

UNIVERSITY OF ILLINOIS
AT URBANA-CHAMPAIGN

EP.11.22

Office of the Provost and Vice Chancellor
for Academic Affairs

Swanlund Administration Building
601 East John Street
Champaign, IL 61820



January 5, 2011

Abbas Aminmansour, Chair
Senate Committee on Educational Policy
Office of the Senate
228 English Building, MC-461

Dear Professor Aminmansour:

Enclosed is a copy of a proposal from the College of ACES to revise the M.S. in Agricultural Education.

This proposal has been approved by the Committee on Courses and Curricula in the College of ACES and the Graduate College Executive Committee. It now requires Senate review.

Sincerely,

A handwritten signature in cursive script that reads "Kristi A. Kuntz".

Kristi A. Kuntz
Assistant Provost

KAK/njh

Enclosures

c: J. Anderson
A. Golato
R. Hughes
W. Hurley
L. Kramer
F. Simmons

UNIVERSITY OF ILLINOIS
AT URBANA - CHAMPAIGN



Graduate College
204 Coble Hall, MC-322
801 South Wright Street
Champaign, IL 61820-6210
www.grad.illinois.edu

November 30, 2010

Kristi Kuntz
Assistant Provost
Office of the Provost
207 Swanlund, MC-304

Dear Kristi:

Enclosed is the proposal entitled "Revise the Master of Science Curriculum in Agricultural Education." The Graduate College Executive Committee did vote unanimously to approve it. The corresponding proposal entitled "Revise the On-Line Master of Science in Agricultural Education Program" has been reviewed and approved by the Graduate College CEEED. We will wait to send the implementation letter to the department for that proposal until the on campus proposal is fully approved.

We send it to you now for further review.

Sincerely,

Andrea Golato
Associate Dean, Graduate College

Enclosure

cc: J. Anderson
R. Hughes
W. Hurley
L. Kramer
F. Simmons

PROPOSAL TO THE SENATE COMMITTEE ON EDUCATIONAL POLICY

PROPOSAL TITLE:

Proposal to Revise the Master of Science Curriculum in Agricultural Education at the University of Illinois at Urbana-Champaign

SPONSORS:

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BRIEF DESCRIPTION:

The Master of Science in Agricultural Education curriculum was last revised in 1997. This proposal seeks to align the approved curriculum with the current advising protocol for three of the four program options, including the Applied Research, Program Development, and Online options. A fourth option, the Teacher Education option, will not be affected by this proposed change. See Appendix A for complete description and Appendix B for a comparison of the proposed curriculum for the Applied Research, Program Development, and Online options with the current approved curricula for the Master of Science in Agricultural Education options.

The Agricultural Education Program, currently administered through the Department of Human and Community Development, is in the process of being relocated to the College of Agricultural, Consumer and Environmental Sciences (ACES) Office of Academic Programs as an interdepartmental Program in Agricultural Leadership and Science Education. This relocation will include each of the Agricultural Education graduate options and undergraduate concentrations. The Memorandum of Understanding describing this relocation has been approved by the Dean of the College of Agricultural, Consumer and Environmental Sciences and was presented to College faculty members in December 2009. A formal application for Program status for the Agricultural Education Program in the College of ACES is being submitted to the UIUC Senate.

JUSTIFICATION:

The current curriculum for the Applied Research, Program Development, and Online options was approved in 1997 and is defined in terms of graduate credit units. The revised curriculum defines the requirements in terms of graduate credit hours. The current curriculum also sets requirements for courses to be taken in education and courses to be taken in agriculture; however, it does not define whether agricultural education (AGED) courses fulfill the requirement of education or agriculture. This revised curriculum clarifies that requirement. Furthermore, course offerings have changed and the advising protocol has been revised to reflect those course changes. This proposal will align the degree requirements with the current advising protocol and reflect the current AGED course offerings. The proposed revision to the

Master of Science in Agricultural Education curriculum sets the required graduate-level agricultural education courses and technical subject matter courses for the on-campus applied research and program development options, and for the online option.

Technical subject matter courses are elective courses to be taken in the student's area of specialization. It is recommended that the elective courses are to be in either agriculture or education. Under special circumstances, students may take technical subject matter courses outside of these two recommended areas of specialization. In addition, students may take up to four credit hours in agricultural education to fulfill the technical subject matter course requirements. This is only recommended for students completing a thesis (AGED 599 credits) or for students who desire to take an agriculture content course for teachers (i.e., AGED 500 - Special Topics in Agriculture Education).

