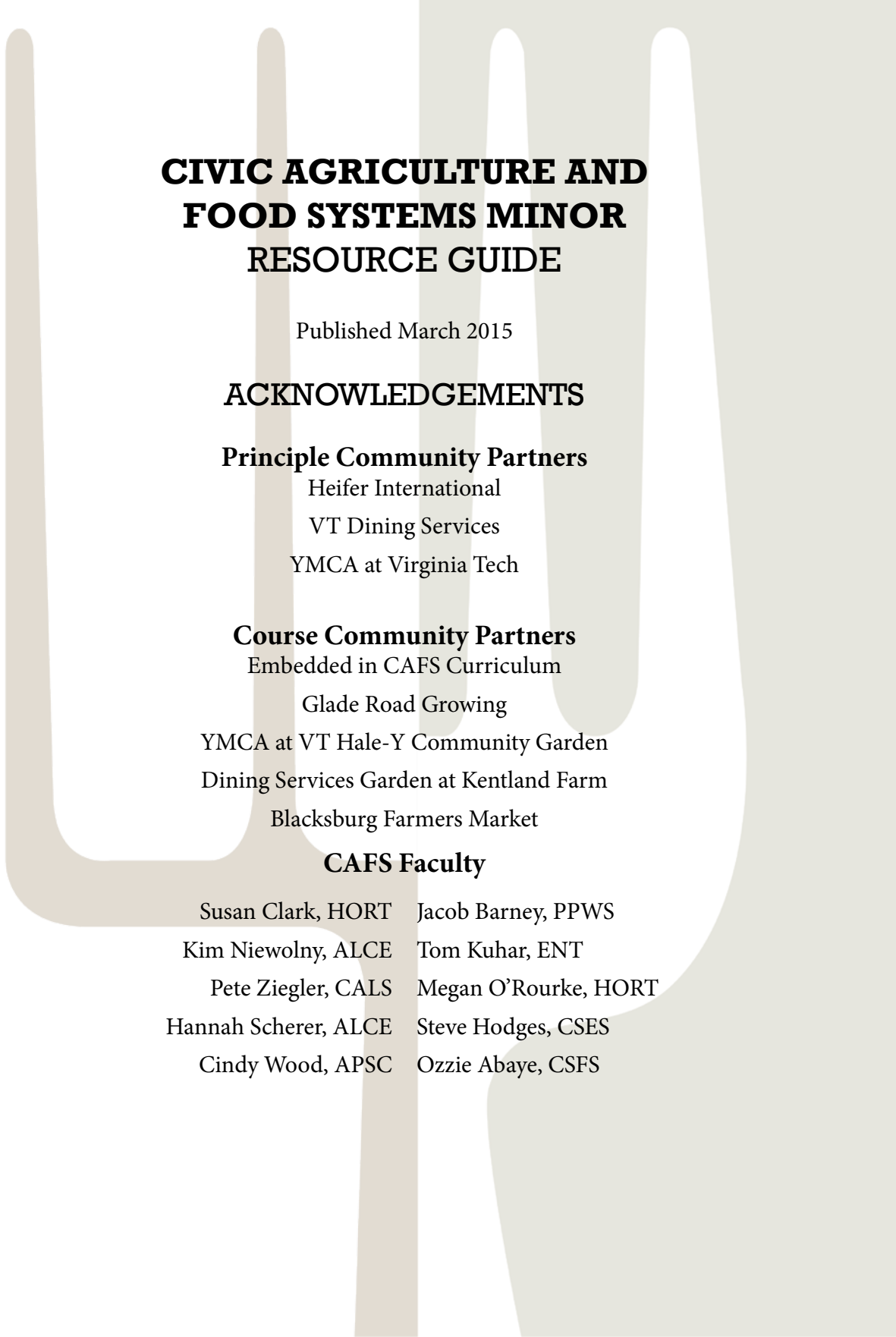


CIVIC AGRICULTURE AND FOOD SYSTEMS MINOR RESOURCE GUIDE



MARCH 2015



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Published March 2015

ACKNOWLEDGEMENTS

Principle Community Partners

Heifer International
VT Dining Services
YMCA at Virginia Tech

Course Community Partners

Embedded in CAFS Curriculum
Glade Road Growing
YMCA at VT Hale-Y Community Garden
Dining Services Garden at Kentland Farm
Blacksburg Farmers Market

CAFS Faculty

Susan Clark, HORT	Jacob Barney, PPWS
Kim Niewolny, ALCE	Tom Kuhar, ENT
Pete Ziegler, CALS	Megan O'Rourke, HORT
Hannah Scherer, ALCE	Steve Hodges, CSES
Cindy Wood, APSC	Ozzie Abaye, CSFS

Faculty who are teaching and learning in the CAFS minor are implementing innovative pedagogical practice that enhances student success after graduation as well as recruits students from diverse majors into agricultural education. The philosophy of CAFS curriculum calls for a transition from traditional understanding and participation in higher education; therefore, a comprehensive resource guide serves as a communication and organizational tool to enhance faculty experience teaching and learning in a new setting. The resource serves as a guide to communicate policy and procedures for collaborative teaching, service-learning, and assessment. CAFS policy and procedures give structure to a creative way for faculty to work within the organizational structures of the institution and assist in overcoming barriers to participation in collaborative and interdisciplinary teaching. The overarching purposes of the CAFS resource guide are to compile in one manual all of the necessary tools for participation in the CAFS minor, encourage faculty training and development around the pedagogical practices implemented in the core courses, and fully facilitate mutually beneficial community-university partnerships.

***Guidebook prepared by Susan Clark, Jenn Helms, and Jenny Schwanke
published March 2015***

Select Quotes Civic Agriculture and Food Systems

"I joined the teaching team for Ecological Agriculture in fall of 2013. I am excited about the opportunity to bring my expertise in science pedagogy to this innovative course." –**Hannah Scherer**

"I have really enjoyed participating in the minor as an instructor in Eco Ag, especially watching the students make important connections among the farming system with the natural ecosystem - they're all connected!" –**Jacob Barney**

"It is very rewarding to see students in "Eco Agriculture" expand their horizons to encompass a wide variety of agricultural enterprises that can successfully employ principles of ecological agriculture, including the incorporation of animals." –**Cindy Wood**

"The CAFS minor is a rewarding teaching and learning experience. One of the most important aspects of the minor has been the opportunity to facilitate and participate in critical thinking about the dynamic, complex, and interdependent systems that inform our agriculture, health, and communities. In the words of Fred Kirschenmann, I think this is significant because, "the way we perceive the world has profound effects on the way we relate to the world, and therefore on how we act upon the world." -- Cultivating an Ecological Conscience: Essays from a Farmer Philosopher –**Kim Niewolny**

"Thank you for your constant support, mentorship, and trust. You made a classroom into a community and we all are better students, individuals, and community members because of it." –**Anna Isserow, 2014 CAFS Graduate**

"As a new faculty member, I was really attracted to VT in part by this unique program of study." –**Megan O'Rourke**

"It is exceptionally rewarding when CAFS students display the confidence and competence to make their own decisions towards their capstone projects. Equally rewarding is witnessing them take responsibility for those decisions, so that, whatever they choose to do beyond graduation, they live lives of purpose and consequence in pursuit of their highest aspirations." –**Susan Clark**

"The minor allows students to engage in real issues related to food access and community food systems in real world settings through coursework and service learning. Students are well-positioned to address critical local, domestic, and international issues through the minor in a variety of settings." –**Elena Serrano**

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Chapter 1: Preface & History

1 – CAFS Preface

2 – CAFS History



CAFS PREFACE

Statement from Associate Dean of the College of Agriculture and Life Sciences

The Civic Agriculture and Food Systems minor is one of two college-wide minors offered by the College of Agriculture and Life Sciences. The minor was designed around the concept of collaborative teaching as one cornerstone of the minor. A cross-campus team of faculty, staff, students, and community partners collaborated to develop the transdisciplinary and experimental-based minor. Fall semester 2010, the minor began and continues to grow and develop, attracting students from across campus. As the university transitions to the new 'Pathways General Education' curriculum, the minor is being viewed as a model for this new plan. The minor is embodied in the mission, vision and core values of the college. Specifically, the minor speaks to the college's desire for student learning through diverse, hands-on, experiential opportunities with the values of lifelong learning and interdisciplinary collaboration. The principles of the minor were the driving force behind the creation of the new Morrill learning community. – *Susan Sumner; Associate Dean, College of Agriculture and Life Sciences*

CAFS HISTORY

The idea for the minor emerged from a March 2009 alternative spring break trip to the Heifer International's Education Ranch in Perryville, AR led by Susan Clark. Twelve students along with Dr. Susan Clark spent the week immersed in ranch work – repairing fencing, bottle-feeding goat kids, weeding the herb garden - and Heifer ideology - particularly the value-based appreciative inquiry model for sustainable development. At the end of the week, students spent the 13-hour drive home asking questions summarized by, “Why can't Virginia Tech have a program that would integrate ecological stewardship, economic viability, and social justice while incorporating work in the community? And can all of it lead to training students to work towards creating both a local and global sustainable future?” That is when Dr. Susan Clark began envisioning a curriculum that crossed disciplines and provided experiential learning opportunities and decided to apply for a USDA Higher Education Challenge grant: “Restoring Community Foodshed: A Multidisciplinary Curriculum Translating Science into Practical, Innovative and Sustainable Solutions for Economic Viability, Food Security and Health.” The grant was awarded in 2009, and the College of Agriculture and Life Sciences (CALS) minor in Civic Agriculture and Food Systems (CAFS) was off and running.

During the 2009-2010 academic year, a group of faculty, staff, and students from various CALS departments plus a collection of community partners from the Blacksburg area collaborated to develop the interdisciplinary and experiential-based CAFS minor. The minor guides students through an understanding of sustainable agriculture and food system philosophies and actions. It helps students incorporate this knowledge into personal and professional practice. Within a few months of rigorous collaboration, a set of programmatic goals, learning objectives, and outcomes were developed for four core courses

in the minor with an overarching emphasis that integrated community participation .

Uniquely, the curriculum has a set of cornerstones that reflect the core values of the minor. This central feature of the curriculum's design mirrors Heifer International's Value-Based model of sustainable community development. The CAFS six cornerstones are:

- food security/sovereignty,
- civic engagement/democratic participation,
- strong local economies,
- ecological stewardship,
- healthy people/communities, and
- collaborative teaching and experiential learning.

The learning objectives of the four core courses, Introduction to Civic Agriculture, Ecological Agriculture, Concepts in Community Food Systems, and the Capstone course, are anchored in the six cornerstones, and the students are charged with reflecting these core values in their work. The first three courses develop a knowledge and skills base - a basic literacy in Civic Agriculture and Food Systems. Students also cultivate learning relationships with community partners throughout these courses, and then the fourth course puts the knowledge and community experiences into action.

In the culminating capstone class, students identify, design, and implement a community – based, capacity – building project with their community partner. A key tenant to the project is its future viability. Each project is created with a plan in mind for it to be continued or built upon by future students. A great example is a Human Nutrition, Foods, and Exercise (HNFE) student who designed curriculum for encouraging eating garden fresh food. She led a series of classes for preschoolers at the Head Start program in Pulaski County.

The following year, two HNFE dietetics students added another series of classes as well as a means to assess the children's learning. Head Start now has classroom-ready programming, a means to assess the student learning outcomes, and likely more students to continue to build the programming. A second good example of a capstone project is the outdoor cook stove at the community garden. CAFS student, Laina Schneider, used her labor and that of volunteers to build an outdoor cook stove that serves as a place for gardeners to gather and cook fresh food from their gardens. Now other students are seeing the possibilities of creating a community cookbook, getting gardeners to share their international cooking skills, and using the stove as a place to hold community-cooking classes.

The first cohort of students entered the minor fall semester 2010 and graduated in spring 2012. At that time, each course had several faculty in the classroom along with the community partner liaison, an undergraduate teaching assistant, a graduate teaching assistant, and a choice of seven community partners for fieldwork. Although, it quickly became apparent that, for the future, fewer partners and less faculty per class would be more viable and would still honor the collaborative teaching cornerstone value. The 2012 VT Engage Poster Competition was a good measure of the minor's success with the first cohort. First prize campus-wide went to Caitlin Miller and Chelsea Graves; Blooms, Bees, and Beneficials, a farmscaping project installed at the Hale YMCA Community Garden. Third prize went to Jeremy Mauck; Grape Expectations, he assisted Wild Hill Farm plant hundreds of grapes for a new vineyard in Floyd County. During the same event the Aspire! Award for Ut Prosim was awarded to student, Rial Tombes. Upon graduation, the students were employed in a CAFS-related job such as Community Viability Specialist for Virginia Extension, Director of Sustainability for Virginia Tech Dining Services, Volunteer coordinator for Lynchburg Grows!, and Assistant Farm Manager for Roanoke Food Coop Farm.

The minor is innovative because of the unique partnerships it has formed to help blend interdisciplinary academic preparation with "real-life" learning opportunities. VT Dining Services, Heifer International, and the Y at Virginia Tech are committed to helping students learn and practice civic agriculture. As a result of the grant, key outputs include the VT Dining Services Garden at Kentland Farm, a student garden at Smithfield Plantation, alternative spring breaks both domestic and abroad with Heifer International, and major assistance with the start-up of the Hale YMCA Community Garden.

The CAFS minor furthers the University's mission with contributions in learning, discovery, and community engagement within the Commonwealth of Virginia, the nation, and the world. It fosters interdisciplinary teaching and research collaboration among faculty that translates into learning opportunities that enhance the students' understanding of issues related to agriculture, food, and sustainable practices. The minor examines hunger and environmental food security issues, ecological agriculture, and their interconnectedness to a community's economic viability. Simultaneously, it models how building community capacity allows us to engage in authentic partnerships that provide transformative education for all participants. Students are then able to translate practical, innovative, and sustainable solutions for economic viability, food security, and personal health. Lastly, students acquire unique expertise in cultivating sustainable agricultural-food systems within communities and thus, are more competitive in what is a growing career market.

As we move forward, we envision other collaborative opportunities across Colleges as well as engaging additional community stakeholders. Perhaps it is time to establish a Regional Center for Sustainable Healthy Living, something many of our peer institutions have already done.

Additional background information on the Civic Agriculture and Food Systems Minor see these publications:

Clark, S., Byker, C., Niewolny, K. and Helms, J. (2013). Framing an undergraduate minor through the civic agriculture and food systems curriculum. *NACTA Journal*, 57(2), 56-67.

Niewolny, K., Grossman, J., Byker, C., Helms, J., Clark, S., Cotton, J., and Jacobsen, K. (2012). Sustainable Agriculture Education and Civic Engagement: The Significance of Community-University Partnerships in the New Agricultural Paradigm. *JAFSCD*, 2(3): 1–15.

What is the CAFS Taskforce?

The CAFS taskforce is comprised of an interdisciplinary team of committed educators (faculty, staff, students, and community partners). The taskforce is committed to guiding experiential, interdisciplinary, and community-based curricula to enhance student learning in civic agriculture and food systems. The CAFS taskforce serves as a seed bed for interdisciplinary scholarship and collaborative research agendas that involve students, faculty, and community.

Refer to the Appendix A for a comprehensive biography of CAFS taskforce members.

Chapter 2: Curriculum & Courses

7 – Civic Agriculture and Food Systems Minor

8 – Required Courses

8 – CAFS Programmatic Goals & Student Learning Outcomes

9 – CAFS Minor Checksheet

10 – (2204) Introduction to Civic Agriculture Syllabus

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28 – (4204) Concepts in Community Food Systems Syllabus

36 – (4214) Capstone: Civic Agriculture and Food Systems Syllabus



CIVIC AGRICULTURE AND FOOD SYSTEMS MINOR

The Civic Agriculture and Food Systems (CAFS) minor embodies a commitment to developing and strengthening an economically, environmentally, and socially sustainable agriculture and food system through building community capacity, using local resources, and serving local markets and citizens. It is designed to promote academic enhancement, personal growth, and civic engagement while strengthening student's capacity to learn about civic agriculture and food systems through the practice of reflection and experiential learning to solve "real-world" problems. The CAFS minor provides students with knowledge and skills to identify, examine, apply, and integrate agriculture and food system sustainability philosophies and activities into personal and professional practice.

The curriculum is designed around the following six core values:

Food Security/ Sovereignty

- Protects local community integrity, traditions, and well-being
- Increases equal access to healthy, nourishing food to improve individuals and communities health and nutrition
- Links local food to local populations, regardless of race, gender, and class

Civic Engagement and Democratic Participation

- Supports local leadership
- Enhances community problem-solving
- Builds trust, relationships, and collaborative networks among a diversity of people

Strong Local Economies

- Provides economically profitable opportunities for farmers and agricultural workers
- Builds and maintains local wealth
- Strengthens economic vitality within the food system while improving community & environmental well-being

Ecological Stewardship (and Praxis)

- Preserves and enhances environmental quality
- Promotes a multidisciplinary, systems-oriented approach to agricultural and natural resource management
- Values locally adapted production systems that conserve ecological resources
- Fosters the development of capabilities that allow students to learn, appreciate and apply place-based knowledge and skills in their lives and work

Healthy People and Communities

- Ensures health and well-being of all people
- Links people and communities with the food system
- Provides healthy and culturally appropriate food produced through ecologically sound and sustainable methods

Collaborative Teaching and Experiential Learning

- Improves learning and development of communities of co-learners
- Fosters critical reflection and social change
- Values local knowledge and experience

REQUIRED COURSES

(12 credits plus 6 electives credits)

ALS 2204 Introduction to Civic Agriculture (Fall semester)

Introduction to the economic, social, and ecological foundations of civic agriculture. Topics include industrialization, localized food systems, and citizen participation in civic agriculture. Emphasis will be given to a range of civic agriculture models, strategies, and hands-on approaches to establish, retain and strengthen community-based food and agriculture systems. (3H, 3C).

ALS 3404 Ecological Agriculture: Theory and Practice (Fall Semester)

Examines the ecological foundations of sustainable agriculture practice. It surveys the principles of ecology in the context of managed ecosystems, civic agriculture, and food systems. It includes an overview of agriculture practices both historic and modern. Pre: 2204 (2H, 1L, 3C).

ALS 4204 Concepts in Community Food Systems (Spring Semester)

Examination of the economic, political, social, and cultural issues related to community food systems and agricultural practices. Topics include local and regional food systems development, food production and biotechnology, food sovereignty and security, and population and environmental health. Analyze models, strategies, and policies of national food systems. Pre: 2204 (3H, 3C).

ALS 4214 Capstone: Civic Agriculture and Food Systems (Fall Semester)

Multidisciplinary, experiential community-based course focusing on civic agriculture-food systems. Working in partnership with community stakeholders, students propose viable solutions to real world issues revolving around civic agriculture and food systems. Students will connect with communities locally, regionally or globally. Pre: 2204, 3404, 4204 (3H, 3C).

CAFS PROGRAMMATIC GOALS & STUDENT LEARNING OUTCOMES

Programmatic Goals

1. Provide a foundation of knowledge consistent with entry-level civic agriculture, food systems education.
2. Develop effective broad-based communication skills in civic agriculture food systems education.
3. Provide a learning environment that fosters critical thinking skills in civic agriculture food systems education.

Student Learning Outcomes

1. Demonstrate interdisciplinary knowledge in the policies and practices of civic agriculture and food systems by developing and implementing an educational strategy through community partnerships.
2. Apply effective communication, leadership, and teamwork skills to develop programs to enhance civic agriculture in diverse communities.
3. Apply reflective and articulated learning to conceptualize, develop, propose, and implement civic agriculture systems projects through community partnerships.

COLLEGE OF AGRICULTURE AND LIFE SCIENCES
CHECKSHEET for a **MINOR** in **CIVIC AGRICULTURE AND FOOD SYSTEMS**
Offered by Academic Programs in the College of Agriculture and Life Sciences

Effective for Students Graduating 2017

The minor in Civic Agriculture and Food Systems embodies a commitment to developing and strengthening an economically, environmentally, and socially sustainable system of agriculture and food systems that relies on local resources and serves local markets and citizens. The minor is committed to serving the needs of all students and is designed to promote academic enhancement, personal growth, and civic engagement while strengthening student's capacity to learn about civic agriculture and food systems through reflection and experiential practice to solve real-world problem. The minor in Civic Agriculture and Food Systems requires the completion of 18 credits; 12 credits required courses and 6 credits free electives from the list below.

All courses must be taken and passed on an A–F basis unless only offered on P/F basis.

