

CALS Curriculum Committee Meeting
December 17, 2021
1:00 p.m.

Via Zoom: <https://ufl.zoom.us/j/355458614>
Meeting ID : 355458614

Members: S. Ahn, J. Brendemuhl, D. Coenen, K. Fogarty, M. Dvorak, D. Gabriel, V. Hull, P. Inglett, J. Larkin (Chair), L. Lietzenmayer, L. Lundy, T. Martin, G. Nunez, B. Pearson, C. Prince, J. Scheffler, M. Sharp, A. Watson, J. Weeks, A. Wysocki

Agenda and Index for Materials

Approve Minutes from November 19, 2021 meeting

Dr. Brendemuhl: Update from UCC

Undergraduate Course Change Proposals

1. AEC 4200 – Teaching Methods in Agricultural Education (req. #16616)
2. AEC 4224 – Special Methods in Teaching Agricultural Education (req. #16615)
3. AEC 4228 – Laboratory Practices in Teaching Agricultural Education (req. #16614)
4. WIS 4501 – Introduction to Wildlife Population Ecology (req. # 16799)

Recycled

5. WIS 6XXX – Avian Communications (req. #16557)

Previous comments: **Please be sure to make all requested changes to both the UCC form and syllabus if necessary.** A motion was made by Dr. Lundy to recycle this item back to the submitter for required updates and resubmission. The motion was approved. Potential office hours must be included in the syllabus. A CALS CC Checklist is required with all course submissions. This can be found at:

https://cals.ufl.edu/content/pdf/Faculty_Staff/CALS%20CC%20Checklist.pdf. More information is required in the syllabus to explain if this course is synchronous or asynchronous. There needs to be a better explanation of the point breakdown and the point total needs to be checked.

Discussion items

6. Credits exclusive to minors. Can approved advisor/department electives count as exclusive? Continue discussion.

7. Combined BS-MS Degrees

CALS Curriculum Committee Meeting
November 19, 2021
Submitted by James Fant

Members Present: S. Ahn, D. Coenen, M. Dvorak, K. Fogarty, D. Gabriel, V. Hull, P. Inglett, J. Larkin, L. Lietzenmayer, L. Lundy, T. Martin, G. Nunez, B. Pearson, C. Prince, M. Sharp, A. Watson, J. Weeks

Visitors: Phil Hahn, Kathryn Ivey, Kelly Moore, Monika Oli, Candice Stefanou

Call to Order: The College of Agricultural and Life Sciences Curriculum Committee met via Zoom on November 19, 2021. Dr. Larkin called the meeting to order at 1:00 p.m.

Selection of Chair Elect – Vanessa Hull was nominated and accepted.

Previous agenda items and supporting material can be found on the CALS College Committees homepage under document archives: <https://cals.ufl.edu/faculty-staff/committees/>

Approval of Minutes: A motion was made by Dr. Coenen to approve the minutes from the October 22, 2021, meeting of the CALS CC. The motion was approved.

All items approved by the committee will be forwarded to either the Graduate Curriculum Committee (GCC), Graduate Council (GC) or the University Curriculum Committee (UCC) once any changes requested are made and the submission is complete.

Links: Grades – <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>
For Graduate Grades: <https://catalog.ufl.edu/graduate/regulations/#text>
Syllabus Statements – https://cals.ufl.edu/content/PDF/Faculty_Staff/CALS-Syllabus-Policy.pdf
Absences & Make-Ups – <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>
Writing Learning Objectives - https://cals.ufl.edu/content/PDF/Faculty_Staff/cals-course-objectives.pdf.

Update from UCC:

- 1) Here are the items that were approved at the 11/16/21 UCC meeting.
 - a. Proposed elimination of specializations within the Forest Resources and Conservation Major.
 - b. Proposed curriculum change to Family, Youth and Community Services Minor.
 - c. Proposed reduction of credit requirement for Nonprofit Organizational Leadership Minor.
 - d. Proposed addition of Entomology and Nematology as UF Online Minor.
 - e. Proposed addition of Pathogenesis Minor via UF Online.
 - f. Proposed New Undergraduate Courses - ANS 2XXX – Survey of Veterinary Professions
- 2) These items were recycled at the 11/16/21 UCC meeting.
 - a. Proposed curriculum update to Bachelor of Arts in Environmental Science.
 - b. Proposed curriculum update to Bachelor of Science in Environmental Science.

- 3) The following Graduate curriculum items were approved.
 - a. FYC 6XXX Applied Data Analysis in Family, Youth, and Community Sciences (new course)
 - b. AEC 5032 Agricultural Media Writing (course revision)
 - c. Graduate Concentration in Reproductive Biotechnology for the Master of Science and Graduate Concentration in Reproductive Biotechnology for the Ph.D.
 - d. Graduate Certificate in Biosecurity and Biological Invasions
 - e. Revision to Graduate Certificate in Applications in AI-based SmartAg Systems
- 4) Other notes
 - a. Faculty Senate approved the proposed changes to the 2024-2025 Academic Calendar. Changes include:
 - i. No classes during the Thanksgiving break week
 - ii. Spring semester will begin the second week of January
 - iii. Alignment of Alachua County Public Schools spring break with UF spring break
 - b. February 9, 2022 will be a Day Of Gratitude – no classes for students

Graduate New Course Proposals

1. ALS 6XXX – Linear Models in Agriculture and Natural Resources (req. #16707)

Please be sure to make all requested changes to both the UCC form and syllabus if necessary. A motion was made by Dr. Coenen to approve this item with edits required. The motion was approved. The weekly contact hours on the UCC form need to be changed to 3 to match the credits. The class time needs to read 9:35am – 11:30am. An outside consultation is required from the statistics department.

Undergraduate Course Change Proposals

2. ALS 4154 – Global Agroecosystems (req. #16703)

A motion was made by Dr. Nunez to approve this item as submitted. The motion was approved.

3. FYC 3112 – Contemporary Family Problems and Interventions (req. #16470)

Reviewed with items 4-8. A motion was made by Dr. Martin to approve these items as submitted. The motion was approved. It was suggested to recheck all prerequisite statements for clarity.

4. FYC 3115 – Human Services (req. #16763)

See item #3.

5. FYC 4210 – Children: Trauma and Resiliency (req. #16750)

See item #3.

6. FYC 4622 – Planning and Evaluating Family, Youth and Community Science Programs (req. # 16764)

See item #3.

7. FYC 4660 – Family Policy (req. #16749)
See item #3.

8. FYC 4931 – Family, Youth and Community Sciences Professional Development
(req. #16751)
See item #3

Curriculum

9. Proposed changes to course requirements for the FYCS degree (req. #16765)
A motion was made by Dr. Lundy to approve this item as submitted. The motion was approved.

10. Proposal to offer Bioinformatics minor through UF Online (req. #16739)
A motion was made by Dr. Gabriel to approve this item as submitted. The motion was approved.

The meeting was adjourned at **1:40** p.m.

Cover Sheet: Request 16616

AEC 4200 Prereq Change

Info

Process	Course Modify Ugrad/Pro
Status	Pending at CALS - College of Agricultural and Life Sciences
Submitter	Rebecca Trammell rtrammell@ufl.edu
Created	10/6/2021 12:44:04 PM
Updated	12/2/2021 10:17:51 AM
Description of request	Updating prereqs

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CALS - Agricultural Education and Communication 514926000	Brian Myers		10/30/2021
CALS CC Checklist.pdf					10/6/2021
College	Pending	CALS - College of Agricultural and Life Sciences			10/30/2021
No document changes					
University Curriculum Committee					
No document changes					
Statewide Course Numbering System					
No document changes					
Office of the Registrar					
No document changes					
Catalog					
No document changes					
Student Academic Support System					
No document changes					
College Notified					
No document changes					

Course|Modify for request 16616

Info

Request: AEC 4200 Prereq Change
Description of request: Updating prereqs
Submitter: Rebecca Trammell rtrammell@ufl.edu
Created: 10/6/2021 12:40:57 PM
Form version: 1

Responses

Current Prefix AEC
Course Level 4
Number 200
Lab Code None
Course Title Teaching Methods in Agricultural Education
Effective Term Earliest Available
Effective Year Earliest Available
Requested Action Other (selecting this option opens additional form fields below)
Change Course Prefix? No

Change Course Level? No

Change Course Number? No

Change Lab Code? No

Change Course Title? No

Change Transcript Title? No

Change Credit Hours? No

Change Variable Credit? No

Change S/U Only? No

Change Contact Type? No

Course Type Lecture

Change Rotating Topic Designation? No

Change Repeatable Credit? No

Change Course Description? No

Change Prerequisites? Yes

Current Prerequisites None

Proposed Prerequisites AEC 4323 and AEC 4228

Change Co-requisites? No

Rationale Updated course sequencing. AEC 4200 is now a senior level course with AEC 4323 and AEC 4228 being taken in their junior year.

CALS Curriculum Committee

Submission Checklist

NOTE: This checklist must be included with all course and certificate submissions.

The checklist below is intended to facilitate course and certificate submissions to the University of Florida Academic Approval Tracking System (<https://approval.ufl.edu/>). The checklist consists of the most common items that can cause a submission to require changes or be recycled. Contrary to information provided on the UF approval site, the CALS Curriculum Committee requires a syllabus be submitted with each new course or course modification request. Please note that submitters are encouraged to attend the CALS CC meeting at which their item is being reviewed. This allows the submitter to answer any potential questions that may arise that could cause the item to not be approved. Also, be aware that when completing the UCC form the section Description of Request is asking for a brief statement about what you are doing. This is **not** the place for a course description. A statement such as “Proposal of a new undergraduate course” is all that is needed. Please do not submit documents in pdf format. All documents should be submitted in Word to facilitate editing on our end if necessary.

CHECKLIST: PLEASE INITIAL OR MARK N/A FOR EACH STATEMENT TO INDICATE YOUR COMPLIANCE.

RC It is required when making a submission that you consult your department’s representative to the CALS CC. A list of current members can be found on the committee site located at: <https://cals.ufl.edu/faculty-staff/committees/>.

RC You **MUST** comply with the CALS Syllabus Policy, including items 1 through 8 and all standard syllabus statements. This document can be viewed at the committee site(<https://cals.ufl.edu/faculty-staff/committees/>) by clicking on the Curriculum Committee – Information & Documents heading and scrolling down to Forms, Checklists, and Other documents. The other items included here are all very helpful when making a curriculum submission. Some will be mentioned in other checklist items below.

RC Submission of a course modification requires both the current version of the course syllabus and the proposed version.

RC Joint course submissions must include 1.) both graduate and undergraduate syllabuses and 2.) a separate document outlining the substantial (more than one) differences in assignments between the two courses. These assignments must account for at least a 15% difference in graded material between the two levels. If this is a new course submission both courses must be submitted for approval simultaneously.

RC The course description on the UCC form and in the syllabus must match. Any other information you wish to include needs to be under a different heading such as background or additional information.

RC The course learning objectives must be consistent with Bloom’s taxonomy. Please see the following link at the CALS Curriculum site. (https://cals.ufl.edu/content/PDF/Faculty_Staff/cals-course-objectives.pdf). Do not use the words demonstrate or understand when listing learning objectives.

RC The course schedule should be concise and include the appropriate number of weeks in the semester.

RC All graduate course submissions must include a reading list if a textbook is not required. The reading list should include at least some current readings (within the last 5 years). All readings do not need to be current.

RC Outside consultations are required if there is a possibility of the proposed course covering material taught in another department or college on campus. There must be a consult form completed by the chair of the department from who you are seeking the consult. Instructors may provide additional consults. The form can be found at: <https://approval.ufl.edu/policies/external-consultations/>.

RC Prerequisite courses are required for 3000 and 4000 level courses. This line of the approval form cannot be “none” or left blank. Junior or senior standing is an acceptable option. A phrase such as “a course in basic biology” is not acceptable.

RC Decimal points must be included in the grading scale if grade cut-offs are based on percentages. While this is not a university policy it is a CALS standard practice to avoid any confusion when final grades for the course are determined.

RC The attendance and make-up policy in a syllabus cannot contradict the university’s policy. Do not include any additional wording to this policy. A statement and link regarding this is included in the CALS Syllabus Statements. For the approval process the college suggests a less is more view when it comes to this policy.

RC The most recent version of the CALS Syllabus Statements boiler plate must be included in all syllabuses. This document is included in the CALS Syllabus Policy and can be copied and pasted to the syllabus. Do not use the boilerplate statements from an old syllabus as they are likely to be out of date.

Certificates

If proposing a new undergraduate or graduate level certificate that includes any courses outside of the submitters department a statement regarding any possible impact on those courses needs to be included. An email from the instructor is acceptable. Also, any courses required for the certificate must have permanent prefixes and course numbers. The submission must include intended catalog copy. (Contact Dr. Joel Brendemuhl (brendj@ufl.edu) for further instruction)

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 food, agriculture, and natural resources to contribute to the development of others. Graduates possess the desire for continuous personal and professional growth.

Values

The Agricultural Education Program values...

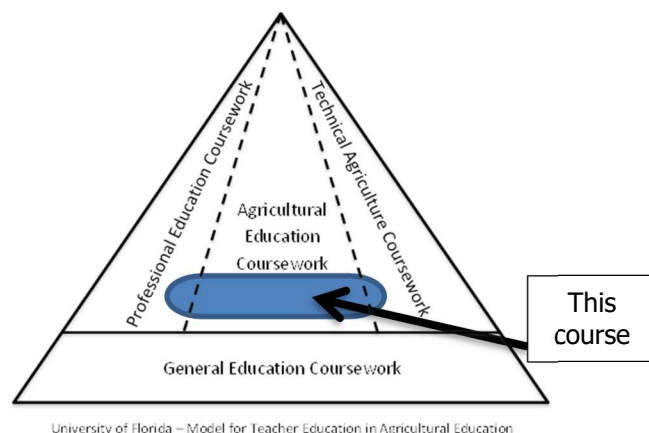
- Excellence in teaching.
- The complete school-based agriscience program – classroom and laboratory instruction, leadership development, and extended learning.
- Instruction both in and about food, agriculture, and natural resources
- Teachers being essential to the success of the local school.
- Teacher involvement in the school, local, and professional communities.
- Passion for food, agriculture, and natural resources.
- Compassion for learners.
- Professionalism in the attitude and actions of all involved in agricultural education.
- Lifelong learning.
- The contributions that agricultural educators can make outside formal education.
- Food, agriculture, and natural resources contributions 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 and across all domains of learning.
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 abilities, 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. Model characteristics of good teaching.
2. Differentiate instruction based on individual learner differences.
3. Demonstrate the use of the teacher-centered, social interaction, and student-centered learning activities.
4. Plan a holistic agricultural education program which integrates classroom, SAE, and FFA.
5. Demonstrate the characteristics and uses of selected educational technology.



Instructors

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Office Hours for all:
By appointment

Office Hours: Thursday 9 – 11 am via Zoom or in person
Zoom link- (<https://ufl.zoom.us/j/2659487212>)
& By appointment (email to schedule)

Time and Location

Lecture: Monday, Period 3 (9:35 – 10:25 am), Rolfs 306/PEPC Building 102
Lab (Plant City): Monday, Periods 4 – 6 (10:40 am – 1:40 pm), PEPC Building 102 – Ms. Nesbitt
Lab (Gainesville): Monday, Periods 4 – 6 (10:40 am – 1:40 pm), Rolfs 306 – Ms. Alford
Lab (Gainesville): Tuesday, Periods 5 – 7 (11:45 am – 2:45 pm), Rolfs 306 – Dr. Jagger
Lab (Gainesville): Thursday, Periods 5 – 7 (11:45 am – 2:45 pm), Rolfs 306 – Mr. Chaparro

Course Description

Instructional methodology course that focuses on the selection and use of teaching strategies, methods/approaches, and techniques; evaluating learning; and managing learning environments for teaching agricultural subjects in formal educational settings.

