|  |  |  |
| --- | --- | --- |
|  | Affordable UF Banner**AEC 5546****Program Planning for Agricultural Education**Fall 2025Section: 25219  |  |

**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 Assistant Professor 101C PEPC 813-757-2288 dmbarry@ufl.edu 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:

1. Student will be able to describe the impact of the three components of the Total Ag Ed program on student learning.
2. 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:

1. Student will be able to define & design the mission and goals of an agricultural education program.
2. 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
	1. Electronic files for module readings will be included in each module.
2. FFA Official Manual
	1. An electronic file of this resource can be found on the home page of the course on Canvas.
3. FFA Student Handbook
	1. An electronic file of this resource can be found on the home page of the course on Canvas.

**DESCRIPTION OF COURSE ASSIGNMENTS**

**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 12th, 2025

Finalized Manual: Sunday, December 7th, 2025

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. You are scored based on your participation and response each 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. The AET Assessment in Module 7 is included in this category for assignments.

**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** |
| --- | --- |
| Field Experience Manual (Midpoint: Oct-12, Final: Dec-7) | 35 |
| Online Discussion (includes CDE/LDE Assignment) | 35 |
| CDE/LDE Assignment | 15 |
| Course Preflection/Reflection | 15 |

**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, 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 up to two days, at a reduction of 10%. Students should contact the instructor or assistant if they are expecting to be unable to meet a deadline. 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. Students can complete evaluations in three ways:

1. The email they receive from GatorEvals,

2. Their Canvas course menu under GatorEvals, or

3. The central portal at https://my-ufl.bluera.com

Guidance on how to provide constructive feedback is available at https://gatorevals.aa.ufl.edu/students/. Students will be notified when the evaluation period opens. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

**University-Wide Policies and Student Support Service**

As part of the updated University of Florida Syllabus Policy, this course syllabus refers students to a central online resource that contains the most current university-wide academic policies and student support services. Using this shared link helps ensure that all students receive accurate, consistent, and up-to-date information.

Students are expected to visit and review the centralized UF Syllabus Policy page at: [UF Syllabus Policy Link](https://syllabus.ufl.edu/syllabus-policy/uf-syllabus-policy-links/). Throughout the term, students are strongly encouraged to return to this page regularly to stay updated on important University expectations and explore available resources. The page includes information on topics such as:

Academic Policies

· Attendance requirements and make-up work procedures

· Academic accommodations for students with disabilities

· Grading standards and grade point policies

· Course evaluation instructions and portals

· Student Honor Code and University Honesty Policy

· Guidelines governing the recording and use of class lectures

Academic Resources

· E-learning support and technology assistance

· Career and counseling services (Career Connections Center)

· Library access and help services

· Study skills support and tutoring (Teaching Center)

· Writing support (Writing Studio)

· Complaint procedures and academic grievance resources

· UF Student Success Initiative resources

Campus Health & Wellness

· Physical, mental, and emotional health services

· Safety and support programs

· UF Whole Gator wellness tools

• 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**

To succeed in this course, you must have access to the following technology:

· Desktop Computer or Laptop

o Audio Capabilities

o Webcam and Microphone for synchronous sessions

· Microsoft Office Programs

[Microsoft Privacy Statement – Microsoft privacy](https://www.microsoft.com/en-us/privacy/privacystatement)

[Microsoft Accessibility Info](https://www.microsoft.com/en-us/trust-center/compliance/accessibility)

Word: [Microsoft 365 basics video training - Microsoft Support](https://support.microsoft.com/en-us/office/microsoft-365-basics-video-training-396b8d9e-e118-42d0-8a0d-87d1f2f055fb)

· Adobe Reader

[Acrobat tutorials](https://www.adobe.com/learn/acrobat)

[Adobe Privacy Statement](https://www.adobe.com/privacy/policy.html)

[Adobe Accessibility Statement](https://www.adobe.com/trust/accessibility.html)

· Zoom

[Zoom Privacy Policy](https://www.zoom.com/en/trust/privacy/privacy-statement/)

[Zoom Accessibility Information](https://www.zoom.com/en/accessibility/)

· Internet Connection with access to Canvas

 Canvas is the course management system at the University of Florida in which students will find course content, links to video lectures, assignments, quizzes, discussions, and grades. The use of this system will vary by instructor, but the following videos describe the most common tools in Canvas. [The full student guide](https://community.canvaslms.com/t5/Student-Guide/tkb-p/student) is provided if you have additional questions.