REQUIRED COURSES (complete the following 12 credits)

<i>Course</i>	<i>Course Name</i>	<i>Credits</i>
ALS 2204	Introduction to Civic Agriculture	3
ALS 3404	Ecological Agriculture: Theory and Practice (Pre: ALS 2204)	3
ALS 4204	Concepts in Community Food Systems (Pre: ALS 2204)	3
ALS 4214	Capstone: Civic Agriculture and Food Systems (Pre: ALS 2204, 3404, 4204)	3
Total Required Courses		12

FREE ELECTIVES (Select 6 credits minimum from the following):

<i>Course</i>	<i>Course Name</i>	<i>Credits</i>
AAEC 1005/1006	Economics Of The Food and Fiber System	3,3
AAEC 3204	International Agricultural Development And Trade (Pre: AAEC 1005, 1006)	3
AAEC 3324	Economics Of Environment And Sustainable Development (AAEC 1005 or ECON 2005)	3
AAEC 4204	Food And Agricultural Policy (Pre: AAEC 1005, 1006)	3
AAEC4344	Sustainable Development Economics (Pre: AAEC 3324 or 3004 or ECON 4014)	3
AAEC 4814	Food and Health Economics (Pre: Senior standing)	3
ALCE/AEE 3004	Educational Programs in Agriculture & Life Science	3
ALCE/AEE 3014	Leadership Effectiveness For Professionals In Agricultural Organizations	3
ALCE/AEE 3624	Communicating Agriculture In Writing	3
ALCE/AEE 3634	Communicating Agriculture & Life Sciences In Speaking	3
ALS 1004	Agriculture, the Arts, and Society	1
ALS 2504	Animals In Society	3
ALS 3134	Livestock and the Environment (Pre: BIOL 1005/1006 or BIOL 1105/1106)	3
ALS 3954	Study Abroad	1-3
ALS 4964	Field Study/Practicum	1-3
ALS 4994	Undergraduate Research	1-3
ALS 4404	Approaches To International Development	1
APSC 1454	Intro Animal & Poultry Science	3
DASC/APSC 3134	Animal Agriculture & Environment	3
ENSC 1015/1016	Foundations of Environmental Science	3,3
CSES 3604	Fundamentals Of Environmental Science	3
CSES 3444	World Crops & Systems (Pre: Junior standing required)	3
CSES 3644	Plant For Environment Rest (Pre: BIOL 1106 (MIN grade of P); Co-req: CSES 3114)	3
CSES 4544	Forage Crop Ecology (Pre: ALS 3204)	
CSES/ENSC 4444	Managed Ecosystems, Ecosystem Services, & Sustainability (Pre: CSES 3114 or 3134; jr/sr standing)	3
HORT 2134	Plants and Greenspaces in Urban Communities	3
HORT 2154	Spanish For The Green Industry	3
HORT 2184	Globalization and Horticulture (AR07)	3
HORT 2234	Environmental Factors in Horticulture	3
HORT 4835/4845	Organic Vegetable Production / Organic Vegetable Production Lab	2,1
HNFE 4624	Community Nutrition (Pre: HNFE 2014, HNFE 3026)	3
Total Free Electives		6
MINIMUM CREDITS FOR THE MINOR		18

A minimum GPA of 2.0 in all courses taken to fulfill the minor is required. A faculty advisor in the Office of Academic Programs with civic agriculture food systems experience will serve as a counterpart to the student's major advisor. Students choosing the minor in Civic Agriculture and Food Systems will register with the Office of Academic Programs in the College of Agriculture and Life Sciences, 1060 Litton-Reaves Hall. This will enable the college to provide any pertinent assistance, materials and information to the student. The student will consult with the professor of any course that requires prerequisites. The checksheet contains no hidden prerequisites.



Introduction to Civic Agriculture

ALS 2204

(3 credits)



Course Overview

This introductory course explores the economic, social, and ecological foundations of civic agriculture, a broad based and interdisciplinary framework that is associated with the revitalization of **local** and regional food systems. Students will explore issues relevant to the emergence of civic agriculture in the United States, including industrialization, globalization, sustainable agriculture, food security, and food democracy. Emphasis will be given to a range of models, strategies, and hands-on approaches to establish, build, and strengthen our food and farming systems. (3H, 3C)

Learning Objectives

Upon successful completion of this course, students should be able to:

- Describe history of agriculture and food production, distribution, and consumption in the United States
- Analyze, define, and articulate the concept of civic agriculture
- Identify and critically evaluate civic agriculture models and approaches
- Identify and explore approaches to establish, retain, and grow civic agricultural models
- Incorporate civic agricultural concepts and activities into personal and professional practice



Collaborative Teaching Team

Kim Niewolny, PhD; ALCE: niewolny@vt.edu (Instructor of Record)

Susan Clark, RD, PhD; HORT: sfclark@vt.edu

Jenny Schwanke, CAFS Community Partner Liaison
jenny@vtymca.org

Liza Dobson, HORT, GTA: liza7@vt.edu

Time: Fridays 11:15 am – 2:00 pm

Location: 409 Saunders

Office hours: By appointment

Scholar: <https://scholar.vt.edu/portal>; ALS 2204 course listing

Collaborative Teaching Team

This course will be co-taught by a team of Virginia Tech faculty and students inclusive of community partner's input. This interdisciplinary team is involved in civic agriculture and food system research, education, and outreach. This team is part of the *Civic Agriculture and Food Systems* (CAFS) minor in the College of Agriculture and Life Sciences.

ALS 2204 Community Partners

The ALS 2204 collaborative teaching team coordinates with several community partners who are engaged in civic agriculture and food system activity in the greater Blacksburg area. We will be working closely with five ALS 2204 community partners: *The Hale Y-Community Garden (Jenny Schwanke)*, *Glade Road Growing (Jason Pall and Sally Walker)*, *Blacksburg Famers Market (Ellen Stewart)*, *VT Dining Services Farms and Fields Project (Rial Tombes)*, and *VT Dining Services Garden at Kentland Farm (Alex Hessler)*.

The inclusion of community partners in this course reflects our commitment to:

- Strengthening partnerships between the university and the community,
- Enhancing experiential learning activities, and
- Developing student and partner capacity for sustained community engagement.



Justification for Course: Why Civic Agriculture?

A cross-campus team of faculty, staff, students, and community partners collaborated to conceptualize, develop, and propose new undergraduate curriculum for an interdisciplinary and experiential-based *Civic Agriculture and Food Systems* (CAFS) minor in the College of Agriculture and Life Sciences at Virginia Tech. This minor is designed to provide students with knowledge and skills to identify, examine, and integrate agriculture and food system sustainability philosophies and activities into personal and professional practice. The framework for the curriculum was developed around knowledge and core values that embody the definition of CAFS:

- food sovereignty
- civic engagement/democratic participation
- strong local economies
- ecological stewardship
- healthy people/communities
- collaborative teaching and experiential learning



Reflecting a growing trend in higher education, the CAFS minor embodies a commitment to developing and strengthening an economically, environmentally, and socially sustainable system of agriculture and food systems that relies on local resources and serves local markets and citizens. What makes this minor unique is its commitment to serving the needs of all students using interdisciplinary approaches to curriculum development, collaborative teaching strategies, and experiential learning.

Heifer International serves as a Civic Agriculture and Food Systems (CAFS) Minor project partner. Drawing upon Heifer International's Values-Based Model, the minor is designed to promote academic enhancement, personal growth, and civic engagement while strengthening students' capacity to learn about civic agriculture and food systems through reflection and experiential practice to solve "real-world" problems.



ALS 2204, Introduction to Civic Agriculture, is a required course for the CALS minor. The 18 credit minor has four three credit required ALS courses. Students select the remaining six credits from a list of cross-disciplinary CALS departmental courses that complement the minor and have departmental support. The required courses are structured in a step-wise fashion to prepare a senior for a culminating experiential capstone course.

Course Format

Using an **experiential learning format**, this course is designed to help students gain interdisciplinary knowledge and skills about civic agriculture by directly involving students in “civic agricultural experiences” that occur in the everyday world we live and work. The goal is to integrate new experiences into what students already know so that they can more critically apply concepts and activities into personal and professional practice. This means we will be using a variety of teaching and learning formats that differ from traditional classroom instruction, including: small/large group discussion; critical reflective writing; case studies; guest speaker dialogue; collaborative work; and numerous, hands-on fieldwork activities and field trips.



Course Assignments (*Assignment guidelines & grading criteria are posted in Scholar*)

Participation

Each participant will have an opportunity to critique their own course participation at the end of the term. This 250 word critique will comprise 5% of your final grade. Student written critiques should be based on the criteria of adhering to the ALS 2204 course syllabus. The collaborative teaching team reserves the right to amend this grade in observation of course policies.

Integrated Writing Assignments

We believe in writing. Writing regularly helps us see more, know more, and understand more. It improves our ability to communicate. There will be 8 writing assignments over the course of the semester. These writings invite you to engage the readings, class activities and core concepts of the class. They serve as a chance for you to identify and articulate key issues in Civic Agriculture. This is called “Writing to Know.” Papers should have appropriate single-spaced headers with name, date, assignment number and be typed in 12 point font, double-spaced, with 1.0” margins. **Unless otherwise instructed, these writing assignments should be 500 words plus references.** Basic conventions of grammar, punctuation, spelling, etc. should be obeyed. Papers that do not meet a minimum standard of readability will not be evaluated and will be returned to students for revision. All complete, readable writings will receive full credit (18.75 points). Because these writings are a form of practice and an invitation to discover and explore ideas, constructive comments from your reader are the evaluation for this assignment. Submit electronically under the Assignments tab by class time, unless otherwise unstructured.

Critical Reflection Statement

Critical Reflection statements are an invitation to “Write to Know and Show.” Each cycle of 4 Weekly Writings concludes with one Critical Reflection Statement – for a total of 2 critical reflection statements. This assignment calls upon the writer to look back over previous Weekly Writings, comments from readers, course readings, class activities and experiences from that cycle, to begin to make connections and synthesize knowledge. Papers should have appropriate single-spaced headers with name, date, assignment number and be typed in 12 point font, with 1.0” margins and double-spaced. **Papers should be 750 words plus references.** Papers will conform to APA formatting requirements and be formal in tone. They will be evaluated by a member of the teaching team following a rubric for grading that will accompany the assignment. Submit electronically under the Assignments Tab by class time.

Literature Review Paper: Defining Civic Agriculture

The purpose of this paper is to introduce students to the scholarly concept and practical application of Civic Agriculture. There is a growing body of peer-reviewed and popular literature that has been written on the topic. At a minimum, this paper will allow students to explore the foundational tenets of civic agriculture and examples of putting this model to practice that will directly inform your final project proposal (4-5 pages).

Fieldwork Experience

Students will actively participate in thoughtfully organized service-orientated experiences that meet community needs of an ALS 2204 community partner. Our fieldwork community partners are: *The Hale Y-Community Garden (Jenny Schwanke)*, *Blacksburg Famers Market (Ellen Stewart)*, *Glade Road Growing (Jason Pall and Sally Walker)*, *VT Dining Services Garden at Kentland Farm (Alex Hessler)*, and *VT Dining Services Farms and Fields Project (Rial Tombes)*. Students will be expected to fulfill at least 20 hours of fieldwork experience using civic engagement protocol. The first 10 hours of fieldwork needs to be completed by September 26th when the proposal worksheet is due. Using our protocol for fieldwork, students will be coached by the ALS 2204 collaborative teaching team to fulfill fieldwork responsibilities. However, students are strongly encouraged to utilize his/her own creativity and skills. Students are expected to promptly respond to fieldwork assignments and responsibilities throughout the semester. At the end of the semester, community partners will provide an evaluation grade of student fieldwork participation.

Final Project Proposal and Presentations

Students will generate a 6-7 page proposal that articulates a plan for developing and conducting a research, education, and/or outreach project in collaboration with their ALS 2204 community partner. This project proposal is designed as a first step in preparing students for a culminating experiential learning experience in the capstone course at the completion of the CAFS minor. Students will be expected to present their project proposal as part of the course final. Time will be set aside during class time to review drafts of this proposal and presentation slides.



Course Evaluation (Final grades are based upon a percentage of 1000)

Assignment	Points	Evaluation	
Self-Assigned Participation Grade (5%)	50	A	100-93.0
Integrated Writing Assignments (8 @ 18.75 pts.)	150	A-	92.9-90.0
Critical Reflection Statements (2 @ 75 pts.) (15%)	150	B+	89.9-87.0
Fieldwork Experience Evaluation (15%)	150	B	86.9-83.0
Literature Review Paper (20%)	200	B-	82.9-80.0
Final Project Proposal w/ letter of support (20%)	200	C+	79.9-77.0
Final Project Proposal Presentation (10%)	100	C	76.9-73.0
Total Possible Points	1000	C-	72.9-70.0
		D+	69.9-67.0
		D	66.9-63.0
		D-	62.9-60.0
		F	< 60.0

Course Grading Criteria and Expectations

Be prepared. Evaluation criteria of course work comprises accuracy, depth, and comprehensiveness; logic and organization of thought and writing; and clarity of writing and presentation. In all submitted work, course participants must present convincing arguments with suitable research and literature. It is also an important course expectation that participants come to each class with sufficient command of the reading assignments to discuss them in depth.

This means that during every class session, each of us will have read the material assigned and be prepared for class discussion and activities.

Written Work Policy. The American Psychological Association's *Publication Manual* (6th edition) is the recommended style manual for written work. Papers and written assignments with minor grammar violations and *Publication Manual* requirements will be marked accordingly. Written work comprising serious composition and/or citation violations will not be reviewed. As part of Virginia Tech's Principles of Community, participants should avoid using sexist, gender-exclusive, racially prejudiced, and other forms of discriminatory language in all course work.

Quality participation counts more than quantity. Engaged and courteous participation by all course participants is expected. It is essential that all participants actively contribute to class discussions and activities, while exercising respect and restraint. Be courteous to others by arriving on time to class and silencing cell phones. We ask that do not use laptop computers unless you are instructed to do so.

Attendance is required. Course participants are expected to come to class each week. Please contact Kim Niewolny by email (niewolny@vt.edu) or office phone (231-5784) if you cannot attend class. Absences will only be excused in the event of medical illness, immediate family emergency, or an obligatory planned absence, such as a professional obligation or religious holiday. Students are expected to inform Kim Niewolny at least one week prior to the date of nonattendance. Only one absence is allowable per student. More than one absence (of any kind) may result in significant participation grade deduction by the collaborative teaching team. If you anticipate missing more than once in the semester, you should consider another course option. Please note that one class meeting translates to 3 hours of course meeting time.

Late assignments cannot earn full credit. Assignments are due in class on the day stated on calendar. Unless otherwise noted, five points will be deducted for each calendar day an assignment is turned in past its due date, up to one week late. Course incompletes are available only for medical emergencies (i.e., personal and immediate family).

Policy on Academic Integrity. Each participant in this course is expected to abide by the *Virginia Tech Honor System*. It is a university-wide expectation that written work submitted by a participant in this course for academic credit will be the participant's own work. For full information on the Undergraduate Honor System, please visit <http://www.honorsystem.vt.edu/>

Learning Needs. Any participants with special needs are encouraged to consult with me about those needs. Please consult with me as soon as possible so that we can work together to make the necessary accommodations. Anything you discuss with me will be held in strictest confidence. Additional information about assistance for special learning needs for all Virginia Tech students can be located at the office of Services for Students with Disabilities (SSD), 250 S. Main Street, Suite 300; Mail Code (0185); 231-0858 (V); 231-0853 (TTY); www.ssd.vt.edu.



2204: Weekly Topics & Assignments (NOTE: Dates, Topics, & Speakers are Subject to Change)

Date	Weekly Topics	Assignments / Due Dates
Aug 29 <i>Week 1</i>	What is Civic Agriculture? <i>Subthemes:</i> <ul style="list-style-type: none"> ▪ course & participant introductions ▪ envisioning “civic agriculture” ▪ food roots biography (intro) ▪ weekly writing assignment (intro) ▪ ALS 2204 community partners 	READ: Lyson, chapter 1 ALS 2204 Panel Discussion: Jenny Schwanke (Hale-Y Community Garden) Ellen Stewart (Blacksburg Farmers Market) Jason Pall & Sally Walker (Glade Road Growing) Alex Hessler (VT Dining Services Garden at Kentland) Rial Tombes (VT Dining Services Farm & Fields Project)
Sept 5 <i>Week 2</i>	Agrarianism, Industrialization, & the Green Revolution <i>Subthemes:</i> <ul style="list-style-type: none"> ▪ agriculture as culture ▪ Green Revolution facts & fallacies ▪ fieldwork & community partners (revist) ▪ tracing your food (intro) 	READ: Lyson, chapter 2 READ: Berry (1977) DUE: <i>Writing 1 (Food Roots)</i> DUE: <i>Fieldwork Placement</i> Visit Smithfield Farm
Sept 12 <i>Week 3</i>	Globalization & the Modern Agrifood System <i>Subthemes:</i> <ul style="list-style-type: none"> ▪ integration, consolidation, & globalizing forces shaping agriculture ▪ tracing your food (revisit) 	READ: Lyson, chapter 3 & 4 DUE: <i>Writing 2 (Trace Your Food)</i>
Sept 19 <i>Week 4</i>	Principles of Sustainability & the Sustainable Agriculture Movement <i>Subthemes:</i> <ul style="list-style-type: none"> ▪ defining sustainable agriculture ▪ student farm movement ▪ university farm visit 	READ: Allen (2004) READ: Van Horn (2011) (w/preface by Kirschenmann) DUE: <i>Writing 3 (Sustainable Ag)</i> Visit Kentland Farm
Sept 26 <i>Week 5</i>	Growing New Farmers <i>Subthemes:</i> <ul style="list-style-type: none"> ▪ next generation farmers and growers ▪ young farmers ▪ Blacksburg area farm visit 	READ: Niewolny & Lillard (2010) READ: Greenhorn's (2010) DUE: <i>Writing 4 (Fieldwork)</i> Visit Glade Road Growing
Oct 3 <i>Week 6</i>	Toward a Civic Agriculture <i>Subthemes:</i> <ul style="list-style-type: none"> ▪ defining civic agriculture ▪ civic agriculture models and practices ▪ food system (re)localization 	READ: Lyson, chapters 5-7 DUE: <i>Critical Reflection Statement #1</i>
Oct 10 <i>Week 7</i>	NO CLASS (Fall Break)	

Oct 17 ALS 2204 Week 8	Civic Agriculture in Action <i>Subthemes:</i> <ul style="list-style-type: none">▪ civic agriculture and civic engagement▪ community garden visit	READ: Winne (2008) READ: Allen (2009) DUE: <i>Writing 5 (Civic Ag Stories)</i> Visit Hale-Y Community Garden
Oct 24 Week 9	Agriculture, Food & the Environment <i>Subthemes:</i> <ul style="list-style-type: none">▪ ecological agriculture▪ livestock farming	READ: Kirschenmann (2010) READ: Eisler et al. (2014) Optional: Kirschenmann & Gould (2006) DUE: <i>Literature Review Paper</i> Visit VT Animal Barns
Oct 31 Week 10	Food Distribution, Consumption, & Waste <i>Subthemes:</i> <ul style="list-style-type: none">▪ farm to institution▪ university food procurement & diversion	READ: Conner et al. (2011) READ: Bellows, Dufour, & Bachmann (2003) VIEW: VT Farms and Fields Blog: http://farmsandfields.wordpress.com/ DUE: <i>Writing 6 (Food in School)</i> Visit VT Meat Lab
Nov 7 Week 11	Food Security & Nutrition <i>Subthemes:</i> <ul style="list-style-type: none">▪ individual & community food security▪ food industry & nutrition▪ community health initiatives	READ: Nestle (2007) READ: Hamm (2008) DUE: <i>Writing 7 (Health and Food Security)</i>
Nov 14 Week 12	Local to Regional to International: Food Access & Availability <i>Subthemes:</i> <ul style="list-style-type: none">▪ Heifer International values-based model▪ Appalachian Foodshed Project	READ: Kloppenburg et al. (1996) READ: Aaker (2007) (ch.3) DUE: <i>Writing 8 (Fieldwork)</i>
Nov 21 Week 13	Food Democracy and Food Justice <i>Subthemes:</i> <ul style="list-style-type: none">▪ food justice▪ community strategies and insights▪ lessons from the field	READ: Alkon & Agyeman (2011) READ: Thomson et al. (2007) VIEW: Detroit Urban Agriculture Movement Looks to Reclaim Motor City: www.youtube.com/watch?v=aP5fqgzv35g DUE: <i>Critical Reflection Statement #2</i> Community Practitioner Panel
Nov 28 Week 14	NO CLASS (Thanksgiving Break)	
Dec 5 Week 15	The Land-Grant & Civic Agriculture <i>Subthemes:</i> <ul style="list-style-type: none">▪ LG roles and responsibilities▪ (re)envisioning civic agriculture	READ: Colasanti et al. (2009) READ: Poincelot et al. (2006) Bring to Class: <i>Draft Presentation Slides</i> Virginia Tech Faculty Panel
Dec 12	Self-Assigned Participation Grade Due	(Friday) Email to niewolny@vt.edu by 5pm
Dec 17	Final Project Proposal & Presentation	(Wednesday) 4:25-6:25pm (Room TBD)

Course Materials

a) Required Text

Can be acquired through the bookstore or online sources.

Lyson, T.A. (2004). *Civic agriculture: Reconnecting farm, food, and community*. Medford, MA: Tufts University Press.



b) Readings

The following articles and chapters can be found on our Scholar site:

Aaker, J. (2007). *The Heifer model: Cornerstones values-based development*. Little Rock, Arkansas: Heifer International.

Alkon, A. H. & Agyeman, J. (2011) Introduction: The food movement as polyculture. In A.H. Alkon & J. Agyeman (eds.), *Cultivating food justice: Race, class, and sustainability* (pp. 1-20). Cambridge, MA: MIT Press.

Allen, P. (2004). *Together at the table: Sustainability and sustenance in the American Agrifood system*. University Park, Pennsylvania: Pennsylvania University Press.

Allen, W. (2009). *A Good Food Manifesto for America*. Retrieved from <http://www.growingpower.org/blog/archives/5>

Bellows, B.C., Dufour, R., & Bachmann (2003). *Bringing local food to local institutions: A resource guide for farm-to-school and farm-to-institutions programs*. National Sustainable Agriculture Information Service (ATTRA).

Berry, W. (1977). *The unsettling of America: Culture and agriculture*. San Francisco, CA: Sierra Club Books.

Colasanti, K., Wright, W., & Reau, B. (2009). Extension, the Land-Grant mission, and civic agriculture: Cultivating change. *Journal of Extension*, 47(4).

Conner, D., King, B., Koliba, C., Kolodinsky, J., & Trubek, A. (2011). Mapping farm-to-school networks: Implications for research and practice. *Journal of Hunger & Environmental Nutrition*, 6(2), 133-152.

Eisler, M., Lee, M.R. F., Tarlton, J., Martin, G., Beddington, J., Dungait, J., Greathead, H., Liu, J., Mathew, S., Miller, H., Misselbrook, T., Murray, P., Vinod, V., Van Saun, R., & Winter, W. (2014). Steps to sustainable livestock. *Nature*, Vol. 507, 32-34.

Greenhorns (2010). *Guidebook for beginning farmers*. Accessed at http://www.thegreenhorns.net/wp-content/files_mf/1335219697greenhorns_guide_sept2010_web.pdf

Hamm, M. (2008). Linking sustainable agriculture and public health: Opportunities for realizing multiple goals. *Journal of Hunger & Environmental Nutrition*, 3(2), 169-185.

