

**Certified Crop Adviser
Continuing Education Standards**

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Standards Document for Continuing Education

Educational Areas

Foreward

To become a Certified Crop Adviser (CCA), one must pass exams, have 2 to 4 years of advising experience with farmer/grower clients, be supported by letters of recommendation, and sign a code of ethics.

The minimum competency exams stress knowledge and skills in: Nutrient Management, Soil and Water Management, Pest Management, and Crop Management. The Performance Objectives documents outline competencies and objectives for these subject matter areas. After demonstrating minimum competence by passing the exams the CCA maintains certification status by attaining a minimum number of Continuing Education Units (CEUs) during each two-year certification cycle.

This document has been developed to 1) provide standards for continuing education program development and 2) to allow CCAs to be more involved by defining continuing education direction. This document achieves the former by outlining the **educational areas**, their **scope** and **subject matter** for course development by vendors producing continuing education programs. This document achieves the latter by engaging the entire CCA structure and CCAs in particular to define subject matter that best represents new knowledge and learning needs among CCAs.

The Performance Objectives documents defined the minimum skills and knowledge necessary to become a CCA. This Continuing Education document outlines the subject matter and "leading edge" learning needs of agricultural professionals. These are the additional educational areas that CCAs will find useful in building upon their competencies demonstrated when they passed the certification exams. This document will guide educators in program development, and CCAs in deciding which programs are appropriate for their continuing education needs. The document will also be used to help determine if continuing education programs are appropriate for awarding CEUs by local boards. The examples following are not to be considered as limitations for continuing education, but as the first step in a move toward more in-depth, advanced and forthcoming topics.

Every educational program or self-study course submitted for CEU credit should use this document to reference the **educational area**, **subject matter**, and when available, but not limited to, the **examples of continuing education** that best define the scope of the continuing education program.

Introduction:

The continuing education program of the Certified Crop Adviser (CCA) program provides learning opportunities for CCAs to improve their knowledge and skills as crop advisers. Educational programs can be offered by individuals with appropriate credentials, and may be submitted for Continuing Education Unit (CEU) review and course assignment to the local (state/province/region) board where the meeting is held or if online, where the vendor is located. For meetings being held outside the US and Canada, the application may be sent to the International CCA board's Madison office.

In order to maintain certification status, a CCA must complete at least 40 CEUs (50 CEUs for Certified Professional Agronomist (CPAg)) in a two-year cycle with a minimum of 5 CEUs in each of the 4 categories of Nutrient Management, Soil and Water Management, Pest Management, and Crop Management and at least 20 of the 40 total CEUs must be Board Approved. In addition, CEUs may be attained in the Professional Development category although this category has no minimum or maximum credit requirement for the CCA. For the CPAg additional CEUs are required - 5 in Professional Development and 5 in Professional Service with an optional category of Professional Study with no minimum.

Types of CEUs:

1. Board Approved – an educational event (professional meetings, field days, workshops, seminars, college/university courses, live - online programs like webinars, etc.) or materials (written articles, videos, CD-ROM, computer based, online programs that are not live) that have been reviewed by a CCA Board and approved for CCA CEUs. The event or materials will be assigned a CCA CEU tracking number by the appropriate office.
 - a. Meetings or live events must have a way to track attendance and report the attendance to the ICCA office in Madison, WI.
 - b. Self Study – materials or programs that are not live/real time but can be completed at the student's leisure must contain a quiz. See the instructions contained in the CCA Program Policy and Procedures Manual for more details. There is a maximum of 20 self study CEUs per two-year cycle a CCA may earn as self study.
2. Self Reported – same types of educational events as described under Board Approved excluding self study but the event vendor did not submit it to a local CCA Board for review. A CCA may “self report” the event as CEUs by using the CEU self reporting form found on the web site. The local CCA Board will randomly audit self reported CEUs to ensure quality.
3. Self Directed (study) - are not accepted by the CCA Program at this time. Self developed, no instructor or developer involved in the event or materials, the CCA does all of it on their own with no tracking mechanism or quiz.

A CCA is bound by the CCA Code of Ethics. The Code of Ethics follows this page as a point of information.

CODE OF ETHICS

All individuals certified under the ICCA program must subscribe to the ICCA Code of Ethics. The ICCA Standards & Ethics Committee periodically reviews the current Code of Ethics.