Because the focus of this degree program is education, applicants will be required to have completed one introductory course in educational psychology. Most students entering this program will have previously taken an introductory educational psychology course as part of their undergraduate teacher education program. Those students will not be required to take the course as a requirement for admission to the program. Students who have not taken an introductory course in educational psychology may be admitted with the stipulation that this requirement be met before completion of the second semester in the master's program.

These revisions will provide a more clearly defined set of course requirements and overall will result in a rigorous graduate program. The revisions are consistent with the Graduate College expectations that on-campus and online programs must have consistent requirements.

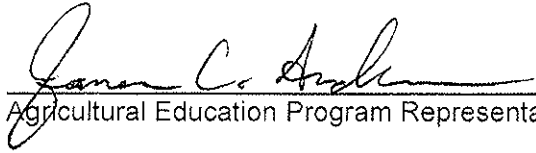
BUDGETARY AND STAFF IMPLICATIONS

- A. The proposed revision would require no additional staff or financial resources within the Department of Human and Community Development or the College of ACES.
- B. Faculty teaching assignments will be altered but not increased. Additional instructional staff have been added to the program in the past year; one additional faculty member has recently been hired.
- C. There are no requirements for courses offered by other departments. Courses included in the technical subject matter requirement are part of the current program offerings. It is not anticipated that future admissions will have a major impact on enrollment in elective courses.
- D. The proposed revision would not create any additional hardships on current UIUC academic facilities and services including but not limited to library use, computing use, or any additional equipment.


GUIDELINES FOR UNDERGRADUATE EDUCATION: Not Applicable

DESIRED EFFECTIVE DATE: Summer semester, 2010.


Clearances:


Agricultural Education Program Representative:

6/29/10
Date:


Human & Community Development Representative:

6/29/10
Date:


College Representative:

6-28-10
Date:


Graduate College Representative:

11-30-10
Date:

Office of the Provost Representative:

Date:

STATEMENT FOR THE PROGRAMS OF STUDY CATALOG:

AGRICULTURAL EDUCATION

Graduate Degree Programs:

College of Agricultural, Consumer and Environmental Sciences offers graduate programs leading to a Master of Science degree in Agricultural Education. Students pursuing the Master of Science degree in Agricultural Education may choose among the **teacher education option (teaching certification, non-thesis)**, **applied research (non-certification, thesis) option**, and the **program development (non-certification, non-thesis) option**. All options are on-campus programs. All options address psychological, educational, and research issues as they pertain to teaching and learning in and about the agricultural, life, and environmental sciences; all prepare students for professional careers in the development and implementation of formal and non-formal educational programs that prepare individuals for careers in the agricultural, life, and environmental sciences and develop science literacy regarding the role and importance of the agriculture, food, fiber and natural resources in everyday life. Students completing the teacher education option will be eligible for Illinois teacher certification in agricultural education for grades 9-12.

The agricultural education graduate program also offers an **online option** leading to a Master of Science degree in Agricultural Education. This program primarily is a terminal degree for students who have completed the requirements of a four-year curriculum in agricultural education or allied fields of study. Areas of specialization include program planning, curriculum development, teaching methodologies, instructional technologies and youth development. Only students currently teaching agricultural education under a provisional certificate may pursue state certification for teaching high school agriculture through the online program.

Admission:

We are looking for highly motivated students with strong academic records. Students with backgrounds in education, or behavioral or social sciences are especially encouraged to apply. The minimum grade-point average for admission is 3.0 (A = 4.0). Applicants for the online program are not required to take the Graduate Record Examination (GRE), however applicants for the on-campus options must take the GRE. As a guideline, GRE scores should be above 500 for the quantitative and verbal tests and 4.0 for analytical writing, although the Admissions Committee may admit candidates below these scores if the student demonstrates compelling strengths in other areas. GRE scores should be no more than 5 years old at the time of application. International applicants from non-English-speaking countries must have official TOEFL scores of at least 575 (written version) or 233 (computer-based version) to be eligible for admission. Completion of one introductory course in educational psychology is required. Students may be accepted on provisional status if they lack a course in educational psychology, with the stipulation that this requirement be met before completion of the second semester in the master's program. In addition to academic potential, we particularly recruit students whose interests and career goals fit the focus of our program and its faculty. Applicants should clearly describe why our program is a good fit for their interests, and identify one or more faculty members with whom they would like to work.

