AEC Agricultural Education Program (TCH) Mission
The Agricultural Education Program at the University of Florida prepares students to be effective leaders of a school-based agriscience program within the community. Graduates demonstrate the requisite knowledge and skills in teaching and learning and in the agricultural sciences to contribute to the development of others. Graduates possess the desire for continuous personal and professional growth.

Values
The Agricultural Education Program values…
- Excellence in teaching.
- The complete school-based agriscience program – classroom and laboratory instruction, leadership development, and extended learning.
- Instruction both in and about agriculture.
- Teachers being essential to the success of the local school.
- Teacher involvement in the school, local, and professional communities.
- Passion for agriculture and compassion for learners.
- Professionalism in the attitude and actions of all involved in agricultural education.
- The contributions that agricultural educators can make outside of formal education.
- Agriculture's contribution in addressing societal issues on a local to global scale.

Learning Principles
1. Learning is both social and individual.
2. Learning best occurs when moving from the concrete to the abstract.
3. Learning and performance are enhanced by continuous, explicit reflection and feedback.
4. Learning is affected by learner motivation, attitude and values.
5. Learning occurs at all levels of cognition.
6. Learning is purposeful, contextual, and non-linear.
7. Learning is organized around transferable core concepts that guide thinking and integrate new knowledge.
8. Learning is enhanced by addressing a student's preferred learning style, prior knowledge, and experiences.
9. Learning occurs best in a supportive, challenging, and structured environment.
10. Learners reveal and demonstrate their understanding when they can apply, transfer, and adapt their learning to new and novel situations and problems.

Transfer Goals
1. Design an instructional program.
2. Create an environment conducive to learning.
3. Deliver effective instruction.
4. Assess student learning.
5. Participate in continuous professional development.
6. Act professionally and responsibly.

Instructor
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  Office Hours: by appt.

Time and Location
  Asynchronous Online Access to Canvas Modules

Course Description
This course is designed to give agricultural educators a strong background in implementing an effective total agriscience program. Students will be provided an overview of principles and practices that can be utilized in total program development. This course provides students with a foundation in planning for successful management of a program, as well as practical skills in maintaining strong relationships with stakeholders. Field experiences will be incorporated into the semester with component supported with the use of an early field experience manual.

Course Essential Questions & Objectives
  Essential Question: What are the primary responsibilities of an agriscience teacher?
    Objective:
    1. Student will be able to describe the primary responsibilities of an agriscience teacher.
  Essential Question: How do I maintain a high-quality agricultural education program that has the right balance of FFA, SAE, and Classroom/lab instruction?
    Objectives:
    2. Student will be able to describe the impact of the three components of the Total Ag Ed program on student learning.
    3. Student will be able to define & design FFA chapter components, SAE programs, and Classroom/laboratory needs.
  Essential Question: How can a mission and goals and program of activities guide the agriculture program?
    Objectives:
    4. Student will be able to define & design the mission and goals of an agricultural education program.
    5. Student will be able to develop and follow an FFA program of activities.

Supplemental Texts
    1. Phipps, L. J., Osborne, E. W., Dyer, J. E., & Ball, A. L. (2008). *Handbook on Agricultural Education in Public Schools.* Thomson Delmar Learning
        a. Electronic files for module readings will be included in each module.
    2. FFA Official Manual
        a. An electronic file of this resource can be found on the home page of the course on Canvas.
    3. FFA Student Handbook
        a. An electronic file of this resource can be found on the home page of the course on Canvas.

<center>**DESCRIPTION OF COURSE ASSIGNMENTS**</center>

Field Experience Manual
As part of your field experience, you will complete a few tasks. Guidelines for these items are outlined in the *Field Experience Manual.* There will be a midpoint submission, in addition to the final submission. This course will follow a *submit for feedback* framework for the mid-point manual assignment, with completion points only that are assigned. Submit manual to Canvas on the following dates:

    Mid-point submission: Sunday, October 15th, 2023
    Finalized Manual: Sunday, December 10th, 2023

Major Manual components include: developing FFA chapter activities, interviewing a special education resource person, developing a program mission statement, utilizing an extended contract, comprehensive recruitment strategies, and conducting SAE interviews with agriculture teachers.

Online Modules: Lecture, Readings & Discussion
Students should be accessing modules each week, viewing any recorded lectures, completing the readings listed on Canvas, and should engage in online discussions related to each of the modules throughout the semester. For discussion postings, you need to respond to the question that is posed—sometimes with the option of selecting from more than one question that is posted. Your response can be uploaded as a video or written response. You are encouraged to comment on your classmates' discussion postings and contribute to a thoughtful discussion, but you will only be scored based on your initial response to the question or statement are scored based on your participation and response <u>each</u> week that there is a discussion posted. Your involvement via the discussion board is an integral part of this class. Part of your final grade will include an Online Discussion component (35%). Discussion posts should be completed by 10:59pm on Sunday of the next week. You can post your discussion comments up to two days late, with a 10% deduction each day.

