
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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By appointment

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Thursdays by appointment

Time and Location

Tuesday Periods: 1-4pm. Off site visits may require different times. 102 PEPC & various off-site locations.

Course Description

This course is designed to introduce pre-service agricultural education teachers to laboratory integration into the agricultural education curriculum at the middle school and secondary school level. Emphasis will be placed on developing knowledge of laboratory components in agriscience, laboratory design and set-up, laboratory utilization, facilitating student learning in the laboratory setting, appropriate teaching methods and techniques, curriculum applications, and classroom resources. Course content will be presented during the semester-long course & travel to off-campus sites will be required.

Course Essential Questions & Objectives

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

Essential Question: What is the role of the laboratory in SBAE?

Objective:

1. Assess the role of laboratory integration in agricultural education.

Essential Question: How do I design, manage, and evaluate agriscience activities?

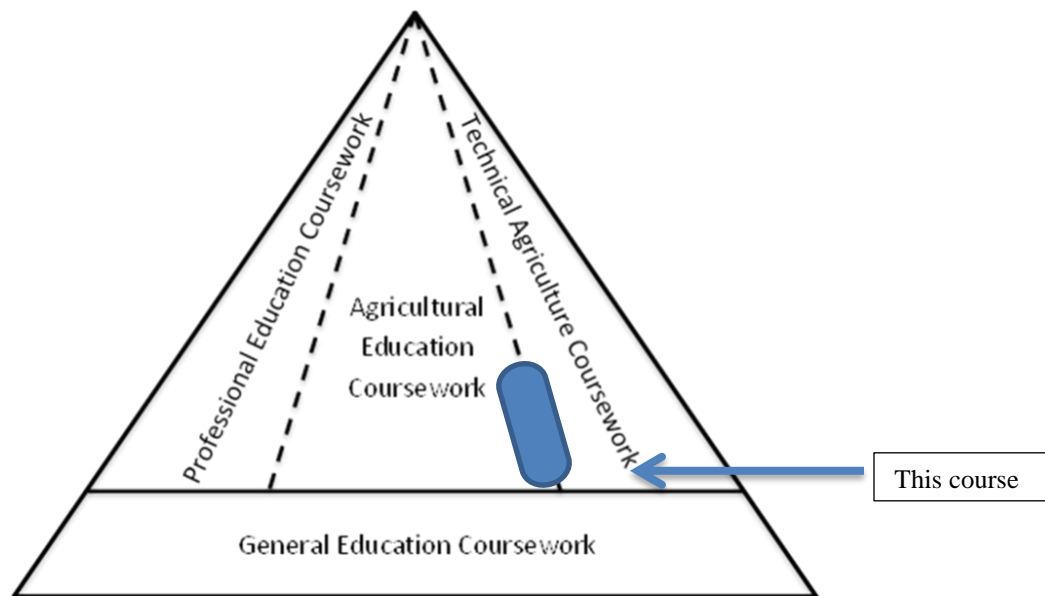
Objectives:

2. Properly design and manage student agriscience projects.
3. Develop a system by which to evaluate agriscience laboratory activities and projects.

Essential Question: What safety concerns should I be aware of during laboratory instruction?

Objective:

4. Develop and implement an agriscience laboratory safety instructional program.



University of Florida – Model for Teacher Education in Agricultural Education

Transportation

Students are expected to provide their own transportation to and from laboratory sites. If special circumstances exist please contact the instructor.

Required Texts

Any required readings will be handed out per class session.

DESCRIPTION OF COURSE ASSIGNMENTS

Teaching Laboratory Facility Proposal and Design

You will create a complete proposal and design of facilities for a middle or high school agriscience program based on the guidelines in the rubric provided on Canvas. The overall project will be completed in stages with individual deadlines. Assignments will have feedback provided as they are turned in with the final products to consist of all the assignments assembled in portfolio format. Please see the rubrics for individual requirements, deadlines, and grading.

Laboratory Reflections

Following each laboratory site visit, you will be required to complete a half-page **reflection** that is **due by 11:59pm the Tuesday following the lab experience**, submitted through Canvas. Reflections should account for the following: how information gathered during the laboratory site visit can be used within your classroom instruction, curriculum, SAE, and FFA.

