



**Professional Education Program Proposal  
COVER SHEET**

**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)

\_\_\_\_ 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.*

## Table of Contents

Professional Education Program Proposal Cover Sheet .....	1
C. Revisions to an Existing Program .....	3
Rationale .....	3
Documentation of Revisions .....	5
Copy of current program of study and proposed revisions .....	5
Revised AGED curriculum matrix .....	13
Revised Arkansas Teaching Standards matrix .....	14
Documentation of TESS .....	19
Syllabi for affected courses .....	20
Reading Competencies .....	31
Transition Plan .....	32

## **AGED Minor Program Change**

Remove AGED 4113 - Undergraduate Researchers Improving Student Experience from degree plan.

Remove AGED 3111 - Student Management from degree plan.

Changed AGED 4211 - Teachers as Professionals from one-hour credit to AGED 4213 three-hour credit.

Change AGED 4231 - Program Development from one-hour credit to AGED 4233 three-hour credit. This course will change from being offered during the last semester in the degree plan to the spring semester of the junior year. Other electives will be moved to accommodate this change and balance semester credit hours.

4 credit hours will be removed (AGED 4113 & AGED 3111) while 4 credit hours will be added in expanded courses (2 in AGED 4213 & 2 in AGED 4233) for a net zero change in credits for the degree plan.

### **AGED Minor Program Change Justification**

Changes to the AGED minor are necessary in order to align with the changes being made in the AGED concentration, which provide our students with a more rounded education in relation to holistically managing an agricultural education program. Changes would allow additional instruction in the areas of managing youth organizations and supervising experiential learning outside of a classroom through an expanded AGED 4233 Program Development course. These are areas in which recent graduates have indicated we need to provide additional instruction. The removal of the AGED 4113 URISE course is necessary because it does not teach skills that are highly sought after by students in our program. The removal of the AGED 3111 Student Management course is necessary because it is repetitive in the concepts taught. Most of the competencies taught in AGED 3111 are also taught in other AGED courses. Any AGED 3111 not covered in other courses can be integrated in the expanded AGED 4213 Teachers as Professionals course. Teachers as Professionals should be expanded to 3 hours to balance credits in the last semester and to provide additional contact time to teach competencies in this area. Currently, the AGED program needs improvement in teacher professionalism TESS standards. 4 credits removed from AGED 4113 and AGED 3111 will be replaced with 4 credits by expanding AGED 4231 to 4233 and AGED 4211 to 4213, adding 2 hours for each course.

### **AGED 4233 – Program Development**

This course is being expanded from 1 hour to 3 hours to provide students more contact hours to learn how to plan a complete agricultural education program. Recent graduates have indicated this is needed to provide more in-depth skill development related to managing an agriculture program holistically, while managing youth organizations and experiential learning projects that occur outside of class. This expansion of hours aligns with new program changes to the AGED concentration.

### **AGED 4213 Teachers as Professionals**

This course is being expanded from a 1-hour course to a 3-hour course. Previous course content will remain. Additional course content will come from the AGED 3111 Student Management course that will no longer be taught. Additional contact time is needed with students to improve TESS competencies in teacher professionalism. Expansion of this course will allow for alignment to the new AGED concentration program requirements.

### **AGED 4113 – Undergraduate Researchers Improving Student Experience**

The learning outcomes associated with this course focus heavily on action research. This narrow focus does not provide enough necessary skill development opportunities that are highly sought after by high school ag teachers. Very little content from this course aligns with Arkansas Educator Competencies in Agriculture or with TESS evaluation. Removal of this course requirement will allow room for additional course work.

### **AGED 3111 – Student Management**

Most of the competencies taught in AGED 3111 are also taught in several other courses such as in AGED 3162 Curriculum Development, AGED 3133 Instructional and Presentation Strategies, AGED 4843L Methods in Agricultural Laboratories, and the student teaching internship. Any topics not taught in this course can be taught in the Teachers as Professionals course.

**University of Arkansas**  
**Dale Bumpers College of Agricultural, Food and Life Sciences**

**AGRICULTURAL EDUCATION (AGED) MINOR**  
**2023-2024**

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Teacher Education Requirements: To gain teacher certification, students must apply during the Fall semester of their sophomore year. We recognize not all programs can follow this timeline but applying early will allow ample time to complete the requirements for clearance through Teacher Education.

