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| Campus Apprenticeship in AFNRE  Course Handbook  (CSUS316, Section 730) |
| M.W. Everett |

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# Campus Apprenticeship in AFNRE Course Handbook (CSUS316, Section 730)

**Overview of the Course**

Welcome to CSUS316, Campus Apprenticeship in Agriculture, Food and Natural Resources Education! To start, we must first define “campus” in the context of this course. Campus is defined as the location where you are completing your professional internship. This could be a high school campus (e.g., greenhouse, land lab, barn facility, and classroom), an organizational campus (e.g., Michigan Farm Bureau), or something less spatially finite like MSU Extension where the campus may be a county or regional location of work or off-site facility. It could even be defined in terms of a human-based event (e.g., leadership event as a “campus” opportunity).

This course has multiple components. They include 1) online modules; 2) experiences and reflections related to the experiences; and 3) an individual electronic portfolio related to the AFNRE programmatic thematic areas and outcomes.

**Course Format**

This course is an online course that is taken in conjunction with the student’s professional internship.

* The course will use the D2L platform for any required content.
* Any course lectures (videos), readings, and related content will be available on D2L.
* Assignments are due on specific dates and will not be accepted late, and finally
* The final exam session – Student presentation and reflection of online portfolio

**Campus Apprenticeship in Agriculture, Food, and Natural Resources Education**

**CSUS 316**

Online

Spring 2025

**INSTRUCTOR:** Michael Everett

Department of Community Sustainability

Michigan State University

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**OFFICE HOURS:**  By Appointment (Zoom or In-person)

**COURSE**

**DESCRIPTION:**   
Application of approaches to teaching and learning in place-based agriculture, food, and natural resources settings.

**COURSE GOALS:**

Students will be able to:

1. Define and apply theories of adult learning (Andragogy).
2. Apply andragogy in practice.
3. Determine appropriate adult learning in the context of human resource development.
4. Compare and contrast teaching and facilitation of learning.
5. Develop technical agriculture experience.
6. Disseminate and reflect upon programmatic experiences.

***“The Apprenticeship”***

**Apprenticeship Description:** This course provides students an opportunity to learn about place-based experiences in the context of one’s professional internship experience. Example experiences may include (but are not limited to): 1) the process of learning how to weld in a school-based setting, 2) networking with appropriate individuals across a specific county within the Extension sector, 3) learning the process associated with milk production at a local dairy facility, 4) helping individuals be successful in various leadership or skills events, or 5) event planning, implementation, and evaluation. In all instances, you the learner will determine how to develop and acquire information as an adult learner (i.e., andragogy) and then consider this application of content to other learners. **The most important consideration is that learning is a lifelong process that you will need to take on as part of the process of being a professional in the AFNR community.**

**Apprenticeship Goals:** As students, you learn in multiple settings across a given campus. The apprenticeship experience should help you: 1) learn content specific to the apprenticeship opportunities located on each *campus*, 2) determine how content could be applied in different learning settings, and 3) reflect on these experiences.

**Apprenticeship Guidelines:** Students will apprentice in a “campus” space during the course of the semester. Duties and activities may vary widely, and a few suggestions are provided below. In most, if not all instances, these experiences will be consistent with other duties that you are already completing in your internship experience.

**Time Commitment:** Students may engage with their various experience weekly. Experiences should be reflected on based on the specific experiences as per the assignment below.

**Assessment:** Students will submit 4 reflections based on their various apprenticeship experiences. These reflections will be uploaded to the MSU D2L site on Friday (about every third week).

**COURSE TEXTBOOK:**

There is no course textbook for this course. Required readings can be found on the D2L site for this course.

**CSUS316 COURSE LEARNING OUTCOMES:**

Students who complete this course will be able to:

1. Explain the theory of adult learning (Andragogy);

2. Describe and apply appropriate theories of teaching;

3. Model the andragogical process for learning;

4. Apply andragogy in practice;

5. Describe adult learning in the context of human resource development;

6. Compare and contrast teaching and facilitation of learning;

7. Develop technical agriculture experience; and

8. Present and reflect upon a programmatic experience.

**MICHIGAN STATE UNIVERSITY LEARNING GOALS**

**CSUS316 – Educational Apprenticeship in Agriculture, Food and Natural Resources**

### **Analytical Thinking:** You will learn to critically analyze complex information and problems through courses and experiences at MSU and by applying what you learn both in and out of class.

### **Cultural Understanding:** You will learn to deepen your understanding of global and cultural diversity by interacting with others in and outside our diverse campus community and reflecting on your own culture and that of others.