Final Laboratory Practicum

All students will participate in a final, written practicum at a new laboratory location where they can demonstrate skills learned over the course of the semester. The practicum will be in place of a final exam. The location and requirements of the final practicum will be announced at the conclusion of the semester.

Assignment	Percentage	Due Dates
Facility Proposal - Individual Drafts	4%	Weekly – See Schedule
Facility Proposal - Final Submission	46%	April 24 th
Attendance and Active Participation	10%	Weekly
Reflections	35%	Weekly
Final Laboratory Practicum	5%	April 21 st

Grading Scale

A = 97-100%

A- = 92-96%

B+ = 88-91%

B = 83-87%

C+ = 78-82%

C = 74-77%

D = 65-74%

E = below 65%

Note: This Web address references the UF grades and grading policies:
<http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html>

Attendance and Assignments

Attendance is mandatory, and you are expected to be an **active participant** in the class discussions and exercises. You are required to let Dr. Barry know of any absences *prior* to the start of the class session. Failure to inform the instructor of an absence *prior* to the start of class (1:00pm), or failure to notify of an absence at all, will result in a 5% total reduction in the **overall grade for the course for each absence**.

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.

Use of technology during instruction

The use of personal cell phones, ipads, computers, and other electronic devices may be utilized during instruction. However, the use of these items should be limited to appropriate and designated times during the course. Misplaced text messaging will be noted by the instructor, ONE warning will be given, after which unauthorized texting (use of an electronic device) will be counted as an absence and will result in a 5% total reduction of the final course grade.

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

- 1f – Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies
- 2a – Organizes, allocates, and manages the resources of time, space, and attention
- 3e – Relate & integrate the subject matter with other disciplines and life experiences

Tentative AEC 4228 Course Calendar

Class Meeting Date	Topic	Location	Item(s) Due
Jan. 7	Purposes of Lab Instruction	PEPC 102	
Jan. 14	Planning for Lab Instruction	PEPC 102	<input type="checkbox"/> 1/7 reflection
Jan. 21	Laboratory Safety	Rolfs 306 Plant City in Gainesville!	<input type="checkbox"/> 1/14 reflection <input type="checkbox"/> Facility drawings DRAFT
Jan. 28	Nature of Lab Instruction Dr. Ed Osborne	PEPC 102	<input type="checkbox"/> 1/21 reflection <input type="checkbox"/> Emergency Plan DRAFT
Feb. 4	NO CLASS		<input type="checkbox"/> 1/28 reflection
Feb. 11	Animal Handling • Kelley Longanecker	Strawberry Crest HS	<input type="checkbox"/> Calendar DRAFT
Feb. 18	Facility layout & Tractor Driving	GCREC	<input type="checkbox"/> 2/11 Reflection
Feb. 25	Horticulture/Greenhouses • Janyel Taylor	Lakewood Ranch HS	<input type="checkbox"/> 2/18 Reflection <input type="checkbox"/> Tools and Equipment DRAFT
Mar. 3	NO CLASS – Spring Break		<input type="checkbox"/> 2/25 Reflection
Mar. 10	School and Community Gardens • Susan Webb	TBD	<input type="checkbox"/> Grading Tool DRAFT <input type="checkbox"/> Student Jobs DRAFT
Mar. 17	Agricultural Mechanics • Kyle Carlton	George Jenkins HS	<input type="checkbox"/> 3/10 Reflection
Mar. 24	Aquaculture - 2pm to 4pm	UF Tropical Research Center Ruskin, FL	<input type="checkbox"/> 3/17 Reflection <input type="checkbox"/> Distribution of Materials DRAFT
Mar. 31	Vet Assisting • Michelle Cesario	Strawberry Crest HS	<input type="checkbox"/> 3/24 Reflection
Apr. 7	CTE Panel & Laws/Liability • Kelli Kennedy	102 PEPC Zoom Connect to GNV	<input type="checkbox"/> 3/31 Reflection <input type="checkbox"/> Narrative Explanation DRAFT
Apr. 14	Livestock Facilities • Tim Cribbs	Durant HS	<input type="checkbox"/> 4/7 Reflection
Apr. 21	Final Design Practicum • Greg Lehman & Shelby Mauch	Barrington MS	<input type="checkbox"/> 4/14 Reflection <input type="checkbox"/> Due by April 24th : <input type="checkbox"/> 4/21 Reflection <input type="checkbox"/> Final Facility Project