Official Policies and Procedures


Refer to the National FFA Career Development Event (CDE) and Leadership Development Event (LDE) webpage on FFA.org for the most up-to-date edition of the career and leadership development event handbook.

Contact:
Career Development Events Education Specialist
National FFA Center
6060 FFA Drive
P.O. Box 68960
Indianapolis, IN 46268-0960
cde@FFA.org

FFA Vision
Students whose lives are impacted by FFA and agricultural education will achieve academic and personal growth, strengthen American agriculture and provide leadership to build healthy local communities, a strong nation and a sustainable world.

FFA Mission
FFA makes a positive difference in the lives of students by developing their potential for premier leadership, personal growth and career success through agricultural education.

The Agricultural Education Mission
Agricultural education prepares students for successful careers and a lifetime of informed choices in the global agriculture, food, fiber and natural resources systems.

The National FFA Organization is a resource and support organization that does not select, control, or supervise state association, local chapter or individual member activities. Educational materials are developed by FFA in cooperation with the U.S. Department of Education as a service to state and local agricultural education agencies.

The National FFA Organization affirms its belief in the value of all human beings and seeks diversity in its membership, leadership and staff as an equal opportunity employer.
Philosophy

The National FFA Organization is dedicated to organizing experiences that will meet the future needs of students while accomplishing the current purposes of agricultural education.

The primary goal of career and leadership development events is to develop individual college and career readiness skills through personal growth and premier leadership.

Individuals will be challenged to develop critical thinking skills and effective decision-making skills, foster teamwork and promote communication while recognizing the value of ethical competition and individual achievement.

The activities in each event:

- Include problem solving, critical thinking and teamwork skills, where appropriate.
- Encourage appreciation for diversity by reducing barriers to participation among members.
- Develop general leadership and recognize individual and team achievement.
- Promote concentrated focus on future needs of members and society.

The National FFA Organization assumes the leadership role in developing and continuously improving relevant FFA career and leadership development events.

National events should reflect instruction that currently takes place in the entire agricultural education program, including classroom instruction, laboratory instruction, instruction in leadership and supervised agricultural experience (SAE) programs. Events are intended to be an outgrowth of instruction. Also, it is appropriate for the national organization to develop events and awards that stimulate instruction in emerging areas that reflect both current and future community, national and global workforce needs. Those events should be developed with significant input from FFA members, teachers, partners, respective industry sponsors and others involved in agricultural education. The National FFA Organization continues to encourage accessibility and provide opportunities for achievement and recognition for students with diverse backgrounds.

Events that include team activities should be based on cooperation and teamwork while recognizing the value of competition and individual achievement. Where appropriate, team activities will be included that require two or more members from one chapter working cooperatively.
Agriculture, Food and Natural Resources (AFNR)

Career Cluster Content Standards

The agriculture, food and natural resources (AFNR) industry is a highly technical and ever-changing sector of the global economy upon which everyone is dependent. We will continue to meet national and global demand for a safe and abundant food, fiber and fuel supply if we invest in the growth and development of the human capital for the AFNR industry. Strong, relevant AFNR Career and Technical Education (CTE) programs that are informed by industry and education stakeholders are one way we can meet workforce needs now and in the future.

The National Council for Agricultural Education has provided permission to the National FFA Organization for the use of the National AFNR Career Cluster Content Standards in the development of their educational resource materials. The National Council for Agricultural Education are the owners and developers of the National AFNR Career Cluster Content Standards © 2016 and reserve all rights to the original material that is used here with permission. In addition, The National Association of State Directors of Career and Technical Education/National Career Technical Education Foundation (NASDCTE/NCTEF) have provided permission to use the Common Career and Technical Core (CCTC) Standards in support of this project. NASDCTE/NCTEF are the owners and developers of the Common Career and Technical Core (CCTC) Standards © 2012 and reserve all rights to the original material that is used here with permission.

The National AFNR Career Cluster Content Standards are a guide to develop well-planned curriculum in agriscience education to be delivered to students throughout the country. For a complete copy of the AFNR Career Cluster Content Standards, please visit FFA.org/thecouncil/afnr.

The National FFA Organization has adopted the AFNR Career Cluster Content Standards and integrated them into national award and recognition programs for the benefit of members, school administration and agriculture as a whole. Details outlining the incorporation of the standards in careers and leadership development events can be found at the end of each event in the CDE/LDE handbook.
2017–2021 Official CDE/LDE Policies and Procedures

Violations of any of the following rules may be grounds for the event superintendent to disqualify the participants.

National FFA staff and event superintendents will use the published policies and procedures to organize and implement the National FFA Career and Leadership Development Events. Event activities may not be conducted due to lack of necessary materials, expertise or extreme impact to event budgets. Teams that are certified to compete will receive the current event format in a team orientation packet prior to the convention.

Official Dress Recommendations, Number of Participants and Scores for Team Total

<table>
<thead>
<tr>
<th>Career Development Event</th>
<th>Official Dress Appropriate</th>
<th>Number of Participants Allowed (per team)</th>
<th>Number of scores Counted for Team Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agricultural Communications</td>
<td>Yes</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Agricultural Technology and Mechanical Systems</td>
<td>No</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Agricultural Sales</td>
<td>Yes</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Agronomy</td>
<td>Yes</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Dairy Cattle Management and Evaluation</td>
<td>Yes</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Dairy Cattle Handlers (Activity only)</td>
<td>Dairy white</td>
<td>1</td>
<td>N/A</td>
</tr>
<tr>
<td>Environmental and Natural Resources</td>
<td>No</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Farm and Agribusiness Management</td>
<td>Yes</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Floriculture</td>
<td>Yes</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Food Science and Technology</td>
<td>Yes</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Forestry</td>
<td>No</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Horse Evaluation</td>
<td>Yes</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Livestock Evaluation</td>
<td>Yes</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Marketing Plan</td>
<td>Yes</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Meats Evaluation and Technology</td>
<td>No</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Milk Quality and Products</td>
<td>Yes</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Nursery/Landscape</td>
<td>Yes</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Poultry Evaluation</td>
<td>Yes</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Veterinary Science</td>
<td>No</td>
<td>4</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Leadership Development Event</th>
<th>Official Dress Appropriate</th>
<th>Number of Participants Allowed (per team)</th>
<th>Number of scores Counted for Team Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agricultural Issues Forum</td>
<td>Optional</td>
<td>3-7</td>
<td>Team Score Event</td>
</tr>
<tr>
<td>Conduct of Chapter Meetings</td>
<td>Yes</td>
<td>7</td>
<td>Team Score Event</td>
</tr>
<tr>
<td>Creed Speaking</td>
<td>Yes</td>
<td>1</td>
<td>N/A</td>
</tr>
<tr>
<td>Employment Skills</td>
<td>Yes</td>
<td>1</td>
<td>N/A</td>
</tr>
<tr>
<td>Extemporaneous Public Speaking</td>
<td>Yes</td>
<td>1</td>
<td>N/A</td>
</tr>
<tr>
<td>Parliamentary Procedure</td>
<td>Yes</td>
<td>6</td>
<td>Team Score Event</td>
</tr>
<tr>
<td>Prepared Public Speaking</td>
<td>Yes</td>
<td>1</td>
<td>N/A</td>
</tr>
</tbody>
</table>
ELIGIBILITY OF PARTICIPANTS

Each participant must be a current dues-paying FFA member in good standing with the local chapter, state FFA association and the National FFA Organization during the school year in which the participant qualified to participate at the national level.