### **Effective Citizenship:** You will learn to be an effective citizen by engaging in opportunities for involvement both inside and outside the classroom.

### **Effective Communication:** Spartans communicate to diverse audiences using speech, writing, debate, art, music, and other media. You will learn how to communicate effectively through your interactions with peers, faculty, staff, and community members at MSU, your coursework, and your reflection on how you’ve changed as you progress toward graduation.

### **Integrated Reasoning:** You will learn to make decisions through integrated reasoning by observing the example set by your fellow Spartans—faculty, professional staff, your peers, and student leaders, and our 500,000 Spartan alumni— who are advancing knowledge and transforming lives in innumerable ways. MSU provides you with the space and support to make decisions learn from them and use them to inform your values.

**DEPARTMENT OF COMMUNITY SUSTAINABILITY COMPETENCIES**

**CSUS316 – Educational Apprenticeship in Agriculture, Food and Natural Resources**

**Critical Thinking:** Students will interpret, analyze, and evaluate information generated by observation, experience, reflection, reasoning, and communication as a guide to formulate and defend responses to complex sustainability problems.

**Systems Thinking:** Students will demonstrate their knowledge of the interconnectedness of human and natural systems with the ability to anticipate and explain changes in complex systems.

**Community:** Students will demonstrate knowledge of the various interpretations of community as it relates to the study and practice of sustainability.

**Civic engagement:** Students will develop the knowledge, skills, values, and motivation to participate in civic life.

**Initiative and Practical Skills:** Students will demonstrate initiative, including the ability to self-direct and solve problems individually and as participants in larger group efforts.

**Ethics:** Students will evaluate and analyze diverse ethical positions on practical sustainability challenges.

**CLASS SCHEDULE[[1]](#footnote-2)**

# **Week/Module 1 (Online Content Module)**

-Introduction and Welcome to the Class (1-1)

-Exploring Learning Theories (1-2)

**Week/Module 2 (Online Content Module)**

-Adult Learning: Andragogy (2-1)

-Facilitator of Learning (2-2)

# **Week/Module 3-15 (Apprenticeship Experiences – As determined by student)**

**Final Exam Class Session – (In-Person Meeting)**

- Students will present and reflect upon their AFNRE programmatic experience.

- There will be three open dates on April 28 or 29 (9, 10, and 11 am), 2025 to present your e-portfolio and artifacts related to AFNRE themes (See Appendix D).

- Google Doc link to sign up for presentations

[**https://docs.google.com/spreadsheets/d/1n8up1TbiOMKEQjFVQ8F\_Z3ARtd0GyIpJqkRZ22eO0D0/edit?gid=0#gid=0**](https://docs.google.com/spreadsheets/d/1n8up1TbiOMKEQjFVQ8F_Z3ARtd0GyIpJqkRZ22eO0D0/edit?gid=0#gid=0)

**Assignments**

**1. Reflections (D2L R).** There will be 4 required reflections during the semester. Students should reflect on their experiences during the respective apprenticeship experiences during the semester. All reflections will be due every third Friday starting with week 3 (e.g., week 3, 6, 9, and 12) during the apprenticeship and must include at least two pictures **(4 @ 100 Points = 400 Points).** See Appendix A for reflection criteria. **(Analytical Thinking, Cultural Understanding, Integrated Reasoning/Critical Thinking, Initiative and Practical Skills, Ethics).**

**2. AFNRE EPortfolio (AFNRE EP).** As part of the culmination of your AFNRE program. Students are required to have an AFNRE E-Portfolio. The E-Portfolio is a website you the student creates as a portfolio to convey information to others. On your website (student choice of software) you should include a cover page with a 1) summary of you as a student and future AFNR professional, 2) current resume, and 3) artifacts that address each of the 7 thematic areas and corresponding outcomes (see Appendix E). An artifact is defined as an assignment, activity or assessment completed that meets the thematic area and corresponding TE or NTE outcome. Accompanying each artifact should also include a short paragraph summary of the artifact. You may use any online website system to complete this activity. See Appendix D for a rubric that addresses the requirements for each of the three components highlighted above. **350 points**. **(Effective Communication/Initiative and Practical Skills)**

**3. Final Exam Presentation and Reflection (FEPR).** As part of the final exam, students will provide access to their final E-Portfolio (one week prior to final exam), and present and reflect upon their experiences in the AFNRE program. Students should address the 7 thematic areas of AFNRE in their presentation (Appendix D). There is no time minimum or limit. The FEPR is worth **250 points**. **(Effective Communication/Initiative and Practical Skills)**

