

North Carolina Agricultural and Technical State University

College of Agriculture and Environmental Sciences

Department of Agribusiness, Applied Economics and
Agriscience Education



Agricultural Education

Student Advisement Handbook- Graduate

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Introduction- Welcome to Aggie Land!

On behalf of the faculty and staff of the Department of Agribusiness, Applied Economics and Agriscience Education, welcome to the agricultural education program. Your decision to pursue a degree in agricultural education represents a significant step towards your goals of future career success. Additionally, matriculating towards a degree in agricultural education can be a personally rewarding and enjoyable experience. The advantages of possessing a Master of Science degree in Agricultural Education are enumerable, with dividends measured not only in career success, but personal fulfillment and community service.

During your tenure as a graduate student in agricultural education you will be instructed and mentored by a dynamic and nationally recognized faculty with significant accomplishments in the areas of research, teaching, and service. As a graduate student in agricultural education you will also develop relationships that will last a lifetime with fellow students and faculty. The Department of Agribusiness, Applied Economics and Agriscience Education offer small class sizes that allow for more faculty interaction with students. Departmental faculty and staff are more than happy to answer any questions that you may have regarding your academic program any other pertinent matters. This advisement handbook should serve as your guide toward successfully matriculating toward your goal of obtaining your Master of Science Degree in Agricultural Education.



What is Agricultural Education?

Agricultural education prepares students for successful careers and a lifetime of informed choices in the global agriculture, food, fiber, and natural resources systems. Agricultural education is a systematic program of instruction available to students desiring to learn about the science, business, and technology of plant and animal production and about the environmental and natural resources systems. Agricultural education first became a part of the public education system in 1917 when the U.S. Congress passed the Smith-Hughes Act. Today, over 629,327 students participate in formal agricultural education instructional programs offered in grades seven through 12 throughout the 50 states and three U. S. territories.

Career Opportunities in AGED

Students who successfully complete the professional licensure or professional service program in Agricultural Education are prepared for careers in secondary schools, related agricultural businesses and industries, trade and professional associations, cooperative extension, government, private firms, as well as for further study for advanced degrees and professional degrees.



AGED at North Carolina A&T State University

Agricultural Education at North Carolina A&T at the graduate level is comprised primarily of two major study tracks: Professional Licensure and Professional Service. The Professional Licensure track prepares individuals to teach agricultural education in the secondary and middle school grades of the public school system. Additionally, students are prepared for other career sectors as stated above. Upon successful completion of the professional licensure track, students are eligible for the North Carolina Advanced Licensure in the area of agricultural education. Students enrolled in the Professional Service track are prepared for careers in cooperative extension in addition to the variety of careers mentioned previously. The requirements for each track are outlined in the following sections and should be studied carefully. For any questions please see your major advisor.



AGED Faculty & Staff

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Departmental Requirements

Degree Information

- Master's of Science-Agricultural Education
Professional Licensure (Thesis or Non-thesis)
- Master's of Science- Agricultural Education
Professional Service (Thesis or Non-thesis)

Program Objectives

The overall goal of this degree program is to elevate the quality of agricultural instruction delivered in the schools of North Carolina for those in the Professional Licensure Track and elevate the quality of agricultural instruction in both formal and informal settings for those in the Professional Service Track. This is accomplished by improving the graduate education of professionals through the following objectives:

1. Have a deeper appreciation and knowledge of the agricultural and research discipline.
2. Plan and conduct a quality agricultural education program.
3. Possess a more in-depth knowledge of the subjects one teaches.
4. Be student focused and better prepared to teach a diverse student population.
5. Be able to implement and use a variety of instructional methodologies and technologies.
6. Appreciate, understand, and use the products of educational and research inquiry for program improvement.
7. Exhibit a higher degree of professionalism.

Graduate Advisor and Graduate Advisory Committee

All students in the master's program must have a graduate advisor who is a member of the Graduate Faculty and is part of the Agricultural Education Faculty. The graduate academic advisor is determined by the program track. Dr. Faulkner advises most professional service students and Dr. English advises professional licensure and some professional service students. Dr. Alston also advises professional licensure and professional service students.

Capstone Project

All students who do not complete a Thesis project are required to complete a capstone project. Capstone projects are essentially applied research. Students will have the opportunity to develop a project that is of interest to them, but the topic will have to be preapproved by Dr. English, who is the professor for the capstone course. This course is usually taken the last semester of the graduate program. However, you are encouraged to begin to think about your topic at the beginning of your graduate program.

