New Undergraduate Course Request
Montana State University

AGED Department
AGRICULTURE College
AGED Rubric
401 Course Number
401 Core Area(s)
S13 First Semester to be Offered

Agricultural Relations Issues and Research
Course Title (for Catalog)

AGRELATIONS ISSUES

Course Title (for Schedule - maximum of 22 characters)

Have you checked with the Registrar's office (X4155) to make sure the new course number has not been used in the past ten years? Yes

Frequency Offered: ☐ Annual ☐ Alternate Years If alternate, starting year:

Semesters(s) Offered: ☐ Summer ☐ Fall ☒ Spring

Credits by Mode of Instruction: Lecture: 3 Independent Study: Seminar: Lab/Studio:
Recitation/Discussion: Total:

Primary Mode of Delivery (Check One): ☒ Face-To-Face ☐ Internet/Web-Based ☐ Audio and/or Video Tape ☐ Interactive Video

Time and Location (Contact Registrar's Office for room availability):

T&R Days 10:50-12:05 Times LINH 231 Bldg

Prerequisite course(s) (Upper-division courses are normally expected to have prerequisites. When listing multiple prerequisites, please be clear about whether the courses are all required (separated by "and" or if only one is required (separated by "or"): Senior standing; Must have completed an internship

Co requisite Courses:

Course Description (40 word limit): Please attach a typed copy of the catalog course description immediately following this cover page.

Person Initiating This Request: Shannon Arnold Phone: 994-6663
Instructor's Banner ID or SSN: 130-64-3413 E-mail: shannon.arnold@montana.edu

APPROVAL
You only need to obtain the 2 that are indicated with an asterisk (*)

Department Head 9/18/12 Date
College Dean or Assistant Dean 9/18/12 Date

Chair, Undergraduate Studies Committee Date Vice Provost Academic Affairs Date

Revised 10.20.05
Information for Review

Please provide the following information in narrative format. Substantive responses to all criteria are required. Although not required, a draft syllabus can also be helpful to the committee in understanding the details of the proposed course.

General Course Information
1. Provide a general description of the course explaining the need for the course, its goals, and its overall structure. This is the most important part of the application and should offer a good sense of what students will experience by taking this class. This is a senior capstone course for Agricultural Relations option students. The course will prepare students for future careers by researching agricultural issues and refining professional skills. Cooperative Extension Service and the agricultural industry will serve as the context and conduit to facilitate the conduct of social science research. Students will conduct and apply techniques, methodologies and procedures that can be used in numerous social science research contexts. In addition, these students will also become more familiar with the industry and therefore, have a better understanding of issues and methods to address issues through the knowledge and skills learned in this course. Students will gain skills in the use of the scientific method and how behavioral scientists use it in their research. They will gain skills in the research process, which include using various methods to conduct research, develop theories and hypotheses, and conduct a review of literature. They will acquire skills for locating and evaluating sources, sampling techniques, and methods of measuring behavior. They will learn basic statistical procedures, which include data collection and analysis. Application of prior knowledge, communications skills and higher order thinking skills will be required. Synthesizing Project: Students must communicate with the agricultural stakeholders, research faculty and/or industry experts to properly identify a current research issue. Students will conduct a research project and write a report. The report will begin with a proposal draft that is reviewed and approved by the instructor. Upon completion of the final report, the students will deliver a multi-media presentation to the class and participating stakeholders. Projects will require elements of creativity, analysis, synthesis, evaluation and interaction with agricultural stakeholders. Communication skills: The students will work with experts and consultants in the agricultural industry to identify current research issues. Students will also discuss professional challenges, engage in group activities, and give a public presentation to improve communication.
2. Based on what types of student work (e.g., tests, papers, performance, etc.) will grades be determined? Research Project (900 pts): Introduction and Issue ID 200 points; Literature Review 200 points; Methods and Timeline 200 points; Final Research Paper & Presentation 300 points; Attendance 100 points
3. Provide a course content outline containing all major topics plus a brief description of the material to be covered under each major topic heading.
4. Wk Date Topics
5. 1 1/10 Introduction and Course Overview
6. 2 1/17 Brainstorming Research Issues
7. 3 1/24 Learning to do Secondary Research
8. 4 1/31 Formulating Research Purpose and Objectives
9. 5 2/7 Quantitative Research Methodologies
10. 6 2/14 Quantitative Research Methodologies
11. 7 2/21 Qualitative Research Methodologies
12. 8 2/28 Qualitative Research Methodologies
13. 9 3/7 Data Analysis and Interpretation
14. 10 3/14 NO CLASS - Spring Break! Be Safe!
15. 11 3/21 Data Analysis and Interpretation
16. 12 3/28 Results, Conclusions, Recommendations
17. 13 4/4 Professional Issues and Research
18. 14 4/11 Professional Issues and Research
19. 14 4/18 Research Presentations
20. 16 4/25 Research Presentations; Summary, Conclusions, and Evaluation
21.
22. List required texts or other required references. The Undergraduate Research Handbook (2009) by Gina Wisker. Current issues and research in local, state, and national agricultural settings, including extension, leadership, and communications, will also serve as the course

