

DOWNLOAD PDF AGRICULTURAL EDUCATION AT THE POSTSECONDARY LEVEL

Chapter 1 : Iowa PAS - History

Agricultural education is a systematic program of instruction available to students desiring to learn about the science, business, and technology of plant and animal production and/or about the environmental and natural resources systems.

Junior colleges; state 6 Many postsecondary teachers find their jobs rewarding because they are surrounded by others who enjoy the subject they teach. The opportunity to share their expertise with others is appealing to many. However, some postsecondary teachers must find a balance between teaching students and doing research and publishing their findings. This can be stressful, especially for beginning teachers seeking advancement in 4-year research universities. At the community college level, professors focus mainly on teaching students and administrative duties. Classes are generally held during the day, although some are offered in the evenings and weekends to accommodate students who have jobs or family obligations. Although some postsecondary teachers teach summer courses, many use that time to conduct research, involve themselves in professional development, or to travel. Postsecondary Teacher Work Schedules Many postsecondary teachers teach part time, and may teach courses at several colleges or universities. Some may have a full-time job in their field of expertise in addition to a part-time teaching position. For example, an active lawyer or judge might teach a law school class during the evening. Full-time teachers need to be on campus to teach classes and have office hours. Otherwise, they are free to set their schedule to prepare for classes and grade assignments. They may also spend time carrying out administrative responsibilities, such as serving on committees. Get the education you need: Find schools for Postsecondary Teachers near you! Educational requirements vary with the subject taught and the type of educational institution. Typically postsecondary teachers must have a Ph. Other postsecondary teachers may need work experience in their field of expertise. Education for Postsecondary Teachers Postsecondary teachers who work for 4-year colleges and universities typically need a doctoral degree in their field. Candidates usually specialize in a subfield, such as organic chemistry or European history. However, some fields have more applicants than available positions. In these situations, institutions can be more selective, and they frequently choose applicants who have a Ph. Work Experience in a Related Occupation for Postsecondary Teachers Some institutions may prefer to hire those with teaching or other work experience, but this is not a requirement for all fields or for all employers. In health specialties, art, law, or education fields, hands-on work experience in the industry can be important. Postsecondary teachers in these fields often gain experience by working in an occupation related to their field of expertise. In fields such as biological science, physics, and chemistry, some postsecondary teachers have postdoctoral research experience. These short-term jobs, sometimes called "post-docs," usually involve working for 2 to 3 years as a research associate or in a similar position, often at a college or university. Some postsecondary teachers gain teaching experience by working as graduate teaching assistantsâ€”students who are enrolled in a graduate program and teach classes in the institution in which they are enrolled. Licenses, Certifications, and Registrations for Postsecondary Teachers Postsecondary teachers who prepare students for an occupation that requires a license, certification, or registration, may need to haveâ€”or they may benefit from havingâ€”the same credential. For example, a postsecondary nursing teacher might need a nursing license or a postsecondary education teacher might need a teaching license. Advancement for Postsecondary Teachers A major goal for postsecondary teachers with a doctoral degree is attaining a tenureâ€”a guarantee that a professor cannot be fired without just cause. It can take up to 7 years of moving up the ranks in tenure-track positions. The ranks are assistant professor, associate professor, and professor. Tenure and tenure-track positions are declining as institutions are relying more heavily on part-time professors. Some tenured professors advance to administrative positions, such as dean or president. For information on deans and other administrative positions, see the profile on postsecondary education administrators. For more information about college and university presidents, see the profile on top executives. Important Qualities for Postsecondary Teachers Critical-thinking skills. To challenge established theories and beliefs, conduct original

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research, and design experiments, postsecondary teachers need to apply analyses and logic to arrive at sound conclusions. Most postsecondary teachers need to be able to work well with others and must have good communication skills to serve on committees and give lectures. Postsecondary teachers need to be able to present information in a way that students will understand. They need to adapt to the different learning styles of their students and teach students who have little or no experience with the subject. Postsecondary teachers need good verbal skills to give lectures. Postsecondary teachers need to be skilled writers to publish original research and analysis. The median wage is the wage at which half the workers in an occupation earned more than that amount and half earned less. Median annual wages for postsecondary teachers are as follows:

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Chapter 2 : Agriculture, Food, & Natural Resources

Agriculture is an important industry because it is the source of our food. While there are certainly farmers who learn the trade from their families, certain industries require a formal education.

