



Instructors

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Time and Location

Friday Periods 2-4 (8:30 – 11:45 a.m.) 306 Rolfs Hall
Arranged: 40 hours of observations in a public school with agriculture classes

Course Description

Principles and practices used in designing courses of instruction for effective teaching and total program development.

Course Objectives

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

1. Describe the primary responsibilities of an agriscience teacher.
2. Describe the impact of the three components of the Total Ag Ed program on student learning.
3. Define & design FFA chapter components, SAE programs, and Classroom/laboratory needs.
4. Define & design the mission and goals of an agricultural education program using the Local Program Success model.
5. Develop and follow an FFA program of activities.

Required Texts (Available at the UF Bookstore or other approved vender)

Phipps, L. J., Osborne, E. W., Dyer, J. E., & Ball, A. L. (2008). *Handbook on Agricultural Education in Public Schools*. Thomson Delmar Learning

DESCRIPTION OF COURSE ASSIGNMENTS

Early Field Experience Manual

As part of your field observation you will complete several activities. Guidelines for these activities are outlined in the *Early Field Experience Manual*.

Early Field Observation Journal

Keep a journal of your thoughts and activities completed as part of your field observation. Each visit must be at least 2 hours long and not more than 8 hours. *A minimum of 40 hours of observation at a cooperating school and course trips is required for satisfactory completion of this class.*

SAE Assignment

During the course, each student will complete a SAE Record Book assignment using the online Agricultural Experience Tracker (AET) system. Each student will be given guidelines to sufficiently manage the AET system to complete record book entries for a mock student. All entries are due by the start of class on September, 25th.

CDE Presentation

The CDE presentation will be completed in groups. Group members and a CDE will be assigned by the instructor during class on September 4th. Each group will be responsible for teaching a portion of a Florida CDE to the class. Groups will be given an opportunity to sign-up for a specific presentation date.

Total Program Visit

Students are expected to attend an all-day program visit to local SBAE programs in central Florida and participate in a service learning project at the Florida Leadership Training Center (LTC) in Haines City, FL. This is an overnight night (2 day) trip with accommodations at the LTC – **November, 13th & 14th**. Following the program visits, a written reflection (at least one page - single spaced; double spaced between paragraphs; Times New Roman; 12 pt font; 1 inch margins) will be completed and included in the *Early Field Observation Journal*.

Course Quizzes

Assigned readings and class discussions are important to engagement and understanding in this course. Therefore, four quizzes will be given during the course. The tentative quiz dates are identified in the course calendar below. Regardless, an announcement, one week prior to the quiz, will be made during instructional time. Quizzes will be questions developed from the readings and from class discussions. The format of each quiz may include any or all of the following: short answer, multiple choice, and true/false questions. There will be no make-up quizzes for absences or those attending class late.

Participation, Attendance, Introduction Sheet, and other assignments

Developing an understanding of the total agricultural education program requires active participation by every member of the class. On-time arrival and attendance are expected and noted.

COURSE ASSIGNMENTS	Percent of Final Grade
Manual	40
Journal	30
SAE/AET Assignment	5
CDE Presentation	10
Total Program Visit	5
Course Quizzes	5
Participation, Attendance, Introduction Sheet, & other assignments	5

Grading Scale

A = 93-100%
A- = 90-92%
B+ = 86-89%
B = 83-85%

B- = 80-82%
C+ = 76-79%
C = 73-75%
C- = 70-72%

D+ = 66-69%
D = 63-65%
D- = 60-62%
E = below 60%

Note: This Web address references the UF grades and grading policies:
<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Attendance and Make-up Exams and Assignments

Students' class attendance and participation are required. There are a total of 12 class meetings. *Missing more than 2 class meetings will result in failure of the course.* No work will be accepted past the deadline set by the syllabus unless noted by the instructor. No consideration of extending a due date will 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.

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

The use of personal cell phones, ipads, computers, and other electronic devices may only be utilized for instructional purposes. Inappropriate use of these items distracts learning for all individuals and creates an unprofessional environment. Using such devices in an unapproved manner will negatively impact the participation portion of the course.

Academic Honesty

In 1995 the UF student body enacted an honor code and voluntarily committed itself to the highest standards of honesty and integrity. When students enroll at the university, they commit themselves to the standard drafted and enacted by students.

The Honor Pledge: We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.

On all work submitted for credit by students at the university, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment."

Students should report any condition that facilitates dishonesty to the instructor, department chair, college dean, Student Honor Council, or Student Conduct and Conflict Resolution in the Dean of Students Office.

(Source: 2012-2013 Undergraduate Catalog)

It is assumed all work will be completed independently unless the assignment is defined as a group project, in writing by the instructor.

