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| For Academic Affairs and Research Use Only |
| Proposal Number | AGRI02 |
| CIP Code:  |  |
| Degree Code: |  |

**New or Modified Course Proposal Form**

**[X ] Undergraduate Curriculum Council**

**[ ] Graduate Council**

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| **[X]New Course, [ ]Experimental Course (1-time offering), or [ ]Modified Course (Check one box)** |

Signed paper copies of proposals submitted for consideration are no longer required. Please type approver name and enter date of approval.

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| Jacob Manlove 2/14/2023**Department Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**COPE Chair (if applicable)** |
| Donald Kennedy 2/14/2023**Department Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**Head of Unit (if applicable)**   |
| Jacob Manlove 2/14/2023**College Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**Undergraduate Curriculum Council Chair** |
| Mary Elizabeth Spence \_\_\_\_\_\_\_\_\_\_\_ 2/14/2023**Office of Accreditation and Assessment (new courses only)** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**Graduate Curriculum Committee Chair** |
| Mickey Latour 2/14/2023**College Dean** | Len Frey 3/22/2023**Vice Chancellor for Academic Affairs** |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**General Education Committee Chair (if applicable)**   |  |

1. **Contact Person (Name, Email Address, Phone Number)**

Nina Crutchfield

ncrutchfield@astate.edu

870-972-2453

1. **Proposed starting term and Bulletin year for new course or modification to take effect**

Fall 2023

**Instructions:**

*Please complete all sections unless otherwise noted. For course modifications, sections with a “Modification requested?” prompt need not be completed if the answer is “No.”*

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|  | **Current (Course Modifications Only)** | **Proposed (New or Modified)** *(Indicate “N/A” if no modification)* |
| **Prefix** |  | **AGED** |
| **Number\*** |  | **3223** |
| **Title** (include a short title that’s 30 characters or fewer) |  | **Experiential Design in Agriculture****(Experiential Design in Ag)** |
| **Description\*\*** |  | **Design and implementation of experiential learning opportunities in agriculture education.**  |

 ***\**** Confirm with the Registrar’s Office that number chosen has not been used before and is available for use. For variable credit courses, indicate variable range. *Proposed number for experimental course is 9*.

\*\*Forty words or fewer (excepting prerequisites and other restrictions) as it should appear in the Bulletin.

1. **Proposed prerequisites and major restrictions** **[Modification requested? N/A]**

(Indicate all prerequisites. If this course is restricted to a specific major, which major. If a student does not have the prerequisites or does not have the appropriate major, the student will not be allowed to register).

1. **No** Are there any prerequisites?
	1. If yes, which ones?

Enter text...

* 1. Why or why not?

 Enter text...

1. **No** Is this course restricted to a specific major?
	1. If yes, which major? Enter text...
2. **Proposed course frequency [Modification requested? N/A**

(e.g. Fall, Spring, Summer; if irregularly offered, please indicate, “irregular.”) *Not applicable to Graduate courses.*

**Fall, odd**

1. **Proposed course type [Modification requested? N/A]**

Will this course be lecture only, lab only, lecture and lab, activity (e.g., physical education), dissertation/thesis, capstone, independent study, internship/practicum, seminar, special topics, or studio? Please choose one.

**Lecture and Lab**

1. **Proposed grade type [Modification requested? N/A]**

What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental, or other [please elaborate])

**Standard letter**

1. **No** Is this course dual-listed (undergraduate/graduate)?
2. **No** Is this course cross-listed?

*(If it is, all course entries must be identical including course descriptions. Submit appropriate documentation for requested changes. It is important to check the course description of an existing course when adding a new cross-listed course.)*

**a.** – If yes, please list the prefix and course number of the cross-listed course.

 Enter text...

 **b.** – **Yes / No** Can the cross-listed course be used to satisfy the prerequisite or degree requirements this course satisfies?

 Enter text...

1. **No** Is this course in support of a new program?

a. If yes, what program?

 Enter text...

1. **No** Will this course be a one-to-one equivalent to a deleted course or previous version of this course (please check with the Registrar if unsure)?

a. If yes, which course?

Enter text...

**Course Details**

1. **Proposed outline** **[Modification requested? N/A]**

(The course outline should be topical by weeks and should be sufficient in detail to allow for judgment of the content of the course.)

Week 1: Articulate philosophy and application of experiential learning in school-based agricultural education (SBAE)

Week 2: Research and identify grant programs to support experiential learning activities

Week 3&4: Create logic model representing introductory/basic experiential learning models

Week 5: Create student plan for entrepreneurial experiences in agriculture

Week 6: Use online recordkeeping system to document student entrepreneurial enterprises

Week 7: Create student plan for internship experiences in agriculture

Week 8: Use online recordkeeping system to document student internship enterprises

Week 9: Create student plan for service-learning experiences in agriculture

Week 10: Use online recordkeeping system to document student service-learning enterprises

Week 11: Create student plan for research experience in agriculture

Week 12: Use online recordkeeping system to document student research enterprises

Week 13: Create student plan for school-based enterprises in agriculture

Week 14: Use online recordkeeping system to document student school-based enterprises

Week 15: Creating annual experiential learning plan for the secondary agricultural education classroom

1. **Proposed special features** **[Modification requested? N/A]**

(e.g. labs, exhibits, site visitations, etc.)

