ARKANSAS Department of Education

Professional Education Program Proposal
C O V E R S H E E T

Institution: _____ **Date Submitted:** _____

Program Contact Person: _____

Position/Title: _____ **Phone:** _____ **Email:** _____

Name of program: _____ **CIP Code:** _____

Degree or award level (B.S., M.A.T., graduate non-degree, etc.): _____

Indicate the title and grade range of the license for which candidates will be prepared:

Title: _____ Grade Range: _____

Proposal is for:

_____**New First-Time Licensure Program** (Complete Section A)

_____**New Educator Licensure Endorsement Program** (Complete Section B)

_____**Major Revision(s) to Approved Licensure Program** (Complete Section C)

_____**Minor Revision(s) to Approved Licensure Program** (Complete Section C)

_____ **Deletion of Approved Licensure Program** (Complete Section D)

Indicate the portion of the proposed program to be delivered via Distance Learning Technology (online): _____%

Proposed program starting date: _____

Will this program be offered at more than one site? □Yes □No

If yes, list the sites where the program will be offered:

_____

Prior approval by AHECB is required for Arkansas public institutions and institutions certified under Ark. Code Ann. §6-61-301 to offer programs at off-campus sites.

AGED Program Changes

Rationale

As part of a larger program evaluation, Agricultural Education faculty performed a systematic evaluation of the Agricultural Education program's courses and their alignment with the competencies recommended for agriculture teachers (grades 7-12) and for agriculture teacher preparation programs from various entities, listed below:

- Arkansas Department of Higher Education
- Arkansas Department of Education
- American Association of Agricultural Education
- National Association of Agricultural Education
- Council for Accreditation of Educator Preparation
- Torres, R. M., Kitchel, T., & Ball, A. L. (Eds.). *Preparing and Advancing Teachers in Agricultural Education.* Columbus, OH: The Ohio State University Press.

Evaluation of competencies and program offerings led to the discovery of several gaps. Under the current AGED program, students were not offered experiences to develop the following competency areas:

- Curriculum development
- Data driven decision making
- Construction and use of assessment
- Professional ethics and attitudes
- Student motivation and behavior

Therefore, required courses were reevaluated, and removals were made based on university offerings and areas where competencies were covered in multiple classes. New classes were developed to address the above competency areas. These concentration changes were made in concert with degree program changes that allow students greater flexibility in selecting courses that meet the technical agricultural content competency areas. The degree program changes were made in response to course availability problems, Arkansas Department of Education Content Competencies, alterations to the Praxis II Agriculture Content areas, and recommendations of a 10-year external program review. Syllabi are included for each of the new courses included on the program degree sheet. Each of these courses has already been approved by the university.

DEPARTMENT OF AGRICULTURAL EDUCATION, COMMUNICATIONS AND TECHNOLOGY
Major in Agricultural Education, Communication and Technology
Check Sheet for Agricultural Education (AGED) Concentration
2019-2020

Name _____ ID# _____ Advisor _____

University Requirements _____ 1 hr

____ UNIV 1001 University Perspectives **

Communications _____ 6 hrs
____ ENGL 1013 English Composition I
____ ENGL 1023 English Composition II

US History or Government _____ 3 hrs
____ HIST 2003 **or** HIST 2013 **or** PLSC 2003

Mathematics _____ 3 hrs
____ MATH 1203 College Algebra or higher (excluding MATH 1313)

Physical and Biological Sciences _____ 11 hrs
____ BIOL 1543 Principles of Biology
____ BIOL 1541L Principles of Biology Lab
____ CHEM 1073 Fundamentals of Chemistry
____ CHEM 1071L Fundamentals of Chemistry Lab
____ Science **OR** Math Elective (3 hrs)

Fine Arts/Humanities _____ 6 hrs
____ _____ Fine Arts Core (3hrs)
____ _____ Humanities Core (3hrs)

Social Sciences _____ 9 hrs
____ AGEC 1103 Principles Agri Microeconomics **OR**
____ AGEC 2103 Principles Agri Macroeconomics
____ PSYC 2003 General Psychology
____ Social Science Core Elective (3 hrs)

AECTBS Major Core _____ 21 hrs
____ AGME 1613 Fundamental of Agri Systems Tech
____ AGME 2903 AHES Applications of Microcomputers
____ AGED 3133 Instructional and Presentation Strategies
____ AGED 3143 Communicating Agriculture to the Public
____ AGED 3153 Leadership Development in Agriculture **OR**
____ AGED 3153H Honors Leadership Development
____ AGED 4003 Issues in Agriculture
____ AGED 475V Internship in Extension (3hrs)

Choose 9 hours from the following _____ 9 hrs
____ ANSC 1032 Introductory Animal Sciences **AND**
____ ANSC 1051 Introduction to the Livestock Industry **OR**
____ ANSC 2213 Behavior of Domestic Animals
____ ENSC 1003 Environmental Science
____ ENTO 1023 Insects, Science and Society
____ HORT 2003 Principles of Horticulture
____ POSC 2343 Poultry Production
____ FDSC 2603 Science in the Kitchen
____ PLPA 3004 Principles of Plant Pathology

AGED Concentration Requirements _____ (24 hrs)
(21 + 3 Practicum hours)

____ AGED 1123 Foundations of Agricultural Education
____ AGED 3111 Student Management
____ AGED 3162 Curriculum Development Assessment
____ AGED 3161L Curriculum Development & Assess Lab
____ AGED 4113 Undergraduate Researchers Improving
____ AGED 4211 Teachers as Professionals
____ AGED 4231 Program Development
____ AGED 475V Internship in Ag Education (3 hours)
____ AGED 4843 Methods in Agricultural laboratories
____ CIED 3023 Survey of Exceptionalities
OR
____ CIED 4023 Teaching in Inclusive Secondary Settings
____ CIED 3033 Classroom Learning Theory

General Electives _____ (27 hrs)

____ _____ _____
____ _____ _____
____ _____ _____
____ _____ _____
____ _____ _____
____ _____ _____
____ _____ _____
____ _____ _____
____ _____ _____
____ _____ _____

Recommended Electives
Choose 6 hours from
____ AGME 2123 Metals and Welding
____ AGME 3102/3101L Small Pow Units/Turf Equip
____ AGME 3173 Electricity in Ag
Choose 6 hours from
____ CSES 1203 Intro to Plant Science
____ CSES 2103 Crop Science
____ CSES 2203 Soil Science
Choose 6 hours from
____ HORT 1103 Plants in Home Environment
____ HORT 2003 Principles of Horticulture
____ HORT Elective
Choose 6 hours from
____ ANSC 1032/1031L Intro to Animal Science
____ ANSC 2213 Behavior of Domestic Animals
____ ANSC 3133 Animal Breeding and Genetics

OTHER REQUIREMENTS FOR A B.S.A. DEGREE

120 Total Hours of which:
40 hours must be 3000/4000 level courses
9 hours must be in Bumpers College but outside of departmental major
Minimum GPA of 2.5
** UNIV 1001 is required for new freshmen
Teacher Education Requirements
  Student must apply to teacher education before junior standing
  Students must take and pass PRAXIS I and II before enrolling in AGED 475V

11/7/2018

ADDITIONAL REQUIREMENTS FOR INITIAL TEACHER LICENSURE

<u>Date Completed</u>

_____ Obtain a "C" or better in the following pre-education courses: AGED 1123, CIED 3023/CIED 4023, and CIED 3033.

_____ Obtain a "C" or better in concentration education courses: AGED 3111, AGED 3133, AGED 3143, AGED 3162/3161L, AGED 4113, AGED4231, AGED 4843, and AGED 4231.

_____ Successful completion of core competency exams by meeting or exceeding the UA Teacher Preparation Program cut-off scores. This test should be taken after the student has completed 30 credit hours and upon completion of ENGL 1013, ENGL 1023, and MATH 1203.