In addition to meeting the above criteria, applicants to the teacher education option in the Master of Science program in Agricultural Education must pass the Illinois Certification Testing System test of Basic Skills prior to admission. If taking this examination prior to admission presents substantial hardship (e.g., the applicant resides in another state), the applicant should contact the director of the agricultural education graduate program to discuss the possibility of a

conditional admission. Students conditionally admitted must pass the examination by the end of the first semester of enrollment. Each applicant's undergraduate transcript will be evaluated for completion of general education courses required for certification by the Illinois State Board of Education. Students with deficiencies may be admitted with the stipulation that these be met before completion of the master's program.

Master of Science

The Master of Science degree in Agricultural Education is designed to prepare students as practitioners in agricultural business, formal and non-formal education, extension education, and other agriculture related fields. Students pursuing degrees in agricultural education in the on-campus programs select from among the teacher education (teaching certification, non-thesis) option, the applied research (non-certification, thesis) option, or the program development (non-certification, non-thesis) option. The online Master of Science degree program in Agricultural Education enables students to take a series of web-based and/or available site-based courses, which meet the same requirements as the traditional on-campus program development and teacher education options. In all cases, the Agricultural Education Master of Science program must be completed within five years after admission to the graduate college in any degree option.

To complete the applied research (non-certification, thesis) or program development (non-certification, non-thesis) options for the on-campus degree, 32 hours of approved graduate level courses must be fulfilled. The applied research option requires the completion of a thesis, and the program development option requires the completion of a project in the area of agricultural education, broadly defined, and submission of a research/professional paper.

To complete the teacher education (teaching certification, non-thesis) option for the on-campus degree, 33-36 hours of approved graduate level courses and up to 32 undergraduate level courses in agriculture must be fulfilled. The additional graduate level course credits in this option are necessary to fulfill all requirements for certification by the Illinois State Board of Education.

To complete the online degree, 32 hours of approved graduate level courses must be fulfilled; completion of a project in the area of agricultural education, broadly defined; and the submission of a research/professional paper is required.

Students may achieve recommendation for teacher certification through the online option. To complete the teacher education requirements through the online option, 33-35 hours of approved graduate level courses and up to 32 undergraduate level courses in agriculture must be fulfilled. Not all requirements are available online. This option is only available for students currently teaching in a high school agriculture program under a provisional certificate. The candidate may petition to have the requirement for any of the content area courses (i.e., Agricultural Business Management, Animal Sciences, Natural Resources and Environmental Science, Horticulture, Technical Systems Management, and Food Science and Human Nutrition) waived if the student is currently teaching a course in that content area and can demonstrate proficiency in the Illinois Agricultural Content Standards for that area. If a content area course is waived, students still must complete the minimum number of approved graduate level courses.

Appendix A: Description of the Program

M.S. in Agricultural Education

Applied Research, Program Development, and Online Options

1. **Admission Requirements** (minimum standards for consideration for admission):
 - a. Bachelor's degree in science, education, or an agricultural related field from an accredited college or university.
 - b. Undergraduate Grade Point Average of at least 3.00 on a 4.00 scale.
 - c. Minimum Graduate Record Examination (GRE) scores of 500 for verbal, 500 for quantitative and 4.0 for analytical writing (on-campus options only).
 - d. Completion of one introductory course in educational psychology. Students may be accepted on provisional status with the stipulation that this educational psychology requirement be met before completion of the second semester in the master's program. Credit from the introductory course in educational psychology will not be counted as part for the minimum credit hours required for the MS degree.
 - e. Three letters of recommendation accompanying graduate program application and a letter of intent.

2. **Courses required** for completion of the Master of Science in Agricultural Education¹:

Core Courses – 21-22 credit hours

Agricultural Education Foundation - 6 credit hours

AGED 400 - Foundations of AG and Extension Education (3 credits)

AGED 420 - Curriculum Design and Instruction (3 credits)

(Requirement for AGED 420 may be waived if taken as an undergraduate at UIUC. If waived, student may substitute this credit requirement with an agricultural education or technical subject matter elective course.)