Thesis Students

If a student is thesis track, he or she must select their major advisor for their thesis research and be accepted and approved by the faculty member selected. A student’s advisory committee is comprised of three faculty members. The committee is comprised of two agricultural education faculty members and one outside member can be selected by the student. The selection of the graduate committee is strongly encouraged to be completed by the end of the first semester. The program coordinator must approve the student’s graduate committee.

<i>The student’s advisory committee is in charge of approving the following:</i>	
Master’s of Science; Agricultural Education (PL/PS) – Thesis Option	
<ul style="list-style-type: none"> • Thesis Topic • Thesis research 	

Plan of Study

The master’s degree candidate must submit a Plan of Study during the term in which the candidate will complete 15 or more credits toward their degree. In most cases this will take place in the first semester of the program. The Plan of Study must meet at least the minimum Graduate College requirements for the designated degree. The Plan of Study must be approved by the student’s advisor or advisory committee, the program coordinator, or department chair. Upon approval the “Plan” becomes the student’s official guide to completing his or her program. All changes to the “Plan” should be completed as soon as possible.

Time Limitation

The master’s degree program must be completed within six successive calendar years. Programs remaining incomplete after this time interval are subject to cancellation, revision, or special examination for out-dated work. When the program of study is interrupted by those working on provisional licensure requirements (those doing both their master’s and their Certification work) a letter from the Teacher Education Coordinator for the department, needs to be sent to the College of Graduate Studies and be placed in the student’s department file. This letter will show the additional course work, which must be completed along with the degree requirements.

Credit Hours

Each student who begin his or her program must complete a program of 30 hours as approved by the University of North Carolina General Administration. *For those involved in both working on provisional licensure requirements and working towards their Master's degree, only 12 hours of specified coursework can be used in their Master's program.*

Professional Licensure Students

Professional Licensure students must be employed by a public school in the State of North Carolina and be assigned as an Agricultural Education Teacher or complete the requirements for student teaching in their graduate program. Students who leave their teaching position will be moved to the Professional Service Master's Program. At that time the student will no longer be able to receive their "M" License for the State of North Carolina in Agricultural Education through North Carolina Agricultural and Technical State University. Please note at the time that the individual decides to go back into teaching, coursework not completed and additional professional licensure requirements can be completed so that the student can apply and be approved for the "M" License. These students must work with the Department's Teacher Education Coordinator. Also those students who have already completed a Master's Degree in Agricultural Education (Professional Service) or related field will be able to make up work required by the State and then be eligible to apply for the "M" License.

Thesis

Thesis research prepared by candidates must present an original investigation into a subject which has been approved by the student's advisory committee and the Coordinator of Graduate programs in the Department and be related to the field of agricultural education. Detailed information on the thesis research process and organization of the thesis is presented in the Graduate College's Thesis and Dissertation Manual, which is available online via the College of Graduate Studies website. For those who choose the thesis option it must be submitted in complete form, except for such revisions necessary as a result of the final exam, to all members of the advisory committee at least three weeks prior to the oral examination.

Final Comprehensive Examination

Students enrolled, in the Master's of Science Program in Agricultural Education, must take a final comprehensive examination to determine their knowledge and skills in the course work represented on their Plan of Study. The comprehensive examination date is determined by the Graduate College and will be posted to the academic calendar for each semester.

North Carolina Agricultural and Technical State University
Department of Agribusiness, Applied Economics and Agriscience Education



Degree Requirements: Agricultural Education, Professional Licensure Concentration
Total Credit Hours: 30

Take Core Courses- 12 Credits

- AGED 703- Research methods
- AGED 704- Foundation & Philosophy of AGED
- AGED 710- Program Design, Management, & Evaluation
- AGED 711- Advance Teaching & Assessment Methods

Thesis Option

- Take AGED 752- Special Populations in AGED
- Select 9 credit hours from College of Agriculture or Curriculum and Instruction (with approval of advisor)
- Thesis- AGER 797: 6 credits
- Pass thesis defense

Capstone Project Option

- Take AGED 752- Special Populations in AGED
- Select 12 credits from College of Agriculture or Curriculum and Instruction (with approval of advisor)
- Project- AGER 796: 3 credits