Kirschenmann, F. (2010). *Cultivating an ecological consciences: Essays from a farmer philosopher*. Lexington: University of Kentucky Press.

Kloppenborg, J.R., Jr., Hendrickson, J., & Stevenson, G.W. (1996). Coming into the foodshed. *Agriculture and Human Values*, 13(3), 33-42.

Nestle, M. (2007). *Food politics: How the food industry influences nutrition and health*. Berkeley: University of California Press.

Niewolny, K.L., Lillard, P.T. (2010). Expanding the boundaries of beginning farmer and training and program development: A review of contemporary initiatives to cultivate a new generation of American farmers. *Journal of Agriculture, Food Systems, and Community Development*. 1(1), 65-88.

Poincelot, R., Franics, C., & Bird, G. (2006). Overview of the educational social contract: Building a foundation for sustainable agriculture. In C. Francis, R. Poincelot, & G. Bird (eds.), *Developing and extending sustainable agriculture: A new social contract* (pp. 1-23). Binghamton: Haworth Press.

Thomson, J.S., Maretzki, A.N., Harmon, A.H. (2007). Community-initiated dialogue: Strengthening the community through the local food system. In C. C. Hinrichs & T. A. Lyson (eds), *Remaking the North American food system: Strategies for sustainability* (pp. 183-200). Lincoln and London: University of Nebraska Press.

Van Horn M. (2011). University of California, Davis(1977): Moving from the margins toward the center. In Sayre, L., Clark, S. (Eds.), *Fields of Learning: The student farm movement in north America*. (129-148). Kentucky: University Press of Kentucky.

Winne, M. (2008). *Closing the food gap: Resetting the table in the land of plenty*. Boston: Beacon Press.



Virginia Tech's Principles of Community

Students are to adhere to Virginia Tech's Principles of Community in all aspects of the course.

Virginia Tech: Principles of Community: <http://vimeo.com/38666882>

Virginia Tech is a public land-grant university, committed to teaching and learning, research, and outreach to the Commonwealth of Virginia, the nation, and the world community. Learning from the experiences that shape Virginia Tech as an institution, we acknowledge those aspects of our legacy that reflected bias and exclusion. Therefore, we adopt and practice the following principles as fundamental to our on-going efforts to increase access and inclusion and to create a community that nurtures learning and growth for all of its members:

- **We affirm** the inherent dignity and value of every person and strive to maintain a climate for work and learning based on mutual respect and understanding.
- **We affirm** the right of each person to express thoughts and opinions freely. We encourage open expression within a climate of civility, sensitivity, and mutual respect.
- **We affirm** the value of human diversity because it enriches our lives and the University. We acknowledge and respect our differences while affirming our common humanity.
- **We reject** all forms of prejudice and discrimination, including those based on age, color, disability, gender, national origin, political affiliation, race, religion, sexual orientation, and veteran status. We take individual and collective responsibility for helping to eliminate bias and discrimination and for increasing our own understanding of these issues through education, training, and interaction with others.
- **We pledge** our collective commitment to these principles in the spirit of the Virginia Tech motto of Ut Prosim (That I May Serve).



Ecological Agriculture: Theory and Practice
ALS 3404
(3 credits)



Course Overview

Presents an overview of historic and modern agricultural practices. Surveys the principles of ecology in the context of managed ecosystems, civic agriculture, and food systems. Explores ecologically based practices and their use in holistic and integrated agricultural systems. Pre: ALS 2204 (2H, 3L, 3C).

Learning Objectives

- Having successfully completed this course, the student will be able to:*
- Evaluate the differences within and between sustainable agriculture systems, and how different systems arise from the particular ecologies of their origin
 - Compare and contrast natural and managed ecosystems
 - Analyze the role of basic ecological principles in sustainable agricultural practices
 - Critically define the role of local adaptation in creating ecologically sound agriculture practices
 - Construct concept maps or models of farming system using systems thinking
 - As members of a collaborative learning team, construct a three year integrated farm plan using ecologically based practices
 - Using principles developed in the class, assess and critique farm plans from the ecological, economic and social perspectives

CRN: 90304

Schedule: M, W 10:10 – 11:00 a.m.
Friday 11:15 a.m. - 2:00 p.m.

Location: 246A Smyth Hall

Instructor of Record: Megan O’Rourke
Dept. Horticulture
Saunders Hall 403
(540) 231-5781
megorust@vt.edu

Office hours: By appointment

Collaborative Teaching Team

This course will be co-taught by a team who comprise a cross-campus, multidisciplinary group involved in civic agriculture and food system research, education, and outreach. This team is part of a new initiative at Virginia Tech responsible for developing the *Civic Agriculture and Food Systems* (CAFS) minor in the College of Agriculture and Life Sciences.

Co-Instructors: Hannah Scherer AEE hscherer@vt.edu
Pete Zeigler ALS pzeigler@vt.edu

Graduate Teaching Assistant: Rachel Seman-Verner HORT rvarner3@vt.edu

ALS 3404 Community Partners

The ALS 3404 collaborative teaching team is coordinating with several community partners who are engaged in civic agriculture and food system activity. These principal partners play an important role, locally and regionally, in the civic agriculture production, distribution, health and nutrition, and food waste management.

The inclusion of community partners in this course reflects our commitment to:
 Strengthening partnerships between the university and the community,
 Enhancing experiential learning activities, and developing student and partner capacity for sustained community engagement

Justification for Course: Why Ecological Agriculture?

ALS 3404, Ecological Agriculture: Principles and Practice, is a required course for the Civic Agriculture and Food Systems minor. This course consists of two lectures per week plus a 3-hour block to provide an integrated experiential learning environment that allows for collaboration with university and community partners to enhance understanding and application of ecological agriculture concepts for agricultural and food system practices.



Course Format

Using a mix of traditional and **experiential learning formats**, this course is designed to help students gain transdisciplinary knowledge and skills about ecological agriculture by directly involving students in ecological agricultural experiences that occur in the everyday world in which we live and work. The goal is to integrate new experiences into what students already know so that they can more critically apply concepts and activities into personal and professional practice. This means we will be using a variety of teaching and learning formats that differ from traditional classroom instruction, including: small/large group discussion; critical reflective writing; case studies; guest speaker dialogue; collaborative work; and numerous, hands-on fieldwork activities and field trips.



Course Assessments *(Assignment guidelines and grading criteria are posted in Scholar)*

Participation & Attendance This is a small class and participation is critical and will comprise 15% of your grade. Furthermore, course participants are expected to come to class. Please contact me ASAP by email or office phone if you cannot attend class. Absences will only be excused in the event of medical illness or immediate family emergency. In the event of a planned absence, such as a professional obligation or religious holiday, participants are expected to inform me at least one week prior to the date of nonattendance. More than three unexcused absences could result in course failure. Be courteous to others by arriving on time to class and silencing cell phones.

Fieldwork Experience

Students will actively participate in organized service-orientated experiences that meet needs of the community partner selected for their CAFS Capstone experiences (CAFS minors). Students taking the course and not enrolled in the minor (thus without a Capstone Partner) are expected to work with one of our core community partners. These are currently: ***Hale Y-Community Garden, Kentland Farm, and Glade Road Growing.*** All students will be expected to fulfill at least 10 hours of fieldwork experience. During fieldwork, students should focus on: stakeholder identification, relationship building, community capacity, and reciprocity. You will need to keep a log of your hours that will be reviewed by the teaching team.

Critical Reflection Statement (Written Analysis and Reflections)

Students will develop reflective essays about their fieldwork experiences and how they relate to the principles of ecological agriculture that we are learning in class. A final critical reflective statement about how the course has contributed to your Capstone project or your overall view of agriculture (for non-minor students) is required at the end of the course.

Friday Field trips, Debates, and Student Presentations.

The course is organized such that Fridays will include a mix of activities. During field trips, students should expect to spend the full three hours of class working on lab activities. On Fridays scheduled for debates and student presentations, students should expect to spend approximately 1 hour in class.

“The Farm”

This course is designed around the idea of understanding the ecology of natural and managed systems, and applying them to agroecosystems. Thus, a major focus of the course, and your grade (50%), is a virtual farm “located” at Kentland. There are four modules to “The Farm” that will be completed throughout the semester by each student. Each module follows the content from class that comprises information on the principles of each topic followed by practical information that will be useful to implement the class project. Each student will be assigned to a group that comprises a co-op where you must coordinate your farms (e.g., not everyone should produce tomatoes at once). Your final exam will be to integrate The Farm modules and write a SARE grant to fund a “side-project” adding economic and ecological vitality to your Farm, and will consist of a written paper and a presentation. Each group (co-op) will prepare and present their final plan to the class for discussion and critique as part of the course final. This presentation will focus on how you justify your choices, and how the plan adheres to ecological principles.

Course Evaluation (3404)

Assignment	Points
Participation Grade – complete assignments + participation	150
Critical Reflection Statements (2 @ 50 pts)	100
Debate	100
Fieldwork Experience and log	100
Farm components (4 @ 50 pts)	200
Final Farm Plan Project Report	200
Final Farm Project Presentation	100
Final Critical Reflection Statement	50
Total Possible Points <i>Final grades are based upon a percentage total points.</i>	1000

Evaluation Scale	
A	100-93.0
A-	92.9-90.0
B+	89.9-87.0
B	86.9-83.0
B-	82.9-80.0
C+	79.9-77.0
C	76.9-73.0
C-	72.9-70.0
D+	69.9-67.0
D	66.9-63.0
D-	62.9-60.0
F	< 60.0

Course Materials

Assigned Readings will be posted on the class Scholar site.

Scholar: <https://scholar.vt.edu/portal>; Ecological Agriculture Fall 2014

Course Grading Criteria and Expectations

Be prepared. Evaluation criteria of course work comprises accuracy, depth, and comprehensiveness; logic and organization of thought and writing; and clarity of writing and presentation. In all submitted work, course participants must present convincing arguments with suitable research and literature. It is also an important course expectation that participants come to each class with sufficient command of the reading assignments to discuss them in depth.

This means that during every class session, each of us will have read the material assigned and be prepared for class discussion and activities.

Written Work Policy. The American Psychological Association's *Publication Manual* (6th edition) is the recommended style manual for written work. Papers and written assignments with minor grammar violations and *Publication Manual* requirements will be marked accordingly. Written work comprising serious composition and/or citation violations will not be reviewed. As part of Virginia Tech's Principles of Community, participants should avoid using sexist, gender-exclusive, racially prejudiced, and other forms of discriminatory language in all course work.

Electronics policy. Please be courteous in your use of electronics. This means that cell phone are turned off and put away during class. Laptops should be out only during specific activities for which they are required.

Quality counts more than quantity. Engaged and courteous participation by all course participants is expected. It is essential that all participants actively contribute to class discussions and activities, while exercising respect and restraint.

Late assignments cannot earn full credit. Ten points will be deducted for each calendar day an assignment is turned in past its due date. Course incompletes are available only for medical emergencies (i.e., personal and immediate family).

Academic Integrity. Each participant in this course is expected to abide by the *Virginia Tech Honor System*. It is a university-wide expectation that written work submitted by a participant in this course for academic credit will be the participant's own work. For full information on the Undergraduate Honor System, please visit <http://www.honorsystem.vt.edu/>

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Week ALS 3404	Monday	Wednesday	Friday – Field trip, presentation, discussion	Assignment	Readings
1 Ecological Principles	Aug 25: Introductions Field work Critical reflections Field trips THE FARM Grant proposal (Team)	Aug 27: Ecosystem Patterns (Hannah)	Aug 29: Field Trip: Agricultural landscapes of Blacksburg (Megan)		READ: Campbell – Biology Textbook excerpt about biomes Due Aug 27
2 Ecological Principles	Sept 1: Conservation of Matter: Soil and Water Cycling (Hannah)	Sept 3: Conservation of Matter: NPK cycles (Megan)	Sept 5: Debate – Can Organic Agriculture Feed the World?		READ: TBA
3 Ecological Principles	Sept 8: Energy & Entropy (Pete)	Sept 10: Succession (Megan)	Sept 12: Field trip: Kentland Insects Weeds	Critical Reflection # 1 Due Sept 12	READ: TBA
4 Ecological Principles	Sept 15: Niches-Diversity- Stability (Hannah)	Sept 17: Landscape Ecology (Megan)	Sept 19: Debate – Is land sparing or land sharing the right way to conserve biodiversity?		READ: TBA
5 Ecological Principles	Sept 22: Micro-evolution (Megan)	Sept 24: Ecological Principles Applications – Case Studies (Megan/Rachel)	Sept 26: Debate – Will vegetarianism feed the world?		READ: TBA

Week ALS 3404	Monday	Wednesday	Friday – Field trip, presentation, discussion	Assignment	Readings
6 The Farm	Sept 29: What is soil?	Oct 1: Soil & nutrient management	Oct 3: Field Trip: Soil pits and Geology	Critical Reflection # 2 Due Oct 3	READ: TBA
7 The Farm	Oct 6: How do plants work? (Jacob)	Oct 8: Types of Crops & their requirements (Jacob)	Oct 10: <u>FALL BREAK NO CLASS</u>		READ: TBA
8 The Farm	Oct 13: Forages (Megan)	Oct 15: Crop and animal systems (Megan)	Oct 17: student presentations: crops	Crop Fact Sheet Due Oct 13	READ: TBA
9 The Farm	Oct 20: Farm Animals (Cindy)	Oct 22: Farm Animals (Cindy)	Oct 24: Field trip: Animals	The Farm #1 – Crop Rotation Plan Due Oct 20 Animal Fact Sheet Due Oct 24	READ: TBA
10 The Farm	Oct 27: Insects (Tom)	Oct 29: Weeds (Jacob)	Oct 31: Student presentations: Insects & weeds from Kentland	The Farm #2 - Animals Due Oct 27	READ: TBA
11 The Farm	Nov 3: Pathogens (Pete)	Nov 5: Integrated Pest Management (Pete)	Nov 7: Debate – Are GMOs sustainable?	Insect/Weed Fact Sheet Due Nov 3	READ: TBA
12 Environmental Impacts	Nov 10: Pesticides	Nov 12: Soil degradation	Nov 14: Student presentations: Nutrient management	The Farm # 3 – Pest Management Plan Due Nov 10 Nutrient Management Fact Sheet Due Nov 14	READ: TBA
13 Environmental Impacts	Nov 17: Water	Nov 19: Ecosystem services	Nov 21: Debate – Chickens in Blacksburg	The Farm #4 - Nutrient Management Plan Due Nov 17	READ: TBA
THANKSGIVING					
14 Environmental Impacts	Dec 1: Deforestation & biodiversity	Dec 3: Contribution to Climate change	Dec 5: Eco-pot luck & Group activity: coordinating your grants		READ: TBA
15 Threats to Agriculture	Dec 8: Climate Change impacts (Adam)	Dec 10: Land grads and suburbanization	NO CLASS	The Farm – Grant: Due Dec 10 Final presentations: Exam day	Final: Presentations & critical reflection



Virginia Tech

ALS 4204

Concepts in Community Food Systems

CRN: 19813

Spring 2015

Course Overview

A comprehensive examination of the economic, socio-cultural, health and environmental issues related to community food systems. Topics include: local and regional food systems development and sustainability, food sovereignty and security, and population and environmental health. Analyze models, strategies, and policies relevant to community food systems. Pre: 2204 (3H, 3C).

Learning Objectives

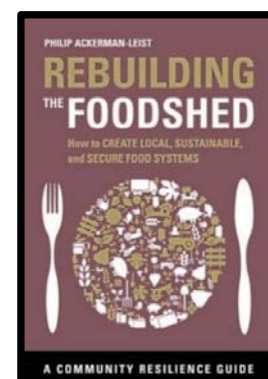
Having successfully completed this course, students will be able to:

- Investigate complex relationships pertaining to community food systems
- Contrast and compare potential implications of various agricultural practices on food systems
- Discuss economic, political, social, and cultural factors that influence agricultural practices, community food systems, food availability and access, food security, a sustainable diet and human health
- Examine community models that connect healthy land, food and people and ensure the economic viability of families communities
- Develop, implement and evaluate a feasible model, strategy, or policy to promote a sustainable food system with a community partner

Assignments/Activities



Teaching Team	Susan Clark, RD, PhD; Horticulture; sfclark@vt.edu Vivica Kraak, RD, PhD; HNFE; vivica51@vt.edu Pete Ziegler, PhD; CALS Academic Programs; pziegler@vt.edu Jenny Schwanke, CAFS Community Liaison; jennv@vtymca.org
GTA	Liza Dobson, M.S. Horticulture; liza7@vt.edu
Time Location	Fridays 11:15 am – 2:00 pm 408 Saunders Hall
Office hours	By appointment
Scholar	https://scholar.vt.edu/portal ; ALS 4204 course listing



Collaborative Teaching Team (CTT)

This course is collaboratively planned and taught by an interdisciplinary team that includes: Susan Clark, Instructor of Record, HORT; Vivica Kraak, HNFE; Pete Ziegler, CALS; Liza Dobson, Graduate Teaching Assistant, HORT; and Jenny Schwanke, Civic Agriculture and Food Systems (CAFS) Community Liaison who facilitates the process of community engagement and civic learning through community-based assignments.

ALS 4204 Community Partners

As part of the CAFS minor, ongoing engagement with local or regional community partners and/or organizations continues in the ALS 4204 course. In this course, community engagement will involve an interactive group assignment (case study analysis) that helps students to engage in an in-depth dialogue with a community partner or community organization. These partners play an important role to help you understand how authentic engagement can support community development to build sustainable, resilient and healthy community food systems.

The inclusion of community partner(s) in this course reflects our commitment to:

- Strengthen partnerships between the university and the community,
- Enhance experiential learning activities, and
- Develop student and partner capacity for community engagement.



Food: *Sine qua non* "without which (there is) nothing."

Food touches everything. Food is the foundation of every economy. It is a central pawn in political strategies of states and households. Food marks social differences, boundaries, bonds, and contradictions. Eating is an endlessly evolving enactment of gender, family, and community relationships... Food is life, and life can be studied and understood through food. — Carole Counihan and Penny Van Esterik (1997: 1)

Counihan, Carole, and Penny Van Esterik. 1997. Introduction. In *Food and culture: a reader*, pp. 1-8, edited by C. Counihan and P. Van Esterik. New York: Routledge.

Justification for Course: Why Community Food Systems?

A food system represents the processes involved in food used to nourish human beings, ranging from food production through consumption and disposal. The food system continuum includes: growing, harvesting, processing, packaging, transporting, marketing, consuming, and managing food and package waste. Food systems, whether local, regional, national or global, operate within and are influenced by social, political and economic factors and the natural and built environments.

A *community food system* represents the integration of food production, processing, distribution and consumption are integrated to enhance the environmental, economic, social and nutritional health of a particular place and population. A *community food system* can refer to a relatively small area, such as a neighborhood, or progressively larger areas such as towns, cities, counties, regions, or bio-regions. The 21st century poses a number of challenges to the long-term sustainability of these systems through population growth, environmental degradation, energy use and climate change. Understanding how key components of these systems shape the constructs of ecological stewardship, economic viability, human health and social justice is fundamental to develop critical thinking skills needed to create a more sustainable future.



ALS 4204, *Concepts in Community Food Systems*, is a required course for the Civic Agriculture and Food Systems (CAFS) minor taken after completion of ALS 2204 (Introduction to Civic Agriculture), the first in a series of required courses for the minor. This course comprises a weekly presentation and interactive discussion, combined with an integrated experiential learning component, to enhance students' understanding and application of civic agriculture and food concepts from farm to fork as well as land to landfill. Students will identify, analyze and address the inter-connectedness of community food systems to community vitality, cultural survival, economic development, social justice, ecological integrity, and environmental quality, and human health through reflective practice. We will explore the similarities and differences between these diverse multidimensional issues related to community food systems, including what we eat, how it is produced and distributed, and marketed to citizens.

This course explores the perspectives of many disciplines, the multi-dimensional aspects of the food system as it relates to civic agriculture and your community partner. We will examine the interconnections between place, food, agriculture, land, and people through class community participatory modalities and experiential practice in order to reshape the community food system. The course will strengthen the capacity of students to consider their role in civic agriculture to reconnect food production to their community's social and economic development by addressing a specific community food system challenge jointly with a community partner. Additional benefits of this course will facilitate students' experience with deliberative democratic engagement and serving as community change agents. ALS 4204, *Concepts in Community Food Systems*, will further enhance the student's understanding of the CAFS core values of **experiential learning**, **civic engagement**, **food security and sovereignty**, building **strong local economies**, **ecological stewardship**, and promoting **healthy people and communities** through a systems thinking, problem-based learning approach.

Course Format

Using an **experiential learning format**, this course will help students gain interdisciplinary knowledge and skills about community development by directly involving them in their community food system. The goal is to integrate community experiences into what students already know so that they can apply relevant concepts and activities into their personal and professional practice. We will use a variety of teaching and learning practices that differ from traditional classroom instruction, including: interactive dialogue; small and large group discussions; demonstrations; role-playing activities; critical reflective writing; journal article critiquing; developing a case study; and other collaborative activities. *In general, each class will include the weekly reading's discourse, a multimedia presentation, and the class activity with one break.*



COURSE ASSIGNMENTS

Course assignments, class activities, and community engagement will help students to examine community food systems to meet the course objectives, demonstrate disciplinary content knowledge, improve their oral and written communication skills, enhance critical thinking and discourse, and connect experiential learning to knowledge. All activities are designed to foster a learner-centered environment in the classroom. Assignment guidelines will be distributed and discussed in class and also posted on Scholar.

