

Status: PENDING

PROGRAM REQUEST
Agriscience Education - ASE-BS

Last Updated: Pfister, Jill Ann
01/14/2011

Fiscal Unit/Academic Org	Human & Community Resource Dev - D1118
Administering College/Academic Group	Food, Agric & Environ Science
Co-administering College/Academic Group	
Semester Conversion Designation	Re-envisioned with significant changes to program goals and/or curricular requirements (e.g., degree/major name changes, changes in program goals, changes in core requirements, structural changes to tracks/options/courses)
Current Program/Plan Name	Agricultural and Extension Education
Proposed Program/Plan Name	Agriscience Education - ASE-BS
Program/Plan Code Abbreviation	AGREDUC-BS
Current Degree Title	Bachelor of Science in Agriculture

Credit Hour Explanation

Program credit hour requirements		A) Number of credit hours in current program (Quarter credit hours)	B) Calculated result for 2/3rds of current (Semester credit hours)	C) Number of credit hours required for proposed program (Semester credit hours)	D) Change in credit hours
Total minimum credit hours required for completion of program		61	40.7	39	1.7
Required credit hours offered by the unit	Minimum	47	31.3	32	0.7
	Maximum	47	31.3	32	0.7
Required credit hours offered outside of the unit	Minimum	14	9.3	7	2.3
	Maximum	14	9.3	7	2.3
Required prerequisite credit hours not included above	Minimum				
	Maximum				

Program Learning Goals

Note: these are required for all undergraduate degree programs and majors now, and will be required for all graduate and professional degree programs in 2012. Nonetheless, all programs are encouraged to complete these now.

- Program Learning Goals**
- 1. Articulate a personal and professional philosophy based on history and foundations of the discipline
 - 2. Create programs based on assessed needs.
 - Demonstrate capacity to utilize educational strategies.
 - Conduct formative and summative evaluation.
 - Use scholarly research in professional practice.

Assessment

Assessment plan includes student learning goals, how those goals are evaluated, and how the information collected is used to improve student learning. An assessment plan is required for undergraduate majors and degrees. Graduate and professional degree programs are encouraged to complete this now, but will not be required to do so until 2012.

Is this a degree program (undergraduate, graduate, or professional) or major proposal? Yes

Does the degree program or major have an assessment plan on file with the university Office of Academic Affairs? No

DIRECT MEASURES (means of assessment that measure performance directly, are authentic and minimize mitigating or intervening factors)

Standardized tests

- National standardized examination

- Certification or licensure examinations

Classroom assignments

- Embedded testing (i.e. specific questions in homework or exams that allow faculty to assess students' attainments of a specific learning goal)
- Other classroom assessment methods (e.g., writing assignments, oral presentations, oral exams)

Evaluation of a body of work produced by the student

- Practicum, internship or research evaluation of student work
- Portfolio evaluation of student work
- Capstone course reports, papers, or presentations

INDIRECT MEASURES (means of assessment that are related to direct measures but are steps removed from those measures)

Surveys and Interviews

- Student evaluation of instruction
- Student interviews or focus groups

Additional types of indirect evidence

- Job or post-baccalaureate education placement
- Curriculum or syllabus review

USE OF DATA (how the program uses or will use the evaluation data to make evidence-based improvements to the program periodically)

- Analyze and discuss trends with the unit's faculty
- Analyze and report to accrediting organization
- Make improvements in curricular requirements (e.g., add, subtract courses)
- Make improvements in course content
- Make improvements in course delivery and learning activities within courses

Program Specializations/Sub-Plans

If you do not specify a program specialization/sub-plan it will be assumed you are submitting this program for all program specializations/sub-plans.

Pre-Major

Does this Program have a Pre-Major? No

Attachments

- Program Proposal.pdf: Program Proposal
(Program Proposal. Owner: Trefz, Marilyn Kaye)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Trefz, Marilyn Kaye	09/21/2010 08:12 AM	Submitted for Approval
Approved	Cano, Jamie M	09/21/2010 12:59 PM	Unit Approval
Revision Requested	Stokoe, Laurie Anne	11/08/2010 09:23 AM	College Approval
Submitted	Trefz, Marilyn Kaye	11/17/2010 10:44 AM	Submitted for Approval
Revision Requested	Stokoe, Laurie Anne	11/23/2010 09:06 AM	Unit Approval
Submitted	Trefz, Marilyn Kaye	12/13/2010 09:29 AM	Submitted for Approval
Approved	Cano, Jamie M	12/13/2010 10:29 AM	Unit Approval
Approved	Pfister, Jill Ann	01/14/2011 05:38 PM	College Approval
Pending Approval	Soave, Melissa A	01/14/2011 05:38 PM	CAA Approval

Status: PENDING

PROGRAM REQUEST
Agriscience Education - ASE-BS

Last Updated: Pfister, Jill Ann
01/14/2011



December 7, 2010

Phone (614) 292-6321
Fax (614) 292-7007

Dr. Jill Pfister
Assistant Dean, Academic Affairs
College of Food, Agricultural, and Environmental Sciences
100 Agricultural Administration Building
2120 Fyffe Road
Columbus, OH 43210

Dear Jill:

This letter is to lend departmental administrative support to the efforts made by the Human and Community Resource Development faculty as they planned the undergraduate curriculum transition from a quarter to a semester academic calendar. The planning process has been thorough and extensively involved all faculty in the department.

Undergraduate Curriculum. The work of the faculty has resulted in three undergraduate majors I believe will serve our students well in the future:

- Agricultural Communication
- Agriscience Education
- Community Leadership, which is comprised of two specializations:
 - Community and Extension Education
 - Leadership

They have also developed four departmental minors that will meet the needs of not only students within the College of Food, Agricultural, and Environmental Sciences, but also the needs of students throughout the University.

- Agricultural Communication
- Leadership Studies (Interdisciplinary)
- Youth Development (Interdisciplinary)
- Outreach Education (formerly Agricultural and Extension Education)
- Faculty met almost weekly from January, 2010-June, 2010 and then for several extended periods in autumn.

Graduate Curriculum. Subsequent to the work on the undergraduate curriculum, the faculty turned its attention to the graduate program. Five meetings were held from the end of August through early November. The faculty agreed to continue the following graduate programs, with minor adjustments:

- Agricultural and Extension Education – M.S.
- Agricultural and Extension Education – M.Ed.