In the event that a participant’s name is not on the chapter’s official roster for the year in which the dues were owed, a past due membership processing fee, in addition to the dues, must be paid prior to the national event. The National FFA Organization will set the processing fee amount annually.

The participant, at the national event, must

- Be a secondary education (grades 7 to 12) FFA member during the school year in which the participant qualified to participate at the national level.
- A graduating senior is considered eligible to compete in state and national CDEs/LDEs up to and including his or her first national convention following graduation.
- Have qualified as a seventh, eighth or ninth grade member to participate in the Creed Speaking and Conduct of Chapter Meetings LDEs.
- Be enrolled in at least one agricultural education course during the school year in which the participant qualified to participate at the national level and/or follow a planned course of study. Either course must include a supervised agricultural experience (SAE) program, the objective of which is preparation for the agricultural career.
- Submit, prior to start of event, the proper National FFA Organization Release, Waiver, and Indemnity form.

If a student moves to a different chapter or different state once he or she has qualified as a state representative in a CDE/LDE that student may be allowed to compete in the national event with the school he or she qualified with during the qualifying year.

A student may not participate more than once in the same official CDE/LDE. No student may participate in more than one National FFA CDE/LDE each year.

SELECTION AND CERTIFICATION OF PARTICIPANTS

Each state will submit an electronic declaration form by June 1 prior to the National FFA Convention & Expo.

- An entry processing fee will be charged for participation in each declared event with the exception of the dairy cattle handlers’ activity.
- Each team will be composed of the number of members determined by the specific event policies, procedures and format.
- All members of a state team must be from the same chapter.
- Members must qualify in the event in which they are to participate at the national level.
- Teams must be selected at a state or interstate CDE/LDE held between the immediate previous national FFA convention and prior to the national FFA convention in which they are participating.
- States that qualify more than one year out must request and submit a written waiver for approval by the certification deadline.
- Online add/delete deadline is Tuesday before convention at noon (Eastern Daylight Time).
- If a state’s representative withdraws after the online document submission date, a replacement will not be allowed. This includes prepared public speaking, agricultural issues forum, employment skills, marketing plan and agricultural communications.
- The state supervisor of agricultural education or the executive secretary must certify that participants are eligible. If an ineligible student participates in any career or leadership development event, the member will be disqualified, and it may result in the disqualification of the team as well.
- All students must be certified online by Sept. 1. Once original certification has been completed, no member may be added without first deleting a member.
- With extenuating circumstances, a teacher/advisor may substitute another student from the chapter who may not have participated at a state qualifying event.
  - Exception: Creed speaking, dairy handlers’ activity, extemporaneous public speaking, employment skills and prepared public speaking must be submitted and approved by state staff prior to the national convention in which the member is to participate.
Onsite Add/Delete Process

If a circumstance arises once the chapter has arrived at the convention location, the onsite add/delete process must be used to substitute the member on the team.

Onsite add/delete forms must be submitted no later than one hour prior to the team orientation meeting or the first official event activity as listed in the schedule of events. Advisors will need to report to the onsite CDE office to secure and submit the add/delete form(s) as well as the National FFA Organization Release, Waiver, and Indemnity form for the member(s) to be added.

Members added to any team during the onsite add/delete process must meet all eligibility and membership requirements as prescribed in the handbook.

Emergency Conditions

Under emergency conditions a state team participating in a CDE/LDE may be made up of less than the required members.

States must still certify teams prior to the national FFA convention, but fewer than the required members could compete if an emergency condition such as illness, death in the family or an act of God were to occur. Those individuals competing would still be eligible to qualify for individual awards, if applicable.

DISQUALIFICATION

A member or team may be disqualified from an event if:

- There is any communication, verbal or non-verbal, between participants during the event. The only exception to this would be communications between team members during the team activity portion of a given event.
- Teams or participants arrive after the event has started.
- Any assistance is given to a team member from any source other than the event officials or assistants.
- Event superintendents stop any participants for manners they deem to be hazardous to themselves or others. Such action shall deem the individuals disqualified for that section of the event.
- Participants start the event and do not complete the event without notifying event officials at the time of departure. This can affect the overall team rank and position. In some events, this will also disqualify the entire team.
- Participants utilize personal electronic communication devices, other than those approved by the event officials, during the entire course of the event. Participants who access personal electronic communication devices without prior approval of the event officials will be disqualified.
- Participant, team, advisor or coach gains access to real materials that will be utilized by the event committee during competition. Any team, participant, advisor or coach reported and proven to do so will be disqualified from the national event.
APPEAL PROCESS

Appeals can only be filed if there is a scoring error.

If a written appeal for scoring issues only is filed within the seven calendar days after results announcement, the national staff will review the appeal.

Upon receiving input from the team leader and division director, the national staff will accept or deny the appeal. The national staff’s recommendation will be shared with appeals committee, which consists of members from the Awards and Recognition Advisory Committee and FFA chief operating officer for further input, if necessary.

The written appeal must be filed with the National FFA Organization's CDE/LDE education specialist responsible for scoring the event within seven calendar days of the results announcement and accompanied by a $50 filing fee. The fee will be returned if the appeal is justified.

Appeals should be mailed to this address:
CDE/LDE Education Specialist
6060 FFA Drive, P.O. Box 68960
Indianapolis, IN 46268-0960

The appeals committee will be chaired by the National FFA Awards and Recognition Advisory Committee chairperson who will in turn appoint a representative of each of the following organizations:
- National Association of Supervisors of Agricultural Education (NASAE).
- National Association of Agricultural Educators (NAAE).
- American Association for Agricultural Education (AAAE).
- National FFA Organization CDE/LDE Education Specialist.

Any ruling on the appeal provided by the FFA chief operating officer will be considered final.

WAIVER OF FFA RULES
Any local chapter seeking a waiver of a national FFA policy or procedure must submit in writing to the chapter’s state FFA association office.

If the waiver request is approved at the state level, it must be forwarded, under the signature of the state advisor or executive secretary, to the career and leadership development events education specialist.

After study by the appropriate FFA staff, a recommendation to grant or deny the waiver will be forwarded to the chief operating officer for his or her approval.

The request must be submitted to national FFA staff at least 30 days prior to the scheduled event or due date for which the waiver is requested.