**Student Evaluation**

**Assignments[[2]](#footnote-3) Points (%) Due Date**

1. Tri-Weekly Reflections (D2L TWR) 400 (40%) Every 3rd week

2. AFNRE E-Portfolio (AFNRE EP) 350 (35%) Week 14

3. Final Exam Pres./Reflection (FEPR) 250 (25%) Final Exam

**Total 1000 Points**

**Grading Scale**

Grade Points

4.0 1000 – 920

3.5 919 – 860

3.0 859 – 820

2.5 819 – 750

2.0 749 – 700

1.5 699 – 650

1.0 649 – 600

0 < 600

# **Academic Misconduct**

Article 2.III.B.2 of the [Academic Freedom Report](http://splife.studentlife.msu.edu/academic-freedom-for-students-at-michigan-state-university) states that "The student shares with the faculty the responsibility for maintaining the integrity of scholarship, grades, and professional standards." In addition, the Department of Community Sustainability adheres to the policies on academic honesty as specified in General Student Regulations 1.0, Protection of Scholarship and Grades; the all-University Policy on Integrity of Scholarship and Grades; and Ordinance 17.00, Examinations.  (See [Spartan Life: Student Handbook and Resource Guide](http://splife.studentlife.msu.edu/) and/or the MSU Web site: www.msu.edu.)

Therefore, unless authorized by your instructor, you are expected to complete all course assignments, including homework, lab work, quizzes, tests and exams, without assistance from any source. You are expected to develop original work for this course; therefore, you may not submit course work you completed for another course to satisfy the requirements for this course.  Also, you are not authorized to use the www.allmsu.com Web site to complete any course work in **CSUS316**. Students who violate MSU academic integrity rules may receive a penalty grade, including a failing grade on the assignment or in the course. Contact your instructor if you are unsure about the appropriateness of your course work. (See also <http://www.msu.edu/unit/ombud/dishonestyFAQ.html>[)](http://www.msu.edu/unit/ombud/honestylinks.html). **There will be no warnings – the maximum sanction allowed under university policy will occur on the first offense**. Turnitin.com will be used for all written assignments.

**Limits to confidentiality**

Essays, journals, and other materials submitted for this class are generally considered confidential pursuant to the University's student record policies.  However, students should be aware that University employees, including instructors, may not be able to maintain confidentiality when it conflicts with their responsibility to report certain issues to protect the health and safety of MSU community members and others.  As the instructor, I must report the following information to other University offices (including the [MSU Police Department](http://police.msu.edu/)) if you share it with me:

--Suspected child abuse/neglect, even if this maltreatment happened when you were a child,

--Allegations of sexual assault or sexual harassment when they involve MSU students,

faculty, or staff, and

--Credible threats of harm to oneself or to others.

These reports may trigger contact from a campus official who will want to talk with you about the incident that you have shared.  In almost all cases, it will be your decision whether you wish to speak with that individual.  If you would like to talk about these events in a more confidential setting you are encouraged to make an appointment with the [MSU Counseling Center](http://counseling.msu.edu/).

**Accommodations**

Michigan State University is committed to providing equal opportunity for participation in all programs, services and activities.  Requests for accommodations by persons with disabilities may be made by contacting the Resource Center for Persons with Disabilities at 517-884-RCPD or on the web at rcpd.msu.edu.  Once your eligibility for an accommodation has been determined, you will be issued a verified individual services accommodation ("RISA") form.  Please present this form to Dr. Everett at the start of the semester and/or two weeks prior to the accommodation date (test, project, etc.).  Requests received after this date will be honored whenever possible.

**Bereavement:**

Students seeking a grief absence should be directed to the Grief Absence Request Form found on the RO home page (<https://reg.msu.edu/>) under ‘Student Services – Grief Absence Request Form’ OR to StuInfo (<https://stuinfo.msu.edu/>) under ‘Academics - Enrollment Information and Services – Grief Absence Request Form.’  Per policy, graduate students who should see their major professor and notify course instructors are directed to do so when they access the form.

**Drops and Adds**

The last day to add this course is the end of the first week of classes. Reference the Registrar’s website ([www.reg.msu.edu](http://www.reg.msu.edu)) or the student information system ([www.student.msu.edu](http://www.student.msu.edu)) for appropriate drop and add information about courses. You should immediately make a copy of your amended schedule to verify you have added or dropped this course.