North Carolina Agricultural and Technical State University
Department of Agribusiness, Applied Economics and Agriscience Education



Degree Requirements: Agricultural Education, Professional Service Concentration
Total Credit Hours: 30

Take Core Courses- 12 Credits

- AGED 703- Research methods
- AGED 704- Foundation & Philosophy of AGED
- AGED 710- Program Design, Management, & Evaluation
- AGED 711- Advance Teaching & Assessment Methods

Thesis Option

- Take AGED 712- Government Policy analysis & Ag Problem Solving
- Select 9 credits from College of Agriculture or Curriculum and Instruction (with approval of advisor)
- Thesis- AGER 797: 6 credits
- Pass thesis defense

Capstone Project Option

- Take AGED 712- Government Policy Analysis & Ag Problem Solving
- Select 12 credits from College of Agriculture or Curriculum and Instruction (with approval of advisor)
- Project- AGER 796: 3 credits

Course Descriptions in Agricultural Education

Agricultural Education Capstone:

AGED 798 Seminar in Agricultural Education (1 credit hour)

This course is designed for students who are in their last semester of their Master's program. The course focuses on the needs and expectations of being a Master Teacher and a leader in agricultural education. Students will be expected to present their Master Teacher portfolio at the end of the course. Students will also present seminars based on topics related to the overall themes, competencies, standards of the Agricultural Education Master's Program. **Prerequisite: Last semester of the Master's Program.**

Research/Program Evaluation Core:

AGED 703 Scientific methods in Educational Research I (3 credit hours)

This advance class covers methods in investigation and experimentation used, accompanied by the ability to locate, read and critically examine studies made in both educational pedagogy and agricultural education. Students will demonstrate the ability to analyze, evaluate and infuse educational research into their educational occupation. Students will conduct, under the direction of the instructor, a research educational based project on their present agricultural educational experience.

AGED 708 Scientific methods in Educational Research II (3 credit hours – Thesis Option)

This course covers advanced techniques in qualitative and quantitative research methodology focusing on the formulation of substantive research questions, problems or issues. Students will learn to apply a variety of educational research procedures such as ethnographic methodologies, evaluation research and case studies, qualitative choice models, nonparametric and parametric statistical methods and quasi experimental techniques for field research and general linear models. Students will conduct, under the direction of the instructor, a research educational based project on their present agricultural educational experiences. **Prerequisite: AGED 703**

AGER 797 MS Thesis Research (1-6 credit hours – Thesis Option)

Master of Science thesis research under the supervision of the thesis committee chairperson, leading to the completion of the Master's thesis. This course is only available to thesis option students. **Prerequisite:** Permission of Advisor

AGED 785 Agricultural Industry Internship (4 credit hours – Non-thesis Option)

Students will spend five weeks (minimum of 200 hours) working for an agricultural company or organization. During this experience, students will be expected to work in different areas of the company or organization. A formal journal will be required to show evidence of learning objectives, experiences and reflections of how information and skills learned can be adapted to the student's educational occupation. The student, teacher educator and company/organization representative will establish activities to be accomplished for the five-week experience. The experience will be aligned with the subject matter in which the student is involved with in his/her educational occupation.

AGER 796 Master's Project**(3 credit hours – Non-thesis Option)**

Students in the Non-thesis option will be required to complete an applied research project.

Prerequisite: Advisor's Consent

AGED 796 Master's Non-thesis Project Seminar**(1 credit hour – Non-thesis Option)**

This seminar will focus on the needs of bringing agricultural education programs up to date with public requirements and the success of all students. Students will be required to do outside reading in current educational trends in agricultural education and critique them. Students will present two seminars in this course. One will focus on an issue in agricultural education and the second will be based on the students Agricultural Education Program Management Plan.

Prerequisite: Advisor's Consent

AGED 710 Program Design, Management, and Evaluation**(3 credit hours)**

The planning, management and development of agricultural educational programs including needs assessment, objectives, development and content and materials selection. Evaluation of instructional programs; formative for program improvement and summative for outcomes accountability.

AGER 710 Continuation Residency**(1-3 credit hours)**

Meets requirement for continuous enrollment during final term prior to graduation when all course credit requirements (including thesis or dissertation) have been completed. This course is non-graded, may receive a grade of S/U and credit for this course done not count toward the degree. May be repeated twice.