COMMUNITY FOOD SYSTEM MANIFESTO

(200 points)

A Community Food System (CFS) manifesto is a public declaration that reflects one's convictions, core beliefs and values about a topic. This assignment will allow students to critically reflect on their personal beliefs and values that relate to creating a sustainable community food system. The two parts to this assignment includes a *written component (100 points) and a visual expression (100 points) of your CFS manifesto.*

CLASS ENGAGEMENT

(200 points)

A large component of the course is interactive dialogue and group discussion, so keeping up with the assigned readings is important. Each class will have a weekly "in-class" reflection activity. Students will be given a notecard and asked to write a commentary about the readings, class discussion and presentations for that week. This commentary can explain, critique, expand upon, or dissect the readings. The cards are meant to act as a platform for students to reflect upon the weekly 'class engagement'. There will be 14 weeks where students are asked to submit a 10-point card. At the end of the semester, students will be asked to choose their favorite reading and briefly explain why for an additional 10 points. To help guide the 50-point, self-assigned cumulative engagement score, the teaching team will return each student's 14 cards completed during the semester. [14 Cards/10 points each (140); Favorite Reading (10); Self-Assigned Engagement points (50)].

COMMUNITY ENGAGEMENT VIA CASE STUDY ANALYSIS

(300 points)

(Case Study Written Report 200 points; PechaKucha Presentation 100 points)

The overarching objective of the case study analysis (CSA) assignment is to help student better understand the multiple dimensions of a community food system and develop relationships with actual community food system practitioners. It also allows CAFS students to refine their best practice skills with community members in preparation for the ALS 4214 CAPstone course. Throughout the semester, the previous week's community engagement experiences will be integrated into a class activity in some way to help students' bridge theory and practice through a CSA semester-long project. Other objectives of this assignment are to introduce students to "real-life" food system work, and encourage students to apply research methods to support and enhance future food systems scholarship. This assignment will provide students the opportunity to critical thinking and communicate on a key topic related to community food systems through community engagement.

Students will work in groups of at least two members. Topics will be selected in class by the third week of class. The two key parts to this assignment are the final CSA written report (200 points) and a group CSA 'PechaKucha' presentation (100 points). Guidelines for both assignments will be provided and posted in Scholar.

Part 1: Final report will be compiled on a local or regional community food system to highlight an innovative food system project or program that is taking place across the New River Valley (NRV).

Part 2: 'PechaKucha' is a simple presentation format where groups will describe their CSA findings showing 20 slides for 20 seconds each to gain experience in preparing a concise, fast-paced presentation.

The CSA is structured in a way that each component is due throughout the semester. Each component builds upon the next using various assignment approaches (i.e., 25 word summary, critical reflections, creative reflections, abstracts, etc.) which, when combined, becomes the written report and framing for the PechaKucha presentation at the end of the semester.

Course Assessment and Evaluation

Assignment	Points	Evaluation Scale			
Community Food System Manifesto	200	A	100-93.0	C	76.9-73.0
Class Engagement – 14 Cards-10 points each (140) – Favorite Reading (10) – Self-Assigned engagement points (50)	200	A-	92.9-90.0	C-	72.9-70.0
Case Study Analysis Part 1 Report	200	B+	89.9-87.0	D+	69.9-67.0
Case Study Analysis Part 2 PechaKucha	100	B	86.9-83.0	D	66.9-63.0
Total Possible Points	700	B-	82.9-80.0	D-	62.9-60.0
		C+	79.9-77.0	F	< 60.0

Assignment guidelines and the assessment criteria will be posted in Scholar. Final grades will be based upon a percentage of total possible points out of students' actual points. Assignments are due in class on the day as stated on the calendar unless otherwise announced. In some cases, electronic versions will be required too.

Last day to add class: 1/26/2015; drop class without grade penalty: 3/2/2015; apply for withdrawal: 5/6/2015

Course Schedule and Main Course Topics and Special Events

PLEASE NOTE: Dates, topics and speakers are subject to change

Date	Weekly Topics	Assignments / Activities / Due Dates
1/23 Week 1	The Foodshed: A Community Development Model <ul style="list-style-type: none"> Course Introduction Geography & History of the Foods System Characterizing a Community Food System Asset Building towards Community Development 	READ: Ackerman-Leist (2013) Preface & Introduction; pgs. x-xxxiii
1/30 Week 2	Authentic Community Engagement <ul style="list-style-type: none"> Capacity-building Framework/Appreciative Inquiry <u>Case Study Analysis (CSA¹) Assignment</u> 	READ: Emery & Flora (2006) Conner & Levine (2006) DUE: CSA Research topic report out
2/6 Week 3	Local & Regional Food Systems <ul style="list-style-type: none"> Geography of Local Community Stakeholders Community Food Systems in Practice Policies Governing Food Systems 	READ: Ackerman-Leist (2013) Ch. 1-3 DUE: CSA Topic (25 Word Summary)
2/13 Week 4	Food System Drivers: Energy Supply <ul style="list-style-type: none"> Food Loss & Food Waste Food Storage & Preparation 	READ: Ackerman-Leist (2013) Ch. 4 Evans-Cowley & Rodriguez (2012) DUE: CSA Site
2/20 Week 5	Food System Drivers: Environment <ul style="list-style-type: none"> Ecology of Food Systems <ul style="list-style-type: none"> Food Recovery & Microbe Management 	READ: Ackerman-Leist (2013) Ch. 5 Robinson (2012) CSA Interview check-in
2/27 Week 6 VK	Food System Drivers: Food Security and Food Sovereignty <ul style="list-style-type: none"> Dimensions of Community Food Security Community-based Solutions Domestic vs. Global Perspectives 	READ: Ackerman-Leist (2013) Ch. 6 Meenar (2012) CSA Interview check-in
3/6 Week 7	Food System Drivers: Healthy Populations <ul style="list-style-type: none"> Aligning the Food System with a Sustainable Diet and National Health Objectives 	READ: Ackerman-Leist (2013) Ch. 7 Fry (2012) DUE: CSA Research Methods (Abstract)
Week 8: March 7-15, 2014 SPRING BREAK – Enjoy!		
3/20 Week 9	Food System Drivers: Biodiversity <ul style="list-style-type: none"> Biodiversity & Human Well-being 	READ: Ackerman-Leist (2013) Ch. 8 McShane (2011)

3/27 Week 10	Food System Drivers: Market/Marketplace Values <ul style="list-style-type: none"> Mapping the Terrain: Historical & Geographical Understanding of Community Food Systems Values-based Food Chain Community Development: Sustainable Economics 	READ: Ackerman-Leist (2013) Ch. 9-10 Harvey (2006) DUE: CSA Overview & history
4/3 Week 11	New Directions: Bringing it All Back Home <ul style="list-style-type: none"> Home and Community Food Production 	READ: Ackerman-Leist (2013) Ch. 11 Kortright (2011)
4/10 Week 12	New Directions: Collaborative Possibilities <ul style="list-style-type: none"> Community Food Systems: Spaces and Faces Urban Agriculture Food Policy and Food Policy Councils 	READ: Ackerman-Leist (2013) Ch. 12 Muller (2010) ACTIVITY: Community Panel DUE: CSA Inputs/Outputs
4/17 Week 13	Field Trip TBA (Plan for full day field trip)	READ: Cochran (2010)
4/24 Week 14	New Directions: Farmland Security <ul style="list-style-type: none"> Agriculture of the Middle Global Community Food Systems 	READ: Ackerman-Leist (2013) Ch. 13 Kirschenmann (2008) DUE: CSA Challenges, Opportunities and Solutions, Actions & Lessons Learned
5/1 Week 15	New Directions: Bridging the Divides <ul style="list-style-type: none"> Community Food System Manifesto Community Engagement Panel 	READ: Ackerman-Leist (2013) Ch. 14 Block (2010) DUE: Manifesto (Written and Oral)
Wed. 5/6	Last Day of Semester Classes	DUE: Case Study Analysis Final Report
TBD	Exam: Case Study Analysis PechaKucha Presentation	Students invite CSA and community partner

¹CSA: Case Study Analysis

Course Materials and Resources

Required Text: Ackerman-Leist, Philip. REBUILDING THE FOODSHED. 2013.

Required Weekly Readings: Additional readings can be found in Scholar per course schedule

WEEK 1

Ackerman-Leist, Philip. REBUILDING THE FOODSHED. 2013. Preface & Introduction

WEEK 2

- Conner, D. S. & Levine, R. (2006). Circles of association: The connections of community-based food systems. *Journal of Hunger & Environmental Nutrition*, 1(3), 5-25.
- Emery, M.; Fey S.; Flora, C. (2006). Using Community Capitals to Develop Assets for Positive Community Change. *CD Practice*, 13, 1-19.

WEEK 3

- Ackerman-Leist, Philip. REBUILDING THE FOODSHED. 2013, Chapters 1–3.

WEEK 4

- Ackerman-Leist, Philip. REBUILDING THE FOODSHED. 2013. Chapter 4, Energy
- Evans-Cowley, J.S, & Rodriguez, A.A (2012). Integrating Food Waste Diversion into Food Systems Planning: A Case Study of the Mississippi Gulf Coast. *Journal of Agriculture, Food Systems, and Community Development*, 3(3), 167-186.

WEEK 5

- Ackerman-Leist, Philip. REBUILDING THE FOODSHED. 2013. Chapter 5, Environment
- Robinson, T. O. et al. (2012). Public attitudes and risk perception toward land application of biosolids within the south-eastern United States. *Journal of Environmental Management*, 98:29-36.

WEEK 6

- Ackerman-Leist, Philip. REBUILDING THE FOODSHED. 2013. Chapter 6, Food Security
- Meenar, M. R. & Hoover, B.M. (2012). Community food security via urban agriculture: Understanding people, place, economy, and accessibility from a food justice perspective, *Journal of Agriculture, Food Systems, and Community Development*, 3(1), 143–160.

WEEK 7

- Ackerman-Leist, Philip. REBUILDING THE FOODSHED. 2013. Chapter 7, Food Justice
- Fry C, Wootan H. 'Complete Eats' legislation: The Farm Bill and food systems planning. *Planning & Environmental Law*. 2012, 64, pp-pp.

WEEK 8 (March 10-14, 2014 Spring Break!!!)**WEEK 9**

- Ackerman-Leist, Philip. REBUILDING THE FOODSHED. 2013. Chapter 8, Biodiversity
- McShane, T. et al. (2011). Hard choices: Making trade-offs between biodiversity conservation and human well-being. *Biological Conservation*, 144, 966-972.

WEEK 10

- Ackerman-Leist, Philip. REBUILDING THE FOODSHED. 2013. Chapters 9-10, Market Value & Marketplace Values
- Harvey, J.S. (2006). Sustainable agriculture and free market economics: Finding common ground in Adam Smith. *Agriculture and Human Values*, 23, 427-438.

WEEK 11

- Ackerman-Leist, Philip. REBUILDING THE FOODSHED. 2013. Chapter 11, Bringing It All Back Home
- Kortright R. and S. Wakefield (2011). Edible backyards: a qualitative study of household food growing and its contributions to food security. *Agriculture and Human Values*, 28, 39-53.

WEEK 12

- Ackerman-Leist, Philip. REBUILDING THE FOODSHED. 2013. Chapter 12, Collaborative Possibilities
- Muller, M. Tagtow, A., Roberts, S. L., & MacDougall, E. (2010). Aligning food systems policies to advance public health. *Journal of Hunger & Environmental Nutrition*, 4(3), 225-240.

WEEK 13 (Fieldtrip)

- Cochran, J. & Yee, L. (2010). The food commons: Building a national network of localized food systems.

WEEK 14

- Ackerman-Leist, Philip. REBUILDING THE FOODSHED. 2013. Chapter 13, Farmland Security
- Kirschenmann, F., Stevenson, S., Buttel, F., Lyson, T., & Duffy, M. (2008). *Why worry about the agriculture of the middle?* In T. Lyson, G.W. Stevenson, & Rick Welsh (eds.) *Food and the mid-level farm: Renewing agriculture of the middle* (pp. 3-22). Cambridge, MA: MIT Press.

WEEK 15

- Ackerman-Leist, Philip. REBUILDING THE FOODSHED. 2013. Chapter 14, Bridging the Divides
- Block, D. R. (2010). Taking food and agriculture studies to the streets: community engagement, working across disciplines, and community change. *Agriculture and Human Values*, 27, 519-524.

Additional Journal Resources: Found in the course scholar resource folder.

Course Criteria and Expectations

Be prepared. Come prepared each week to actively engage in discussion based on readings and assignments. Evaluation criteria of course work comprises accuracy, depth, and comprehensiveness; logic and organization of thought and writing; and clarity of writing and presentation. In all submitted work, course participants must present convincing arguments with suitable research and literature. It is also an important course expectation that participants come to each class with sufficient command of the reading assignments to discuss them in depth. This means that during every class session, each of us will have read the material assigned and be prepared for class discussion and activities.

Written work policy. The American Psychological Association's (APA) Publication Manual (6th edition) is the required style manual for written work. Papers and written assignments with minor grammar violations and *Publication Manual* requirements will be marked accordingly. Written work comprising serious composition and/or citation violations will not be reviewed. Per VA Tech's Principles of Community, participants should avoid using sexist, gender-exclusive, racially prejudiced, and other forms of discriminatory language in all course work.

Quality counts more than quantity. Engaged and courteous participation by all course participants is expected. It is essential that all participants actively contribute to class discussions and activities, while exercising respect and restraint. Be courteous to others by arriving on time to class and silencing cell phones. We ask that do not use laptop computers unless instructed to do so.

Attendance is required. Course participants are expected to come to class each week. Please contact Susan Clark by email (sfclark@vt.edu) prior to class if you cannot attend class. Absences may be excused in the event of medical illness or immediate family emergency. In the event of a planned absence, such as a professional obligation or religious holiday, please to inform Susan Clark, Instructor of Record at least one week prior to the date of nonattendance. Remember that 1 class meeting translates to 3 hours of course meeting time. More than one absence (excused or not-excused) may result in participation grade deduction by the teaching team.

Late assignments cannot earn full credit. Five points will be deducted for each calendar day an assignment is turned in past its due date up to one week. Course incompletes are available only for medical emergencies (i.e., personal and immediate family).

Policy on academic integrity. Each participant in this course is expected to abide by the *Virginia Tech Honor System*. It is a university-wide expectation that written work submitted by a participant in this course for academic credit will be the participant's own. For full information on the Undergraduate Honor System including plagiarism, visit <http://www.honorsystem.vt.edu/>.

Learning needs. Any participants with special needs are encouraged to consult with me about those needs. Please consult with me as soon as possible so that we can work together to make the necessary accommodations. Anything you discuss with me will be held in strictest confidence. Additional information about assistance for special learning needs for all Virginia Tech students can be located at the office of Services for Students with Disabilities (SSD), 250 S. Main Street, Suite 300; Mail Code (0185); 231-0858 (V); 231-0853 (TTY); www.ssd.vt.edu.

Principles of Community

Students will adhere to the '*Virginia Tech's Principles of Community*' in all aspects of the course(s). Available at: <http://www.diversity.vt.edu/principles-of-community/principles.html>

ALS 4214 Capstone: Civic Agriculture and Food Systems

(3 credits)

Course Description

This is a multidisciplinary, experiential community-based course focuses on civic agriculture and food systems. Students work in partnership with community stakeholders to propose viable solutions to real world issues revolving around civic agriculture and food systems. Connections will be made with communities locally, regionally or globally. (3H, 3C)

Prerequisites: CAFS Minor, ALS Pre: 2204, 3404, and 4204



Having successfully completed this course, the student will be able to:

Learning Objectives	Activities
Investigate concepts related to civic agriculture and food systems	<i>Community Action Project (CAP)</i> Preliminary CAP Presentation
Apply concepts related to civic agriculture and food systems to solve community-based problems	Positive Core Map Article Critique CAP Progress Reports
Identify, develop and maintain community partnerships and promote principles of good practice	CAP Photovoice(s) Community Partner Agreement
Refine, implement, and evaluate a community action project (CAP)	Community Partner Evaluation CAP Poster Draft Peer and Self-Assessment Tool
Apply participatory research methodologies in the development of the project design and dissemination	CAFS Critical Reflection CAP Video Summary

Collaborative Teaching Team

Susan Clark, RD, PhD (Instructor of Record)
Horticulture, 401F Saunders
sfclark@vt.edu

Jenny Schwanke, Community Partner Liaison
Hale YMCA Community Garden
jenny@vtymca.org

Student's Community Partners

Schedule	Thursday, 12:30 -1:45 PM
Location	Cheatham 317A
Office hours	By appointment

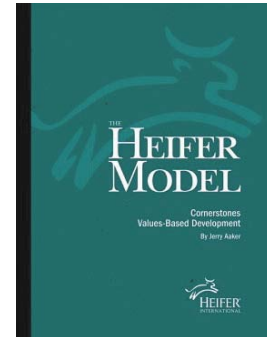
"We are at the very point in time when a 400-year old age is dying and another is struggling to be born, a shifting of culture, science, society, and institutions enormously greater than the world has ever experienced. Ahead, the possibility of the regeneration of relationships, liberty, community, and ethics such as the world has never known, and a harmony with nature, with one another, and with the divine intelligence such as the world has never dreamed. "
– Dee Hock, Founder and Former CEO--Visa International <http://www.good2work.com/article/90>



Course Format

The primary focus of the course is the implementation of the CAFS – Community Action Project (CAP) that was initially proposed in ALS 2204 inclusive of an evaluative component. Students will be asked to apply the knowledge gained from their previous CAFS coursework and experiences to modify and implement the Community Action Project.

We use Heifer International’s values-based sustainable community development model that involves the frameworks of appreciative inquiry, community capitals, and participatory action. Students apply these methodologies when implementing their CAP. Appreciative inquiry (AI) involves the art and practice of asking questions that strengthen a system’s capacity to comprehend, anticipate, and heighten positive potential. It involves inquiry through crafting “unconditional positive questions” with students and key community stakeholders which gives way to innovation and reciprocal discovery, dream, and design between the student and their community partner. This builds a constructive partnership between the student and the community via dialogue about past and present capacities: *achievements, assets, unexplored potentials, innovations, strengths, opportunities, benchmarks, high point moments, lived values, traditions, strategic competencies, stories, expressions of wisdom, --and visions of valued and possible futures*. The AI framework seeks to work from a “positive change core”. Students link the energy of this core positive to implement a CAP.



Over the semester students engage in the following phases:

Phase 1	Community Project Planning & Development Project mapping - timeline Refining community action project with stakeholders Community needs assessment and budgetary needs
Phase 2	Articulated Learning Through Community Interaction Human capacity building Civic engagement and responsible citizenship Multidisciplinary competence in CAFS Community leadership building
Phase 3	Community Action Project Implementing and evaluating community project Presenting project outcomes to community partners Disseminating project outcomes to community partners
Phase 4	Community Action Project Summary Assessing project outcomes Analyzing outcomes and recommending viable solutions for change

In-class Group Dialogue Exchange around Community Project Planning/Development

Students reveal strengths that have allowed them to function at their best; they orally share their stories about the evolution of their CAP and report a budget justification. This activity invites students to practice appreciative inquiry, through hearing each other’s collective history and past regarding the original proposed project they identified in ALS 2204 and in some cases refined in ALS 4204. Students share in class what they have learned throughout the CAP process citing best examples where peers then offer new ideas that could enhance the CAP.

Course Assignments *(Refer to calendar for due dates)*

1. **Community Action Project (CAP) Learning Agreement:** You with your Community Partner (CP), and perhaps other key stakeholders, by now should have directly engaged in a series of conversations to identify and analyze strengths and opportunities, in order to create shared aspirations, goals, strategies, and commitment toward achieving a successful CAP result. The **Community Action Project (CAP) LEARNING AGREEMENT** needs to be completed together with your CP.
2. **Community Action Project ‘Positive Core’ Presentation:** Students describe project’s community capitals (built, financial, natural, cultural, political, social, human) assets, their own strengths and assets or resources; share a story about the most positive experience and/or best practice to date regarding the CAP. Describe (draw it, use words, or photographs) what they envision CAP to look like upon its completion.
3. **Community Action Project Photovoice Assignments:** Students present two Photovoice(s); it is a mechanism to log/ journal about the CAP progress. Pictures need to reflect/capture a situation that embodies a particular CAFS cornerstone and community capital, and address the CAP vision, objective(s), and outcomes/impacts.
4. **Article Critique:** A critique of a peer-reviewed article is an objective analysis of a literary or scientific article with emphasis on whether the author supported their main points with reasonable and applicable arguments based on facts in the peer reviewed literature. It is not simply summarizing the points of an article rather it is analyzing and challenging it. A good critique demonstrates your impressions of the article, while providing ample evidence to back up your impressions, and connects to your CAP. Students will write a critique of a seminal article that underpins the CAP and present it. Sign-up sheets will be distributed in class to select a date to present.
5. **Community Action Project Progress Reports** *(Template provide for written reports)*
Progress Report (PR) 1: Detailed plan with objectives/goals, timeline, evaluation; budget justification if requested; potential impacts; identify community capitals/CAFS cornerstones; actions to date describing major changes in approach and reason(s) for changes.
Mid-term PR 2: Update on what has been accomplished, i.e., specific actions; describe stories of the most positive experience and best practice to date; share concerns or challenges in “affirming” way.
Final PR: Summary of actions to date; progress towards project impacts/outcomes with an evaluation and sustainability plan, and formal presentation (poster session) at VT Engagement Showcase.
6. **CAP Poster Design & Presentation:** Professional posters will be designed and presented at the annual VT Engagement Showcase in April 2015. The Engagement Showcase is an annual event held during *Ut Prosim* month (April) highlighting the range of service-learning, community-engaged learning, and community outreach projects from the current academic year. You will prepare a conference-quality poster exhibit that demonstrates learning gains and community impacts resulting from project experiences; personal and civic gains of participating; academic / content learning; community impact; plus acknowledgements (CAFS, CP, Supervisors/Mentors, Faculty, and Resources).
7. **CAP Synopsis Video:** Photo journaling throughout the CAP implementation process will provide raw footage for the CAP video synopsis. The purpose of this assignment is four-fold. 1) Documents and showcases the steps taken to implement your CAP; 2) Enhances communication, presentation and dissemination skills to broader audiences; 3) Strengthens multimedia skills; and 4) Advances reflective thinking skills.