This policy does not supersede any current FFA policy for appeals already established for a particular FFA program.

SANCTIONING EVENTS
Sanctioning of non-national FFA competitive events (those competitive events conducted by organizations other than the National FFA Organization) as a CDE/LDE should occur when the following criteria apply:
- The highest quality event possible is conducted.
- The organization conducting the event and National FFA Organization agree that the event can and should be sanctioned.
- The event is recommended by the National FFA CDE/LDE education specialist with input and agreement from the award and recognition advisory committee and approved by the FFA chief operating officer.
- The National FFA Organization is represented by a staff member responsible for CDE/LDE on the planning and implementation committee for each event.

Winners of the national sanctioned event will be recognized in the same manner as national CDE/LDE winners are currently recognized.

OFFICIAL DRESS
Participants are expected to observe the National FFA Code of Ethics and the proper use of the FFA jacket during career and leadership development events. (Please reference the latest edition of the Official FFA Manual.)

Official FFA Dress is highly recommended for all participants where appropriate and is recommended for the awards presentation and recognition.
ACCESSIBILITY FOR ALL STUDENTS

All special needs requests and appropriate documentation as outlined in the special needs request policy must be submitted by Aug. 15.

Special needs policy is posted on the CDE/LDE program page at FFA.org/cde.

WRITTEN DOCUMENT PENALTIES

A penalty of 10 percent of the total points allotted will be assessed for the written documents received after the online submission deadline.

If the document is still not received seven days after the postmarked deadline, the team/individual may be subject to disqualification.

- National FFA staff will mark late entries as such.
- Event officials will be notified of late entries at the time written documents are evaluated and scored.
- Event superintendent will ensure that penalty is applied.
IMPORTANT NOTE

Please thoroughly read the introduction section located on FFA.org/cdeintro for complete rules and procedures that are relevant to all National FFA Career/Leadership Development Events.

Purpose

The purpose of the parliamentary procedure leadership development event is to encourage students to learn to effectively participate in a business meeting and to assist in the development of their leadership, research, problem-solving skills and critical-thinking skills.

Objectives

Upon completion of participation in the event, students will be able to

- Use parliamentary procedure to conduct an orderly and efficient meeting.
- Demonstrate knowledge of parliamentary law.
- Present a logical, realistic and convincing debate on motions.
- Evaluate minutes and organizational documents.
- Utilize parliamentary resources to solve problems of organizational management and operations.

National Association of Parliamentarians Body of Knowledge:

In consultation with the National Association of Parliamentarians and the American Institute of Parliamentarians, this event has been aligned with the National Association of Parliamentarians Bodies of Knowledge for members and leaders of organizations.

Partnership for 21st Century Learning:

The skills, knowledge and disposition cultivated in this event are aligned with the P21 Framework.

Event Rules

A team representing a state will consist of six members from the same chapter. All practicums will involve all six team members.

- All members completing the National FFA Event will be eligible for membership in the American Institute of Parliamentarians (AIP).
- It is highly recommended that participants wear FFA Official Dress for each event.
- The advisor will not consult with the team after entering the holding room prior to each round of the event.
- Any participant in possession of an electronic device in the event area is subject to disqualification.
EQUIPMENT

Materials the student needs to provide:

- Each participant must bring a minimum of two sharpened No. 2 pencils for each team member.

Materials provided by the event committee:

- A gavel will be supplied for the chair. Teams may choose to use their own gavel if they so desire.
- Paper and pencils will be provided to chair and secretary stations.
- A searchable current edition of the Robert’s Rules of Order Newly Revised may be provided for the Team Problem Solving Practicum. Please see team orientation on FFA.org.

THE EVENT WILL HAVE FIVE PHASES:

- Written examination.
- An 11-minute team presentation of parliamentary procedure.
- Oral questions following the presentation.
- Team problem-solving practicum.
- Individual practicum focused on minutes and other records.

Event Format

A. WRITTEN EXAM (200 POINTS OR 20%)

Part I

Consists of five open-book parliamentary procedure research questions using the current edition of Robert’s Rules of Order Newly Revised. Participants will be allowed 30 minutes to complete Part I of the exam. All team members are required to provide their own copy of the most current edition of Robert’s Rules of Order Newly Revised. It is allowable to have highlighting in your book and tabs. It is not allowable to add written pages to the RONR or have written additional notes.

An example of one research question is outlined below:

- “The term ‘rules of order’ refers to written rules of parliamentary procedure formally adopted by an assembly or an organization.”

  Answer: [RONR, p. 15]

Part II

Forty-five multiple-choice questions taken from Robert’s Rules of Order Newly Revised. Participants will have one hour to complete Part II of the exam. NOTE: References and materials cannot be used for this part.

Exam content will be guided by National Association of Parliamentarians members and Leaders Body of Knowledge and the Society for Agricultural Education Parliamentarians (SAEP) accreditation processes.

Participants receiving a cumulative score of 80 percent or greater on the exam will be recognized as an Accredited Parliamentarian (AP) by the Society of Agricultural Education Parliamentarians (SAEP).

The average score of the six team members will be used to compute the total team score that will be utilized for each round.
B. PRESENTATION (500 POINTS OR 50%)

1. The national event will have three rounds:
   - Preliminary round
     - The preliminary round will have six sections. A section shall be made up of six to nine teams.
   - Semifinal round
     - Two teams from each of the sections, for a total of 12 teams, will advance to the semifinal round.
   - Final round
     - Two teams in each semifinal section will advance to the final round of four teams.

   **Team Progression Chart**

   ![Team Progression Chart]

   2. Seeding Process
      Teams will be placed into preliminary and semifinal rounds based on the teams’ exam scores, which is the average score of the six team members.

   3. Item of Business
      Each team will address a local chapter item of business, which would normally be a part of a chapter’s program of activities (consult FFA.org, the Official FFA Manual and Student Handbook for specific activities and current programs.) The motion will be specific and must be moved as an original main motion as it is written on the event card.

      Motions not on the chart of permissible motions, or secondary motions and debate applied to them, will not be scored.

   4. Event Card
      From the list of permissible motions, the event officials will select two subsidiary motions, two incidental motions and one privileged motion or a motion that brings a question again before the assembly. These motions will be on an index card, and one will be randomly assigned to each team member. Motions must be demonstrated in the classification that is indicated on the motion card (i.e. privileged, subsidiary, incidental, motions that bring back again before the assembly). All teams in each section will be assigned the same motions.
There are 25 permissible motions in the national FFA event. Team members will have one minute to review the main motion, the motions to be demonstrated and to identify his/her motion (which may be noted by bolding, underlining or highlighting). Members may not confer or use nonverbal communications during the one-minute time period or during the demonstration.