Instructional Methods and Design - 4 credit hours

AGED 430 - Youth Development Programs (4 credits), **or**

AGED 490 - Adult Learning Principles (4 credits)

Educational Research - 8 credit hours

AGED 545 - Research Methods in Agricultural Education (4 credits), **and**

AGED 549 - Independent Study (Research or Final Project) (4 credits), **or**

AGED 599 - Thesis (4 credits)²

AGED Elective – 3-4 credit hours

Technical Subject Matter – 10-11 credit hours

Electives in agriculture or education.

Total - 32 graduate credit hours

¹At least 12 credit hours of 500-level courses, including 8 credit hours from the AGED major. All course work must be completed within five years.

²A thesis is optional in this program. If a thesis is completed, no more than 8 hours of thesis credit may be applied toward the degree in lieu of AGED 549.

Appendix B: Requirement Comparison of MS in Agricultural Education Options

MS in Agricultural Education Course Requirements

MS in Agricultural Education Options ^a (proposed)	MS in Agricultural Education Options (current)
Applied Research, Program Development, and Online Options	Applied Research, Program Development, and Online Options
Ag Ed Core Courses – 21-22 credits	
<i>Ag Education Foundations - 6 credits</i>	Agriculture 4u
AGED 400 Fndns of Ag & Ext. Ed 3	Education 2u
AGED 420 ^b Curriculum Design & Instructn 3	Electives in Agriculture or Education 2u
<i>Instructional Methods & Design - 4 credits</i>	
<i>Choose 1</i>	
AGED 430 Youth Development Programs 4	
or	
AGED 490 Adult Learning Principles 4	
<i>Educational Research - 8 credits</i>	
AGED 545 4	
AGED 549 or AGED 599 4	
<i>Agricultural Education Electives – 3-4 credits</i>	
Technical Subject Matter – 10-11 credits^c	
Electives in agriculture or education	
Total hours: 32 graduate credits	Total hours: 8 graduate units

^a The applied research option requires the completion of a thesis, and the program development and online options require the completion of a project in the area of agricultural education, broadly defined, and submission of a research/professional paper.

^b Requirement may be waived if taken as an undergraduate at UIUC. If waived, student may substitute this credit requirement with an agricultural education or technical subject matter elective.

^c Students may take up to four credit hours in agricultural education to fulfill the technical subject matter course requirements. This is only recommended for students completing a thesis (AGED 599 credits) or for students who desire to take an agriculture content course for teachers (i.e. AGED 500 - Special Topics in Agriculture Education).

**Appendix B (cont.): Requirements for MS in Agricultural Education –
Teacher Education Option**

Note: The Teacher Education Option is not part of this revision to the graduate program. The table below is for information only.

MS in Agricultural Education Teacher Education Option (current)		
Teacher Education Option		
Teacher Education – 14 credits		
CI 473	Literacy in Content Areas	1
SPED 517	Disability Issues in Sp Ed	4
EDPR 442	Ed Prac in Secondary Ed	5
EPSY 400	Psyc of Learning in Ed	2
EPS 410	Philosophy of Education	2
Agricultural Education – 13 - 14 credits		
AGED 400	Fndns of Ag & Ext. Ed	3
AGED 410	Early Field Experience	2-3
AGED 420	Curriculum Design & Instructn	3
AGED 510	Ed Prog. Management	4
AGED 511	Professional Dev in Ag Ed	1
Educational Research - 6 - 8 credits		
AGED 545	Research Methods & Design	4
AGED 549	Independent Study	2-4
Agricultural Content Areas - 32 credits		
Total hours: 33-36 graduate credits and up to 32 undergrad		

9/24/10

Graduate College Program Subcommittee

Responses to request for additional information:

Question 1: *Please provide pros/cons of revising a program with such low enrollment numbers over the last few years versus terminating the program. In other words, do you expect the enrollment numbers to increase due to the revisions? If so, how and why? Can you include some more information on the proposed relocation of the program?*

Response: The recent low numbers of students enrolled in the program have been a product of the previous academic environment. Over the last few years we have had very negative press within the Agricultural Education community both statewide and nationally. There had been a turnover of the entire Agricultural Education faculty to the point where there were no graduate faculty left to teach the courses. At that point the program's home department opted to stop accepting applications for the program. All students enrolled in the online and on campus program at that time were told they must complete their degree within one year no matter their planned progression rate for completing the program. This not only eliminated every student in the program, but discouraged others from considering the program. Nevertheless, there has continued to be a significant demand for such a graduate program.

