The history of agricultural education at UWRF dates back to 1911. The agriculture department requested land for a farm in 1912. The first programs offered were 2 year, with 8 courses offered around agriculture. In 1924, the program had expanded to 3 years in length, with the credits offered in agriculture nearly doubling. In 1926 the program shifted to 4 years in length, increasing credits in agriculture to 90 and establishing a four-year degree in agriculture. By 1928, URF was recognized by the state as a Smith-Hughes training department (one of three in the state). In 1960 the department had its own laboratory and some classroom space. During the 1960’s, the College had departments in Agricultural Education, Agricultural Economics, Agricultural Engineering Technology, Animal Sciences, and Plant & Earth Sciences. It was during this time that majors were initiated by the departments. Over time the curriculum has changed to meet the needs of the clientele and demands of high school agriculture programs. From the beginning courses focusing on farm production to today with courses focusing on the science of producing, processing and marketing agriculture products, Agricultural Education has evolved with the agriculture industry. Today in public schools, Agriculture courses are offered from middle school through 12th grade. Currently in Wisconsin, there are 307 secondary agriculture programs taught by 272 agriculture teachers. Of this number of teachers, 55% are graduates from URF.

Through the placement of graduates and their subsequent leadership roles, the reputation of the Agricultural Education Department at UW-River Falls has grown beyond the boundaries of the state, region and nation. Of students obtaining a degree in Agricultural Education at UW-RF, approximately 55-60% will pursue teaching at the public school, with the remainder accepting positions in extension, business and industry. Currently, the degree and institution enjoy a positive image throughout the country.

The mission of the Agricultural Education Department is to prepare individuals for successful roles in education, leadership and communication that meet the needs of the agriculture community through educational, professional development and service activities.

The vision of the Agricultural Education Department is aspire to be recognized as a premier center for professional development in agricultural educator preparation, leadership, and communication for Wisconsin and beyond. The faculty will actively collaborate with agricultural and educational partners to prepare students and graduates for expanding opportunities in a global and diverse society. The faculty aim to inspire students to value lifelong learning, community engagement, and agricultural advocacy.
Learning Outcomes
Section I

Those undergraduate students majoring in Agricultural Education will (based on the Wisconsin Ten Standards for Teacher Development and Licensure):

A graduate of the Agricultural Education program will be able to:

1. **know the subjects they are teaching.**
   a. Understands the central concepts, tools of inquiry, and structures of the disciplines she/he teaches.
   b. Can create learning experiences that make these aspects of subject matter meaningful for pupils

2. **know how children grow.**
   a. Understands how children with broad ranges of ability learn.
   b. Provides instruction that supports a pupils intellectual, social and personal development.

3. **understand that children learn differently.**
   a. understands how pupils differ in their approaches to learning and the barriers that impede learning.
   b. Adapt instruction to meet the diverse needs of pupils, including those with disabilities and exceptionalities.

4. **know how to teach.**
   a. Understands and uses a variety of instructional strategies, including the use of technology, to encourage children’s development of:
      i. Critical thinking
      ii. Problem solving
      iii. Performance skills

5. **know how to manage a classroom.**
   a. Uses an understanding of individual and group motivation and behavior to create a learning environment that encourages:
      i. Social interaction,
      ii. Active engagement in learning
      iii. Self-motivation
6. **communicate well.**
   a. Uses effective verbal and nonverbal communication techniques as well as instructional media and technology to:
      i. Foster active inquiry
      ii. Collaboration
      iii. Supportive interaction in the classroom

7. **be able to plan different kinds of lessons.**
   a. Organizes and plans systematic instruction based upon knowledge of:
      i. Subject matter
      ii. Pupils
      iii. Community
      iv. Curriculum goals

8. **know how to test for student progress.**
   a. Understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the pupil.

9. **know how to evaluate themselves.**
   a. Is a reflective practitioner who continually evaluates the effects of his or her choices and actions on pupils, professionals in the learning community and others who actively seek out opportunities to grow professionally.