Course Essential Questions & Objectives

EQ1. How are teaching and learning theories utilized in education settings?

Objective 1: Discuss how teaching and learning theories are utilized in educational settings.

EQ2. How can I meet the needs of individual learners?

Objective 2: Identify factors affecting individual learner differences.

Objective 3: Prepare lesson plans which accommodate diversity in student populations.

EQ3. How can I help my students learn?

Objective 4: Correctly demonstrate the use of the teacher-centered, social interaction, and student-centered learning activities.

Objective 5: Develop and teach lessons using the appropriate learning activities.

EQ4. How can I enhance my lessons?

Objective 6: Describe the characteristics and uses of selected educational technology.

Recommended Text

Newcomb, L.H., McCracken, J.D., Warmbrod, J.R., & Whittington, M.S. (2004). *Methods of teaching agriculture (3^d Edition)*. Upper Saddle River, NJ: Pearson Prentice Hall.

Supplemental Texts

Phipps, L.J., Osborne, E.W., Dyer, J.E., & Ball, A.L. (2008) *Handbook on agricultural education in public schools (6th edition)*. Clifton Park, NY: Thomson/Delmar.

Reardon, M. & Derner, S. (2004). *Strategies for great teaching: Maximize learning moments*. Chicago, IL: Zephyr Press.

Zuckerman, J. T. (2009). *From lesson plans to power struggles, grades 6-12: Classroom management strategies for new teachers*. Thousand Oaks, CA: Corwin.

e-Moments: <https://www.asec.purdue.edu/download/undergrad/pdf/eMoments.pdf>

DESCRIPTION OF COURSE ASSIGNMENTS

Quizzes and Participation

You are expected to begin your professional career as an educator. This includes attending all class sessions and actively participating in class activities. There will be quizzes and active learning participation points throughout lectures and labs as assigned.

Field Observations

One way to improve your own teaching is to watch others. You will make arrangements to observe your anticipated cooperating teacher (or internship site) focusing on the teaching aspect. Reflections will be done through journaling to document your observations. At minimum there must be 3 on-site visits conducted and a minimum of 15 hours completed.

Teaching Presentations

As part of each teaching presentation – there needs to be a pre-conference meeting with your lab TA. The focus of the pre-conference meeting is to have discussion and verbally think through the lesson as you walk the TA through your lesson. Additionally, you will complete a post-teaching reflection after you have watched your video.

Lab 1 - Lesson Introduction: Create and present an activity designed to stimulate student interest. Deliver this teaching presentation in front of a group of peers. The lesson introduction should be 5-8 minutes and not more than 12 minutes.

Lab 2 - Demonstration: Create and present a demonstration following the guidelines presented in class. You should quickly describe your introduction and a summary at the appropriate time. This lesson should be 15-20 minutes; not more than 25 minutes. Visual aids are required.

Lab 3 - Lecture with Discussion: Create and present a lecture that includes a discussion element following guidelines presented in class. The lesson should include an introduction and a summary as part of the teaching presentation. This lesson should be 20-25 minutes; not more than 30 minutes.

Lab 4 – Cooperative Learning: Create and present a cooperative learning lesson following guidelines presented in class. This lesson should be 25-30 minutes. This lesson should include a full lesson introduction and lesson closure.

Lab 5 – Problem-based Learning: Create and present a problem-based learning lesson following guidelines presented in class. This lesson should be 25-30 minutes. This lesson should include a full lesson introduction and lesson closure.

Lab 6 - Clinical Teaching: Create and present a lesson topic prescribed that is planned for the clinical course on the day of instruction. Use the appropriate teaching methods to teach school-based students. The lesson must contain a lesson introduction, the teaching should contain appropriate teaching method(s), at least two teaching strategies, and lesson summary/closure. Lesson length will be dependent upon the class period of the clinical teaching location – however, teaching should be bell-to-bell.

Teaching Philosophy Assignment

You will take your current teaching philosophy statement and update it if needed. Along with any revisions made you will need to highlight at least four teaching and learning theories that have helped to mold your philosophy. This can be done in any way you see fit but it needs to be clear that you comprehend the theory, through your description, display of evidence in your philosophy, and overall reflection.

Special Needs Research

You will be assigned a learning need to report on and present. You should research and become a resident expert on how to best teach learners with this disability – researching the causes, limitations the disability presents for learners, ways to accommodate teaching to overcome or lessen the disability, and example lessons that provide for this accommodation. During lecture you will present your research in round-table format focusing on the disability, features, and ways to adapt teaching.

COURSE ASSIGNMENTS	Graded Points	Due Date (by class meeting time)
Quizzes & Participation	100	Throughout
Teaching Philosophy Assignment	75	Week 4
Teaching Presentation 1	50	Week 5 Lab
Teaching Presentation 2	100	Week 7 Lab
Field Observations (5 hours)	25	Week 9
Teaching Presentation 3	100	Week 9 Lab
Teaching Presentation 4	125	Week 11 Lab
Teaching Presentation 5	125	Week 12 Lab
Special Needs Research	100	Week 14
Field Observations (10 hours)	50	Week 16
Clinical Teaching (Presentation 6)	150	Finals Week

Grading Scale in Points

A = 950-1000

A- = 900-949

B+ = 850-899

B = 800-849

C+ = 750-799

C = 700-749

D = 650-699

E = 649 or below

Note: This Web address references the UF grades and grading policies:

<https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

Attendance and Assignments

Students' class attendance and participation are required. There are a total of 24 potential class meetings.

Missing more than 2 class meetings will result in failure of the course. 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.

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. Seeking an extended deadline due to the above-mentioned absences should be arranged before missing the course meeting. 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, 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/

In-class recordings

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 Honor Code and Student Conduct Code.

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 _____.

FEAP		Assessment
1a	Aligns instruction with state-adopted standards at the appropriate level of rigor.	Lesson Plans
1d	Selects appropriate formative assessments to monitor learning.	All Teaching Presentations
2c	Conveys high expectations to all students.	Teaching Presentation 4 & 5
2e	Models clear, acceptable oral and written communication skills.	Teaching Presentation 2 & 3; Special Needs Research Project
2f	Maintains a climate of openness, inquiry, fairness, and support.	Teaching Presentation 6
2g	Integrates current information and communication technologies.	Teaching Presentation 6
2i	Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.	Teaching Presentation 3
3a	Deliver engaging and challenging lessons.	All Teaching Presentations
3d	Modify instruction to respond to preconceptions or misconceptions.	Teaching Presentation 4 & 5
3f	Employ higher-order questioning techniques.	Teaching Presentation 3
3g	Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding.	Teaching Presentation 6
3i	Support, encourage, and provide immediate and specific feedback to students to promote student achievement.	All Teaching Presentations
5b	Examines and uses data-informed research to improve instruction and student achievement.	Teaching Presentation 4 & 5
5e	Engages in targeted professional growth opportunities and reflective practices, both independently and in collaboration with colleagues.	Special Needs Research Round Tables

Tentative AEC 4200/5206 Course Calendar*

Week	Date	Lecture or Lab	Topics	Assignment Due
1	M 8/23	Lecture	First day of learning	
		Lab	How learning works	
2	M 8/30	Lecture	Effective teaching	
		Lab	Becoming scholars of teaching & learning	
3	M 9/6	Lecture	No Lecture- Labor Day	
		Lab	No Labs- Field Observation hours ¹	
4	M 9/13	Lecture	Motivating Learners	
		Lab	Establishing anticipatory sets	Teaching Philosophy & Lab 1 Pre-Conference Mtg
5	M 9/20	Lecture	Review of Lesson Planning & Writing Objectives	
		Lab	Lab 1: Lesson Introductions	Lab 1
6	M 9/27	Lecture	Using demonstrations for learning	
		Lab	Managing a Positive Classroom Environment & Behavior Management	Lab 2 Pre-Conference Mtg
7	M 10/4	Lecture	Learning through Lecture	
		Lab	Lab 2: Demonstrations	Lab 2
8	M 10/11	Lecture	Resilience with Dr. Osborne	
		Lab	Facilitating discussions & Asking effective questions	Lab 3 Pre-Conference Mtg
	F 10/15 – S 10/16		Ag Ed Symposium	Save Dates- Details TBA
9	M 10/18	Lecture	Cooperative Learning Techniques	5 Field Observation Hours
		Lab	Lab 3: Lecture with Discussion	Lab 3
10	M 10/25	Lecture	Problem-based Learning	
		Lab	Differentiated Instruction/ Accommodations	Lab 4 Pre-Conference Mtg
11	M 11/1	Lecture	Teaching with Instructional Technology	
		Lab	Lab 4: Cooperative Learning	Lab 4 & Lab 5 Pre-Conference Mtg
12	M 11/8	Lecture	Experiential learning	
		Lab	Lab 5: Problem-based Learning	Lab 5
13	M 11/15	Lecture	Additional Group Teaching Techniques	
		Lab	Lab 4 & 5: Make-up lab if needed or Focus on Field Observations ¹	Lab 6 Pre-Conference Mtg
14	11/22	Lecture	Special Needs Roundtables	Special Needs
		Lab	No Labs- Focus on Field Observations ¹	
15	11/29	Lecture	Additional Individualized Teaching Techniques	
	Nov 29 – Dec 10	Lab	Lab 6: Clinical Teaching Experience (Completed off Campus & Recorded)	Lab 6
16	12/6	Lecture	Putting it all together	10 Field Observation Hours

Notes: ¹ Field observations should be scheduled and completed throughout the semester as needed. Some time has been set aside for you in this course, but you will need to schedule additional time besides what is already designated.

*This schedule is subject to change at any point during the semester as needed, all changes will be communicated via class and in Canvas

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 food, agriculture, and natural resources to contribute to the development of others. Graduates possess the desire for continuous personal and professional growth.

Values

The Agricultural Education Program values...

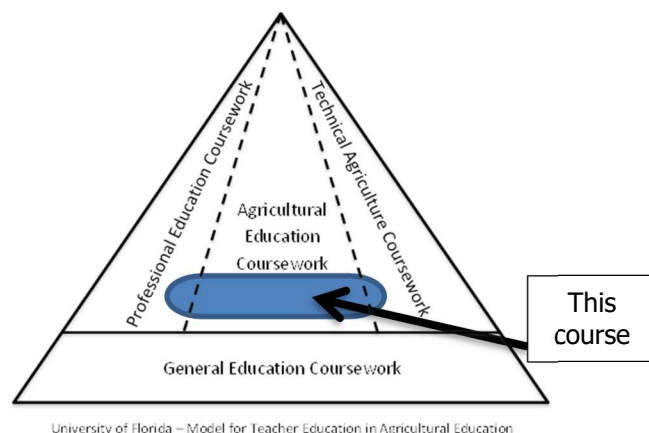
- Excellence in teaching.
- The complete school-based agriscience program – classroom and laboratory instruction, leadership development, and extended learning.
- Instruction both in and about food, agriculture, and natural resources
- Teachers being essential to the success of the local school.
- Teacher involvement in the school, local, and professional communities.
- Passion for food, agriculture, and natural resources.
- Compassion for learners.
- Professionalism in the attitude and actions of all involved in agricultural education.
- Lifelong learning.
- The contributions that agricultural educators can make outside formal education.
- Food, agriculture, and natural resources contributions 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 and across all domains of learning.
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 abilities, 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. Model characteristics of good teaching.
2. Differentiate instruction based on individual learner differences.
3. Demonstrate the use of the teacher-centered, social interaction, and student-centered learning activities.
4. Plan a holistic agricultural education program which integrates classroom, SAE, and FFA.
5. Demonstrate the characteristics and uses of selected educational technology.



Instructors

Carla B. Jagger, PhD
Assistant Professor
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carlajagger@ufl.edu

Katrina Alford, trini@ufl.edu
Andy Chaparro, rchaparro@ufl.edu
Heather Nesbitt, heather.nesbitt@ufl.edu

Office Hours for all:
By appointment

Office Hours: Thursday 9 – 11 am via Zoom or in person
Zoom link- (<https://ufl.zoom.us/j/2659487212>)
& By appointment (email to schedule)

Time and Location

Lecture: Monday, Period 3 (9:35 – 10:25 am), Rolfs 306/PEPC Building 102
Lab (Plant City): Monday, Periods 4 – 6 (10:40 am – 1:40 pm), PEPC Building 102 – Ms. Nesbitt
Lab (Gainesville): Monday, Periods 4 – 6 (10:40 am – 1:40 pm), Rolfs 306 – Ms. Alford
Lab (Gainesville): Tuesday, Periods 5 – 7 (11:45 am – 2:45 pm), Rolfs 306 – Dr. Jagger
Lab (Gainesville): Thursday, Periods 5 – 7 (11:45 am – 2:45 pm), Rolfs 306 – Mr. Chaparro

Course Description

Instructional methodology course that focuses on the selection and use of teaching strategies, methods/approaches, and techniques; evaluating learning; and managing learning environments for teaching agricultural subjects in formal educational settings.

Course Prerequisites

AEC 4323 & AEC 4228

Course Essential Questions & Objectives

EQ1. How are teaching and learning theories utilized in education settings?

Objective 1: Discuss how teaching and learning theories are utilized in educational settings.

EQ2. How can I meet the needs of individual learners?

Objective 2: Identify factors affecting individual learner differences.

Objective 3: Prepare lesson plans which accommodate diversity in student populations.

EQ3. How can I help my students learn?

Objective 4: Correctly demonstrate the use of the teacher-centered, social interaction, and student-centered learning activities.

Objective 5: Develop and teach lessons using the appropriate learning activities.

EQ4. How can I enhance my lessons?

Objective 6: Describe the characteristics and uses of selected educational technology.

Recommended Text

Newcomb, L.H., McCracken, J.D., Warmbrod, J.R., & Whittington, M.S. (2004). *Methods of teaching agriculture (3^d Edition)*. Upper Saddle River, NJ: Pearson Prentice Hall.

Supplemental Texts

Phipps, L.J., Osborne, E.W., Dyer, J.E., & Ball, A.L. (2008) *Handbook on agricultural education in public schools (6th edition)*. Clifton Park, NY: Thomson/Delmar.

Reardon, M. & Derner, S. (2004). *Strategies for great teaching: Maximize learning moments*. Chicago, IL: Zephyr Press.

Zuckerman, J. T. (2009). *From lesson plans to power struggles, grades 6-12: Classroom management strategies for new teachers*. Thousand Oaks, CA: Corwin.

e-Moments: <https://www.asec.purdue.edu/download/undergrad/pdf/eMoments.pdf>

DESCRIPTION OF COURSE ASSIGNMENTS

Quizzes and Participation

You are expected to begin your professional career as an educator. This includes attending all class sessions and actively participating in class activities. There will be quizzes and active learning participation points throughout lectures and labs as assigned.

Field Observations

One way to improve your own teaching is to watch others. You will make arrangements to observe your anticipated cooperating teacher (or internship site) focusing on the teaching aspect. Reflections will be done through journaling to document your observations. At minimum there must be 3 on-site visits conducted and a minimum of 15 hours completed.

Teaching Presentations

As part of each teaching presentation – there needs to be a pre-conference meeting with your lab TA. The focus of the pre-conference meeting is to have discussion and verbally think through the lesson as you walk the TA through your lesson. Additionally, you will complete a post-teaching reflection after you have watched your video.

Lab 1 - Lesson Introduction: Create and present an activity designed to stimulate student interest. Deliver this teaching presentation in front of a group of peers. The lesson introduction should be 5-8 minutes and not more than 12 minutes.

Lab 2 - Demonstration: Create and present a demonstration following the guidelines presented in class. You should quickly describe your introduction and a summary at the appropriate time. This lesson should be 15-20 minutes; not more than 25 minutes. Visual aids are required.

Lab 3 - Lecture with Discussion: Create and present a lecture that includes a discussion element following guidelines presented in class. The lesson should include an introduction and a summary as part of the teaching presentation. This lesson should be 20-25 minutes; not more than 30 minutes.

