AUBURN UNIVERSITY

Syllabus

1. Course Number: CTCT 5060/6060/6066

Course Title: Program Planning in Agriscience Technology Education

Credit Hours: 3 semester hours (Lecture 3).

Prerequisites: Admission to Teacher Education

Corequisites: None

2. Term: Term: Fall 2017 (Syllabus Prepared August 2017)

**Day/Time:** Class Hours: Arranged and Distance Canvas

Lab Hours: na

**Instructor:** James Lindner, Ph.D.

Professor Agriscience Education

Adjunct Professor Agricultural Economics and Rural Sociology

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Contact Information: Office Phone: 334.844.4446

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Office Hours: Wednesday 10:00a-Noon and by appointment

3. Texts and Major Resources:

National FFA Organization (2016). *National quality program standards for agriculture, food and natural resources*. Indianapolis, IN, National FFA.

National FFA Organization (2002). *A guide to local program success: Building quality local agricultural education programs* (2nd). Indianapolis, IN: National FFA Organization.

National FFA Organization (1998). *The agriculture teacher’s manual*. Indianapolis, IN: National FFA Organization

Additional Information: http://www.alabamaffa.org/teachers.htm

**4. Course Description:**

Introduction to principles and practices involved in designing agriscience technology education programs.

**5. Course Objectives:**

Upon completion of this course, students will be able to:

1. Use the Alabama courses of study related to career/technical education and the appropriate agriscience technology education programs. (290-3-3-.23.1.a.3)

2. Prepare course calendars for courses offered in a local career and technical education program. (290-3-3-.23.1.a.3)

3. Conduct a job analysis on businesses for planning and evaluating the local career and technical education program. (290-3-3-.23.1.a.5)

4. Utilize school and community resources when planning the local career and technical education program. (290-3-3-.23.1.a.5)

5. Develop a personal philosophy of career and technical education.

6. Organize and utilize a local advisory committee in planning and evaluating activities of the local career and technical education program.

7. Collect and use data from various sources to plan and evaluate the local career and technical education program.

8. Develop a recruitment program for students in a career and technical education program considering students’ needs and interests. (290-3-3-.23.1.b.5)

9. Develop a plan for personal professional development, job placement, employability skills, and technical advancement of students. (290-3-3-.23-1.a.7)

10. Develop a plan for conducting and evaluating a cooperative education program (290-3-3-.23-1.a.5)

11. Assist students to organize work ethics and develop a career plan and prepare/update career/employment portfolio. (290-3-3-.23.1.b.6)

12. Sponsor career and technical student organization (FFA) activities to prepare students to develop leadership skills and to participate in contests (290-3-3-.23.1.b.1)

13. Develop a summer program of work for extended employment.

14. Develop goals and objectives for the local career and technical education program.

15. Develop a public relations programs for the local career and technical education program.

16. Develop and adjust short-range and long-range plans based on the assessment of student needs and performance. (290-3-3-.04-2.c.2.ix)

17. Apply principles and practices associated with managing personal and business finances

(290-3-3-.23-1.b.8)

18. Develop strategies for successfully managing program-specific and/or general career and technical issues and components.

19. Identify leadership development opportunities, career opportunities, employability skills, and technological advancements for professional growth and development (290-3-3-.24-1.b.9)

**6. Course Content:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Session#** | **Course Topic** | **Readings** | **Assignment** |
| Aug 23 | Introductions and Course Expectations | Syllabus |  |
| Module 1  Aug 30 | Teaching Philosophy | <https://cei.umn.edu/support-services/tutorials/writing-teaching-philosophy/getting-started-your-teaching-philosophy> | Teaching Philosophy |
| Module 2  Sep 6 | Attributes of great teachers | Reflection and selected readings | Discussion 01 |
| Sep 13 | Teaching Portfolio | <https://cft.vanderbilt.edu/guides-sub-pages/teaching-portfolios/> | Discussion 02 |
| Module 3  Sep 20 | National Quality Programs Standards for Agriculture, Food and Natural Resource Education | <https://www.ffa.org/SiteCollectionDocuments/tc_national_quality_program_standards_revised.pdf> | Discussion 03  Quality Programs |
| Module 4  Sep 27 | Program Success | Selected Readings | Discussion 04 |
| Oct 4 | Continued | Portfolio | Program Success |
| Module 5  Oct 11 | Being an Agriculture Teacher | Selected Readings | Discussion 05 |
| Oct 18 | Continued | Portfolio | Discussion 06 |
| Module 6  Oct 25 | EdTPA |  | Discussion 07 |
| Nov 1 | Lesson 01 | Develop and Present | Discussion 08 |
| Module 7  Nov 8 | Lesson 02 | Develop and Present | Discussion 09 |
| Module 8  Nov 15 | Lesson 02 | Develop and Present | Discussion 10 |
| Module 9  Nov 29 | Review | Evaluation and reflection |  |
| Module 10  Dec 6 | Final Project |  | Portfolio |
| Final  Dec 13 | Final Exam | Final Exam | Final Exam |