**Commercialized Lecture Notes**

Commercialization of lecture notes and university-provided course materials is not permitted in this course.

**Attendance**

This is an in-person class and attendance may be taken to determine student engagement. Students whose names do not appear on the official class list for this course may not attend this class. Students who fail to attend the first four class sessions or class by the fifth day of the semester, whichever occurs first, may be dropped from the course. This course follows the General University Attendance Policy.

**Disruptive Behavior**

Article 2.III.B.4 of the [Academic Freedom Report](http://splife.studentlife.msu.edu/academic-freedom-for-students-at-michigan-state-university) (AFR) for students at Michigan State University states: "The student's behavior in the classroom shall be conducive to the teaching and learning process for all concerned." Article 2.III.B.10 of the [AFR](http://splife.studentlife.msu.edu/academic-freedom-for-students-at-michigan-state-university) states that "The student has a right to scholarly relationships with faculty based on mutual trust and civility." [General Student Regulation 5.02](http://splife.studentlife.msu.edu/regulations/general-student-regulations) states: "No student shall . . . interfere with the functions and services of the University (for example, but not limited to, classes . . .) such that the function or service is obstructed or disrupted. Students whose conduct adversely affects the learning environment in this classroom may be subject to disciplinary action through the Student Faculty Judiciary process.

**Campus Emergencies**

In the event of an emergency arising within the class, the Professor will notify you of what actions that may be required to ensure your safety. It is the responsibility of each student to understand the evacuation, “shelter-in-place,” and “secure-in-place” guidelines posted in each facility and to act in a safe manner. You are allowed to maintain cellular devices in a silent mode during this course, in order to receive emergency SMS text, phone or email messages distributed by the university. When anyone receives such a notification or observes an emergency situation, they should immediately bring it to the attention of the Professor in a way that causes the least disruption. If an evacuation is ordered, please ensure that you do it in a safe manner and facilitate those around you that may not otherwise be able to safely leave. When these orders are given, you do have the right as a member of this community to follow that order. Also, if a shelter-in-place or secure-in- place is ordered, please seek areas of refuge that are safe depending on the emergency encountered and provide assistance if it is advisable to do so.

# **E-Learning Policies**

Information technologies such as D2L and email are widely used in this class. As a result, there are some additional policies that need to be understood.

* Students should visit the course’s D2L site on a regular basis.
* Students should check their email frequently (all class email is sent to the student’s official MSU email account).
* All assignments submitted electronically, either on disk or via email, should be free of any viruses and/or worms. Any infected file or media that is submitted will receive a zero (0) for that assignment.
* This course recognizes the students’ right to privacy and adheres to the Family Educational Rights and Privacy Act (FERPA).
* Students need to review the university policy “Acceptable Use of Computing Systems, Software, and the University
* Network” at http://lct.msu.edu/guidelines-policies/aup/.
* Excessive emails make an unreasonable time demands on both sender and recipient. Please ensure you have a legitimate need before you write.
* **Dr. Everett** will answer email about:
  + Questions arising from difficulty in understanding course content.
  + Requests for feedback about graded assignments.
  + Private issues appropriate for discussion within the teacher-student relationship.
* **Dr. Everett** will NOT answer email which:
  + Poses questions answered in the course information sections of the course D2L site
  + Poses questions answered in the course syllabus.
  + Lacks a subject line clearly stating the purpose of the email and the course number (**CSUS316**).
  + Raises an inappropriate subject.
* **Dr. Everett** will make every effort to answer email received on a given day no later than close of work on the next workday.
* The www.tech.msu.edu site provides a number of information technology resources for students.
* You are responsible for the operation of any personally owned computers you use on or off campus. A malfunctioning computer system is NOT a valid excuse for submitting late work.
* Students are expected to have a high degree of self-motivation and self-direction in this class and develop the needed technology skills to excel in this class and in life.

**APPENDIX A –Reflections (D2LR) Template**

Reflections for week #\_\_\_\_\_ Discuss the following:

1. Accomplishments related to the specific experience (What did you do?)
2. How did you learn what you did for the experience? (readings, professional advice)
3. What would you do differently to make the experience more impactful as a learner?
4. How would you disseminate this knowledge to another audience?
5. What learning materials would you use to disseminate this knowledge?
6. Provide two pictures that highlight the activity from your reflection.

Accomplishments related to the specific experience (What did you do?)

How did you learn what you did for the experience? (readings, professional advice)

What would you do differently to make the experience more impactful as a learner?

How would you disseminate this knowledge to another audience?

