

Agribusiness Program of Study

Engineering



A program of study serves as a guide, along with other career planning materials, as learners continue along a career path. Courses listed are only recommended coursework and should be individualized to meet each learner's educational and career goals.

Ultimately, a program of study should be customized with course titles and appropriate high school graduation requirements as well as college entrance requirements. Additional career exploration opportunities should also be offered at upper elementary grade levels to promote higher engagement and learner focus in subsequent years. Student Success Plans outlining career goals should be utilized through the advisement process.

Requires on-the-job training or industry-recognized credential

- Farmer and Greenhouse Worker
- Agricultural Equipment Operator
- Food Processing

Requires an associate degree

- Farm Manager
- Agricultural Buyer
- Agricultural Sales
- Crop Adjuster

Requires a bachelor's degree

- Agricultural Policy Analyst
- Agricultural Market Analyst
- Agricultural Lobbyist
- Agricultural Operations Specialist
- Agricultural Compliance Officer
- Agricultural Product Coordinator
- Agricultural Economist

Requires an advanced degree

- Agricultural Lawyer
- Postsecondary Instructor, Agriculture
- Agribusiness Insurance Underwriter

Sample occupations



Course examples

Career Exploration (22151A001)

Career Exploration courses help students identify and evaluate personal goals, priorities, aptitudes, and interests with the goal of helping them make informed decisions about their careers. These courses expose students to various sources of information on career and training options and may also assist them in developing job search and employability skills.

Exploratory Agricultural Science (68003A001)

This exploration course provides the opportunity to learn fundamental concepts in agriculture to serve as a foundation for future courses and to inform students about the industry that is so vital to society and to their future. Major units of instruction include an introduction to the agricultural industry, animal science, plant science, horticulture science, agribusiness, environmental science, agricultural mechanics, food science, and leadership and personal development. Participation in FFA student organization activities is an integral course component for leadership development, career exploration, and reinforcement of academic concepts.

Introduction to the Agriculture Industry (18001A001)

This course provides an opportunity for students to learn how the agricultural industry is organized; its major components; the economic influence of agriculture at state, national, and international levels; and the scope and types of job opportunities in the agricultural field. Basic concepts in animal science, plant science, soil science, horticulture, natural resources, agribusiness management, and agricultural mechanics will be presented. Students will learn about FFA history, structure, parliamentary procedure, leadership skills, and public speaking. There will be a focus on improving computer and workplace skills. Participation in FFA student organization activities and Supervised Agricultural Experience (SAE) projects is an integral course component for leadership development, career exploration, and reinforcement of academic concepts.

Basic Agricultural Business (18201A002)

This course is designed to introduce students to the livestock (beef, dairy, sheep, goats, and swine), poultry, and large (equine) animal industry and provide them with basic animal science knowledge that can be further developed in advanced animal science courses. Major units of instruction include animal science careers, animal anatomy and physiology, animal reproduction, animal nutrition, genetics, animal health, small and large animal care, and meat science. There will be a focus on improving computer and workplace skills. Participation in FFA student organization activities and projects is an integral course component for leadership development, career exploration, and reinforcement of academic concepts.

Agricultural Business Management* (18201A001)

This course will provide students with the basic knowledge and skills necessary to manage personal finances and develop into a successful entrepreneur and/or businessperson. Instructional units include business ownership types; starting an agribusiness; managing and operating an agribusiness; financing an agribusiness; managing personal finances; record keeping and financial management of an agribusiness; local, state, and federal taxes; agricultural law; and developing employability skills. Student skills will be enhanced in math, reading comprehension, and writing through agribusiness applications. There will be a focus on improving computer and workplace skills. Participation in FFA student organization activities and projects is an integral course component for leadership development, career exploration, and reinforcement of academic concepts.