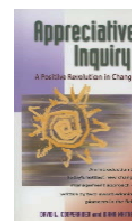
8. **ALS 4214 Critical Reflection:** A written reflective essay describing what you have learned throughout the minor addressing the integrative learning from CAFS coursework and connections between CP experiences including the CAP. Include how you intend to transfer what you have learned to new, complex situations beyond graduation. Discuss how the minor's learning outcomes were met through your CAFS experiences.

Course Assessment

Activity	Points	Evaluation Scale	
Preliminary Presentation / Positive Core Map (5%)	50	A	100-93.0
CAP: 2 Photovoice Presentations (100 pt. each) (25%)	200	A –	92.9-90.0
CAP-related Article Critique (10%)	100	B +	89.9-87.0
CAP Progress Report 1 (5%)	50	B	86.9-83.0
CAP Progress Report 2 (5%)	50	B –	82.9-80.0
CAP Progress Report 3 (5%)	50	C+	79.9-77.0
CAP Final Abstract - Poster Presentation (10%)	100	C	76.9-73.0
Community Partner Agreement & Evaluation (10%)	50/50	C-	72.9-70.0
Final ALS 4214 Reflection (15%)	150		
Final CAP Video (15%)	150		
Total Points	1000		

Select Resources:

Text (Instructor provides): Cooperrider, D. L. and Whitney, D. (2005). *Appreciative Inquiry: A Positive Revolution in Change*. San Francisco, CA: Berrett-Koehler Publishers, Inc.



Readings by Week (Posted in Scholar)

Week 1 (Read by August 28th class)

- Aaker, Jerry. Planning the Program/Project. In *The Heifer Model: Cornerstones Values-Based Development*. 1st Ed., Little Rock, Arkansas: Heifer International, 2007, pp.71-82.
- Emery, M., Fey, S., Flora, C. (2006). Using Community Capitals to Develop Assets for Positive Community Change. *CD Practice* 13:1-13.

Week 2 (Read by Sept 4th class)

- Chapters 1-8. Cooperrider, D. L. and Whitney, D. (2005). *Appreciative Inquiry: A Positive Revolution in Change*. San Francisco, CA: Berrett-Koehler Publishers, Inc.
- Whitney and Trosten-Bloom, Excerpted from *The Power of Appreciative Inquiry*, 2nd edition, Berrett-Koehler, 2010. Ten Tips for Using Appreciative Inquiry for Community Planning.

Week 3 (Read by Sept 11th class)

- Stavros, J. Cooperrider, D. and Kelley, D. L. (2003). Strategic Inquiry-Appreciative Intent: Inspiration to SOAR. A New Framework for Strategic Planning (Pages 1 – 20).

Week 4 (Read by Sept 18th class)

- **Suggested:** Nykiforuk, C. I.J., Vallianatos H., Nieuwendyk, L. M. (2011). Photovoice as a Method for Revealing Community Perceptions of the Built and Social Environment. *IJOM*, 10(2), 103-124.

Week 5 (Read by Sept 25th class)

- Kenny, S. (2002) Tensions and dilemmas in community development: New discourses, new Trojans? *Community Development Journal*, 37(4), 284–299.

Week 6 (Read by Oct 2th class)

- Aaker, Jerry. *Monitoring and Evaluation*. In *The Heifer Model: Cornerstones Values-Based Development*. 1st Ed., Little Rock, Arkansas: Heifer International, 2007, pp.105-116; 152.

Other Resources: Appreciative Inquiry Commons: <http://appreciativeinquiry.case.edu/>; Appreciative Self: <http://www.gervasebushe.ca/pubvideo.htm>

“Appreciative Inquiry is about the search for the best in people, their organizations, and the strengths-filled, opportunity-rich world around them. In its broadest focus, “AI” involves systematic discovery of everything that gives “life” to a living system when it is most effective, alive, and most capable in economic, ecological, and human terms.”

Course Structure

FALL 2014: Tentative Class Schedule (Dates, topics, locations subject to change by Instructor)

Week & Date	Class Topic	Assignments/ Due Dates
Wk 1 Aug 28	Course Expectations <ul style="list-style-type: none"> ▪ Preliminary CAP synopsis ▪ CAP: Legacy 	READ: Emery et. al. (2006) READ: Aaker (2007) Planning the Program/Project DUE: CAP Project Concept
Wk 2 Sept 4	University–Community Partnerships <ul style="list-style-type: none"> ▪ CAP Legacy ▪ Appreciative Inquiry ▪ CP-Student team effectiveness 	READ: Cooperrider Book (Chapter 1-8) READ: Whitney and Trosten-Bloom (2010) DUE: Revised CAP Concept; CAP Core Map/Legacy
Wk 3 Sept 11	Strategic Inquiry (S.O.A.R.) Review Photovoice Assignment	READ: Stavros (2003) DUE: Community Partner Agreement
Wk 4 Sept 18	Photovoice Presentations Budget Justification Discernment	READ (suggested): Nykiforuk (2011) DUE: Present Photovoice 1 (<i>submit electronically prior to class</i>)
Wk 5 Sept 25	Community Partnerships <ul style="list-style-type: none"> ▪ Budgeting projects/ranking 	READ: Kenny (2002) DUE: Progress Report 1 (<i>submit hard & electronic copy</i>)
Wk 6 Oct 2	Project Monitoring and Evaluation <i>Student Article Critique (1 & 2)</i>	READ: Aaker (2007) Monitoring/ Evaluation DUE: Student 1 & 2 Article Critique
Wk 7 Oct 9	CAP Dissemination Plan Review CAP Video Synopsis	REVIEW: Previous CAP Videos in Scholar DUE: Bring CAP photographs on computer/jump drive
Wk 8 Oct 16	CAP Updates Using Photovoice	DUE: Photovoice 2 (<i>submit electronically prior to class</i>)
Wk 9 Oct 23	CAP Poster Overview <ul style="list-style-type: none"> ▪ VT Engage Poster Criteria <i>Student Article Critique (3 & 4)</i>	DUE: Progress Report 2 (<i>hard copy & electronic</i>) http://www.emich.edu/apc/guides/apcposterpowerpoint2010.pdf DUE: Student 3 & 4 Article Critique

Wk 10 Oct 30	CAP Abstract ▪ How to write an abstract?	DUE: CAP Abstract Draft
Wk 11 Nov 6	<i>Student Article Critique (5, 6, 7 & 8)</i>	DUE: Revised CAP Abstract DUE: Student 5, 6, 7 & 8 Article Critiques
Wk 12 Nov 13	CAP Poster Presentation/Critique	DUE: Present CAP Poster Draft 1
Wk 13 Nov 20	CAP Community Partner Exit Interview (<i>off-site</i>)	DUE: Community Partner Evaluation
Wk 14	Thanksgiving Break Nov. 24 – 29th; Enjoy!	
Wk 15 Dec 4	Last day of classes ▪ CAP Poster Showcase	DUE: CAP Poster Revised Draft DUE: Progress Report 3 (<i>hard copy & electronic</i>); DUE: ALS 4214 critical reflection statement
Final Exam: Friday, Dec. 12; 10:05 a.m. -12:05 p.m.: Video CAP presentation and celebration		

Course Evaluation Criteria and Expectations

Appreciative Inquiry Approach. Engaged and courteous participation by all is expected. During class discussions, activities, and working with community partner, it is essential that all participants actively promote an appreciative inquiry approach that respects every person, group, or community partner's strengths, resources, skills, and assets. These taken together, are called the "positive core."

Be prepared. Evaluation criteria of course work regarding in-class and more specifically with the implementation of the community action project comprises accuracy, depth, and thoroughness; logic and organization of thought and writing; and clarity of writing and presentation grounded in suitable research and literature. It is also an important expectation that participants come prepared to class or community project site ready to engage through active learning. This means that during scheduled class sessions, you will have read the material assigned and be prepared for class discussion and activities.

Written Work Policy. The American Psychological Association's *Publication Manual* (6th edition) is the recommended style manual format for all written work. Papers and written assignments with minor grammar violations and *Publication Manual* requirements will be marked accordingly. Provide both hard and send electronic copies of all assignments prior to the class session due date.

Attendance. Class time will vary based on student-determined need and on-site visitation to community action projects. Refer to the course calendar on page 3 of the syllabus.

Late assignments cannot earn full credit. Assignments are due on the day stated on calendar. Five points will be deducted for each calendar day an assignment is turned in past its due date, up to one week late. Course incompletes are available only for medical emergencies (i.e., personal and immediate family) and when capstone projects are scheduled for completion spring 2015.

Policy on Academic Integrity. Each participant in this course is expected to abide by the *Virginia Tech Honor System*. It is a university-wide expectation that written work submitted by a participant in this course for academic credit will be the participant's own work. For full information on the Undergraduate Honor System, please visit <http://www.honorsystem.vt.edu/>

Learning Needs. Any participants with special needs are encouraged to consult with me about those needs. Please consult with me as soon as possible so that we can work together to make the necessary

accommodations. Anything you discuss with me will be held in strictest confidence. Additional information about assistance for special learning needs can be located at the office of Services for Students with Disabilities (SSD), 250 S. Main Street, Suite 300; Mail Code (0185); 231-0858 (V); 231-0853 (TTY); www.ssd.vt.edu.

Course Completion Contract. If CAPs continue into spring semester, student will complete a course/capstone project form that will outline CAP completion plans.

Principles of Community

Students are to adhere to 'Virginia Tech's Principles of Community' (<http://www.vt.edu/diversity/principles-of-community.html>) exercising Appreciative Inquiry methodology in all aspects of the course(s).

Chapter 3: Policy & Procedures

**45 – Collaborative Teaching
Models for Required Courses**

50 – CAFS Community Partners

**53 – Community Partnership
Agreement**

54 – Process to Enroll in the Minor

54 – Course Substitutions



COLLABORATIVE TEACHING MODELS FOR REQUIRED COURSES

[2204] Introduction to Civic Agriculture

Instructor of Record	Administration of Course Course Design & Teaching	75% Teaching Credit* 100% EFARS 100% Dossier
Collaborative Faculty	Course Design & Teaching	25% Teaching Credit* 100% EFARS 100% Dossier
Community Partner Liaison	Student Fieldwork Community Partner Communication Course Design & Teaching	YMCA at Virginia Tech CALS
GTA	Duties per Collaborative Teaching Team	CALS

* To be determined by teaching faculty yearly

Role & Responsibilities of Collaborative Teaching Team Members

Instructor of Record:

- Continuity across CAFS minor
- Administrative procedures for course management
- Instructor for SPOT evaluations- share results with collaborative faculty teaching team member
- Student contact for course
- Course content & teaching
- EFARS- inclusion of all participating faculty
- Student-centered teaching approach
- Facilitate service-learning in curriculum
- Establish community partnerships for course (embedded in curriculum)
- Recruit collaborative faculty member
- Develop responsibilities with collaborative faculty to provide equity within the experience
- Evaluation

Collaborative Faculty:

- Course content & teaching
- Student-centered teaching approach
- Facilitate service-learning in curriculum
- Develop responsibilities with instructor of record to provide equity within the experience
- Evaluation

Community Partner Liaison:

- Facilitate service-learning in classroom & field
- Support- Capstone Projects
- Course content & teaching
- Manage community partnerships for course (embedded in curriculum)
- Establish community partnerships for course (embedded in curriculum)

GTA:

- Course content & teaching
- Evaluation
- Specific duties outlined by collaborative teaching team needs

[3404] Ecological Agriculture: Theory and Practice

Instructor of Record	Administration of Course Course Design & Teaching	66% Teaching Effort* 100% EFARS & Dossier
Collaborative Faculty	Course Design & Teaching	17% Teaching Effort each 100% EFARS & Dossier
Contributing Faculty	Course design and presentation for a discrete topic	EFARS
Guest lecturer	One-two guest lectures per semester with learning objectives provided by teaching team	EFARS
Community Partner Liaison	Student Fieldwork Community Partner Communication Course Design & Teaching	YMCA at Virginia Tech CALS
GTA	Duties per Collaborative Teaching Team	CALS

*Percent Teaching Effort: Instructor of record and collaborative teaching faculty negotiable between members.

Role & Responsibilities of Collaborative Teaching Team Members**Instructor of Record:**

- Continuity across CAFS minor
- Administrative procedures for course management
- Instructor for SPOT evaluations- share results with collaborative faculty teaching team member
- Student contact for course
- Course content & teaching
- EFARS- inclusion of all participating faculty
- Student-centered teaching approach

- Facilitate service-learning in curriculum
- Establish community partnerships for course (embedded in curriculum)
- Recruit collaborative faculty member
- Develop responsibilities with collaborative faculty to provide equity within the experience
- Evaluation

Collaborative Faculty:

- Course content & teaching
- Student-centered teaching approach
- Facilitate service-learning in curriculum
- Develop responsibilities with instructor of record to provide equity within the experience
- Evaluation

Contributing Faculty:

- Help design lecture materials for a learning section of course
- Multiple guest lectures and field trip

Guest Lecturer:

- One to two guest lectures per semester with the learning objectives clearly outlined by instructor of record and collaborative faculty

Community Partner Liaison:

- Facilitate service-learning in classroom & field
- Support- Capstone Projects
- Course content & teaching
- Manage community partnerships for course (embedded in curriculum)
- Establish community partnerships for course (embedded in curriculum)

GTA:

- Course content & teaching
- Evaluation
- Specific duties outlined by collaborative teaching team needs

[4204] Concepts in Community Food Systems

Instructor of Record	Administration of Course Course Design & Teaching	75% Teaching Credit* 100% EFARS 100% Dossier
Collaborative Faculty	Course Design & Teaching	25% Teaching Credit* 100% EFARS 100% Dossier
Community Partner Liaison	Student Fieldwork Community Partner Communication Course Design & Teaching	YMCA at Virginia Tech CALS
GTA	Duties per Collaborative Teaching Team	CALS

* To be determined by teaching faculty yearly

Role & Responsibilities of Collaborative Teaching Team Members

Instructor of Record:

- Continuity across CAFS minor
- Administrative procedures for course management
- Instructor for SPOT evaluations- share results with collaborative faculty teaching team member
- Student contact for course
- Course content & teaching
- EFARS- inclusion of all participating faculty
- Student-centered teaching approach
- Facilitate service-learning in curriculum
- Establish community partnerships for course (embedded in curriculum)
- Recruit collaborative faculty member
- Develop responsibilities with collaborative faculty to provide equity within the experience
- Evaluation

Community Partner Liaison as Collaborative Faculty:

- Course content & teaching
- Develop responsibilities with instructor of record to provide equity within the course
- Student-centered teaching approach
- Facilitate service-learning through – Capstone Project support
- Shared evaluation with Instructor of Record

[4214] Capstone: Civic Agriculture & Food Systems

Instructor of Record	Administration of Course Course Design & Teaching	100% Teaching Effort* 100% EFARS 100% Dossier
Community Partner Liaison	Student Fieldwork Community Partner Communication Course Design & Teaching	YMCA at Virginia Tech CALS
GTA	Duties per Collaborative Teaching Team	CALS

*Percent Teaching Effort: Instructor of record and collaborative teaching faculty negotiable between members.

Role & Responsibilities of Collaborative Teaching Team Members

Instructor of Record:

- Continuity across CAFS minor
- Administrative procedures for course management
- Instructor for SPOT evaluations- share results with collaborative faculty teaching team member
- Student contact for course
- Course content & teaching
- EFARS- inclusion of all participating faculty
- Student-centered teaching approach
- Facilitate service-learning in curriculum
- Establish community partnerships for course (embedded in curriculum)
- Recruit collaborative faculty member
- Develop responsibilities with collaborative faculty to provide equity within the experience
- Evaluation

Community Partner Liaison:

- Facilitate service-learning in classroom & field
- Support- Capstone Projects
- Course content & teaching
- Manage community partnerships for course (embedded in curriculum)
- Establish community partnerships for course (embedded in curriculum)
- Evaluation

GTA:

- Follow-up ALS 4214 Capstone
- Assist students with VT Engage Showcase Poster Session
- Specific duties outlined by collaborative teaching team needs

CAFS COMMUNITY PARTNERS

Virginia Tech Dining Services

VT Dining Services is committed to developing a sustainable dining and food system by promoting healthy eaters, ecological stewardship, waste reduction and diversion, and the local economy. Dining Services has won LEED Silver Certification for its food waste diversion for use as compost. Tray-less dining, waste sorting, food diversion of excess food to the Southwestern Virginia community instead of the landfill are all part of Dining Services Sustainability Initiatives. The Farms & Field Project in Owens Food Court is dedicated to providing customers with farm-fresh, local, organic, and sustainable food. The Dining Services Garden at Kentland Farm cultivates six acres that provides fruits, vegetables, and herbs for Virginia Tech Dining Services.

Heifer International

Heifer International uses a transformational values-based model for international community development. Heifer works with public and private partners around the world to put the entrepreneurial power of self-reliance in the hands of small-scale farmers by connecting them to markets and their local and national economies.

YMCA at Virginia Tech - Community Partner Liaison

The YMCA at Virginia Tech is a community service and campus YMCA. The Y is involved in promoting healthy youth, healthy living, healthy communities through outreach programming including community classes, a pottery studio, a community garden, Virginia Tech student programs, international community programs, battery and textile recycling and a thrift store. The YMCA works extensively with community volunteerism.

Course Community Partners

Glade Road Growing (GRG)

Specializing in annual vegetables, but also with several colonies of honeybees and an apple orchard with 15 varieties of apples, Glade Road Growing cultivates four acres of land for on farm, farmers market, and CSA sales. They also manage an additional 44 acres of land in rotational pasture for a local beef cattle farmer and take part in a native-species forest and riparian area for a tributary of Tom's Creek. Their farming methods are based on building and maintaining soil health, biodiversity, and community involvement.

Dining Services Garden at Kentland Farm

The Dining Services Garden at Kentland Farm keeps approximately three acres each year in production. Under the leadership of the farm manager, the sustainability coordinator for Dining Services, and the support of the College of Agriculture and Life Sciences, the garden produces fruits and vegetables specifically for Virginia Tech Dining Services. Successful and sustainable production at the garden is the result of an enriching partnership with interdisciplinary faculty in the College of Agriculture and Life Sciences. The garden draws upon volunteer labor of Virginia Tech students in addition to the paid staff.

Blacksburg Farmers Market

The Blacksburg Farmers Market brings together fifty-plus vendors from within a fifty-mile radius, who offer a broad selection of farm-based products and crafts. The market is located in downtown Blacksburg and is open year-round. The Friends of the Farmers Market (a 501c3 organization) is a voluntary group of citizens providing support to the Blacksburg Farmers Market and local community through development, educational programs about benefits of locally grown food and sustainable agriculture,

as well as special events that enhance its role as a community gathering place within the region.

Hale YMCA Community Garden

The Y at Virginia Tech runs the Hale-Y Community Garden on a 15-acre site donated for use by Arlean Hale Lambert. About 70 gardeners from over a dozen countries garden individual and family sized plots. The 18 x 32' Roper Solar Greenhouse provides community members growing space during the winter months. A community orchard was planted in 2010. Asparagus, herbs, and flowers grow in the common areas. Soil health and community involvement are at the core of the garden's values. The Y offers gardening classes, volunteer opportunities, and gatherings for gardeners on site.

Course Community Partners by Core Course

ALS 2204 Introduction to Civic Agriculture

- Glade Road Growing
- YMCA Hale-Y Community Garden
- Dining Services Garden at Kentland Farm
- Blacksburg Farmers Market

ALS 3404 Principles of Ecological Agriculture

- Dining Services Garden at Kentland Farm
- Glade Road Growing
- YMCA Hale-Y Community Garden

ALS 4204 Concepts of Community Food Systems

- YMCA Hale-Y Community Garden
- Blacksburg Farmers Market
- Additional Community Partner (Community Development)

ALS 4224 Capstone Course

- Capstone Project Community Partners – Multiple

Potential Partners

Montessori Infant Nido Environment

Contact: Rachel Brunsma, Head of School
mine@minemontessori.com

WIC/Farmacy Garden

The New River Health District WIC Program, Virginia Cooperative Extension, the Virginia Family Nutrition Program, and the Community Health Center of the New River Valley have collaborated to create a Community Garden and Vegetable Prescription program in Christiansburg, VA.

Smithfield Plantation

The Smithfield garden is designed as a demonstration garden rather than a restoration. The garden displays a variety of authentic 18th century plants, many of which were mentioned in Preston family documents. Be sure to visit the garden during your visit. In addition to being available for visitors, the garden offers historic lessons in sustainability and self-reliance.
info@smithfieldplantation.org

Past Partners

Rolling Fork Farm

David and Agatha Grimsley raise dairy cows, hogs, and chickens on fresh pasture for the wholesale and direct-market of salami, pork, eggs, and dairy shares.
Contacts: David and Agatha Grimsley
rollingforkfarmers@gmail.com

Weathertop Farm

Cedric and Sarah Shannon operate a small family-owned farm dedicated to holistic sustainable animal husbandry, land stewardship, soil conservation, and composting. The main business of Weathertop Farm is raising and selling pastured chickens, rabbits, pigs, turkeys, ducks, sheep and eggs. No antibiotics or hormones are used, and all livestock eat from pasture that is free of pesticides, herbicides, and synthetic fertilizers.
Contacts: Cedric and Sarah Shannon
info@weathertopfarm.com

Shadowchase Farm

Shadowchase Farm focuses on naturally raising grass finished beef and pork. Free of growth hormones and preventative antibiotics, their product is offered for direct marketing to the public. They welcome all questions as to their methods, their facilities, etc. They also welcome visitors to come and see what they are doing. They began grass finishing for their family's health.

Contact: Phil Mosser
beef@shadowchasefarm.com

Plenty!

Nourishing communities and feeding hungry neighbors through growing and sharing food in Floyd County is Plenty!'s mission. Cofounded by McCabe Coolidge and Karen Day, Plenty! runs gardening programs in schools, takes the elderly to the Farmers Market, runs a food bank and puts on events to support educating and feeding the hungry in Floyd County, Virginia.