**SAMPLE CARD**

<table>
<thead>
<tr>
<th>Main Motion:</th>
</tr>
</thead>
<tbody>
<tr>
<td>I move that our chapter send two delegates to WLC.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Required Motions:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lay on the Table</td>
</tr>
<tr>
<td>Amend</td>
</tr>
<tr>
<td>Suspend the Rules</td>
</tr>
<tr>
<td>Appeal</td>
</tr>
<tr>
<td>Recess</td>
</tr>
</tbody>
</table>

5. Opening and Closing the Demonstration

The team demonstrating shall assume that a regular chapter meeting is in progress and new business is being handled on the agenda. The chair shall start the presentation by saying, "Is there any new business?" Time will stop when the chair declares the meeting adjourned.

Original Main Motion: The event official will assign the main motion on an index card; no other original main motions may be used. Making other original main motions that are not on the event card will result in a 50-point deduction from the overall team presentation score.

The assigned original main motion is to be the first item of business presented, unless, Take from the Table, Reconsider or Rescind are required on the event card. If any of these motions are on the event card, the team may choose to demonstrate the motion at the beginning of their demonstration or at the end of the demonstration, after they have disposed of the original main motion. Points are only deducted if parliamentary error occurs or if event time requirements are violated. If this is the case, an alternative main motion for Take from the Table, Reconsider or Rescind will be provided.

The person who makes the assigned main motion will be given credit for an additional motion.

6. Secondary Motions

There is no limit to the number of subsidiary, incidental and privileged motions that a team may demonstrate.

A member’s required motion will not be counted as an additional motion for another member. No motion may count for an additional motion for more than one member. Incidental and privileged motions cannot be demonstrated as incidental main motions. Only motions listed in the permissible motions chart will be counted for required and additional motions.

7. Individual Member Recognition

A member may speak in debate on the main motion and conclude by offering a secondary motion. Judges will award points accordingly for both the debate and the secondary motion.

Omission of the assigned motion by the assigned member on the event card will result in a 50-point deduction from the overall team presentation score.
8. Motions that bring a question again before the assembly  
   If the officials in charge designate Take from the Table, Rescind or Reconsider as a motion to be demonstrated, a scenario will be included on the event card. These motions shall not be used unless listed on the event card as a required motion.

9. Call for the Orders of the Day  
   If the event officials designate call for the orders of the day as a motion to be demonstrated, a scenario will be provided on the event card. Participants are to assume that a motion was postponed at the last meeting and made a special order for a time during the current demonstration.

10. Debate  
   The top four debates per member will be tabulated in the presentation score. No more than two debates per member per motion will be tabulated, even if the subsidiary motion to extend the limits of debate has been passed.

11. Time Limit and Deductions  
   A team shall be allowed 11 minutes in which to demonstrate knowledge of parliamentary law. A deduction of two points/second for every second over 11 minutes will be assessed. Example: 11:05 = 10-point deduction. A timekeeper will furnish the time used by each team at the close of the event.

C. ORAL QUESTIONS (100 POINTS OR 10%)  

   Individual Questions (100 points)  
   The team members (not including the chair) will be asked a planned question, which may include one to three parts, relating to their assigned motion. No one may step forward to help another member answer their individual question. The chair will be asked a question relating to presiding, debate, assigning the floor or other general parliamentary procedures. Each member will be scored a maximum of 16 points for responses to questions. Chair will be scored at a maximum of 20 points.

   Clarifying Questions  
   The judges will have three minutes to ask clarifying questions related to the team’s demonstration that may impact other aspects of team demonstration scores. Questions may be directed to the team or an individual member. Team members may volunteer to answer the question for the team or to help another member. This round of questions is not scored separately, but is used to inform other aspects of the score card.

D. TEAM PROBLEM-SOLVING PRACTICUM (150 POINTS OR 15%)  

   In the preliminary and semifinal rounds, all teams will complete a team problem-solving practicum. Teams advancing to the finals will carry with them an average of their scores in the first two rounds. Teams will be provided a short parliamentary procedure scenario outlining a practical problem. Working as a team, they will have 30 minutes to research the problem and write a short solution with reference to specific page and line numbers in Robert’s Rules of Order Newly Revised. All team members are required to provide their own copy of the most current edition of Robert’s Rules of Order Newly Revised.

   See example problem-solving activity and answers in the handbook. National Association of Parliamentarians and the American Institutions of Parliamentarians will be invited to review and participate in this portion of the event.

   Teams may be provided access to a computer to type their responses and access to a searchable database of the most current edition of Robert’s Rules of Order Newly Revised. The searchable database will be secured from the National Association of Parliamentarians online store, https://www.parliamentarians.org.
E. INDIVIDUAL PRACTICUM, MINUTES AND OTHER RECORDS (50 POINTS OR 5%)

Each team member will participate in a 30-minute practicum that addresses organizational minutes and other records. Participants will be provided materials and responses will be captured using a scantron form. Reference materials will not be allowed during this practicum. The practicum will assess NAP Body of Knowledge for Leaders of Organizations Domain 2: Minutes and Other Records and Robert’s Rules of Order Newly Revised, pages 354 to 355 and 468 to 480.

Scoring Guidelines

A. GUIDELINES FOR SCORING DISCUSSION (60 POINTS PER MEMBER)

1. It is essential that each judge observes and maintains consistent criteria in scoring debate for the duration of the event.
2. Judges must overlook personal opinions and beliefs and score debate in an unbiased manner. All debate should be scored at the time it is delivered.
3. Each time a participant in the presentation discusses any motion, they may earn a score. However, an individual may never earn more than 60 points in a given presentation. The top four debates per member will be tabulated in the presentation score. No more than two debates per member per motion will be tabulated even if an extension of debate is passed.

Characteristics of effective debate

1. Characteristics of effective debate include the member’s ability to state his or her position, provide reason(s) supporting his or her position and tell or encourage the delegation how to vote. The delivery of the debate will include:
2. Completeness of thought.
3. Logical reasoning.
4. Clear statement of speaker’s position.
5. Conviction of delivery.
6. Concise and effective statement of debate.

GOOD DEBATE

A good debate would be characterized by a presentation that includes the components of a good debate as well as the quality of delivery in which the debate is delivered. Those components are

- States position.
- Provides more than one reason supporting the position.
- Tells delegation how to vote.

AVERAGE DEBATE

An average debate would be characterized by a presentation that includes only one supporting reason or lacks in the quality of delivery. However, the following basic components of a debate will still be included:

- States position.
- Provides one reason supporting the position.
- Tells delegation how to vote.
POOR DEBATE
A poor debate would be characterized by a lack of effective delivery, poor grammar, reasoning and substance as well as the omission of one or more components of an effective debate.

Suggested grading scale for debates:
Good: 15–20 points.
Average: 8–14 points.
Poor: 0–7 points.

B. GUIDELINES FOR SCORING THE CHAIR (80 POINTS)
The chair is evaluated by his or her ability to preside and his or her leadership.

