

ASTE Course Map
Agricultural Education
ASTE Department Learning Objectives

	Required Courses																
	A S T E	A S T E	A S T E	A S T E	A S T E	A S T E	A S T E	A S T E	A S T E		S C E D	S C E D	S C E D	S C E D	S C E D		S P E D
<u>ASTE Department Learning Objectives</u>	2 7 1 0	3 1 0 0	3 2 4 0	3 3 0 0	3 6 2 0	4 1 5 0	4 3 0 0	5 5 0 0	5 6 0 0		3 1 0 0	3 2 1 0	4 2 0 0	4 2 1 0	5 3 0 0		4 0 0 0
A. Become familiar with the formal and informal aspects of agricultural education as a career;	X	X	X	X	X	X	X	X	X		X	X			X		
B. Explore the diversity of career types and industries in agricultural education through internships, clinical experiences, and student teaching;				X			X	X	X						X		
C. Demonstrate valid techniques in the development of community based agricultural education programs;	X		X	X	X	X			X						X		
D. Integrate technical agricultural science, technology, and management concepts into the comprehensive design of a localized agricultural education program;	X	X	X		X	X			X		X	X	X	X			X
E. Demonstrate teaching competency in a student teaching site under the direction of a mentoring teacher and assessment by professors in the ASTE department;				X			X		X						X		
F. Evaluate instruction in agricultural education through criterion-referenced techniques using USOE teaching procedures;				X		X	X		X		X		X	X	X		X
G. Design performance assessment systems based upon stated learning/program objectives; and			X	X		X	X		X			X	X	X	X		X
H. Utilize contemporary instruction materials to guide instruction.	X	X	X	X	X	X	X		X			X	X	X	X		X

ASTE Course Map

Agricultural Education

Utah State Office of Education Competencies

	Required Courses															
	A S T E	A S T E	A S T E	A S T E	A S T E	A S T E	A S T E	A S T E	A S T E		S C E D	S C E D	S C E D	S C E D	S C E D	S P E D
<u>USOE Competencies (1 of 6)</u>	2 7 1 0	3 1 0 0	3 2 4 0	3 3 0 0	3 6 2 0	4 1 5 0	4 3 0 0	5 5 0 0	5 6 0 0		3 1 0 0	3 2 1 0	4 2 0 0	4 2 1 0	5 3 0 0	4 0 0 0
1. Identify the student performance objectives for a lesson;			X			X			X				X	X		
2. Plan the content of a lesson;			X			X			X				X			
3. Select teaching techniques for a lesson;			X			X			X				X			
4. Plan the introduction for a lesson;			X			X			X				X			
5. Write a lesson plan;			X			X			X				X			
6. Plan student learning experiences for a lesson;			X			X			X			X	X			
7. Select tools and/or equipment for a lesson;			X			X			X				X			
8. Determine student needs and interests;			X			X			X		X	X	X			X
9. Teach using problem-solving methods;						X			X				X			X
10. Summarize correlation unit content with on-the-job and/or laboratory experience;			X			X			X							
11. Develop original instructional materials such as individualized related assignment sheets, transparencies, and charts;			X	X		X	X		X				X	X	X	

	Required Courses																
	A S T E	A S T E	A S T E	A S T E	A S T E	A S T E	A S T E	A S T E	A S T E		S C E D	S C E D	S C E D	S C E D	S C E D		S P E D
<u>USOE Competencies (2 of 6)</u>	2 7 1 0	3 1 0 0	3 2 4 0	3 3 0 0	3 6 2 0	4 1 5 0	4 3 0 0	5 5 0 0	5 6 0 0		3 1 0 0	3 2 1 0	4 2 0 0	4 2 1 0	5 3 0 0		4 0 0 0
12. Identify the competencies needed for entry into an occupation;	X							X	X								
13. Determine the occupations for which training is to be offered in the agricultural education programs;	X	X						X	X								
14. Assist in the identification of the school's agricultural education purposes and goals;	X				X	X			X		X						
15. Assess the relevancy of the agricultural education offering;	X								X								
16. Construct an instrument to collect occupational data or program planning;						X			X					X	X		
17. Plan an instructional program based upon findings of an occupational survey;						X			X								
18. Write student performance objectives for the agricultural education offering;			X	X		X	X		X						X		
19. Direct student laboratory experience;			X	X			X		X						X		
20. Present a concept or principle through a demonstration;	X	X	X	X	X	X	X		X				X	X	X		
21. Demonstrate a manipulative skill;	X		X	X	X	X	X		X						X		
22. Reinforce learning;			X	X		X	X		X				X	X	X		
23. Enrich instruction to challenge the abilities of more capable students;				X		X	X		X		X	X		X	X		X
24. Conduct field trips;				X		X	X		X						X		
25. Employ question techniques;						X			X				X	X			X