Some career choices include food science , veterinary science , farming , ranching , teaching , marketing , agricultural communication , management , and social services. Research[edit] Each land-grant university has an agricultural experiment station equipped with laboratories and experimental farms. There, agricultural scientists work to develop better farming methods, solve the special problems of local farmers, and provide new technology. The American Dairy Science Association provides research and education scholarships focused on the dairy farm and processing industries. Extension service[edit] The Cooperative Extension System is a partnership of the federal, state, and county governments. This service distributes information gathered by the land-grant universities and the U. Department of Agriculture to farmers, families, and young people. County extension agents, located in most countries , train and support about 3 million volunteer leaders. Agents and volunteers carry out extension programs through meetings, workshops, newsletters , radio , television , and visits. Somewhat similarly, the FFA is a national organization that teaches students leadership skills and is designed to help members become more well rounded citizens in the agricultural field. Local chapters participate in Career Development Events individually and as a team , each student has a Supervised Agricultural Experience program SAE , and participates in many conferences and conventions to develop leadership, citizenship, patriotism and excellence in agriculture. The National FFA Organization is structured from the local chapter up, including local districts, areas, regions, state associations, and the national level. The FFA Mission is to make a positive difference in the lives of students by developing their potential for premier leadership, personal growth, and career success through agricultural education. The history of agricultural education predates USA activities and derives from, the development of Scottish, Italian and German colleges. The land grant approach of the USA owes much to the Scottish system in particular. Changes in higher agricultural education around the world today are highlighting implicit approaches that have hampered development and exceptional advances that have fed the world. Agricultural education in other countries resembles that in the United States. Canada has its own 4-H program. Agriculture Canada distributes information on new farming methods and maintains experimental farms, research stations, and research institutions throughout the country. In Australia, each state has several agricultural research stations and an extension service. South Africa has twenty-two institutions offering further education in agriculture, including Agricolleges, that offers online agricultural education. The Food and Agriculture Organization of the United Nations works to train people throughout the world in modern farming methods. Australia[edit] Farrer Memorial Agricultural High School As of February Agriculture in Australia employs over , people in the agriculture, fishing and forestry and fishing industry. Given these figures the agricultural programs in place in school and universities in very important to the future of the county. Several high schools operate across the country specifying in agriculture education. Predominantly these high schools are set in the rural areas with access to land. The Agriculture in Education programme launched by the Australian government in helps teachers better understand the products and processes associated with food and fibre production and gives students an opportunity to understand the importance of agriculture in the Australian economy. Topics covered by the materials include: The students study a range of School Curriculum and Standards Authority subjects leading to Secondary Graduation and the Western Australian Certificate of Education and also complete vocational qualifications from Industry Training Packages. The major focus is on the study of agriculture but the program may also include horticulture, viticulture, equine, aquaculture, forestry, building construction, metals and engineering and automotive. Each Campus offers some specialist programs that can lead to tertiary study and apprenticeships and careers in a range of agriculture related vocations. Western Australian is in a precarious position and faces several challenges, fact that agriculture in Australia is affected

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by an ongoing shortage of labour and of skills. Labour supply is being adversely affected by an ageing workforce, retirements by baby boomers, seasonal nature of the lower skilled workforce and an inability to attract sufficient young people to work in the industry. Further, all students will be members of the FFA and have a supervised agricultural experience that supports classroom and laboratory instruction. Today agricultural education is positioned to contribute substantially in these arenas through a major national initiative. Under the direction of The National Council for Agricultural Education, the "10x15 Long Range Goal for Agricultural Education" employs a comprehensive strategy engaging eight high-priority initiatives. The focus of the unprecedented effort is twofold: While the goal of "10x15" is to grow the number of agricultural education programs from 7, to 10, by the year , the clear emphasis is on quality. Several factors make this effort timely and essential. Especially critical is the need to raise math and science proficiency. Second, the industry of agriculture, already concerned about meeting growing domestic and global demands for food and fiber, is eager to identify the future managers, leaders and workers who will ensure the future security and productivity of agriculture. A forecasted shortage of well-educated workers is adding urgency to the issue. Also, concerns about food safety, security and independence are registering at the highest levels of agribusiness and government. Lastly, local communities are intent on cultivating leadership and securing effective participation from their citizens. Through the intra-curricular programs of agricultural education and the FFA, a half-million students are developing skills in leadership, communication, team building and civic engagement. They will be prepared to provide for the social, economic and cultural well-being of small communities and large urban centers alike. The work of "10x15" is concentrated in eight national task forces operating over the next several years. Their scope of work includes national program and content standards; teacher recruitment and preparation; alternative program design; data reporting ; public advocacy; brand communication strategy; and program funding.