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content. These will be generated from students, instructors, ag media, and ag consultants. Guest speakers from the agricultural industry will also discuss professional skill development and expectations.

23. Describe how the success of the course will be evaluated? Students will be evaluated on their performance on a number of components including class discussion and participation, the quality and usefulness of the research project, and other graded assignments. A mid-semester evaluation will be performed to make any course changes and a final evaluation will also be given to the students. After taking the course, student learning outcomes will also determine its success. These outcomes include: a. An understanding of the scientific process, its application in the social sciences, and its utilization in the problem-solving approach in practice. b. Acquisition of skills necessary to the assessment and interpretation of existing research as a prelude to its use in decision-making in a social science context. c. The capacity to identify information needed to address questions and problems encountered in extension and industry practice situations. d. Knowledge and understanding of the range of research designs and their appropriate utilization by educators and practitioners. e. Research skills such as conceptualizing a problem, formulating hypotheses and objectives, designing research strategy, collecting, analyzing, and interpreting both quantitative and qualitative data, including commonly encountered statistical procedures. f. Skill in defining problems and proposed actions for specific practice situations in a manner that can be observed or measured. g. Ability to identify the value assumptions and the ethical and political dilemmas encountered by professional social scientists in their efforts to gather, verify, and utilize knowledge.

Level of Offering
24. Has the course been offered previously under 260 or 480? No If so, when? Under what number? What was the enrollment? What level of students took the course?

25. Justify the level of course offering. This is a senior capstone course for Agricultural Relations option students. The course will prepare students for future careers by learning to conduct social science research and gain an understanding of current industry issues and research.

Relationship to other Courses, Curricula, and Departments
26. Does this course build on or interrelate with other courses in your curriculum or related curricula? Yes If so, which ones? This course will build on all the courses in the Agricultural Relations option and help students to decide on their research project. Skills and knowledge previously learned must be used to complete the project.

27. Do the topics in the proposed course duplicate or reiterate those in other courses in this or any other department? No If so, how do the coverage and educational experience differ and how is this duplication or reiteration justified? Also, what liaison (which is expected in cases of apparent overlap) has been conducted with other departments? Report reactions, both favorable and unfavorable.

28. Is the instructor a member of the regular faculty (i.e., tenured or tenure-line)? Yes If no, please describe the instructor’s qualifications, attach a Vita, and provide a separate letter of support, signed by the department head (or appropriate unit director), addressing the instructor’s qualifications to teach this course.

Students Served
29. Does the proposed course serve majors only? Non-majors only? Both majors and non-majors? State areas or disciplines to be served and indicate what specific efforts will be made to make the course material relevant to all disciplines served. Yes, It is a capstone course for AGED Relations option majors.