Option 1
ACT
    Reading: 20
    Writing: 7
    Math: 20
Option 2
SAT
    Reading: 544
    Writing: 5
    Math: 533
Option 3
GRE
    Reading: 151
    Writing: 4
    Math: 162
Option 4
Praxis Core
    Reading: 168
    Writing: 165
    Math: 162

_____ Complete and submit the online application to teacher education through the university-wide Office of Teacher Education and pay the Teacher Education Application Fee. Apply to the Office of Teacher Education by Jan. 15 prior to the fall semester of the junior year. For more information, contact the Teacher Education Office in GRAD 336. Complete degree with a cumulative GPA of 2.5 or higher. The degree must be posted to your University of Arkansas transcript at the Registrar's Office prior to certification. For more information, please contact the Office of Teacher Education in Peabody Hall (PEAH) 109.

_____ Obtain departmental clearance for GPA requirements, course work requirements, an interview, and/or other requirements. Obtain clearance through an Arkansas Department of Education background check. Note: Another background check will be required prior to graduation in order to be eligible for licensure.

_____ Student is aware that he/she is responsible for meeting enrollment requirements for any scholarships received and is responsible for enrolling in the proper number of hours to meet graduation requirements.

NOTE: OTHER CERTIFICATION REQUIREMENTS

_____ NTE Principles of Learning and Teaching (7-12) _____
                      Test Code 0524   Minimum Score   164

_____ Subject Matter Test Agriculture   _____
                      Test Code 0700   Minimum Score   150

_____ Criminal Background Check

Agriculture 7-12	Course Alignment with ADE Content Competencies													
	AGED 4231	AGED 4843	AGED 3133	AGME 1613	HORT 2003	PLPA 3004	BIOL 1543/	ANSC 1032/	ENSC 103	FDSC 2603	AGED 1103	AGME 2123	CSES 1203	ANSC 2213
Standard 1: Plant and Soil Science														
1.1					x	x							x	
1.2						x							x	
1.3					x	x							x	
1.4		x			x								x	
1.5					x								x	
1.6					x								x	
Standard 2: Animal Science														
2.1		x						x						x
2.2								x						x
2.3								x						x
2.4								x						x
2.5								x						x
2.6								x						x
2.7								x						x
Standard 3: Food Science and Biotechnology														
3.1		x								x				
3.2										x				
3.3										x				
3.4										x				
3.5										x				
3.6										x				
3.7										x				
Standard 4: Agricultural Mechanization and Technology														

		AGED 4231	AGED 4843	AGED 3133	AGME 1613	HORT 2003	PLPA 3004	BIOL 1543/	ANSC 1032/	ENSC 103	FDSC 2603	AGED 1103	AGME 2123	CSES 1203	ANSC 2213
	4.1		x		x										
	4.2		x		x								x		
	4.3				x								x		
	4.4		x		x								x		
	4.5		x		x								x		
Standard 5: Agricultural Business and Economics															
	5.1											x			
	5.2											x			
	5.3											x			
	5.4											x			
	5.5											x			
	5.6											x			
Standard 6: Natural Resources and Environment															
	6.1									x					
	6.2									x					
	6.3									x					
	6.4									x					
	6.5									x					
	6.6									x					
	6.7									x					
	6.8		x		x					x					
	6.9									x					
Standard 7: Leadership and Career Development															
	7.1	x													
	7.2			x											
	7.3	x													
	7.4	x													
	7.5	x		x											

	AGED 4231	AGED 4843	AGED 3133	AGME 1613	HORT 2003	PLPA 3004	BIOL 1543/	ANSC 1032/	ENSC 103	FDSC 2603	AGED 1103	AGME 2123	CSES 1203	ANSC 2213
7.6	x		x				x							
7.7														
Standard 8: Disciplinary Literacy														
8.1														
8.2														
8.3		x	x				x							
8.4		x	x	x			x							
8.5														
8.6														
8.7							x							
8.8			x											
8.9		x	x											
8.10	x													
8.11	x													
8.12	x		x											
8.13	x		x											
8.14	x		x											
8.15														
8.16	x													
8.17														
8.18	x		x											

Agriculture 7-12	AGED 4231 program mgmt	AGED 4843 meth labs	AGED 3133 presentations	AGED 3111 student management	CIED 4023	CIED 3033	AGED 475V					
Standard 1: Learner Deveopment												
1.a		x	x				x					
1.b		x	x				x					
1.c				x			x					
1.d						x						
1.e					x	x						
1.f		x	x				x					
1.g		x	x		x		x					
1.h		x	x	x	x		x					
1.i		x	x	x	x		x					
1.j	x	x	x	x	x	x	x					
1.k	x			x			x					
Standard 2: Learning Differences												
2.a		x	x	x	x		x					
2.b		x	x				x					
2.c		x	x			x	x					
2.d		x	x	x	x	x	x					
2.e		x	x	x	x		x					
2.f		x	x		x		x					
2.g		x	x	x	x		x					
2.h					x							
2.i					x		x					
2.j					x		x					
2.k					x							
2.l						x						
2.m				x	x		x					
2.n				x			x					
2.o					x		x					
Standard 3: Learning Environments												
3.a												
3.b		x	x									
3.c												
3.d		x	x	x								
3.e		x	x				x					
3.f		x	x		x		x					
3.g		x	x				x					
3.h		x	x				x					
3.i				x		x						
3.j				x								
3.k		x	x	x								
3.l					x							
3.m		x	x									
3.n	x						x					
3.o			x				x					
3.p		x	x				x					
3.q												
3.r												
Standard 4: Content Knowledge												
4.a		x	x									
4.b		x	x									
4.c		x	x									
4.d		x	x									
4.e		x	x									
4.f		x	x									
4.g		x	x									
4.h		x	x									
4.i		x	x									
4.j												
4.k		x	x									
4.l		x	x			x						
4.m		x	x		x							

4.n		x									
4.o											
4.p	x										
4.q	x										
4.r	x										
Standard 5: Applicatoin of Content											
5.a		x	x								
5.b		x	x								
5.c		x	x								
5.d		x	x								
5.e		x	x								
5.f		x	x								
5.g						x					
5.h		x	x								
5.i		x	x								
5.j		x									
5.k											
5.l											
5.m		x	x								
5.n		x	x								
5.o		x	x								
5.p	x	x	x								
5.q			x	x							
5.r											
5.s						x					
Standard 6: Assessment											
6.a											
6.b											
6.c											
6.d		x	x								
6.e		x	x								
6.f		x	x								
6.g											
6.h											
6.i		x	x								
6.j											
6.k											
6.l											
6.m			x								
6.n											
6.o											
6.p		x	x								
6.q											
6.r											
6.s		x	x								
6.t			x								
6.u			x	x							
6.v						x					
Standard 7: Planning for Instruction											
7.a		x	x								
7.b											
7.c											
7.d											
7.e						x					
7.f	x										
7.g											
7.h											
7.i							x				
7.j				x		x					
7.k		x	x								
7.l											
7.m						x					
7.n						x					
7.o											
7.p											
7.q		x	x	x		x					
Standard 8: Instructional Strategies											
8a.		x	x	x		x					
8.b		x	x								

	1	2	3	4	5	6	7	8	9	10	11
8.c	x	x									
8.d	x	x									
8.e	x	x									
8.f	x	x									
8.g	x	x									
8.h	x	x									
8.i	x	x									
8.j					x						
8.k				x	x						
8.l		x									
8.m		x									
8.n	x	x									
8.o	x	x									
8.p				x							
8.q	x	x									
8.r											
8.s	x										
Standard 9: Professional Learning and Ethical Practice											
9.a											
9.b											
9.c											
9.d											
9.e											
9.f											
9.g											
9.h											
9.i											
9.j											
9.k											
9.l											
9.m											
9.n											
9.o											
Standard 10: Leadership and Collaboration											
10.a											
10.b											
10.c											
10.d			x								
10.e											
10.f											
10.g											
10.h											
10.i											
10.j											
10.k											
10.l											
10.m	x										
10.n	x										
10.o											
10.p											
10.q			x								
10.r											
10.s											
10.t											

Agriculture 7-12	Course Alignment with TESS Standards (Section 1)												
	AGED 4211	AGED 4231	AGED 4843	AGED 3133	CIED 4023	CIED 3033							
Domain 1: Planning and Preparation													
1.a		x	x	x									
1.b			x	x	x	x							
1.c			x	x	x								
1.d		x	x	x	x								
1.e		x	x	x	x								
1.f			x	x									
Domain 2: Classroom Environment													
2.a			x	x	x								
2.b			x	x	x								
2.c			x	x	x								
2.d			x	x	x								
2.e		x	x	x									
Domain 3: Instruction													
3.a			x	x	x								
3.b			x	x									
3.c			x	x	x								
3.d			x	x									
3.e			x	x	x								
Dopmain 4: Professional Responsibilities													
4.a	x		x	x									
4.b	x	x											
4.c	x	x			x								
4.d	x	x											
4.e	x	x	x	x									
4.f	x	x			x								

Instructor
>Catherine W. Shoulders, Assistant Professor
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>Office Hours: Tu/Th 1:00pm-3:00pm, or by appointment

Class meets TBD

Required Text: Shindler, J. (2009). *Transformative classroom management: Positive strategies to engage all students and promote a psychology of success.* ISBN-13: 978-0470448434

Purpose
To guide students in the development of realistic, proactive classroom management strategies that establish a safe culture of student learning and academic success.

