**AEC 4504/5546**
**Curriculum & Program Planning for**
**Agricultural Education**
Spring 2025
Sections: G361, K074, B803,&
1280

## 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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## Time and Location
Tuesdays: 9:35am-11:30am
UF Plant City: PEPC 102
UF Gainesville: Rolfs 306


Early Experience: 15 hours of observation of an agriscience class or related field are a major component of this course. In addition, you will be provided the contact information to at least one school-based ag education classroom and teacher in the area.
*Some recordings may be made available to you from Dr. Barry that can count towards your 15 hours.


## Course Description
This course is designed to give pre-service and in-service 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 using the Local Program Success model.
　5.　Student will be able to develop and follow an FFA program of activities.


## Supplemental Texts (These materials are provided for you, but are required readings)
　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.

<div align="center">**DESCRIPTION OF COURSE ASSIGNMENTS**</div>

**Early Field Experience Manual**
As part of your early field experience, you will complete a few tasks. Guidelines for these items 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: Tuesday, March 4, 2025
    Finalized Manual: Tuesday, April 22, 2025
Major Manual components include: Program components/personal philosophy, interviewing an FFA & non-FFA member in SBAE, FFA chapter activities, interviewing a special education resource person, developing a program mission statement, utilizing an extended contract, a comprehensive recruitment strategy, SAE program visits, and developing an SAE program.
This assignment uses Microsoft Word, but can be modified if you need to use another program. Office 365 is free to UF students and can be downloaded on your computer: Student Resources - Information Technology - University of Florida (ufl.edu). This assignment helps meet overall course objectives.

**\*Part of this assignment includes a journal section for reflection**
Keep a journal of your thoughts and activities completed as part of your field observation. *A minimum of 15 total hours of observation (program visits) is required for satisfactory completion of this class.*

**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. 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. 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 10:59pm on the Monday before your class session. 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 grace period, due to the accessibility to Canvas when classes start.**
**\*\*There are two modules the week of April 21ˢᵗ, so there are two discussion posts that week**

**Recorded Zoom Connections**
Our class sessions may be audio visually recorded for all students in the class to refer back and for the E-learning master's students in the online degree program who access the course asynchronously. Where applicable: 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.
For more information on privacy, please go to this site: https://zoom.us/privacy

**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 guest 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 Honor Code and Student Conduct Code. UF IN-CLASS RECORDING

## Quizzes
Four 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 25% of the final grade.

## CDE/LDE Presentation
The CDE/LDE presentation will be completed in pairs, or if needed, groups of three.  Partners and the CDE/LDE will be selected during class on Tuesday, March 4th.  Each group will be responsible for teaching a portion, giving an overview, and incorporating some type of interactive component for their Florida CDE to present to the class on April 15th.  Presentations should be approximately 20-25 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 April 4th, 2025. Presentations will be in our lab sessions on April 15th, 2025. *A lesson plan template is provided in Canvas to aid in planning and can be adopted and edited as needed. This assignment helps meet overall course objectives.*

## Engagement, 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. Your participation in module discussions is scored as part of your grade, as well as your engagement in the discussions that take place during synchronous sessions. Please contribute to class discussions, and don't hesitate to ask questions! Please notify the instructor of any upcoming need to miss synchronous sessions, or extenuating circumstances.
What is engagement, you ask? It's a combination of the following:
•         Preparation (reviewing readings and material before class)
•         Focus (avoiding distractions during in-person and online activities)
•         Presence (engaged and responsive during group activities)
•         Asking questions (in class, out of class, online, offline)
•         Listening (hearing what others say, and also what they're not saying)
•         Specificity (referring to specific ideas from readings and discussions)
•         Synthesizing (making connections between readings and discussions)"
Please see the UF Attendance Policy for more information: https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/

## 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: March-4, Final: April-22) | 25 |
| Online Discussion | 20 |
| Quizzes | 25 |
| CDE Presentation (April 15, materials submitted via Canvas April 14) | 10 |
| In-class Engagement & Attendance | 20 |

## 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. Requirements for class attendance and make-up exams, assignments and other works are consistent with university policies that can be found here: Attendance Policies < University of Florida (ufl.edu).

## 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 Integrity

UF's Academic Honesty Statement:

As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following 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."** You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied: **"On my honor, I have neither given nor received unauthorized aid in doing this assignment."**

It is assumed that you will complete all work independently in each course unless the instructor provides explicit permission for you to collaborate on course tasks (e.g., assignments, papers, quizzes, exams). Furthermore, as part of your obligation to uphold the Honor Code, you should report any condition that facilitates dishonesty to the instructor, department chair, college dean or Student Honor Court. **It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code**. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for

consideration of disciplinary action. For more information regarding the Student Honor Code, please see: [Student Honor Code and Student Conduct Code | SCCR (ufl.edu)](ufl.edu).