Contacts: McCabe Coolidge and Karen Day
plenty@swva.net

Pearisburg Head Start

Pearisburg Head Start is dedicated to providing eligible pre-school children with the tools necessary for creating and maintaining a sound learning foundation in the classroom and at home. Head Start services promote education, parent involvement, social services, preventative health, and nutrition services.

1105 Henson Ave., Pearisburg 24134
540-921-2355

Stonecrop Farm

Stonecrop Farm has provided Certified Organic herbs, vegetables, and flowers to the New River Valley since 2003. The farm is located off Spruce Run Road in Newport, Virginia.

Contacts: Bert Webster and Gwynn Hamilton
stonecropfarmers@gmail.com
540-599-0839

COMMUNITY PARTNERSHIP AGREEMENT

Civic Agriculture and Food Systems (CAFS) Minor

Mutual interest of all parties to participate in the Civic Agriculture and Food Systems (CAFS) minor, College of Agriculture and Life Sciences, Virginia Polytechnic Institute and State University.

CAFS Faculty Roles & Responsibilities

- CAFS collaborative teaching teams will provide a qualified community partner liaison and faculty during the semester to coordinate learning experiences and to evaluate students in collaboration with community partner.
- Provide student list with contact information to community-partner educators prior to the start of field experiences.

CAFS Student Roles & Responsibilities

- Each student will be prepared – appropriately dressed and ready to work - and adhere to the community partner's schedule of work, encompassing from 10 to 20 hours depending on CAFS course. These hours will be spread out through the semester.
- Communicate with community-partner educator prior to the beginning of service using a mutually agreed upon mode of communication.
- Participate to their best physical ability and come to the service experience ready to learn and respectful of the daily operations at the community-partner site.

Community-Partner Educator Roles & Responsibilities

- Provide service schedule and contact method available to students in the course to CAFS faculty prior to the beginning of the semester.
- Provide adequate timeframe for service hours per week to facilitate student capacity. Provide service-learning experience to students in the CAFS course which include:
 - Basic skill sets needed for participation in partner's site
 - Background information about service site
 - Open discussion of Civic Agriculture and Food Systems concepts
- Connect CAFS Cornerstones and student learning outcomes to planned experiences in the field. Communicate to students expectations and progress and provide a student evaluation to the CAFS faculty at the end of the semester.

Emergency Medical & Liability

The student is covered by University liability policy to practice as student interns in facilities. It is the responsibility of each student to provide evidence of current health insurance to the University.

Emergency medical treatment for students in the CAFS minor should be provided the same as for facility's personnel at student's expense. The policy is to provide emergency treatment for injuries that occur during the student's service-learning experience, but the students are responsible for treatment of personal illnesses.

Note: A more formal health and safety protocol is in progress.

PROCESS TO ENROLL IN THE MINOR

Fill out and sign the “Change of Major/Minor Form” via this link:

<http://www.cals.vt.edu/current/files/change-major-minor.pdf>

Return signed and completed form to Associate Dean’s Office in 1060 Litton Reaves.

COURSE SUBSTITUTIONS

Some students, depending on their major, may need to find substitutions for the CAFS free electives. They first should meet with the CAFS director, Dr. Susan Clark, for approval.

If the CAFS Director approves the substitution: Fill out the “Course Substitution” word document form via this link: <http://www.cals.vt.edu/current/forms/index.html>

Return completed form to Associate Dean’s Office in 1060 Litton Reaves.

Chapter 4: Service Learning Resources

- 57 – Service Learning Defined**
- 58 – Steps to Service-Learning Curricula in the Classroom**
- 59 – Choosing a Community Partner**
- 60 – Fieldwork Learning Contract**
- 62 – Fieldwork Experience: Guidelines & Protocol**
- 64 – Best Practice for Communication**
- 65 – How to Begin the Conversation with Community Partners**
- 66 – Community Partner Student Evaluation Form**
- 67 – Community Action Project Evaluation Form**
- 68 – Sample Reflective Activities**



SERVICE LEARNING DEFINED

Service learning is a type of community engagement pedagogy that integrates community service with course learning goals to enhance meaningful civic engagement as well as guide the student's personal and professional growth toward the common good. *Service learning is a form of experiential education where learning occurs through a cycle of action, reflection, and writing. While seeking to achieve real objectives for the community, students gain a deeper understanding of local issues and develop a related skill set.* In the process, students link personal and social development with academic and cognitive development – the experience enhances understanding, and understanding leads to more effective action. The CAFS minor gives students experiential opportunities across the curriculum to help them learn in a real world context. Students cultivate skills of community engagement while affording community partners opportunities to address significant needs. The minor allows space for collaboration between the university and its neighboring community where a mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity results in the implementation of a community action project.

STEPS TO SERVICE-LEARNING CURRICULA IN THE CLASSROOM

1. Introduce Service-Learning: Purpose and Significance
 - a. Assignments Embedded
 - b. Discussions Embedded in Curricula
2. Community Partner Liaison: Participation in Course Planning, Teaching, and Service
3. Student-Community Partner Relationship Building
 - a. In-Class Introductions/Guest Speakers
 - b. Field Trips to Community Partner Locations
4. Learning Contracts: Student-Community Partner Agreement & Expectations
5. In-Class Discussion Groups: Reflection & Dialogue
6. Written Critical Reflections: Connecting Course Concepts to Experience
7. Evaluation: Community Partner Evaluates Student Performance
 - a. Course Grade Associated with Performance
8. Capstone Project or Undergraduate Research
 - a. High Impact Practices
 - b. Connect to Institutional Practice
 - c. Participation Builds Toward Project or Outcome

CHOOSING A COMMUNITY PARTNER

(ALS 2204)

VT Survey Example Questions

Please enter your first and last name: _____

Please select your first choice for community partner fieldwork:

1. Glade Road Growing
2. YMCA at VT Hale-Y Community Gardens
3. Dining Services Garden at Kentland Farm
4. Blacksburg Farmers Market
5. VT Dining Services

Please select your second choice for community partner fieldwork:

1. Glade Road Growing
2. YMCA at VT Hale-Y Community Gardens
3. Dining Services Garden at Kentland Farm
4. Blacksburg Farmers Market
5. VT Dining Services

Please give any specific reasons (e.g., transportation, schedule) that would cause any significant difficulties in completing your fieldwork if the first option is not available.

Would you be willing to carpool to you fieldwork location with other students? If so, are you willing to be a driver?

FIELDWORK LEARNING CONTRACT

Reverse side completed and signed by _____

Student fieldwork is an experiential learning requirement in which students will actively participate in thoughtfully organized service-oriented and/or community-engaged research experiences that aim to address community food systems and/or civic agriculture issues or needs. Students will be expected to fulfill up to 20 hours of fieldwork using civic engagement protocol provided by the collaborative teaching team during each of the core CAFS courses: ALS 2204 (20 h), ALS 3404 (15 h) and ALS 4204 (20 h).

Communications and Mechanics: Establish best method between student and partner (email, phone, text, in –person and set schedule to complete the work within the 15-week period, i.e. weekends, nights, weekly, bi-weekly basis). Establish examples of tasks to be performed and goals to be met for partner organization in the timeframe allotted.

Guidelines/ground rules – specific to partner organization the student will participate in a face to face discussion with the community partners to discuss guidelines and ground rules of the fieldwork experience.

Goals, Timeline, Task/work list and Outcomes: The student will make a plan for the semester's fieldwork through discussion with the community partner. The student should then fill in the table of goals, timeline, task list and outcomes and discuss the work plan with the community partner. Community partner should initial and date the completed table. Turn in the completed contract in class by _____ date.

Example:

Mutual Goals	Scheduled Timeline	Potential Task/Work List	Personal Learning Goals
Prepare community plots for winter	Before October 15 Work day Sept 15 (4 hours)	Help organize cadets at work party Re-mulch paths	Learn how to “put a garden to bed for winter” Alternately, establish hoop houses.
Add flower bulbs under orchard trees	Before early November (2 hours)	Help order bulbs, find volunteers, dig and plant bulbs	Learn about different bulbs and how to plant them.
Build tool shed	Before November (4 hours)	Join community members to raise pole building for tool shed	Basic building construction skills
Neighborhood Harvest participation	September (2 hours)	Pick apples, deliver to Interfaith food pantry	Learn about program, see food bank operation, pick apples

FIELDWORK LEARNING CONTRACT BETWEEN

_____ and _____
(Student) (Community Partner)

Supervisor Name and Title

Fieldwork Address

_____ Phone _____ email

Student fieldwork is an experiential learning requirement in which students will actively participate in thoughtfully organized service-oriented and/or community-engaged research experiences that aim to address community food systems and/or civic agriculture issues or needs. Students will be expected to fulfill at least 15 - 20 hours of fieldwork/semester (2204: 20 hours; 3404: 15 hours; 4204: 20 hours) using civic engagement protocol provided by the collaborative teaching team.

Mutual Goals	Scheduled Timeline	Potential Task/Work List	Personal Learning Goals

Supervisor Signature Date

Student Signature Date

(Make 3 copies – student, field supervisor, and faculty supervisor)

FIELDWORK EXPERIENCE: GUIDELINES & PROTOCOL

What is Fieldwork Experience?

Student fieldwork is a service-learning requirement in which students will participate in experiences that meet the needs of a community partner. Students will be expected to fulfill 15 – 20 hours of fieldwork experience/semester (2204: 20 hours; 3404: 15 hours; 4204: 20 hours) using the below community engagement protocol.

Grading and Evaluation:

Each community partner will be asked to submit a brief but comprehensive evaluation of the student's service-orientated performance. The evaluation will provide the teaching team with the means to assign a point value to the fieldwork experience assignment. To receive full credit students must complete the number of course fieldwork hours that is satisfactory to the community partner. The fieldwork hours do not include organization and travel time.

Protocol:

We ask that students utilize community development protocol. Key principles that comprise this protocol include:

- Identify, Acknowledge, and Engage with Stakeholder(s)
- Proceed with Respect and Cultural Understanding
- Emphasize Relationship Building
- Build Community Capacity for Greater Problem-Solving
- Work Toward Reciprocity

Expectations and Guidelines for Fieldwork Performance

Please follow these guidelines to meet fieldwork expectations:

Communication:

- Use proactive communication between partner and student in an agreed upon manner: Ask the best way to stay in touch with them (phone, email, in-person); notify them as soon as possible if you are unable to meet with them when scheduled.
- Refer to “Best Practice for Communication” for email and phone interaction suggestions with community partners.

Code of Conduct:

- Identify yourself, the CAFS course, and your purpose to your community partner.
- Respect for community partner's time: Keep in mind your community partner's access to technology, and the time of day you make contact. For example, folks with office jobs like to chat during office hours, farmers and farm workers may not be able to talk during the day. Email may not be checked regularly; don't rely on student conventions.
- Confirm a schedule before showing up for work or meetings and arrive on time.
- Establish a protocol with the community partner if you are unable to come for your scheduled time
- Ask what they consider appropriate attire (may need gloves, close-covered shoes/boots, water etc.).

Miscellaneous:

- Ask about cell phone usage (may need for emergency purposes).
- Plan for lead time in organizing meetings and work.
- Plan ahead for travel time.

BEST PRACTICE FOR COMMUNICATION

Email Communication

- Write all Emails to prospective community partners using formal letter protocol. Include proper salutation and closure.
- ALWAYS fill in the subject line with a description of what the information in the email is talking about. Avoid too many words in subject – just enough to make it understandable. *Suggestion: Ask your Community Partner a preferred subject tag.*
- Try whenever possible to continue to use the same email about the same subject (*this is referred to as a threaded email*). Organize emails into folders (E.g. “Community Partners”); you never know when you may need to refer to them.
- Write emails about one subject only.
- PLEASE read your emails prior to pressing send. ASK: Does the email make sense? It is imperative that the person receiving your email can understand your message. Otherwise, many more emails are needed to go back and forth to make sense of the subject. Brevity and clarity are best.
- Make sure you copy others when appropriate. Caution when using “blind copy”.
- Be cognizant when using all CAPS... this means different things to different individuals. Some interpret it as yelling at the person (*also referred to as a “flaming” email*). Emails can easily be misinterpreted, chose your words carefully and again read the email prior to sending.
- Chose “high priority” carefully. If you chose it for every email you send it loses its purpose.
- Too many users assume that the minute someone receives an e-mail it, the person will read it. Incorrect assumption. Keep in mind your community partners access to technology, time of day you make contact are quite different. Seldom can they respond during typical office job hours.
- You may need to know if your email was received. Know how to request a delivery receipt of an email. Note: Some individuals find this annoying.
- Create and use a “formal” signature.

Name

Civic Agriculture and Food Systems Minor

Department of

Contact information if appropriate

“When in doubt, error on the side of formality”

HOW TO BEGIN THE CONVERSATION WITH COMMUNITY PARTNERS

“First Impressions are the most lasting”

- Recommend contacting in person or by email.
- Always conduct yourself with a degree of formality or professionalism in all communications (phone, email & in-person);
- Identify yourself; address them by proper name & title: Dr., Ms., Mr., etc.; they may, in turn, ask you to use their first name after initial introductions; follow their lead;
- State your purpose. “As a VT student in the CAFS minor, I am seeking a community partnership...” share why they might be a good fit for you; be specific when asked why us?
- If meeting them in person, introduce yourself with a friendly, welcoming style; if appropriate extend your hand and give a firm handshake and eye contact;
- If you were referred to this contact by faculty in the minor or you met them in class; if other, i.e., local farmer/producer etc. be sure you mention their name;
- Always close the conversation by thanking them for the opportunity to speak with them; if appropriate summarize with them your understanding of the conversation including the next steps (meeting with them?). Always get confirmation before showing up for field work or meetings.
- When contacting community partner provide plenty of lead time in organizing meetings and fieldwork.

Phone contact (If necessary, script it out what you intend to say)

- Introduce yourself, state your purpose, and always ask if this is a convenient time for them; if not, ask when you can call back that would be mutually convenient.
- If using a cell phone, make sure your battery is fully charged and that they know you are using a cell phone rather than a hard-land line;
- Find a “quiet” place to have the conversation without any chance for interruption or background interference.

Strategies when a community partner is unavailable/unable to use volunteers at this time.

- Be understanding and respectful regardless of the outcome;
- Ask them if they would be willing to recommend anyone else in the area that might be interested in working with the Civic Agriculture and Foods Systems minor. This might help us expand the minor’s Community Partners list.
- Always, thank them again in closing.

COMMUNITY PARTNER STUDENT EVALUATION FORM

(ALS 2204)

Dear Community Partner:

Thank you for your participation as a community partner this fall in _____ . We are grateful for your time and efforts with our students. We hope that this has been a positive experience for you. In order to assess student fieldwork participation, we value your perspective. Use this brief form as a guide post toward measuring the student's fieldwork performance. As always, your insight is helpful. **Please return this form by _____ to _____ .**

Name of Community Partner:

Name of Student Partner:

Please check one answer per question:

- Did your student partner accomplish at least 20 hours of fieldwork with you this semester?

YES_____ NO_____

If appropriate, please comment:

- Using the categories below indicate your overall perspective regarding the student's fieldwork performance:

Accomplished

Exceeds Expectations

Proficient

Exhibits Intermediate to
Advanced Performance

Developing

Exhibits Minimum to
Intermediate Performance

Needs Improvement

Less than Minimum
Performance

- Overall, were you satisfied with your involvement in the ALS 2204 student fieldwork experience? YES_____ NO_____

If appropriate, please comment:

- Please share other comments for the ALS 2204 Teaching Team regarding student fieldwork:



Civic Agriculture
&
Food Systems

ALS 4214: Community Action Project Evaluation

Student Name: _____

Community Action Project Title: _____

Community Partner Name: _____

Community Partner Email/Phone: _____

PLEASE NOTE: The final completed evaluation is to be completed together between student and CP. It is due on _____. You will be responsible for meeting with your community partner to discuss this evaluation together in advance of the due date. At that time, both parties will acknowledge agreement with signatures. Students will bring this evaluation to class on _____ (date).

Please check the box that applies best using the following scale: 5 = Excellent; 4 = Good; 3 = Average; 2 = Fair; 1 = Poor; or NA=non-applicable. Additional comments are welcomed.	5=Excellent	4=Good	3=Average	2=Fair	1=Poor	NA
Work Ethic						
1. Established a work plan + schedule						
2. Arrived to project work on time						
3. Arranged for lateness/absences in advance						
4. Completed CAP tasks with integrity						
Application of Civic Ag & Food Systems Knowledge						
1. Articulation (e.g. clear; good verbal, written & visual presentation/communication)						
2. Grounded in the peer-review literature						
3. Created plan to disseminate knowledge/follow up/pass the gift						
Quality of CAP						
1. Completed CAP accordingly to projected timeline						
2. Consistent with CAFS cornerstones						
Attitude						
1. Maintained a positive throughout the CAP						
2. Willingness to share with others						
3. Respected site supervisors, staff and volunteers						
CAP Process						
1. How well was the program or initiative planned out, and how well was that plan put into practice?						
2. How well has the program or initiative met its stated objectives?						
3. Impact on participants: How much and what kind of a difference has the program or initiative made for its targets of change?						
4. Impact on the community: How much and what kind of a difference has the program or initiative made on the community as a whole						

Additional Comments (Use back if necessary):

Community Partner Signature: _____ Date: _____

Student Signature: _____ Date: _____

CP Liaison Signature: _____ Date: _____

SAMPLE REFLECTIVE ACTIVITIES

Fieldwork Discussion Groups Prompt ALS 2204

In your small groups, refer to the following questions to stimulate dialogue about your fieldwork experiences. You will report a summary to the large group.

- What are your primary fieldwork responsibilities? Be specific.
- Drawing from Hinrich (2003) and/or Lyson (2004), imagine your fieldwork as a case-study. What themes can you identify from your fieldwork experiences to date? What themes are absent? Try to be specific.
- How is your community partner an example of civic agriculture?

Group Summary:

- Fieldwork responsibilities:
- Course themes noticed:
- CP an example of civic agriculture—how so?
- Questions for large group:

Fieldwork Site Discussion Prompt ALS 2204

1. Fieldwork: Describe the most exciting thing learned from your Community Partner so far? We will discuss these responses on our ride to Kentland.
2. Readings: Reflect on today's readings and write down 1 question for each of the following:
 - Sustainable agriculture
 - The role gardens such as Kentland play in supporting SA on campus

Proposal Worksheet ALS 2204

Community Partner

1. Community Partner (Name & Location)
2. What kind of issue or need has the community partner identified?
3. What strengths (e.g., interests, skills, and knowledge) do you have that could address this community partner need?

Project Idea/Description:

1. Briefly describe a project that would address the issue based on the skills and knowledge you can provide.
2. What are the specific ways you might implement this project?
3. What are some anticipated challenges to implementing this project?
4. Describe how you might overcome these challenges?

Community Food System (CFS) Manifesto ALS 4204

The following is some things to consider when formulating your CFS manifesto. These guidelines are meant as a framework for you to develop your ideas and opinions revolving about the many aspects of CFS that then can be conveyed collectively in a written and visual format. This assignment provides the opportunity for you to integrate your critical thinking about a CFS in a creative manner! There are 2 main parts to this assignment: 1) A written component plus 2) a visual expression of your CFS manifesto.

Class Discussion Prompts ALS 4204

Community Engagement Group Discussion: Divide into groups (LC?)

Name, Location of community engagement:

Actual tasks being performed:

How does the work relate to community food systems?

What have you gained?

What still needs to happen to make the experience meaningful and complete?

If in the minor - how does the community engagement build on the capstone project and what questions have emerged?

Community Engagement Class Discussion

How has the experience engaged thoughts about community food systems?

What questions, challenges, or concerns have emerged?

What are the top highlights?

Free Writing Reflective Activity ALS 4204

Front side of notecard:

What are community capitals? What is appreciative inquiry?

Why are these important to community work?

Back side of notecard:

Write down three things you learned from this week's readings.

Positive Core Presentation and Video Promo ALS 4214

Community Action Project (CAP)

Suggestions: It may be helpful to the following Guide to prepare what you say about your CAP's positive core and the CAP video promo:

Review:

- Share at least one specific project success/accomplishments thus far
- Connect your strengths and CP's needs to your CAP; explain how this project addresses the community capitals and cornerstones your CAP embodies
- Explain how your CAP will be sustainable beyond your tenure at VA Tech

Assignment: Journaling through Photovoice ALS 4214

Photovoice is a qualitative method utilized in social research that promotes community development and grassroots action. Using cameras and photography, Photovoice is meant to assist individuals in conceptualizing a current situation and envisioning future solutions. Many times, cameras are given to community members to document specific problems in their community, discuss resolutions, and bring findings to political leaders. For more information about Photovoice browse: www.photovoice.org/

Case Study ALS 4204

Community engagement experiences are integrated into class activities to help students bridge theory and practice through a semester-long Case Study Analysis project. This assignment introduces students to “real-life” food system work through directly engaging with a community organization where students apply case study research methods to enhance their understanding of food systems work and scholarship. Students have the opportunity to think critically and communicate on a key topic related to community food systems through various assignment approaches (25-word summary, critical reflections, creative reflections, abstracts, etc.).