Lab 4 – Cooperative Learning: Create and present a cooperative learning lesson following guidelines presented in class. This lesson should be 25-30 minutes. This lesson should include a full lesson introduction and lesson closure.

Lab 5 – Problem-based Learning: Create and present a problem-based learning lesson following guidelines presented in class. This lesson should be 25-30 minutes. This lesson should include a full lesson introduction and lesson closure.

Lab 6 - Clinical Teaching: Create and present a lesson topic prescribed that is planned for the clinical course on the day of instruction. Use the appropriate teaching methods to teach school-based students. The lesson must contain a lesson introduction, the teaching should contain appropriate teaching method(s), at least two teaching strategies, and lesson summary/closure. Lesson length will be dependent upon the class period of the clinical teaching location – however, teaching should be bell-to-bell.

Teaching Philosophy Assignment

You will take your current teaching philosophy statement and update it if needed. Along with any revisions made you will need to highlight at least four teaching and learning theories that have helped to mold your philosophy. This can be done in any way you see fit but it needs to be clear that you comprehend the theory, through your description, display of evidence in your philosophy, and overall reflection.

Special Needs Research

You will be assigned a learning need to report on and present. You should research and become a resident expert on how to best teach learners with this disability – researching the causes, limitations the disability presents for learners, ways to accommodate teaching to overcome or lessen the disability, and example lessons that provide for this accommodation. During lecture you will present your research in round-table format focusing on the disability, features, and ways to adapt teaching.

COURSE ASSIGNMENTS	Graded Points	Due Date (by class meeting time)
Quizzes & Participation	100	Throughout
Teaching Philosophy Assignment	75	Week 4
Teaching Presentation 1	50	Week 5 Lab
Teaching Presentation 2	100	Week 7 Lab
Field Observations (5 hours)	25	Week 9
Teaching Presentation 3	100	Week 9 Lab
Teaching Presentation 4	125	Week 11 Lab
Teaching Presentation 5	125	Week 12 Lab
Special Needs Research	100	Week 14
Field Observations (10 hours)	50	Week 16
Clinical Teaching (Presentation 6)	150	Finals Week

Grading Scale in Points

A = 950-1000

A- = 900-949

B+ = 850-899

B = 800-849

C+ = 750-799

C = 700-749

D = 650-699

E = 649 or below

Note: This Web address references the UF grades and grading policies:

<https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

Attendance and Assignments

Students' class attendance and participation are required. There are a total of 24 potential class meetings.

Missing more than 2 class meetings will result in failure of the course. 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.

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. Seeking an extended deadline due to the above-mentioned absences should be arranged before missing the course meeting. 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, 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/

In-class recordings

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 Honor Code and Student Conduct Code.

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 _____.

FEAP		Assessment
1a	Aligns instruction with state-adopted standards at the appropriate level of rigor.	Lesson Plans
1d	Selects appropriate formative assessments to monitor learning.	All Teaching Presentations
2c	Conveys high expectations to all students.	Teaching Presentation 4 & 5
2e	Models clear, acceptable oral and written communication skills.	Teaching Presentation 2 & 3; Special Needs Research Project
2f	Maintains a climate of openness, inquiry, fairness, and support.	Teaching Presentation 6
2g	Integrates current information and communication technologies.	Teaching Presentation 6
2i	Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.	Teaching Presentation 3
3a	Deliver engaging and challenging lessons.	All Teaching Presentations
3d	Modify instruction to respond to preconceptions or misconceptions.	Teaching Presentation 4 & 5
3f	Employ higher-order questioning techniques.	Teaching Presentation 3
3g	Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding.	Teaching Presentation 6
3i	Support, encourage, and provide immediate and specific feedback to students to promote student achievement.	All Teaching Presentations
5b	Examines and uses data-informed research to improve instruction and student achievement.	Teaching Presentation 4 & 5
5e	Engages in targeted professional growth opportunities and reflective practices, both independently and in collaboration with colleagues.	Special Needs Research Round Tables

Tentative AEC 4200/5206 Course Calendar*

Week	Lecture or Lab	Topics	Assignment Due
1	Lecture	First day of learning	
	Lab	How learning works	
2	Lecture	Effective teaching	
	Lab	Becoming scholars of teaching & learning	
3	Lecture	No Lecture- Labor Day	
	Lab	No Labs- Field Observation hours ¹	
4	Lecture	Motivating Learners	
	Lab	Establishing anticipatory sets	Teaching Philosophy & Lab 1 Pre-Conference Mtg
5	Lecture	Review of Lesson Planning & Writing Objectives	
	Lab	Lab 1: Lesson Introductions	Lab 1
6	Lecture	Using demonstrations for learning	
	Lab	Managing a Positive Classroom Environment & Behavior Management	Lab 2 Pre-Conference Mtg
7	Lecture	Learning through Lecture	
	Lab	Lab 2: Demonstrations	Lab 2
8	Lecture	Resilience with Dr. Osborne	
	Lab	Facilitating discussions & Asking effective questions	Lab 3 Pre-Conference Mtg
		Ag Ed Symposium	Save Dates- Details TBA
9	Lecture	Cooperative Learning Techniques	5 Field Observation Hours
	Lab	Lab 3: Lecture with Discussion	Lab 3
10	Lecture	Problem-based Learning	
	Lab	Differentiated Instruction/ Accommodations	Lab 4 Pre-Conference Mtg
11	Lecture	Teaching with Instructional Technology	
	Lab	Lab 4: Cooperative Learning	Lab 4 & Lab 5 Pre-Conference Mtg
12	Lecture	Experiential learning	
	Lab	Lab 5: Problem-based Learning	Lab 5
13	Lecture	Additional Group Teaching Techniques	
	Lab	Lab 4 & 5: Make-up lab if needed or Focus on Field Observations ¹	Lab 6 Pre-Conference Mtg
14	Lecture	Special Needs Roundtables	Special Needs
	Lab	No Labs- Focus on Field Observations ¹	
15	Lecture	Additional Individualized Teaching Techniques	
	Lab	Lab 6: Clinical Teaching Experience (Completed off Campus & Recorded)	Lab 6
16	Lecture	Putting it all together	10 Field Observation Hours

Notes: ¹ Field observations should be scheduled and completed throughout the semester as needed. Some time has been set aside for you in this course, but you will need to schedule additional time besides what is already designated.

*This schedule is subject to change at any point during the semester as needed, all changes will be communicated via class and in Canvas

Cover Sheet: Request 16615

AEC 4224 Prereq Change

Info

Process	Course Modify Ugrad/Pro
Status	Pending at CALS - College of Agricultural and Life Sciences
Submitter	Rebecca Trammell rtrammell@ufl.edu
Created	10/6/2021 12:40:26 PM
Updated	12/2/2021 10:19:58 AM
Description of request	Update prereq

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CALS - Agricultural Education and Communication 514926000	Brian Myers		10/30/2021
CALS CC Checklist.pdf					10/6/2021
College	Pending	CALS - College of Agricultural and Life Sciences			10/30/2021
No document changes					
University Curriculum Committee					
No document changes					
Statewide Course Numbering System					
No document changes					
Office of the Registrar					
No document changes					
Catalog					
No document changes					
Student Academic Support System					
No document changes					
College Notified					
No document changes					

Course|Modify for request 16615

Info

Request: AEC 4224 Prereq Change
Description of request: Update prereq
Submitter: Rebecca Trammell rtrammell@ufl.edu
Created: 10/6/2021 12:37:16 PM
Form version: 1

Responses

Current Prefix AEC
Course Level 4
Number 224
Lab Code None
Course Title Special Methods in Teaching Agricultural Education
Effective Term Earliest Available
Effective Year Earliest Available
Requested Action Other (selecting this option opens additional form fields below)
Change Course Prefix? No

Change Course Level? No

Change Course Number? No

Change Lab Code? No

Change Course Title? No

Change Transcript Title? No

Change Credit Hours? No

Change Variable Credit? No

Change S/U Only? No

Change Contact Type? No

Course Type Lecture

Change Rotating Topic Designation? No

Change Repeatable Credit? No

Change Course Description? No

Change Prerequisites? Yes

Current Prerequisites AEC 4200 and AEC 4323
Proposed Prerequisites AEC 4202
Change Co-requisites? No

Rationale Change in course sequencing. AEC 4202 will be taken in the semester before AEC 4224.

CALS Curriculum Committee

Submission Checklist

NOTE: This checklist must be included with all course and certificate submissions.

The checklist below is intended to facilitate course and certificate submissions to the University of Florida Academic Approval Tracking System (<https://approval.ufl.edu/>). The checklist consists of the most common items that can cause a submission to require changes or be recycled. Contrary to information provided on the UF approval site, the CALS Curriculum Committee requires a syllabus be submitted with each new course or course modification request. Please note that submitters are encouraged to attend the CALS CC meeting at which their item is being reviewed. This allows the submitter to answer any potential questions that may arise that could cause the item to not be approved. Also, be aware that when completing the UCC form the section Description of Request is asking for a brief statement about what you are doing. This is **not** the place for a course description. A statement such as “Proposal of a new undergraduate course” is all that is needed. Please do not submit documents in pdf format. All documents should be submitted in Word to facilitate editing on our end if necessary.

CHECKLIST: PLEASE INITIAL OR MARK N/A FOR EACH STATEMENT TO INDICATE YOUR COMPLIANCE.

RC It is required when making a submission that you consult your department’s representative to the CALS CC. A list of current members can be found on the committee site located at: <https://cals.ufl.edu/faculty-staff/committees/>.

RC You **MUST** comply with the CALS Syllabus Policy, including items 1 through 8 and all standard syllabus statements. This document can be viewed at the committee site(<https://cals.ufl.edu/faculty-staff/committees/>) by clicking on the Curriculum Committee – Information & Documents heading and scrolling down to Forms, Checklists, and Other documents. The other items included here are all very helpful when making a curriculum submission. Some will be mentioned in other checklist items below.

RC Submission of a course modification requires both the current version of the course syllabus and the proposed version.

RC Joint course submissions must include 1.) both graduate and undergraduate syllabuses and 2.) a separate document outlining the substantial (more than one) differences in assignments between the two courses. These assignments must account for at least a 15% difference in graded material between the two levels. If this is a new course submission both courses must be submitted for approval simultaneously.

RC The course description on the UCC form and in the syllabus must match. Any other information you wish to include needs to be under a different heading such as background or additional information.

RC The course learning objectives must be consistent with Bloom’s taxonomy. Please see the following link at the CALS Curriculum site. (https://cals.ufl.edu/content/PDF/Faculty_Staff/cals-course-objectives.pdf). Do not use the words demonstrate or understand when listing learning objectives.

RC The course schedule should be concise and include the appropriate number of weeks in the semester.

RC All graduate course submissions must include a reading list if a textbook is not required. The reading list should include at least some current readings (within the last 5 years). All readings do not need to be current.

RC Outside consultations are required if there is a possibility of the proposed course covering material taught in another department or college on campus. There must be a consult form completed by the chair of the department from who you are seeking the consult. Instructors may provide additional consults. The form can be found at: <https://approval.ufl.edu/policies/external-consultations/>.

RC Prerequisite courses are required for 3000 and 4000 level courses. This line of the approval form cannot be “none” or left blank. Junior or senior standing is an acceptable option. A phrase such as “a course in basic biology” is not acceptable.

RC Decimal points must be included in the grading scale if grade cut-offs are based on percentages. While this is not a university policy it is a CALS standard practice to avoid any confusion when final grades for the course are determined.

RC The attendance and make-up policy in a syllabus cannot contradict the university’s policy. Do not include any additional wording to this policy. A statement and link regarding this is included in the CALS Syllabus Statements. For the approval process the college suggests a less is more view when it comes to this policy.

RC The most recent version of the CALS Syllabus Statements boiler plate must be included in all syllabuses. This document is included in the CALS Syllabus Policy and can be copied and pasted to the syllabus. Do not use the boilerplate statements from an old syllabus as they are likely to be out of date.

Certificates

If proposing a new undergraduate or graduate level certificate that includes any courses outside of the submitters department a statement regarding any possible impact on those courses needs to be included. An email from the instructor is acceptable. Also, any courses required for the certificate must have permanent prefixes and course numbers. The submission must include intended catalog copy. (Contact Dr. Joel Brendemuhl (brendj@ufl.edu) for further instruction)



AEC 4224: Special Methods in Teaching Agricultural Education

Spring 2020

Instructors

J.C. Bunch, PhD
Assistant Professor
307A Rolfs Hall
352-294-2226
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Deb Barry, PhD
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Graduate Assistant
408 Rolfs Hall
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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.

COURSE INFORMATION

Time and Location (January 6th – January 17th)

See **Daily Schedule** on page 3.

AEE 4224: Course Description (3 credit hours)

This course addresses a broad spectrum of topics that are unique to instruction in Agriscience and Natural Resource education. A sound understanding and application of these “Special Methods” is essential to the success of the local program. The emphasis of the course will be on providing student opportunities through a variety of “active learning” teaching methods, creating a positive learning environment, teaching for critical, creative, and evaluative thinking, managing student behavior, applying instructional technology to teaching, using the FFA and SAE as teaching tools, and involving informal settings and volunteers in the instructional program

4224: Course Objectives

Upon completion of this course, students will be able to:

1. Apply strategies for effectively teaching agricultural subject matter.
2. Develop and implement an effective behavior management plan.
3. Integrate critical, creative, and evaluative thinking techniques into instruction
4. Teaching in informal settings including field trips, FFA trips, etc.
5. Identify strategies for using FFA activities and CDE’s as teaching tools.

Required Texts

Wong, H. K. & Wong, R. T. (1998). *How to be an effective teacher: The first days of school*. Harry K. Wong Publications, Mountain View, CA.

COURSE ASSIGNMENTS, GRADING, AND SCHEDULE

FAAE Midwinter Reflections

Prepare a reflective summary of your experiences at the FAAE Midwinter Conference. Be sure to address: (a) what you did, (b) what you learned, (c) how you might apply what you learned during your internship, and (d) why participating in events like the FAAE Midwinter conference is important for teachers. Estimated length: 2-3 pages.

Written Lesson Plans for 15 Class Sessions

Each student will prepare agricultural lesson plans addressing areas appropriate to be used during the student teaching internship. This assignment is in addition to what is required before this course begins as outlined in the student internship handbook. A final version of the lesson plans will be shared with all class members. (*Note: cannot be the same plans submitted for AEC 4202, 4200*)

Classroom Management Plan

The Classroom Management Plan applies to your student intern site and will consist of: (1) table of contents, (2) setting description, (3) philosophy of teaching, (4) description of the physical space and rationale, (5) description of plans for establishing classroom community, and (6) description of plans for addressing problem behavior.

Teacher Workroom

Throughout the course of the course you will participate in the Teacher Workroom. During this time you will assist other pre-service teachers in the idea generation and development of their own lesson plans. This can be a time to critique others' lesson plans, generate interest approach ideas, practice teaching portions of lessons, share resources, etc. The course instructors will also be available to act as consultants on your lessons plans at this time as well.

Attendance, Participation, & Other Assignments

Attendance is mandatory, and you are expected to be an active participant in the class discussions and exercises. Barring a major emergency, each absence will result in a 10% reduction in your final grade and each tardy or instance of unpreparedness 15% reduction in your participation points. If you must miss class, you must let us know as soon as possible. Instructions for other assignments will be given in class.