Article I. Preamble

1. The privilege of professional practice imposes obligations of responsibility as well as professional knowledge. The ICCA program certifies the credentials of individuals through state/provincial certification boards.
2. The ICCA program will award the title of Certified to individuals who meet the experience, testing requirements and the continuing education requirements of the International Certified Crop Adviser (ICCA) Program. The ICCA program does not require college level education. A college education will substitute for part of the ICCA work experience requirement as provided for in the ICCA guidelines.
3. Certified Crop Advisers (hereafter called Registrants), at the request of a client or employer, must disclose the information used to gain certification. Registrants who knowingly misrepresent their credentials will face disciplinary action.

Article II. Relation of Professional to the Public

1. An Applicant shall avoid and discourage sensational, exaggerated, or unwarranted statements that might induce participation in unsound enterprises.
2. An Applicant shall not give professional opinion, or make recommendation, without being as thoroughly informed as might reasonably be expected considering the purpose for which the opinion or recommendation is desired; and the degree of completeness of information upon which it is based should be clear.
3. An Applicant shall not issue a false statement or false information even if directed to do so by employer or client.

Article III. Relation of Professional to Employer and Client

1. An Applicant shall protect, to the fullest extent possible, the interest of the employer or client insofar as such interest is consistent with the law and professional obligations and ethics.
2. An Applicant who finds that obligations to the employer or client conflict with their professional obligation or ethics should work to have such objectionable conditions corrected.
3. An Applicant shall not use, directly or indirectly, employer or client's information in any way that would violate their confidentiality.
4. An Applicant shall not divulge information given in confidence.
5. An Applicant retained by one client shall not accept with the client's written consent, an engagement by another if the interests of the two are in any matter conflicting.
6. An Applicant who has made an investigation for any employer or client shall not seek to profit economically from the information gained, unless written permission to do so is granted, or until it is clear that there can no longer be a conflict of interest with the original employer or client.
7. An Applicant shall engage, or advise employer or client to engage and cooperate with other experts and specialists.
8. An Applicant protects the interest of a client by recommending only products or services that are in the best interest of the client and public.
9. An Applicant protects his/her credibility by disclosing to clients how he/she will be compensated for providing recommendations to the client.

Article IV. Relation of Professionals to Each Other

1. An Applicant shall not falsely or maliciously attempt to injure the reputation of another.
2. An Applicant shall freely give credit for work done by others, to who the credit is due, and shall refrain from plagiarism of oral and written communications and shall not knowingly accept credit rightfully due another person.
3. An Applicant shall not use the advantage of public employment (e.g. university, government) to compete unfairly with other certified professions.
4. An Applicant shall endeavor to cooperate with others in the profession and encourage the ethical dissemination of technical knowledge.

Article V. Duty to the Profession

1. An Applicant shall aid in exclusion from certification, those who have not followed this Code of Ethics or who do not have the required education and experience.
2. An Applicant shall uphold this Code of Ethics by precept and example and encourage, by counsel and advice, other Registrants to do the same.
3. An Applicant having positive knowledge of deviation from this Code by another Registrant shall bring such deviation to the attention of the Registrant's local board.

| Approved by International CCA Board of Directors/ARCPACS/ASA,
July 1997

I have read the Certified Crop Adviser Code of Ethics and agree to adhere to this code.

Print Name _____

Signature _____ Date _____

Educational Area: Nutrient Management

Scope:

Nutrient management is an integral part of all crop production systems. It is important for the CCA to make recommendations that meet crop nutrient requirements, compliment the grower's management practices, and minimize adverse effects on the environment.

Nutrient Management Subject Matter Areas

1. Soil fertility

Examples of Continuing Education

- a. Soil sampling procedures
- b. Soil testing components, uses, and applications to cropping systems
- c. Analysis, interpretation and uses of soil testing data
- d. Designing, conducting, and interpreting results of experimental trials
- e. Soil pH management in cropping systems
- f. Nutrient management in cropping systems
- g. Role and fate of nonessential elements in cropping systems

2. Plant nutrition

Examples of Continuing Education

- a. Nutrient uptake from soil, air, and water
- b. Nutrient mobility within plants
- c. Evaluating crop nutrient status
- d. Nutrient deficiencies, sufficiency levels, luxury consumption, and toxicities
- e. Tissue sampling and testing
- f. Nutrient management planning
- g. Nutrient management for environmental concerns
- h. Using environmental assessment tools in nutrient management

3. Integrating nutrient management between crop and animal systems

- a. Use, testing, and availability of livestock manures
- b. Nutrition systems and how it affects manure values