**Students will actively engage in the various forms of experiential learning using the College of Ag laboratories and farm. They will explore local examples of entrepreneurship, internships, service-learning, school-based enterprises, and research opportunities. In turn, they will use what they have experienced to design age-appropriate experiential learning events for their future students. Students will utilize current online data collection systems to document their experiences to enhance their future instructional strategies.**

1. **Department staffing and classroom/lab resources**

Current staff will deliver the course.

1. Will this require additional faculty, supplies, etc.?

**No additional faculty or expenses beyond normal classroom supplies will be required.**

1. **No** Does this course require course fees?

 *If yes: please attach the New Program Tuition and Fees form, which is available from the UCC website.*

**Justification**

**Modification Justification (Course Modifications Only)**

1. Justification for Modification(s)

**N/A**

**New Course Justification (New Courses Only)**

1. Justification for course. Must include:

 a. Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain)

 Graduates with an Ag Studies degree with an emphasis in Agricultural Education will be expected to create and supervise secondary student experiential learning events. It is one-third of their anticipated responsibilities as a school-based agricultural educator. Current coursework lacks learning outcomes addressing this skills set for the future educators. Upon completion of the course, graduates will be have experienced the 5 types of SBAE experiential learning events from the student side and from the teacher side; be able to utilize the online documentation systems current SBAE teachers are using; and identify various funding resources to make student experiential learning affordable for all students in their classroom.

b. How does the course fit with the mission of the department? If course is mandated by an accrediting or certifying agency, include the directive.

 The College of Agriculture’s mission is to discover, develop, and disseminate knowledge in agricultural and environmental systems to serve and benefit our students, the agricultural community and society. Within this mission is the goal of developing learning events in agriculture beyond the classroom, updating curriculum, and engaging our alumni and community. This course satisfies all 3 dimensions. Students will be participants and designers of experiential learning events beyond the classroom setting and an opportunity to engage our alumni and community partners. This course is the beginning of the effort to update coursework required to complete the Ag Science with an emphasis in Agricultural Education.

c. Student population served.

There are currently 12 Ag Science majors in the College of Ag. We are working diligently to increase our recruitment efforts and hope to continue to see our enrollment rise.

d. Rationale for the level of the course (lower, upper, or graduate).

For undergraduate students, placing the course after the introductory agriculture courses ensures they have basic knowledge of Animal Science, Plant and Soil Science, and Agribusiness. This will give them core knowledge to apply to the lessons and as they build age-appropriate experiential events for future secondary students.

**Assessment**

**Assessment Plan Modifications (Course Modifications Only)**

1. **No** Do the proposed modifications result in a change to the assessment plan?

 *If yes, please complete the Assessment section of the proposal*

**Relationship with Current Program-Level Assessment Process (Course modifications skip this section unless the answer to #18 is “Yes”)**

1. What is/are the intended program-level learning outcome/s for students enrolled in this course? Where will this course fit into an already existing program assessment process?

**Content Knowledge:** The student with an emphasis in Agriculture Education will demonstrate knowledge of the central concepts, tools of inquiry, and discipline related constructs which will create meaningful learning experiences leading to mastery of the content.

1. Considering the indicated program-level learning outcome/s (from question #19), please fill out the following table to show how and where this course fits into the program’s continuous improvement assessment process.

*For further assistance, please see the ‘Expanded Instructions’ document available on the UCC - Forms website for guidance, or contact the Office of Assessment at 870-972-2989.*

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| **Program-Level Outcome 1 (from question #19)** | Content Knowledge: The student with an emphasis in Agriculture Education will demonstrate knowledge of the central concepts, tools of inquiry, and discipline related constructs which will create meaningful learning experiences leading to mastery of the content. |
| Assessment Measure | Praxis II, Agriculture Content |
| Assessment Timetable | Capstone Assessment for students completing the Ag Studies degree with an emphasis in Agricultural Education. A score of 147 is required for teacher licensure.  |
| Who is responsible for assessing and reporting on the results? | ETS, the Praxis exam company, administers the teacher licensure exam and provide the report.  |

 *(Repeat if this new course will support additional program-level outcomes)*

 **Course-Level Outcomes**

1. What are the course-level outcomes for students enrolled in this course and the associated assessment measures?

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| **Outcome 1** | Students will utilize experiential learning technical language and design age appropriate learning events for secondary students.  |
| Which learning activities are responsible for this outcome? | Experiential learning events will be simulated. This will allow students to experience the events then dissect the event using pedagogical and instructional strategies reinforced from previous coursework. They will then design their own student learning events to be used in their secondary classroom instruction.  |
| Assessment Measure  | 1. Performance-based assessment will be used to evaluate mastery. Students will create 5 experiential learning events, one in each category. 2. Students will utilize the Learning Management system provided in secondary agricultural education courses to document their learning experiences and evaluate their own performance.  |

**Bulletin Changes**

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| **Instructions**  |
| **Please visit** [**http://www.astate.edu/a/registrar/students/bulletins/index.dot**](http://www.astate.edu/a/registrar/students/bulletins/index.dot) **and select the most recent version of the bulletin. Copy and paste all bulletin pages this proposal affects below. Please include a before (with changed areas highlighted) and after of all affected sections.** **\*Please note: Courses are often listed in multiple sections of the bulletin. To ensure that all affected sections have been located, please search the bulletin (ctrl+F) for the appropriate courses before submission of this form.**  |

To be listed on the course page: <https://catalog.astate.edu/content.php?catoid=3&navoid=78>

**AGED 3223 - Experiential Learning in Ag**

**Sem. Hrs: 3**

**Design and implementation of experiential learning opportunities in agriculture education.**