- Agricultural and Extension Education – Ph.D.
- Research Methods minor

We had essentially 100% participation in the undergraduate and graduate program development. These changes were adopted by near unanimous consensus in every case.

Many thanks to you and the College Academic Affairs Committee for your efforts in this process.

Sincerely,

A handwritten signature in black ink, appearing to read 'L. H. Newcomb', written in a cursive style.

L. H. Newcomb
Interim Chair



July 2, 2010

Dr. Jill Pfister
c/o Academic Affairs
100 Ag Admin
2120 Fyffe Rd
Columbus, OH 43210

Dear Dr. Pfister:

In response to the request for a cover letter to accompany the Proposals for Programs and Courses, I am submitting this summary of department processes. The Department of Human and Community Resource Development began its Q2S program transition with a formal departmental meeting in November, 2009. We then participated in "Q2S Wednesdays" from January 6 to June 9. As a result, the HCRD Semester Program Proposal is being submitted on July 2, 2010. This letter captures the essence of the department's collective efforts.

During the department's strategic planning meetings held Autumn Quarter, 2009, our faculty members committed to "re-examine, reconfigure, and realign all course content to prepare for the conversation to semesters as well as to more effectively provide instruction via different methods of delivery". The departmental teaching committee drew upon processes advocated by the committee that wrote the 2002 departmental document, "A New Vision for Undergraduate Education", as a basis for leading the development of new program and learning outcomes that guided our semester program development. During this time, the undergraduate coordinator met individually with each incoming freshmen, the first class of students who will be affected by the semester conversion, to review their current programs and to assure them that we, as faculty, will work with them to minimize any difficulties that may occur in their programs due to the transition.

When the department held its first "Q2S Wednesday" in January, we began with collecting brainstormed thoughts to two questions: "**What words or phrases would you use to describe our ideal graduates of the future?**" and, "**What should our ideal curriculum provide future students that they cannot acquire elsewhere?**" The data collected were factored into categories: Cutting-edge and Technically Competent; Professionally Competent and Masterful at Designing and Implementing Educational Programming; Ability to Lead; Life-long Learners; Critical Thinkers; Globally Aware; Possess Socially-Relevant Skills; Contemporary, Visionary, and Innovative. These categories provided the basis for spending the next several weeks creating our new Program Outcomes, and subsequently using the Program Outcomes to create our Learning Outcomes. Using the Learning Outcomes, we leveled the skills and dispositions according to freshmen entry-level skill development versus senior exit-level skill development, and then packaged like-outcomes into potential new courses.(Cover letter- HCRD, continued).

In April we started preparing proposed program plans which led to proposing a new structure of majors and minors that focused our efforts toward working horizontally, rather than vertically across all disciplines in the department. The proposed majors are: Agricultural Communication, Agriscience Education, and Community Leadership, with Community Leadership having two specialties; one in Community and Extension Education, and one in Leadership. With the majors decided, teams of faculty began creating first drafts of new core courses that will be required for all majors in the department. Since student input is valuable, focus groups with current extension, agricultural communication, preservice teachers, and leadership option majors were conducted. Student input was used to alter some of the original proposal.

Following discussions by faculty, it was decided that the Mayterm will be used to meet early experiences in Extension offices and public schools, since schools will be in-session while OSU is out-of-session. The Mayterm will also be used to enrich student experiences through study abroad.

Discussions regarding internship experiences and capstone courses were healthy, and resulted in exciting changes that capture more authentic, contextual experiences for learners. Current issues in agriculture and the related sciences will be used to engage learners in a combination of traditionally delivered and non-traditionally delivered experiences.

Finally, given the college interpretation of the new university General Education Requirements, the faculty made final decisions regarding credit hours available for the core, study in-depth, and electives. Also, given the new university numbering system, faculty agreed upon an organized approach to numbering the courses in the department. Student input regarding the proposed system indicated that they felt that the system was easy to understand and was logical to them.

The 8-month journey undertaken by the faculty in the department has resulted in the proposal we are delivering. We believe we have created an exciting, engaging curriculum based upon current issues in agriculture and the related sciences that is directly reflected in the new program outcomes developed collectively by our faculty. Thank you for your careful consideration of this proposal.

Sincerely,

M. Susie Whittington

M. Susie Whittington
Associate Professor
Undergraduate Coordinator
Co-Q2S Point Personnel

Department of Human and Community Resource Development Rationale for Majors and Minors

The three majors in Human and Community Resource Development will be **Agricultural Communication, Agriscience Education, and Community Leadership**. The names of the majors and the content in the majors reflect current career options for our learners. These new majors were developed as a result of several weeks of faculty discussions and brainstorming to create new learning outcomes for all graduates of the department. Once the learning outcomes were refined, leveling of the learning outcomes took place to determine the best sequencing for the developmental approach that was desired for our learners. Packaging of courses then took place. New names were selected to reflect more current agriculture and related sciences concepts.

Under the former Agricultural and Extension Education (AEE) major, Ohio licensure requirements for the teacher education option tended to stifle flexibility for the other two options in the major (Extension Education and Leadership). To address this concern, the **Agriscience Education** curriculum is now designed to address the teacher licensure requirements for Ohio. Its curriculum was designed after taking into consideration the new Ohio Agricultural Science Pathways for High School curriculum. Consequently, the major now reflects options for the minor from which a student can choose a more in-depth pathway of study.

The new **Community Leadership** major was developed to meet the needs of students previously in the Extension Education and Leadership options of the AEE. This new major offer content to prepare learners for take leadership roles in agribusiness, agencies, and communities. Specializations within this major are **Community and Extension Education** and **Leadership**. The design of this major will better provide leaving the other programs with opportunities to better meet needs of learners in more creative/flexible ways.

The **Agricultural Communication** major was re-conceptualized with modern technology in mind.

We are maintaining our requirement for science credits across all majors. We have repackaged our internship requirements to engage learners in capstone experiences that provide more contextual, authentic learning related to current issues in agriculture and the related sciences.