Agricultural Economics* (18204A001)

This course is designed to provide students with the knowledge of basic economic principles of micro and macroeconomics, international economics, comparative economic systems, measurement, and methods. The course will help the students understand and apply basic economic principles as they relate to individual consumers, production agriculture, and agribusiness management. The students will develop an agricultural project and keep accurate agriculture records of expenses, receipts, and profit/losses. This course will satisfy the economics requirement for graduation. Participation in FFA student organization activities and projects is an integral course component for leadership development, career exploration, and reinforcement of academic concepts.

Agribusiness Systems Workplace Experience (18248A001)

Agribusiness Workplace Experience courses provide work experience in fields related to agribusiness. Goals must be set cooperatively by the student, teacher, and employer (although students are not necessarily paid). These courses must include classroom instruction at least once per week, that involve further study of the field, discussion of relevant topics that are responsive to the workplace experience, and employability skill development. Workplace Experience courses must be taught by an approved work-based learning educator-coordinator. These courses should be aligned to a Career Development Experience that could include Student-led Enterprises; School-based Enterprises; Immersion Supervised Agricultural Experiences; Clinical Experiences in Science and Technology programs; Internships; and Apprenticeship programs, including Youth Apprenticeships, Pre-apprenticeships, and Registered Apprenticeships. Participation in FFA student organization activities is an integral course component for leadership development, career exploration, and reinforcement of academic concepts.

Full sequence

	Grade	English	Math	Science	Social Studies	Required Courses, Electives, and Learner Activities	Career and Technical Courses
Middle School	7	ELA 7	Math 7	Science 7	Social Studies 7		Career Exploration
	8	ELA 8	Math 8	Science 8	Social Studies 8		Exploratory Agricultural Science
Secondary	9	ELA 9	Algebra I	NGSS-Aligned Science 9	U.S. History	All programs of study should meet local and state high school graduation requirements and college entrance requirements. Participation in a Career and Technical Student Organization is also important for developing appropriate skills and competencies.	Introduction to the Agricultural Industry
	10	ELA 10	Geometry	NGSS-Aligned Science 10	World History or Economics		Basic Agricultural Business
	11	ELA 11	Algebra II	Chemistry*	U.S. Government*		Agricultural Business Management*
	12	Transitional English or English Composition*	TM QL & Statistics or General Education Math*	Biology or General Biology for Non-Majors*	Microeconomics*		Agricultural Economics* Agribusiness Systems Workplace Experience
Postsecondary	13	English Composition**†	General Education Math**†	Biology**	Microeconomics*	All programs of study should meet learner’s career goals with regard to required degrees, licenses, certifications, or journey worker status. Participation in appropriate student organizations is also important for developing appropriate skills and competencies.	Continue required courses in learner’s chosen area of specialization to complete the desired certification and/or credential.
	14	Oral Communication†	Statistics**†	Chemistry**			
	15	Continue courses in learner’s chosen area of specialization.					
	16						

* AP/dual credit opportunities

** Skip to next course in sequence if accomplished through credit transfer opportunity

† Postsecondary course affiliated with Illinois Articulation Initiative Code

Additional opportunities

Early career opportunities learning about work

- Career Planning
- Career Fairs
- Industry Speakers
- Informational Interviews
- Career Presentations
- Worksite Tours
- Cooperative Education
- Job Shadow
- Simulated Skill Development
- Other

Credit Transfer and WBL opportunities

- Dual Enrollment/Dual Credit
- Advanced Placement
- Articulated Credit
- Career-Related Service Learning
- School-Based Enterprise
- Student-Led Enterprise
- Project-Based Learning
- Internships
- Apprenticeships (e.g., youth, pre-registered, non-registered, research)
- Other

Industry-recognized credentials

- Certification
- License
- Other

Student organizations

- Business Professionals of America
- Educators Rising
- Future Business Leaders of America
- Family, Career and Community Leaders of America
- National FFA Organization (Illinois Association FFA)
- Future Health Professionals
- Illinois Distributive Education Clubs of America
- Science Olympiad
- Skills USA Illinois
- Technology Student Association
- Other
- Team-Based Challenge