4. Compliance with government regulations and programs

Examples of Continuing Education

- a. Water quality
- b. Environmental issues
- c. Conservation programs

5. Economic considerations for nutrient management planning

Examples of Continuing Education

6. Security and safety in sales, storage and handling of nutrients

7. Nutrient sources

Examples of Continuing Education

- a. Commercial products
- b. Organic materials, biosolids
- c. Industrial byproducts

- d. Enhanced efficiency products

8. Nutrient application and placement systems
Examples of Continuing Education

- a. Variable-rate technology
- b. Uniform-rate technology
- c. Field application methods
- d. Fertigation
- e. Advances in equipment technology
- f. Calibration methods
- g. Remote sensing

9. Nutrient management in organic production
Examples of Continuing Education

- a. Plant nutrient-pest interactions in organic systems
- b. Plant nutrient-pesticide interactions in organic systems
- c. Nutrients from organic sources

**Educational Area:
Soil and Water Management**

Scope:

Soil and water management is an integral part of nutrient management, pest management and crop management. Soil properties, site characteristics, and soil and water movement affect nutrients and pesticides in the environment. Also, they influence crop management and tillage practices needed for economic crop production and environmental protection. The CCA should be able to examine plants and soils in the field, and with the aid of additional information, make effective crop management decisions.

Soil and Water Management Subject Matter Areas:

- 1. Effect of physical, chemical and biological properties of soils on management practices**
- 2. Manage soil and water quality in the environment**
Examples of Continuing Education
 - a. Soil biological considerations
 - b. Soil erosion control
 - c. Water, nutrient, pesticide and other chemical movement off-site
 - d. Source and fate of potential pollutants
 - e. Effects of tillage on soil and water quality
 - f. Phosphorus index
 - g. Soil leaching
- 3. Characterization of soils and landscapes**
Examples of Continuing Education
 - a. Obtaining and using information sources to characterize soils and landscapes
 - b. Applying soil and landscape information to management systems
- 4. Governmental and agency air and water-quality standards and regulations**
 - a. Application set backs
 - b. Water shed management
 - c. Applying hydrologic information
- 5. Managing soil-plant-water relationships**
- 6. Applying land-use capability and soil productivity information**
- 7. Water management**
Examples of Continuing Education
 - a. Aspects of irrigation management
 - b. Drainage systems, construction, and installations
 - c. Methods of moisture conservation
 - d. Tools for measuring and managing

8. Managing soil degradation

- a. Salinity
- b. Sodicity
- c. Organic matter losses
- d. Compaction
- e. Erosion

9. Agricultural ecosystems

- a. Carbon sequestration
- b. Water quality trading
- c. Carbon credit trading

Educational Area: Pest Management

Scope:

Pest Management is an ever-evolving science. New pesticides and other pest management technologies are discovered, developed, and registered annually. New pests are imported to North America, requiring new management methods that are both cost effective and environmentally friendly. The CCA needs to stay current with emerging management practices, new pesticide products, and current governmental regulations for their proper use.

Pest Management Subject Matter Areas:

1. Integrated pest management

Examples of Continuing Education

- a. Pesticide modes of action and pesticide interactions
- b. Proper use of crop protection products and label updates
- c. Emerging technologies for pest identification, survey, and damage estimates.
- d. Novel pest control agents and strategies
- e. Evaluating the reliability of pest management information sources, decision making tools, and internet resources
- f. Using crop, pesticide, and environmental information to make pest management recommendations
- g. Biology of pests
- h. Economics of pest control strategies
- i. Managing pest resistance
- j. Management of new and emerging pests or changes in pest biology
- k. Trap crops

2. Pest management decision-making skills

Examples of Continuing Education

- a. Applying research and principles of modeling and forecasting to pest management
- b. Understanding, conducting and interpreting results of experimental trails
- c. Evaluating climate and management factors in pest control systems
- d. Evaluating non-traditional pest control methods
- e. In-field evaluations and management of cropping and pest management systems

3. Application technologies in pest management

Examples of Continuing Education

- a. Calibration, application, and advances in application technologies
- b. Precision agriculture technologies

4. Pest management in other areas

Examples of Continuing Education

- a. Grazing and pasture/range management for pasture/range pest control
- b. Wildlife habitat management
- c. Home and garden pesticide use
- d. Turf and ornamental IPM
- e. Organic production
- f. Horticulture