In the past couple of years, many in the College of ACES has worked hard to revitalize the program and the College has made a number of investments in hiring faculty and staff. Last year, the graduate program reopened under this different leadership. We have worked hard to get the word out about the program and about new course offerings which would make up the new program. With that announcement, the inquiries for both the online and on campus programs have steadily increased, as has the enrollment. Last year (Year 1) there were 2 on campus and 2 online students. This year, there are 6 on campus students and one in the process of transferring this semester. The online program has 9 enrolled and an additional 5 taking classes as non-degree students, with the intent to apply. We believe that students are enrolling in the program because of the proposed revision to the graduate curriculum. Numerous prospective students have commented that they saw our course offerings on our website and have considered our program because of them. Two of the students that have enrolled in our online program were originally at other institutions and have transferred into our program after taking an elective course with us. Similarly, 3 of our on campus students were in other programs and transferred into our program after hearing about our program or taking one of the courses. The proposed revision of the AGED MS program falls within the guidelines of the current program, but updates the program of study to include the new course offerings and align with how students are being advised. We have every reason to believe that enrollment will continue to increase over the next few years, and will reach a point of stability consistent with the size of the program faculty and staff. We are dedicated to maintaining a high quality graduate program.

A copy of the proposal to relocate the program is attached. At this time, our understanding is that this proposal is pending at the Senate Educational Policy Committee over the next few weeks.

Question 2: *Because this proposal will not be required to go to the Senate Educational Policy Committee (if the Provost's Office deems it a minor revision request), the budget questions that often arise at that committee may not be discussed. Therefore, the subcommittee is requesting*

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budgetary information/justification to be included at this time (related to housing the program, faculty and staff available for the program).

Response: Resources from the existing AGED MS program are available to support the revised program. Recurring funds from its previous home unit, the Department of Human and Community Development, have been transferred to meet the needs of the proposed college-sponsored Agricultural Education program. The Agricultural Education program has a separate budget approved annually by the Dean of the College of ACES. The Agricultural Education program currently has five faculty and staff members who provide instruction in the AGED courses. In addition, the College of ACES has committed to funding one additional faculty member in the Agricultural Education program. Thus, the faculty needed to provide the AGED MS program are already in place. Future financial support for the AGED MS program will include the generation of instructional units through course offerings. The online option for the AGED MS program also will be supported in part from revenue from online tuition. The AGED MS program will not require the program to seek campus or other external resources.

Currently, class size for many AGED courses is undersubscribed including graduate courses. Refocusing the AGED MS program through the proposed revision is expected to increase the number of students, as well as the numbers of students from other programs taking AGED courses as electives. Evidence in support of this expectation is presented in response to Questions 1 and 3. These changes are expected to bring class size, teaching loads, and student-faculty ratios in line with other similar programs. The number of instructional units generated by the Agricultural Education program through course offerings are expected to provide additional support.

Question 3: *The subcommittee would like to see enrollment projections for both the on-campus and online programs.*

Response: It is early in the reopening of this program to accurately project the numbers of students for the next few years since we only have two years of data. However, graduate courses on campus and online for the last three semesters have averaged 6-13 students. In addition, we have just signed an MOU to offer two of our courses to first year Ag Teachers in Illinois. This will be funded by a state agency as part of the teacher induction program. This will bring approximately 30 teachers into these courses per year. There is current discussion to add a third course to this program. Since these courses can be transferred into the degree program, the students taking these courses are more likely to apply for this AGED MS program. With only two tenure-track faculty in the program, it is not a desire to bring in more than 10 on campus students at one time. This semester we will have 7 in the on campus program, and two will complete the program at the end of this year. We also have 4 qualified undergraduate students currently at this University who have expressed an intent to apply in January. For the last two years we have averaged one on campus student a year that will apply without contacting us. Therefore, we project there will be at least 9 in the on campus program next year. Our goal for the online program is to have approximately 20 students enrolled by summer 2011 and add 5-10 students each semester.

Walter Hurley
Professor
Interim Director
Agricultural Education