Course Competencies:
Arkansas Educator Competencies (a full list of the competencies can be found at
http://www.arkansased.gov/public/userfiles/HR_and_Educator_Effectiveness/Educator_Prep/Competency_PDFs_81214/Agricultural_Sciences_7_12_081514.pdf) – 7.4, 7.5, 8.1, 8.2, 8.13
Arkansas Teaching Standards (a full list of the standards can be found at
http://www.arkansased.gov/public/userfiles/HR_and_Educator_Effectiveness/Educator_Prep/Arkansas_Teaching_Standards_2012.pdf) – 1.c, 1.h, 1.i, 1.j, 1.k, 2.a, 2.d, 2.e, 2.g, 2.m, 3.d, 3.i, 3.j, 3.k, 5.q, 6.u, 7.j, 7.q, 8.a, 10.d, 10.q
Teacher Excellence and Support System Competencies (a full list of the competencies can be found at
http://www.arkansased.gov/public/userfiles/HR_and_Educator_Effectiveness/HR_EducatorEffectiveness/FINAL_TESS_Competencies_12-2017.pdf) – 1.b, 1.c, 1.d, 2.a, 2.b, 2.c, 2.d, 2.e, 3.a, 4.a, 4.c

Course Objectives
1. This course will focus on the philosophies and methods teachers use to develop realistic, proactive class management strategies.
2. This course will focus on the concepts of safety, culture, and student success as priorities in class management plans.
3. This course will focus on the standards by which students are held accountable for their actions within a class.

Learning Outcomes
1. How can proactive classroom management improve the culture of a classroom?
    - 1: Evaluate the practices and outcomes of proactive and reactive classroom management practices.
    - 2: Identify examples of proactive and reactive classroom management.

- 3: Create a vision for classroom culture and environment.
2. How do teachers establish quality classroom management plans?
    - 4: Describe the components of a quality classroom management plan.
    - 5: Evaluate the outcomes of options within each component of the classroom management plan.
    - 6: Create a classroom management plan that aligns with a positive vision for classroom culture and environment.
3. How do teachers manage classroom disruptions?
    - 7: Identify avenues for classroom disruption and methods of closing these avenues.
    - 8: Evaluate choices in managing classroom disruptions and determine which are most appropriate in maintaining the desired classroom culture.

Course Assignments

Assignment	Learning Outcome	Due Date	Points
Attendance/Participation	All	Throughout	100
Classroom Culture/Environment Vision	1, 2, 3		100
Classroom Management Plan	4, 5, 6		100
Final Exam	1, 2, 4, 5, 7, 8		100

Assignment Summaries

Attendance/Participation

Attending each class meeting AND active participation are crucial elements for success in this course. Your daily attendance points will be allocated each day for timely attendance and active participation.

Classroom Culture/Environment Vision

Each student will create a written vision displaying their intentions for the classroom culture they want to create. Justifications for each choice and its influence on students and student learning will be included. A rubric will be provided.

Classroom Management Plan

Each student will create a written Classroom Management Plan that details expectations of students, policies and procedures for each aspect of the classroom, and a disciplinary action plan for students who do not meet those expectations. A rubric will be provided.

Final Exam

The final exam will assess students' knowledge of classroom management strategies and actions, as well as their ability to evaluate and appropriately respond to classroom management scenarios. The exam will be comprehensive.

Grading Scale

A	93 - 100%	B	83 - 86%
A-	90 - 92%	B-	80 - 82%
B+	87 - 89%	C+	77 - 79%

C	73 - 76%	D	63 - 66%
C-	70 - 72%	D-	60 - 62%
D+	67 - 69%	F	< 60%

Late Assignments

As an action research piece of the class, students will each create their own late assignment policies. These policies will serve as the late assignment contract between the student and instructor, and must be approved and signed by each. The class will investigate the correlation between late assignment policy selected and academic success within the class. Any student who does not submit a late assignment policy will automatically be subscribed to the following policy: no late work will be accepted, under any circumstances. Absences, excused or unexcused, are not adequate justification for late submissions; students are encouraged to work diligently to submit assignments before the due date to prevent unforeseen circumstances from negatively impacting assignment submissions.

Americans with Disabilities Policy

The American Disabilities Act (ADA) is a federal antidiscrimination statue that provides comprehensive civil rights protection for persons with disabilities be guaranteed a learning environment that provides for reasonable accommodation. All services, programs, and activities at the University are accessible to students with disabilities. If you have a disability that interferes with your potential success in this course, please inform the instructor during the first week of class so special arrangements can be made. To receive special services, you must be registered with the Center for Students with Disabilities.

Academic Honesty

As commonly defined, plagiarism consists of passing off as one's own ideas, work, writing, etc., which belong to another. In accordance with the definition, you are committing plagiarism of you copy the work of another person and turn it in as your own, even if you should have the permission of that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues. As a professional in any communications field plagiarism harms the profession as a whole.

Students are required to comply with all University policies regarding scholastic dishonesty and other issues outlined in the official student rules. Your work on individual assignments and exams must be your own work, but collaborative learning with peers is encouraged in group projects. Appropriate citations for sources used in written assignments are required.

"As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail."

"Each University of Arkansas student is required to be familiar with and abide by the University's 'Academic Integrity Policy' which may be found at http://provost.uark.edu.

Students with questions about how these policies apply to a particular course or assignment should

immediately contact their instructor."

Copyrights
Please note that all handouts and supplements used in this course are copyrighted. This includes all materials generated for this class, including but not limited to syllabi, exams, in-class materials, review sheets, and lecture outlines. Materials may be downloaded or photocopied for personal use only, and may not be given or sold to other individuals.

Inclement Weather Policy
In the event of extremely hazardous weather, the University may announce that the inclement weather policy is in effect. You may call 575-7000 after 5:00 a.m. for announcements. Announcements are also made on the KAUF Radio (91.3 FM) as well as local radio and television stations. Our class will follow the policies of the university.

Syllabus Content and Schedule Changes
The syllabus schedule and content may change at the discretion of the instructor. Such changes will be announced in class.

Course Calendar

Dates	Topics / Learning Experiences	Items Due
Jan 18 W	Introduction to Course	
Jan 25 W	Proactive vs. Reactive Approaches to Classroom Management	
Feb 1 W	Components of the Classroom Environment	
Feb 8 W	Creating a Vision for Your Classroom	
Feb 15 W	Classroom Expectations	
Feb 22 W	Promoting a Culture of Listening, Respect, and Efficiency	
Mar 1 W	Helping Students Think About Success	Classroom Culture/Environment Vision
Mar 8 W	Social Contracts	
Mar 15 W	Creating Lessons with Proactive Management in	

	Mind	
Mar 29 W	Behavior Management Outside the Classroom	
Apr 5 W	Consequences versus Punishment	
Apr 12 W	Creating Effective Consequences	
Apr 19 W	Conflict Resolution	
Apr 26 W	Succeeding with Challenging Student Behavior	
May 3 W	Resetting Your Student Discourse Habits	Classroom Management Plan
May 10	Final Exam	

Instructor

Catherine W. Shoulders, Assistant Professor
Agricultural and Extension Education Department, University of Arkansas
E111A AFLS Building; Fayetteville, AR 72701-1201
Voice (479) 575-2037; Fax (479) 575-2610; E-mail cshoulde@uark.edu
Office Hours: Tu/Th 1:00pm-3:00pm, or by appointment

Class meets: M, 1-2pm, AECT Conference Room_____

Purpose

To supply students with opportunities to apply skills in creating curricula, lesson plans, and assessment strategies for courses in career and technical education. Materials created as a result of this course will apply principles learned in AGED 3162, and will align with anticipated courses to be taught by the student during his/her teaching internship.