Professional Agricultural Education Coursework Core:

AGED 700 Advanced Competencies and Portfolio Development**(1 credit hour)**

This course will prepare students for the entire Master's Program. Students will review State mandates and goals. Students will also be introduced to the Professional Portfolio that is required of all Master's Students on the completion of their program.

AGED 752 Special Populations in Agricultural Education**(3 credit hours)**

This advance course will focus on the diverse needs of students for learning to take place. Special emphasis will be placed on the instruction of agricultural education to populations of students within economic, gender, ethnic, cultural, political, physical differences. Students will discover and use educational theory to examine strategies and plans to overcome problems in their educational occupations. Students will research both legal requirements and expectations that effect what can be done with increase student learning. Students will be required to develop and present a diversity management plan for their program. **(Teacher Education)**

AGED 704 Foundation and Philosophy of Agricultural Education**(3 credit hours)**

This advanced course deals with the development, organization, and philosophical foundations of agricultural education from colonial times to the present. Emphasis is placed on the role of societal and scientific changes, the federal government, and philosophy and its role in life including the rise of education in America, legislation having an impact on agricultural education, education in agriculture, and current issues in agricultural education on the evolution of agricultural education. Students will be expected to develop and defend their philosophy of agricultural education based on the foundations and philosophy of Agricultural Education. In addition to the above, students

will be expected to research educational topics, critique the current research and present a seminar on their research topic. **(Teacher Education)**

AGED 751 Agricultural Education across the Curriculum (3 credit hours)

This advance course will center on the application of curriculum development models, theories and processes in agricultural education. A large portion of the class will be devoted to the integration of agricultural curriculum into other subject areas such as Math, Science, English and History and the integration of other subject matter areas into agricultural education. Student will evaluate curriculum products and learn to modify curriculum to meet the needs of all students as well as reinforce other curricular areas. Students will see how content matter can be reinforced as it is taught across all curricular areas. Students will be expected to present a project based on developing curricular plans and materials that address curriculum integration as related to agricultural education.

Prerequisite: AGED 700 (701 for Professional Service Majors), 703, 704, 710

AGED 711 Advance Teaching and Assessment Methods (3 credit hours)

This course focuses on advanced concepts and methods relevant for both formal and informal agricultural education presentations, effects that methods may have on individuals involved in the learning experience and demonstrations of proficiency in use of various advanced methodologies, technologies and concepts. Students will focus on human learning development, diversity issues, motivational strategies to plan, use and evaluate student learning. Students will research and present projects based on the course of study. Students will keep a reflective journal based on the infusion of learning methods used in their educational occupations. **(Teacher Education)**

Agricultural Knowledge Base Core:

AGED 709/719 Study and Application of Technological Advances and Best Practices to Agriculture (Lecture/Lab, 3 credit hours)

This course provides students with an opportunity to observe and study the application of technological advances and best practices in a variety of settings in agriculture. In addition, students will work to develop a repertoire of skills and techniques that will enable them to select and apply innovations to their own educational settings, particularly the infusion of technology into the curriculum. The program will draw on the expertise of industry specialists and researchers, field trips and labs will provide hands-on experience. **(Teacher Education)**

AGED 705/715 Advances in Agricultural Business and Science (Lecture/Lab, 3 credit hours)

Students will review and study the literature on innovations in agri-business/science practices, processes and product technologies. They will become knowledgeable and articulate about issues related to the role and contribution of science and research to agriculture over time, the development and diffusion of best practices, the impact of specific technological breakthroughs and basic techniques for assessing the efficacy of these. **(Teacher Education)**

AGED 712 Government Policy Analysis and Agriculture and Problem Solving Techniques for Field Settings (3 credit hours)

Students will become conversant with basic principles, procedures, and phases of public policy formulation, analysis and decision making. Students will use agricultural issues/problem and policy as case studies to trace the evolution of an issue/problem/felt need into legislation or policy. Students will also learn basic techniques for analyzing policy impacts.

Additional Courses Used in the Professional Service Track

AGED 701 Professional Service Seminar **(1 credit hour)**
 This course will prepare students for the entire Master's Program. Students will establish goals and objectives for their Master's Program. Students will also be introduced to the Professional Portfolio that is required of all Master's Students on the completion of their program.