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The Agricultural Education minor will consist of 20 hours to include the following:

- AGED 3162 Curriculum Development and Assessment Techniques in AGED (Spring)
- ~~AGED 4231 Program Development\* (Spring)~~
- AGED 4233 Program Development (Spring)
- AGED 3161L Curriculum Development and Assessment Techniques in CATE Lab\* (Fall)
- ~~AGED 4211 Teachers as Professionals (Fall)~~
- AGED 4213 Teachers as Professionals (Spring)
- ~~AGED 3111 Student Management (Spring)~~
- CIED 3033 Classroom Learning Theory\* (Fall, Spring, Summer)
- ~~AGED 4113 Undergrad Researchers Improving Student Experience (Spring)~~
- CIED 4023 Teaching in Inclusive Secondary Settings (Summer)
- AGED 475V Internship in Agricultural Education (Fall, Spring, Summer) (2 hrs)
- AGED 4843L Methods in Agricultural Laboratories (Spring)

*\*Course requires a pre- or co-requisite.*

**Students must declare minor by contacting their dean's office.**

Approved: Student \_\_\_\_\_ Date \_\_\_\_\_

Major Advisor \_\_\_\_\_ Date \_\_\_\_\_

Minor Advisor \_\_\_\_\_ Date \_\_\_\_\_

Copies to: Student  
Major Advisor  
Minor Advisor

Dale Bumpers College of Agricultural, Food and Life Sciences

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Minor Advisor \_\_\_\_\_ Date \_\_\_\_\_

Copies to: Student  
Major Advisor  
Minor Advisor

Agriculture 7-12 (2021)	Course Alignment with ADE Content Competencies															
	AGED 1123	AGED 3133	AGED 3162	AGED 3161L	AGED 4213	AGED 4233	AGED 4843L	ASTM 1613	AGLE 3153	3023/ 4023	CIED 3033	ANSC 1033	AGEC 1103	FDSC 2603	ENSC 1003	HORT 2003
<b>Standard 1: Pedagogical Content Knowledge</b>																
1.1		X	X	X			X									
1.2		X								X	X					
<b>Standard 2: Agricultural Content Knowledge</b>																
2.1													X			
2.2												X				
2.3														X		
2.4															X	
2.5																X
2.6								X								
<b>Standard 3: Program Planning</b>																
3.1						X	X									
3.2			X	X			X									
3.3							X									
3.4	X		X													
3.5	X		X	X		X										
3.6	X		X	X		X										
<b>Standard 4: Diversity</b>																
4.1	X	X	X	X	X	X				X						
4.2	X															
4.3	X															
4.4	X	X														
4.5	X	X	X	X			X									
4.6		X	X	X			X									
4.7		X	X	X			X									
4.8	X	X	X	X	X	X	X			X	X					
4.9						X										
4.10		X			X		X									
<b>Standard 5: Professionalism</b>																
5.1	X	X	X	X	X	X	X									
5.2					X											
5.3	X	X			X	X	X		X							
<b>Standard 6: Personal Development</b>																
6.1	X	X	X	X	X	X	X		X	X	X					
6.2	X	X	X	X	X	X	X		X	X	X					
6.3	X	X	X	X	X	X	X		X	X	X					
6.4	X	X	X	X	X	X	X		X	X	X					
6.5	X	X	X	X	X	X	X		X	X	X					

<b>All Licensure Areas</b>	AGED 1123	AGED 3133	AGED 3162	AGED 3161L	AGED 4213	AGED 4233	AGED 4843L	AGED 475V
<b>Standard #1 Learner Development</b>								
Performances								
1 (a)						X	X	X
1 (b)		X				X	X	X
1 (c)		X						X
Essential Knowledge								
1 (d)		X				X	X	X
1 (e)		X				X	X	X
1 (f)		X				X	X	X
1 (g)		X				X	X	X
Critical Dispositions								
1 (h)		X	X	X		X	X	X
1 (i)		X	X	X		X	X	X
1 (j)		X				X	X	X
1 (k)		X				X	X	X
<b>Standard #2 Learning Differences</b>								
Performances								
2 (a)		X	X	X		X	X	X
2 (b)		X				X	X	X
2 (c)		X	X	X		X	X	X
2 (d)		X			X	X		X
2 (e)		X				X		X
2 (f)		X				X	X	X
Essential Knowledge								
2 (g)		X	X	X		X	X	X
2 (h)		X			X	X	X	X
2 (i)		X				X		X
2 (j)		X				X		X
2 (k)		X				X		X
Critical Dispositions								
2 (l)		X			X	X	X	X
2 (m)		X				X	X	X
2 (n)		X				X	X	X
2 (o)		X				X		X
<b>Standard #3 Learning Environments</b>								
Performances								
3 (a)		X			X			X
3 (b)		X				X	X	X
3 (c)		X			X	X	X	X
3 (d)		X			X			X
3 (e)		X			X	X		X
3 (f)		X			X			X
3 (g)		X			X			X



