
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

Zoom Office Hours: Tuesdays from 9-10am

<https://ufl.zoom.us/j/99455073132?pwd=akJ0TlJQU2J5ZnpHK2kwcXRzQ0ZVUT09>

Teaching Assistant

Andy Chaparro
rchaparro@ufl.edu
Rofls 406
Zoom Office Hours:

Time and Location

Thursdays: 2-3 period, 8:30-10:25am

Via Zoom:

Arranged: 16 hours of observation of an agriscience class, via recordings provided by Dr. Barry as well as zoom sessions that are coordinated by the student for live-virtual observation. Dr. Barry will provide ag teacher contact information for setting up zoom observations. Symposium hours also count towards total observation time, and can be counted as one of two "suggested" field experiences.

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

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 using the Local Program Success model.
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.

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*. There will be a midpoint submission, in addition to the final submission. Submit manual to Canvas on the following dates:

Mid-point submission: Thursday, October 22nd, 2020

Finalized Manual: Wednesday, December 2nd, 2020

Early Field Observation Journal

Keep a journal of your thoughts and activities completed as part of your field observation. *A minimum of 30 total hours of observation at a cooperating school or schools and course trips (program visits) is required for satisfactory completion of this class.* Please submit your journal to Canvas on the following dates:

Mid-point submission: Thursday, October 22nd, 2020

Finalized Journal: Wednesday, December 2nd, 2020

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 thirteen 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. You are more than welcome 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.

You are scored based on your participation and response each week that there is a discussion posted.

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 (20%). Discussion posts should be completed by 11:59pm on the day before we meet for our lab class. You can post your discussion comments up to two days late, with a 10% deduction each day.

*Your first week's discussion will have a few extra days of a grace period.

*There is an AET Assessment in Module 6 that is included in this category.

Recorded Zoom Connections

Our class sessions may be audio visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited

Quizzes

Three times throughout the semester, students will take a quiz during synchronous class sessions, based on content from modules and classroom discussions. Quiz study guides can be found in each module. Quizzes contribute to 20% of the final grade. Also, an industry certification exam will be proctored in class, but will be part of the in-class participation grade. *The industry certification will be scored based on completion.*

CDE/LDE Presentation

The CDE presentation will be completed in pairs, or if needed a group of three. Partners and the CDE will be selected during class on Thursday, October 8th. Each pair will be responsible for teaching a portion, giving an overview, and incorporating some type of interactive component for their Florida CDE to the class on their assigned date. Presentations should be approximately 20 minutes. All presentation

materials, including lesson plans, power-points, or other documents that will be shared during class, should be uploaded to Canvas before midnight on November 11th, 2020. Presentations will be in our synchronous lab sessions on both November 12th & November 19th, 2020. *A lesson plan template is provided in Canvas to aid in planning, and can be adopted and edited as needed.*

Total Program Visit & Written Reflection

Students are expected to attend program visit(s) to SBAE programs in Florida as part of the Agriscience Teacher Education Symposium (this is a virtual event). This event is tentatively planned for Friday October 9-Saturday, October 10th, 2020. Following the program visits/symposium event, a written reflection (1-2 pages; double spaced; Times New Roman; 12 pt font; 1 inch margins) should be completed and submitted via Canvas. **(Please review Canvas for more details)**

Agriscience Teacher Education Symposium

The 4th Annual Agriscience Teacher Education Symposium is tentatively scheduled for Friday, October 9th-Saturday, October 10th, 2020 (this is a virtual event). *Date/time of event may vary during these two days. For now, hold this time on your calendar.

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, even in a virtual setting. Please notify the instructor of any upcoming need to miss synchronous sessions, or extenuating circumstances.

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 within 7-14 days, but most often within one week. 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 (Midpoint: Oct-22, Final: Dec-2)	20
Journal (Midpoint: Oct-22, Final: Dec-2)	15
Online Discussion Participation/Engagement	20
Quizzes	20
CDE Presentation (Nov-7, materials submitted via Canvas)	10
Program Visits (October 9 th -10 th , via Symposium) & Written Reflection	5
In-class Participation & Attendance	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 via zoom 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 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

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.

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

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:

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 synchronous lab class via Zoom, course modules need to be completed, as well as any weekly readings and/or supporting materials.**

Dates	Topics / Learning Experiences	Notes/Readings
TH Sept 3	Module One: Components of a Complete Agricultural Education Program	Textbook: pgs. 3-7, 10-14; Handbook: pgs. 12-13
	Lab: Review Syllabus, Examine Early Field Experience Manual & Journal	
TH Sept 10	Module Two: Introduction to the Supervised Agricultural Experience (SAE)	Textbook: pgs. 437-439, 449-450 Handbook: pgs. 90-92, 94-95
	Lab: Facilitating SAE'S	
TH Sept 17	Module Three: Components of the National FFA Organization Happy National Teach Ag Day!	Handbook: pgs. 96-103; Manual: 65-71
	Lab: Quiz 1 & Early Observation/Manual Discussion #1	
TH Sept 24	Module Four: Mission and Goals of Local Programs, Role of Advisor & Preparing for CDE's	Textbook: pgs. 406-408
	Lab: Preparing for CDE's	Guest: Michelle Cesario
TH Oct 1	Module Five: Industry Certifications	
	Lab: Integrating Industry Certifications	Guest: Keitha Bennett
TH Oct 8	Module Six: Navigating AET	
	Lab: Quiz 2	Assigned: CDE/LDE Presentations
Fri, Oct. 9-Sat., Oct. 10 th	4th Annual Agricultural Teacher Education Symposium *Date/time of event may vary during these two days. For now, hold this time on your calendar.	Virtual or in-person @ LTC Haines City, FL
TH Oct 15	Module Seven: FFA Alumni & Advisory Councils; Components of Successful FFA Chapters	Textbook: pgs. 81-92
	Lab: Florida FFA Alumni & its role; Early Observation/Manual Discussion #2	Florida FFA Alumni Representative
TH Oct 22	Module Eight: Program of Activities, Chapter Events/Activities	Text: pgs. 420-426; Handbook: pgs. 44-51 Progress Check: Manual & Journal
	Lab: Organizing the POA	
TH Oct 29	Module Nine: School and Community Partnerships	Text: pgs.139-140, 144-149
	Lab: Quiz 3 & Early Observation/Manual Discussion #3	

Dates	Topics / Learning Experiences	Notes/Readings
TH Nov 5	Module Ten: Program Partner's Role & Program Recruitment	Text: pgs. 151-157;
	Lab: AEST Industry Certification Exam	*Class time may vary for your exam time
TH Nov 12	Module Eleven: FFA Meetings, Program Fundraising	Handbook: pgs. 55, 54-55; Manual: pgs. 52-56
	Lab: CDE Presentations, Group A	CDE/LDE Presentations
TH Nov 19	Module Twelve: FFA Chapter Leadership	Handbook: pgs. 52-53; Manual: pgs. 50-51
	Lab: CDE Presentations, Group B; Course wrap-up	CDE/LDE Presentations
TH Nov 26	Module Thirteen: The FFA Banquet	Manual: pgs. 56-57
	<i>Holiday—no classes</i>	
W Dec 2	All assignments are to be completed and submitted to Canvas	Finalized Manual & Finalized Journal
TH Dec 3	<i>**no online module or class meeting**</i>	
	<i>No lab class via Zoom</i>	