10. **be connected with other teachers and the community.**
    a. Fosters relationships with school colleagues, parents, and agencies in the larger community to support pupil learning and well-being.
    b. Acts with integrity, fairness and in an ethical manner.

**Learning Outcomes and External Stakeholders**

The learning outcomes adopted by the Agricultural Education program reflect the professional expectations outlined by the Wisconsin Department of Public Instruction, PI-34. These standards are based on the National InTasc Model Core Teaching Standards, and are required for all teacher candidates in Wisconsin.

Students in Agricultural Education are provided multiple opportunities to network and learn from agricultural educators on a state, regional and national level, as well as engage state and national leaders in Agricultural Education. These opportunities are provided through field observations, conferences, FFA contests and events, and workshops. Specific examples include:

- Collaborative activities with Wisconsin Team AgEd
• Wisconsin Association of Agricultural Educators (WAAE) student membership for students paid for by WAAE.
• National Association of Agricultural Educators (NAAE) : Student internships and scholarship opportunities
• National FFA Organization: International Collegiate Agricultural Leadership (I-CAL) program; Internship opportunities
• Local/Regional Middle School & High School teachers: UWRF students observing & collaborating with experienced classroom teachers.
• Chisago County Water Festival: UWRF students as session teachers.
• River Falls School District: UWRF students teaching agriculture literacy in 4th grade classrooms.

**Learning Outcomes and UWRF Strategic Goals**

The ability of the Agricultural Education students and graduates to demonstrate mastery of the program’s learning outcomes clearly supports the UWRF Strategic Goals.

• Distinctive Academic Excellence: The Agricultural Education Major is one of two undergraduate programs offered in Wisconsin, and one of three in Wisconsin and Minnesota. Agricultural Education majors from UWRF are recognized for academic excellence, community engagement and leadership.

  Students are consistently selected for state and national recognition for academic excellence (multiple recipients of NAAE Scholarships; NAAE & National FFA Internships). Moreover, students and faculty collaborate in learner-centered and career focused in and out of classroom activities. Throughout the various experiences, learning outcomes 1 – 10 are connected to Academic Excellence in Agricultural Education.

• Global Education and Engagement: Agricultural Education majors are provided opportunities to obtain global connections, through activities such as working with local agriculture teachers to develop international agriculture curriculum, to travelling abroad through campus programs or other opportunities (National FFA I-CAL).

• Innovation and Partnerships: Agricultural Education majors and faculty work collaboratively with local teachers and state and national leadership to facilitate and exchange of ideas and innovation. Faculty and students participate in regional and national conferences, providing countless opportunities for peer networking, professional growth and development and internship possibilities. This is most directly connected to learning outcome 10: graduates will be connected with other teachers and community.
Learning Profile
Section II

The knowledge, skill and dispositions associated with becoming a successful and professional agricultural educator, as well as fulfilling the Agricultural Education program goals, are developed throughout the on and off-campus learning venues over the entirety of the program of study.

Course Work:

Appendix A contains the course map showing the relationship between learning outcomes and courses. All students in the major complete the same courses to earn their undergraduate degree.

Out-of-Classroom Experiences:

The Agricultural Education program provides a number of outside learning opportunities for students to develop and enhance academic and professional skills.

Public School Classrooms: Agricultural Education majors are provided multiple opportunities to formally observe and interact in public school classrooms. Their first experiences begin formally during their second year in the major, and continue through completion, with each setting providing a building block for the next. Throughout these experiences, learning outcomes 1 – 10 are reinforced.

Internships: Agricultural Education majors are provided opportunities to further enhance content area expertise through internship experiences. Internships in agriculture areas, cooperative extension and professional leadership build upon coursework on campus. Furthermore, all majors complete a formal semester long internship (student teaching) at the conclusion of their coursework. Internship opportunities are directly connected to learning outcomes 1, 6, 9 and 10.

FFA Events: As part of the Agricultural Education program, majors are provided many opportunities to work with young people through a variety of FFA related events and activities. Majors in Agricultural Education host FFA competitive events and workshops, judge FFA contests and collaborate with state and national leaders to develop educational activities. FFA events and involvement is directly connected to learning outcomes 1, 2, 3, 6, 7, and 10.