COURSE ASSIGNMENTS	Due Date	Points
FAAE Midwinter Reflections	Tue, Jan 13	100
Written Lesson Plans for 15 Class Sessions	Wed, Jan 17	500
Classroom Management Plan	Fri, Jan 15	150
Participation & Other Assignments	Wed, Jan 17	50

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:
<http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html>

Daily Schedule

Date	Time	Topic	Location
1/6 M	8:30 am – 9:30 am 9:30 am - 12:00 pm 1:00 pm – 4:00 pm	Introduction to the block – Dr. Bunch (Zoom) Unit A - Basic Understanding – The Teacher – Drs. Bunch/Barry Curriculum Materials – Dr. Easterly (Zoom)	Bryant 120 PEPC 102
1/7 T	8:30 am – 9:00 am 9:00 am – 10:45 am 11:00 am – 12:00 pm 1:00 pm – 2:00 pm 2:00 pm – 3:00 pm 3:00 pm – 4:00 pm	Introduction (connect via Zoom for the day) AEST – Ms. Keitha Bennett FL DOE – Ms. Kaitlin Vickers FL FFA – Mr. Ronnie Simmons FAAE – Ms. VanHeusen Wrap-up – Dr. Bunch	Bryant 120 PEPC 139
1/8 W	8:30 am – 5:00 pm	Lesson Planning/Teacher Workroom – Ms. Alford & Mr. Coleman/Dr. Barry	Bryant 120 PEPC 102
1/9 R	8:30 am – 11:00 am 11:00 am – 12:00 pm 1:00 pm – 4:00 pm	Unit B - Positive Expectations – Ms. Alford (Zoom) Resume Writing – Dr. Bunch (Zoom) FFA as a Teaching Tool – Ms. Caela Paioff (Zoom)	Bryant 120 PEPC 102
1/10 F	8:00 am – 5:00 pm	FAAE Mid-Winter Conference	FL LTC
1/11 S	8:00 am – 5:00 pm	FAAE Mid-Winter Conference	FL LTC
1/13 M	8:30 am – 11:00 am 11:00 am – 12:00 pm 1:00 pm – 4:00 pm	Unit C – Classroom/Lab Management – Mr. Coleman/Dr. Barry Students with Exceptionalities – Mr. Coleman (Zoom) Rubrics & Assessments – Dr. Bunch & Mr. Coleman/Dr. Barry	Bryant 120 PEPC 102
1/14 T	8:30 am – 12:00 pm 1:00 pm – 2:00 pm 2:00 pm – 5:00 pm	Resume Feedback & Job Interviewing – Drs. Bunch/Barry Showcasing Resources/Teacher Workroom – Dr. Bunch Fundraising/Money Mgmt. – Ms. Annie F. Muscato (Zoom)	Bryant 120 PEPC 139
1/15 W	8:30 am – 10:15 am 10:30 am – 12:00 pm 1:00 pm – 4:00 pm	School Board Expectations – Ms. Becky Raulerson (Zoom) Administrative Expectations – Santa Fe Principal (Zoom) Unit D - Lesson Mastery – Mr. Coleman/Dr. Barry	Bryant 120 PEPC 102
1/16 R	8:30 am – 11:00 am 11:00 am – 12:00 pm 1:00 pm – 2:00 pm 2:00 pm – 4:00 pm 4:00 pm – 5:00 pm	Unit E - The Professional – Drs. Bunch/Barry Handbook Review (Zoom) Meet w/ U Supervisor – Drs. Bunch/Barry Insight into the Student Internship – Teacher Panel (Zoom) Wrap-Up – Dr. Bunch (Zoom)	Bryant 120 PEPC 102
1/17 F	No Class	Finalize Block Assignments Final Preparations for Internship	No Class

POLICIES

Absences and Make-Up Work

Requirements for class attendance and make-up exams, assignments and other work are consistent with university policies that can be found at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

Online Course Evaluation Process

Student assessment of instruction is an important part of efforts to improve teaching and learning. At the end of the semester, students are expected to provide feedback on the quality of instruction in this course using a standard set of university and college criteria. These evaluations are conducted online at

<https://evaluations.ufl.edu>. Evaluations are typically open for students to complete during the last two or three weeks of the semester; students will be notified of the specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results>.

Academic Honesty

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 academic misconduct to appropriate personnel. 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: <http://www.dso.ufl.edu/SCCR/honorcodes/honorcode.php>.

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. The Counseling & Wellness Center provides 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.

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 - Counseling Services
 - Groups and Workshops
 - Outreach and Consultation
 - Self-Help Library
 - Wellness Coaching
- *Career Resource Center, First Floor JWRU, 392-1601, www.crc.ufl.edu/*

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.

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. Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation

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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:

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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

- 1b. Sequences lessons and concepts to ensure coherence and required prior knowledge
- 1c. Designs instruction for students to achieve mastery
- 2b. Manages individual and class behaviors through a well-planned management system
- 3j. Utilize student feedback to monitor instructional needs & to adjust instruction
- 5f. Implements knowledge and skills learned in professional development in the teaching and learning process



AEC 4224: Special Methods in Teaching Agricultural Education

Spring 2022

Instructors

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COURSE INFORMATION

Time and Location (January 6th – January 17th)

See **Daily Schedule** on page 3.

AEE 4224: Course Description (3 credit hours)

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AEE 4224: Course Prerequisites

AEC 4202

4224: Course Objectives

Upon completion of this course, students will be able to:

1. Apply strategies for effectively teaching agricultural subject matter.
2. Develop and implement an effective behavior management plan.
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Required Texts

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COURSE ASSIGNMENTS, GRADING, AND SCHEDULE

FAAE Midwinter Reflections

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COURSE ASSIGNMENTS	Due Date	Points
FAAE Midwinter Reflections	Jan 13	100
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Classroom Management Plan	Jan 15	150
Participation & Other Assignments	Jan 17	50

Grading Scale

A = 93-100%

A- = 90-92%

B+ = 86-89%

B = 83-85%

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Daily Schedule

Time	Topic	Location
8:30 am – 9:30 am	Introduction to the block – Dr. Bunch (Zoom)	Bryant 120
9:30 am - 12:00 pm	Unit A - Basic Understanding – The Teacher – Drs. Bunch/Barry	PEPC 102
1:00 pm – 4:00 pm	Curriculum Materials – Dr. Easterly (Zoom)	
8:30 am – 9:00 am	Introduction (connect via Zoom for the day)	Bryant 120
9:00 am – 10:45 am	AEST – Ms. Keitha Bennett	PEPC 139
11:00 am – 12:00 pm	FL DOE – Ms. Kaitlin Vickers	
1:00 pm – 2:00 pm	FL FFA – Mr. Ronnie Simmons	
2:00 pm – 3:00 pm	FAAE – Ms. VanHeusen	
3:00 pm – 4:00 pm	Wrap-up – Dr. Bunch	
8:30 am – 5:00 pm	Lesson Planning/Teacher Workroom – Ms. Alford & Mr. Coleman/Dr. Barry	Bryant 120 PEPC 102
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1:00 pm – 2:00 pm	Meet w/ U Supervisor – Drs. Bunch/Barry	
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FEAPs Assessed in this course

- 1b. Sequences lessons and concepts to ensure coherence and required prior knowledge
- 1c. Designs instruction for students to achieve mastery
- 2b. Manages individual and class behaviors through a well-planned management system
- 3j. Utilize student feedback to monitor instructional needs & to adjust instruction
- 5f. Implements knowledge and skills learned in professional development in the teaching and learning process

Cover Sheet: Request 16614

AEC 4228 Prereq Change

Info

Process	Course Modify Ugrad/Pro
Status	Pending at CALS - College of Agricultural and Life Sciences
Submitter	Rebecca Trammell rtrammell@ufl.edu
Created	10/6/2021 12:36:11 PM
Updated	12/2/2021 10:20:58 AM
Description of request	Updating prereqs to match new course sequence

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CALS - Agricultural Education and Communication 514926000	Brian Myers		10/30/2021
CALS CC Checklist.pdf					10/6/2021
College	Pending	CALS - College of Agricultural and Life Sciences			10/30/2021
No document changes					
University Curriculum Committee					
No document changes					
Statewide Course Numbering System					
No document changes					
Office of the Registrar					
No document changes					
Catalog					
No document changes					
Student Academic Support System					
No document changes					
College Notified					
No document changes					

Course|Modify for request 16614

Info

Request: AEC 4228 Prereq Change

Description of request: Updating prereqs to match new course sequence

Submitter: Rebecca Trammell rtrammell@ufl.edu

Created: 10/6/2021 12:28:34 PM

Form version: 1

Responses

Current Prefix AEC

Course Level 4

Number 228

Lab Code None

Course Title Laboratory Practices in Teaching Agricultural Education

Effective Term Earliest Available

Effective Year Earliest Available

Requested Action Other (selecting this option opens additional form fields below)

Change Course Prefix? No

Change Course Level? No

Change Course Number? No

Change Lab Code? No

Change Course Title? No

Change Transcript Title? No

Change Credit Hours? No

Change Variable Credit? No

Change S/U Only? No

Change Contact Type? No

Course Type Lecture

Change Rotating Topic Designation? No

Change Repeatable Credit? No

Change Course Description? No

Change Prerequisites? Yes

Current Prerequisites AEC 4200, AEC 3323 and AOM 3220

Proposed Prerequisites Junior or senior standing

Change Co-requisites? No

Rationale Change in course sequencing. AEC 4228 will now be taken before the old prerequisite of AEC 4200. AEC 3323's course number changed to AEC 4323 and will now be taken in the same semester as AEC 4228. AOM 3220 is recommended in the model semester plan in their senior year so it can no longer be a prerequisite.

CALS Curriculum Committee

Submission Checklist

NOTE: This checklist must be included with all course and certificate submissions.

The checklist below is intended to facilitate course and certificate submissions to the University of Florida Academic Approval Tracking System (<https://approval.ufl.edu/>). The checklist consists of the most common items that can cause a submission to require changes or be recycled. Contrary to information provided on the UF approval site, the CALS Curriculum Committee requires a syllabus be submitted with each new course or course modification request. Please note that submitters are encouraged to attend the CALS CC meeting at which their item is being reviewed. This allows the submitter to answer any potential questions that may arise that could cause the item to not be approved. Also, be aware that when completing the UCC form the section Description of Request is asking for a brief statement about what you are doing. This is **not** the place for a course description. A statement such as “Proposal of a new undergraduate course” is all that is needed. Please do not submit documents in pdf format. All documents should be submitted in Word to facilitate editing on our end if necessary.

CHECKLIST: PLEASE INITIAL OR MARK N/A FOR EACH STATEMENT TO INDICATE YOUR COMPLIANCE.

RC It is required when making a submission that you consult your department’s representative to the CALS CC. A list of current members can be found on the committee site located at: <https://cals.ufl.edu/faculty-staff/committees/>.

RC You **MUST** comply with the CALS Syllabus Policy, including items 1 through 8 and all standard syllabus statements. This document can be viewed at the committee site(<https://cals.ufl.edu/faculty-staff/committees/>) by clicking on the Curriculum Committee – Information & Documents heading and scrolling down to Forms, Checklists, and Other documents. The other items included here are all very helpful when making a curriculum submission. Some will be mentioned in other checklist items below.

RC Submission of a course modification requires both the current version of the course syllabus and the proposed version.

RC Joint course submissions must include 1.) both graduate and undergraduate syllabuses and 2.) a separate document outlining the substantial (more than one) differences in assignments between the two courses. These assignments must account for at least a 15% difference in graded material between the two levels. If this is a new course submission both courses must be submitted for approval simultaneously.

RC The course description on the UCC form and in the syllabus must match. Any other information you wish to include needs to be under a different heading such as background or additional information.

RC The course learning objectives must be consistent with Bloom’s taxonomy. Please see the following link at the CALS Curriculum site. (https://cals.ufl.edu/content/PDF/Faculty_Staff/cals-course-objectives.pdf). Do not use the words demonstrate or understand when listing learning objectives.

RC The course schedule should be concise and include the appropriate number of weeks in the semester.

RC All graduate course submissions must include a reading list if a textbook is not required. The reading list should include at least some current readings (within the last 5 years). All readings do not need to be current.

RC Outside consultations are required if there is a possibility of the proposed course covering material taught in another department or college on campus. There must be a consult form completed by the chair of the department from who you are seeking the consult. Instructors may provide additional consults. The form can be found at: <https://approval.ufl.edu/policies/external-consultations/>.

RC Prerequisite courses are required for 3000 and 4000 level courses. This line of the approval form cannot be “none” or left blank. Junior or senior standing is an acceptable option. A phrase such as “a course in basic biology” is not acceptable.

RC Decimal points must be included in the grading scale if grade cut-offs are based on percentages. While this is not a university policy it is a CALS standard practice to avoid any confusion when final grades for the course are determined.

RC The attendance and make-up policy in a syllabus cannot contradict the university’s policy. Do not include any additional wording to this policy. A statement and link regarding this is included in the CALS Syllabus Statements. For the approval process the college suggests a less is more view when it comes to this policy.

RC The most recent version of the CALS Syllabus Statements boiler plate must be included in all syllabuses. This document is included in the CALS Syllabus Policy and can be copied and pasted to the syllabus. Do not use the boilerplate statements from an old syllabus as they are likely to be out of date.

Certificates

If proposing a new undergraduate or graduate level certificate that includes any courses outside of the submitters department a statement regarding any possible impact on those courses needs to be included. An email from the instructor is acceptable. Also, any courses required for the certificate must have permanent prefixes and course numbers. The submission must include intended catalog copy. (Contact Dr. Joel Brendemuhl (brendj@ufl.edu) for further instruction)

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

Dr. Debra Barry

Lecturer

101C PEPC

dmbarry@ufl.edu

Office Hours:

Tuesdays from 11:00am-1:00pm

Alyssa Shepherd

Graduate Teaching Assistant

105 PEPC

alyssashepherd@ufl.edu

Office Hours:

Thursdays by appointment

Time and Location

Tuesday: 1-4:00pm. Some meeting times may vary slightly, depending on the lap topic and location. Zoom will be utilized as needed. Please refer to modules and be sure to regularly check your Canvas course announcements and UF email.

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?

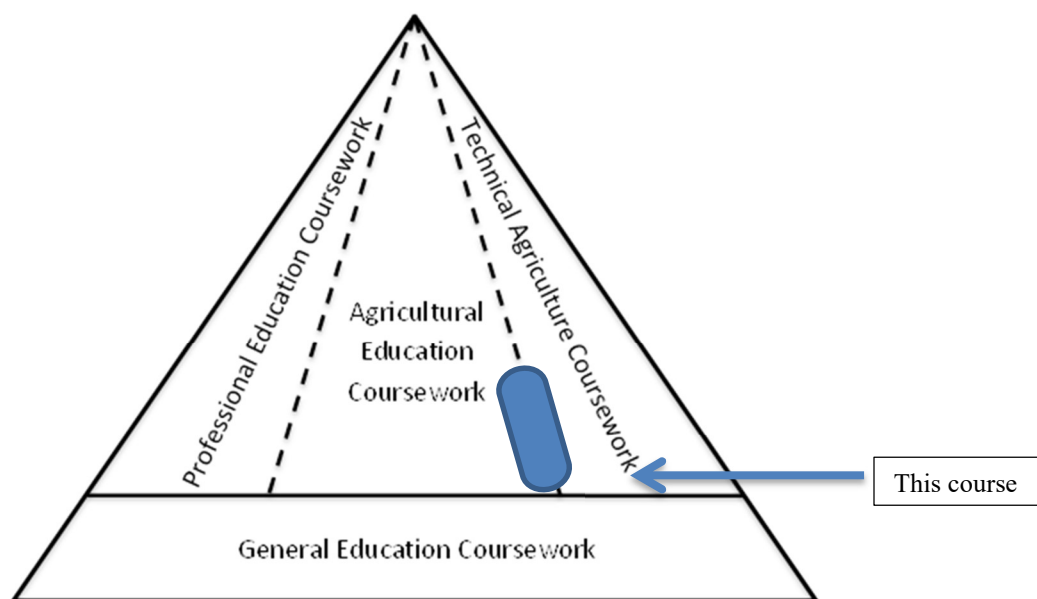
Objectives:

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.



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.