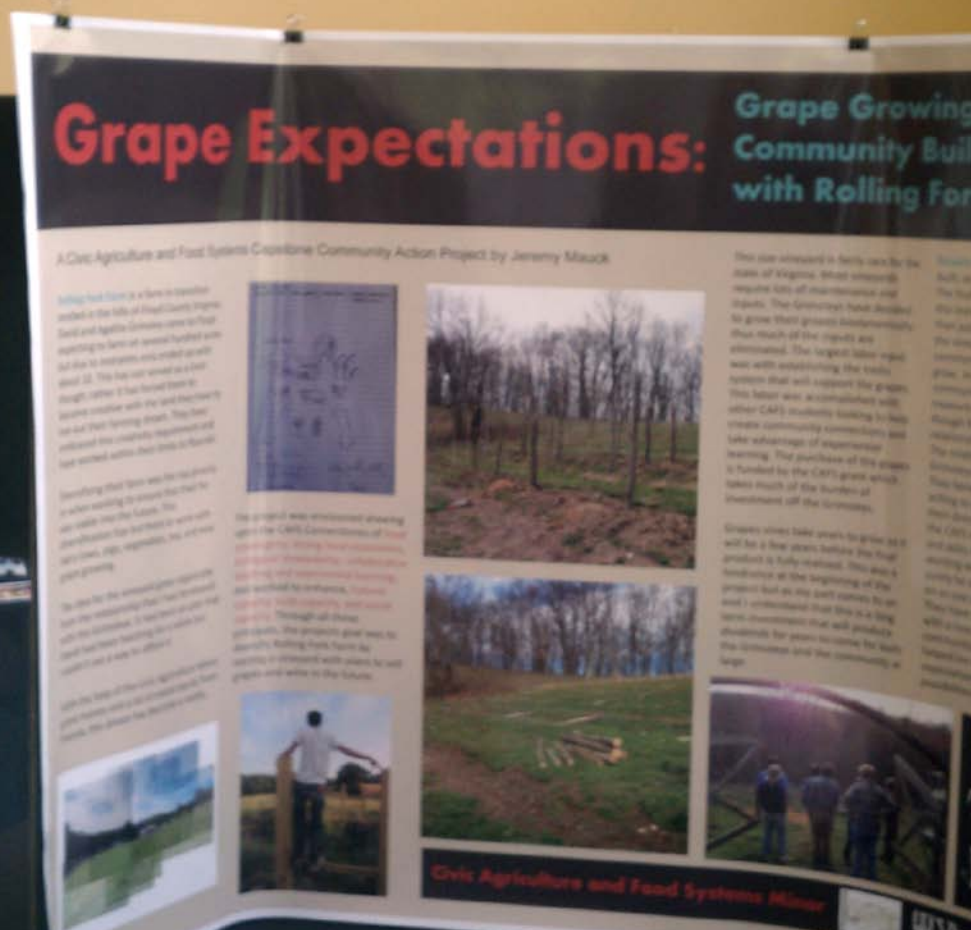
Chapter 5: Assessment & Evaluation

73 – Course Learning Objectives Matrix

76 – Critical Reflection Statement Guidelines & Rubric

78 – CAFS Alumni Survey Policy and Procedure

82 – Community Partner Self-Assessment



COURSE LEARNING OBJECTIVES MATRIX

Definitions for Scaffold Scale Measurement Criterion:

The purpose of a curriculum map is to document the relationship between every component of the curriculum. Used as an analysis, communication, and planning tool, a curriculum map

- allows educators to review the curriculum to check for unnecessary redundancies, inconsistencies, misalignments, weaknesses, and gaps;
- documents the relationships between the required components of the curriculum and the intended student learning outcomes;
- helps identify opportunities for integration among disciplines;
- provides a review of assessment methods; and
- identifies what students have learned, allowing educators to focus on building on previous knowledge.

www.educationworld.com/a_curr/virtualwkshp/curriculum_mapping.shtml

Master (1): Mastery of the knowledge, skills or dispositions required by the standard. The candidate substantially exceeds expectations by providing multiple layers of connected and convincing evidence to show exceptional performance in meeting the professional principle.

Reinforced/Emphasized (2): Intermediate to advanced performance in relation to essential knowledge, skills or dispositions required by the standard, The candidate exceeds minimum expectations by providing multiple sources of clear evidence to make a strong case for meeting the professional standard.

Introduced (3): Intermediate performance in relation to essential knowledge, skills or dispositions required by the standard. The candidate meets minimum expectations by providing at least one piece of evidence to meet the professional standard.

Matrix is on the following page.

Course Learning Objectives ALS 2404	ALS 2404	Course Learning Objectives ALS 3404	ALS 3404
2204 (LO1) Describe history of agriculture and food production, distribution, and consumption in the United States	I	3404 (LO1) Evaluate the differences within and between sustainable agriculture systems, and how different systems arise from the particular ecologies of their origin	I
2204 (LO2) Analyze, define, and articulate the concept of civic agriculture	M	3404 (LO2) Compare and contrast natural and managed ecosystems	R
2204 (LO3) Identify and critically evaluate civic agriculture models and approaches	R	3404 (LO3) Analyze the role of basic ecological principles in sustainable agriculture practices	R
2204 (LO4) Identify and explore approaches to establish, retain, and expand civic agriculture models	R	3404 (LO4) Critically define the role of local adaptation in creating ecologically sound agriculture practices	R
2204 (LO5) Incorporate civic agriculture concepts and activities into personal and professional practice	I	3404 (LO5) Construct concept maps or models of farming system using systems thinking	I
		3404 (LO6) As members of a collaborative learning team, construct a three year integrated farm plan using ecologically based practices	I
		3404 (LO7) Using principles developed in the class, assess and critique farm plans from the ecological, economic and social perspectives	I

Course Learning Objectives ALS 4204	ALS 4204	Course Learning Objectives ALS 4214	ALS 4214
4204 (LO1) Investigate relationships pertaining to community food systems	R	4214 (LO1) Investigate concepts related to civic agriculture and food systems	M
4204 (LO2) Contrast and compare potential implications of various agricultural practices on food systems	R	4214 (LO2) Apply concepts related to civic agriculture and food systems to solve community-based problems	M
4204 (LO3) Discuss economic, political, social, and cultural factors that influence agricultural practices, community food systems, food access and availability, and ultimately food security and overall dietary practices	I	4214 (LO3) Identify, develop and maintain community partnerships and promote principles of good practice	M
4204 (LO4) Examine community models that connect healthy land, food and people and ensure economic viability	R	4214 (LO4) Refine, implement, and evaluate a community action project	M
4204 (LO5) Develop, implement, and evaluate a feasible model, strategy, or policy to promote a sustainable food system with a community partner	R	4214 (LO5) Apply participatory research methodologies in the development of the project design and dissemination	R

Reflective Practice Across Curriculum

Formatting Guidelines: Papers should have appropriate headers with name, date, assignment number (eg. CRS 1) and be typed in 12 point font, double spaced, with 1.0" margins. **Papers should be 750-1,000 words, not including references.** Formal conventions of grammar, usage, punctuation and spelling should be met. APA formatting of paper and citations is required.

Definitions

Civic engagement is "working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, values and motivation to make that difference. It means promoting the quality of life in a community, through both political and non-political processes." (Excerpted from *Civic Responsibility and Higher Education*, edited by Thomas Ehrlich, published by Oryx Press, 2000, Preface, page vi.) In addition, civic engagement encompasses actions wherein individuals participate in activities of personal and public concern that are both individually life enriching and socially beneficial to the community.

Integrative learning is an understanding that a student builds across the curriculum and co-curriculum, from making simple connections among ideas and experiences to synthesizing and transferring learning to new, complex situations within and beyond the campus.

Problem solving is the process of designing, evaluating and implementing a strategy to answer an open-ended question or achieve a desired goal.

Information Literacy is the ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively and responsibly use and share that information for the problem at hand.

Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.

Content Guidelines:

Prompt: **[INSERT] Prompt to be developed by each course collaborative teaching team.**

Introduction

Introduce paper by summarizing key points illustrated. Next, briefly introduce the concept and practice of civic agriculture using course literature. Be sure to specifically define civic agriculture using key characteristics and examples.

Identify Civic Agriculture & Food Systems Concept

Draw upon course readings, class field visits, and community partner service assignment, to identify at least one civic agricultural concept or characteristic that you would like to know more about. With this concept or characteristic in mind, explain its significance by linking it back to at least one of the course themes/subthemes we have previously explored.

Describe your Community Partner

Here you should descriptively explain who your community partner is from the perspective of Lyson's civic agriculture. Answer key questions, including: Who is your community partner? Where is your community partner geographically located? Who are the people involved? What kind of civic agricultural activities are they currently involved in? Who benefits from these CA activities? How so?

Conclusion

Conclude by summarizing previous sections of the paper.

Civic Agriculture and Food Systems Minor
ALS 2204, 3404, 4204, & 4214

Critical Reflection Statement Guidelines & Rubric

Definition and rubric elements derived and synthesized from: Problem Solving, Integrated Learning, Information Literacy, Civic Engagement, and Critical Thinking Rubrics, published by American Association of Colleges and Universities, (2010).

Criteria Measured	Mastered	Reinforced	Introduced	Incomplete
Student's Position Perspective PG 1,3 SLO 1,3	Student position takes into account the complexities of an issue. Limitations of position are acknowledged. Others' points of view are synthesized within position.	Student position takes into account the complexities of an issue. Others' points of view are acknowledged within position.	Student position acknowledges different sides of an issue.	Student position is stated, but does not acknowledge different sides of an issue or complexities.
Connections to Experience <i>Connects relevant experience and academic knowledge</i> PG 1,3 SLO 1,3	Meaningfully synthesizes connections among experiences outside of the formal classroom to deepen understanding of civic agriculture and food systems and to broaden own points of view.	Effectively selects and develops examples of experiences, drawn from a variety of contexts to illustrate concepts/frameworks of civic agriculture & food systems.	Compares life experiences and academic knowledge to perspectives other than own.	Identifies connections between life experiences and academic texts and ideas perceived as similar/related to own interests.
Use Information Effectively to Accomplish a Specific Purpose PG 2 SLO 2	Communicates, organizes and synthesizes information from sources to fully achieve a specific purpose, with clarity and depth.	Communicates, organizes and synthesizes information from sources. Intended purpose is achieved.	Communicates and organizes information from sources. The information is not yet synthesized, so the intended purpose is not fully achieved.	Communicates information from sources. Information is fragmented and/or used inappropriately, intended purpose is not achieved.
Connections to Discipline Sees (makes) connections across disciplines PG 1,3 SLO 1,3	Independently creates wholes out of multiple parts (synthesizes) or draws conclusions by combining examples, facts, or theories from more than 1 field of study or perspective.	Independently connects examples, facts, or theories from more than 1 field of study or perspective.	When prompted, connects examples, facts, or theories from more than 1 field of study or perspective.	When prompted, presents examples, facts, or theories from more than 1 field of study or perspective.
Problem Solving Propose Solutions PG 1,2,3 SLO 1,2,3	Proposes 1 or more solutions that indicates a deep comprehension of the problem. Solutions are sensitive to contextual factors and all of the following: ethical, logical, and cultural dimensions of the problem.	Proposes 1 or more solutions that indicates comprehension of the problem. Solutions are sensitive to contextual factors and one of the following: ethical, logical, or cultural dimensions of the problem.	Proposes 1 solution that "fits all" rather than individually designed to address the specific contextual factors of the problem.	Proposes a solution that is difficult to evaluate because it is vague or only indirectly addresses the problem statement.
<i>Program Goals (PG): 1: Provide a foundation of knowledge consistent with entry-level civic agriculture, food systems education. 2: Develop effective broad-based communication skills in civic agriculture food systems education. 3: Provide a learning environment that fosters critical thinking skills in civic agriculture food systems education.</i> <i>Student Learning Outcomes (SLO): 1: Demonstrate interdisciplinary knowledge in the policies and practices of civic agriculture and food systems by developing and implementing an educational strategy through community partnerships. 2: Apply effective communication, leadership, and teamwork skills to develop programs to enhance civic agriculture in diverse communities. 3: Apply reflective and articulated learning to conceptualize, develop, propose, and implement civic agriculture systems projects through community partnerships.</i>				

CAFS ALUMNI SURVEY POLICY AND PROCEDURE

Effective February 6, 2015

Introduction

The CAFS minor provides students an opportunity to integrate agriculture and food systems sustainability philosophies into personal and professional practice. The experiential learning approach through the community partnerships and capstone projects introduces students to possible employment opportunities and networking. The purpose of the Alumni Survey is to assess the influence of the CAFS minor on alumni's career or higher education trajectories post-graduation. The data from the survey will be used to promote and evaluate the program.

General Survey Procedure

The on-line Qualtrics survey will be distributed to CAFS alumni annually each spring to each cohort through Virginia Tech's Qualtrics Survey Software website. An email and link will be generated using the students' Virginia Tech email address or an email address the student provides after graduation, if possible. Alumni will be invited to respond to the survey using the following contact points:

1. An email with the link to the Qualtrics survey
2. An email reminder 10 days after the initial invitation
3. A final email 1 day before the survey closes.

The first launch of the survey will be to classes of 2012, 2013, 2014.

The email invitations will be sent in March 2015.

Survey Response Evaluation

Data from the survey responses will be summarized, analyzed, and presented annually at a CAFS taskforce meeting before the end of the spring semester. The percent of respondents, percent employed, percent attending graduate school, overall satisfaction, and other parameters of the survey will be presented. The anonymous narrative responses may be used as promotional material for the minor, including quotes if students have given permission. Information may also be used to evaluate the extent to which the programmatic goals are being achieved. Survey results may provide further insight into the strengths and limitations of the program and any short-term and long-term plans that may improve the achievement of the program's goals. With respondents' permission, a CAFS Alumni newsletter may be created for the purpose of networking and information-sharing for CAFS taskforce members, alumni, and current students.

Alumni Survey: Civic Agriculture & Food Systems

The following survey was written to gain insight from alumni of the CAFS minor to help review and refine the program. Please answer the 14 questions completely and include any additional comments where appropriate. The survey should take 3-5 minutes to complete.

1. If you are currently employed, what is your job title and the employer's name and location?
2. If you are employed, please describe the details of your current position.
3. If you are currently enrolled in graduate school, what is your degree and the institution name and location?
4. Please indicate your level of agreement with how well the CAFS minor developed your skills and knowledge described in the following statements

	Strongly Disagree (14)	Disagree (15)	Agree (16)	Strongly Agree (17)
Foundational knowledge of civic agriculture and food systems (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Effective broad-based communication (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Critical thinking (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interdisciplinary knowledge in the policies and practices of civic agriculture and food systems (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leadership (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teamwork (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-reflection and articulated learning (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A successful civic agriculture capstone project from conception to implementation with a community partner (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Please indicate how much impact the Civic Agriculture and Food Systems minor has had on the following areas:

	Not Impactful (1)	Impactful (2)	Highly Impactful (3)	Not applicable (4)
Impact on current career success (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Impact on current higher education program (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Community and food system engagement (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. Would you recommend the Civic Agriculture and Food Systems Minor to a friend?

- ☐ Yes (1)
☐ No (2)

7. Do you have any suggestions on improving the Civic Agriculture and Food Systems minor?

8. Please take a moment to provide any additional comments on your experience in the CAFS minor and how it has impacted your undergraduate experience and further career and/or higher education endeavors.

9. Would you be willing to have your anonymous comments used in promotional materials for the minor?

- ☐ Yes (1)
☐ No (2)

10. Please indicate the cohort year you graduated with the CAFS minor.

- ☐ 2012 (1)
☐ 2013 (2)
☐ 2014 (3)
☐ 2015 (4)
☐ 2016 (5)

11. Please indicate below the college that included your major.

- ☐ College of Agriculture and Life Sciences (1)
☐ College of Architecture and Urban Studies (2)
☐ Pamplin College of Business (3)
☐ College of Engineering (4)
☐ College of Liberal Arts and Human Sciences (5)
☐ College of Natural Resources and Environment (6)
☐ College of Science (7)

12. Please type below your specific major(s) and the corresponding department. If you had a double major please include it here also.

13. For demographic purposes, with what gender do you currently identify?

- ☐ Male (1)
- ☐ Female (2)
- ☐ Additional identity (Please specify): (3) _____
- ☐ Decline to state (4)

Thank you very much for taking the time to complete this survey. Your responses are appreciated. If you are interested in offering more feedback or participating in future promotional surveys or events, please contact Dr. Susan Clark at sfclark@vt.edu or 540-231-8768

COMMUNITY PARTNER SELF-ASSESSMENT

Potential Venue for Assessment - Written via email, interview at Community Partner site, or at an end of semester/end of year community partner meal/discussion). Each course may want to adapt the questions.

1. Provided sufficient site hours for students to fulfill service learning hours **Yes / No**
2. Offered meaningful guidance for service learning throughout the semester for students at the site engaged in service learning **Yes / No**
3. Engaged in discussion with students around course material **Yes / No**
4. Offered skill training **Yes / No**
5. Open to conversation about role of site to larger civic agriculture conversation **Yes / No**
6. Found the student involvement helpful/useful/meaningful (rate from 1 to 5, one being insignificant/unhelpful and 5 being very meaningful/helpful)

Comments

Meaningful service learning (guidance offered, teaching moment, student awareness....)

High point

Low point

Course/Civic Ag/Food System Material Discussion

Best or favorite Teaching/Learning moment

Skills learned/skills taught

The minor's objectives are about fostering civic agriculture and food systems knowledge not training farmers, that said, what are the most useful/interesting skills you felt the students took away from the experience at your site?

Appendices

85 – [Appendix A] CAFS Taskforce Members

88 – [Appendix B] GTA Descriptions

92 – [Appendix C] Community Partner Liaison Position Description

93 – [Appendix D] Media Release Waiver

94 – [Appendix E] Service-Learning Outcomes in Action



[APPENDIX A] CAFS TASKFORCE MEMBERS

Collaborative Civic Agriculture and Food Systems Faculty

Jacob Barney, Assistant Professor of Invasive Plant Ecology in the Department of Plant Pathology, Physiology, and Weed Science. Jacob got his BS in chemistry from the University of Kentucky and his MS and PhD in weed science from Cornell University, followed by a postdoc at University of California Davis. Jacob conducts research on the biology, ecology, and management of weeds and invasive plants.

Susan Clark, Associate Professor in the Department of Horticulture, Director of the Civic Agriculture and Food Systems (CAFS) minor and Adjunct Faculty in the Department of Human Nutrition, Foods and Exercise. She earned her B.S. and PhD in Human Nutrition and Foods from VA Tech and M.S. in Clinical Nutrition from the University of Kentucky. Currently her teaching, outreach, and research scholarship are interrelated around civic and sustainable agriculture, food systems, and community development practice. She collaboratively teaches in three CAFS courses: Introduction to Civic Agriculture, Concepts in Community Food Systems, the Capstone in CAFS, and engages in CAFS curriculum development and administration. She has also led study abroad trips and alternative spring breaks in partnership with Heifer International. Within Horticulture she teaches the senior seminar course. Her research interests intertwine with outreach as project director of the NIFA funded Appalachian Foodshed Project which is using a foodshed concept to address issues of community food security in West Virginia and the Appalachian regions of North Carolina and Virginia.

Alex Hessler, Instructor in the Department of Horticulture, where he teaches a course on organic vegetable production. He also directs the Sustainable Food and Farming Systems Project, a collaboration between the Department of Horticulture and VT Dining Services to promote experiential education in food and agriculture

through a six-acre campus vegetable garden. The garden, located at Kentland Research Farm, grows a diversity of fruits and vegetables that are served in campus dining halls. He is interested in field-based approaches to teaching practical vegetable crop production skills, including student farms, apprenticeships, and incubator farm programs. He has an M.S. in horticulture from the University of Kentucky, and a B.S. in resource conservation from the University of Montana. Past research projects have focused on novel strategies for reduced tillage, cover cropping, and mechanization in small-scale vegetable production systems.

Kim Niewolny, Assistant Professor in Agricultural Leadership and Community Education. Her teaching, extension, and research activities are highly integrated and center on the role adult and community education plays in historical and emerging agricultural and community development with a specific focus on “civic agriculture” and community-based food systems within the frameworks of the land-grant system and civil society, and the interactions between the two. Her scholarship emphasizes asset-based community development; Action Research/Community-based Participatory Research; and social change theories through sociocultural, transformative, and social movement learning frameworks. Current funded initiatives center on beginning farmer training and program development, community food security, and farm-to-school program development. Kim serves as the Director of the Virginia Beginning Farmer and Rancher Coalition Program (VBFRCPP), a state-wide coalition-based Extension program that aims to improve opportunities for viable farm start-up and sustainability. Additionally, she is a co-director of the USDA AFRI funded Appalachian Foodshed Project (AFP), a multi-state initiative focusing on enhancing community food security in the Appalachian regions of Virginia, North Carolina, and West Virginia. In addition to teaching graduate courses in community development, adult

education, and food systems, Kim teaches within the Civic Agriculture and Food Systems (CAFS) minor where teaching and learning practices are rooted in experiential and service learning.

Megan O'Rourke, Assistant Professor, sustainable food production in the Department of Horticulture at Virginia Tech. Her research examines the environmental and societal impacts of different types of food systems. Specific research interests include links between agriculture and climate change, ecological pest management, genetically modified crops, the emerging local food movement, and agricultural policy impacts. She has international and policy experience working with the Department of Agriculture's Foreign Agricultural Service as the organization's climate change advisor, and has also worked as a Foreign Service officer for the U.S. Agency for International Development in Cambodia on food security and environment programs. Dr. O'Rourke holds a PhD from Cornell University in Agricultural Ecology and an MS from Iowa State University in Entomology.

Hannah Scherer, Research Assistant Professor in the Department of Agricultural and Extension Education since 2011. Her primary research and teaching interests focus on preparing agriculture teachers to incorporate STEM concepts and inquiry-based instruction into their programs. Dr. Scherer has a doctorate in the field of geology and has science teaching experience at both the secondary and postsecondary levels.

Elena Serrano focuses her Extension and research efforts on addressing childhood obesity through a variety of programs and policies, specifically focusing on under-served, food insecure children and families. She directs numerous local and statewide initiatives, including: efforts to promote affordable and convenient access to families with young children to nutritious, fresh foods (i.e. farmers markets, food delivery programs, farm-to-fork, etc.); the delivery and evaluation of Cooperative Extension childhood obesity programs, such as Healthy Weights for Healthy Kids; school-and institution-based initiatives to

encourage healthy eating and the reduction of food waste; and the Fit Kids menu initiative aimed at promoting healthier options within children's meals. She brings nearly 20 years of experience with community-based programs to the minor.

