
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

Debra Barry
Lecturer
101C PEPC
813-757-2288
dmbarry@ufl.edu
Office Hours: By appointment

Time and Location

Plant City Campus:

Wednesdays: 3:00-4:55pm

PEPC—Room 102 (On scheduled lab dates)

Arranged: 40 hours of observations in a public school with agriculture classes

Course Description

This course is designed to give pre-service agricultural educators a strong background in implementing an effective total agriscience program. Students will be provided an overview of principles and practices that are used in designing courses of instruction for effective teaching and total program development.

Course Essential Questions & Objectives

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

Essential Question: What are the primary responsibilities of an agriscience teacher?

Objective:

1. 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?

Objective:

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.

Essential Question:

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

Other course materials will be provided for you:

- FFA Student Handbook
- FFA Official Manual

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.*

Earthbox SAE Project: Group Project

During the course, students will design, manage, and care for a vegetable garden, using an Earthbox container. Gardens will be designed, assembled, and planted during the lab class. Students will be responsible for the care and record keeping of their Earthbox SAE Project, as well as an SAE Presentation on December 6th. Students will work with a partner and will be given an SAE rubric and project information, and will be responsible for caring for their own containers, which will be housed at the Plant City Commons Community Garden.

Online Discussion

Students are encouraged to engage in online discussions related to each of the eleven modules throughout the semester. Although there you are not REQUIRED to respond each week, I will be looking for your involvement in a minimum of 5 of the discussion posts. You will be assigned to a small group for your discussions. Since our conversations as a whole group cannot all occur face to face, your involvement via the discussion board is an integral part of this class. Part of your final grade will include an Online Discussion component (10%). Discussion posts should be completed on Mondays by Midnight. Your engagement in this area will be reflective of your participation in the conversations.

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 13th. Each group will be responsible for teaching a portion of a Florida CDE to the class on Nov. 29th. All presentation materials will be due on Canvas by Nov. 29th by noon.

Total Program Visit & Written Reflection

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). This is an overnight night (2 day) trip with overnight accommodations at the LTC – **November, 17th & 18th**. 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***.

Quizzes

Three times over the course of the semester, students will take a quiz that encompasses materials covering multiple modules. These quiz grades will account for 10% of the final grade, and will be accessed and taken on Canvas. These are due on Fridays, by 11:59pm. (Sept. 8, Oct. 20 & Dec. 8)

Participation, Attendance, 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 (Midway Review: Sept-27, Final Dec-11)	30
Journal (Midway Review: Sept-27, Final Due Dec-11)	20
Earthbox SAE Project (SAE Showcase: Dec-6) <i>*Group Project</i>	10
Online Discussion Participation/Engagement (11 modules/discussions)	10
CDE Presentation (Due on Canvas & Presentation in class Nov-29)	5
Total Program Visit (Nov. 17 th) & Written Reflection	5
Participation, Attendance, & other assignments	10
Quizzes (Sept. 8, Oct. 20 & Dec. 8)	10

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. Assignments will be accepted past the deadline for two days, at a reduction of 10% each day it is late. For in-person presentations, 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

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.

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.

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. Both the Counseling Center and Student Mental Health Services provide 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. The Counseling Center is located at 301 Peabody Hall (next to Criser Hall). Student Mental Health Services is located on the second floor of the Student Health Care Center in the Infirmary.

- *University Counseling Center*, 301 Peabody Hall, 392-1575, www.counsel.ufl.edu
- *Career Resource Center*, CR-100 JWRU, 392-1601 ext: 0, www.crc.ufl.edu/
- *Student Mental Health Services*, Rm. 245 Student Health Care Center, 392-1171, www.shcc.ufl.edu/smhs/

Alcohol and Substance Abuse Program (ASAP)
Attention Deficit Hyperactivity Disorder (ADHD)
Center for Sexual Assault / Abuse Recovery & Education (CARE)
Eating Disorders Program
Employee Assistance Program
Suicide Prevention Program

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 need. If you or a friend 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 4504/5546 Course Calendar

***Prior to your lab class meeting, course modules need to be viewed, as well as any weekly readings and/or supporting materials.**

Dates	Topics / Learning Experiences	Notes/Readings
W Aug 23	Module One: Components of a Complete Agricultural Education Program	Textbook: pgs. 3-7, 10-14; Handbook: pgs. 12-13; Manual pg. 9
	Lab: Review Syllabus, Examine Early Field Experience Manual & Journal	
W Aug 30	Module Two: Introduction to the Supervised Agricultural Experience (SAE)	Textbook: pgs. 437-439, 449-450 Handbook: pgs. 90-92, 94-95; Manual: pgs.11-13
	Lab: Facilitating SAE'S, Introduction/Planning: Earthbox SAE Project	<u>Assigned:</u> SAE Project
W Sept 6	Module Three: Components of the National FFA Organization	Handbook: pgs 96-103; Manual: pgs. 62-64, 69-70
	Lab: Assemble/Plant Earthbox Garden	
F Sept 8	Quiz 1	Due on Canvas
W Sept 13	Module Four: Mission and Goals of Local Programs, Role of Advisor & Preparing for CDE's	Textbook: pgs. 397-398
	Lab: Advisor Start-up: LDE's & CDE's, How to organize CDE's	Ag Teacher Guest Speaker TBA <u>Assigned:</u> CDE Presentations
W Sept 20	**No online module**	
	Lab: Navigating Florida FFA	Guest Speaker: Hannah Huggins
W Sept 27	Module Five: FFA Alumni & Advisory Council; Components of Successful FFA Chapters	Textbook: pgs. 84-92
	Lab: Florida FFA Alumni & its role	Florida FFA Alumni Representative Mid-term Manual & Journal Review
W Oct 4	Module Six: Program of Activities, Chapter Events/Activities	Text: pgs. 420-426 Awards; Handbook: pgs. 44-46
	Lab: Organizing the POA	
W Oct 11	**No online module**	
	1 st Annual Agricultural Teacher Education Symposium	UF Plant City Campus, PEPC
W Oct 18	Module Seven: School and Community Partnerships	Text: pgs.139-140, 144-149
	no lab	
F Oct 20	Quiz 2	Due on Canvas

W Oct 25	<i>**no online module or class meeting, School Observation Workday</i>	
	no lab	
W Nov 1	Module Eight: Program Partner's Role & Program Recruitment	Text: pgs. 151-157; Handbook: pg. 113
	no lab	
W Nov 8	Module Nine: FFA Meetings, Program Fundraising	Handbook: pgs. 54-55; Manual: pgs. 52-53
	no lab	
W Nov 15	<i>**no online module or class meeting, School Observation Workday</i>	
	Program Visit/Service Activity Nov 17-18	
F Nov 17	Total Program visit – ALL DAY	LTC –Sat., Nov. 18th
W Nov 22	<i>**no online module **</i>	
	<i>Holiday—no classes</i>	
W Nov 29	Module Ten: The FFA Banquet	Manual: pgs. 52-53
	Lab: CDE Presentations	CDE Presentations Submit on Canvas by Noon
W Dec 6	Module Eleven: FFA Chapter Leadership	Handbook: pgs. 52-53
	Last Day of Class: SAE Showcase/Course wrap-up	SAE Showcase
F Dec 8	Quiz 3	Due on Canvas
M Dec 11	All assignments are to be completed and submitted to Canvas	Finalized Manual & Finalized Journal