

To: Pennsylvania Friends of Agriculture Foun ETC. (RAFdocketing@roylance.com)
Subject: U.S. TRADEMARK APPLICATION NO. 85148402 - MOBILE AG ED SCIENCE LAB - 57596
Sent: 10/14/2012 5:06:40 PM
Sent As: ECOM111@USPTO.GOV

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**UNITED STATES PATENT AND TRADEMARK OFFICE (USPTO)
OFFICE ACTION (OFFICIAL LETTER) ABOUT APPLICANT'S TRADEMARK APPLICATION**

APPLICATION SERIAL NO. 85148402

MARK: MOBILE AG ED SCIENCE LAB

85148402

CORRESPONDENT ADDRESS:

RICHARD A FLYNT
ROYLANCE ABRAMS BERDO & GOODMAN LLP
1300 19TH ST NW STE 600
WASHINGTON, DC 20036-1649

CLICK HERE TO RESPOND
<http://www.uspto.gov/trademarks/te>

APPLICANT: Pennsylvania Friends of Agriculture Foun ETC.

CORRESPONDENT'S REFERENCE/DOCKET NO :

57596

CORRESPONDENT E-MAIL ADDRESS:

RAFdocketing@roylance.com

OFFICE ACTION

STRICT DEADLINE TO RESPOND TO THIS LETTER

TO AVOID ABANDONMENT OF APPLICANT'S TRADEMARK APPLICATION, THE USPTO MUST RECEIVE APPLICANT'S COMPLETE RESPONSE TO THIS LETTER **WITHIN 6 MONTHS** OF THE ISSUE/MAILING DATE BELOW.

ISSUE/MAILING DATE: 10/14/2012

THIS IS A FINAL ACTION.

This Office action is in response to applicant's communication filed on September 13, 2012. The refusal to register the mark under Section 2(f) of the Trademark Act is maintained and made **FINAL**.

Registration Refused under Section 2(f) - Mark is Generic

Registration was refused on the Principal Register under Section 2(f) of the Trademark Act because the subject matter for which registration is sought is generic for applicant's services. The examining attorney has considered the applicant's arguments carefully but has found them unpersuasive. For the reasons set forth below, the refusal is maintained and made FINAL.

The applicant applies to register **MOBILE AG ED SCIENCE LAB** for, as amended, educational services, namely, courses, classes and seminars in the field of science by means of a mobile science laboratory contained in a trailer. The question of whether a mark is generic involves a two-part inquiry. The first part begins with an analysis of the evidence of record to determine what is the genus of services in which the services rendered by applicant are properly classified. A generic term is defined as "the common descriptive name of a class of goods or services..." *H. Marvin Ginn Corp. v. International Association of Fire Chiefs, Inc.*, 782 F.2d 987, 228 USPQ 528, 530 (Fed. Cir. 1986). The next step is to determine whether the term sought to be registered is understood by the relevant purchasing public primarily to refer to that genus of goods or services.

For a mark that is a generic "compound term," a combination of two or more words, the evidence of record must show that each of the constituent words is generic, and that each word retains its generic meaning when combined such that the composite formed is generic and does not create a different, non-generic meaning. *See In re Gould Paper Corp.*, 834 F.2d 1017, 1018-19, 5 USPQ2d 1110, 1111-12 (Fed. Cir. 1987); *In re Wm. B. Coleman Co.*, 93 USPQ2d 2019, 2021 (TTAB 2010); TMEP §1209.01(c)(i).

I. The Genus of Applicant's Services

The fact that the genus is often derived from the identification of the goods and/or services in the application is based on the premise that the identification accurately reflects an applicant's actual use of the applied-for mark. *In re DNI Holdings Ltd.*, 77 USPQ2d 1435, 1437-38 (TTAB 2005) (citing *Magic Wand Inc. v. RDB Inc.*, 940 F.2d 638, 640, 19 USPQ2d 1551, 1552 (Fed. Cir. 1991)); *see In re Steelbuilding.com*, 415 F.3d 1293, 1297-98, 75 USPQ2d 1420, 1422 (Fed. Cir. 2005).

An applicant's website may also assist in clarifying or refining the genus by providing the context for the terms in the identification. *In re Reed Elsevier Props. Inc.*, 482 F.3d 1376, 1379, 82 USPQ2d 1378, 1380 (Fed. Cir. 2007). The genus is not only limited by the identification. *See In re DNI Holdings Ltd.*, 77 USPQ2d 1435, 1438 (TTAB 2005).

As demonstrated by the evidence of record, including applicant's own website and description, **MOBILE AG ED SCIENCE LAB** names the genus of services in this case. The identification of services indicates that applicant is providing educational services in the field of science by means of a mobile science laboratory. Applicant's website demonstrates that applicant's services involve agriculture education. Thus, the genus of applicant's services is agriculture education provided by means of a mobile science laboratory.