Course Competencies:

Arkansas Educator Competencies (a full list of the competencies can be found at http://www.arkansased.gov/public/userfiles/HR_and_Educator_Effectiveness/Educator_Prep/Competency_PDFs_81214/Agricultural_Sciences_7_12_081514.pdf) – 7.1, 7.2, 7.5, 7.6, 7.7, 8.8, 8.9, 8.19, 8.12, 8.14

Arkansas Teaching Standards (a full list of the standards can be found at http://www.arkansased.gov/public/userfiles/HR_and_Educator_Effectiveness/Educator_Prep/Arkansas_Teaching_Standards_2012.pdf) – 1.a, 1.b, 1.f, 1.g, 1.h, 1.i, 1.j, 2.a, 2.b, 2.c, 2.d, 2.e, 2.f, 2.g, 2.l, 3.b, 3.e, 3.m, 3.o, 4.a, 4.b, 4.c, 4.d, 4.e, 4.f, 4.g, 4.h, 4.i, 4.k, 4.n, 5.a, 5.b, 5.c, 5.d, 5.e, 5.f, 5.h, 5.i, 5.j, 5.k, 5.l, 5.m, 5.n, 5.o, 5.p, 5.q, 6.a, 6.b, 6.c, 6.e, 6.f, 6.g, 6.h, 6.i, 6.j, 6.k, 6.l, 6.m, 6.n, 6.o, 6.p, 6.q, 6.r, 6.t, 6.v, 7.a, 7.b, 7.c, 7.d, 7.g, 7.j, 7.l, 7.p, 7mq, 8.d, 8.e, 8.f, 8.g, 8.n, 8.o, 8.q

Teacher Excellence and Support System Competencies (a full list of the competencies can be found at http://www.arkansased.gov/public/userfiles/HR_and_Educator_Effectiveness/HR_EducatorEffectiveness/FINAL_TESS_Competencies_12-2017.pdf) – 1.a, 1.b, 1.c, 1.d, 1.e, 1.f, 2.b, 2.c, 2.d, 3.d, 3.e

Course Essential Questions and Objectives
1. How does location affect a CTE program?
   Objective 1: Develop a school and community profile.
2. How should content be organized to best affect student learning?
   Objective 2: Create curriculum maps for each course to be taught.
   Objective 3: Create a course syllabus for each course to be taught.
   Objective 4: Develop unit plans for at least one unit in each course to be taught.
   Objective 5: Develop lesson plans for each day in at least one unit in each course to be taught.
3. How can I know if my students know the content?

Objective 6: Create formative and summative assessments for each lesson and unit created.

Course Assignments

Assignment	Objective	Due Date	Points
Attendance/Participation	All	Throughout	75
School and Community Profile	1	Sep 10	100
Course Syllabi	3	Oct 8	100
Curriculum Maps	2	Sep 24	100
Unit Plans	4	Oct 29	200
Lesson Plans	5	Nov 26	100
Unit Tests	6	Nov 12	75
Alternative Assessment Tools	6	Nov 12	75
Course Portfolios	All	Dec 3	75
Total			900

Assignment Summaries

Attendance/Participation

You are expected to be present and actively participate in class discussions. Participation includes reading peers' assignments and providing constructive feedback during peer critiques on assigned work days, as indicated on the calendar.

Assignments

All assignments will be created for use during your internship semester.

1. School and Community Profile

Using all available resources, you will develop a profile for your school and its community that can be used to assist in the curriculum development process. This profile will be the foundation upon which all future assignments will be built. The profile should contain: (a) school enrollment and demographic data; (b) school grade and standardized test results; (c) city/school zone demographics; (d) county demographics; (e) general description of the community and county; (f) local industries and employers; (g) county agricultural/technology statistics; (h) the teaching load of the existing teacher; and (i) teaching facilities/resources available to the program.

2. Course Syllabi

You will create a syllabus for each course (3-4 courses total) from one of the career pathway programs identified in your site school. Include: (a) course title; (b) your contact information; (c) your program mission statement and guiding principles; (d) course description; (e) intra-curricular expectations (ex – clubs, work hours, etc.); (f) assignments; (g) grading and evaluation; and (h) classroom management policies.

3. Curriculum Maps

For each course you created a syllabus for (3-4 courses total) use course frameworks to develop a curriculum map by breaking the course into logical units, designating the number of days for each unit, and designating the order that the units would be taught (calendar). Provide a written summary that explains why you chose to plan things this way. Assume that there are 180 days in the school year and

that 15 days will be allocated for miscellaneous school activities (testing, assemblies, etc.). Thus, you have 165 instructional days to use.

4. Unit Plans

For each course you have a syllabus for, you will create a minimum of one unit plan. Using the criteria provided in class, you will create a plan that includes: (a) unit title; (b) framework standards; (c) assignments; (d) essential questions and objectives; (e) facilities used; and (f) a learning plan with the content to be taught for each essential question and objective.

5.Lesson Plans

For each unit developed, you will create each day's lesson plan using the template provided in class.

6. Assessments

a. Unit Test

You will create a written Unit Test for the content in the Unit Plan you submitted. The Unit Test should be comprehensive enough to effectively assess student learning of the entire unit. Based on the criteria presented in class, you are required to use multiple types of questions that address the understandings and essential questions you created for the unit. The test must be linked to your curriculum frameworks as well as explain how it measures your student learning.

b. Alternative Assessment Tool

You will create an alternative assessment tool (rubric) to assess student learning of a portion of the content included in your Unit Plan. The rubric should follow criteria presented in class.

8. Course Portfolios

Each portfolio will contain all of the assignments submitted during this course for each course you're going to teach. All of the assignments should be updated based on the comments and reviews received on the assignment grading rubric.

Students are also required to complete the Arkansas Child Maltreatment Reporter Training in order to be placed at an internship site. Training can be completed at https://ar.mandatedreporter.org. Certificate of completion should be printed and delivered to the instructor by the last day of class.

Grading Scale

A	93 - 100%	F	< 60%
A-	90 - 92%		
B+	87 - 89%		
B	83 - 86%		
B-	80 - 82%		
C+	77 - 79%		
C	73 - 76%		
C-	70 - 72%		
D+	67 - 69%		
D	63 - 66%		
D-	60 - 62%		

Class Attendance
Please note that attendance is linked to the grading system. Students are encouraged to attend every class period. If at all possible, please let you instructor know if you are going to be absent in advance. Assignments may be made-up for absences outlined in the University Student Manual. See the official student rules for clarification of excused absences. You are paying for the classes taken at the University of Arkansas. It is your choice to attend or not. I will not, however, be providing class notes and lectures unless the absence is excused. Students are responsible for obtaining missed lecture notes and other information, such as announcements and assignment due dates, from their colleagues in the course.

Late Assignments
Late assignments will be accepted up to three week days after the original due date. Grades on late papers will be lowered by 10 percent for every weekday the assignment is late. Assignments not submitted within three weekdays will receive a zero. No late assignments will be received after the last day of class.

Americans with Disabilities Policy
The American Disabilities Act (ADA) is a federal antidiscrimination statue that provides comprehensive civil rights protection for persons with disabilities be guaranteed a learning environment that provides for reasonable accommodation. All services, programs, and activities at the University are accessible to students with disabilities. If you have a disability that interferes with your potential success in this course, please inform the instructor during the first week of class so special arrangements can be made. To receive special services, you must be registered with the Center for Students with Disabilities.

Academic Honesty
As commonly defined, plagiarism consists of passing off as one's own ideas, work, writing, etc., which belong to another. In accordance with the definition, you are committing plagiarism of you copy the work of another person and turn it in as your own, even if you should have the permission of that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues. As a professional in any communications field plagiarism harms the profession as a whole.

Students are required to comply with all University policies regarding scholastic dishonesty and other issues outlined in the official student rules. Your work on individual assignments and exams must be your own work, but collaborative learning with peers is encouraged in group projects. Appropriate citations for sources used in written assignments are required.

