AUBURN UNIVERSITY

Syllabus

1. Course Number: CTCT 5060/6060

Course Title: Program Planning in Agriscience Technology Education

Credit Hours: 3 semester hours (Lecture 3).

Prerequisites: Admission to Teacher Education

Corequisites: None

2. Date Syllabus Prepared: January 2010

**3. Texts:**

National FFA Organization (2007). A guide to local program success: Building quality local agricultural education programs. Indianapolis, IN: National FFA Organization.

National FFA Organization (2007). The agriculture teacher’s manual. Indianapolis, IN: National FFA Organization.

Both available at www.ffa.org

**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)

1. 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)

1. develop a summer program of work for extended employment.
2. 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.

1. 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:**

**I. Course Introduction (1 meeting)**

 **II. Planning the Local Program**

A. Determining the needs of the local community

B. Determining the needs of the local school

1. Determining the needs of students
2. Conducting a job analysis
3. Identifying goals and objectives of the local program

**III. Maintaining the Local Program**

1. Organizing advisory committees
2. Developing a public relations program
3. Developing and implementing student recruitment and retention activities
4. Developing a summer program and objectives
5. Considering students’ special needs

**IV. Developing Courses of Study**

A. Determining course content

1. Alabama course of study for vocational education programs
2. Writing course calendars
3. Competency-based instruction

# V. Funding the Local Program

1. Classroom needs
2. Student organization needs
3. Program needs
4. Developing a budget

**VI. Advising and Counseling Students**

1. Placing students in jobs
2. Advising students for further education
3. **Working with the C/TSO (FFA)**
4. Purpose of the C/TSO
5. Opportunities for students in the C/TSO
6. C/TSO program management
7. Developing a program of activities

**VIII. Professional Development**

1. Professional organizations
2. Additional educational opportunities
3. **Evaluation of the Local Program**
4. Goals and objectives of program evaluation
5. Program evaluation procedures
6. Implementation of evaluation analyses

D. Follow-up and review of program progress

1. **Trends and Issues in Agriscience Technology Education and Career and Technical Education**
2. **Science and Mathematics Principles in Teaching Agriscience Technology Education**
3. Biological sciences
4. Chemistry
5. Physical sciences
6. Mathematics

 **XII. Integrating Science and Mathematics Principles in Teaching Career and Technical Education**

 A. Science and mathematics principles in current course of study

 B. Embedded credit

 C. Sequencing principles

1. **Program-Specific and General Career and Technical Issues and Components**
2. Computer modules for Agriscience Technology Education
3. Types of computer modules
4. Operation of computer modules
5. Incorporation of computer modules into the instructional program.
6. Instructional modules:
* Agriculture Mechanics
* Animal Science
* Aquaculture
* Farm Management
* Forestry
* Landscape Design
* Natural Resources
* Plant Science

C. Other modules as appropriate

**7. Course Requirements:**

1. Students will be required to submit a portfolio at the end of the semester with assignments completed during their student teaching internship that pertained to program planning. The portfolio will consist of the following items:

1. Philosophy statement for their program area

1. 2. Teaching calendar(s) for a course(s) during the student internship in their program area
2. 3. Job analysis on local business related to their program area

4. Community survey analysis

1. 5. Outline and evaluation of a student recruitment activity
2. 6. Public relations methods used during the student internship
3. 7. Evaluation of one career/technical student organization activity in which the student intern assisted
4. Students will be required to attend all class sessions and participate in all class discussions and exercises.
5. Students will be required to complete two announced or unannounced quizzes.
6. Students will be required to complete program-specific and/or career and technical education specific components assigned.

**8. Grading and Evaluation Procedures**

The final grade for this course will be based on the following:

 Portfolio components:

 Philosophy statement 5%

 Teaching calendar 20%

 Lesson Plans/Materials 30%

 Guidance Info 5%

 SAE Report 10%

 FFA Participation 5%

 Items 8-14 5%

 ESOL Module (graduate students only) 10%

 Community Needs Assessment 10%

 Total 100%

 The following grading scale will be used:

 90 - 100 % = A

 80% - 89.9% = B

 70% - 79.9% = C

 60% - 69.9% = D

 Below 60% = F

9. **Class Policy Statements:**

1. Students are expected to attend all class meetings and participate in all classroom exercises. Should students need to be absent for any reason, please contact the course instructor before missing that class meeting.
2. Students are responsible for initiating arrangements for missed work due to excused absences.
3. Make-up quizzes will be given only for University-approved excuses as outlined in the Tiger Cub. Arrangements to take the make-up quizzes must be made in advance. Students who miss a quiz because of illness need a doctor’s statement for verification of sickness and should clear the absence with the instructor the day they return to class. Other unavoidable absences from campus must be documented and cleared with the instructor **in advance**. Unannounced quizzes cannot be made up under any circumstance.
4. Students who need special accommodations should make an appointment to discuss the Accommodation Memo during office hours as soon as possible. If you do not have an Accommodations Memo, contact Dr. Kelly Haynes, Director, Program for Students with Disabilities, in 1244 Haley Center as soon as possible. Telephone: 334-844-5943 (Voice T/O).
5. All portions of the Auburn University Honesty Code found in the Tiger Cub (Title XII) will apply in this class.