30. What is the anticipated enrollment? 5-10 Please state any enrollment cap and explain the reason for the cap. None

Resources
31. What additional resources, if any, will be required to offer this course? Please explain. None

32. What existing information resources — print (books, journals, documents), audiovisual (videos, DVDs, CDs or other), and/or electronic (e-books, databases, electronic journals and web sites) — provided by the MSU Libraries will be used by students in this course? Provide examples as well as descriptive information. If additional information resources are necessary, please discuss those acquisitions with the library at least three months prior to the beginning of the semester in which this course will be taught.

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Other Supporting Material

33. Include any additional information you feel is needed to support this request. This course will be required as the capstone course for AGED Relations students. It will be replacing another course that the students previously took. This course will be more focused on synthesizing knowledge to complete a research project and improve skills to consume social science research. It is our hope that this course will prepare students to enter the workforce more prepared and have experience with research with faculty guidance.

34. Our vision document asserts that, between 2004 and 2009, MSU’s academic offerings will be increasingly interdisciplinary. The goal is for fifty percent or more of all new courses, options, and degree programs to have an interdisciplinary basis. If this proposed course has a significant interdisciplinary component, please explain briefly. Otherwise, indicate n/a.

Catalog Course Description:
This course will prepare students for future careers by researching agricultural issues and refining professional skills. Current issues in extension, leadership, and communications, as well as social science research methodologies, will serve as course content. Students will conduct and apply techniques, methodologies and procedures that can be used in numerous social science research contexts. In addition, these students will become more familiar with the industry and have a better understanding of current agricultural issues and methods.
AGED 401: Agricultural Relations Issues and Research
Spring 2013
3 Credits
10:50-12:05 on Tuesday and Thursday
Linfield 231

Instructor:
Dr. Shannon Arnold
Office: 230 Linfield Hall
Phone: 994.6663
Email: shannon.arnold@montana.edu
Office hours: Monday and Wednesday from 10:30- Noon. But, feel free to email me at any time. Please never hesitate to ask a question, add a comment, or discuss things that interest or confuse you.

Course Access: This course will use the new Desire 2 Learn online learning system. You can access this site at: https://ecat.montana.edu.

Course Description
Course Goals
This is a senior capstone course for Agricultural Relations option students.

During their careers, students will either consume or conduct social science research. Therefore, acquiring the knowledge and skills needed to conduct effective social science research serves to better prepare students for work in the realm of social science. Cooperative Extension Service and the agricultural industry will serve as the context and conduit to facilitate the conduct of social science research. Students will conduct and apply techniques, methodologies and procedures that can be used in numerous social science research contexts. In addition, these students will also become more familiar with the industry and therefore, have a better understanding of issues and methods to address issues through the knowledge and skills learned in this course.

Students will gain skills in the use of the scientific method and how behavioral scientists use it in their research. They will gain skills in the research process, which include using various methods to conduct research, develop theories and hypotheses, and conduct a review of literature. They will acquire skills for locating and evaluating sources, sampling techniques, and methods of measuring behavior. The will learn basic statistical procedures, which include data collection and analysis.

Synthesizing Project
Students must communicate with the agricultural stakeholders, research faculty and/or industry experts to properly identify a current research issue. Each group is required to conduct a research project and write a report. The report will begin
with a proposal draft that is reviewed and approved by the instructor. Upon completion of the final report, the students will deliver a multi-media presentation to the class and participating stakeholders.

**Learning Outcomes**: As a result of having successfully completing the requirements of this course, the student will have demonstrated:

a. An understanding of the scientific process, its application in the social sciences, and its utilization in the problem-solving approach in practice.

b. Acquisition of skills necessary to the assessment and interpretation of existing research as a prelude to its use in decision-making in a social science context.

c. The capacity to identify information needed to address questions and problems encountered in extension and industry practice situations.

d. Knowledge and understanding of the range of research designs and their appropriate utilization by educators and practitioners.

e. Research skills such as conceptualizing a problem, formulating hypotheses and objectives, designing research strategy, collecting, analyzing, and interpreting both quantitative and qualitative data, including commonly encountered statistical procedures.

f. Skill in defining problems and proposed actions for specific practice situations in a manner that can be observed or measured.

g. Ability to identify the value assumptions and the ethical and political dilemmas encountered by professional social scientists in their efforts to gather, verify, and utilize knowledge.