**7. Assignments/Projects:**

1. Participate in all class discussions and exercises.
2. Complete all reading assignments.
3. Complete Teaching Portfolio and Presentations

**Rubrics and Grading Scale:**

|  |  |  |
| --- | --- | --- |
| **Graded Activity** | **Points for each activity** | **Total points available** |
| Teaching Philosophy (1) | 50 | 50 |
| Discussion Posts (10) | 20 | 200 |
| Teaching Portfolio | | |
| Quality Programs (1) | 100 | 100 |
| Program Success (1) | 100 | 100 |
| Agriculture Teacher’s Manual (1) | 100 | 100 |
| EdTPA Lesson Plans/Lessons (3) | 150 | 450 |
|  | Total Points Available | 1000 |

The following grading scale will be used:

|  |  |  |
| --- | --- | --- |
| 90 - 100 % | 90-100 | A |
| 80% - 89.9% | 80-89 | B |
| 70% - 79.9% | 70-79 | C |
| 60% - 69.9% | 60-69 | D |
| Below 60% | <60 | F |

**8. Class Policy Statements:**

Participation: Students are expected to participate in all class discussions and participate in all exercises. Assignments are due on announced dates. Unexcused late assignments are unacceptable. It is the student’s responsibility to contact the instructor if assignment deadlines are not met. Students are responsible for initiating arrangements for missed work. Students must satisfy all course objectives to pass the course.

Professionalism: As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College’s conceptual framework. These professional commitments or dispositions are listed below:

* Engage in responsible and ethical professional practices
* Contribute to collaborative learning communities
* Demonstrate a commitment to diversity
* Model and nurture intellectual vitality

**Excused Absences**:  Students are granted excused absences from class for the following reasons:  Illness of the student or serious illness of a member of the student’s immediate family, the death of a member of the student’s immediate family, trips for student organizations sponsored by an academic unit, trips for University classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays.  Students who wish to have an excused absence from this class for any other reason must contact the instructor in advance of the absence to request permission.  The instructor will weigh the merits of the request and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence.  Appropriate documentation for all excused absences is required.  Please see the *Student Policy eHandbook* for more information on excused absences (http://www.auburn.edu/student\_info/student\_policies/).

**Make-Up Policy:**Arrangement to make up missed major examination (e.g. hour exams, mid-term exams) due to properly authorized excused absences must be initiated by the student within one week from the end of the period of the excused absences.  Except in unusual circumstances, such as continued absence of the student or the advent of University holidays, a make-up exam will take place within two weeks from the time that the student initiates arrangements for it. Except in extraordinary circumstances, no make-up exams will be arranged during the last three days before the final exam period begins.  The format of the make-up exam will be (as specified by instructor).

Course contingency: If normal class and/or lab activities are disrupted due to illness, emergency, or crisis situation, the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, and addendum to your syllabus and/or course assignments will replace the original materials.

**9. Academic Honesty Statement:**

All portions of the Auburn University student academic honesty code (Title XII) found in the *Student Policy eHandbook*will apply to this class.  All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

**10. Students with Disabilities Statement:**

“Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternate time can be arranged. To set up this meeting, please contact me by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT).”

**11. Justification for Graduate Credit:**

CTCT 6060/6066 (Program Planning in Agriscience Technology Education) is a graduate-level program planning methods course for students enrolled in the 5th year teacher certification program. Students learn how to apply theory in planning a comprehensive program in Agriscience Education. Students analyze and evaluate active agriscience education programs.