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<u>USOE Competencies (4 of 6)</u>	2 7 1 0	3 1 0 0	3 2 4 0	3 3 0 0	3 6 2 0	4 1 5 0	4 3 0 0	5 5 0 0	5 6 0 0		3 1 0 0	3 2 1 0	4 2 0 0	4 2 1 0	5 3 0 0		4 0 0 0
39. Arrange laboratory work areas and storage space to facilitate student work performance;			X			X			X								
40. Arrange layout of the agricultural education laboratory to stimulate the occupational environment;			X			X			X								
41. Devise a filing system for instructional material;				X			X	X	X							X	
42. Conduct a conference with a student;				X		X	X		X		X	X		X	X		X
43. Develop constructive working relationships among students;	X			X		X	X		X		X	X			X		X
44. Demonstrate a regard for and an interest in students as individuals;	X		X	X	X	X	X		X		X	X			X		X
45. Present information to students on occupational opportunities;	X								X								
46. Recognize potential problems of students;				X		X	X		X		X	X		X	X		X
47. Plan the school community relations activities for the agricultural education program;	X	X	X	X	X	X	X	X	X						X		
48. Construct a questionnaire to obtain information from parents relative to their expectations of the agricultural education program;									X						X		
49. Participate in area, state, regional, and national activities of the student FFA organization;	X			X	X	X	X		X						X		
50. Speak to school and community groups on the agricultural education program;				X			X		X						X		
51. Assist students in developing a yearly program of work for the student FFA organization;	X			X	X	X	X		X						X		

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<u>USOE Competencies (5 of 6)</u>	2 7 1 0	3 1 0 0	3 2 4 0	3 3 0 0	3 6 2 0	4 1 5 0	4 3 0 0	5 5 0 0	5 6 0 0		3 1 0 0	3 2 1 0	4 2 0 0	4 2 1 0	5 3 0 0		4 0 0 0
52. Maintain the ethical standards expected of a professional educator;	X	X	X	X	X	X	X	X	X		X	X	X	X	X		X
53. Keep up-to-date through reading professional literature;	X						X	X									
54. Exchange observational visits, innovations, and ideas with others in the profession;				X			X	X	X				X		X		
55. Develop procedures to insure student safety and protection in the training session;			X	X			X		X						X		
56. Check the student-learner's progress with the on-the-job instructor and other training station personnel;				X	X		X		X						X		
57. Develop a procedure to insure student safety and protection in the training station;			X	X			X		X						X		
58. Evaluate the student-learner's work qualities and habits on the job;				X			X		X						X		
59. Assist the cooperating employer in verifying the legality of employing a student-learner in a hazardous occupation;	X			X			X		X						X		
60. Develop a systematic training plan with the cooperating employer and/or on-the-job instructor;				X	X		X		X						X		
61. Assist the student-learner in on-the-job training orientation;				X	X		X		X						X		
62. Prepare the student-learner for an interview with the cooperating employer and training station personnel;						X		X	X								
63. Assist the student-learner in the solution of problems related to on-the-job training;				X			X		X						X		
64. Control student-learner absenteeism from school and on-the-job training;				X			X		X						X		

Appendix B

Required Courses for Agricultural Education Majors

Agricultural Education

ASTE 2710. Orientation to Agricultural Education. Students examine the framework of agricultural education, with a special emphasis on the nature of the programs, career opportunities, and the qualifications and preparation requirements of future agricultural educators. Students will spend 25-30 hours observing instruction in secondary classrooms. (2 cr) (F)

