

CUW Mission

Concordia University Wisconsin is a Lutheran higher education community committed to helping students develop in mind, body, and spirit for service to Christ in the Church and in the world.

School of Education Mission

The School of Education equips and inspires Christian servant leaders to pursue integrity and excellence in the delivery of educational services within professional and lifelong learning throughout the world.

EDGP 5013/ CRN 11991 : Agricultural Literacy, 21st Century STEM Activities & College & Career Vocational Readiness for All Courses

Course Description: See, smell, hear, taste and touch Wisconsin's agriculture, food, and natural resources. Identify and acquire free agriculture-focused education resources from a wide variety of sources. Experience the cutting-edge technology and interact with some of the many faces of today's agricultural community. Develop activities that apply authentic agricultural examples to teach core curricular concepts in science, social studies, language arts, mathematics, and nutrition. Learn about careers available in the field of agriculture, the green industry, and natural resources. During our two-day experience, the class will be visiting: Crass Sawmill, Inc., Medford High School Agriculture Department and Barn, Hemlock Hills Trophy Ranch, LLC (elk), Stone Acres Farm (CSA and pizza), Heil Ginseng Inc., Riesterer & Schnell John Deere dealership, Peissig's JTP Robotic Dairy, and Meyer Manufacturing Corp. Details about each venue can be found on the website. [2018 EDGP/ AITC Bus Tour Ag Literacy Course](#)

Instructor(s): Sheila Everhart

Course Location: Taylor County (Medford, Athens, Edgar, Strafford, and Dorchester, WI)

Professional Development Hours: 1, 2, or 3

Course Meeting Time and Expectations: *Participants in this professional development education course will initially participate in a 7- hour instructional session on the topic. Following the seminar, participants will plan and implement lessons, policies or evidence-based strategies which integrate the focus of the professional development seminar into their classroom practice. Following the implementation, the participant will be a reflective practitioner and consider the degree to which the implementation of the new technique or practice was successful as well as the areas in which continued refinement, practice, and development will be necessary. Therefore, the course will involve seven hours of direct participation at minimum.*

Course Prerequisites: *State certification or licensure as an educator*

Required Resources: *Presentation handouts, as well as follow-up resources as recommended by the course instructor(s).*

Other Learning Resources: *May be recommended by the instructor/presenter during the seminar.*

Teaching Strategies: *Hands-on Experiential Learning, Lecture, Discussion, Reflection, Open-ended questions, Role-Playing, Q & A*

Course and Instructor Policies: *Participants must participate in the entire professional development presentation. All sections of the written assignment must be turned in online within the course deadlines. Students are required to keep a copy of all work submitted.*

Requirements for credit options:

1 Credit: Student will participate with entire two-day offering – on-site classroom sessions and complete written reflection.

2 Credits: Student will participate with the entire two-day offering – on-site classroom sessions and design one lesson to be implemented in the classroom and to be shared with the group and complete written reflection.

3 Credits: Student will participate with the entire two-day offering – on-site classroom sessions and design two lessons to be implemented in the classroom and to be shared with the group and complete written reflection.

Course Evaluation and Grading: *There are four separate sections to the written assignment following the two – 8 hour days Seminar Instruction Sessions Presentation. Each section is worth 25 points for a total of 100 points.*

Section 1: Reflection on Seminar Learning (What did you learn?) - 25 Points

Section 2: Plan for Applying the Learning (How will you apply this to your daily practice?) – 25 points

Section 3: Description of Implementation (What happened?) – 25 points

Section 4: Reflection on implementation (What worked? What didn't work?) – 25 points

Grading Scale:

90 – 100 Points = A

80 – 89 Points = B

70 – 79 Points = C

60 – 69 Points = D

Less than 60 Points = F

Program/Department Policies: N/A

*CUW Policies:

*CUW Disability Policy: In accordance with the Americans and Disabilities Act (ADA) and Section 504 of the Vocational Rehabilitation Act of 1973, individuals with disabilities are protected from discrimination and assured services and accommodations that provide equal access to the activities and programs of the university. Students with a documented disability who require accommodation in order to obtain equal access to this course should inform the instructor, and must also contact Disability Support Services

- Mequon campus (262) 243-4299 or <https://www.cuw.edu/Departments/lrc/dss/index.html>
- Ann Arbor campus (734) 995-7552 or www.cuaa.edu/arc

*CUW Academic Integrity Policy: CUW expects all students to display honest, ethical behavior at all times and under all circumstances. Academic dishonesty is defined as follows:

Cheating: includes, but is not limited to: a) the use of unauthorized assistance in taking any type of test or completing any type of classroom assignment; b) assisting another student in cheating on a test or class assignment, including impersonation of another student.