In Class Recording
Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A "class lecture" is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To "publish" means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third-party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Policy on Course Syllabi 3 UF, Academic Affairs, July 28th, 2021 Honor Code and Student Conduct Code.

CDE/LDE Presentation
Working independently, you will research and learn more about a Florida CDE/LDE of your choice. For information on specific Florida FFA CDE/LDE's, please check out this website: https://flaffa.org/career-development-events-2/. *Note there are Middle School and High School Events that may differ. Give an overview of the competitive event and describe some type of hands-on activity that can help students prepare for this specific CDE/LDE. Presentations should be approximately 15-20

minutes. The recorded presentation and any materials should be uploaded and submitted to the Canvas Discussion thread by 10:59pm on Sunday, November 26th. Be sure to provide feedback for at least one class peer on their submission. See the assignment in Canvas for the scoring rubric. This assignment is 15% of your final grade.

Course Preflection/Reflection
You will be asked to answer a series of questions in the first and last week of classes. Be sure to review the course layout and this syllabus before completing the preflection. The course reflection will be due at the end of the semester. You can upload a document or type in your answers. These assignments are 15% of your final grade. See due dates on Canvas.

Communication, Assignment Feedback and Grades
The best way to reach your instructor is through email: dmbarry@ufl.edu. Responses will be given on weekdays within 48 hours. If you email on a weekend, you may not receive a response until Monday. Assignment feedback and grades will be given as timely as possible, with most within 5-7 days. Please don't hesitate to reach out if you have any course or assignment questions throughout the semester.

COURSE ASSIGNMENTS	Percent of Final Grade
Manual with Reflection Journal (Midpoint: Oct-15, Final: April-26)	35
Online Discussion (includes CDE/LDE Assignment)	35
CDE/LDE Assignment	15
Course Preflection/Reflection	15

Grading Scale
A = 93-100% B- = 80-82% D+ = 66-69%
A- = 90-92% C+ = 76-79% D = 63-65%
B+ = 86-89% C = 73-75% D- = 60-62%
B = 83-85% C- = 70-72% 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, Late Work, Make-up and Assignments
Students' class attendance and participation are required. Master's students in the e-learning program will be required to access course content and interact with their peers through discussion posts. Assignments will be accepted past the deadline for two days, at a reduction of 10% each day it is late. For presentations during synchronous class time, unless prior arrangements have been made before the day of the presentation, they are required to be presented on the due date. 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. In case of emergencies, arrangements for completing assignments should be made immediately upon return to campus.

Use of technology during instruction & technology failure
The use of personal cell phones, I-pads, 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. If you experience technology fail during any type of zoom connection (when applicable), or when accessing course materials, please email Dr. Barry as soon as possible.

Academic Honesty
In 1995 the UF student body enacted a new 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.

In adopting this honor code, the students of the University of Florida recognize that academic honesty and integrity are fundamental values of the university community. Students who enroll at the university commit to holding themselves and their peers to the high standard of honor required by the honor code. Any individual who becomes aware of a violation of the honor code is bound by honor to take corrective action. The quality of a University of Florida education is dependent upon community acceptance and enforcement of the honor code.

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."**

The university requires all members of its community to be honest in all endeavors. A fundamental principle is that the whole process of learning and pursuit of knowledge is diminished by cheating, plagiarism and other acts of academic dishonesty. In addition, every dishonest act in the academic environment affects other students adversely, from the skewing of the grading curve to giving unfair advantage for honors or for professional or graduate school admission. Therefore, the university will take severe action against dishonest students. Similarly, measures will be taken against faculty, staff and administrators who practice dishonest or demeaning behavior.

Students should report any condition that facilitates dishonesty to the instructor, department chair, college dean or Student Honor Court.
(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.

Course Evaluations:
Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at https://gatorevals.aa.ufl.edu/students/. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via https://ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students at https://gatorevals.aa.ufl.edu/public-results/."

Campus Helping Resources
Health and Wellness
- *U Matter, We Care*: If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit U Matter, We Care website to refer or report a concern and a team member will reach out to the student in distress.
- *Counseling and Wellness Center*: Visit the Counseling and Wellness Center website or call 352-392-1575 for information on crisis services as well as non-crisis services.
- *Student Health Care Center*: Call 352-392-1161 for 24/7 information to help you find the care you need, or visit the Student Health Care Center website.
- *University Police Department:* Visit UF Police Department website or call 352-392-1111 (or 9-1-1 for emergencies).
- *UF Health Shands Emergency Room / Trauma Center*: For immediate medical care call 352-733-

0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; Visit the UF Health Emergency Room and Trauma Center website.

- *GatorWell Health Promotion Services*: For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the GatorWell website or call 352-273-4450.