3 (h)		X			X			X
Essential Knowledge								
3 (i)		X			X			X
3 (j)		X					X	X
3 (k)		X						X
3 (l)		X						X
3 (m)		X						X
Critical Dispositions								
3 (n)		X			X			X
3 (o)		X					X	X
3 (p)		X						X
3 (q)		X			X			X
3 (r)		X						X
<b>Standard #4 Content Knowledge</b>								
Performances								
4 (a)	X	X	X	X		X	X	X
4 (b)		X				X	X	X
4 (c)		X				X	X	X
4 (d)		X				X	X	X
4 (e)		X				X	X	X
4 (f)		X				X	X	X
4 (g)		X	X	X			X	X
4 (h)		X					X	X
4 (i)		X					X	X
Essential Knowledge								
4 (j)	X	X	X	X		X	X	X
4(k)		X					X	X
4 (l)	X	X				X	X	X
4 (m)		X	X	X		X	X	X
4 (n)		X	X	X		X	X	X
Critical Dispositions								
4 (o)	X	X	X	X		X	X	X
4 (p)		X					X	X
4 (q)		X					X	X
4 (r)		X					X	X
<b>Standard #5 Application of Content</b>								
Performances								
5 (a)		X	X	X			X	X
5 (b)		X				X	X	X
5 (c)		X					X	X
5 (d)		X					X	X
5 (e)		X				X	X	X
5 (f)		X					X	X
5 (g)		X					X	X
5 (h)		X					X	X
Essential Knowledge								
5 (i)	X	X	X	X			X	X

5 (j)	X					X	X
5 (k)						X	
5 (l)	X					X	X
5 (m)	X					X	X
5 (n)	X					X	X
5 (o)	X					X	X
5 (p)	X					X	X
Critical Dispositions							
5 (q)	X					X	X
5 (r)	X					X	X
5 (s)	X					X	X
<b>Standard #6 Assessment</b>							
Performances							
6 (a)	X	X	X			X	X
6 (b)	X	X	X			X	X
6 (c)	X	X	X		X	X	X
6 (d)	X	X	X			X	X
6 (e)	X	X	X			X	X
6 (f)	X					X	X
6 (g)	X	X	X			X	X
6 (h)	X					X	X
6 (i)	X	X	X			X	X
Essential Knowledge							
6 (j)	X	X	X			X	X
6 (k)	X	X	X			X	X
6 (l)	X					X	X
6 (m)	X					X	X
6 (n)	X					X	X
6 (o)	X	X	X			X	X
6 (p)	X					X	X
Critical Dispositions							
6 (q)	X					X	X
6 (r)	X					X	X
6 (s)	X					X	X
6 (t)	X					X	X
6 (u)	X					X	X
6 (v)	X					X	X
<b>Standard #7 Planning for Instruction</b>							
Performances							
7 (a)	X						X
7 (b)	X						X
7 (c)	X	X	X				X
7 (d)	X						X
7 (e)							X
7 (f)					X		X
Essential Knowledge							
7 (g)	X	X	X				X
7 (h)	X						X

7 (i)	X						X
7 (j)	X						X
7 (k)	X						X
7 (l)	X						X
7 (m)							X
<b>Critical Dispositions</b>							
7 (n)	X						X
7 (o)	X						X
7 (p)	X	X	X		X		X
7 (q)	X	X	X		X		X
<b>Standard # 8 Instructional Strategies</b>							
<b>Performances</b>							
8 (a)	X					X	X
8 (b)	X					X	X
8 (c)	X					X	X
8 (d)	X					X	X
8 (e)	X					X	X
8 (f)	X					X	X
8 (g)	X					X	X
8 (h)	X					X	X
8 (i)	X					X	X
<b>Essential Knowledge</b>							
8 (j)	X					X	X
8 (k)	X					X	X
8 (l)	X					X	X
8 (m)	X					X	X
8 (n)	X					X	X
8 (o)	X					X	X
<b>Critical Dispositions</b>							
8 (p)	X					X	X
8 (q)	X					X	X
8 (r)	X					X	X
8 (s)	X					X	X
<b>Standard #9 Professional Learning and Ethical Practice</b>							
<b>Performances</b>							
9 (a)	X			X			X
9 (b)	X			X			X
9 (c)	X	X	X	X			X
9 (d)	X	X	X	X			X
9 (e)	X			X			X
9 (f)	X	X	X	X			X
<b>Essential Knowledge</b>							
9 (g)	X			X			X
9 (h)	X			X			X
9 (i)	X			X			X
9 (j)				X			X