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Inclement Weather Policy
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Syllabus Content and Schedule Changes
The syllabus schedule and content may change at the discretion of the instructor. Such changes will be announced in class.

Course Calendar

Dates	Topics / Learning Experiences	Due
Aug 20	Course Orientation	
Aug 27	School and Community Profile	
Sep 3	**Labor Day**	
Sep 10	Essential Questions and Objectives	School and Community Profile
Sep 17	Curriculum Map	
Sep 24	Syllabi	Curriculum Maps
Oct 1	Unit Plans	
Oct 8	Unit Plans	Syllabi
Oct 15	**Fall Break**	
Oct 22	Unit Plans	
Oct 29	Assessments	Unit Plans
Nov 5	Assessments	
Nov 12	Assessments	Assessments
Nov 19	Lesson Plans	
Nov 26	Lesson Plans	Lesson Plans
Dec 3	Course Portfolios	Course Portfolios

Instructor

      Catherine W. Shoulders, Assistant Professor

      Agricultural and Extension Education Department, University of Arkansas

      E111A AFLS Building; Fayetteville, AR 72701-1201

      Voice (479) 575-2037; Fax (479) 575-2610; E-mail cshoulde@uark.edu

      Office Hours: Tu 1:00pm-3:00pm, or by appointment

Class meets on M/W in **HOEC 217** *from 9:40-10:30am*

Purpose

To supply students with the necessary information and skills to select and apply appropriate teaching techniques, curricula, resources, and assessment strategies when designing a course in career and technical education.

Course Essential Questions and Objectives

1. How does location affect a CTE program?
   - Objective 1: Identify the factors of a community that influence a CTE program.
   - Objective 2: Evaluate the success of various programmatic practices within specific communities.
2. How should content be organized to best affect student learning?
   - Objective 3: Identify necessary components of syllabi, curriculum maps, unit plans, and lesson plans.
   - Objective 4: Evaluate the relationship between curriculum maps, unit plans, and lesson plans.
3. How can I know if my students know the content?
   - Objective 5: Explain the purpose of assessment.
   - Objective 6: Identify best practices within formative and summative assessment.

Course Competencies:

Arkansas Educator Competencies (a full list of the competencies can be found at http://www.arkansased.gov/public/userfiles/HR_and_Educator_Effectiveness/Educator_Prep/Competency_PDFs_81214/Agricultural_Sciences_7_12_081514.pdf) – 7.1, 7.2, 7.5, 7.6, 7.7, 8.8 8.9, 8.10, 8.11, 8.12, 8.13, 8.14, 8.15, 8.16, 8.17, 8.18

Arkansas Teaching Standards (a full list of the standards can be found at http://www.arkansased.gov/public/userfiles/HR_and_Educator_Effectiveness/Educator_Prep/Arkansas_Teaching_Standards_2012.pdf) – 1.a, 1.b, 1.c, 1.d, 1.e, 1.f, 1.g, 1.h, 1.i, 1.j, 1.k, 2.a, 2.b, 2.c, 2.d, 2.e, 2.f, 2.g, 2.h, 2.i, 2.j, 2.k, 2.l, 2.m, 2.n, 2.o, 3.a, 3.b, 3.c, 3.d, 3.e, 3.f, 3.g, 3.h, 3.i, 3.j, 3.k, 3.l, 3.m, 3.n, 3.o, 3.p, 3.q, 3.r, 4.a, 4.b. 4.c, 4.d, 4.e, 4.f, 4.g, 4.h, 4.i, 4.j, 4.k, 4.l, 4.m, 4.n, 4.o, 4.p, 4.q, 4.r, 5.a, 5.b. 5.c, 5.d, 5.e, 5.f, 5.g, 5.h, 5.i, 5.j, 5.k, 5.l, 5.m, 5.n, 5.o, 5.p, 5.q, 5.r 5.s, 6.a, 6.b, 6.c, 6.d, 6.e, 6.f, 6.g, 6.h, 6.i, 6.j, 6.k, 6.l, 6.m, 6.n, 6.o, 6.p, 6.q, 6.r, 6.s, 6.t, 6.u, 6.v, 7.a, 7.b, 7.c, 7.d, 7.e, 7.f, 7.g, 7.h, 7.i, 7.j, 7.k, 7.l, 7.m, 7.n, 7.o, 7.p, 7.q, 8a., 8, b, 8.c, 8.d, 8.e, 8.f, 8.g, 8.h, 8.i, 8.j, 8.k, 8.l, 8.m, 8.n, 8.o, 8.p, 8.q

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Course Assignments

Assignment	Objective	Due Date	Points
Attendance/Participation	All	Throughout	75
School and Community Evaluation	2		25
Syllabus Evaluation	3		25
Curriculum Map Sample	3		25
Unit Plan Sample	3		25
Lesson Plan Sample	3		25
Assessment Evaluation	6		25
Reminder to Self – Proper Planning Memo	4		25
Weekly Quizzes	All		160
Final Exam	All		100
Total			510

Assignment Summaries

Attendance/Participation

You are expected to be present and actively participate in class discussions. Participation includes reading peers' assignments and providing constructive feedback during peer critiques on assigned work days, as indicated on the calendar.

Assignments

You will select a community in Arkansas based on where you would like to student teach (must be approved by Dr. Shoulders). This community will be the target location for each of your assignments.

1. School and Community Evaluation

Using all available resources, you will evaluate the components of the community's school CTE program and their alignment with community traits. You should evaluate:(a) school enrollment and demographic data; (b) school grade and standardized test results; (c) city/school zone demographics; (d) county demographics; (e) general description of the community and county; (f) local industries and employers; (g) county agricultural/technology statistics; (h) the teaching load of the existing teacher; and (i) teaching facilities/resources available to the program.

2. Syllabus Evaluation

You will conduct an evaluation of a syllabus given to you in any class you've had. Include in your evaluation analysis of the following aspects and how they can influence student behavior and class culture: (a) course title; (b) contact information; (c) program mission statement and guiding principles; (d) course description; (e) intra-curricular expectations (ex – clubs, work hours, etc.); (f) assignments; (g) grading and evaluation; and (h) classroom management policies.

3. Curriculum Map Sample

Using a template provided in class, you will create a sample curriculum map that will be used as a guide for future curriculum map development assignments.

4. Unit Plan Sample

Using a template provided in class, you will create a sample unit plan that will be used as a guide for future unit plan assignments.

5. Lesson Plan Sample

Using a template provided in class, you will create a sample lesson plan that will be used as a guide in the development of future lesson plans.

6. Assessment Evaluation

You will evaluate one assessment given to you in any class you've had. Include in your evaluation an analysis of the alignment between learning objectives, learning activities, and assessment questions, as well as the ability of the assessment to provide useful feedback for students and teachers.

7. Reminder to Self – Proper Planning Memo

You will create a memo for you future self, detailing the importance of creating aligning syllabi, unit plans, lesson plans, and assessments. Your memo should discuss the relationship between each of the components.

Grading Scale

A	93 - 100%		C	73 - 76%
A-	90 - 92%		C-	70 - 72%
B+	87 - 89%		D+	67 - 69%
B	83 - 86%		D	63 - 66%
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registered with the Center for Students with Disabilities.