## Plagiarism:
Plagiarism includes **taking verbatim phrases of just a few words** without permission or full attribution. It includes **quoting too much** from your sources, thereby substituting their expression for your own, or quoting too much from one source, effectively taking more than a fair use of their work. **Over quoting (direct quotes) comprising** more than 10% of any

assignment will be considered plagiarism. Plagiarism includes **unique expression**, which can be a phrase of a few words or a simple moniker. Our writing is mostly our own expression. When writing for science and business, we base our work on **facts** obtained from a variety of **credible sources**. We give credit where it is due. We **cite our sources** so others can access the information we present. When appropriate, we very carefully, ethically, and lawfully use others' expression of that information. We obtain permission to use our sources' expression or give full credit for a limited, fair use, including direct quotes.

## 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. [UF ACCEPTABLE USE POLICY](.).

## 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/](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/](https://ufl.bluera.com/ufl/). Summaries of course evaluation results are available to students at [https://gatorevals.aa.ufl.edu/public-results/](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

**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 Word - Microsoft 365 basics video training

· Adobe Reader - Acrobat tutorials

· Zoom - Zoom Privacy Policy

· Internet Connection with access to Canvas
  - o 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 is provided if you have additional questions.
  - o View Canvas Privacy Policy

· Web Browser - Chrome is the preferred browser for Canvas. If you do not have Chrome, you can download it.

· University of Florida Email
  - o Students are expected to check their my.ufl emails daily. View the Student Computing Requirements page for information on technology requirements and expectations.

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.

**Minimum Technical Skills**

Minimum technical skills required:

o Proficiency in utilizing Canvas and navigating the internet effectively.

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

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

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

o Ability to perform online research using a variety of search engines and library databases.

**Services for 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, UF Disability Resource Center.

Canvas Accessibility Standards

Zoom Accessibility Information

**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
## *Tentative* Course Calendar
**\*Prior to class sessions, course modules should be completed, as well as any weekly readings and/or supporting materials.**

| Dates | Topics / Learning Experiences | Notes/Readings |
|---|---|---|
| T Jan 14 | 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 | |
| T Jan 21 | 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 | |
| T Jan 28 | Module Three: SAE Resources | |
| | Lab: How do I integrate SAE into my classes? | |
| T Feb 4 | Module Four: Components of the National FFA Organization | Handbook: pgs. 96-103; Manual: 65-71 |
| | **Lab: Quiz 1 & Early Observation/Manual Discussion #1** | |
| T Feb 11 | Module Five: Mission and Goals of Local Programs, Role of Advisor & Preparing for CDE's | Textbook: pgs. 406-408 |
| | Lab: Preparing for CDE's | |
| T Feb 18 | Module Six: Industry Certifications | |
| | Lab: Integrating Industry Certifications | |
| T Feb 25 | Module Seven: Navigating AET | |
| | **Lab: Quiz 2; Early Observation/Manual Discussion #2** | |
| T March 4 | Module Eight: FFA Alumni & Advisory Councils; Components of Successful FFA Chapters | Textbook: pgs. 81-92 |
| | Lab: Florida FFA Alumni & its role | Assigned: CDE/LDE Presentations **Manual Mid-Point Submission** |
| T March 11 | Module Nine: Program of Activities, Chapter Events/Activities | Text: pgs. 420-426; Handbook: pgs. 44-51 |
| | Lab: Organizing the POA | |
| T March 18 | No Module or Lab: SPRING BREAK | |
| T March 25 | Module Ten: School and Community Partnerships | Text: pgs.139-140, 144-149 |
| | **No Lab: Early Observation Hours** | |
| T April 1 | Module Eleven: Program Partner's Role & Program Recruitment | Text: pgs. 151-157 |
| | **Lab: Quiz 3 &** Enhancing your program & planning a recruitment event | |

| Dates | Topics / Learning Experiences | Notes/Readings |
|---|---|---|
| T April 8 | Module Twelve: FFA Meetings, Program Fundraising | Handbook: pgs. 55, 54-55; Manual: pgs. 52-56 |
| | Lab: FFA—Student Led; How to Manage Program Fundraisers? | |
| T April 15 | Module Thirteen: FFA Chapter Leadership | Handbook: pgs. 52-53; Manual: pgs. 50-51 |
| | Lab: CDE/LDE Presentations | **CDE/LDE Presentations** |
| T April 22 | Module Fourteen:  The FFA Banquet<br>&<br>Module Fifteen: Agricultural Education for All | Manual: pgs. 56-57 |
| | **Lab: Quiz #4,** Providing opportunities for all students in SBAE & Course Wrap-up | **Finalized Manual with Reflections** |