COVID-19 SAFETY PLAN: We will have face-to-face instructional sessions to accomplish the student learning objectives of this course. In response to COVID-19, the following policies and requirements are in place to maintain your learning environment and to enhance the safety of our in-classroom interactions:

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- Follow your instructor's guidance on how to enter and exit the classroom. Practice physical distancing to the extent possible when entering and exiting the classroom. Students must maintain at least a 6-feet distance from each other as then enter and leave the room and when they are in the room.
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- In the event the university has to cancel in-person instruction, class meetings will continue through Zoom.
- If you are experiencing COVID-19 symptoms ([Click here for guidance from the CDC on symptoms of coronavirus](#)), please use the UF Health screening system and follow the instructions on whether you are able to attend class. [Click here for UF Health guidance on what to do if you have been exposed to or are experiencing Covid-19 symptoms](#).
 - Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work. [Find more information in the university attendance policies](#).

- Because some class sessions of this course will be taught online, the 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.

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 23 rd
Attendance and Active Participation	10%	Weekly
Reflections	35%	Weekly
Final Laboratory Practicum	5%	April 20 th

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>

Participation, 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 as noted in syllabus), 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**. If meeting virtually, on-time arrival and attendance are expected and noted, even in a virtual setting.

No facility draft assignment will be accepted past the deadline set by the syllabus unless noted by the instructor. There is a 2 days late policy in place at -10% per day for reflections, as well as the final submission for the facility proposal. 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.

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 7-10 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.

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.

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.bluer.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) Employee Assistance Program
 Attention Deficit Hyperactivity Disorder (ADHD) Suicide Prevention Program
 Center for Sexual Assault / Abuse Recovery & Education (CARE)
 Eating Disorders 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. 12	Purposes of Lab Instruction	Zoom (not on campus this wk)	
Jan. 19	School & Community Gardens • Susan Webb	PEPC 102	<input type="checkbox"/> 1/12 reflection
Jan. 26	Laboratory Safety: Agrisafe • Ms. Knesha Rose-Davison	PEPC 102 Zoom with GNV @ 3pm	<input type="checkbox"/> 1/19 reflection <input type="checkbox"/> Facility drawings DRAFT
Feb. 2	Nature of Lab Instruction • Dr. Ed Osborne	PEPC 102	<input type="checkbox"/> 1/26 reflection <input type="checkbox"/> Emergency Plan DRAFT
Feb. 9	Planning for Lab Instruction	PEPC 102 11am-1:30pm	<input type="checkbox"/> 2/2 reflection
Feb. 16	Virtual labs—How do you do them? • Ms. Natalie Ferand	Zoom with GNV: 3pm	<input type="checkbox"/> 2/9 reflection <input type="checkbox"/> Calendar DRAFT
February 23	Facility layout & Tractor Operations	GCREC, Balm 1:00pm	<input type="checkbox"/> 2/16 Reflection
March 2	Horticulture/Greenhouses • Janyel Taylor	Zoom with GNV: 3pm	<input type="checkbox"/> 2/23 Reflection <input type="checkbox"/> Tools and Equipment DRAFT
March 9	Animal Science • McKenzie Gorskey	Lakewood Ranch HS Bradenton, FL. 1-4pm	<input type="checkbox"/> 3/2 Reflection <input type="checkbox"/> Grading Tool DRAFT <input type="checkbox"/> Student Jobs DRAFT
March 16	Plant Science & Food Science	PEPC 102 11am-2pm	<input type="checkbox"/> 3/9 Reflection
March 23	Aquaculture • Eric Cassiano	UF Tropical Research Center Ruskin, FL 2-4pm	<input type="checkbox"/> 3/16 Reflection <input type="checkbox"/> Distribution of Materials DRAFT
March 30	Veterinary Assisting • Michelle Cesario	Strawberry Crest HS 2-4pm	<input type="checkbox"/> 3/23 Reflection
April 6	CTE Panel & Laws/Liability • Kelli Kennedy • Kelly Mosley • Shannon Ritter	Zoom with GNV: 3pm	<input type="checkbox"/> 3/30 Reflection <input type="checkbox"/> Narrative Explanation DRAFT
April 13	Swine • Dr. Brendemuhl	More information coming: 2pm	<input type="checkbox"/> 4/6 Reflection
April 20	Final Design Practicum • Jessica Goins	Steinbrenner HS	<input type="checkbox"/> 4/13 Reflection <input type="checkbox"/> Due by April 23rd <input type="checkbox"/> Final Facility Project

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Instructor

Dr. Debra Barry

Lecturer

101C PEPC

dmbarry@ufl.edu

Office Hours:

Tuesdays from 11:00am-1:00pm

Graduate Teaching Assistant

105 PEPC

Office Hours:

Time and Location

Tuesday: 1-4:00pm. Some meeting times may vary slightly, depending on the topic and location. Zoom will be utilized as needed. Please refer to modules and be sure to regularly check your Canvas course announcements and UF email.

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Course Prerequisites

Junior or Senior Standing

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?

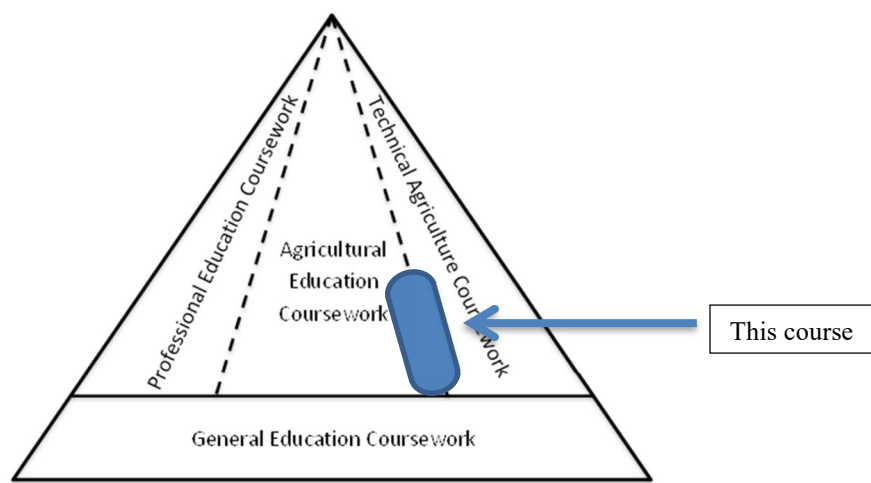
Objectives:

2. Properly design and manage student agriscience projects.
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Essential Question: What safety concerns should I be aware of during laboratory instruction?

Objective:

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



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- Because some class sessions of this course will be taught online, the 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.

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%	TBD
Attendance and Active Participation	10%	Weekly
Reflections	35%	Weekly
Final Laboratory Practicum	5%	TBD

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>

Participation, 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 as noted in syllabus), 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**. If meeting virtually, on-time arrival and attendance are expected and noted, even in a virtual setting.

No facility draft assignment will be accepted past the deadline set by the syllabus unless noted by the instructor. There is a 2 days late policy in place at -10% per day for reflections, as well as the final submission for the facility proposal. 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.

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 7-10 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.

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.

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.bluer.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) Employee Assistance Program
 Attention Deficit Hyperactivity Disorder (ADHD) Suicide Prevention Program
 Center for Sexual Assault / Abuse Recovery & Education (CARE)
 Eating Disorders 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
	Purposes of Lab Instruction	Zoom (not on campus this wk)	
	School & Community Gardens <ul style="list-style-type: none"> Susan Webb 	PEPC 102	<input type="checkbox"/> reflection
	Laboratory Safety: Agrisafe <ul style="list-style-type: none"> Ms. Knesha Rose-Davison 	PEPC 102 Zoom with GNV @ 3pm	<input type="checkbox"/> reflection <input type="checkbox"/> Facility drawings DRAFT
	Nature of Lab Instruction <ul style="list-style-type: none"> Dr. Ed Osborne 	PEPC 102	<input type="checkbox"/> reflection <input type="checkbox"/> Emergency Plan DRAFT
	Planning for Lab Instruction	PEPC 102 11am-1:30pm	<input type="checkbox"/> reflection
	Virtual labs—How do you do them? <ul style="list-style-type: none"> Ms. Natalie Ferand 	Zoom with GNV: 3pm	<input type="checkbox"/> reflection <input type="checkbox"/> Calendar DRAFT
	Facility layout & Tractor Operations	GCREC, Balm 1:00pm	<input type="checkbox"/> Reflection
	Horticulture/Greenhouses <ul style="list-style-type: none"> Janyel Taylor 	Zoom with GNV: 3pm	<input type="checkbox"/> Reflection <input type="checkbox"/> Tools and Equipment DRAFT
	Animal Science <ul style="list-style-type: none"> McKenzie Gorskey 	Lakewood Ranch HS Bradenton, FL. 1-4pm	<input type="checkbox"/> Reflection <input type="checkbox"/> Grading Tool DRAFT <input type="checkbox"/> Student Jobs DRAFT
	Plant Science & Food Science	PEPC 102 11am-2pm	<input type="checkbox"/> Reflection
	Aquaculture <ul style="list-style-type: none"> Eric Cassiano 	UF Tropical Research Center Ruskin, FL 2-4pm	<input type="checkbox"/> Reflection <input type="checkbox"/> Distribution of Materials DRAFT
	Veterinary Assisting <ul style="list-style-type: none"> Michelle Cesario 	Strawberry Crest HS 2-4pm	<input type="checkbox"/> Reflection
	CTE Panel & Laws/Liability <ul style="list-style-type: none"> Kelli Kennedy Kelly Mosley Shannon Ritter 	Zoom with GNV: 3pm	<input type="checkbox"/> Reflection <input type="checkbox"/> Narrative Explanation DRAFT
	Swine <ul style="list-style-type: none"> Dr. Brendemuhl 	More information coming: 2pm	<input type="checkbox"/> Reflection
	Final Design Practicum <ul style="list-style-type: none"> Jessica Goins 	Steinbrenner HS	<input type="checkbox"/> Reflection <input type="checkbox"/> Final Facility Project

Cover Sheet: Request 16799

Adjusting pre-requisites

Info

Process	Course New Ugrad/Pro
Status	Pending at CALS - College of Agricultural and Life Sciences
Submitter	Kelley Graff kellygraff@ufl.edu
Created	11/15/2021 11:39:37 AM
Updated	12/13/2021 1:20:10 PM
Description of request	Updating pre-requisites for WIS 4501 Introduction to Wildlife Population Ecology. Deleting PCB 3034 and adding WIS 3553. Correcting ecology course number from PCB 4044C to PCB 4043C. Adding a fourth ecology course to the current list of three: FOR 3153C, PCB 3601C, PCB 4043C and WIS 3404.

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CALS - Wildlife Ecology and Conservation 60470000	Eric Hellgren		11/15/2021
No document changes					
College	Pending	CALS - College of Agricultural and Life Sciences			11/15/2021
No document changes					
University Curriculum Committee					
No document changes					
Statewide Course Numbering System					
No document changes					
Office of the Registrar					
No document changes					
Catalog					
No document changes					
Student Academic Support System					
No document changes					
College Notified					
No document changes					

Course|New for request 16799

Info

Request: Adjusting pre-requisites

Description of request: Updating pre-requisites for WIS 4501 Introduction to Wildlife Population Ecology. Deleting PCB 3034 and adding WIS 3553. Correcting ecology course number from PCB 4044C to PCB 4043C. Adding a fourth ecology course to the current list of three: FOR 3153C, PCB 3601C, PCB 4043C and WIS 3404.

Submitter: Kelley Graff kellygraff@ufl.edu

Created: 12/13/2021 1:24:29 PM

Form version: 2

Responses

Recommended Prefix WIS

Course Level 4

Course Number 501

Category of Instruction Advanced

Lab Code None

Course Title Introduction to Wildlife Population Ecology

Transcript Title Intro to Wildlife Pop. Ecology

Degree Type Baccalaureate

Delivery Method(s) On-Campus

Co-Listing No

Effective Term Spring

Effective Year 2022

Rotating Topic? No

Repeatable Credit? Yes

Multiple Offerings in a Single Semester Yes

Amount of Credit 3

S/U Only? No

Contact Type Regularly Scheduled

Course Type Lecture

Weekly Contact Hours 3

Course Description The dynamics and regulation of biological populations and life-history theory.

Prerequisites PCB 3063 or WIS 3553C & WIS 3401 & FOR 3153C or PCB 3601C or PCB 4043C or WIS 3404

Co-requisites N/A

Rationale and Placement in Curriculum Updating pre-requisites only.

Course Objectives Updating pre-requisites only.

Course Textbook(s) and/or Other Assigned Reading Updating pre-requisites only.

Weekly Schedule of Topics Updating pre-requisites only.

Grading Scheme Updating pre-requisites only.

Instructor(s) Dr. Michael Moulton

Attendance & Make-up Yes

Accommodations Yes

UF Grading Policies for assigning Grade Points Yes

Course Evaluation Policy Yes

CALS Curriculum Committee

Submission Checklist

NOTE: This checklist must be included with all course and certificate submissions.

The checklist below is intended to facilitate course and certificate submissions to the University of Florida Academic Approval Tracking System (<https://approval.ufl.edu/>). The checklist consists of the most common items that can cause a submission to require changes or be recycled. Contrary to information provided on the UF approval site, the CALS Curriculum Committee requires a syllabus be submitted with each new course or course modification request. Please note that submitters are encouraged to attend the CALS CC meeting at which their item is being reviewed. This allows the submitter to answer any potential questions that may arise that could cause the item to not be approved. Also, be aware that when completing the UCC form the section Description of Request is asking for a brief statement about what you are doing. This is **not** the place for a course description. A statement such as "Proposal of a new undergraduate course" is all that is needed. Please do not submit documents in pdf format. All documents should be submitted in Word to facilitate editing on our end if necessary.

CHECKLIST: PLEASE INITIAL OR MARK N/A FOR EACH STATEMENT TO INDICATE YOUR COMPLIANCE.

KG It is required when making a submission that you consult your department's representative to the CALS CC. A list of current members can be found on the committee site located at: <https://cals.ufl.edu/faculty-staff/committees/>.

KG You **MUST** comply with the CALS Syllabus Policy, including items 1 through 8 and all standard syllabus statements. This document can be viewed at the committee site(<https://cals.ufl.edu/faculty-staff/committees/>) by clicking on the Curriculum Committee – Information & Documents heading and scrolling down to Forms, Checklists, and Other documents. The other items included here are all very helpful when making a curriculum submission. Some will be mentioned in other checklist items below.

N/A Submission of a course modification requires both the current version of the course syllabus and the proposed version.

N/A Joint course submissions must include 1.) both graduate and undergraduate syllabuses and 2.) a separate document outlining the substantial (more than one) differences in assignments between the two courses. These assignments must account for at least a 15% difference in graded material between the two levels. If this is a new course submission both courses must be submitted for approval simultaneously.

KG The course description on the UCC form and in the syllabus must match. Any other information you wish to include needs to be under a different heading such as background or additional information.

KG The course learning objectives must be consistent with Bloom's taxonomy. Please see the following link at the CALS Curriculum site. (https://cals.ufl.edu/content/PDF/Faculty_Staff/cals-course-objectives.pdf). Do not use the words demonstrate or understand when listing learning objectives.

✓ The course schedule should be concise and include the appropriate number of weeks in the semester.

N/A All graduate course submissions must include a reading list if a textbook is not required. The reading list should include at least some current readings (within the last 5 years). All readings do not need to be current.

N/A Outside consultations are required if there is a possibility of the proposed course covering material taught in another department or college on campus. There must be a consult form completed by the chair of the department from who you are seeking the consult. Instructors may provide additional consults. The form can be found at: <https://approval.ufl.edu/policies/external-consultations/>.

✓ Prerequisite courses are required for 3000 and 4000 level courses. This line of the approval form cannot be “none” or left blank. Junior or senior standing is an acceptable option. A phrase such as “a course in basic biology” is not acceptable.

✓ Decimal points must be included in the grading scale if grade cut-offs are based on percentages. While this is not a university policy it is a CALS standard practice to avoid any confusion when final grades for the course are determined.