The four minors in Human and Community Resource Development will be **Leadership Studies, Youth Development, Outreach Education, and Agricultural Communication**. Discussions among faculty resulted in identifying gaps in programming across the university in which members of the department had expertise. Consequently, the proposed minors provide value-added skills to many majors across the university community.

Human and Community Resource Development - Semester Course Listings and Teaching Assignments - Draft 12/7/2010

UNDERGRADUATE										
QUARTER COURSE INFORMATION					SEMESTER COURSE INFORMATION					
Qtr. Course No.	Name of Quarter Course	Hours	Semester Course No.	Name of Semester Course	Hours	Cl Hrs	Lab Hrs	Semester(s) Taught	Program(s) Served	Faculty
AG COMM 293	Individual Studies	1 to 5	ASE 2193	Individual Studies	1 to 3			All	ASE, AG COM	Whittington
AG COMM 294	Group Studies	1 to 5	ASE 2194	Group Studies	1 to 3			All	ASE, AG COM	Whittington
AGE 280	Early Field Experience in Agricultural and Extension Education		ASE 2880	Early Experience in Agriscience Education	1	Off-campus		May Term	ACEL	Whittington
AGE 480	Field Experience	3	ASE 4280	Context-Based Learning in Agriscience Education	2	Off-campus		Fall	ASE	Cano
NEW COURSE			ASE 3448	Professional Development in Agr. Communication, Ed., and Leadership	1 to 3			Fall/Spring	ASE	Whittington
NEW COURSE			ASE 4683	Research with Distinction	1 to 6			All	ACEL	Whittington
AEE 683H, AC 683H	Honors Projects		ASE 4683H	Research with Distinction - Honors	1 to 6			All	ACEL	Whittington
NEW COURSE			ASE 4998	Undergraduate Research	1 to 6			All	ACEL	Whittington
AEE 693	Individual Studies	1 to 5	ASE 5193	Individual Studies	1 to 3			All	CL-CEE, CL-L	Whittington
AEE 594	Group Studies	1 to 5	ASE 5194	Group Studies	1 to 3			All	CL-CEE, CL-L	Whittington
AEE 530.02	Methods of Teaching Agricultural Education	5	ASE 5230	Methods of Teaching in Agriscience Education	3	2	1	Fall	ASE	Whittington
AEE 531	Experiential Education in Public Schools	3	ASE 5231	Experiential Learning in Agriscience Education	2	2		Fall	ASE	Whittington
AEE 585	Program Development in Public Schools	3	ASE 5255	Program Planning in Agriscience Education	2	2		Spring	ASE	Whittington
AEE 580.01	Field Experience in Public Schools I	5	ASE 5280	Internship in Agriscience Education	4	Off-campus		Spring	ASE	Cano
AEE 580.02	Field Experience in Public Schools II	5	ASE 5281	Capstone in Agriscience Education	4	Off-campus		Spring	ASE	Cano
AEE 580.03	Field Experience in Public Schools III	5	ASE 5282	Evaluation in Agriscience Education	4	Off-campus		Spring	ASE	Cano
AEE 694	Egyptian Program - Pre-Program Seminar		ASE 5794	FAES Egyptian Program - Pre-Program Seminar	2			Spring	ACEL	Cano
AEE 697	Egyptian Program - In-Country Course		ASE 5797	FAES Egyptian Program In-Country Course	3	Off-campus		May Term	ACEL, CFAES, OSU	Cano
COMMUNITY LEADERSHIP (COMLDR)										
AEE 293	Individual Studies	1 to 5	COMLDR 2193	Individual Studies	1 to 3			All	CL-CEE, CL-L	Scheer and King
AEE 294	Group Studies	1 to 5	COMLDR 2194	Group Studies	1 to 3			All	CL-CEE, CL-L	Scheer and King
AEE 230; AC 200	Introduction to AEE; Introduction to Agr. Communication	3 to 5	COMLDR 2530	Introduction to Agr. Communication, Education and Leadership - Lecture	2	2		Fall	ACEL	Whittington
NEW COURSE			COMLDR 2530E	Introduction to Agr. Communication, Education and Leadership - Lecture-HE	2	2		Fall	ACEL	Whittington
AEE 280	Early Field Experience in Agricultural and Extension Education		COMLDR 2550	Land Grant Influence (proposed GEC History course)	1	Off-campus		May Term	ACEL	Whittington
AEE 420	Program Development in Extension	3	COMLDR 3330	Program Development and Evaluation	3	3			CL-CEE	Scheer
AEE 542	Fundamentals of Personal and Professional Leadership	3	COMLDR 3530	Foundations of Personal and Professional Leadership	3	3		Fall	ACEL, OSU	Birkenholz
NEW COURSE			COMLDR 3530E	Foundations of Personal and Professional Leadership - Honors Embedded	3	3		Fall	ACEL, OSU	Birkenholz
AEE 594	Toward Cultural Proficiency		COMLDR 3535S	Toward Cultural Proficiency	3	2	1	Fall/Spring	ACEL	Cano
AEE 387	Data Analysis in Applied Sciences	5	COMLDR 3537	Data Analysis in the Applied Sciences	2 to 3			Spring	CL-CEE, CL-L	King
AEE 489	Internship in Agricultural Occupations	1 to 5	COMLDR 4191	Internship in Community Leadership	3	3		All	CL-CEE, CL-L	????
AEE 442	Leadership in Teams and Community Organizations	5	COMLDR 4430	Leadership in Teams and Community Organizations	3 to 6	Off-campus		All	ACEL	Birkenholz
NEW COURSE			COMLDR 4480	Leadership Practicum	1 to 6			All	ACEL	Whittington
NEW COURSE			COMLDR 4683H	Research with Distinction	1 to 6			All	ACEL	Whittington
AEE 683H, AC 683H	Honors Projects		COMLDR 4683	Research with Distinction - Honors	1 to 6			All	ACEL	Whittington
NEW COURSE			COMLDR 4998	Undergraduate Research	1 to 6			All	ACEL	Whittington
AEE 693	Individual Studies	1 to 5	COMLDR 5193	Individual Studies	1 to 3			All	ACEL	Whittington
AEE 594	Group Studies	1 to 5	COMLDR 5194	Group Studies	1 to 3			All	ACEL	Whittington
AEE 530.01	Methods of Teaching in Non-Formal Learning Environments	5	COMLDR 5330	Methods of Teaching in Non-formal Learning Environments	3	2	1	Fall	CL-CEE, CL-L	Scheer and King
NEW COURSE			COMLDR 5335	Volunteer and Human Resource Management	3	2		Fall	CL-CEE, CL-L	Scheer and King
AEE 642 and 643	Youth Organizations/Youth Program Mgt. in Non-School Settings	3 + 3	COMLDR 5350	Youth Organizations and Program Management	4	4		Spring	CL-CEE	Scheer and Cochran
AEE560.01	Field Experience in Extension I	5	COMLDR 5380	Internship in Community and Extension Education	4	Off-campus		All	CL-CEE	Thomas
AEE 560.02	Field Experience in Extension II	5	COMLDR 5381	Capstone in Community and Extension Education	4	Off-campus		All	CL-CEE	Thomas
AEE 560.03	Field Experience in Extension III	5	COMLDR 5382	Issues in Community and Extension Education	4	Off-campus		All	CL-CEE	Thomas
NEW COURSE			COMLDR 5430	Professional Leadership Ethics	3	3		Fall	CL-CEE, CL-L, AC	King
QUARTER COURSE INFORMATION										
Qtr. Course No.	Name of Quarter Course	Hours	Semester Course No.	Name of Semester Course	Hours	Cl Hrs	Lab Hrs	Semester(s) Taught	Program(s) Served	Faculty
NEW COURSE	AGRICULTURAL COMMUNICATION (AGRCOMM)									
NEW COURSE		1 to 5	AGRCOMM 2130	Visual Media in Agricultural and Natural Resources	2		2	Spring	AC, OSU	Rhoades
NEW COURSE		1 to 5	AGRCOMM 2193	Individual Studies	1 to 3			All	ASE, AG COM	Rhoades
NEW COURSE		1 to 5	AGRCOMM 2194	Group Studies	1 to 3			All	ASE, AG COM	Rhoades
AGRCOMM 390	Oral Expression in Agriculture	5	AGRCOMM 3130	Oral Expression in Agriculture	3	2	1	Fall/Spring	AgCEL, OSU	Stewart
AGRCOMM 367	Agricultural Issues in Contemporary American Society	5	AGRCOMM 2367	Agricultural Issues in Contemporary American Society	3	3		Fall/Spring	AgCEL	Agunga
NEW COURSE		5	AGRCOMM 3448	Professional Development in Agricultural Communication	1 to 3			Fall/Spring	AC	Rhoades
AGRCOMM 300	Publication Design and Production	5	AGRCOMM 4130	Publication Design and Production	3			Fall/Spring	CL-L, AC	Rhoades
AGRCOMM 489	Agricultural Communication Internship	2 to 5	AGRCOMM 4191	Internship	2			All	AC	Rhoades
NEW COURSE			AGRCOMM 4683	Research with Distinction	1 to 6			All	ACEL	Rhoades

