Agricultural Education and 4-H Youth Development

1. Add the following course [Effective: Summer 2014]

   **AgEd 471 Senior Capstone in Agricultural Education (1 cr)**
   This course serves as the senior capstone course for the Bachelor's of Science degree in Agricultural Education. The course meetings will include a meeting during the Idaho FFA State Leadership Conference in April, a final presentation, and a senior capstone debriefing meeting at the end of the student-teaching field-experience.
   **Prereq:** AgEd 470
   **Coreq:** AgEd 460 and AgEd 461

   **Recommended Short Course Title:** Senior Capstone in Ag. Ed.

   **Rationale:** Currently seniors in agricultural education enroll in Ag Ed 470 (1 cr.) in the fall and the same Ag Ed 470 (1 cr.) in the spring. The degree requires two credits of Ag Ed 470. This is confusing for the student and their degree audit. Ag Ed 471 is being developed as the senior capstone course for the B.S. degree in Agricultural Education. The proposed course is being submitted to the University Committee on General Education to be identified as a senior capstone course for the degree.

2. Change the following courses [Effective: Summer 2014]

   **AgEd 460 Practicum: Secondary School Teaching in Agriculture (10 cr)**
   Ten fifteen (15) wks of practical experience student teaching in secondary agriculture program; in addition each student will be expected to complete one wk of early field-based experience at his or her student teaching center, to be completed the first wk of school after Jan 1. (Spring only)
   **Prereq:** Admission to the Teacher Education Program, and perm of dept

   **Rationale:** NCATE standards and common practice now call for longer student-teaching field-experiences. The length of the student-teaching experience has increased from 10 weeks to 15 weeks. The Seniors completing their student-teaching experience now start when high schools open after the New Year and ends at the end of April. The student workload/assignments will not change. The assignment are being distributed over the entire 15 week semester instead of 10 weeks. Changing the course description matches what has been practice for several years. This additional time allows for more time to observe other teachers in the school, to plan and reflect on their own teaching and gain a more realistic experience over the course of an entire semester.

   **AgEd 461 Student Teaching Portfolio (2 cr)**
   Summary of the 15 week practicum experience; a notebook portfolio to include unit lesson plans, daily teaching plans, videotape example of teaching, report of early field experience, daily journal, summary of 10 positive and 10 challenging teaching experiences, supervisory assessments of teaching by cooperating instructor and university supervisor, and cooperating teacher's final evaluation. (Spring only)

   **Rationale:** NCATE standards and common practice now call for longer student-teaching field-experiences. The length of the student-teaching experience has increased from 10 weeks to 15 weeks. Changed videotape to the more accurate video to reflect updated technology. The student workload/assignments will not change. The portfolio assignments are being distributed over the entire 15 week semester instead of 10 weeks. Changing the course description matches what has been practice for several years. This additional time allows for more time to observe other teachers in the school, to plan and reflect on their own teaching and gain a more realistic experience over the course of an entire semester, which is reflected in the portfolio.

3. Change the curricular requirements of Agricultural Education (B.S.Ag.Ed.) [Effective: Summer 2014]

   Required course work includes the university requirements (see regulation J-3) and the following:

   **This major is approved by the State Board of Professional-Technical Education for the preparation of high school agriculture instructors.** Graduates who have completed at least 28 credits in agricultural education, and who meet the state certification requirements for a Standard Secondary Teaching Certificate, are eligible to teach secondary agricultural science and technology in Idaho. Students must be admitted to the Teacher Education Program, which requires a grade-point average of at least 2.75, before being allowed to enroll in upper-division teacher education courses and participate in student teaching. The Idaho teaching certificate transfers to most states in the US. In addition, government and business agencies and the Cooperative Extension System that seek persons with education in both agriculture and education provide employment opportunities for graduates of this curriculum.