*Ability to preside (65 points)*
The ability to preside includes the following being able to state motions correctly, follow rules of debate, keep members informed, put motions to a vote, announce results of vote, use the gavel and maintain awareness of business on the floor.

A suggested grading scale is as follows:
Excellent: 51–60 points.
Good: 26–50 points.
Poor: 0–25 points.

*Leadership (15 points)*
Leadership is stage presence, poise, self-confidence, politeness and voice.

A suggested grading scale is as follows:
Excellent: 1–15 points.
Good: 6–10 points.
Poor: 0–5 points.

C. GUIDELINES FOR SCORING TEAM EFFECT (20 POINTS)
Conclusions reached by the team:
The main motion was well analyzed, which may include answering who, what, when, where, why and how.

Team use of debate:
The degree to which debate was convincing, logical, realistic, orderly and efficient, germane and free from repetition.

Team presence:
This includes voice, poise, expression, grammar, gestures and professionalism.
Scoring

**PHASE** ................................................. **POINTS**

A. **WRITTEN EXAM 20%** ................................................................. 200
   - Society for Agricultural Education Parliamentarians Accreditation Exam
   - 45 multiple-choice questions x 4 points each = 180 points
   - 5 research questions x 4 points each = 20 points

B. **PRESENTATION 50%** ................................................................. 500
   - Required motion: 10 points x 5 members = 50 points (5%)
   - Additional motion: 10 points x 5 members = 50 points (5%)
   - Debates: 300 points (30%)
     - 20 points maximum per debate
     - Four debates/member included
     - Five members
   - Chair: 80 points (8%)
     - Ability to preside: 65 points
     - Leadership: 15 points
   - Team effect: 20 points (2%)
     - Conclusions reached by team
     - Team use of debate
     - Team presence

C. **ORAL QUESTIONS 10%** ............................................................ 100
   - Individual Questions (80 points)
     - Five team members, 16 points maximum per question
   - Chair, 20 points maximum

D. **MINUTES AND OTHER RECORDS PRACTICUM 5%** ....................... 50

E. **TEAM PROBLEM SOLVING — PRELIMINARY AND SEMI-FINAL** 15% 150
   - *Team problem-solving practicum semifinal score will be used for final round.

**TOTAL POINTS** ........................................................................... 1,000

**TIEBREAKERS**

Tiebreakers for teams will be
- Total final presentation score out of 500 possible points.
- Team average score on the written exam.
- Total team practicum problem-solving score.
Awards

Awards will be presented at an awards ceremony teams based upon their rankings.

Awards are sponsored by cooperating industry sponsors as a special project and/or by the general fund of the National FFA Foundation.

The first-place national team will be presented a trophy plaque. Each member of the first-place team will be presented an individual team member plaque. A national gold plaque and individual medals will be presented to the top 12 teams competing in the event. Silver plaques and individual medals will go to those teams in the middle. The remaining teams and individuals competing will receive bronze. The top four teams will each receive a designated gold plaque.

SPECIALITY AWARDS
Specialty awards may be given for
- Outstanding chair.
- Outstanding member.
- Outstanding critical-thinking team.
- High average team exam score.
- Perfect exam score.

References

This list of references is not intended to be all-inclusive.

Other sources may be utilized, and teachers are encouraged to make use of the very best instructional materials available. The following list contains references that may prove helpful during event preparation.

Please note that all event materials from the past five years are posted on NAAE Communities of Practice under the label PP_CDE.

NATIONAL FFA CORE CATALOG
- CDE Q&A’s, FFA.org
- Additional parliamentary procedure resources, including those formally offered in the National FFA Education Resources Catalog can now be found online at shop.FFA.org/parliamentary-procedure-c1412.aspx.
- The official text will be the most current edition of Robert’s Rules of Order Newly Revised.
- Additional references may include FFA New Horizons magazine, the Official FFA Manual and the FFA Student Handbook.

EXAM
- The most recent edition of Robert’s Rules of Order Newly Revised
- Study Guide for the National Association of Parliamentarians Registration Exam, found at https://netforum.avectra.com/eweb/shopping/shopping.aspx?pager=2&site=nap&webcode=shopping&prd_key=30045dd8-ae4c-477b-ac33-7b43665a08af
- American Institute of Parliamentarians — Here is the Answer! What is the question? Cover Roberts Rules of Order Newly Revised, found on Amazon at http://astore.amazon.com/americaninsti0a-20/detail/0942736397
- Past National FFA Event Exams, Questions and Practicums, available at FFA.org at no cost
PRESENTATION
- The most recent edition of *Robert’s Rules of Order Newly Revised*
- Past National FFA Event Finals Recordings (available at FFA.org at no cost)
- American Institute of Parliamentarians — Presiding: You Can Do It, found on Amazon at http://astore.amazon.com/americinsti0a-20/detail/0942736338
- Official FFA Manual
- FFA Student Handbook

INDIVIDUAL QUESTIONS
- The most recent edition of *Robert’s Rules of Order Newly Revised*
- Past National FFA Event Exams, Questions and Practicums, available at FFA.org at no cost

INDIVIDUAL PRACTICUM, MINUTES AND OTHER RECORDS
- The most recent edition of *Robert’s Rules of Order Newly Revised*
- Past National FFA Event Exams, Questions and Practicums (available at FFA.org at no cost)
- National Association of Parliamentarians Pathways to Proficiency – What Was Done at the Meeting, found at: https://netforum.avectra.com/eweb/shopping/shopping.aspx?site=nap&webcode=shopping&shopsearch=minutes&prd_key=a3ff167f-bd10-49a3-a243-5f458656f727
- American Institute of Parliamentarians – Complete Minutes Manual, found on Amazon at: http://astore.amazon.com/americinsti0a-20/detail/0942736370
- National FFA Manual
- National FFA Student Handbook

TEAM PRACTICUM, PROBLEM SOLVING
- The most recent edition of *Robert’s Rules of Order Newly Revised*
- Past National FFA Event Exams, Questions and Practicums, available at FFA.org at no cost
## Chart of Permissible Motions