Human and Community Resource Development - Semester Course Listings and Teaching Assignments - Draft 12/7/2010

QUARTER COURSE INFORMATION										SEMESTER COURSE INFORMATION										
Qtr. Course No.	Name of Quarter Course	Hours	Semester Course No.	Name of Semester Course	CI Hrs	Lab Hrs	Semester(s) Taught	Program(s) Served	Faculty	Qtr. Course No.	Name of Quarter Course	Hours	Semester Course No.	Name of Semester Course	CI Hrs	Lab Hrs	Semester(s) Taught	Program(s) Served	Faculty	
NEW COURSE	AC 683H Honors Projects		AGRCOMM 4683H	Research with Distinction - Honors	1 to 6		All	ACEL	Whittington											
AGRCOMM 510	Campaign Design and Management in Agricultural Organizations	5	AGRCOMM 4998	Undergraduate Research	1 to 6		All	ACEL												
AGRCOMM 500	Agricultural Feature Writing	5	AGRCOMM 5130	Campaign Design and Management in Agricultural Organizations	3	3	Spring	CL-L, AC	Stewart											
AGRCOMM 693	Communication Strategies for Change and Development	5	AGRCOMM 5135	Agricultural Feature Writing	5		Spring	AC	Rhoades											
AGRCOMM 693	Individual Studies	1 to 5	AGRCOMM 5150	Communication Strategies for Change and Development	1 to 3		???	UG	Agunga											
AGRCOMM 693	Individual Studies	1 to 5	AGRCOMM 5193	Individual Studies	1 to 3		All	AGRCOMM	Rhoades											
AGRCOMM 350	Advanced Agricultural Communication Technology	5	AGRCOMM 5194	Group Studies	1 to 3		All	AGRCOMM	Rhoades											
			AGRCOMM 5530	Advanced Agricultural Communication Technology	3		Fall	AgCEL, OSU	Rhoades											
GRADUATE																				
AGRCOMM 510	Graduate Student Orientation	1 to 3	AGRCOMM 7000	Graduate Orientation Seminar	1	1	Fall		Birkenholz											
AGRCOMM 510	Strategic Planning in Agricultural and Extension Education	3	AGRCOMM 7230	Strategic and Program Planning for Visionary Change	3	3			Scheer											
AGRCOMM 510	Emerging Problems and Issues	1 to 3	AGRCOMM 7320	Adult Learning and Professional Development	3	3			Scheer											
AGRCOMM 510	Program Evaluation in Agricultural and Extension Education	1 to 3	AGRCOMM 7420	Emerging Issues in Agricultural and Extension Education	2	2			Scheer											
AGRCOMM 510	Foundations of Agricultural and Extension Education	3	AGRCOMM 7520	Human Development and Program Planning	2	2			Scheer											
AGRCOMM 510	Individual Studies	1 to 3	AGRCOMM 7889	Documenting Change through Evaluation and Accountability	3	3			Bruns											
AGRCOMM 510	Leadership and Administration in Agr. and Extension Education	3	AGRCOMM 8000	Workshop in Agricultural and Extension Education	1 to 3				King											
AGRCOMM 510	Methods of Teaching Agriculture (College Teaching Section)	3	AGRCOMM 8100	Leading Through Historical Perspectives	3	3			Agunga											
AGRCOMM 510	Research Methods	3	AGRCOMM 8193	Applied Communication Theory and Practice	3	3			Agunga											
AGRCOMM 510	Research Design	3	AGRCOMM 8420	Individual Studies	1 to 3				King											
AGRCOMM 510	Seminar: Research and Evaluation	1	AGRCOMM 8835	Leadership and Administration in Agricultural and Extension Education	3				King											
AGRCOMM 510	Seminar in Research	1 to 3	AGRCOMM 8850	Methods of Teaching Agriculture (special section for College Teaching)	2	2			Cano											
AGRCOMM 510	Advanced Studies	3	AGRCOMM 8851	Research Methods	2															
AGRCOMM 510	Research	18-Jan	AGRCOMM 8851	Research Proposal I	2															
AGRCOMM 510	Research		AGRCOMM 8851	Research Design	1															
AGRCOMM 510	Research		AGRCOMM 8851	Research Proposal II	2															
AGRCOMM 510	Research		AGRCOMM 8851	Analysis and Interpretation of Data	1															
AGRCOMM 510	Research		AGRCOMM 8851	Seminar: Research and Evaluation	2															
AGRCOMM 510	Research		AGRCOMM 8851	Instrumentation and Procedures for Data Collection	1															
AGRCOMM 510	Research		AGRCOMM 8851	Seminar in Research	2															
AGRCOMM 510	Research		AGRCOMM 8851	Seminar in Research	2															
AGRCOMM 510	Research		AGRCOMM 8851	Applied Data Reduction Techniques	2															
AGRCOMM 510	Research		AGRCOMM 8851	Applied Data Reduction Techniques	2															
AGRCOMM 510	Research		AGRCOMM 8851	Graduate Research	1 to 3															
AGRCOMM 510	Research		AGRCOMM 8851	Graduate Research	1 to 12															