   **AgEd 180 Introduction to Agricultural Education (1 cr)**
   **AgEd 351 Principles and Philosophy of Professional-Technical Education (3 cr)**
   **AgEd 358 Supervising FFA and SAE Programs (3 cr)**
   **AgEd 451 Communicating in Agriculture (3 cr)**
   **AgEd 452 Methods of Teaching Agriculture (4 cr)**
   **AgEd 453 Program Planning in Secondary and Adult Ag Education**
AgEd 454  Facilities Organization and Management (2 cr)
AgEd 460  Practicum: Secondary School Teaching in Agriculture (10 cr)
AgEd 461  Student Teaching Portfolio (2 cr)
AgEd 470  Proseminar in Agricultural Education (2 cr)
AgEd 471  Senior Seminar in Agricultural Education (1 cr)
ASM 107  Beginning Welding (2 cr)
ASM 202  Agricultural Shop Practices (2 cr)
ASM 210  Small Engines (2 cr)
ASM 407  Advanced Welding (1 cr)
Biol 115  Cells and the Evolution of Life (4 cr)
Comm 101  Fundamentals of Public Speaking (2 cr)
Econ 202  Principles of Microeconomics (3 cr)
EDCI 201  Contexts of Education (2 cr)
EDCI 301  Learning, Development, and Assessment (3 cr)
EDCI 453  Phonics, Phonological Awareness, Fluency, and Assessment (1 cr)
EDCI 463  Literacy Methods for Content Learning (3 cr)
EDSP 300  Educating for Exceptionalities (2 cr)
Psyc 101  Introduction Psychology (3 cr)

Ag electives, which include a minimum of 6 cr in Ag Econ, 6 cr in Animal Sci, 6 cr in Plant Sci, 3 cr in Horticulture, and 4 cr in Soils (25 cr)

One course from the following (4 cr):
Chem 101  Introduction to Chemistry I (4 cr)
Chem 111  Principles of Chemistry I (4 cr)

One of the following (3 cr):
Engl 313  Business Writing (3 cr)
Engl 317  Technical Writing (3 cr)

One course from the following (3-4 cr):
Math 130  Finite Math (3 cr)
Math 137  Algebra with Applications (3 cr)
Math 143  Pre-calculus Algebra & Analytical Geometry (3 cr)
Math 160  Survey of Calculus (4 cr)
Math 170  Analytical Geometry & Calculus I (4 cr)

One course from the following (4 cr):
Phys 100, 100L  Fundamentals of Physics (3 cr)
Phys 111  General Physics I (3 cr)
Phys 111L

Ag electives, which include a minimum of 6 cr in Ag Econ, 6 cr in Animal Sci, 6 cr in Plant Sci, 3 cr in Horticulture, and 4 cr in Soils (40 cr)
Natural and applied science electives, which include Chem 101 and Biol 115 (16 cr)

Courses to total 132-128 credits for this degree

Rationale: We are adding the new Ag Ed 471 Senior Seminar in Ag Ed. (1 cr.) as a Senior Experience for the General Education curriculum. This new course will be submitted for approval to the University Committee on General Education. The 1 credit Ag Ed 470 replaces 1 credit of Ag Ed 470 from spring semester only. We are adding EDCI 453 to meet State Department of Education requirements for the Idaho Comprehensive Language Assessment. We are proposing replacing Math 130 Finite Math with Math 137 Algebra with Applications to better meet the needs of our agricultural education majors.