ASTE 3100. Leadership Applications in Agricultural Science, Management, and Development. Study of leadership styles and their applications in development of agricultural programs for youth and adults. Emphasizes leadership and communication principles for effective community resource management in rural environments. Experiences provided in leadership styles, program planning, and meeting organization. (2 cr) (Sp)

ASTE 3240 (CI). Teaching in Laboratory Settings. Basic principles of teaching students in laboratory settings. Overview of major concepts, considerations, and practices used for developing and evaluating agriscience curricula. Prerequisite: ASTE 2710. (3 cr) (Sp)

ASTE 3300. Clinical Experience I in Agricultural Education. In-school clinical observation experience. Students involved in observing management and assisting in teaching. Designed to provide familiarity with agricultural education classroom. (1 cr) (Sp)

ASTE 3620. Managing the FFA and SAE Programs. Introduction to basic concerns, understandings, and practices needed to effectively advise an FFA chapter. Students learn appropriate philosophies and skills for operation of a comprehensive supervised agricultural experience program. (2 cr) (Sp, Su)

ASTE 4150 (CI). Methods of Teaching Agriculture. Introduction to basic practices of classroom teaching and program planning. Through participation in discussions, activities, and assignments, students refine their abilities to develop programs, diagnose the learner, prepare the instruction, and guide student learning. Prerequisites: ASTE 2710, 3240. (3 cr) (F)

ASTE 4300. Clinical Experience II in Agricultural Education. Continued in-school observation of agricultural education teaching. Requires student participation in teaching, management, and program development in agricultural education. (1 cr) (F)

ASTE 5500. Agricultural Education Secondary Curriculum Seminar. Cooperative examination of considerations and processes for teaching secondary students. Reflection on the practice of teaching. Preparation for entry into the teaching profession. (2 cr) (Sp)

ASTE 5600. Agricultural Education Student Teaching in Secondary Schools. Students teach agriscience and technology courses in secondary and middle school settings under the guidance of clinical and Utah State University supervisors. (8 cr) (Sp)

Secondary Education

ScEd 3100. Motivation and Classroom Management. Designed to lead pre-service secondary school teachers to address two questions: (1) What diverse traits, talents, attitudes, and experiences do pre-adolescent and adolescent students bring to the middle school, junior high school, and high school environment? and (2) In light of these diverse traits, talents, attitudes, and experiences, how should teachers work with students to build cooperative classroom communities where students are motivated to engage in productive learning activities? (3 cr) (F, Sp)

ScEd 3210 (CI, DSS). Educational and Multicultural Foundations. Provides preservice teachers with the opportunity to critically examine the political, economic, and educational policies influencing students' access to equitable educational experiences. Examines historical and philosophical foundations influencing the nature of multicultural education in our Democratic society, how personal biases can influence instructional practices, and development of multicultural curriculum relevant to specific content areas. (3 cr) (F, Sp)

ScEd 4200 (CI). Reading, Writing, and Technology. Performance-based class focused on a wide range of academic skills related to reading, writing, and advanced technology access. Prerequisite: Program admission and completion of Level 1. (3 cr) (F, Sp)

ScEd 4210. Cognition and Evaluation of Student Learning. Designed to lead the preservice secondary school teacher to address two questions: (1) How do students construct concepts; discover relationships; and develop knowledge-level skills, comprehension and communication skills, and problem-solving abilities? (2) How do teachers monitor students' progress, evaluate and communicate their achievement, and interpret the results of system-wide and standardized test results to students and their parents? (3 cr) (F, Sp)

ScEd 5300. Clinical Experience III. Third clinical practicum in middle and secondary schools. Arranged by Office of Field Experiences for 5 weeks before student teaching (40 hours minimum). Required of all students at Level 3. Prerequisites: Level 1 and Level 2 completion, and student teaching placement. (1 cr) (F, Sp)

Special Education

SpEd 4000. Education of Exceptional Individuals. Characteristics of all types of exceptional children with emphasis on the educational and psychological implications of these conditions to the development of the child. (2 cr) (F, Sp, Su)