<table>
<thead>
<tr>
<th>Motion</th>
<th>Second Required</th>
<th>Debatable</th>
<th>Amendable</th>
<th>Vote Required</th>
<th>Reconsider</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PRIVILEGED MOTIONS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fix the Time to Which to Adjourn</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>Majority</td>
<td>Yes</td>
</tr>
<tr>
<td>Adjourn</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>Majority</td>
<td>No</td>
</tr>
<tr>
<td>Recess</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>Majority</td>
<td>No</td>
</tr>
<tr>
<td>Raise a Question of Privilege</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>Chair Grants</td>
<td>No</td>
</tr>
<tr>
<td>Call for the Orders of the Day</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No vote, demand</td>
<td>No</td>
</tr>
<tr>
<td><strong>SUBSIDIARY MOTIONS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lay on the Table</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>Majority</td>
<td>Neg. only (3)</td>
</tr>
<tr>
<td>Previous Question</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>2/3</td>
<td>Yes</td>
</tr>
<tr>
<td>Limit or Extend Limits of Debate</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>2/3</td>
<td>Yes</td>
</tr>
<tr>
<td>Postpone to a Certain Time (or Definitely)</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Majority</td>
<td>Yes</td>
</tr>
<tr>
<td>Commit or Refer</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Majority</td>
<td>Yes</td>
</tr>
<tr>
<td>Amend</td>
<td>Yes</td>
<td>Yes (1)</td>
<td>Yes</td>
<td>Majority</td>
<td>Yes</td>
</tr>
<tr>
<td>Postpone Indefinitely</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
<td>Majority</td>
<td>Affirm only</td>
</tr>
<tr>
<td>Main Motion</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Majority</td>
<td>Yes</td>
</tr>
<tr>
<td><strong>INCIDENTAL MOTIONS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appeal</td>
<td>Yes</td>
<td>Yes (1)</td>
<td>No</td>
<td>Majority</td>
<td>Yes</td>
</tr>
<tr>
<td>Division of the Assembly</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No vote, demand</td>
<td>No</td>
</tr>
<tr>
<td>Division of a Question</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>Majority</td>
<td>No</td>
</tr>
<tr>
<td>Objection to the Consideration of a Question</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>2/3</td>
<td>Neg. only</td>
</tr>
<tr>
<td>Parliamentary Inquiry</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>Chair answers</td>
<td>No</td>
</tr>
<tr>
<td>Point of Order</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>Normally no vote, chair rules</td>
<td>No</td>
</tr>
<tr>
<td>Request for Information</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No vote, chair responds</td>
<td>No</td>
</tr>
<tr>
<td>Suspend the Rules</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>(2)</td>
<td>No</td>
</tr>
<tr>
<td>Withdraw a Motion</td>
<td>No (3)</td>
<td>No</td>
<td>No</td>
<td>Majority (3)</td>
<td>Neg. Only</td>
</tr>
<tr>
<td><strong>MOTIONS THAT BRING A QUESTION AGAIN BEFORE THE ASSEMBLY</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reconsider (4)</td>
<td>Yes</td>
<td>Yes (1)</td>
<td>No</td>
<td>Majority</td>
<td>No</td>
</tr>
<tr>
<td>Rescind (4)</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Majority with notice, 2/3 or majority of entire membership (3)</td>
<td>Neg. Only</td>
</tr>
<tr>
<td>Take from The Table (4)</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>Majority</td>
<td>No</td>
</tr>
</tbody>
</table>

(1) If applied to a debatable motion.

(2) Rules of Order 2/3 vote, standing rules =-- majority vote.


(4) Refer to parliamentary procedure LDE rules before using these motions in the demonstration.

(5) Only motions listed in the permissible motions chart will be utilized as required motions and allowed as additional motions.
# National FFA Parliamentary Procedure Career Development Event

## Form 2 Team Score Sheet

### FFA Chapter:

<table>
<thead>
<tr>
<th>Participant</th>
<th>Required Motion</th>
<th>Discussion</th>
<th>Individual Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>10 pts/person</td>
<td>PP Indef</td>
<td>16 pts/person</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>Amend</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>Refer</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>PP Def</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td>Bring Back</td>
<td></td>
</tr>
</tbody>
</table>

### Discussion (60 pts max/member, 20 pts max/item)

- **Excellent**: 10-20 pts., **Good**: 10-14 pts., **Average**: 5-9 pts., **Poor**: 0-4 pts.

#### Points

<table>
<thead>
<tr>
<th>State motions correctly, follow rules of debate, keep members informed, put motions to a vote, announce results of vote, use of gavel, awareness of business on the floor.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent = 51-65 pts., Good = 26-50 pts., Poor = 0-25 pts.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tactful, sensitive, firm, understanding, good voice, proper pace</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent = 10-15 pts., Good = 6-10 pts., Poor = 0-5 pts.</td>
</tr>
</tbody>
</table>

### Leadership (15 pts.)

<table>
<thead>
<tr>
<th>Chair Questions (20 pts.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Team Effect (20 pts)</td>
</tr>
</tbody>
</table>

#### Conclusions

- Main motion was well analyzed. What, When, Where, Who, How was answered

#### Discussion

- Convincing, logical, realistic, orderly and efficient, germane and free from repetition

#### Team Voice

- Voice: Volume, enunciation, pitch, pace, grammar
- Poise: confidence, professional, eye contact
- Expression: conviction, gestures

### Exam

- Average of all 6 individual exam scores (200 pts.)

### Minutes

- Minutes taken from Individual Minutes and Other Records Practicum (50 pts)

### Research

- Team Problem Solving Research (150 pts.) (Preliminaries & Semis)

### Deductions

- List mistakes: 5-10 pts per mistake

### Time

- Deduction for overtime: .2 pts/second after 11:00

#### Total Deductions

- Team Score

### Notes:
## Team Problem-Solving Activity Scorecard

(PRELIMINARY AND SEMIFINAL ROUNDS)

<table>
<thead>
<tr>
<th>Chapter</th>
<th>State</th>
<th>Team Number</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Scoring Criteria</th>
<th>Possible Points</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reference</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Team accurately identified the correct page(s) and line number(s) in <em>Robert’s Rules of Order Newly Revised</em> (11th ed.)</td>
<td>60</td>
<td></td>
</tr>
<tr>
<td><strong>Solution to the Problem</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Team provided logical justification and reasoning to develop, using citations listed from above to solve the parliamentary procedure problem/issue.</td>
<td>75</td>
<td></td>
</tr>
<tr>
<td><strong>Grammar, Style and Clarity</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Complete sentences</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Correct spelling (deduction of 1 point/error)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Correct punctuation (deduction of 1 point/error)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Clarity of composition</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL POINTS</strong></td>
<td></td>
<td>150</td>
</tr>
</tbody>
</table>

**Comments:**

__________________________________________________________

__________________________________________________________

__________________________________________________________

__________________________________________________________

__________________________________________________________

__________________________________________________________
Sample Team Problem-Solving Activity

The following is a sample team problem similar to what a team might be asked to solve during the team portion of the National FFA Parliamentary Procedure LDE.

The Lakeville FFA Chapter is facing a parliamentary problem and needs advice. At its last meeting of the school year, the chapter planned to hold officer elections. The chapter president, Jason, was presiding at the elections meeting. The chapter vice president, Elizabeth, chose not to run for office again and served as chair of the nominating committee. Elizabeth will be a senior next year and decided to devote more of her time to career and leadership development events than to serving as a chapter officer. Elizabeth gave the nominating committee’s report at the meeting. The nominating committee nominated Lisa for chapter president. No other nominees were offered, and Lisa was elected by a voice vote. The nominating committee nominated David for vice president. Another member nominated Claire for vice president from the floor. Jason, the president, asked both David and Claire if they objected to taking the vote by voice. Neither objected and Jason took the vote by voice. Claire was the clear winner of the election, and Jason declared Claire elected vice president. All other nominees suggested by the nominating committee were unopposed and were each elected by voice vote. At the conclusion of the election, Jason passed the gavel to Lisa, who declared the meeting adjourned. The next chapter meeting will take place when school resumes in the fall.