To meet the requirements for the State Department of Education’s requirements for licensure with the Natural Science Endorsement, students need 4 credits in Biology, 4 credits in Chemistry, 4 credits in Physics, 4 credits in Earth Science (soils), and 8 additional applied science courses (Plant Science, Animal & Vet Science). We are adding Chem 111 as an optional chemistry course. Adding Physics 100/100L or 111/111L would allow all future teachers to meet the requirements for the State Department of Education’s Natural Science Endorsement for licensure. Reduce the number of technical agriculture electives to 25 credits. Students would still complete 20 required technical agriculture credits in Ag Ed, AVS, Soils, Plant Sciences, ASM, Ag Econ. Etc. for a total of 45 technical agriculture credits required to be licensed to teach Agricultural Science and Technology. We are reducing the number of free electives so the degree will require a total of 128 credits while still meeting all of the State Department of Education’s requirements for students to be licensed to teach Agricultural Science and Technology.
Animal and Veterinary Science

1. Change the following courses [Effective: Summer 2014]

   **AVS 305 Animal Nutrition (3 cr)**
   Introduction of the concepts and principles of animal nutrition; fundamentals of nutrients and their digestion and metabolism; various biochemical pathways and processes for nutrient utilization; nutrition fundamentals for a range of monogastric and ruminant animals. Recommended Preparation: Biol 115 and Chem 111. Cooperative: open to WSU degree-seeking students.
   **Prereq: AVS 109**

   **Rationale:** The focus and objective of AVS 305 is to expand and instruct our students in Animal Nutrition of Domestic livestock. Adding AVS 109 as a pre-requisite will increase the students understanding of ruminant nutrition and the physiology the absorption of nutrients. Students will have a better knowledge base at the beginning of this course.

   **AVS 271–371 Anatomy and Physiology (3 cr)**
   Structure and function of tissues and organ systems of domestic and wild animals.
   **Prereq:** Biol 115 or MMBB 250

   **Rationale:** Due to the rigor of this course we believe the students will have a better understanding of the amount of material covered and the depth of coverage of physiological and anatomical details if the number is moved to 371. By making the students better aware of the expectations and level of instruction we strongly believe they will perform much more in line with their academic abilities. We further expect students to be more successful if they take this class in their Junior year after prior exposure to biology and nutrition. Rationale for removing MMBB 250 as a Pre-Req for Anatomy & Physiology. Although MMBB 250 is useful and relevant to the study of Anatomy & Physiology, the current modified curriculum is such that all relevant material is reviewed in advance of delving into the complex physiological systems instructed in AVS 271 and AVS 273. As such, students are able to be successful without MMBB 250 as a prerequisite.

   **AVS 273–373 Anatomy and Physiology Lab (1 cr)**
   Students will perform dissections and examine the relationship between the organization of tissues and their distinct function within the animal. Field trips may be incorporated should teaching opportunities arise though most instruction will be confined to the Physiology and Anatomy laboratory and classroom. (Fall only)
   **Prereq:** AVS 109, Biol 115, and Animal and Veterinary Science major
   **Coreq:** AVS 271–371

   **Rationale:** Due to the rigor of this course we believe the students will have a better understanding of the amount of material covered and the depth of coverage of physiological and anatomical details if the number is moved to 373. By making the students better aware of the expectations and level of instruction we strongly believe they will perform much more in line with their academic abilities. We further expect students to be more successful if they take this class in their Junior year after prior exposure to biology and nutrition. Subject matter for AVS 373, Anatomy and Physiology Lab is a very specific course to provide education of ruminant processes for our Beef, Dairy and Pre-Vet Students. The focus and objective of AVS 273/373 is to expand and instruct our students in the Anatomy and Physiology of Domestic livestock. This will entail hands on learning requiring better than basic understanding of livestock and as such we expect that students will be more successful if they have completed AVS 109 as a pre-requisite for this class.

2. Change the status from Dormant to Active for the following course [Effective: Summer 2014]

   **AVS 563 Growth and Lactation (3 cr)**
   See AVS J463/J563.

   **Rationale:** Currently the AVS department does not offer enough graduate level courses. In order to provide more flexibility and better train our graduate student, the AVS 463 will also be offered as AVS 563. To fulfill the requirements for this 500 level course, graduate students must complete extra assignments. These assignments include composing two short papers, a 50 min class presentation, as well as a long term paper. The detail information is provided in the syllabus. The grades for this 500 level course have been adjusted accordingly.