HUMAN AND COMMUNITY RESOURCE DEVELOPMENT – Undergraduate Semester Program Policies

- 1) **Transition policy** – In HCRD, student progress through the degree program requirements will be benchmarked using new learning outcomes written to become the foundation on which our new semester programs were built. Students will be expected to meet the new learning outcomes through a combination of courses in the quarter system, courses in the semester system, or formal and nonformal learning activities. The transition advising process began with the incoming freshman class in fall 2009 (the first class that would enter under quarters, but graduate under semesters). Using the CFAES 100 department sessions as our transition forum (a model that will continue), the department hosted a focus group to identify and respond to student transition concerns. The undergraduate coordinator also began individual advising sessions to address the student concerns. As information regarding Q2S was made available through college-wide meetings, the information was shared with students during undergraduate student organization meetings throughout the year. This year's CFAES 100 department sessions are being used to communicate our department's master plan of course changes (old and new names, numbers, offerings), and to assist students with comparing their quarter system advising sheets with the plans for the semester system. As always, individual advising sessions using student audits will continue. Recommended four-year course plans are included in this proposal.

- 2) **Meeting the tenets of the third writing course** – Since the third writing course requires a formative and summative feedback system of writing, providing feedback, rewriting and re-submitting, we have woven those tenets through assignments across the new curriculum. For example, the peer teaching assignment in the first year Introduction class (required of all students in the department), as well as the unit of instruction assignment in the third year methods class (Agriscience Education), subscribe to the third writing philosophy. In Agricultural Communication, the magazine writing course, AG COM 5135 naturally lends itself to the tenets of the third writing course. Students will be writing several magazine stories, with each story going through several drafts/revisions, resulting in a finished magazine written and edited by the students. Finally, because the capstone content in each major/specialization will be issues-based, relevant agricultural topics addressed during the internship experiences, the third writing tenets will be prevalent across the experience.

- 3) **Description of how the internship requirement is being met** – The internship requirements in HCRD are denoted on the new semester program sheets. Each major has credit hours required for an internship. For example, in Agriscience Education, and in Community and Extension Education, the spring semester of the fourth year of study will be spent in 12 credit hours of Practicum, of which 4 credits will comprise the internship requirement. In Agricultural Communication, students participate in a total of five hours of internship, divided into two separate experiences. The Leadership specialization requires that students complete three hours of internship.

AGRISCIENCE EDUCATION

Effective Summer 2012

All students must complete two Global Issues courses in the GE. This requirement is the successor to the diamond/asterisk requirement. All students must complete a Social Diversity requirement in the GE which can be done by completing Rural Sociology 105 or Sociology 101.

FAES 100	1	Arts and Humanities (see approved CFAES GEC List)	12
		History	3
Writing and Communication	9	Literature	3
English 111	3	Art	3
AGRCOMM 2367	3		
AGRCOMM 3130	3	Cultures and Ideas or Historical Study	3
		COMLDR 3535	3
Quantitative Skills	7		
Math 1148	4	Contemporary Issues (see approved CFAES GEC List)	3
COMLDR 3537	3		
		Internship	
Natural Sciences	15	ASE 2880 –	
		Early Experience in Agriscience Education	1
Entomology 101	4		
Chemistry 101 or 121	5	Major	38
Physics 103 or 111	5		
		Minor Equivalent*	15
Social Sciences	9		
Rural Sociology 105	3	Electives	9-12
AED Econ 200	3	ED P&L 309.07	3
Psychology 100 (Option #1)	3	ED T&L 642	3
		Free Electives	3-6
		Total	121

Major Requirements		38
COMLDR 2530	Introduction to Agricultural Communication, Education, and Leadership	2
COMLDR 3530	Foundations of Personal and Professional Leadership	3
AGRCOMM 5530	Advanced Agricultural Communication Technology	3
ASE 4280	Context-Based Learning in Agriscience Education	2
ASE 5230	Methods of Teaching in Agriscience Education	3
ASE 5231	Experiential Learning in Agriscience Education	3
ASM 5533	Laboratory Pedagogy	4
ASE 5280	Internship in Agriscience Education	4
ASE 5281	Capstone in Agriscience Education	4
ASE 5282	Evaluation in Agriscience Education	4
ASE 5255	Program Planning in Agriscience Education	3
EDUPAES 650	Reading Across the Curriculum	3

***Minor Equivalent**

- Required: ASM 4300 – 4 credit hours
- In addition, select from the following courses, choose one course from Animal Sciences, one course from Plant Science, and any other selections for a total of 15 hours for the minor
 - Animal Sciences: AnSci 200; An Sci 300
 - Plant Sciences: ENR 300.01/300.02; ENR 413
 - Food Science: FST 201

AGRICULTURAL AND EXTENSION EDUCATION
TEACHER EDUCATION OPTION
Effective Autumn 2008

QUARTER

All students must complete two International Issues courses one of which must be a non-western or global course designated with an asterisk (*). The other course may be another non-western or global course or a western (non-US) course designated with a diamond. Check ✓ when completed: * ____, *or ♦ ____.