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UNIVERSITY OF ARKANSAS
DALE BUMPERS COLLEGE
OF AGRICULTURAL, FOOD & LIFE SCIENCES

Agricultural Education, Communications, and Technology
AGED 3162 - Curriculum Development and Assessment
Techniques in Career and Technical Education

Course Calendar

Dates	Topics / Learning Experiences	Due
Jan 17 W	Course Orientation	
Jan 22 M	Important Components of a Community	
Jan 24 W	Developing a Community Profile	
Jan 29 M	Curriculum Standards and Frameworks	School and Community Evaluation
Jan 31 W	How to use Curriculum Standards and Frameworks	
Feb 5 M	Educational Objectives/Essential Questions	
Feb 7 W	Practice with Essential Questions	
Feb 12 M	Practice with Objectives	
Feb 14 M	Developing a Course Syllabus	
Feb 19 W	Practice with Syllabi	
Feb 24 M	Developing a Curriculum Map	Syllabus Evaluation
Feb 26 W	Planning Units of Instruction	
Mar 1 W	Practice with Unit Planning	Curriculum Map Sample
Mar 6 M	Introduction to Assessing Student Learning	
Mar 8 W	Designing Assessments for the Unit	Unit Plan Sample
Mar 13 M	Assessment Methods - Tests	
Mar 15 W	Designing Test Questions	
Mar 20 M	Practice with Test Questions	
Mar 22 W	Assessment Methods - Rubrics	
Mar 27 M	Practice with Rubrics	
Mar 29 W	Assessment Methods – Lab Settings	
Apr 3 M	Introduction to Lesson Planning	Assessment Evaluation
Apr 5 W	Interest Approaches	
Apr 10 M	Methods of Instruction – Teacher-centered approaches (lecture, demonstration, socratic questionning)	
Apr 12 W	Methods of Instruction – Student-centered approaches (experiential learning, SSI-bi, problem solving)	Unit Plan
Apr 17 M	Differentiating Instruction – within the lesson and among students	
Apr 19 W	Formative and Summative Evaluation	
Apr 24 M	Lesson Plan Supplementals – handouts, ppts, and other	

	materials	
Apr 26 W	Analyzing Test Data	Lesson Plan Sample
May 1 M	Modifying Instruction based on Assessment	Reminder to Self – Proper Planning Memo
May 9	Final Exam	

Instructor

    Catherine W. Shoulders, Assistant Professor
    AECT, University of Arkansas
    205 Agricultural Building; Fayetteville, AR 72701-1201
    Voice (479) 575-3799; Fax (479) 575-2610; E-mail cshoulde@uark.edu
    Office Hours: Tu 1:00pm-3:00pm, or by appointment

Class meets MWF 12:55-1:45, AFLS D113

Required Text: Stringer, E. T. (2013). Action Research. ISBN-13: 978-1452205083

Purpose

To engage students in the social sciences in action research that serves to solve a problem or answer a question within the student's academic field through scientific inquiry. All students will work with professionals, commonly outside of the university, within their discipline to conduct their action research in order to solve a problem experienced by that professional. Students may work in teams or individually to complete the overall purpose of the course.

Course Objectives

1. This course will focus on the processes and decisions associated with conducting action research within the social sciences.
2. This course will focus on the skills required to collaborate with a research team.
3. This course will focus on the development of technical reports and research presentations appropriate for external clients and laymen.

Course Competencies:

Arkansas Educator Competencies (a full list of the competencies can be found at http://www.arkansased.gov/public/userfiles/HR_and_Educator_Effectiveness/Educator_Prep/Competency_PDFs_81214/Agricultural_Sciences_7_12_081514.pdf) – 8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 8.7, 8.8, 8.9, 8.10, 8.11, 8.12, 8.13, 8.14, 8.15, 8.16, 8.17, 8.18

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Learning Outcomes

1. How do professionals within the discipline use action research to solve problems?
   - Objective 1: Identify at least one problem or question within the discipline that can be addressed via action research.

- Objective 2: Compare and contrast action research to other types of research.
- Objective 3: Explain how action research can be disseminated to be impactful within the discipline.

2. How can I use systematic inquiry via action research to solve a problem within the discipline?
    - Objective 4: Explain the steps required in conducting systematic inquiry.
    - Objective 5: Evaluate choices in research design and their impact on the rigor (validity and reliability) of the research.
    - Objective 6: Design a rigorous research protocol that solves a problem within the discipline.
3. How can research be impactful to the discipline?
    - Objective 7: Conduct a systematic research project according to the developed protocol and make appropriate decisions as necessary in order to maintain the rigor of the project.
    - Objective 8: Analyze data to determine findings, identify implications, and suggest recommendations to the discipline and to future researchers.
    - Objective 9: Develop and present to the client a technical report summarizing the research in a
      manner that is both impactful on and consumable by the discipline.

Course Assignments

Assignment	Learning Outcomes	Due Date	Points
Attendance/Participation	All	Throughout	100
Client Communication Record	1, 3, 7, 8, 9		100
Research Protocol	2, 4, 5, 6, 7		100
Research Procedural Log	4, 5, 7, 8		100
Technical Report	3, 8, 9		200
Lead Researcher Evaluation (undergraduate students only)			100
Team Evaluation	1, 3, 5, 7, 8, 9		100
Project Timeline (developed and met)	*7, 9, 10*		*100*
Project Roles (assigned and appropriate)	*2, 7, 9, 10*		*100*
Content Debriefing (5)	*4, 5, 6, 8, 10*		*125*
Team Evaluation	*10*		*100*
Total			900/*1225*

Italics indicates Graduate Students Only

Assignment Summaries

You will review a collection of problems within a variety of disciplines that have been presented to the class by local professionals. These were solicited by the instructor, and are offered by the clients with the expectation that a group selecting that problem will conduct on-site action research during the

semester and present a technical report with practical recommendation for solving the problem at the end of the semester. Students selecting the same problem will form a team of researchers; a graduate student will be assigned as the Lead Researcher in each group. Each of the assignments listed below is conducted within the context of the problem selected by the student or team of students.

Attendance/Participation
Attending each class meeting AND active participation are crucial elements for success in this course. Much of the course is designed around a team research project and a student's absence OR lack of participation negatively affects his or her group's performance. Each student's daily performance is evaluated anonymously each member of the research team and the Lead Researcher, with each day being worth 2 points. Any recommendation by a student to allocate another student less than 2 points for the day must be justified. The student's overall attendance/participation points for the day will be calculated as the average points recommended for the student by his/her team. However, the instructor may override these attendance points in cases where the points recommended are deemed to be unjustified. AFTER FOUR ZEROS, THE STUDENT WILL BE REMOVED FROM THE RESEARCH GROUP. Should a group member be removed from a research group, he or she will be required to complete a separate research project under the direct guidance of the instructor in an effort to ensure student success.

Client Communication Record
Each research team will create a method of recording and sharing a live client communication record. The format is at the discretion of the Lead Researcher, but should be agreed upon by the team. All communications with the client are to be recorded within two days of the communication. Aspects to be included are: a) date of entry; b) date of communication; c) method of communication; d) team members present for communication; e) communication minutes (details, not duration); and f) action items and responsible parties resulting from communication.

Research Protocol
After a full understanding of the problem is obtained, the team will create a research protocol that details a rigorous action research process while following the steps of systematic inquiry. This will be written in the format of a formal research proposal as a collective work, with contributions by all team members. The Lead Researchers is responsible for guiding team members in the writing process and reviewing/editing the protocol before it is submitted. The assignment will be submitted by the Lead Researcher after receiving consent to submit by all team members.

Research Procedural Log
Each student will keep a journal of all research procedures. This log will detail each action taken in the research, based on the developed protocol. Each log entry should be completed within two days of the action, and should include: a) date of entry; b) date of action; c) details of action; d) team members involved; e) any diversions from protocol made and justification; f) questions to bring back to the group; and g) action items to move forward and responsible parties. Lead Researchers will collect and review research procedural logs each Thursday and submit (with theirs included) to the instructor each Friday. Lead Researchers' research procedural logs should include a review of the team's work as depicted in the logs. Lead Researchers may make a template for their team to use, should they so desire.

Technical Report

At the conclusion of the research, student teams will create a technical report (format is at the discretion of the team) to share in a presentation with the client. The technical report will include a synopsis of the research conducted, including a problem statement, design of the research, findings, implications, and recommendations for both the client and for further research. The report should be easily consumable by the client and appropriate for the discipline in which the research was conducted. The Lead Researchers is responsible for guiding team members in the writing process and reviewing/editing the report before it is submitted. The assignment will be submitted by the Lead Researcher after receiving consent to submit by all team members.

Lead Researcher Evaluation (undergraduate students only)
At the end of the semester, each team member will complete a confidential evaluation of his/her Lead Researcher. The graduate student's overall assignment points will be calculated as the average points recommended for the student by his/her team. However, the instructor may override these evaluation points in cases where the points recommended are deemed to be unjustified.

Team Evaluation (performed by the client)
Each team will be evaluated on a rubric by the client with which the team worked. The team will be evaluated as a whole; all team members will receive the same number of points based on the recommendations of the client. However, the instructor may override these evaluation points in cases where the points recommended by the client are deemed to be unjustified.