9 (k)					X			X
Critical Dispositions								
9 (l)		X			X			X
9 (m)		X			X			X
9 (n)		X	X	X	X	X		X
9 (o)					X			X
<b>Standard #10: Leadership</b>								
Performances								
10 (a)					X			X
10 (b)					X			X
10 (c)					X			X
10 (d)					X			X
10 (e)					X			X
10 (f)					X			X
10 (g)					X			X
10 (h)					X			X
10 (i)					X			X
10 (j)					X			X
10 (k)					X			X
Essential Knowledge								
10 (l) X					X			X
10 (m)					X	X		X
10 (n)					X			X
10 (o)					X			X
Critical Dispositions								
10 (p)					X			X
10 (q)					X			X
10 (r)					X			X
10 (s)					X			X

	Course Alignment with Teacher Excellence and Support System								
	AGED 1123 Foundations of AGED	AGED 3133 Instructional & Presen. Strategies	AGED 3162 Curriculum Dev	AGED 3161L Curriculum Dev Lab	AGED 4213 Teachers as Professionals	AGED 4233 Program Development	AGED 4843L Methods in Ag Laboratories		
<b>Section I: Framework for Teaching</b>									
<b>Domain 1: Planning and Preparation</b>									
1.a		X	X	X	X				X
1.b	X	X	X	X	X				X
1.c		X	X	X	X	X			X
1.d		X	X	X	X				X
1.e		X	X	X	X				X
1.f		X	X	X	X				X
<b>Domain 2: The Classroom Environment</b>									
2.a		X			X	X			
2.b		X			X				
2.c		X			X				
2.d		X			X				
2.e		X			X				
<b>Domain 3: Instruction</b>									
3.a		X	X	X	X				X
3.b		X	X	X	X				X
3.c		X	X	X	X				X
3.d		X	X	X	X				X
3.e		X	X	X	X				X
<b>Domain 4: Professional Responsibilities</b>									
4.a		X	X	X	X				
4.b			X	X	X	X			
4.c					X	X			
4.d					X	X			
4.e		X			X				
4.f					X				

## Instructor Information

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 TBD

 TBD

 TBD

### Office Hours

- TBD

## Course Information

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### Course Meeting

Meets in person at the Abernathy lab (ASTC) once per week on Thursdays from 8am to 12:15pm (unless otherwise stated) during the block (1/18/22 – 2/1/22).

### 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. This course will also guide students in the development of realistic, proactive classroom management strategies that establish a safe culture of student learning and academic success, a major component of teacher professionalism. Additionally, students will prepare resumes and engage in mock interviews to enhance their professional dispositions as they consider employment opportunities.

### Recommended Text

Danielson, C. (2007). *Enhancing Professional Practice: A Framework for Teaching* (2<sup>nd</sup> ed.)  
ISBN-13: 978-1416605171

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

### Course Objectives

- This course will expose students to roles and responsibilities of professional teachers.
- This course will focus on the characteristics common to professionals within teaching settings.
- This course will focus on the decision-making process and its alignment with the philosophies of professional educators.
- This course will focus on the philosophies and methods teachers use to develop realistic, proactive class management strategies.
- This course will focus on the concepts of safety, culture, and student success as priorities in class management plans.
- This course will focus on the standards by which students are held accountable for their actions within a class.

### Learning Outcomes

1. How are teachers professionals?
  - a. Identify characteristics common to all professionals.
  - b. Apply professional characteristics to the teaching discipline
  - c. Evaluate teachers’ professional identities
  - d. 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?

- a. Create a professional resume appropriate for employment as a teacher
- b. Engage in a mock interview for a teaching position
3. How can proactive classroom management improve the culture of a classroom?
  - a. Evaluate the practices and outcomes of proactive and reactive classroom management practices.
  - b. Identify examples of proactive and reactive classroom management.
  - c. Create a vision for classroom culture and environment.
4. How do teachers establish quality classroom management plans?
  - a. Describe the components of a quality classroom management plan.
  - b. Evaluate the outcomes of options within each component of the classroom management plan.
  - c. Create a classroom management plan that aligns with a positive vision for classroom culture and environment.
5. How do teachers manage classroom disruptions?
  - a. Identify avenues for classroom disruption and methods of closing these avenues.
  - b. Evaluate choices in managing classroom disruptions and determine which are most appropriate in maintaining the desired classroom culture.