Academic Resources
- *E-learning technical support*: Contact the UF Computing Help Desk at 352-392-4357 or via e-mail at helpdesk@ufl.edu.
- *Career Connections Center*: Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.
- *Library Support*: Various ways to receive assistance with respect to using the libraries or finding resources.
- *Teaching Center*: Broward Hall, 352-392-2010 or to make an appointment 352-392-6420. General study skills and tutoring.
- *Writing Studio*: 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.
- *Student Complaints On-Campus*: Visit the Student Honor Code and Student Conduct Code webpage for more information.
- *On-Line Students Complaints*: View the Distance Learning Student Complaint Process

Canvas Technology Requirements (Fall 2021)
Computers, Internet, and Web browsers: Canvas runs on Windows, Mac, Linux, iOS, Android, or any other device with a modern web browser. It is recommended to use a computer less than five years old with at least 1GB of RAM. It is recommended to have a minimum Internet speed of 512kbps. It is strongly recommended to not use a wireless connection, phone, tablet, or notepad for critical course tasks such as exams and discussions.

Canvas currently supports the following browsers: Chrome, Safari, Firefox, Edge. Canvas supports the last two versions of most browsers. It is highly recommend updating to the newest version of whatever browser you are using. Note that your computer's operating system may affect browser function. Failure to use one of these browsers will cause problems.

For more information on approved computers and browsers please visit:

https://community.canvaslms.com/t5/Canvas-Basics-Guide/What-are-the-browser-and-computer-requirements-for-Canvas/ta-p/66   On this web page there is an area titled "Is My Browser up to Date?" Use it to check each computer and browser you may use in this course. There is another important area on "Browser Privacy Settings." Read the section(s) for any browser intended for use. For example, Note that: In browsers such as Safari, insecure content will never be displayed in the browser. Return to the page to check for updates on technology issues in Canvas.

If you encounter technical difficulties in this course, contact the UF Computing Help Desk right away to troubleshoot. https://helpdesk.ufl.edu/ or (352) 392-HELP. If the problem cannot be fixed immediately, notify your instructor, and provide them with the Help Desk ticket number.

Accessibility:
For more information on Accessibility for Canvas and Zoom, please go to:
https://www.instructure.com/canvas/accessibility,
https://zoom.us/accessibility

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/**

U Matter, We Care
Your well-being is important to the University of Florida. The U Matter, We Care initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help if a member of our community is in

distress, please contact umatter@ufl.edu so that the U Matter, We Care Team can reach out to the student in distress. A nighttime and weekend crisis counselor is available by phone at 352-392-1575. The U Matter, We Care Team can help connect students to the many other helping resources available including, but not limited to, Victim Advocates, Housing staff, and the Counseling and Wellness Center. Please remember that asking for help is a sign of strength. In case of emergency, call 9-1-1.

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 5546
Tentative Course Calendar

Dates	Topics / Learning Experiences	Notes/Readings
Aug 23	Module One: Components of a Complete Agricultural Education Program	Textbook: pgs. 3-7, 10-14; Handbook: pgs. 12-13 **Course Preflection**
Aug 28	Module Two: Introduction to the Supervised Agricultural Experience (SAE)	Textbook: pgs. 437-439, 449-450 Handbook: pgs. 90-92, 94-95
Sept 5	Module Three: SAE Resources	
Sept 11	Module Four: Components of the National FFA Organization **Quiz 1**	Handbook: pgs. 96-103; Manual: 65-71
Sept 18	Module Five: Mission and Goals of Local Programs, Role of Advisor & Preparing for CDE's	Textbook: pgs. 406-408
Sept 25	Module Six: Industry Certifications	
Oct 2	Module Seven: Navigating AET **Quiz 2**	
Oct 9	Module Eight: FFA Alumni & Advisory Councils; Components of Successful FFA Chapters	Textbook: pgs. 81-92 Assigned: CDE/LDE Presentations **Mid-Point for Manual: Oct. 15th**
Oct 16	Module Nine: Program of Activities, Chapter Events/Activities Organizing the POA	Text: pgs. 420-426; Handbook: pgs. 44-51
Oct 23	Module Ten: School and Community Partnerships **Quiz 3**	Text: pgs.139-140, 144-149
Oct 30	Module Eleven: Program Partner's Role & Program Recruitment	Text: pgs. 151-157
Nov 6	Module Twelve: FFA Meetings, Program Fundraising	Handbook: pgs. 55, 54-55; Manual: pgs. 52-56
Nov 13	Module Thirteen: FFA Chapter Leadership	Handbook: pgs. 52-53; Manual: pgs. 50-51
Nov 20	No Module	**CDE/LDE Presentations**
Nov 27	Module Fourteen: The FFA Banquet **Quiz #4**	Manual: pgs. 56-57
Dec 4	Module Fifteen: Agricultural Education for All	**Finalized Manual: Due Dec. 10th** **Course Reflection**