5. Safety and environmental aspects of crop protectants

Examples of Continuing Education

- a. Environmental toxicology and signs and symptoms of exposure to toxins
- b. Pesticide use and food safety concerns
- c. Biosecurity in the agro-chemical industry
- d. Pesticide waste remediation
- e. Pesticide Safety, proper use, and label restrictions
- f. Effects of pesticide misuse on crops, wildlife and other non-target species or areas
- g. Wildlife as pests and methods of management

6. Emerging Pest Management

- a. Refugia management for biotechnology crops
- b. Segregation of herbicide tolerant or insect resistant crops
- c. Invasive species management
- d. Traits management
- e. Seed bank management
- f. Pest resistance
- g. Pest populations and species shifts
- h. Management of beneficials

Educational Area: Crop Management

Scope:

From new biotechnology applications to new organic standards, CCAs have a significant opportunity to lead the industry in proper adoption of new products and production systems. CCAs need to have a thorough understanding in evaluation and education on adoption of crops and cropping systems in order to provide sound advice.

Crop Management Subject Matter Areas:

1. Crop biology, biotechnology, physiology, and morphology

Examples of Continuing Education

- a. Uses of genomics, biotechnology, and transgenic technology in crop improvement
- b. Crop physiology in relation to crop management decision making
- c. Climate effects on production agriculture
- d. Effects of plant stresses on crop management and productivity
- e. Weather effects on crop management

2. Innovative and emerging crop management tools

Examples of Continuing Education

- a. Innovations in cropping systems management
- b. New technologies in sustainable agriculture
- c. Techniques to enhance seed germination and emergence
- d. Management techniques for producing identity preserved crops
- e. Use of precision agriculture technology
- f. Advances in harvest and storage technology
- g. To enhance change in techniques for crop growth, harvest, and storage
- h. Seed and crop quality

3. Crop management decision-making skills

Examples of Continuing Education

- a. Integrating soil, climate, and crop data in crop management systems
- b. Evaluating new or novel cropping systems
- c. Understanding and evaluation of crop management data
- d. Understanding statistics
- e. Designing, conducting and interpreting results of experimental trials
- f. Interpreting and applying precision agricultural data

4. Alternative cropping systems

Examples of Continuing Education

- a. Management techniques for row-crop, grain, forage, turf, organic, vegetable, horticulture, and pasture or range management production systems
- b. Producing crops for energy, fiber, or specifically engineered uses
- c. Agro-forestry production techniques
- d. Greenhouse production systems
- e. Emerging technologies in alternative production systems

5. Crop production equipment and use

Examples of Continuing Education

- a. Equipment innovations and modifications in crop production, harvesting, and storage
- b. Effects of tillage systems
- c. Precision agriculture equipment

6. Economic considerations

Examples of Continuing Education

- a. Government programs
- b. Crop budgeting
- c. Crop insurance programs
- d. Crop marketing and contracting plans
- e. Managing production risk
- f. Post-harvest crop quality

**Educational Area:
Professional Development**

Scope:

The pace of change and innovation in agriculture today is unprecedented and the demands being placed on CCAs have expanded to meet these challenges. It is brought on, in part, by growing environmental concerns, consumer demands, international trade and the use of science and communication technologies. In recognition of the multifaceted services required of CCAs, professional development is an important component of being an effective professional CCA.

Professional Development Subject Matter:

- 1. Applications of ethics to crop advising**
 - a. Understanding the code of ethics
 - b. Understanding the process for ethics complaints

- 2. Crop advising business and legal issues**

Examples of Continuing Education

 - a. Employment and business law
 - b. Errors and omissions insurance
 - c. Liability issues
 - d. Complaint handling

- 3. Technology applications to crop advising**

Examples of Continuing Education

 - a. Applications of computer technology and programs

- 4. Business applications**

Examples of Continuing Education

 - a. Business planning, budgeting, and financial analysis
 - b. Land, labor, and capital management
 - c. Developing marketing plans for crop advising products and services
 - d. Time management
 - e. Safety

- 5. Economic issues in agriculture**

Examples of Continuing Education

 - a. Micro- and macro-economic topics
 - b. Global supply and demand forecasts
 - c. International trade policies
 - d. Commodity marketing and trade

- 6. Communications/leadership/interpersonal skills**

Examples of Continuing Education

 - a. Business and technical writing
 - b. Interpersonal skills and conflict resolution
 - c. Leadership skills, meeting facilitation
 - d. Diversity training
 - e. Presentation skills, learning styles, creative training techniques

- f. Media training
- g. Developing sales and marketing techniques
- h. Becoming spokes people/ambassadors for agriculture