FAES 100 or USAS 100, etc.	1	History (See approved CFAES GEC list)	5
English 110.01	5		
Second Writing Course (See approved CFAES GEC list)	0-5	Arts and Literature (See approved CFAES GEC list)	10
Agr Comm 390 or Comm 321	5	Literature	5
Math 130 or 148 ¹	4	Visual and Performing Arts	5
Natural Sciences	25	Contemporary Issues (See approved CFAES GEC list)	5
Biology 101 or 113 or H115 or Plnt Bio 101		Major	61
Chemistry 101 or 121 or H201		Internship (AEE 580.01 [#])	5
Physics 103 or 106 or 111 or 131 or 161		Minor	20-25
Second Course in a Sequence (select one):		Students majoring in Agricultural and Extension Education	
Biology 102 or 114 or H116 or Plnt Bio 102;		cannot select a minor in Agricultural Education or Agricultural	
Chemistry 102 or 122 or H202; Physics 104 or 107 or 112		and Extension Education. Students pursuing teacher licensure	
or 132 or 162		must complete the Production Agriculture minor.	
Fifth Natural Science/Math (select one):			
H&CS 300 or Plnt Bio 300		Free Electives	12-22
Social Science	15	Total	183
AED Econ 200 or Econ 200	5		
Rural Soc 105 or Soc 101	5		
Additional Social Science (Psych 100 preferred) 5 (See approved CFAES GEC list)			

Major			61
Required:			
AEE	230	Introduction to Agricultural and Extension Education	3
AEE	280	Early Field Experience in Agricultural and Extension Education	2
AEE	342	Fundamentals of Leadership	5
AEE	387 ²	Data Analysis in Applied Sciences	5
AEE	480	Field Experiences	3
AEE	530.02	Methods of Teaching in Agricultural Education	5
AEE	531	Experiential Education in Public Schools	3
AEE	532	Instructional Media and Technology	3
AEE	580.02 [#] , .03 [#]	Field Experience in Public Schools	10
AEE	585	Program Development in Public Schools	3
AEE	630	Senior Seminar in Agricultural and Extension Education	5
AGSYSMGT	533	Laboratory Pedagogy and Management	3
EDU P&L	309.07	Psychological Perspectives on Education	5
EDU PAES	650	Introduction to Exceptional Children	3
EDU T&L	642.07	Teaching Reading Across the Curriculum	3

¹ Math 148 preferred

² Or another data analysis course from AED Econ 205, H&CS 260, Anim Sci 260, ENR 222, Stat 145

[#]Minimum 2.5 CPHR required for enrollment

AGRISCIENCE EDUCATION
Four-Year Plan - Semesters
(Students Beginning Summer Semester 2012 and Thereafter)

FRESHMAN YEAR						
Fall		Spring		May Term		Benchmarks
FAES x100	1	Entomology xxxx	5			<ul style="list-style-type: none"> • Math 148 and English 111 should be completed by the end of this year • Maintain at least a 2.50 CPHR
Math x148	4	AED Econ x200	3			
Rural Sociology x105	3	Psychology 100	3			
COMLDR 2530	3	Literature	3			
English x111	3	ASE 2880	1			
	14		15			29 hours
SOPHOMORE YEAR						
Fall		Spring		May Term		Benchmarks
Minor Course	3	AGRCOMM 2367	3	Study Abroad	3	<ul style="list-style-type: none"> • Minor should be declared • 3 sciences completed • Consider a study abroad experience • Maintain at least a 2.50 CPHR
Chemistry x101, x121	5	Physics x103, x111	5			
History xxxx	3	Arts Course xxxx	3			
COMLDR 3537	3	COMLDR 3535	3			
COMLDR 3530	3	Minor	3			
	17		17		3	34 hours (37 w/SB)
JUNIOR YEAR						
Fall		Spring		Maymester		Benchmarks
AGRCOMM 3130	3	EDU PAES x650	3	Study Abroad		<ul style="list-style-type: none"> • Apply for student teaching and professional standing early Fall semester • Apply for graduation no later than Spring semester • Maintain at least a 2.50 CPHR
ASM 4300	4	EDU T&L x642.07	3			
Edu P&L x309	3	Elective	2			
Minor Course	3	Minor	3			
Minor Course	3	Minor	3			
	16		14			30 hours
SENIOR YEAR						
Fall		Spring		Maymester		Benchmarks
ASE 5230	3	ASE 5280	4			<ul style="list-style-type: none"> • Student teaching only during Fall semester • Maintain at least a 2.50 CPHR • Ensure all requirements for graduation have been met
ASE 5231	2	ASE 5281	4			
AGRCOMM 5530 media	3	ASE 5282 capstone	4			
ASM 5533	3	ASE 5255	3			
ASE 4280	2					
	13		15			28 hours
12/7/2010						121 HOURS

Please refer to the General Education Curriculum sheet for the major for additional important information.

Agricultural and Extension Education – Teaching Option RECOMMENDED FOUR YEAR PLAN - Quarters

This model plan of study is presented as a suggested path to graduation in 4 years. Students have unique situations that may cause them to deviate from this plan. This is especially true for students who transfer into the major after their sophomore year. Nevertheless, it is important for you to consider the flow of courses, in particular major courses.