One week after the election, Lisa held the first meeting of the new officer team. She arrived at the meeting noticeably upset. As soon as the meeting began, Lisa announced that her father had taken a new job in a neighboring state, and she and her family would be moving away from Lakeville immediately. Lisa handed each officer a copy of her resignation as president and then handed a copy to the chapter advisor. To make matters worse, each officer had been instructed to bring copies of their last two report cards to the meeting so that the chapter advisor could verify the grade point average for each officer. All the officers had grade point averages above 3.0 except Claire, whose last two report cards indicated a grade point average of 2.35.

The new officer team was clearly disappointed that Lisa would be leaving, and the remainder of the meeting became more of a farewell party for Lisa than an actual meeting. When the group left the meeting later that afternoon, the chapter advisor wished all the officers well and indicated that she would call another meeting for later in the summer. Several questions were lingering on her mind, however, and she has called your team for help.

- Who is president of the Lakeville FFA Chapter?
- What must be done now to complete the Lakeville FFA chapter officer team?
- Was the election for vice president conducted properly?

The chapter bylaws only discuss chapter officers in Article IV. That article from the chapter bylaws appears below. The chapter’s parliamentary authority is Robert’s Rules of Order Newly Revised (11th Edition). Please provide the Lakeville FFA chapter advisor with an answer to her questions, including appropriate citations, based on the chapter bylaws and the chapter’s parliamentary authority.

**ARTICLE IV – OFFICERS**

**Section 1:** The officers of the chapter shall be a president, vice president, secretary, treasurer, reporter and sergeant-at-arms. All officers shall serve for a term of one year or until their successors are elected.

**Section 2:** The president shall be a senior and must have been a chapter member for at least two full years prior to election. All other officers must have been a chapter member for at least one full year prior to election.

**Section 3:** Any vacancy in any office other than that of president shall be filled by the other officers for the remainder of the unexpired term.

**Section 4:** All elections shall be held by ballot, except in cases where only one nominee has been made, in which case a voice vote may be taken.

**Section 5:** All officers shall have a minimum grade point average of 2.5 at the time of their election and shall maintain at least a 2.5 grade point average throughout their term of office.
Sample Team Problem-Solving Answers

- Who is president of the Lakeville FFA Chapter?

Elizabeth is president of the chapter. When Lisa was elected chapter president, Jason’s term as president ended and Lisa became the duly elected president. Lisa’s resignation means that the office of president would immediately be filled by the vice president. (Article IV, Section 3. Robert’s Rules of Order Newly Revised p. 442, ln. 2-7.) Claire was apparently elected vice president, but review of her grade point average after the election revealed that she was ineligible to be elected. (Article IV, Section 5.) The election for vice president actually never happened since Claire was ineligible at the time of the vote, so the election for vice president remains incomplete. (Robert’s Rules of Order Newly Revised p. 430, lines 11–13 and p. 543, lines 19–22.) Because Elizabeth was serving as vice president at the time of the election, and because her term of office does not expire until her successor is elected (Article IV, Section 1.), Elizabeth remained the actual vice president at the conclusion of the elections’ meeting. Elizabeth was also the actual sitting vice president at the time of Lisa’s resignation from the office of president, meaning that Elizabeth became president of the Lakeville FFA Chapter upon Lisa’s resignation.

- What must be done now to complete the Lakeville FFA chapter officer team?

The chapter officers must select a new vice president to serve until the chapter meets again in the fall. (Article IV, Section 3.) When Elizabeth became president of the chapter following Lisa’s resignation, a vacancy was created in the office of vice president. The chapter bylaws require the remaining officers to fill the vacancy for the remainder of the unexpired term. The person appointed by the chapter officers will fill the position of vice president until the chapter can meet to hold another election for vice president. (Robert’s Rules of Order Newly Revised p. 429–30.) The new election is necessary because the new vice president chosen by the officers will only be completing Elizabeth’s term of office as vice president, which should have ended at the elections’ meeting, but because no election was completed, the newly chosen vice president will continue in office until his or her successor is elected by the chapter. Since there are no prohibitions against reelection, the person chosen by the officers can be elected to the office of vice president by the chapter for a complete term.

- Was the election for vice president conducted properly?

No. The election for vice president should have been conducted by ballot. (Article IV, Section 4.) A requirement that a vote be taken by ballot cannot be suspended, even by unanimous consent. (Robert’s Rules of Order Newly Revised p. 398, line 28 and p. 399, line 1.) Claire should also not have been a candidate since she was ineligible for election to the office. (Robert’s Rules of Order Newly Revised, p. 543, lines 19–22.)
### Agriculture, Food and Natural Resources Content Standards