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Chapter 3 : National Postsecondary Agricultural Student Organization - Wikipedia

Postsecondary teachers instruct students in a wide variety of academic and technical subjects beyond the high school level. They may also conduct research and publish scholarly papers and books. Most postsecondary teachers work in public and private colleges and universities, professional schools.

Lamers Iowa has a great history of leading the way in innovative educational opportunities for students. With the establishment of the area college system with multiple program offerings and a leadership development component, Iowa has lead many initiatives. However there is one person who has been through it all and continues to strive for Iowa excellence in the Agricultural Education programming. That gentleman is Gerald R. Lamers, who was employed by the Iowa Department of Education. It is his contribution and dedication to the education of Iowa youth and young adults that I am gathering information and putting together the history of leadership development in Agricultural Education at the community colleges in Iowa. I would like to recognize two other individuals who have dedicated a great deal time and effort to PAS of Iowa. Their support over the years has most certainly increased the capacity to provide PAS activities to the members. It is an integral part of career and technical education at the postsecondary level. It provides an opportunity for individuals to develop or further enhance their leadership, technical, and personal skills while in college. It also provides the members great networking opportunities with business and industry as they prepare for and seek employment.. The Iowa fall conference is a business and industry leadership conference that consists of seminars on personal, technical, and leadership development, networking, and tours to business and industry sites. The career development events see Appendix , which consist of individual and team competitions, are based on the activities and content included in the college curriculums. A national conference is held each March at different locations throughout the United States. Iowa educators took an active leadership role in organizing and establishing the PAS organization on the national as well as the state level. This movement started the creation of many local college student agricultural organizations at the two-year institutions. It also recommended that the organizations begin first with the local, then state, and proceed to a national organization. However, there was not enough interest in forming a national organization at that time. In a National Standards conference hosted by the state of Minnesota recognized the potential need for a student organization. In the committee held a brain storming conference in the Quad Cities. The purpose was to verify the need for and feasibility of organizing an organization. In October of , Jerry Lamers, led the process of establishing a state organization in Iowa. On October 27, in the Pine Room of the Memorial Union on the campus of Iowa State University, over 30 college students and staff from 9 area schools attended the first meeting to address the benefits and concerns of a state organization. Those attending this meeting strongly recommended the moving forward to organizing activities on the state level in Iowa. Therefore, October to January of was a key period in the development of the Iowa organization. Through a series of workshops, those attending identified the activities, events, etc. We realize that many hours, numerous discussions, and prepared justifications and research are required to accomplish such as task. Even though our appreciation has been expressed to the individuals responsible by the officer team, we want to include the recognitions. David Blecha, a retired Agri-Business instructor from Hawkeye Community College, has committed numerous hours and days developing this publication. It required going through several notebooks, boxes of records, and researching information from many individuals in the community colleges. Even though David received some monetary compensation, we know that he and Susan spent many of their personal resources in accomplishing this task. They approved the commitment to acquire resources for the printing as well as and for the 25th Anniversary social, banquet, and other state conference activities. Once again, we say Thanks:

Chapter 4 : Agriculture Education - Career Technical Education (CA Dept of Education)

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Agricultural Education, 50, 11, ,, May 78 A college dean discusses two-year postsecondary agriculture technology programs and the need for properly trained faculty to train students for semiskilled, skilled, and technical positions both on and off the farm.

Chapter 5 : Agricultural education - Wikipedia

The Illinois Postsecondary Agricultural Student (PAS) Organization is a vocational student organization for students enrolled in Agricultural Education programs at the postsecondary level. Illinois State Board of Education.

Chapter 6 : ALEC Undergraduate Programs | Agricultural Leadership, Education and Communication

The history of PAS begins with the expansion of vocational-technical education at the postsecondary level. With state and federal legislation in the 60's and 70's, the agricultural education movement expanded greatly with more and more postsecondary agricultural programs.

Chapter 7 : Postsecondary Teachers: Jobs, Career, Salary and Education Information

Who We Are The National Association of Agricultural Educators is a federation of state agricultural educators associations with more than 7, members. Our members are involved in school-based agricultural education at any level, from middle school through postsecondary, and state and national agricultural education leaders.