Project Timeline (graduate students only)
Lead Researchers will complete a project timeline based on the needs of the student team and client. Project timeline should detail actions, deadlines, and persons responsible. Performance on this assignment will be based on both the timeline AND the team's ability to meet the deadlines.

Project Roles (graduate students only)
Lead Researchers will create a list of roles and responsibilities for each student in the research team. Roles should be equitably distributed among students and align with student skillsets.

Content Debriefing (5) (graduate students onlyl)

Understanding the research problem and drawing appropriate implications and recommendations from the findings requires a deep understanding of the aspects surrounding the issue and of aspects of the research process. Each Lead Researcher will create five lessons designed to debrief their research team about a topic germane to the research being conducted. The topics should assist researchers in conducting higher quality research within the discipline, and on their specific research project. Debriefing lessons will be taught by lead researchers according to their proposed timeline. All topics will be submitted to the instructor before the lessons are created, and lessons will be submitted and approved by the instructor before they are to be delivered to the undergraduate student team.

Team Evaluation (graduate students only)
At the end of the semester, each Lead Researcher will complete a confidential evaluation of his/her research team members. The students' overall assignment points will be calculated as the points recommended for the student by his/her Lead Researcher. However, the instructor may override these evaluation points in cases where the points recommended are deemed to be unjustified.

Grading Scale

A	93 - 100%	C	73 - 76%
A-	90 - 92%	C-	70 - 72%
B+	87 - 89%	D+	67 - 69%
B	83 - 86%	D	63 - 66%
B-	80 - 82%	D-	60 - 62%
C+	77 - 79%	F	< 60%

Late Assignments

Because this class works with external clients, the students serve as representatives of the University of Arkansas. Late assignment submissions do not align with the expectations of research conducted within the university system; therefore, late assignments are NOT accepted. Sudden acute illness, failed technology, and university events are not acceptable excuses for late work, as assignments are detailed on this syllabus. It is recommended that you work diligently to complete work well before the deadline to ensure last-minute emergencies do not result in late assignments. If you are absent on a date an assignment is due, the assignment should be submitted before the deadline. All late assignments will receive a zero.

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Syllabus Content and Schedule Changes
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Course Calendar

Dates	Topics / Learning Experiences	Due
Jan 17 W	Course Orientation	
Jan 19 F	Purposes of Action Research	
Jan 22 M	Introduction/Evaluation of Research Problems	
Jan 24 W	Assignment of Research Teams/Problems	
Jan 26 F	Team Meetings – Strengths, Weaknesses Assessment	Procedural Log
Jan 29 M	Research Design	
Jan 31 W	Team Meetings – Brainstorming Research Designs	
Feb 2 F	Team Meetings – Solidify Research Designs/Evaluate Threats	Procedural Log
Feb 5 M	Team Meetings – Project Timelines/Roles, Responsibilities	
Feb 7 W	Professionalism in the Field	
Feb 9 F	Individual Work – Begin Assigned Responsibilities	*Content Debriefing,*

Date	Topic	Deliverable
		Procedural Log
Feb 12 M	Content Debriefing	
Feb 14 W	Creating Research Proposals	
Feb 16 F	Individual Work – Continue Assigned Responsibilities	Procedural Log
Feb 19 M	Team Meetings – Project Progress; New Concerns	
Feb 21 W	Ethics in Human Subjects Research	
Feb 23 F	Team Progress Presentations – Successes and Pitfalls	Research Protocol, Procedural Log
Feb 26 M	Individual Work – Continue Assigned Responsibilities	*Content Debriefing*
Feb 28 W	Content Debriefing	
Mar 2 F	Team Meetings – Reassess Roles and Design	Procedural Log
Mar 5 M	Individual Work – Continue Assigned Responsibilities	
Mar 7 W	Finding Instruments	
Mar 9 F	Writing Questionnaires and Surveys	Procedural Log
Mar 12 M	Team Meetings – Assess Progress	*Content Debriefing*
Mar 14 W	Content Debriefing	
Mar 16 F	Individual Work – Continue Assigned Responsibilities	Procedural Log
March 19-23	Spring Break	
Mar 26	Team Progress Presentations – Project Progress	
Mar 28 W	Team Meetings – Re-orient Project Action Steps	*Content Debriefing*
Mar 30 F	Content Debriefing	Procedural Log
Apr 2 M	Individual Work - Client Communications	
Apr 4 W	Data Analysis Procedures	
Apr 6 F	Team Meetings – Reassess Roles and Design	*Content Debriefing,* Procedural Log
Apr 9 M	Content Debriefing	
Apr 11 W	Individual Work – Continue Assigned Responsibilities	
Apr 13 F	Individual Work – Continue Assigned Responsibilities	Procedural Log
Apr 16 M	Writing a Technical Report – Items to Include	
Apr 18 W	Formats of Technical Reports – Maximizing Impact	
Apr 20 F	Team Meetings – Decisions re: Technical Report	Procedural Log
Apr 23 M	Individual Work – Continue Assigned Responsibilities	
Apr 25 W	Individual Work – Continue Assigned	

	Responsibilities	
Apr 27 F	Team Meetings – Conclude Final Report and Presentation	Lead Researcher Evaluations Procedural Log, Client Communication Record
Apr 30 M	Team Presentations for Clients	Technical Report
May 2 W	Team Presentations for Clients	Team Evaluations (performed by client and lead researchers)

Instructor

      Catherine W. Shoulders, Assistant Professor

      AECT, University of Arkansas

      E111A AFLS Building; Fayetteville, AR 72701-1201

      Voice (479) 575-3799; Fax (479) 575-2610; E-mail cshoulde@uark.edu

      Office Hours: Tu/Th 1:00pm-3:00pm, or by appointment

Class meets TBD

Required Text: Danielson, C. (2007). Enhancing Professional Practice: A Framework for Teaching (2nd ed.) ISBN-13: 978-1416605171

Purpose

To expose students to the roles and responsibilities of professional teachers. Students will understand the characteristics common to professionals and apply these to the teaching setting. Real-world examples of "grey-area" situations will allow students to evaluate issues holistically and determine appropriate solutions following the ethical and professional guidelines of the teaching discipline. Additionally, students will prepare resumes and engage in mock interviews to enhance their professional dispositions as they consider employment opportunities.

Course Objectives

1. This course will expose students to the roles and responsibilities of professional teachers.
2. This course will focus on the characteristics common to professionals within teaching settings.
3. This course will focus on the decision-making process and its alignment with the philosophies of professional educators.

Course Competencies:

Arkansas Educator Competencies (a full list of the competencies can be found at http://www.arkansased.gov/public/userfiles/HR_and_Educator_Effectiveness/Educator_Prep/Competency_PDFs_81214/Agricultural_Sciences_7_12_081514.pdf) – 7.1, 7.3, 7.4, 7.6, 7.7

Arkansas Teaching Standards (a full list of the standards can be found at http://www.arkansased.gov/public/userfiles/HR_and_Educator_Effectiveness/Educator_Prep/Arkansas_Teaching_Standards_2012.pdf) – 1.j, 1.k, 2.g, 2.l, 3.a, 3.c, 3.n, 3.o, 3.q, 3.r, 4.j, 4.l, 4.o, 4.p, 4.q, 4.r, 5.k, 5.q, 5.r, 7.e, 7.h, 7.m, 7.o, 7.p, 9.a, 9.b, 9.c, 9.d, 9.e, 9.f, 9.g, 9.i, 9.j, 9.k, 9.l, 9.m, 9.n, 9.o, 10.a, 10.b, 10.c, 10.d, 10.e, 10.f, 10.g, 10.h, 10.i, 10.j, 10.k, 10.m, 10.n, 10.o, 10.p, 10.q, 10.r, 10.s, 10.t

Teacher Excellence and Support System Competencies (a full list of the competencies can be found at http://www.arkansased.gov/public/userfiles/HR_and_Educator_Effectiveness/HR_EducatorEffectiveness/FINAL_TESS_Competencies_12-2017.pdf) – 4.a, 4.b, 4.c, 4.d, 4.e, 4.f

Learning Outcomes:

1. How are teachers professionals?
   - 1: Identify characteristics common to all professionals.
   - 2: Apply professional characteristics to the teaching discipline.
   - 3: Evaluate teachers' professional identities.
   - 4: Create a personal professional growth plan that includes methods for improving professionalism in each trait common to professionals.
2. How can I display my professionalism to potential employers and other stakeholders?
   - 5: Create a professional resume appropriate for employment as a teacher.
   - 6: Engage in a mock interview for a teaching position.