Competitions: Agricultural Education majors may compete in a number of leadership competitions at the National Agricultural Education Collegiate Conference. Furthermore, many of the majors are involved in various discipline based competitive teams in CAFES. Competitions provide reinforcement of learning outcomes 1, 6, 9 and 10.
Assessment Venues
Section III

Direct Measure of Objectives

1. UWRF Cooperating Teacher Evaluation
   a. Completed by Cooperating Teacher three times during the student teaching field experience.
   b. Maintained in Student Permanent Files in the Agricultural Education Department and the students electronic portfolio
   c. *Addresses Objectives 1 – 10*

2. UWRF University Supervisor Evaluation
   a. Completed by the University Supervisor four times during the student teaching field experience.
   b. Maintained in the students electronic portfolio.
   c. *Addresses Objectives 1 – 10.*

3. Educational Testing Service (ETS) Praxis II Content (Agriculture) Exam
   a. *Addresses Objectives 1*

3. Wisconsin Certification Portfolio
   a. Completed by student at completion of student teaching experience.
   b. *Addresses Objectives 1 – 10.*

Indirect Measure of Objectives

1. UWRF College of Education & Professional Studies Student Exit Survey
   a. *Addresses Objectives 1 – 10*

2. Alumni Surveys
   a. Collected every three years from graduates of the program (within 5 years of program completion)
   b. *Addresses Objectives 1 – 10*
Process for Assessment
Section IV

Annual Timeline for Data Collection and Review

January – Request from CEPS
- PRAXIS II Report (Prior Spring/Fall)
- End of Program Survey (Prior Spring/Fall)

January – Compile (data on file Agricultural Education Department)
- Cooperating Teacher Evaluations (Prior Spring/Fall)
- University Supervisor Evaluations (Prior Spring/Fall)
- Alumni Surveys (3 year cycle)

February – Departmental Review of Data

March – Departmental Meeting
- Discuss data/findings
- Develop action plan (as necessary)
- Draft Assessment Report
- Revise Assessment Plan (as necessary)

April – Finalize Assessment Report
## GOALS AND COURSES

<table>
<thead>
<tr>
<th>GOALS</th>
<th>COURSES</th>
<th>AGED 120</th>
<th>AGED 201</th>
<th>AGED 275</th>
<th>AGED 369</th>
<th>AGED 403</th>
<th>AGED 462</th>
<th>SPED 330</th>
<th>TED 212</th>
<th>TED 252</th>
<th>TED 422</th>
<th>TED 440</th>
<th>TED 475</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Know the subjects they are teaching</td>
<td>I</td>
<td></td>
<td>E</td>
<td></td>
<td>R</td>
<td>E</td>
<td>R</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Know how children grow</td>
<td>I</td>
<td></td>
<td>E</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td>R</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Understand that children learn differently</td>
<td>I</td>
<td></td>
<td>E</td>
<td>I</td>
<td>E</td>
<td>E</td>
<td>R</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Know how to teach</td>
<td>I</td>
<td>I</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td>R</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Know how to manage a classroom</td>
<td>I</td>
<td></td>
<td>I</td>
<td>E</td>
<td>E</td>
<td>R</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Communicate well</td>
<td>I</td>
<td>I</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td>R</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Be able to plan different kinds of lessons</td>
<td></td>
<td>E</td>
<td>E</td>
<td>I</td>
<td>I</td>
<td>E</td>
<td>E</td>
<td>R</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Know how to test for student progress</td>
<td>E</td>
<td>I</td>
<td>I</td>
<td>E</td>
<td>E</td>
<td>R</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Be able to evaluate themselves</td>
<td>I</td>
<td>I</td>
<td>I</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td>R</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Be connected with other teachers and the community</td>
<td>I</td>
<td></td>
<td>I</td>
<td>I</td>
<td>I</td>
<td>I</td>
<td>I</td>
<td>E</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

I = Introduced; E = Emphasized; R = Reinforced