## Course Assignment

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Assignment	Learning Outcome	Points
Attendance/Participation	All	100
Teaching Philosophy	1b, 2	50
Resume	2a	100
Teacher Disposition Inventory	1b, 1c	100
Personal Professional Growth Plan	1a, 1b	100
Mock Interview	2b	100
Discussion Posts	All	100
Classroom Culture/Environment Vision	3a, 3b, 3c	100
Classroom Management Plan	4a, 4b, 4c	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.

#### *Teaching Philosophy*

Each student will submit a teaching philosophy to be used when submitting job applications for teaching positions. Students should use experiences from their internship to modify their teaching philosophy as necessary.

#### *Resume*

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

#### *Teacher Disposition Inventory*

Each student will complete a Teacher Disposition Inventory at the beginning and end of the internship. 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.

### *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.

### *Discussion Posts*

Each student will respond to a weekly discussion prompt on Blackboard. You should also reply to at least 2 different posts from your classmates.

### *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.

## **Grading Scale**

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### Letter Grade Points

A .....	765 – 850 points
B .....	680 – 766 points
C .....	595 – 679 points
D .....	510 – 594 points
F .....	< 510 points

## **Safety Guidelines:**

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Each person must do their part and is expected to comply with university guidelines to reduce virus spread to our campus community. Safety guidelines and requirements including face coverings, social distancing, hand washing, and study/work space disinfecting can be found at <https://health.uark.edu/coronavirus/latest-information-for.php#safety>. Updates to these safety guidelines may change throughout the semester. You are responsible to remain informed about changes and conduct yourself accordingly. Violations of campus and/or classroom safety policies will be considered conduct violations. Detailed information about such violations is located at the Office of Student Standard and Conduct website: <https://ethics.uark.edu/>. Thank you for your help in keeping the University of Arkansas healthy and safe. We are all in this together.



## Academic Integrity

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“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 at [honesty.uark.edu](http://honesty.uark.edu). Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor.”

All work must be original and created by you during the current semester. It is a violation of academic integrity on an assignment or exam if you do any of the following:

- Use anyone else's work (past semester or present) as your own.
- Use your own work from a past semester for the current assignment.
- Plagiarize by copy/paste off the web or any other source.
- Plagiarize by using ideas from any source without citing the source.
- Work with others to complete the assignment unless specifically instructed to work as a group.
- Having someone else complete your assignment.
- Any other activity that is covered in the [University Academic Integrity Policy](#).

### Unauthorized Websites or Internet Resources

There are many websites claiming to offer study aids to students, but in using such websites, students could find themselves in violation of our University's Academic Integrity and Code of Student Life policies. These websites include (but are not limited to) Quizlet, Bartleby, Course Hero, Chegg, and Clutch Prep. The U of A does not endorse the use of these products in an unethical manner. These websites may encourage students to upload course materials, such as test questions, individual assignments, and examples of graded material. Such materials are the intellectual property of instructors, the university, or publishers and may not be distributed without prior authorization. Furthermore, paying for academic work to be completed on your behalf and submitting it for academic credit is considered 'contract cheating' per the Academic Integrity Policy. Students found responsible for this type of violation face a grading penalty of 'XF' and a minimum one-semester academic suspension per the University of Arkansas Sanction Rubric. Please let me know if you are uncertain about the use of a website.

### Unauthorized Use of Technology for a Quiz or Examination

Students are not permitted to collaborate on any quiz or examination without specific permission from the instructor in advance. This includes collaboration through GroupMe, WhatsApp, or any other form of technology to exchange information associated with a quiz or examination.

The following is not all inclusive of what is considered academic misconduct for quizzes or examinations. These examples show how the use of technology can be considered academic misconduct and could result in the same penalties as cheating in a face-to-face (in person) class:

- Taking a screen shot of an online quiz or exam question, posting it to GroupMe or WhatsApp, and asking for assistance is considered academic misconduct.
- Answering an online quiz or exam question posted to GroupMe or WhatsApp is considered academic misconduct.
- Giving advice, assistance, or suggestions on how to complete a question associated with a quiz or examination is considered academic misconduct.
- The use of online websites (Quizlet, Chegg) or search engines (Google) when exam instructions indicate these are not allowed is considered academic misconduct.
- Gathering to take an online quiz or exam with others and sharing answers in the process is considered academic misconduct.

Please note: If a student or group of students are found to be exchanging material associated with a quiz or examination through any form of technology (GroupMe, WhatsApp, etc.) or using any unauthorized resources (Googling answers, use of websites such as Quizlet, Course Hero, Chegg, etc.), I am required to report this matter per the University of Arkansas Academic Integrity Policy.