This policy will be vigorously upheld at all times in this course.

Software Use:

All faculty, staff and students of the university are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against university policies and rules, disciplinary action will be taken as appropriate.

Campus Helping Resources

Students experiencing crises or personal problems that interfere with their general well-being are encouraged to utilize the university's counseling resources. The Counseling & Wellness Center provides confidential counseling services at no cost for currently enrolled students. Resources are available on campus for students having personal problems or lacking clear career or academic goals, which interfere with their academic performance.

- *University Counseling & Wellness Center, 3190 Radio Road, 352-392-1575, www.counseling.ufl.edu/cwc/*
 - Counseling Services
 - Groups and Workshops
 - Outreach and Consultation
 - Self-Help Library
 - Training Programs
 - Community Provider Database
- *Career Resource Center, First Floor JWRU, 392-1601, www.crc.ufl.edu/*

Students with Disabilities

The Disability Resource Center coordinates the needed accommodations of students with disabilities. This includes registering disabilities, recommending academic accommodations within the classroom, accessing special adaptive computer equipment, providing interpretation services and mediating faculty-student disability related issues.

0001 Reid Hall, 392-8565, www.dso.ufl.edu/drc/

Florida Educator Accomplished Practices (FEAPs)

In this course, one or more assignments have been selected at “Key Tasks” that will assess your mastery of knowledge, skill, and/or dispositions that the State of Florida requires of all entry-level educators. These assignments were specifically selected as Key Tasks because they align with the 6 Florida Educator Accomplished Practices (FEAPs).

Your mastery of each Indicator will be measured by your performance on a Key Task. To pass this course, you must successfully complete all Key Tasks and receive a rating of “Developing,” “Accomplished,” or “Exceptional.” No exceptions will be made to this rule, even if you do not plan to practice in Florida after graduation or do not apply for state certification.

Students who receive an “Unsatisfactory” rating will be offered a chance to redo the Key Task or, in some cases, to complete a comparable task assigned by the instructor. Students who do not complete their makeup work satisfactorily will receive a failing grade at the instructor’s discretion.

The rating guide framework below will be used to evaluate your performance on tasks assessing specific FEAP Indicators covered in this course. The language of each FEAP Indicator completes the statements. For more information, please visit the Educator Assessment System Student Portal at:

<https://my.education.ufl.edu/>.

Exceptional	The candidate extensively integrates knowledge to be able to _____. The candidate is prepared to apply this skill in a practical setting.
Accomplished	The candidate demonstrates knowledge of how to _____. The candidate is prepared to apply this skill in a practical setting.
Developing	The candidate is acquiring the necessary knowledge to _____. The candidate is not yet prepared to apply this skill in a practical setting.
Unsatisfactory	The candidate demonstrates little knowledge of how to _____.

FEAPs Assessed in this course

5d – Collaborates with the home, school and larger communities to foster communication and to support student learning & continuous improvement

AEC 4504 Course Calendar

Dates	Topics / Learning Experiences	Notes
Aug 28	Components of a Complete Ag Ed Program & Team Ag Ed	<u>Assigned</u> : Info Sheet, Dropbox accept
Sept 4	Components of the FFA Organization	Due : Info. Sheet <u>Assigned</u> : CDE Presentations
Sept 11	Introduction to the Supervised Agricultural Experience (SAE)	Quiz 1
Sept 18	Using the Agricultural Experience Tracker (AET) system in SAE	<u>Assigned</u> : AET Project Class In: Bryant Hall 107
Sept 25	Leadership Development in the FFA Chapter	Due : AET Project Quiz 2 CDE Presentation
Oct 2	FFA Alumni & Advisory Council	CDE Presentation
Oct 9	Exploring External Factors to an Agricultural Education Program	Quiz 3 CDE Presentation
Oct 16	Program Recruitment, Marketing, & Fundraising	Due : 3 Manual Activities CDE Presentation
Oct 23	Understanding the Program of Activities (POA)	Due : Journal Preview Quiz 4 CDE Presentation
Oct 30	<i>Observation Day - Work Day/No Formal Class</i>	
Nov 6	<i>Homecoming - No Class</i>	
Nov 13 & 14	All-day School-site visits & LTC Volunteer/Swamp-fest	Travel off campus
Nov 20	Mission and Goals of Local Programs & Total Program Management	CDE Presentation
Nov 27	<i>Thanksgiving Break - No Class</i>	
Dec 4	Course Conclusion, Evaluation, & Early Field Experience Reflection	CDE Presentation
Dec 16	All Assignments Due by 9am	