✓ The attendance and make-up policy in a syllabus cannot contradict the university’s policy. Do not include any additional wording to this policy. A statement and link regarding this is included in the CALS Syllabus Statements. For the approval process the college suggests a less is more view when it comes to this policy.

✓ The most recent version of the CALS Syllabus Statements boiler plate must be included in all syllabuses. This document is included in the CALS Syllabus Policy and can be copied and pasted to the syllabus. Do not use the boilerplate statements from an old syllabus as they are likely to be out of date.

Certificates

If proposing a new undergraduate or graduate level certificate that includes any courses outside of the submitters department a statement regarding any possible impact on those courses needs to be included. An email from the instructor is acceptable. Also, any courses required for the certificate must have permanent prefixes and course numbers. The submission must include intended catalog copy. (Contact Dr. Joel Brendemuhl (brendj@ufl.edu) for further instruction)

Introduction to Wildlife Population Ecology (WIS 4501)

Miguel A. Acevedo
TA:

Miguel's E-mail: maacevedo@ufl.edu

Miguel's Office Hours:

Miguel's Office: Bld 866 ("White House"), O 0111

Class Hours: MWF, period 6

This syllabus is a broad description of course objectives and plan of work; it is subject to change.

1. **Codification:** WIS 4501
2. **Credits:** 3 crds
3. **Pre-requirements:**
4. **Course Description:** How does the human population size changes over time? What are the temporal patterns of influenza in the USA? What are the drivers of boom and bust pest cycles? What will be the predicted outcome of various management strategies? How much can we fish without compromising future fish stocks? The answers to these questions belong to the field of *population ecology*—the study of how population size varies in space and time. Once we understand the patterns and mechanisms behind this temporal variation in abundance we can ultimately explain and predict species distributions. In this course, you will get introduced to the fundamental concepts of population ecology. Because populations are complex and difficult to quantify we will use an array of models to fulfill our goal.
5. **Course Objectives:** At the completion of this course, students will be able to:
 - (a) Recognize, compare and contrast concepts and vocabulary related to population ecology applied to wildlife ecology and conservation.
 - (b) Describe the key definitions in population ecology
 - (c) Interpret models that describe population size change through time
 - (d) Apply population ecology models to answer questions in wildlife ecology, conservation and management
6. **Tentative Course Outline:**

The weekly coverage might change as it depends on the progress of the class. The class is divided into nine sections. I: introduction, II: unstructured population growth models,

III: structured population growth models, IV: metapopulation dynamics, V: population viability analysis, VI: species interactions, VII: wildlife harvest, VIII: population cycles and regulation, and IX: life history. Readings are optional but highly recommended.

Week	Content
Section I	
Week 1	<ul style="list-style-type: none"> • Lecture M: Class Introduction • Lecture W: Why study population ecology? • Lab F: Remembering R and loops (R-lab 1)
Section II	
Week 2	<ul style="list-style-type: none"> • Lecture M: Density independent models (exponential growth) I • Lecture W: Density independent models (exponential growth) II • Lab F: Density independent models • Read: Gotelli (Ch 1), Rockwood (Ch 1)
Week 3	<ul style="list-style-type: none"> • Lecture W: Density dependent models • Lab F: Density dependent models • Read: Gotelli (Ch 2), Rockwood (Ch 2)
Section III	
Week 4	<ul style="list-style-type: none"> • Lecture M: Life table analysis • Lecture W: Life table analysis II • Lab F: Life table analysis (R-lab 3) • Read: Gotelli (Ch 3), Rockwood (Ch 4)
Week 5	<ul style="list-style-type: none"> • Lecture M: Matrix algebra • Lecture W: Structured population models I • Lab F: Structured population models I • Read: Gotelli (Ch 3), Rockwood (Ch 4)
Week 6	<ul style="list-style-type: none"> • Lecture M: Structured population models II • Lecture W: Structured population models III • Lab F: Structure Population models II • Read: Gotelli (Ch3), Rockwood (Ch4)
Section III, IV	
Week 7	<ul style="list-style-type: none"> • Lecture M: Work on exam • Lecture W: Metapopulation models I • Lab F: No Lab • Read: Gotelli (Ch4), Rockwood (Ch5)
Week 8	<ul style="list-style-type: none"> • Lecture M: Metapopulation models II • Lecture W: Metapopulation models III • Lab F: Metapopulation models • Read: Hanski 1999 (Ch 4, 5)
Section V	

Week 9	<ul style="list-style-type: none"> • Lecture M: Population viability analysis I • Lecture W: Population viability analysis II • Lab F: PVA • Read: Rockwood (Ch1)
Section VI	
Week 10	<ul style="list-style-type: none"> • Lecture M: Competition • Lecture W: Predator-prey • Lab F: Lotka-Volterra • Read: Gotelli (Ch 5,6), Rockwood (Ch 7, 10)
Week 11	<ul style="list-style-type: none"> • Lecture M: Disease models I • Lecture W: Disease models II • Lab F: Disease models • Read: Keeling and Rohani 2011 (Ch 2)
Section VII	
Week 12	<ul style="list-style-type: none"> • Lecture M: Exam review • Lecture W: Work on exam 2 • Lab F: Wildlife Harvest (Lecture) • Read: Leopold (Ch 9)
Section VIII	
Week 13	<ul style="list-style-type: none"> • Lecture M: Wildlife Harvest/Population cycles • Lecture W: Population cycles • Lab F: Population cycles (Paper discussion: Krebs et al. 1996) • Read: Kendall et al. 1999
Week 14	<ul style="list-style-type: none"> • Lecture M: Online lecture
Section IX	
Week 15	<ul style="list-style-type: none"> • Lecture M: Life history • Lecture W: Disease models (COVID19) • LAB F: COVID19 paper discussion • Read: Rockwood (Ch 6)
Week 16	<ul style="list-style-type: none"> • Lecture M: Miguel's Research • Lecture W: Class review • Read: Rockwood (Ch 6)

7. **Educational Strategies:** We follow an active learning framework that include inquire-based lectures, analysis of the primary literature, computer exercises, group projects and group discussions

8. **Minimum resources available:** Lecture room, Computer lab, audio-visual equipment.

9. Evaluation strategies:	Quizzes	10%
	Lab prep	30%
	Group exercises	20%
	Exams	40%

Every week there will be a quiz (formative assessment) due on Fridays before 11pm. Labs will have two evaluations: a *prep* and a *group project*. A prep consists of an R worksheet or a paper designed to give you the necessary skills to conduct the group project in the lab. Each prep will have a quiz that is due Thursdays before 11pm. Group project reports are due on the Monday following the lab before noon.

10. Grading:	≥ 93.00 % A		90.00–92.99 A-
	87.00–89.99 B+		83.00–86.99 B
	80.00–82.99 B-		77.00–79.99 C+
	73.00–76.99 C		70.00–72.99 C-
	67.00–69.99 D+		63.00–66.99 D
	60.00–62.99 D-		< 59.99 E

Information on current UF grading policies is available at <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>.

11. **Textbook:** There are no book requirements for this course. However, Gotelli's "A primer of Ecology" is highly recommended for students that want to complement lecture materials. A course packet will be available electronically via CANVAS that contains required weekly readings, lecture, and lab information.

Lectures will be based on the following resources:

Gotelli, N. J. (2001). A primer of ecology. Sunderland, MA: Sinauer Associates.

Hanski, I. (1999). Metapopulation ecology. Oxford University Press.

Kendall, B. E., Briggs, C. J., Murdoch, W. W., Turchin, P., Ellner, S. P., McCauley, E., ... & Wood, S. N. (1999). Why do populations cycle? A synthesis of statistical and mechanistic modeling approaches. *Ecology*, 80(6), 1789-1805.

Kingsland, S. E., & Kingsland, S. E. (1995). Modeling nature. University of Chicago Press.

Leopold, B. (2019). Theory of Wildlife Population Ecology. Waveland Press.

Rockwood, L. L. (2015). Introduction to population ecology. John Wiley & Sons.

12. **Class attendance and demeanor policy:** All students are expected to attend every class and lab sessions. Students are responsible for the materials and information presented. Students who miss class for a UF approved reason (<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>) will be able to make-up exams and quizzes from that day. Unexcused late assignments will have 10% of the point total for that assignment deducted for each day late. Late assignments will not be accepted beyond 3 days post-due date. A professional attitude is expected in all lectures and labs. Please do not disturb your fellow students by talking during class. Please minimize electronic distractions

by silencing cell phones. While we will actively use computer resources in class and lab, it is strongly recommended that students focus on course material and minimize distractions from e-mail and social networking sites. Make-up exams or assignment/homework/quiz problems will not be given for unexcused absences. An acceptable excuse (meeting guidelines from the UF handbook) must be submitted to be eligible for a make-up exam.

13. **Rights of students with special needs:** The University of Florida meets all federal and state laws regarding discrimination including the American Disabilities Act (ADA Law). Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, <http://www.dso.ufl.edu/drc/>) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.
14. **Student evaluations:** Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.
15. **Academic honesty:** As a result of completing the registration form at the University of Florida, every student has signed the following statement: "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students 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." The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class."
16. **UF counseling services:** The University of Florida provides excellent resources on campus for students having personal problems or seeking additional career and academic assistance to help them realize their full potential. The University cares about you and your well-being. These resources include:
 - (a) U Matter, We care:
If you or a friend is in distress, please contact umatter@ufl.edu or 352 392- 1575 so that a team member can reach out to the student.
 - (b) Counseling and Wellness Center:
<https://counseling.ufl.edu/>, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.
 - (c) Sexual Assault Recovery Services (SARS)
Student Health Care Center, 392-1161.
 - (d) University Police Department, 392-1111 (or 9-1-1 for emergencies).
<http://www.police.ufl.edu/>

17. Academic Resources

- (a) E-learning technical support, 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu.
<https://lss.at.ufl.edu/help.shtml>.
 - (b) Career Resource Center, Reitz Union, 392-1601. Career assistance and counseling.
<http://www.crc.ufl.edu/>
 - (c) Library Support, <http://cms.uflib.ufl.edu/ask>. Various ways to receive assistance with respect to using the libraries or finding resources.
 - (d) Teaching Center, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring.
<http://teachingcenter.ufl.edu/>
 - (e) Writing Studio, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers. <http://writing.ufl.edu/writing-studio/>
 - (f) Student Complaints On-Campus:
<https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>
 - (g) On-Line Students Complaints: <http://distance.ufl.edu/student-complaint-process/>
18. **Software use:** All faculty, staff and students of the University are required 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.
 19. 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.ua.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.ua.ufl.edu/public-results/>.
 20. In response to COVID-19, the following practices are in place to maintain your learning environment, to enhance the safety of our in-classroom interactions, and to further the health and safety of ourselves, our neighbors, and our loved ones.
 - If you are not vaccinated, get vaccinated. Vaccines are readily available at no cost and have been demonstrated to be safe and effective against the COVID-19 virus. Visit this link for details on where to get your shot, including options that do not require an appointment: <https://coronavirus.uflhealth.org/vaccinations/vaccine-availability/>. Students who receive the first dose of the vaccine somewhere off-campus and/or outside of Gainesville can still receive their second dose on campus.
 - You are expected to wear approved face coverings at all times during class and within buildings even if you are vaccinated. Please continue to follow healthy habits, including best practices like frequent hand washing. Following these practices is our responsibility as Gators. Sanitizing supplies are available in the classroom if you wish

to wipe down your desks prior to sitting down and at the end of the class. Hand sanitizing stations will be located in every classroom.

- If you sick, stay home and self-quarantine. Please visit the UF Health Screen, Test & Protect website about next steps, retake the questionnaire and schedule your test for no sooner than 24 hours after your symptoms began. Please call your primary care provider if you are ill and need immediate care or the UF Student Health Care Center at 352-392-1161 (or email covid@shcc.ufl.edu) to be evaluated for testing and to receive further instructions about returning to campus. UF Health Screen, Test & Protect offers guidance when you are sick, have been exposed to someone who has tested positive or have tested positive yourself. Visit the UF Health Screen, Test & Protect website for more information. Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work.
- If you are withheld from campus by the Department of Health through Screen, Test & Protect you are not permitted to use any on campus facilities. Students attempting to attend campus activities when withheld from campus will be referred to the Dean of Students Office.
- Continue to regularly visit coronavirus.UFHealth.org and coronavirus.ufl.edu for up-to-date information about COVID-19 and vaccination.

Cover Sheet: Request 16557

New graduate course - Avian Communications

Info

Process	Course New Grad
Status	Pending at CALS - College of Agricultural and Life Sciences
Submitter	Jason Byrd jhbyrd@ufl.edu
Created	9/24/2021 11:20:59 AM
Updated	12/13/2021 8:23:45 AM
Description of request	Create a new graduate course in Avian Communications (3 credits) as elective in the Wildlife Forensic Sciences MS Concentration.

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CALS - Wildlife Ecology and Conservation 60470000	Eric Hellgren	Recommendation: Change title to 'Bird Language' or 'Bird Language in Tracking' to separate the course from a more technical avian communication course that includes acoustic technology, and evolutionary and ecological background for how birds communicate.	10/6/2021
No document changes					
College	Pending	CALS - College of Agricultural and Life Sciences			10/6/2021
No document changes					
Graduate Curriculum Committee					
No document changes					
University Curriculum Committee Notified					
No document changes					
Statewide Course Numbering System					
No document changes					
Graduate School Notified					
No document changes					
Office of the Registrar					
No document changes					
College Notified					
No document changes					

Course|New for request 16557

Info

Request: New graduate course - Avian Communications

Description of request: Create a new graduate course in Avian Communications (3 credits) as elective in the Wildlife Forensic Sciences MS Concentration.

Submitter: Jason Byrd jhbyrd@ufl.edu

Created: 11/16/2021 5:48:00 PM

Form version: 2

Responses

Recommended Prefix WIS

Course Level 6

Course Number XXX

Category of Instruction Intermediate

Lab Code None

Course Title Avian Communications

Transcript Title Avian Communications

Degree Type Graduate

Delivery Method(s) Online

Co-Listing No

Effective Term Earliest Available

Effective Year 2022

Rotating Topic? No

Repeatable Credit? No

Amount of Credit 3

S/U Only? No

Contact Type Regularly Scheduled

Course Type Lecture

Weekly Contact Hours 3

Course Description Course Description:

This course is intended for ecologists, naturalists, and other parties who wish to have a deeper understanding of the complex interactions occurring between species of the animal kingdom with highly developed cognitive abilities. Understanding bird language represents a powerful tool for science-based interpretation of the natural world.

Prerequisites N/A - None

Co-requisites N/A -None

Rationale and Placement in Curriculum This course complements the current curriculum on wildlife forensic sciences because it informs the student of how bird language and other on-ground observations can enhance wildlife tracking efforts for anti-poaching operations.

Course Objectives Course Learning Objectives:

Upon completion of this course, students will be able to:

- Recognize and comprehend bird language signature behaviors.
- Analyze a series of observations in 4 dimensions (space and time) to extrapolate the information into a contextualized explanation of a bird language "event" occurring on the landscape.
- Interpret auditory and visual behavioral cues.
- Determine pattern recognition and what is occurring in the immediate surroundings for improved nature interpretation.
- Investigate the basic concepts of bird language and the 5 Voices and how to distinguish

between baseline and alarm behavior.

- Appraise and clarify Shapes of Baseline, Shapes of Ground and Aerial Alarms and Shapes of Advanced Alarms
- Identify basic patterns of behavior and subsequent causal relationships (e.g. approaching accipiter/zone of silence).
- Elucidate the governing principles of bird language (conservation of energy, behavioral chronology, etc.).
- Expound the habits, behaviors, and territory of a chosen bird species to follow (will pick one to monitor closely).
- Complete an individual bird language "sit" and conduct a bird language group exercise.
- Describe and map bird language behaviors in the field.
- Construe the special effects of parids, raptors, and corvids on bird language.
- Illustrate how bird language, animal language, and other on the ground observations like wildlife tracking go hand in hand.