## Educational Access

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University of Arkansas Academic Policy Series 1520.10 requires that students with disabilities are provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact me privately to make arrangements for necessary classroom adjustments. Please note, you must first verify your eligibility for these through the Center for Educational Access (contact [ada@uark.edu](mailto:ada@uark.edu) or visit <http://cea.uark.edu> for more information on registration procedures).

## Inclement Weather Policy

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In the event of inclement weather, your instructor may pivot to a virtual class or may release online materials for the class. During inclement weather, class changes will be communicated via email/Blackboard announcements. Information regarding University closings can be obtained by calling 575-7000 or check the University of Arkansas homepage.

## Emergency Procedures

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Many types of emergencies can occur on campus; instructions for specific emergencies such as severe weather, active shooter, or fire can be found at [emergency.uark.edu](http://emergency.uark.edu).

### Severe Weather (Tornado Warning)

- Follow the directions of the instructor or emergency personnel
- Seek shelter in the basement or interior room or hallway on the lowest floor, putting as many walls as possible between you and the outside
- If you are in a multi-story building, and you cannot get to the lowest floor, pick a hallway in the center of the building
- Stay in the center of the room, away from exterior walls, window, and doors

### Violence/Active Shooter (CADD):

- Call 9-1-1
- AVOID – if possible, self-evacuate to a safe area outside the building. Follow directions of police officers.

**The instructor reserves the right to change the schedule and syllabus at any time. Changes will be announced in class.**

## AGED 4233 Program Development Spring 2024

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### **Instructors**

Will Doss, PhD, Assistant Professor  
Agricultural Education, Communications, and Technology  
Office: AFLS E111A  
Phone: 479-575-3799  
Email: wd009@uark.edu  
Office Hours: TTh 8:00am-11:00am  
Or by appointment

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### **Time and Location**

MWF 8:35am – 9:25am

### **Course Description**

Teachers of agricultural education need an understanding of the skills needed to successfully manage leadership and experiential learning components of the agricultural education model. This course is designed to teach principles and concepts of leadership, program organization, youth organization management, supervised agricultural experience, and advisory committees. This course is a portion of pre-professional studies required for certification in agricultural education.

### **Course Objectives**

At the completion of the course, the learner will be able to:

1. Identify characteristics of a complete school-based agricultural education program.
2. Plan, facilitate, and evaluate FFA chapter activities.
3. Perform FFA and SAE record keeping skills as would be required for state reporting and enhancing student recognition.
4. Plan, supervise, and evaluate student supervised agricultural experience programs.

### **Learning Outcomes**

1. Plan a complete agricultural education program
  - a. Identify community needs
  - b. Develop a philosophy on the interaction of classroom teaching, FFA, and SAE.
  - c. Utilize an advisory committee to help plan and evaluate a program
2. Plan, facilitate, and advise an FFA chapter
  - a. Determine roles of an FFA advisor
  - b. Develop a program of activities using SMART goals
  - c. Engage students in FFA leadership and career development events
  - d. Facilitate an FFA officer team
3. Plan, supervise, and evaluation supervised agricultural experience (SAE) programs
  - a. Create a recordkeeping system for SAEs
  - b. Determine how to increase student involvement in SAEs
  - c. Make ethical decisions related to SAEs
  - d. Develop a plan for supervising SAEs

## **Required Texts**

Official FFA Manual – Available in resources folder on Blackboard or online through [www.ffa.org](http://www.ffa.org). Other resources will be provided by the instructor as needed.

## **DESCRIPTION OF COURSE ASSIGNMENTS**

### **Philosophy of Agricultural Education and the Three Circle Model (100 points)**

Write a two or three-page, double spaced expression of your beliefs, attitudes, and feelings regarding agricultural education and the utilization of the three-circle model. You should discuss how all three components should work together to achieve a more well-rounded program.