Cynthia Maxson Wood, Associate Professor in the Department of Animal and Poultry Sciences. She earned her BS in Animal Science from the University of Florida, an MS in Nutrition from Mississippi State University, and her PhD in Animal Breeding from Iowa State University. In the major, she teaches the introductory course in Animal and Poultry Sciences (lecture and lab) as well as the senior level Swine Production course, advises undergraduates, and supervises students doing individual capstone experiences. She also developed and teaches a general education course on agriculture, the arts, and society, and teaches the animal section of Principles of Ecological Agriculture. She has also led study abroad programs to the British Isles and Senegal.

Jennifer Helms, PhD from the Department of Agricultural Leadership and Community Education at VA Tech. She served as the graduate assistant for the Civic Agriculture and Food Systems minor (2012- 2014) while in graduate school at Virginia Tech. Jennifer designed and implemented the program evaluation plan for the CAFS minor and also collaborated in the development of the resource guide. Jennifer was a high school agriculture educator for 7 years in Georgia before returning to graduate school. Her educational background is in Horticulture and Agriculture Education from the University of Georgia. Currently, she is Project Coordinator for the Food, Fun and Families Project aimed at promoting healthy eating and positive parenting skills among low-income mothers of preschool aged youth within Virginia EFNEP and SNAP-Ed programs.

Jenny Schwanke, Hale Y Community Garden Coordinator and CAFS Community Partner Liaison. At Hale Y garden she coordinates gardening and international programs. Before

coming to the Y, Jenny directed the Blacksburg Farmers Market, taught primary school and college level first year English composition classes, and worked as a field and lab technician for the former Agronomy, Agricultural Engineering and Chemical Engineering departments as Virginia Tech. Her education background is in biochemistry and English literature. She serves as the Community Partner Liaison for the minor.

Pete Ziegler, research assistant professor for Resident Instruction in the College of Agriculture and Life Sciences, an epidemiologist, and Project Associate with the Appalachian Foodshed Project. He is also Director, CALS Academic Director for the Morrill living-learning community designed to engage incoming undergraduate students around the challenges of sustainability with a focus on agriculture, health and the environment. His research interests include risk assessments involving human, animal and environmental health.

Tom Kuhar, vegetable entomology specialist in the Department of Entomology at Virginia Tech. He is also closely affiliated with the Virginia Tech Eastern Shore Agricultural Research and Extension Center in Painter, VA. His research interests include the biology and control of arthropod pests to develop and deliver useful pest management information to agricultural clientele and the scientific community. The overall goal of his research program is to develop, evaluate, and help implement sound integrated pest management practices on vegetable crops, which can enhance the profitability and sustainability of vegetable production in Virginia, as well as improve food and environmental quality by minimizing the use of toxic pesticides. Dr. Kuhar has been involved with the minor since its beginnings and works with the teaching team of the ALS 3404, Ecological Agriculture course.

Ozzie Abaye, as an alternative crop specialist, Dr. Ozzie Abaye has worked with commodities such as cotton, durum wheat, forage species, sorghum, and lupine. Environmental concerns and global climate change are creating demand for crops that

are drought tolerant and perform well under low inputs. From 2000 to 2010 she worked on various alternative forage species that would fill production gaps created by the low productivity of cool-season grasses during hot weather and water shortages. In 2007, which was one of the driest years on record in Virginia, many cattle producers were forced to buy supplemental feed or sell stock early, which greatly diminished any hope of profitability. To reduce this risk, producers can diversify their pastures with more heat- and drought-tolerant species. Teff (*Eragrostis tef*) is such a species that is area of her current research.

Steve Hodges, Dr. Steve Hodges' research program centers on the benefits and services society derives from managed ecosystems, and how past, present, and future decisions, especially those dealing with land change, affect the supply of those services. In addition to understanding the biophysical properties and constraints and developing improved good practices for managed ecosystems, he is very interested in the application of systems thinking/ systems dynamics modeling to holistically understanding the complex, and often chaotic, systems through collaborative stakeholder driven processes, with an ultimate goal of improving their social, environmental, and economic functioning through well reasoned policy and practice interventions. Dr. Hodges has been working with the Ecological Agriculture course as a member of the teaching team and a member of the taskforce for the minor.

Rial Tombes, Sustainability Coordinator for Virginia Tech's Dining Services. Ms. Tombes is also a graduate of the CAFS minor and was awarded the prestigious Aspire! Award for Ut Prosim in 2012. While an undergraduate in Environmental Policy and Planning, she organized an on-campus farmers market, was active in the Sustainable Food Corps and the Environmental Coalition, and was a student liaison the Kentland Farms dining services garden. Ms. Tombes continues her involvement with the CAFS taskforce as a community partner and an alumni informant.

[APPENDIX B] GTA DESCRIPTIONS

Civic Agriculture & Food Systems Minor Graduate Teaching Assistant (GTA) Guidelines and Responsibilities



The Civic Agriculture and Food Systems (CAFS) minor embodies a commitment to developing and strengthening an economically, environmentally, and socially sustainable agriculture and food systems through building community capacity, using local resources, and serving local markets and citizens. It is designed to promote academic enhancement, personal growth, and civic engagement while strengthening student's capacity to learn about civic agriculture and food systems through the practice of reflection and experiential learning to solve "real-world" problems. The CAFS minor provides students with knowledge and skills to identify, examine, apply, and integrate agriculture and food system sustainability philosophies and activities into personal and professional practice.

The curriculum is designed around the following core values:

- Food security/sovereignty
- Civic engagement/democratic participation
- Strong local economies
- Ecological stewardship
- Healthy people/communities
- Collaborative teaching and experiential learning

CAFS Website: www.cals.vt.edu/prospective/majors/civic-ag-minor/



Civic Agriculture Website

CAFS Graduate Teaching Assistant (GTA) Candidate Requirements:

1. To be considered for the GTA student needs to be accepted into the Graduate School. Preference will be given to those students enrolled in those CALS departments represented by the CAFS minor.
2. The student's plan of study and research correlates with the programmatic goals, core values and student learning objectives of the CAFS Minor.
3. It is highly desired that the applicant have established involvement within the community food system working either with student or community organizations.

Description: (ALS 2204 and ALS 4204)

The Graduate Teaching Assistant (GTA) position is a College of Agriculture and Life Sciences CAFS minor. The GTA will work in collaboration with the CAFS task-force and will serve as GTA for ALS 2204 (fall) & ALS 4204 (spring).

Specific Responsibilities:

- Collaborates with teaching teams for ALS 2204 & ALS 4204: duties include attending weekly teaching team meetings, assisting with development of course design and syllabus, assisting with class activities and grading.
- Involved in the planning and scholarship of the CAFS minor.
- Participates in outreach activities at VT; assist CAFS students as needed with VT Engage Showcase and other venues when appropriate
- Serves as graduate representative to the CAFS Taskforce: duties include attending monthly meetings and recording meeting minutes (shared responsibilities with other GTA)
- Collaborates with Community Partner liaison
- Participates in professional scholarship of minor and other professional development opportunities as appropriate
- Facilitate/Co-facilitate Alternative Spring Break as needed: Heifer International Experience

Contact: Please email resume and cover letter with a description of why you are interested and qualified for the GTA position to Dr. Susan Clark (sfclark@vt.edu). *Updated August 2014*

Civic Agriculture & Food Systems Minor Graduate Teaching Assistant (GTA) Guidelines and Responsibilities

The Civic Agriculture and Food Systems (CAFS) minor embodies a commitment to developing and strengthening an economically, environmentally, and socially sustainable agriculture and food systems through building community capacity, using local resources, and serving local markets and citizens. It is designed to promote academic enhancement, personal growth, and civic engagement while strengthening student's capacity to learn about civic agriculture and food systems through the practice of reflection and experiential learning to solve "real-world" problems. The CAFS minor provides students with knowledge and skills to identify, examine, apply, and integrate agriculture and food system sustainability philosophies and activities into personal and professional practice.



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CAFS Graduate Teaching Assistant (GTA) Candidate Requirements:

1. To be considered for the GTA student needs to be accepted into the Graduate School. Preference will be given to those students enrolled in those CALS departments represented by the CAFS minor.
2. The student's plan of study and research correlates with the programmatic goals, core values and student learning objectives of the CAFS Minor.
3. It is highly desired that the applicant have established involvement within the community food system working either with student or community organizations.

Description: (ALS 3404 & ALS 4214; Alternative Spring Break)

The Graduate Teaching Assistant (GTA) position is a College of Agriculture and Life Sciences CAFS minor. The GTA will work in collaboration with the CAFS taskforce and will serve as GTA for ALS 3404 (fall); 4214 Capstone follow-up and Alternative Spring Break experience (spring).

Specific Responsibilities:

- Collaborates with teaching teams for ALS 3404: duties include attending weekly teaching team meetings, assisting with development of course design and syllabus, assisting with class activities and grading.
- Involved in the planning and scholarship of the CAFS minor.
- Serves as support role for Capstone Projects as needed
- Participates in outreach activities at VT: VT Engage Showcase and other venues as appropriate
- Serves as graduate representative to the CAFS Taskforce: duties include attending monthly meetings and recording meeting minutes (shared responsibilities with other GTA)
- Collaborates with Community Partner liaison
- Participates in professional scholarship of minor and other professional development opportunities as appropriate (specific to 3404, ASB, Capstone projects)
- Facilitates Alternative Spring Break: Heifer International Educational Ranch Experience

Contact: Please email resume and cover letter with a description of why you are interested and qualified for the GTA position to Dr. Susan Clark (sfclark@vt.edu). *Updated August 2014*

[APPENDIX C] COMMUNITY PARTNER LIAISON POSITION DESCRIPTION

Community Partner Liason Job Description

The Civic Agriculture and Food Systems (CAFS) minor community partner liaison (CPL) collaborates with all of the community partners, students, and faculty involved with CAFS program overseeing the progress of students in their fieldwork and maintaining relationships between the community and university.

Also the CPL plans service-learning experiences at the Hale Y Garden site for students interested in community gardens who want to experience a unique venue for civic agriculture and education.

And overall, the CPL fosters a scholarship of engagement through meaningful and mutually beneficial service learning experiences and helps build strong foundations and increased capacity in the relationships between student, university and the minor.

Key Responsibilities

1. Participate in CAFS taskforce meetings
2. Communication with partners throughout academic year
3. Organize community partners throughout academic year
4. Recruit new partners as needed
5. Assist students identify good fit with partners
6. Verify student involvement with partners, follow through with CP assessment of student and vice partners
7. Coordinate with the three required courses leading up to the capstone to insure fieldwork requirements are understood, introduce students to requirements and best practices
8. Attend planning meetings and class as desired by rest of teaching team
9. Advocate for the community-partners

Job Duties

1. Actively plan and evaluate with CAFS team
2. Organize and collaborate with Community Partners to build strong relationships between partners and the minor
3. Help Students get the most from the field work to community development process by participating in class planning and class time of the CAFS courses leading to the culminating capstone.
4. Promote the CAFS minor among potential community partners and beyond to develop and improved programmatic opportunities and assessment of community work and relationships.

Revised April 18, 2014

[APPENDIX D] MEDIA RELEASE WAIVER

College of Agriculture and Life Sciences

Media Release Statement

The Virginia Polytechnic Institute and State University/College of Agriculture and Life Sciences (CALS) periodically uses electronic and traditional media (e.g., photographs, video, audio footage, testimonials) for publicity and educational purposes. By my signature on this form, I acknowledge receipt of this document and give permission to the College of Agriculture and Life Sciences and its designee to use such reproductions for educational and publicity purposes in perpetuity without further consideration from me.

I understand that I will need to notify Virginia Tech/College of Agriculture and Life Sciences if any changes to my situation occur that will impact this media release permission.

I have read the above release and am aware of its contents.

Signature

Date

Printed Name

Address

Signature of Parent or Guardian (if under 18) - I am the guardian of the minor named above and hereby agree that we will be bound by this release.

Signature

Date

[APPENDIX E] SERVICE-LEARNING OUTCOMES IN ACTION

Capstone Projects: Community Action Projects Examples



Community Action Projects (CAP)

ALS 4214 Capstone in Civic Agriculture and Food Systems

2012 - 2014

2014 Community Action Projects (CAP) ALS 4214 Capstone: CAFS



KILEY PETENCIN, *The Heart of Health: Therapy Through Agriculture*
Major: Human Nutrition, Foods and Exercise

Community Partner: Katie's Place

Video: www.youtube.com/watch?v=JLi9EiLQ-mw&feature=youtu.be



CARRIE BALES, *Community Compost: Bringing Beauty, Education, and Health to the Hale YMCA Community Garden*
Major: Agricultural and Extension Education

Community Partner: Hale YMCA Community Garden

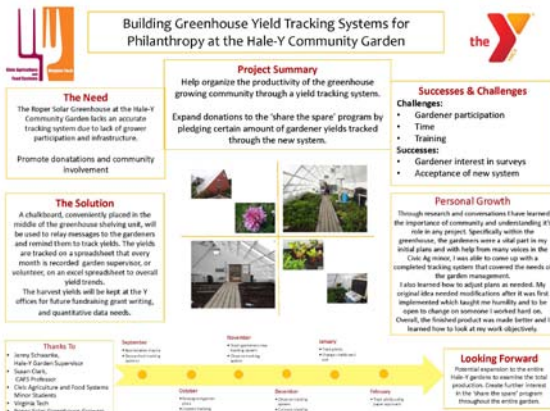
Video: www.youtube.com/watch?v=Z0P0tX8pPNo



STEPHANIE MYRICK, *Breaking Classroom Walls: Creating a Short-term Winter or Spring Break Experiential Trip Guides and Syllabus*
Major: Agricultural and Applied Economics

Community Partner: Heifer International

Video: www.youtube.com/watch?v=P_hd1jqvpuBA&feature=youtu.be



CHELSEA MACCORMACK, *Building Greenhouse Yield Tracking Systems for Philanthropy at the Hale-Y Community Garden*
Major: Agribusiness

Community Partner: Hale YMCA Community Garden

Video: www.youtube.com/watch?v=cmUbak2tim0



AMY MILSTEAD and GRACE MCGUIRK, *Learn, Grow, Thrive!*
Major: Human Nutrition, Foods and Exercise

Community Partner: Head Start, Pearisburg, VA
Video: www.youtube.com/watch?v=jSX-RO1kIr4



ANNA ISSEROW, *Campus Civic Engagement; Local Food Dialogue*
Major: Environmental Policy and Planning; Political Science

Community Partner: VA Tech Dining Services
Video: youtu.be/Ig3tZymOhM4

Other ALS 4214 Capstone Projects (2014)

DANA HOGG, Gardener Grants- Moving towards Financial Sustainability using Small Grant Funding

Major: Agricultural Sciences Community

Community Partner: Hale YMCA Community Garden

Video: www.youtube.com/watch?v=wIAiYSb_8FA&feature=youtu.be

AMANDA KARSTETTER, Information Dissemination Stations at the Hale-Y Community Gardens

Major: Geography

Community Partner: Hale YMCA Community Garden

Video: www.youtube.com/watch?v=Tpiqa6_ioFU

MACKENZIE MOORE, Nature's Bounty- Designing a forest garden at the Hale-Y Community Garden

Major: Sociology

Community Partner: Hale YMCA Community Garden

Video: www.youtube.com/watch?v=3ZiKaftG1LA&feature=youtube_gdata



2013 Community Action Projects (CAP) ALS 4214 Capstone: CAFS

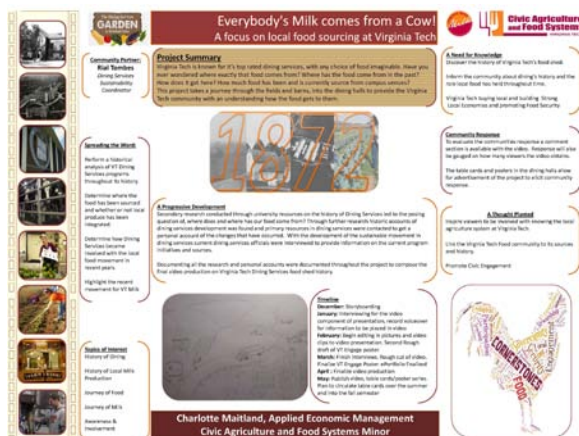


LAINA SCHNEIDER, *Hale-Y Community Cookstove*

Major: Crops Soils and Environmental Science

Community Partner: Hale YMCA Community Garden

Video: www.youtube.com/watch?v=NwukB35_Ip0



CHARLOTTE MAITLAND, *Everybody's Milk Comes from a Cow! A focus on local food sourcing at VA Tech*

Major: Agricultural and Applied Economics

Community Partner: VA Tech Dining Services

Video: www.youtube.com/watch?v=rZwJsZhUQPA&feature=youtu.be

Project Video: www.youtube.com/watch?v=kfdJ-Osu3mQ&feature=youtu.be



JEREMY ROMMEL, *Building the Foodshed Capacity at the Student Garden at Smithfield*

Major: Environmental Policy and Planning

Community Partner: Student Garden at Smithfield Plantation

Video: www.youtube.com/watch?v=Ux7TqD4sk5U&feature=youtu.be



The Chicken Project @ Camp Roanoke

In conjunction with:
Civic Agriculture & Food Systems Minor + Camp Roanoke + Johnson Electric + Lowe's



Project Summary:
The chicken coop was designed to inspire youth to become passionate about the changing environment and to develop an ecological understanding of the methods of agriculture and its relationship to humans, wildlife, plants and the natural world.

Background:
The project began as a small experiential garden at Camp Roanoke in Salem, Virginia in the spring of 2012 and a chicken coop was built in the spring of 2013. The project is a component of Camp Roanoke's Environmental Education Program. The chickens themselves will be studied in outdoor lessons and their litter used as garden fertilizer.

Objectives:

1. To conceptualize a CAFE minor Community action project with Camp Roanoke that fosters ecological stewardship
2. To construct the coop and create a platform for continued growth in Camp Roanoke's educational programming.

Timeline: March 2013–Summer 2013

Opportunities:

- Fun, interactive, educational activities designed around chickens and their agricultural benefits.
- Campers will have the opportunity to collect eggs, interact with animals, and learn about sustainable energy exchange.
- Children share in a knowledge of ecological stewardship and civic engagement at an early age.
- Camp Roanoke plans to make this the site of their new outdoor learning classroom. This is simply the first step in a sustainability-focused program that will evolve over the coming years into a community-based, educationally-centered demonstration of the relationship between animal husbandry and small scale gardening.



Erin Johnson

ERIN JOHNSON, *The Chicken Project at Camp Roanoke*

Major: Humanities, Science, and Environment

Community Partner: Camp Roanoke

Video: [docs.google.com/a/vt.edu/](https://docs.google.com/a/vt.edu/file/d/0B-syJoigZcqOaWYwRUNRSUVBeTg/edit?pli)

[file/d/0B-syJoigZcqOaWYwRUNRSUVBeTg/edit?pli](https://docs.google.com/a/vt.edu/file/d/0B-syJoigZcqOaWYwRUNRSUVBeTg/edit?pli)



Head Start Gardens Grow Healthy Minds and Food

A Community Action Project by Sarah Abbott
Civic Agriculture and Food Systems Minor at Virginia Tech
Community Partner: Head Start
Spring 2013



Project Background
School gardens are an increasingly utilized method of connecting students with the natural world through hands-on learning experiences. Through gardening, a number of age-appropriate to a great variety of needs, including farm literacy, environmental education, and how food is grown. Gardening also promotes physical activity, an issue of critical importance as national childhood obesity rates are on the rise.

Head Start is a federal premarital program for 3-5 year-old children from low-income families. In Fall 2012, the Head Start school in Pearisburg, VA, partnered with the Civic Agriculture and Food Systems (CAFS) minor at Virginia Tech to develop a school garden that would provide experiential learning opportunities for the children at Head Start as well as students in the minor. Thanks to a grant to the Honors Residential Community at Virginia Tech in 2011, the Pearisburg Head Start has several garden boxes in the schoolyard and administrators were interested in using the garden boxes as an educational tool.

Methods
A sequence of six garden lessons is being taught on Friday mornings in April-May 2013 at the Head Start school in Pearisburg, VA. The Head Start students helped plant seedlings in the garden boxes as part of the lessons, and will be provided in that area for the rest of the school year. The project obtained gardening and lesson supplies through a grant obtained by the CAFS minor, as well as donations from the Honors Residential Community at Virginia Tech.

Impacts of School Gardens

- Child:** Improve food systems literacy, Increase nutritional intake, Encourage physical activity
- Community:** Social interaction, Improve quality of life, Foster community pride
- Parent/Family:** Increase involvement, Food systems literacy

Measures of Success
Weekly student journal responses, Post-survey by teachers

Project Challenges
Garden maintenance during summer, Effective communication between partners, Ensuring project continuity

The Head Start School Garden...
...encourages ecological stewardship by connecting children with the earth, promotes food security and food sovereignty by growing fresh produce for the school and community, develops healthy people and communities through nutrition advocacy and promotion of physical activity, integrates collaborative teaching and experiential learning through hands-on immersion experiences and partnership between Head Start and the CAFS minor.



SARAH ABBOTT, *HeadStart Gardens Grow Healthy Minds & Food*

Major: Human Nutrition, Foods and Exercise

Community Partner: Head Start, Pearisburg, VA

Video: www.youtube.com/watch?v=aAqN8icU

2012 Community Action Projects (CAP) ALS 4214 Capstone: CAFS



CHELSEA GRAVES and CAITLYN MILLER,
*Blooms, Bees, and Beneficials: Farmscaping the
Hale Y Community Garden*

Community Partner: Hale YMCA Community Garden



JEREMY MAUCK, *Grape Expectations: Grape Growing and Community Building with Rolling Fork Farm*

Community Partner: Rolling Fork Farm



LAUREL HEILE, *Edible Demonstration Garden*

Major: Landscape Architecture

Community Partner: Hale YMCA Community Garden and Smithfield Student Garden

Published March 2015