Course Assignments

Assignment	Learning Outcomes	Due Date	Points
Attendance/Participation	All	Throughout	100
Mentor Identification	2, 3, 4		100
Professional Identity Evaluation and Reflection	2, 3		100
Personal Professional Growth Plan	1, 4		100
Resume	5		100
Mock Interview	6		100

Assignment Summaries

Attendance/Participation
Attending each class meeting AND active participation are crucial elements for success in this course. Professionals are able to manage their time wisely, and prioritize their responsibilities. Your ability to do so will be evaluated via attendance and participation.

Mentor Identification
Each student will identify a mentor for each of the characteristics of professionals. Justification for each mentor selection will be required.

Professional Identity Evaluation and Reflection
Each student will complete a Professional Identity Scale at the beginning and end of the course. Results will be discussed in class, and each student will provide a 1-page reflection regarding any changes (or lack of change) between the two scores.

Personal Professional Growth Plan
Each student will complete a personal professional growth plan to be used during their first year of teaching. The plan will include realistic methods for improving each characteristic common to professionals. A template will be provided.

Resume
Each student will create a professional teaching resume to be used when submitting job applications for teaching positions.

Mock Interview

Each student will participate in a mock interview with a teaching professional. Students will receive an evaluation from the interviewer, and will then reflect on changes they could make in response to the evaluation.

Grading Scale

A	93 - 100%	C	73 - 76%
A-	90 - 92%	C-	70 - 72%
B+	87 - 89%	D+	67 - 69%
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B-	80 - 82%	D-	60 - 62%
C+	77 - 79%	F	< 60%

Late Assignments

Because this class works focuses on the characteristics of professionals, late work will not be accepted. Late assignment submissions do not align with the expectations of professionals within the teaching discipline. Sudden acute illness, failed technology, and university events are not acceptable excuses for late work, as assignments are detailed on this syllabus. It is recommended that you work diligently to complete work well before the deadline to ensure last-minute emergencies do not result in late assignments. If you are absent on a date an assignment is due, the assignment should be submitted before the deadline. All late assignments will receive a zero.

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Syllabus Content and Schedule Changes
The syllabus schedule and content may change at the discretion of the instructor. Such changes will be announced in class.

Course Calendar

Dates	Topics / Learning Experiences	Due
Aug 22 T	Characteristics of Professionals - Overview	
Aug 29 T	Professional Characteristic – Service to Society	Professional Identity Evaluation and Reflection (1)
Sept 5 T	Teachers Serving Society	Mentor Identification
Sept 12 T	Professional Characteristic – Body of Scholarly Knowledge	
Sept 19 T	Teachers as Contributors to the Body of Scholarly Knowledge	
Sept 26 T	Professional Characteristic – Engagement in Practical Action	

Oct 3 T	Teachers as Practical Actors	
Oct 10 T	Professional Characteristic - Uncertainty	
Oct 24 T	Teachers as Decision-makers Among Uncertainty	
Oct 31 T	Professional Characteristic – Importance of Experience	
Nov 7 T	Teachers as Reflectors of One's Own Experience	
Nov 14 T	Professional Characteristic – Professional Community	
Nov 21 T	Teachers as Members of a Professional Community	Professional Identity Evaluation and Reflection (2)
Nov 28 T	Developing a Teaching Resume	Personal Professional Growth Plan
Dec 5 T	Successful Interviewing	Resume
Dec 10-14	**Mock Interviews**	Mock Interview

AGED 4231 Program Development

Instructor

    Catherine W. Shoulders, Assistant Professor
    E111A AFLS Building; Fayetteville, AR 72701-1201
    Voice (479) 575-3799; Fax (479) 575-2610; E-mail cshoulde@uark.edu
    Office Hours: T/Th 1:00pm-3:00pm, or by appointment

Class meets on T in **ASTC 0003** *from 2:00-4:00 for the first two weeks of school. The course will meet online via GoToMeeting weekly (schedule TBD). Follow the instructions below to access these online class sessions:*

https://global.gotomeeting.com/join/817301933
You can also dial in using your phone.
United States : +1 (872) 240-3412
Access Code: 817-301-933

Co-requisite: The Block Courses/Student Teaching

Purpose
This course is designed to familiarize students with important concepts and abilities necessary to plan, supervise, evaluate, and facilitate an effective agricultural educational program in secondary settings.

Course Competencies:
Arkansas Educator Competencies (a full list of the competencies can be found at http://www.arkansased.gov/public/userfiles/HR_and_Educator_Effectiveness/Educator_Prep/Competency_PDFs_81214/Agricultural_Sciences_7_12_081514.pdf) – 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 8.10, 8.11, 8.12, 8.13, 8.14, 8.16, 8.18
Arkansas Teaching Standards (a full list of the standards can be found at http://www.arkansased.gov/public/userfiles/HR_and_Educator_Effectiveness/Educator_Prep/Arkansas_Teaching_Standards_2012.pdf) – 1.j, 1.k, 3.n, 4.p, 4.q, 4.r, 5.p, 7.f, 10.m, 10.n
Teacher Excellence and Support System Competencies (a full list of the competencies can be found at http://www.arkansased.gov/public/userfiles/HR_and_Educator_Effectiveness/HR_EducatorEffectiveness/FINAL_TESS_Competencies_12-2017.pdf) – 1.a, 1.d, 1.e, 2.e, 4.b, 4.c, 4.d, 4.e, 4.f

Required Texts/Materials
Texts and reading materials will be supplied throughout the course by the instructor.

Course Objectives
1. Identify characteristics of a complete school based agricultural education program.
2. Evaluate programmatic components for quality, including Supervised Agricultural Experience programs, FFA, and instruction.
3. Analyze program models and determine exemplary characteristics.

4. Identify and synthesize methods of overcoming challenges experienced by teachers when planning and implementing a school based agricultural education program.

Course Assignments

Assignment	Objective	Due Date	Method of Submission	Points
Case Study – National Quality Program Standards	1-4	5/4 (BEFORE portfolio presentation)	C&W – Professional Standards	50
Attendance/Participation	All	Throughout (20 points per day)	In person	120
Total				370

Assignment Summaries

Case Study – National Quality Program Standards
You are to evaluate your student teaching site's agricultural education program using the National Quality Program Standards, which you have received via email. Complete the evaluation on the provided rubric by placing checkboxes where appropriate to assign scores, calculate scores, identify areas of strength and weakness, and make recommendations for program improvement. All standards must be completed. A bulleted list is appropriate for the sections identifying strengths, weaknesses, and making recommendations.

Grading Scale

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C+	77 - 79%	F	< 60%

Class Attendance
Class participation will occur between and among students and the instructor through a variety of methods during the course including lectures and emails. The amount and quality of student contributions to these conversations will be evaluated. Collectively, we benefit from everyone's contributions. Therefore, class attendance, discussion, and participation will be an integral part of this course.

Please note that attendance is linked to the grading system. Students are encouraged to attend every class period. If at all possible, please let you instructor know if you are going to be absent in advance. Assignments may be made-up for absences outlined in the University Student Manual. See the official student rules for clarification of excused absences. You are paying for the classes taken at the University of Arkansas. It is your choice to attend or not. I will not, however, be providing class notes and lectures unless the absence is excused. Students are responsible for obtaining missed lecture notes and other information, such as announcements and assignment due dates, from their colleagues in the course.

Late Assignments
Due to the compressed nature of the course schedule, late assignments will not be accepted. Assignments missed due to excused absences must be turned in by midnight on the assignment due date. Any assignment requiring class attendance may not be made up if the class is missed.

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of classes. Students should consult directly with the instructor about this class.

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Course Calendar

Dates	Topics / Learning Experiences	Guest Speaker
Jan 10 T	Orientation to Standards	
Jan 17 T	Curriculum	Chris Bacchus
	Instruction	Anna Warner
	Facilities	Mike Rogers
	Assessment	
	SAEs	Kassie Smith
	FFA	Nina Crutchfield
	Community and Industry Partnerships	Rick Neal
	Marketing your Program	Lauri Baker
	Program Evaluation	Donna Graham