Department/Degree Program Plan for integrating the
Discipline-Specific Spoken, Visual and Written Communication Requirement
into undergraduate curriculum

Date: November 1, 2004
Department/Degree Program: Agricultural and Extension Education
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Contact Phone Number: 1-8188
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Submission of plan includes:
(three to four pages)
1. A brief statement of departmental and/or program goals and objectives for an integrated, sequenced approach to spoken, visual, and written communication.
2. A plan for developing and implementing a curriculum reflecting these goals and objectives, including an outline of phasing, and
3. A plan for assessing outcomes.

APPROVAL SIGNATURES

Department Representative: [Signature] Date: 2-15-06
College Dean: [Signature] Date: 2-15-06
Departmental and/or program goals

The Department of Agricultural and Extension Education creates, conveys, and applies research-based knowledge through formal and non-formal methods to prepare and enable Extension and Agricultural Educators to serve the people of Virginia and the global community.

There are two options in the undergraduate degree program, extension option and teaching option. Both options prepare students for a career in education whether formal or informal. Under the current accreditation standards used in teacher education, the Department of Agricultural and Extension Education will implement the communication standards from model standards for beginning teacher licensing, assessment and development (Interstate New Teacher Assessment and Support Consortium, 1992)

*Objectives for an integrated, sequenced approach to spoken, visual, and written communication.*

**Standard 6: Communication.**
The educator uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

**6.10 Knowledge**
- Understands communication theory, language development, and the role of language in learning.
- Understands how cultural and gender differences can affect communication in the classroom.
- Recognizes the importance of nonverbal as well as verbal communication.
- Knows about and can use effective verbal, nonverbal, and media communication techniques.

**6.20 Dispositions**
- Recognizes the power of language for fostering self-expression, identity development, and learning.
- Values many ways in which people seek to communicate and encourages many modes of communication in the classroom.
- Is a thoughtful and responsive listener.
- Appreciates the cultural dimensions of communication, responds appropriately, and seeks to foster culturally sensitive communication by and among all students in the class.

**6.30 Performance**
- Models effective communications strategies in conveying ideas and information and in asking questions (e.g. monitoring the effects of messages, restating ideas and drawing connections, using visual, aural, and kinesthetic cues, being sensitive to nonverbal cues given and received).
- Supports and expands learner expression in speaking, writing, and other media.
- Knows how to ask questions and stimulate discussion in different ways for particular purposes, for example, probing for learner understanding, helping students articulate their ideas and thinking processes, promoting risk-taking and problem-solving, facilitating factual recall, encouraging convergent and divergent thinking, stimulating curiosity, helping stimulate students to question.
- Communicates in ways that demonstrate a sensitivity to cultural and gender differences (e.g. appropriate use of eye contact, interpretation of body language and verbal statements, acknowledgment of and responsiveness to different modes of communication and participation).
- Knows how to use a variety of media communication tools, including audiovisual aids and computers, including educational technology, to enrich learning opportunities.

*Plan for developing and implementing a curriculum reflecting these goals and objectives, including an outline of phasing*

<table>
<thead>
<tr>
<th>Objective</th>
<th>Courses</th>
<th>Accountability Instrument</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understands communication theory, language development, and the role of language in learning.</td>
<td>AEE 3624</td>
<td>Peer Teaching (multiple lessons in multiple courses)</td>
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<tr>
<td></td>
<td>AEE 3634</td>
<td>Portfolio Development</td>
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<td>Lesson Planning</td>
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<td>AEE 4244</td>
<td>Unit Planning</td>
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<td>EDCI 4404*</td>
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<td>Recognizes the importance of nonverbal as well as verbal communication.</td>
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AEE 4754  
AEE 4884  
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Unit Planning  
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Lesson Planning  
Unit Planning |
|---|---|---|
| Values many ways in which people seek to communicate and encourages many modes of communication in the classroom. | AEE 3624  
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AEE 4754  
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EDCI 4124*  
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Portfolio Development  
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Portfolio Development  
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Plan for assessing outcomes.

The department will assess outcomes through several criteria:

1. The student and advisor will complete a competency record similar to the competency record attached during the senior year.
2. Evaluations of courses in the department identified as incorporating visual expression, written, and spoken communication will be evaluated by students in relationship to meeting the needs of the communication integration.
3. An exit survey will be administered during the student’s senior year to determine their perceptions of preparation for employment in their particular field in relation to implementing visual expression, written and spoken communication skills.
4. Employer perceptions of graduate’s visual expression, written, and spoken communication skill will be assessed one year following graduation date.
5. The department will synthesize all data collected and evaluate the plan for implementing visual expression, written and spoken communication skills each year. Revisions to the plan will be implemented if deemed appropriate.
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