Plagiarism: includes, but is not limited to: a) failure to give full and clear acknowledgement of the source of any idea that is not your own; b) handing in the same assignment for two different courses without the consent of the instructors.

Fabrication: the forgery, alteration, or misuse of any University academic document, record, or instrument of identification.

Academic Misconduct: intentionally or recklessly interfering with teaching, research, and/or other academic functions.

Sanctions: Faculty members who find evidence of academic dishonesty have sole discretion to determine the

penalty, using their professional judgment. This can include a failing grade in the course, or removal of the student from the course. Additional sanctions will be imposed when a student is found to have violated the academic integrity policy more than once; these sanctions may include suspension or expulsion from the university.

**Title IX Policy:* Concordia University is committed to fostering a safe, productive learning environment. University policy and federal law (Title IX) prohibit discrimination on the basis of sex which includes but is not limited to harassment, domestic and dating violence, sexual assault, and stalking. Sexual misconduct of any type is not permitted by the university. Please see the following link for more information about CU's policies and procedures concerning sexual misconduct:

<https://www.cuw.edu/academics/compliance/consumer-info/index.html>

For more information on academic integrity, please see the Academic Policies section of the Student Handbook, which can be accessed at the following link:

<https://www.cuw.edu/Departments/residencelife/assets/studentconductcode.pdf>

**Relationship to the Curriculum: Professional Development that actually changes the behavior and practices of educators requires time for processing, planning, implementation and reflection. The use of evidence-based best practices for instruction, assessment, discipline, and use of technology all will require this four-step process before we will see real improvement in schools.*

**Connection to CUW Mission: This course will require educators to demonstrate the ability to analyze and apply their discipline's theoretical, methodological, ethical, or practical foundations. This will enable them to help their own students develop more readily in mind, body, and spirit as well.*

Global Ends

University graduates are well developed in mind, body, and spirit, fulfill their vocations, and serve Christ in the Church and the world. Consistent with a Liberal Arts education, our graduates demonstrate the following proficiencies:

- 1. Christian Faith - Our graduates are grounded in the Christian faith while also recognizing other major worldviews and how they differ from a Christian understanding of the world.*
- 2. Service and Global Citizenship - Our graduates are globally-minded citizens.*
- 3. Integrated Disciplinary Knowledge - Our graduates integrate insights from a wide range of disciplines.*
- 4. Critical Thinking/Creative Problem Solving - Our graduates think rationally, critically, and creatively.*
- 5. Communicative Fluency - Our graduates communicate effectively.*
- 6. Analytical Fluency - Our graduates work with data effectively.*

**Program/Department Student Learning Outcomes:*

- Participants will be able to develop structures and classroom organization to support personalized science, social science, mathematics and language arts integrated thematic Agricultural and Career Education Units.
- Participants will be able to create learning targets that align to state standards.
- Participants will be able to connect learning targets to hands-on learning experiences.
- Participants will be able to implement specific research-based strategies and tools that support reluctant learners.
- Participants will be able to design two units that provides students with opportunities to explore career and vocational education.

Course Objectives:

- Participants will be able to engage in collaborative organization to support personalized instruction.
- Participants will be able to explore possible structures that support student learning.
- Participants will be able to learn to design units that connect careers, reading & writing.
- Participants will be able to examine student work and provide feedback for learning.
- Participants will be able to consider possible resources and strategies that support reluctant learners.

Initial Course Session Schedule (choose one or both):

Fall 2019
EDGP 5013

July 9, 2019 8:30 a.m. – 4p.m.
West Madison Research Station & O.J. Noer Turfgrass Research & Education Facility
[2019-West-Madison-July-6-Training-Registration-Flyer_fillable.pdf](#)

July 31, 2019 9:15 – 4:00 p.m. Neville Public Museum Green Bay, WI
[2019-Green Bay-July-31-Training-Registration-Flyer_fillable.pdf](#)

Class Seminar Bus Tour Schedule: July 15, 2019 9:30 a.m. – 6:30 p.m.
July 16, 2019 8:00 a.m. – 3:30 p.m.
[2019-AITC-Bus-Tour-Registration-Flyer_fillable.pdf](#)

Register today! Ag in the Classroom Registration due ASAP space is limited to 50 participants. Click on links about to register for each event, July 9, (\$25), July 31 (\$25) and the Bus Tour July 15 & 16 (\$75). Total of \$125 pays for snacks, lunch and materials on these days.

Tuition Payments due to Concordia September 2, 2019.

Course Requirements Due: October 30, 2019

Submit Coursework to: Sheila Everhart
sheilageverhart@gmail.com