (e.g., extended contract, state reporting procedures, FFA, and SAE).
14. Students will describe how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and design and implement developmentally-appropriate and challenging learning experiences.
15. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
16. Students will collaborate to create environments that support individual and collaborative learning and that encourage positive social interaction, active engagement in learning, and self-motivation.
17. Students will describe the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and create learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
18. Students will develop curriculum to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
19. Students will apply multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
20. Students will create instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
21. Students will design instruction with a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections and to build skills to apply knowledge in meaningful ways.
22. Students will engage in ongoing professional learning and use evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapt practice to meet the needs of each learner.
23. Students will analyze benefits of leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.