[Canvas Privacy Policy](https://www.instructure.com/privacy-security)

[Canvas Accessibility Standards](https://community.canvaslms.com/t5/Canvas-Basics-Guide/What-are-the-Canvas-accessibility-standards/ta-p/1564)

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://www.instructure.com/canvas/accessibility)**,**

[**https://zoom.us/accessibility**](https://zoom.us/accessibility)

**Expected Technical & Digital Literacy Skills:**

Minimum skills required:

· Proficiency in utilizing Canvas and navigating the internet effectively.

· Competence in using email for communication purposes, including sending and receiving messages and managing attachments.

· Familiarity with commonly used word processing applications (such as Microsoft Word or Google Docs), including the ability to create, edit, and format documents.

· Basic computer skills, including understanding fundamental operations like file management, using menus and toolbars, and navigating between different applications.

· Using online search tools for specific academic purposes, including the ability to use search criteria, keywords, and filters.

· Analyzing digital information for credibility, currency, and bias.

**Artificial Intelligence (A.I.) Use:**

You may use AI programs e.g. ChatGPT to help generate ideas and brainstorm. However, you should note that the material generated by these programs may be inaccurate, incomplete, or otherwise problematic. Beware that use may also stifle your own independent thinking and creativity.

You may not submit any work generated by an AI program as your own. If you include material generated by an AI program, it should be cited like any other reference material (with due consideration for the quality of the reference, which may be poor). Any plagiarism or other form of cheating will be dealt with severely under relevant UF policies.

**AEC 5546**

***Tentative* Course Calendar**

| **Dates** | **Topics / Learning Experiences** | **Notes/Readings** |
| --- | --- | --- |
| Aug 21 | Module One: Components of a Complete Agricultural Education Program | Textbook: pgs. 3-7, 10-14; Handbook: pgs. 12-13**Course Preflection** |
| Aug 25 | Module Two: Introduction to the Supervised Agricultural Experience (SAE) | Textbook: pgs. 437-439, 449-450Handbook: pgs. 90-92, 94-95  |
| Sept 1 | Module Three: SAE Resources   |  |
| Sept 8 | Module Four: Components of the National FFA Organization | Handbook: pgs. 96-103; Manual: 65-71 |
| Sept 15 | Module Five: Mission and Goals of Local Programs, Role of Advisor & Preparing for CDE’s | Textbook: pgs. 406-408 |
| Sept 22 | Module Six: Industry Certifications |  |
| Sept 29 | Module Seven: Navigating AET |  |
| Oct 6 | Module Eight: FFA Alumni & Advisory Councils; Components of Successful FFA Chapters | Textbook: pgs. 81-92 Assigned: CDE/LDE Presentations**Mid-Point for****Manual: Oct. 12th** |
| Oct 13 | Module Nine: Program of Activities, Chapter Events/ActivitiesOrganizing the POA | Text: pgs. 420-426; Handbook: pgs. 44-51 |
| Oct 20 | Module Ten: School and Community Partnerships | Text: pgs.139-140, 144-149  |
| Oct 27 | Module Eleven: Program Partner’s Role & Program Recruitment | Text: pgs. 151-157 |
| Nov 3 | Module Twelve: FFA Meetings, Program Fundraising | Handbook: pgs. 55, 54-55; Manual: pgs. 52-56 |
| Nov 10 | Module Thirteen: FFA Chapter Leadership | Handbook: pgs. 52-53; Manual: pgs. 50-51 |
| Nov 17 | Module Fourteen: The FFA Banquet | Manual: pgs. 56-57**CDE/LDE Presentations** |
| Nov 24 | No Module: Fall Break |  |
| Dec 1 | Module Fifteen: Agricultural Education for All | **Finalized Manual: Due Dec. 7th****Course Reflection** |