**Course Assignments:**

**Attendance (100 points, 10% of grade)**

Attendance and participation in class are both vitally important to this class. In the event of an emergency where you are unable to attend class, contact the instructor ahead of the scheduled class. Excused absences require a written note from a MSU faculty member (e.g., class field trip, judging teams, athletic team events) or a written note from a physician. All such notes must be submitted to the instructors within one week of the absence in question.

**Research Project (600 total points, 90% of grade)**

Each student will develop a research project that addresses an issue within the Extension Service or the agricultural industry, based on professional interests. Students will consult with experts to discover research topics and develop a collaborative project proposal. Each of these projects will require students to conduct a critical synthesis of literature, choose an appropriate methodology, conduct a research project, analyze the results, and report the findings.

This project must include the following sections:

- Descriptive title
- Introduction and Overview of a research issue
- Project goal, objectives, and significance
• Expert Consultants and their role
• Literature Review
• Methods
• Results, Conclusions, Recommendations
• References and citations in-text

Several parts of this project will be due during the semester as indicated below.

*Introduction and Overview of Research Issue (200 points, 20% of grade)*

*Due Date: February 14th*

Students must communicate with stakeholders or research faculty throughout the project in order to properly research the identified issue. A **2-3 page** paper must outline the following components:

• Project Title
• Project Goal and Objectives
• Issue identification and questions you are trying to answer; significance of project; why is this important?
• Role and support provided by expert and/or consultants

*Literature Review (200 points, 20% of grade)*

*Due Date: March 7th*

1. Locate and record citations to books, periodicals, and documents that may contain useful information and ideas on your issue throughout the research process.

2. Choose those works that provide a variety of perspectives on your topic.
   Remember, you **must have 5 sources**.

3. Cite the book, article, or document using APA style. List sources in alphabetical order.

4. Directly below the citation, summarize (3-4 sentences) the reference how it relates to your research topic.

*Methods and Timeline (200 points, 20% of grade)*

*Due Date: March 21st*

**2-3 page** paper including all of the following sections:

• For Methods, explain in *as much detail as possible* exactly **what you will** do for your capstone project. (If you have already started work, you should describe what work you have already finished and what work you still have to do). This should include the methodology, data collection and analysis techniques.

• Develop a timeline that lists every week between now and when your capstone report is due (April 30th). Your timeline should show the start and completion dates for each major task you must complete.
**Final Research Paper and Presentation (300 total points, 30% of grade)**

**Due Date: April 25th**

You will be required to conduct a presentation to the class to provide an overview of project. The final research paper and presentation will count 200 points. The paper must include the following sections:

- **Title Page**
- **Introduction and Overview**
- **Literature Review**
- **Methods and Timeline.** A brief description of exactly what you did for your capstone project. You should describe your methodology, who you worked with and how your project was completed.
- **Results.** A complete and thorough description of the results of your project.
- **Conclusions and Recommendations.** What was learned? What are the key findings and what do they mean? Any recommendations that you can make to improve the issue?
- **References.** Reference all studies referred to in the report. Use APA format.

**Grading Scale:**

- A = 900 to 1000 points
- B+ = 870 to 899 points
- B = 800 to 869 points
- C+ = 770 to 799 points
- C = 700 to 769 points
- D+ = 670 to 699 points
- D = 600 to 669 points
- E = Below 600 points

**ASSIGNMENTS**

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**TOTAL**

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<td>Introduction and Course Overview</td>
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<td>Brainstorming, Research Issues, and Project Examples</td>
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<td>Learning to do Secondary Research for Literature Reviews</td>
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