What learning materials would you use to disseminate this knowledge? Provide a sample.

Provide two pictures that highlight the activity from your reflection.

**APPENDIX B – AFNRE E-Portfolio (AFNRE EP)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Program Learning Theme/Outcome** | **Element of E-Portfolio** | **Does Not Meet Expectations (1)** | **Meets Expectations (2)** | **Exceeds Expectations (3)** |
| Criterion Level Descriptors |  | *Unable to articulate understanding.* | *Articulates understanding of the principle.* | *Articulates understanding expected of a practitioner.* |
| Summary of Self |  | 1 | 2 | 3 |
| Resume |  | 1 | 2 | 3 |
| Program Development Content Knowledge | Summary | 1 | 2 | 3 |
| Artifact | 1 | 2 | 3 |
| Technical Content Knowledge | Summary | 1 | 2 | 3 |
| Artifact | 1 | 2 | 3 |
| Instructional Material Content Knowledge | Summary | 1 | 2 | 3 |
| Artifact | 1 | 2 | 3 |
| Program Management Content Knowledge | Summary | 1 | 2 | 3 |
| Artifact | 1 | 2 | 3 |
| Leadership Content Knowledge | Summary | 1 | 2 | 3 |
| Artifact | 1 | 2 | 3 |
| SAE/WBL Content Knowledge | Summary | 1 | 2 | 3 |
| Artifact | 1 | 2 | 3 |
| Career Education Content Knowledge | Summary | 1 | 2 | 3 |
| Artifact | 1 | 2 | 3 |
| Comments, Feedback, and Recommendations | | **Total Points \_\_\_\_\_/48 = %,**  **% x 350 = AFNRE EP Score \_\_\_\_\_** | | |

**APPENDIX C – Final Exam Presentation/Reflection (FE)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Program Learning Theme/Outcomes** | **Element of Final** | **Does Not Meet Expectations (1)** | **Meets Expectations (2)** | **Exceeds Expectations (3)** |
| Criterion Level Descriptors | Presentation | *No evidence presented.* | *Presents clear evidence of the principle.* | *Presents evidence expected of a practitioner.* |
| Discussion | *Unable to articulate understanding.* | *Articulates understanding of the principle.* | *Articulates understanding expected of a practitioner.* |
| Program Development Content Knowledge | Presentation | 1 | 2 | 3 |
| Discussion | 1 | 2 | 3 |
| Technical Content Knowledge | Presentation | 1 | 2 | 3 |
| Discussion | 1 | 2 | 3 |
| Instructional Material Content Knowledge | Presentation | 1 | 2 | 3 |
| Discussion | 1 | 2 | 3 |
| Program Management Content Knowledge | Presentation | 1 | 2 | 3 |
| Discussion | 1 | 2 | 3 |
| Leadership Content Knowledge | Presentation | 1 | 2 | 3 |
| Discussion | 1 | 2 | 3 |
| SAE/WBL Content Knowledge | Presentation | 1 | 2 | 3 |
| Discussion | 1 | 2 | 3 |
| Career Education Content Knowledge | Presentation | 1 | 2 | 3 |
| Discussion | 1 | 2 | 3 |
| Comments, Feedback, and Recommendations | | **Total Points \_\_\_\_\_/42 = %, % x 250 = FE Score \_\_\_\_\_** | | |