### **CDE/LDE Training Notebook (100 points)**

For this assignment you and your assigned group will create two notebooks that outline an assigned Leadership Development Event and a Career Development Event in Arkansas. The notebook should include the following: a general overview of the contest and how it works, rules for the contest, resources to help train a team, strategies for training a quality team, and a schedule or timeline for practicing including school practices and invitational contest. (See Notebook Rubric)

### **CDE/LDE Training Presentation (100 points)**

You and your group will teach a short lesson for training a specific component of your assigned LDE and CDE. This will be a team-teaching activity and should use resources presented in your CDE/LDE training notebook. This lesson may be taught with any type of presentation strategy or teaching method. (See Notebook Rubric)

### **Program of Activities/Calendar of Events (150 points)**

Within your assigned group you will create a program of activities and chapter calendar in the AET based off the scenario you are provided. Include a plan for all three categories Growing Leaders, Building Communities, and Strengthening Agriculture. The calendar should include activities, fundraising, chapter events, and any other relevant information. (See POA/Calendar Assignment Description)

### **SAE Planning Notebook (100 points)**

As an individual you will develop a plan for supervising student SAE projects. You will be assigned a livestock species and will develop a plan for supervising students throughout the experience. Validation, entries, management, and other necessary resources will all be included in the notebook. A discussion for each livestock species will be conducted during class. (See SAE Planning Notebook Description)

### **SAE Record Book Project (150 points)**

Based on the scenario provided to you in class, develop a record book as if you were a student trying to receive his/her State Degree at the upcoming state convention. You should include all activities, SAEs, community service projects, and any other relevant information based on your scenario.

### **Exam #1**

This exam will be an objective assessment of your knowledge and understanding of the content discussed since the beginning of the course. A variety of question types will be utilized in this written assessment taken during scheduled class time.

### **Exam #2**

This exam will encompass concepts taught throughout the entire course. Questions will require you to apply knowledge gained to specific situations and justify your response. A variety of question types will be utilized in this written assessment taken during scheduled class time.

## **Participation, Attendance, Professionalism and Other Assignments**

A high degree of engagement is expected and will contribute to your learning as an active participant. This includes interacting with the instructor and other students, completing outside of class assignments and readings, and being prepared to participate in class discussions. This class is the beginning of your journey to becoming a professional. Evidence of professionalism includes attendance, collegial attitude, participation, and punctuality.

<b>Course Assignments</b>	<b>Points</b>
Philosophy of Agricultural Education and the Three-Circle Model	100
CDE/LDE Training Notebook	100
CDE/LDE Training Presentation	100
Midterm Exam	100
Program of Activities/Calendar of Events	150
SAE Notebook	100
SAE Record Book Project	150
Final Exam	100
Attendance, Professionalism and Other Assignments	100
<b>Total Points</b>	<b>1000</b>

## **Grading Scale**

- A = 900-1000 Points
- B = 800-899 Points
- C = 700-799 Points
- D = 600-699 Points
- F = Less than 600 Points

## **Attendance and Make-up Exams and Assignments**

Students' class attendance and participation are required. Late work will be accepted with a 10% penalty per business day. No assignments will be accepted after the last day of regularly scheduled classes, nor will extension of a due date be considered on the day an assignment is due. Students should contact the instructor or assistant if they are expecting to be unable to meet a deadline. Incomplete grades will only be given in accordance with University policy and only if arrangements have been made with the instructor prior to the last day of regularly scheduled classes.

Any time instruction is missed, for any reason, it will count as an absence. College approved field trips, and competitive and leadership development events (with prior instructor approval) are considered legitimate and with proper documentation will not be considered an absence. Seeking an extended deadline due to the above-mentioned absences should be arranged before missing the course meeting. In case of emergencies, arrangements for completing assignments should be made immediately upon return to campus.

## **Use of Technology During Instruction**

This class is part of your journey to becoming a professional, and the use of personal cell phones, iPads, computers, and other electronic devices can distract learning for all individuals and create an unprofessional environment. However, electronic devices can also be powerful tools to be used in the learning process. Therefore, the use of electronic devices for class purposes, such as note-taking and internet searches is allowed. However, remember that you are now a professional and will be required to act accordingly. So, if you choose to use electronic devices in the classroom, do so in a professional manner.

## **Academic Integrity**

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 if 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.

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.

### **About the Course**

Being a high school agriculture teacher is a rewarding profession, and this course is designed to help you develop your expertise and professionalism as an agricultural educator. As a teacher you will be expected to develop a total agricultural education program. Therefore, the activities you will be required to complete work toward achieving this goal. In line with this, there are some expectations that I have of you, and conversely, there are some expectations that you should have of me. The expectations for this course are as follows:

I will expect you to:

- Complete all assignments thoroughly, in a timely manner.
- Attend all classes, unless there are extenuating circumstances, which you should inform me of as soon as possible.
- Be on time for all class sessions and activities
- Look at each assignment as an occasion for you to learn, and make the most of every learning opportunity.
- Be honest and submit your own original work.
- Participate in class discussions and activities; this helps you as well as all of your classmates.
- Enjoy this class!