Freshman Year						
Autumn		Winter		Spring		Benchmarks
FAES 100	1	English 110C01	5	AED Econ 200 Or Econ 200	5	<ul style="list-style-type: none"> • Math 148 and English 110C01 should be completed by the end of the year. • Maintain at least a 2.5 CPHR.
Math 148	4	Chem 101 or 121	5	Bio 101 or 113	5	
Rural Soc. 105 Or Soc 101	5	Anim Sci 200 (minor)	5	History	5	
Psych 100	5	AEE 230	3			
15		18		15		48 hours

Sophomore Year						
Autumn		Winter		Spring		Benchmarks
AEE 280	2	Agr Comm 367	5	Agr Comm 390	5	<ul style="list-style-type: none"> • Minor should be declared. • At least 3 sciences completed by this point. • Consider a Study Abroad Program. • Maintain at least a 2.5 CPHR.
AGSYSMGT 240	4	Anim Sci 330 (minor)	5	AGSYSMGT 232	4	
AEE 387	5	PCMB 300	5	AEE 342	5	
H&CS 200 (minor)	5	AGSYSMGT 241	4	Physics 103 or 111	5	
16		19		19		54 hours

Junior Year						
Autumn		Winter		Spring (Block)		Benchmarks
Elective	3	ENR 300.01	3	AEE 530.02	5	<ul style="list-style-type: none"> • Apply for student teaching and professional standing early Winter Quarter. • Apply for graduation at least 3 quarters in advance. • Maintain at least a 2.5 CPHR. • Maintain at least a 2.5 in each of the block classes.
Visual & Perf Art	5	ENR 300.02	2	AEE 531	3	
ED PAES 650	3	Edu T&L 642.07	3	AEE 532	3	
		Edu P&L 309.07	5	AEE 480	3	
AGSYSMGT 300	3	AGSYSMGT 301	3	AGSYSMGT 533	3	
14		16		17		47 hours

Senior Year						
Autumn		Winter		Spring		Benchmarks
AEE 580.01	5	AEE 630	5	Anim Sci 597	5	<ul style="list-style-type: none"> • Student teaching only during Autumn Quarter. • Maintain at least a 2.5 CPHR. • Ensure that all requirements for graduation have been met.
AEE 580.02	5	Science Sequence	5	Elective	3	
AEE 580.03	5	Literature	5	Elective	5	
AEE 585	3					
18		15		13		46 hours
195 hours						

Please refer to the General Education Curriculum sheet for the major for additional important curriculum information. Students must complete two international issues courses. One must be a non-western or global course designated by an asterisk (*). The second can be another non-western or global course (*) or a western (non-US) course designated with a diamond (◆).

AGRICIENCE EDUCATION MAJOR – CURRICULUM MAP

PROGRAM LEARNING GOALS - Upon successful completion of the Agriscience Education major, students should:

FOUNDATIONS	Articulate a personal and professional philosophy based on history and foundations of the discipline.
PLANNING	Create programs based on assessed needs.
DELIVERY	Demonstrate capacity to utilize educational strategies.
EVALUATION	Conduct formative and summative evaluation.
RESEARCH AND SCHOLARSHIP	Use scholarly research in professional practice.

COURSE	PROGRAM LEARNING GOALS			
	Foundations	Planning	Delivery	Evaluation
FAES 100				
English				
AGRCOMM 2367				
AGRCOMM 3130				
Math 1148				
COMLDR 3537				
Entomology 101				
Chemistry 101 or 121				
Physics 103 or 111				
Rural Sociology 105X				
AED Economics 200				
Psychology 100 (Option#1)				
History				
Literature				
Art				
COMLDR 3535	Beginning			Beginning
Contemporary Issues				
ASE 2880	Beginning	Beginning	Beginning	Beginning
COMLDR 2530	Beginning	Beginning	Beginning	Beginning
COMLDR 3530		Beginning	Beginning	
AGRCOMM 5530			Intermediate	
ASE 4280	Intermediate			Intermediate
ASE 5230		Intermediate	Intermediate	Intermediate
ASE5231	Intermediate	Intermediate	Intermediate	Intermediate
ASM 5533			Intermediate	
ASE 5280	Intermediate	Intermediate	Advanced	Intermediate
ASE 5281	Advanced			Advanced
ASE 5282				
ASE5255		Advanced		
EDU PAES 650	Intermediate			Intermediate
ED P&L 309.07	Intermediate	Intermediate		Intermediate
ED T&L 642	Intermediate		Intermediate	Intermediate
Free Electives				
MINOR				

AGRISCIENCE EDUCATION RECOMMENDED FOUR YEAR PLAN 3 YEARS QUARTER – 1 YEAR SEMESTER

This model plan of study is presented as a suggested path to graduation in 4 years. Students have unique situations that may cause them to deviate from this plan. This is especially true for students who transfer into the major after their sophomore year. Nevertheless, it is important for you to consider the flow of courses, in particular major courses.

Freshman Year							
Autumn		Winter		Spring		Benchmarks	
FAES 100	1	English 110	5	AED Econ 200 Or Econ 200	5	<ul style="list-style-type: none"> • Math 1148 and English 110 should be completed by the end of the year. • Maintain at least a 2.5 CPHR. 	
Math 1148	4	Chem 101 or 121	5	Bio 101 or 113	5		
Rural Soc. 105 Or Soc 101	5	Anim Sci 200 (minor)	5	History	5		
Psych 100	5	AEE 230	3				
		15		18		15	32 semester hrs. (48 qtr)

Sophomore Year							
Autumn		Winter		Spring		Benchmarks	
AEE 280	2	Agr Comm 367	5	AEE 342	5	<ul style="list-style-type: none"> • Minor should be declared. • At least 3 sciences completed by this point. • Consider a Study Abroad Program. • Maintain at least a 2.5 CPHR. 	
AGSYSMGT 240	4	PCMB 300	5	AGSYSMGT 232 (minor)	4		
AEE 387	5	AGSYSMGT 241	4	Physics 103 or 111	5		
H&CS 200 (minor)	5			Elective	1		
		16		14		15	30 semester hr.(44 qtr)

Junior Year							
Autumn		Winter		Spring		Benchmarks	
AGSYSMGT 300	3	ENR 300.01	3	Anim Sci 597	5	<ul style="list-style-type: none"> • Apply for student teaching and professional standing early Winter Quarter. • Apply for graduation at least 3 quarters in advance. • Maintain at least a 2.5 CPHR. • Maintain at least a 2.5 in each of the block classes. 	
Visual & Perf Art	5	ENR 300.02	2	EDU T&L 642.07	3		
ED PAES 650	3	AGSYSMGT 301	3	Literature	5		
Agr Comm 390	5	Edu P&L 309.07	5	Science Course	5		
		Anim Sci 330	5				
		16		13		17	31 semester hrs. (46 qtr)