**APPENDIX D – AFNRE Programmatic Themes, Outcomes, and Course Mapping**

|  | **Agriculture, Food, and Natural Resources Education PLOs** | **Course Mapping** |
| --- | --- | --- |
|
| 1.0 | Program Development Content Knowledge:  The program will teach candidates about the components of an Agriscience and Natural Resources (ANR) program consistent with best practices and current research findings.  *The preparation of agriscience and natural resources teachers and informal educators will enable them to:* |  |
| TE | Teacher education students will be able to identify appropriate curriculum and develop content for school-based teacher education programs in Michigan. | CSUS222, CSUS317, CSUS417, CSUS493 CSUS818 |
| NFE | Non-formal education students will be able to identify appropriate curriculum and develop content for non-formal educational settings. | CSUS222, CSUS317, CSUS430 or CSUS433, CSUS493 |
| 2.0 | Technical Content Knowledge:  The program will teach candidates the most recent and relevant technical content knowledge related to Agriscience and Natural Resources.  *The preparation of agriscience and natural resources teachers and informal educators will enable them to:* |  |
| TE | Teacher education students will be able to integrate and organize planned curriculum in 1) natural resources, 2) plant science, 3) soil science, 4) business, and 5) leadership and career development. | AFRE100 or AFRE130, ANS110, BS172, CSS101, CSS210, CSUS222 CSUS343, CSUS464 or CSUS465, FOR202, HRT203, IBIO355, IBIO355L |
| NFE | Non-formal education students will be able to integrate and organize planned curriculum in 1) natural resources, 2) plant science, 3) soil science, 4) business, and 5) leadership and career development. | AFRE100 or AFRE130, ANS110, BS172, CSS101, CSS210, CSUS222 CSUS343, CSUS464 or CSUS465, FOR202, HRT203, IBIO355, IBIO355L |
| 3.0 | Instructional Material Development Content Knowledge:  The program will teach how to design, present, and assess Agriscience and Natural Resources instructional materials. (Programs should provide evidence in field experiences, professional internships or content area methods classes that students have developed instructional skills specifically related to Agriscience and Natural Resources.)  *The preparation of agriscience and natural resources teachers and informal educators will enable them to:* |  |
| TE | Teacher education students will utilize school based AFNR education best practices to develop teaching materials and apply teaching strategies and pedagogical practices to cultivate inclusive and growth-focused educational settings. | CSUS200, CSUS222, CSUS300, CSUS301, CSUS317, CSUS417, CSUS817, CSUS819 |
| NFE | Non-formal education students will utilize non-formal education best practices to develop teaching materials and apply teaching strategies and pedagogical practices to cultivate inclusive and growth-focused educational settings. | CSUS200, CSUS222, CSUS300, CSUS301, CSUS317, CSUS430 or CSUS433, CSUS493 |
| 4.0 | Program Management Content Knowledge:  The program will teach students how to develop, manage, and evaluate an Agriscience and Natural Resources program consistent with best practice and current research findings.  *The preparation of agriscience and natural resources teachers and informal educators will enable them to:* |  |
| TE | Teacher education students will utilize school based AFNR education best practices to develop teaching materials and apply teaching strategies and pedagogical practices to educational settings. | CEP240, CSUS417, CSUS493, CSUS817, CSUS818, CSUS819 |
| NFE | Non-formal education students will utilize non-formal education best practices to develop teaching materials and apply teaching strategies and pedagogical practices to educational settings. | CEP240, CSUS493 |
| 5.0 | Leadership Development Content Knowledge:  The program will teach students the most recent and relevant youth leadership content knowledge related to Agriscience and Natural Resources.  *The preparation of agriscience and natural resources teachers and informal educators will enable them to:* |  |
| TE | Teacher education students will utilize school based AFNR education best practices to develop leadership programming and implement leadership training and behavioral qualities in Michigan school based educational programs. | CSUS200, CSUS222, CSUS300, CSUS301, CSUS417, CSUS817, CSUS818, CSUS819 |
| NFE | Non-formal education students will utilize non-formal education best practices to develop leadership programming and implement leadership training and behavioral qualities in non-formal educational programs. | CSUS200, CSUS222, CSUS300, CSUS301, CSUS322, CSUS430 |
| 6.0 | Supervised Agricultural Experience Content Knowledge:  The program will teach students the most recent and relevant supervised agricultural experience content knowledge related to Agriscience and Natural Resources.  *The preparation of agriscience and natural resources teachers will enable them to:* |  |
| TE | Teacher education students will utilize school-based AFNR education best practices to plan and manage supervised educational experiences with Michigan school-based education programs. | CSUS417, CSUS493, CSUS817, CSUS818, CSUS819 |
| NFE | Non-formal education students will utilize non-formal education best practices to plan and manage experiential learning opportunities for non-formal educational settings. | CSUS430 or CSUS433, CSUS493 |
| 7.0 | Career Education Content Knowledge:  The program will teach students the most recent and relevant career education content knowledge related to Agriscience and Natural Resources.  *The preparation of agriscience and natural resources teachers and informal educators will enable them to:* |  |
| TE | Teacher education students will utilize school-based AFNR education best practices to identify and differentiate general and career and technical education opportunities for students in Michigan school-based education programs. | CSUS316, CSUS317, CSUS417, CSUS493, CSUS819 |
| NFE | Non-formal education students will utilize non-formal education best practices to identify and differentiate non-formal career education opportunities. | CSUS316, CSUS317, CSUS493 |

1. Topics or dates may change due to availability of resources [↑](#footnote-ref-2)
2. Late assignments will **NOT** be accepted (Dropboxes will close at midnight on due dates) [↑](#footnote-ref-3)