<table>
<thead>
<tr>
<th>Measurements Assessed</th>
<th>Event Activities Addressing Measurements</th>
<th>Related Academic Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CRP.01.01</strong> Performance Indicator: Model personal responsibility in the workplace and community.</td>
<td><strong>CRP.01.01.01.c.</strong> Evaluate past workplace and community situations and determine how personal responsibility positively or negatively impacted outcomes.</td>
<td>Entire event – total team score Individual Individual practicum, minutes and other records Presentation Team problem-solving practicum Written exam</td>
</tr>
<tr>
<td>CRP.01.02 Performance Indicator: Evaluate and consider the near-term and long-term impacts of personal and professional decisions on employers and community before taking action.</td>
<td><strong>CRP.01.02.01.b.</strong> Assess the pros and cons of personal decisions based on their anticipated impact on self and others.</td>
<td>Presentation</td>
</tr>
<tr>
<td><strong>CRP.01.02.02.b.</strong> Analyze the pros and cons of professional decisions based upon impact on employers and community.</td>
<td></td>
<td>Presentation</td>
</tr>
<tr>
<td><strong>CRP.02.01</strong> Performance Indicator: Use strategic thinking to connect and apply academic learning, knowledge and skills to solve problems in the workplace and community.</td>
<td><strong>CRP.02.01.01.b.</strong> Assess workplace problems and identify the most appropriate academic knowledge and skills to apply.</td>
<td>Individual Individual practicum, minutes and other records Presentation Team problem-solving practicum Written exam</td>
</tr>
<tr>
<td><strong>CRP.02.01.02.b.</strong> Assess community problems and identify the most appropriate academic knowledge and skills to apply.</td>
<td></td>
<td>Individual Individual practicum, minutes and other records Presentation Team problem-solving practicum Written exam</td>
</tr>
<tr>
<td><strong>CRP.02.02</strong> Performance Indicator: Use strategic thinking to connect and apply technical concepts to solve problems in the workplace and community.</td>
<td><strong>CRP.02.02.01.b.</strong> Assess workplace problems and distinguish the most appropriate technical concepts to apply.</td>
<td>Individual Individual practicum, minutes and other records Presentation Team problem-solving practicum Written exam</td>
</tr>
<tr>
<td><strong>CRP.02.02.02.b.</strong> Assess community problems and identify the most appropriate technical concepts to apply.</td>
<td></td>
<td>Individual Individual practicum, minutes and other records Presentation Team problem-solving practicum Written exam</td>
</tr>
<tr>
<td>CRP.04.01. Performance Indicator: Speak using strategies that ensure clarity, logic, purpose and professionalism in formal and informal settings.</td>
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<tr>
<td>CRP.04.01.01.c. Evaluate other’s verbal and non-verbal communications (e.g., speeches, presentations, oral reports, etc.) and propose recommendations for improvement in clarity, logic, purpose and professionalism.</td>
<td>Presentation</td>
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<tr>
<td>CRP.04.01.02.b. Apply strategies for speaking with clarity, logic, purpose and professionalism in a variety of situations in formal and informal settings.</td>
<td>Presentation</td>
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<tr>
<th>CRP.04.02. Performance Indicator: Produce clear, reasoned and coherent written communication in formal and informal settings.</th>
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<tr>
<td>CRP.04.02.01.c. Evaluate the effectiveness of different forms of written communication for achieving their intended purpose.</td>
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<tr>
<td>CRP.04.02.02.b. Apply techniques for ensuring clarity, logic and coherence to edit written communications (e.g., emails, reports, presentations, technical documents, etc.).</td>
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<tr>
<th>CRP.04.03. Performance Indicator: Model active listening strategies when interacting with others in formal and informal settings.</th>
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<tr>
<td>CRP.04.03.01.b. Apply active listening strategies (e.g., be attentive, observe non-verbal cues, ask clarifying questions, etc.).</td>
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<tr>
<td>CRP.04.03.02.b. Assess active listening strategies by observing others in formal and informal settings.</td>
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<tr>
<td>CRP.04.03.02.c. Model active listening strategies in formal and informal settings.</td>
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<tr>
<td>CRP.05.01.02.c. Evaluate workplace and community situations and recommend the information and resources needed to support good decisions.</td>
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<tr>
<td>CRP.05.01.03.c. Synthesize information and resources and apply to workplace and community situations to make positive decisions.</td>
</tr>
<tr>
<td>CRP.06.01. Performance Indicator: Synthesize information, knowledge and experience to generate original ideas and challenge assumptions in the workplace and community.</td>
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<tr>
<td>CRP.06.01.01.c. Evaluate workplace and community situations and devise strategies to apply original ideas.</td>
</tr>
<tr>
<td>CRP.06.01.02.c. Devise strategies (e.g., ask questions, brainstorm ideas, present facts and information, etc.) to challenge common assumptions in workplace and community situations.</td>
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<tr>
<th>CRP.06.02. Performance Indicator: Assess a variety of workplace and community situations to identify ways to add value and improve the efficiency of processes and procedures.</th>
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<tr>
<td>CRP.06.02.01.c. Evaluate workplace and community situations and determine how processes and procedures impacted outcomes.</td>
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<tr>
<th>CRP.06.03. Performance Indicator: Create and execute a plan of action to act upon new ideas and introduce innovations to workplace and community organizations.</th>
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<tr>
<td>CRP.06.03.01.c. Design a plan of action to introduce a new idea or innovation into the workplace and community.</td>
</tr>
<tr>
<td>CRP.06.03.02.c. Evaluate and execute strategies for using stakeholder input and feedback to improve a plan of action for introducing a new idea or innovation into the workplace or community.</td>
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<tr>
<td>CRP.08.01.02.c. Devise strategies to apply reason, logic and input from multiple perspectives to solve workplace and community problems.</td>
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<th>CRP.08.02. Performance Indicator: Investigate, prioritize and select solutions to solve problems in the workplace and community.</th>
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<td>CRP.08.02.01.b. Assimilate and prioritize potential solutions to solve problems in the workplace and community.</td>
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<tr>
<td>CRP.08.02.02.c. Evaluate and select solutions with greatest potential for success to solve workplace and community problems.</td>
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<th>CRP.08.03. Performance Indicator: Establish plans to solve workplace and community problems and execute them with resiliency.</th>
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<td>CRP.08.03.01.b. Analyze and determine the best problem-solving model to apply to workplace and community problems.</td>
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<th>CRP.09.01. Performance Indicator: Model characteristics of ethical and effective leaders in the workplace and community (e.g. integrity, self-awareness, self-regulation, etc.).</th>
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<tbody>
<tr>
<td>CRP.09.01.02.c. Model characteristics and actions of ethical and effective leaders in workplace and community situations (e.g., integrity, self-awareness, etc.).</td>
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<tr>
<th>CRP.09.03. Performance Indicator: Demonstrate behaviors that contribute to a positive morale and culture in the workplace and community (e.g., positively influencing others, effectively communicating, etc.).</th>
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<tbody>
<tr>
<td>CRP.09.03.01.a. Identify and summarize respectful and purposeful behaviors that contribute to positive morale and culture in workplace and community settings (e.g., positively influencing others, effectively communicating, etc.).</td>
</tr>
<tr>
<td>CRP.09.03.02.c. Model respectful and purposeful behaviors that contribute to positive morale and culture in the workplace and community (e.g., effectively communicating, recognizing accomplishments of others, etc.).</td>
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<tr>
<th>CRP.10.02. Performance Indicator: Examine career advancement requirements (e.g., education, certification, training, etc.) and create goals for continuous growth in a chosen career.</th>
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<tbody>
<tr>
<td>CRP.10.02.01.a. Categorize career advancement requirements for potential careers (e.g., degrees, certification, training, etc.).</td>
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<th>CRP.12.01. Performance Indicator: Contribute to team-oriented projects and build consensus to accomplish results using cultural global competence in the workplace and community.</th>
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<tr>
<td>CRP.12.01.01.c. Evaluate the effectiveness of team-oriented projects at work and in the community and make recommendations for future improvements.</td>
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<tr>
<td>CRP.12.01.02.b. Apply consensus building techniques to accomplish results in team-oriented situations.</td>
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<th>CRP.12.02. Performance Indicator: Create and implement strategies to engage team members to work toward team and organizational goals in a variety of workplace and community situations (e.g., meetings, presentations, etc.).</th>
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<tr>
<td>CRP.12.02.01.c. Create novel strategies to engage team members based on the situation.</td>
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<tr>
<td>CRP.12.02.02.b. Select strategies to engage team members and apply in a variety of situations.</td>
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