Senior Year						
FALL		SPRING		May Term		Benchmarks
ASE 5230	3	ASE 5280	4			<ul style="list-style-type: none"> • Student teaching only during Spring Semester. • Maintain at least a 2.5 CPHR. • Ensure that all requirements for graduation have been met.
ASE 5231	2	ASE 5281	4			
AGRCOMM 5530	3	ASE 5282	4			
AGSCIED 4280	2	ASE 5255	2			
ASM 5533	4					
		14		14		28 semester hours
12/7/2010						121 Hours

AGRISCIENCE EDUCATION RECOMMENDED FOUR YEAR PLAN 2 YEARS QUARTER – 2 YEARS SEMESTER

This model plan of study is presented as a suggested path to graduation in 4 years. Students have unique situations that may cause them to deviate from this plan. This is especially true for students who transfer into the major after their sophomore year. Nevertheless, it is important for you to consider the flow of courses, in particular major courses.

Freshman Year							
Autumn		Winter		Spring		Benchmarks	
FAES 100	1	English 110	5	AED Econ 200 Or Econ 200	5	<ul style="list-style-type: none"> • Math 1148 and English 110 should be completed by the end of the year. • Maintain at least a 2.5 CPHR. 	
Math 1148	4	Chem 101 or 121	5	Bio 101 or 113	5		
Rural Soc. 105 Or Soc 101	5	Anim Sci 200 (minor)	5	History	5		
Psych 100	5	AEE 230	3				
		15		18		15	32 semester hrs.(48 qtr)

Sophomore Year						
Autumn		Winter		Spring		Benchmarks
AEE 280	2	Agr Comm 367	5	AEE 342	5	<ul style="list-style-type: none"> • Minor should be declared. • At least 3 sciences completed by this point. • Consider a Study Abroad Program. • Maintain at least a 2.5 CPHR.
AGSYSMGT 240	4	V&P Arts	5	AGSYSMGT 232 (minor)	4	
AEE 387	5	AGSYSMGT 241	4	Physics 103 or 111	5	
H&CS 200 (minor)	5	Literature	5	Elective	3	
		16		14		
						31 semester hrs.(47 qtr)

Junior Year						
FALL		SPRING		MAY TERM		Benchmarks
AGRCOMM 3130	3	EDU PAES 650	3			<ul style="list-style-type: none"> • Apply for student teaching and professional standing early Fall Semester. • Apply for graduation at least 2 semesters in advance. • Maintain at least a 2.5 CPHR.
ASM 4300	4	EDU T&L 642.07	3	Study Abroad	5	
EDU P&L 309	3	COMLDR 3535	3			
ENR 300.01	3	ANM SCI 330	3			
ENR 300.02	2	ANIM SCI 597	3			
		15		15		30 semester hours

Senior Year						
FALL		SPRING		MAY TERM		Benchmarks
ASE 5230	3	ASE 5280	4			<ul style="list-style-type: none"> • Student teaching only during Spring Semester. • Maintain at least a 2.5 CPHR. • Ensure that all requirements for graduation have been met.
ASE 5231	2	ASE 5281	4			
AGRCOMM 5530	3	ASE 5282	4			
ASE 4280	2	ASE 5255	2			
ASM 5533	4					
		14		14		28 semester hours
12/7/2010						121 hours

AGRISCIENCE EDUCATION RECOMMENDED FOUR YEAR PLAN 1 YEAR QUARTER – 3 YEARS SEMESTER

This model plan of study is presented as a suggested path to graduation in 4 years. Students have unique situations that may cause them to deviate from this plan. This is especially true for students who transfer into the major after their sophomore year. Nevertheless, it is important for you to consider the flow of courses, in particular major courses.

Freshman Year							
Autumn		Winter		Spring		Benchmarks	
FAES 100	1	English 110	5	AED Econ 200 Or Econ 200	5	<ul style="list-style-type: none"> • Math 1148 and English 110 should be completed by the end of the year. • Maintain at least a 2.5 CPHR. 	
Math 1148	4	LITERATURE	5	Bio 101 or 113	5		
Rural Soc. 105 Or Soc 101	5	MINOR COURSE	5	History	5		
Psych 100	5	AEE 230	3				
		15		18		15	32 semester hrs. (48 qtr)

Sophomore Year						
FALL		SPRING		MAY TERM		Benchmarks
MINOR COURSE	3	AGRCOMM 3137	3	AGSCIED 2880	2	<ul style="list-style-type: none"> • Minor should be declared. • At least 3 sciences completed by this point. • Consider a Study Abroad Program. • Maintain at least a 2.5 CPHR.
CHEM 101/121	5	PHYS 101/103	5			
COM LDR 3537	3	ARTS COURSE	3			
COM LDR 3530	3	COM LDR 3535	3			
		14		2		

Junior Year						
FALL		SPRING		MAY TERM		Benchmarks
AGRCOMM 3130	3	EDU PAES 650	3			<ul style="list-style-type: none"> • Apply for student teaching and professional standing early Fall Semester. • Apply for graduation at least 2 semesters in advance. • Maintain at least a 2.5 CPHR.
ASM 4300	4	EDU T&L 642.07	3	Study Abroad	5	
EDU P&L 309	3	ANIM SCI 597	3			
MINOR COURSE	3	MINOR COURSE	3			
ELECTIVE	3	MINOR COURSE	3			
		16		15		31 semester hours

Senior Year						
FALL		SPRING		MAY TERM		Benchmarks
ASE 5230	3	ASE 5280	4			<ul style="list-style-type: none"> • Student teaching only during Spring Semester. • Maintain at least a 2.5 CPHR. • Ensure that all requirements for graduation have been met.
ASE 5231	2	ASE 5281	4			
AGRCOMM 5530	3	ASE 5282	4			
ASE 4280	2	ASE 5255	2			
ASM 5533	4					
		14		14		28 semester hours
12/7/2010						121 hours