Course Textbook(s) and/or Other Assigned Reading Text (Required):

Young, Jon (2013). What the Robin Knows. Mariner Books, ISBN-10: 0547727410

Recommended Materials:

- Pieplow, Nathan (2017). Peterson Field Guide to Bird Sounds of Eastern North America. Houghton Mifflin Harcourt ISBN-10: 0547905580
- Pieplow, Nathan (2019). Peterson Field Guide to Bird Sounds of Western North America. Houghton Mifflin Harcourt ISBN-10: 0547905572
- Young, Jon (2012). Bird Language Basics with Jon Young. Village Video. UPC 884501652803, EAN 0884501652803
- Young, Jon (2012). Bird Language Groups with Jon Young. Village Video. UPC 019962200618, EAN 0019962200618

Weekly Schedule of Topics Module 1- Bird Language Fundamentals

Module 2 - History-Significance of Bird Language

Module 3 - Bird Language Learning Method

Module 4 - Voices of Baseline Behaviors

Module 5 - Voices of Non-Baseline Behaviors

- Introduction to Shapes of Alarms

- General Alarms Shapes

Module 6 - Picking a Bird to Follow

Module 7 - Governing Principles

Module 8 - Behavioral Chronology

Module 9 – Ground Alarm Shapes

Module 10: Aerial Alarm Shapes

Module 11 – Advanced Alarm Shapes

Module 12 – Other Learning Techniques

Module 13 - Bird Language Species Focus: Parids

Module 14 – Bird Language Species Focus: Birds of Prey

Module 15 – Bird Language Species Focus: Corvids

Grading Scheme Points breakdown:

Assignment Type		Pts per module	Total Pts (14 top scores)	% of Grade
Syllabus Quiz	10	10	1%	
Discussion				
11 Q&A	154	15%		
24 Quiz	336	34%		
	24			
336	34%			
Final Project	N/A	154	34%	

Exit Survey	10	10	1%
Total	NA		
1000	100%		

Grades will be assigned as follows:

Score	Percent	Grade	Grade Points
934-1000	93.4-100	A	4
900-933	90.0-93.3	A-	3.67
867-899	86.7-89.9	B+	3.33
834-866	83.4-86.6	B	3
800-833	80.0-83.3	B-	2.67
767-799	76.7-79.9	C+	2.33
734-766	73.4-76.6	C	2
700-733	70.0-73.3	C-	1.67
667-699	66.7-69.9	D+	1.33
634-666	63.4-66.6	D	1
600-633	60.0-63.3	D-	0.67
0-599	0-59.9	E	0

Instructor(s) Lee Burton
Attendance & Make-up Yes
Accomodations Yes
UF Grading Policies for assigning Grade Points Yes
Course Evaluation Policy Yes

Cover Sheet: Request 16557

New graduate course - Avian Communications

Info

Process	Course New Grad
Status	Pending at CALS - College of Agricultural and Life Sciences
Submitter	Jason Byrd jhbyrd@ufl.edu
Created	9/24/2021 11:20:59 AM
Updated	10/6/2021 1:25:16 PM
Description of request	Create a new graduate course in Avian Communications (3 credits) as elective in the Wildlife Forensic Sciences MS Concentration.

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CALS - Wildlife Ecology and Conservation 60470000	Eric Hellgren	Recommendation: Change title to 'Bird Language' or 'Bird Language in Tracking' to separate the course from a more technical avian communication course that includes acoustic technology, and evolutionary and ecological background for how birds communicate.	10/6/2021
Avian Communications Syllabus (3).docx					9/24/2021
College	Pending	CALS - College of Agricultural and Life Sciences			10/6/2021
No document changes					
Graduate Curriculum Committee					
No document changes					
University Curriculum Committee Notified					
No document changes					
Statewide Course Numbering System					
No document changes					
Graduate School Notified					
No document changes					
Office of the Registrar					
No document changes					
College Notified					
No document changes					

Course|New for request 16557

Info

Request: New graduate course - Avian Communications

Description of request: Create a new graduate course in Avian Communications (3 credits) as elective in the Wildlife Forensic Sciences MS Concentration.

Submitter: Jason Byrd jhbyrd@ufl.edu

Created: 9/24/2021 10:55:44 AM

Form version: 1

Responses

Recommended Prefix WIS

Course Level 6

Course Number XXX

Category of Instruction Intermediate

Lab Code None

Course Title Avian Communications

Transcript Title Avian Communications

Degree Type Graduate

Delivery Method(s) Online

Co-Listing No

Effective Term Earliest Available

Effective Year 2022

Rotating Topic? No

Repeatable Credit? No

Amount of Credit 3

S/U Only? No

Contact Type Regularly Scheduled

Course Type Lecture

Weekly Contact Hours 3

Course Description Course Description:

This course is intended for ecologists, naturalists, and other parties who wish to have a deeper understanding of the complex interactions occurring between species of the animal kingdom with highly developed cognitive abilities. Understanding bird language represents a powerful tool for science-based interpretation of the natural world.

Prerequisites N/A - None

Co-requisites N/A -None

Rationale and Placement in Curriculum This course complements the current curriculum on wildlife forensic sciences because it informs the student of how bird language and other on-ground observations can enhance wildlife tracking efforts for anti-poaching operations.

Course Objectives Course Learning Objectives:

Upon completion of this course, students will be able to:

- Recognize and comprehend bird language signature behaviors.
- Analyze a series of observations in 4 dimensions (space and time) to extrapolate the information into a contextualized explanation of a bird language "event" occurring on the landscape.
- Interpret auditory and visual behavioral cues.
- Determine pattern recognition and what is occurring in the immediate surroundings for improved nature interpretation.
- Investigate the basic concepts of bird language and the 5 Voices and how to distinguish

between baseline and alarm behavior.

- Appraise and clarify Shapes of Baseline, Shapes of Ground and Aerial Alarms and Shapes of Advanced Alarms
- Identify basic patterns of behavior and subsequent causal relationships (e.g. approaching accipiter/zone of silence).
- Elucidate the governing principles of bird language (conservation of energy, behavioral chronology, etc.).
- Expound the habits, behaviors, and territory of a chosen bird species to follow (will pick one to monitor closely).
- Complete an individual bird language "sit" and conduct a bird language group exercise.
- Describe and map bird language behaviors in the field.
- Construe the special effects of parids, raptors, and corvids on bird language.
- Illustrate how bird language, animal language, and other on the ground observations like wildlife tracking go hand in hand.

Course Textbook(s) and/or Other Assigned Reading Text (Required):

Young, Jon (2013). What the Robin Knows. Mariner Books, ISBN-10: 0547727410

Recommended Materials:

- Pieplow, Nathan (2017). Peterson Field Guide to Bird Sounds of Eastern North America. Houghton Mifflin Harcourt ISBN-10: 0547905580
- Pieplow, Nathan (2019). Peterson Field Guide to Bird Sounds of Western North America. Houghton Mifflin Harcourt ISBN-10: 0547905572
- Young, Jon (2012). Bird Language Basics with Jon Young. Village Video. UPC 884501652803, EAN 0884501652803
- Young, Jon (2012). Bird Language Groups with Jon Young. Village Video. UPC 019962200618, EAN 0019962200618

Weekly Schedule of Topics Module 1- Bird Language Fundamentals

Module 2 - History-Significance of Bird Language

Module 3 - Bird Language Learning Method

Module 4 - Voices of Baseline Behaviors

Module 5 - Voices of Non-Baseline Behaviors

- Introduction to Shapes of Alarms

- General Alarms Shapes

Module 6 - Picking a Bird to Follow

Module 7 - Governing Principles

Module 8 - Behavioral Chronology

Module 9 – Ground Alarm Shapes

Module 10: Aerial Alarm Shapes

Module 11 – Advanced Alarm Shapes

Module 12 – Other Learning Techniques

Module 13 - Bird Language Species Focus: Parids

Module 14 – Bird Language Species Focus: Birds of Prey

Module 15 – Bird Language Species Focus: Corvids

Grading Scheme Grading:

The course has a total of 15 modules, with each module containing a value up to 72 points. Students can earn the maximum point total by completing 14 of the 15 modules, meaning you can miss 1 module and still get the highest grade possible of 100% (i.e the maximum score a student could earn would be 107%; hence, each module accounts for roughly 7% of your total grade).

Points breakdown:

Assignment Type	Pts per module	Total Pts (14 top scores)	% of Grade
Syllabus Quiz			
10			
10			

100%

Avian Communications

3 Credits

WIS XXXX

Course Syllabus



Instructor: Lee Burton

Office: Remote

Office hours: By appointment (please email instructor to schedule)



Email: lee.burton@ufl.edu

Phone: 352-294-4091

Website: https://masters.wildlife.forensics.med.ufl.edu/

Prerequisite Courses: None

Text (Required):

Young, Jon (2013). What the Robin Knows. Mariner Books, ISBN-10: 0547727410

Recommended Materials:

- Pieplow, Nathan (2017). Peterson Field Guide to Bird Sounds of Eastern North America. Houghton Mifflin Harcourt ISBN-10: 0547905580
- Pieplow, Nathan (2019). Peterson Field Guide to Bird Sounds of Western North America. Houghton Mifflin Harcourt ISBN-10: 0547905572
- Young, Jon [D2012] [D] [D] Bird Language Basics with Jon Young [Village Video] [UPC 884501652803, EAN 0884501652803]
- Young, Jon [D2012] [D] [D] Bird Language Groups with Jon Young [Village Video] [UPC 019962200618, EAN 0019962200618]

Course Description:

This course is intended for ecologists, naturalists, and other parties who wish to have a deeper understanding of the complex interactions occurring between species of the animal kingdom with highly developed cognitive abilities. Understanding bird language represents a powerful tool for science-based interpretation of the natural world.

Course Detail:

This course is designed for wildlife professionals who work in the field conducting animal surveys, observations, and capturing and handling wildlife or who are otherwise involved in teaching field skills. Students will have a whole new world opened to them, unveiling the inter-connectedness of the natural world as demonstrated by the actions of birds and other animals. In addition to broadening your avian knowledge, it will greatly increase your awareness of what is going on around you and improve your pattern recognition, an important skill to have in both professional and personal endeavors.

Course Learning Objectives:

Upon completion of this course, students will be able to:

- Recognize and comprehend bird language signature behaviors.
- Analyze a series of observations in 4 dimensions (space and time) to extrapolate the information into a contextualized explanation of a bird language “event” occurring on the landscape.
- Interpret auditory and visual behavioral cues.
- Determine pattern recognition and what is occurring in the immediate surroundings for improved nature interpretation.

- Investigate the basic concepts of bird language and the 5 Voices and how to distinguish between baseline and alarm behavior.
- Appraise and clarify Shapes of Baseline, Shapes of Ground and Aerial Alarms and Shapes of Advanced Alarms
- Identify basic patterns of behavior and subsequent causal relationships (e.g. approaching accipiter/zone of silence).
- Elucidate the governing principles of bird language (conservation of energy, behavioral chronology, etc.).
- Expound the habits, behaviors, and territory of a chosen bird species to follow (will pick one to monitor closely).
- Complete an individual bird language “sit” and conduct a bird language group exercise.
- Describe and map bird language behaviors in the field.
- Construe the special effects of parids, raptors, and corvids on bird language.
- Illustrate how bird language, animal language, and other on the ground observations like wildlife tracking go hand in hand.

Course Topics and Structure:

The course is composed of 15 modules, which corresponds to completing a module each week. Each module will consist of a variety of tasks that will generally occur in the following order:

1. Course Learning Materials - readings, videos, audios, etc.
2. Q&A – answer word questions related to module topic based on lectures and reading materials
3. Group Discussion –a forum discussion relating to the observations from student bird observation exercises
4. Quiz – answer pictorial and scenario questions based on the module topic and learnings from the materials & assignments
5. Final Portfolio Submission – a cumulative assignment based on the results from student bird observation exercises

Week	Module/Lecture	Assignment
1 Week of Jan. 5, 2022	Module 1- Bird Language Fundamentals	Read Introduction, Peterson Field Guide to Bird Sounds of Eastern North America Read Introduction pp. xiii - xix of What the Robin Knows Complete Module 1
2 Week of Jan. 10, 2022	Module 2 - History-Significance of Bird Language	Read Introduction pp. xx – xxviii of What the Robin Knows Chapter 8 of What the Robin Knows Complete Module 2
3 Week of Jan. 17, 2022	Module 3 - Bird Language Learning Method	Read Chapter 4 of What the Robin Knows Complete Module 3
4 Week of Jan. 24, 2022	Module 4 - Voices of Baseline Behaviors	Read Chapter 2 pp. 22-27 & Chapter 3 of What the Robin Knows Complete Module 4
5 Week of Jan. 31, 2022	Module 5 - Voices of Non-Baseline Behaviors Introduction to Shapes of Alarms General Alarms Shapes	Read Chapter 6 (pp. 99-108) of What the Robin Knows Complete Module 5
6 Week of Feb.	Module 6 - Picking a Bird to Follow	Read Chapter 2 pp. 19-21 of What the Robin Knows Complete Module 6
7 Week of Feb. 7, 2022	Module 7 - Governing Principles	Read excerpts from Chapter 1 (pp. 1-2, 9-11, 15-18) and chapter 6 (pp. 112-118) of What the Robin Knows Complete Module 7
8 Week of Feb. 14,	Module 8 - Behavioral Chronology	Read excerpt from Chapter 1 (pp. 3-8) of What the Robin Knows

2022		Complete Module 8
9 Week of Feb. 21, 2022	Module 9 – Ground Alarm Shapes	Read Chapter 5 and excerpts from Chapter 7 (pp. 119-136, 141-144) of What the Robin Knows Complete Module 9
10 Week of Feb. 28, 2022	Module 10: Aerial Alarm Shapes	Read excerpt from Chapter 7 (pp. 145 – 154) of What the Robin Knows Complete Module 10
11 Week of March 7, 2022	Module 11 – Advanced Alarm Shapes	Read excerpts from Chapter 1 (pp. 12-15) and Chapter 7 (pp. 155-163) of What the Robin Knows Complete Module 11
12 Week of March 14, 2022	Module 12 – Other Learning Techniques	Review Appendices A and B of What the Robin Knows Complete Module 12
13 Week of March 21, 2022	Module 13 - Bird Language Species Focus: Parids	Read “Why Pishing Works: Titmouse (Paridae) Scolds Elicit a Generalized Response in Bird Communities.” Complete Module 13
14 Week of March 28, 2022	Module 14 – Bird Language Species Focus: Birds of Prey	Read excerpt from Chapter 6 (pp. 109-111) of What the Robin Knows Complete Module 14
15 Week of April 4, 2022	Module 15 – Bird Language Species Focus: Corvids	Read excerpt from Chapter 7 (pp. 137-140) of What the Robin Knows Complete Module 15in followup discussion

Grading:

The course has a total of 15 modules, with each module containing a value up to 72 points. Students can earn the maximum point total by completing 14 of the 15 modules, meaning you can miss 1 module and still get the highest grade possible of 100% (i.e the maximum score a student could earn would be 107%; hence, each module accounts for roughly 7% of your total grade).

Course Evaluation

Students are expected to provide feedback on the quality of content in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but student will be given specific times when they are open. Summative results of the semester are available to students at <https://evaluations.ufl.edu/results/>.

Points breakdown:

Grades will be assigned as follows:

Score	Percent	Grade	Grade Points
934-1000	93.4-100	A	4
900-933	90.0-93.3	A-	3.67
867-899	86.7-89.9	B+	3.33
834-866	83.4-86.6	B	3
800-833	80.0-83.3	B-	2.67
767-799	76.7-79.9	C+	2.33
734-766	73.4-76.6	C	2
700-733	70.0-73.3	C-	1.67
667-699	66.7-69.9	D+	1.33
634-666	63.4-66.6	D	1
600-633	60.0-63.3	D-	0.67
0-599	0-59.9	E	0

Registrar’s Grade Policy regulations: <http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html>

Grades and Grade Points

For information on current UF policies for assigning grade points, see <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>. And <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Attendance and Make-Up Work

Requirements for class attendance and make-up exams, assignments and other work are consistent with university policies that can be found at: <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>.