AGED 753 Teaching and Assessment for Agricultural Professionals **(3 credit hours)**
 This course focuses on concepts and methods relevant for both formal and informal education presentations, effects that methods may have on individuals involved in the learning experience and demonstrations of proficiency in use of various educational methodologies, technologies and concepts. Students will focus on human learning development, diversity issues, motivational strategies to plan, use and evaluate student learning. Students will research and present projects based on the course of study. Students will keep a reflective journal based on the infusion of learning methods used in their educational occupations.

Additional Graduate Elective Courses

AGED-750 Community Problems **(3 credit hours)**
 A study of the common problems of the community that relate to agriculture and related areas and of solutions for these problems.

AGED-754 History of Agricultural Education and Extension **(3 credit hours)**
 Historical development, social and philosophical foundations, and current status in relation to the total vocational education program. Special attention is given to agricultural education and extension as it developed in the United States.

Graduate Elective/Lateral Entry Courses

AGED-600 Youth Organization and Program Management **3 credit hours)**
 Principles, theories and practices involved in organizing, conducting, supervising, and managing youth organizations and programs. Emphasis will be on the analysis of youth organization and programs in vocational and extension education. **(Teacher Education)**

AGED-601 Adult Education in Vocational and Extension Education **(3 credit hours)**
 A study of the principles and problems of organizing and conducting programs for adults. Emphasis is given to the principles of conducting organized instruction in agricultural education, extension, and related industries. **(Teacher Education)**

AGED-607 Environmental Education **(3 credit hours)**
 Principles and practices of understanding the environment and the inter-related complexities of the environment. The course will include a study of agricultural occupations related to the environment and materials that need to be developed for use by high school teachers of agriculture and other professional workers.

AGED-608 Agricultural Extension Organization and Methods **(3 credit hours)**
 Principles, objectives, organization, program development, and methods in cooperative extension.

AGED-609 Community Analysis and Rural Life **(3 credit hours)**
Educational processes structure and function of rural society and the role that diverse organizations, agencies, and institutions play in the education and adjustment of rural people to the demands of modern society. **(Teacher Education)**

AGED-611 Special Problems in Agricultural Education and Extension **(3 credit hours)**
Special work in problems dealing with Agricultural Education and Extension will be examined. Students should be at the graduate level or be working on their lateral or provisional license in agricultural education.
(Teacher Education)

AGED-612 Field Studies in Agricultural Education **(3 credit hours)**
Field Studies involved in Agricultural and Extension Education. **(Teacher Education)**

AGED 620 Rural Communities and Leadership **Credit 3 (3-0)**
This course will focus upon the importance of grassroots leadership development within the context of rural community settings.

Resources

College of Agriculture and Environmental Sciences

<http://www.ncat.edu/caes/>

Department of Agribusiness, Applied Economics, & Agriscience Education

<http://www.ncat.edu/caes/departments/aged/index.html>

Department of Educator Preparation

<http://www.ncat.edu/CEd/departments/edpr/index.html>

Admission- Education Preparation Program

<http://www.ncat.edu/CEd/departments/edpr/Admission.html>

Teacher Education Handbook

<http://www.ncat.edu/CEd/departments/edpr/Teacher%20Education%20Handbook%208.20.14.pdf>

University Student Handbook

<http://www.ncat.edu/student-affairs/student-services/dean/assets/downloads/student-handbook.pdf>

Distance Learning at NCA&T

<http://online.ncat.edu/>

Bluford Library at NCA&T

<http://www.library.ncat.edu/services/distance.html>

Financial Aid

<http://www.ncat.edu/admissions/financial-aid/>

Treasurer's Office

<http://www.ncat.edu/divisions/business-and-finance/comptroller/treasurer/>

University Bookstore

http://ncat.bncollege.com/webapp/wcs/stores/servlet/BNCBHomePage?storeId=74236&catalogId=10001&cm_mmc=SEM- -google- -Act8093%3EPar8093%3ENorth%20Carolina%20A&T%20State%20University Main%3ESBMM%3EBook%20Store- -n.%20c.%20a&t%20bookstore&cm_mmc=SEM- -google- -Act8093%3EPar8093%3ENorth%20Carolina%20A&T%20State%20University Main%3ESBMM%3EBook%20Store- -n.%20c.%20a&t%20bookstore