You can expect me to:

- Provide learning opportunities that advance your knowledge and development in agricultural education.
- Be available before and after class, during office hours, and at other times (I have an open door policy) to provide assistance and answer your questions.
- Be fair in my grading and assessment of your work.
- Provide you with timely, constructive feedback on your work.
- Enjoy this class!

### **About Me**

I grew up near Grand Saline, Texas where I was in agricultural education classes and FFA from 8<sup>th</sup> grade through my senior year. I received by BS degree in Agricultural Science and my MS degree in Agricultural Leadership, Education, & Communications from Texas A&M University. While working on my BS degree, I also had the opportunity to work for Texas AgriLife Extension in biofuels and crop testing. While finishing the second half of my MS degree, I worked at Bryan ISD as a technology education teacher and an agricultural education teacher for two years. I then moved closer to my hometown and taught at Van ISD as an agricultural education teacher for three years. After my fifth year of teaching I went to Texas Tech University where I received my PhD in Agricultural Communications and Education.

### **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**

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 5:00am for announcements. Announcements are also made on the KAUF Radio (91.3 FM) as well as local radio and television stations. Students should be aware that this policy applies to University offices and support services and is not related to the schedule of classes. Students should consult directly with the instructor about this course.

## **Emergency Procedures**

Many types of emergencies can occur on campus; instructions for specific emergencies such as severe weather, active shooter, or fire can be found at <http://emergency.uark.edu>

### **Severe Weather (Tornado Warning):**

- Follow the directions of the instructor or emergency personnel,
- Seek shelter in the basement or interior room or hallway on the lowest floor, putting as many walls as possible between you and the outside,
- If you are in a multi-story building and you cannot get to the lowest floor, pick a hallway in the center of the building, and
- Stay in the center of the room, away from exterior walls, windows and doors.

### **Violence/Active Shooter (CADD)**

- **CALL** 911
- **AVOID** – If possible, self-evacuate to a safe area outside the building. Follow directions of police officers,
- **DENY** – Barricade the door with desk, chairs, bookcases or any items, and
- **DEFEND** – Use chairs, desks, cell phones or whatever is immediately available to distract and/or defend yourself and others from attack.

## **Student Support**

The Jane B. Gearhart Full Circle Food Pantry is a student-led food assistance program, dedicated to serving students, staff, and faculty at the University of Arkansas with personal support through free non-perishable foods, fresh produce, and personal care items. Full Circle provides accessible food assistance along with volunteer opportunities year-round. For more information, visit <https://service.uark.edu/services/pantry> or email [pantry@uark.edu](mailto:pantry@uark.edu).

## **Disability Accommodation**

University of Arkansas Academic Policy Series 1520.10 requires that students with disabilities are provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact me privately at the beginning of the semester to arrange for necessary classroom adjustments. Please note, you must first verify your eligibility for these through the Center for Educational Access (contact 479-575-3104 or visit [cea.uark.edu](http://cea.uark.edu) for more information on registration procedures).

## **Course Topics**

Origins of Agricultural Education  
Being an Agricultural Education Teacher  
Advising an FFA Chapter  
Managing Officer Teams and Committees  
Teaching Leadership  
FFA Degrees  
Chapter Awards  
Arkansas FFA and National FFA Resources  
Preparing for LDEs and CDEs  
Program of Activities/Planning FFA Activities  
SMART Goals  
Creating a Program of Activities in The AET Record Keeping System  
Using Judging Card  
Fundraising in FFA Chapters  
Budgeting FFA Activities  
Introduction to SAEs  
Non-Traditional SAEs  
Matching a SAE to the Student  
Planning and Supervising SAEs  
SAE Record Keeping  
Proficiency Awards  
Ethical Issues in SAEs and FFA  
Creating an SAE Record Book in The AET



Agriculture 7-12	Course Alignment with Foundations of Reading Competencies - Awareness Level		
	AGED 3162/316 1L	AGED 3133	CIED 4023
<b>1. Science for Reading</b>			
1.1	x	x	
1.2	x	x	
1.3	x	x	x

## **Transition Plan**

During the Spring 2023 semester, AGED will not have any student teachers due to a number of circumstances. It makes it a good time to implement this change, as it will have very little effect on our students. AGED 4233 – Program Development is already being taught as a special problems substitute for the AGED 4113 – URISE course within our program. AGED 4213 will be taught as the next cohort of student teachers come in to the Spring 2024 semester. Old course numbers will be left on the books to allow for substitution as needed with special problems. However, we do not believe this will need to be done for more than one year.