Online Demeanor

For any forum discussions, group calls, etc. students are expected to behave in a manner that is respectful to the instructor and to fellow students. In the interests of time and out of courtesy to others, students should adhere to the session topics as well as being mindful of their contributions to the discussion. All students should fully participate in group discussions, but should not dominate or drown out the voices of others. Opinions held by other students should be respected in discussion, and conversations that do not contribute to the discussion should be held at a minimum.

Online Course with Recorded Materials: Privacy Statement

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.

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

Online Course Evaluation Process

Student assessment of instruction is an important part of efforts to improve teaching and learning. At the end of the semester, students are expected to provide feedback on the quality of instruction in this course using a standard set of university and college criteria. 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/>.

Academic Honesty

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 academic misconduct to appropriate personnel. 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:

CALS Curriculum Committee

Submission Checklist

NOTE: This checklist must be included with all course and certificate submissions.

The checklist below is intended to facilitate course and certificate submissions to the University of Florida Academic Approval Tracking System (<https://approval.ufl.edu/>). The checklist consists of the most common items that can cause a submission to require changes or be recycled. Contrary to information provided on the UF approval site, the CALS Curriculum Committee requires a syllabus be submitted with each new course or course modification request. Please note that submitters are encouraged to attend the CALS CC meeting at which their item is being reviewed. This allows the submitter to answer any potential questions that may arise that could cause the item to not be approved. Also, be aware that when completing the UCC form the section Description of Request is asking for a brief statement about what you are doing. This is **not** the place for a course description. A statement such as “Proposal of a new undergraduate course” is all that is needed. Please do not submit documents in pdf format. All documents should be submitted in Word to facilitate editing on our end if necessary.

CHECKLIST: PLEASE INITIAL OR MARK N/A FOR EACH STATEMENT TO INDICATE YOUR COMPLIANCE.

 X It is required when making a submission that you consult your department’s representative to the CALS CC. A list of current members can be found on the committee site located at: <https://cals.ufl.edu/faculty-staff/committees/>.

 X You MUST comply with the CALS Syllabus Policy, including items 1 through 8 and all standard syllabus statements. This document can be viewed at the committee site(<https://cals.ufl.edu/facultystaff/committees/>) by clicking on the Curriculum Committee – Information & Documents heading and scrolling down to Forms, Checklists, and Other documents. The other items included here are all very helpful when making a curriculum submission. Some will be mentioned in other checklist items below.

 X Submission of a course modification requires both the current version of the course syllabus and the proposed version.

 X Joint course submissions must include 1.) both graduate and undergraduate syllabuses and 2.) a separate document outlining the substantial (more than one) differences in assignments between the two courses. These assignments must account for at least a 15% difference in graded material between the two levels. If this is a new course submission both courses must be submitted for approval simultaneously.

 X The course description on the UCC form and in the syllabus must match. Any other information you wish to include needs to be under a different heading such as background or additional information.

X The course learning objectives must be consistent with Bloom’s taxonomy. Please see the following link at the CALS Curriculum site. (https://cals.ufl.edu/content/PDF/Faculty_Staff/cals-courseobjectives.pdf). Do not use the words demonstrate or understand when listing learning objectives.

 X The course schedule should be concise and include the appropriate number of weeks in the semester.

 X All graduate course submissions must include a reading list if a textbook is not required. The reading list should include at least some current readings (within the last 5 years). All readings do not need to be current.

 X Outside consultations are required if there is a possibility of the proposed course covering material taught in another department or college on campus. There must be a consult form completed by the chair of the department from who you are seeking the consult. Instructors may provide additional consults. The form can be found at: <https://approval.ufl.edu/policies/external-consultations/>.

 X Prerequisite courses are required for 3000 and 4000 level courses. This line of the approval form cannot be “none” or left blank. Junior or senior standing is an acceptable option. A phrase such as “a course in basic biology” is not acceptable.

 X Decimal points must be included in the grading scale if grade cut-offs are based on percentages. While this is not a university policy it is a CALS standard practice to avoid any confusion when final grades for the course are determined.

 X The attendance and make-up policy in a syllabus cannot contradict the university’s policy. Do not include any additional wording to this policy. A statement and link regarding this is included in the CALS Syllabus Statements. For the approval process the college suggests a less is more view when it comes to this policy.

 X The most recent version of the CALS Syllabus Statements boiler plate must be included in all syllabuses. This document is included in the CALS Syllabus Policy and can be copied and pasted to the syllabus. Do not use the boilerplate statements from an old syllabus as they are likely to be out of date.

Certificates

If proposing a new undergraduate or graduate level certificate that includes any courses outside of the submitters department a statement regarding any possible impact on those courses needs to be included. An email from the instructor is acceptable. Also, any courses required for the certificate must have permanent prefixes and course numbers. The submission must include intended catalog copy. (Contact Dr. Joel Brendemuhl (brendj@ufl.edu) for further instruction)

Bird Language
3 Credits
WIS XXXX
Course Syllabus

Instructor: Lee Burton

Office: Remote

Office hours: By appointment (please email instructor to schedule)

Email: lee.burton@ufl.edu

Phone: 352-294-4091

Website: <https://masters.wildlife.forensics.med.ufl.edu/>

Prerequisite Courses: None

Text (Required):

Young, Jon (2013). What the Robin Knows. Mariner Books, ISBN-10: 0547727410

Recommended Materials:

- Pieplow, Nathan (2017). Peterson Field Guide to Bird Sounds of Eastern North America. Houghton Mifflin Harcourt ISBN-10: 0547905580
- Pieplow, Nathan (2019). Peterson Field Guide to Bird Sounds of Western North America. Houghton Mifflin Harcourt ISBN-10: 0547905572
- Young, Jon (2012). Bird Language Basics with Jon Young. Village Video. UPC 884501652803, EAN 0884501652803
- Young, Jon (2012). Bird Language Groups with Jon Young. Village Video. UPC 019962200618, EAN 0019962200618

Course Description:

This course is intended for ecologists, naturalists, and other parties who wish to have a deeper understanding of the complex interactions occurring between species of the animal kingdom with highly developed cognitive abilities. In particular, it is designed for wildlife professionals who work in the field conducting animal surveys, observations, and capturing and handling wildlife or who are otherwise involved in teaching field skills. By completing this course curriculum students will have a whole new world opened to them, unveiling the inter-connectedness of the natural world as demonstrated by the actions of birds and other animals. In addition to broadening your avian knowledge, it will greatly increase your awareness of what is going on around you and improve your pattern recognition, an important skill to have in both professional and personal endeavors. Understanding bird language represents a powerful tool to train your scien-

tific eye for nature interpretation and will yield other benefits including enhancing your enjoyment of the outdoors while also promoting relaxation and stress reduction.

Course Learning Objectives:

Upon completion of this course, students will be able to:

- Recognize and comprehend bird language signature behaviors.
- Analyze a series of observations in 4 dimensions (space and time) to extrapolate the information into a contextualized explanation of a bird language “event” occurring on the landscape.
- Interpret auditory and visual behavioral cues.
- Determine pattern recognition and what is occurring in the immediate surroundings for improved nature interpretation.
- Investigate the basic concepts of bird language and the 5 Voices and how to distinguish between baseline and alarm behavior.
- Appraise and clarify Shapes of Baseline, Shapes of Ground and Aerial Alarms and Shapes of Advanced Alarms
- Identify basic patterns of behavior and subsequent causal relationships (e.g. approaching accipiter/zone of silence).
- Elucidate the governing principles of bird language (conservation of energy, behavioral chronology, etc.).
- Expound the habits, behaviors, and territory of a chosen bird species to follow (will pick one to monitor closely).
- Complete an individual bird language “sit” and conduct a bird language group exercise.
- Describe and map bird language behaviors in the field.
- Construe the special effects of parids, raptors, and corvids on bird language.
- Illustrate how bird language, animal language, and other on the ground observations like wildlife tracking go hand in hand.

Course Topics and Structure:

The course is composed of 15 modules, which corresponds to completing a module each week. Each module will consist of a variety of tasks that will generally occur in the following order:

1. Course Learning Materials - readings, videos, audios, etc.
2. Q&A – answer word questions related to module topic based on lectures and reading materials (due on day 7 of module)
3. Group Discussion –a forum discussion relating to the observations from student bird observation exercises (first submission due on day 3 of module)
4. Quiz – answer pictorial and scenario questions based on the module topic and learnings from the materials & assignments (due on day 7 of module)

5. Final Portfolio Submission – a cumulative assignment based on the results from student bird observation exercises (due on last day of semester)

Both types of quizzes are due on the last day each module is open (day 7), but the discussion assignment has an initial due date on Day 3 and then a secondary due date on Day 5 before the answers are posted on Day 6.

These will all be outlined in the course pages for each assignment type and on the Home page for the course

Week	Module/Lecture	Assignment
1 Week of Jan. 5, 2022	Module 1- Bird Language Fundamentals	<ul style="list-style-type: none"> • Read Introduction, Peterson Field Guide to Bird Sounds of Eastern North America • Read Introduction pp. xiii - xix of What the Robin Knows • Complete Module 1
2 Week of Jan. 10, 2022	Module 2 - History-Significance of Bird Language	<ul style="list-style-type: none"> • Read Introduction pp. xx – xxviii of What the Robin Knows • Chapter 8 of What the Robin Knows • Complete Module 2
3 Week of Jan. 17, 2022	Module 3 - Bird Language Learning Method	<ul style="list-style-type: none"> • Read Chapter 4 of What the Robin Knows • Complete Module 3
4 Week of Jan. 24, 2022	Module 4 - Voices of Baseline Behaviors	<ul style="list-style-type: none"> • Read Chapter 2 pp. 22-27 & Chapter 3 of What the Robin Knows • Complete Module 4
5 Week of Jan. 31, 2022	Module 5 - Voices of Non-Baseline Behaviors <ul style="list-style-type: none"> • Introduction to Shapes of Alarms • General Alarms Shapes 	<ul style="list-style-type: none"> • Read Chapter 6 (pp. 99-108) of What the Robin Knows • Complete Module 5
6 Week of Feb.	Module 6 - Picking a Bird to Follow	<ul style="list-style-type: none"> • Read Chapter 2 pp. 19-21 of What the Robin Knows • Complete Module 6
7 Week of Feb. 7, 2022	Module 7 - Governing Principles	<ul style="list-style-type: none"> • Read excerpts from Chapter 1 (pp. 1-2, 9-11, 15-18) and chapter 6 (pp. 112-118) of What the Robin Knows • Complete Module 7
8 Week of Feb. 14, 2022	Module 8 - Behavioral Chronology	<ul style="list-style-type: none"> • Read excerpt from Chapter 1 (pp. 3-8) of What the Robin Knows • Complete Module 8

9 Week of Feb. 21, 2022	Module 9 – Ground Alarm Shapes	<ul style="list-style-type: none"> • Read Chapter 5 and excerpts from Chapter 7 (pp. 119-136, 141-144) of What the Robin Knows • Complete Module 9
10 Week of Feb. 28, 2022	Module 10: Aerial Alarm Shapes	<ul style="list-style-type: none"> • Read excerpt from Chapter 7 (pp. 145 – 154) of What the Robin Knows • Complete Module 10
11 Week of March 7, 2022	Module 11 – Advanced Alarm Shapes	<ul style="list-style-type: none"> • Read excerpts from Chapter 1 (pp. 12-15) and Chapter 7 (pp. 155-163) of What the Robin Knows • Complete Module 11
12 Week of March 14, 2022	Module 12 – Other Learning Techniques	<ul style="list-style-type: none"> • Review Appendices A and B of What the Robin Knows • Complete Module 12
13 Week of March 21, 2022	Module 13 - Bird Language Species Focus: Parids	<ul style="list-style-type: none"> • Read “Why Pishing Works: Titmouse (Paridae) Scolds Elicit a Generalized Response in Bird Communities.” • Complete Module 13
14 Week of March 28, 2022	Module 14 – Bird Language Species Focus: Birds of Prey	<ul style="list-style-type: none"> • Read excerpt from Chapter 6 (pp. 109-111) of What the Robin Knows • Complete Module 14
15 Week of April 4, 2022	Module 15 – Bird Language Species Focus: Corvids	<ul style="list-style-type: none"> • Read excerpt from Chapter 7 (pp. 137-140) of What the Robin Knows • Complete Module 15 in followup discussion

Grading:

The course has a total of 15 modules, with each module containing a value up to 72 points. Students can earn the maximum point total by completing 14 of the 15 modules, meaning you can miss 1 module and still get the highest grade possible of 100% (i.e the maximum score a student could earn would be 107%; hence, each module accounts for roughly 7% of your total grade).

Course Evaluation

Students are expected to provide feedback on the quality of content in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

Points breakdown:

<u>Assignment Type</u>	<u>Pts per module</u>	<u>Total Pts (14 top scores)</u>	<u>% of Grade</u>
Syllabus Quiz	10	10	1%
Discussion	11	154	15%

Q&A	24	336	34%
Quiz	24	336	34%
Final Project	N/A	154	34%
Exit Survey	10	10	1%
Total	NA	1000	100%

Grades will be assigned as follows:

Score	Percent	Grade	Grade Points
934-1000	93.4-100	A	4
900-933	90.0-93.3	A-	3.67
867-899	86.7-89.9	B+	3.33
834-866	83.4-86.6	B	3
800-833	80.0-83.3	B-	2.67
767-799	76.7-79.9	C+	2.33
734-766	73.4-76.6	C	2
700-733	70.0-73.3	C-	1.67
667-699	66.7-69.9	D+	1.33
634-666	63.4-66.6	D	1
600-633	60.0-63.3	D-	0.67
0-599	0-59.9	E	0

Registrar's Grade Policy regulations: <http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html>

Grades and Grade Points

For information on current UF policies for assigning grade points, see <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>.

Attendance and Make-Up Work

Requirements for class attendance and make-up exams, assignments and other work are consistent with university policies that can be found at: <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>.

Online Demeanor

For any forum discussions, group calls, etc. students are expected to behave in a manner that is respectful to the instructor and to fellow students. In the interests of time and out of courtesy to others, students should adhere to the session topics as well as being mindful of their contributions to the discussion. All students should fully participate in group discussions, but should not dominate or drown out the voices of others. Opinions held by other students should be respected in discussion, and conversations that do not contribute to the discussion should be held at minimum.

COVID Response and Online Course with Recorded Materials: Privacy Statement

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 unmute 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.

Online course syllabi recommendation

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

Online Course Evaluation Process

Student assessment of instruction is an important part of efforts to improve teaching and learning. At the end of the semester, students are expected to provide feedback on the quality of instruction in this course using a standard set of university and college criteria. 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/>.

Academic Honesty

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 academic misconduct to appropriate personnel. 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: <http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code>.

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.

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. Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation.

0001 Reid Hall, 352-392-8565, <https://disability.ufl.edu/>

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. The Counseling & Wellness Center provides 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.

- *University Counseling & Wellness Center*, 3190 Radio Road, 352-392-1575, www.counseling.ufl.edu
 - Counseling Services
 - Groups and Workshops
 - Outreach and Consultation
 - Self-Help Library
 - Wellness Coaching

- U Matter We Care, www.umatter.ufl.edu/
- *Career Connections Center*, First Floor JWRU, 392-1601, <https://career.ufl.edu/>
- Student Success Initiative, <http://studentsuccess.ufl.edu>

Student Complaints:

- Residential Course: <https://sccr.dso.ufl.edu/policies/student-honor-code-studentconduct-code/>
- Online Course: <http://www.distance.ufl.edu/student-complaint-process>