I. The Relevant Public Understands the Mark to Primarily Refer to the Genus of Applicant's Services

The determination of mere descriptiveness or genericness is not made in the abstract on the basis of a consideration of the mark alone. Instead, the mark is considered in relation to the particular goods or services for which registration is sought, the particular context in which the mark is being used, and the impact that it is likely to make on the average purchaser or consumer of those goods/services. *See In re*

Consolidated Cigar Co., 35 USPQ2d 1290 (TTAB 1995); *In re Pennzoil Products Co.*, 20 USPQ2d 1753 (TTAB 1991); *In re Abcor Development Corp.*, 588 F.2d 811, 200 USPQ 215, 217-18 (C.C.P.A. 1978). A word or term that is the name of a key ingredient, characteristic or feature of the goods and/or services can be generic for those goods and/or services and thus, incapable of distinguishing source. A term does not need to be the name of the goods and/or services to be found incapable of serving as an indicator of origin. *In re Sun Oil Co.*, 426 F.2d 401, 165 USPQ 718 (C.C.P.A. 1970) (holding CUSTOM BLENDED generic for gasoline); *In re Helena Rubenstein, Inc.*, 410 F.2d 438, 161 USPQ 606 (C.C.P.A. 1969) (holding PASTEURIZED generic for face cream); *Roselux Chem. Co. v. Parsons Ammonia Co.*, 299 F.2d 855, 132 USPQ 627 (C.C.P.A. 1962) (holding SUDSY generic for ammonia); *In re Eddie Z's Blinds & Drapery, Inc.*, 74 USPQ2d 1037 (TTAB 2005) (holding BLINDSANDDRAPERY.COM generic for online retail store services featuring blinds, draperies and other wall coverings); *In re Candy Bouquet Int'l, Inc.*, 73 USPQ2d 1883 (TTAB 2004) (holding CANDY BOUQUET generic for “retail, mail, and computer order services in the field of gift packages of candy”); *In re Reckitt & Colman, N. Am. Inc.*, 18 USPQ2d 1389 (TTAB 1991) (holding PERMA PRESS generic for soil and stain removers); *In re Ricci-Italian Silversmiths, Inc.*, 16 USPQ2d 1727 (TTAB 1990) (holding ART DECO generic for flatware); *In re Hask Toiletries*, 223 USPQ 1254 (TTAB 1984) (holding HENNA ‘N’ PLACENTA generic of ingredients for hair conditioner); *A.J. Canfield Co. v. Honickman*, 808 F.2d 291, 1 USPQ2d 1364 (3d Cir. 1986) (holding CHOCOLATE FUDGE generic for diet sodas); see TMEP §§1209.01(c) *et seq.* Applicant’s mark is merely comprised of individual generic terms that do not result in the creation of a non-generic composite mark but rather retains its generic significance as a whole. The genus of applicant’s services is agriculture education services provided by means of a mobile science laboratory. “MOBILE SCIENCE LAB” refers to a travelling science laboratory and “AG ED” refers to agriculture education. The terms “MOBILE” and “SCIENCE LAB” are the names of a key feature of applicant’s educational services, i.e., a mobile science laboratory. The evidence of record shows extensive third-party generic use of the phrase “MOBILE SCIENCE LAB” to refer to educational services in the field of science rendered by means of a mobile science laboratory. The evidence of record also shows extensive third-party generic use of the term “AG ED” or “AGRICULTURE EDUCATION” to refer to education in the field of agriculture. Thus, the evidence of record proves that the relevant public understands applicant’s mark to primarily refer to the genus of applicant’s services, namely, agriculture education services provided by means of a mobile science laboratory. There is nothing about the combination of the individual generic terms that would require great speculation or conjecture as to the genus of applicant’s services. Rather, the mark as a whole retains its generic meaning and merely names the genus of applicant’s services .

Applicant’s Arguments

Applicant argues that the mark is not generic because the examining attorney has not identified the genus of applicant’s services and the relevant public would not understand the composite mark to primarily refer to that genus of services. Specifically, applicant argues that the examining attorney “provides no evidence and never states what she perceives as the class or genus of the services” and has not identified a single generic use of the composite mark. Moreover, applicant argues that the examining attorney has applied an incorrect legal standard in that she has relied on “scattered webpages and various uses of the constituent elements of the mark but has not produced any evidence as to the genericness of the mark as a whole.” Applicant contends that it has submitted evidence in support of its assertion that it has acquired distinctiveness based on at least five years of substantially continuous and exclusive use of the mark in commerce.

Evidence of the public’s understanding that a designation primarily refers to the genus of specific goods and/or services may be obtained from any competent source, such as dictionaries, trade journals, magazines, catalogs, newspapers, and other publications. See *In re Merrill Lynch, Pierce, Fenner, & Smith, Inc.*, 828 F.2d 1567, 1570, 4 USPQ2d 1141, 1143 (Fed. Cir. 1987); *In re Northland Aluminum*

Prods., Inc., 777 F.2d 1556, 1559, 227 USPQ 961, 963 (Fed. Cir. 1985). In addition, material obtained from third-party Internet websites is generally accepted as competent evidence. See *In re Country Music Ass'n*, 100 USPQ2d 1824, 1829 (TTAB 2011); TBMP §1208.03; TMEP §710.01(b). Further, research databases such as LEXIS/NEXIS® are also considered a source of competent evidence. See *In re Leatherman Tool Grp., Inc.*, 32 USPQ2d 1443, 1449 (TTAB 1994); *In re Analog Devices Inc.*, 6 USPQ2d 1808, 1810 (TTAB 1988); TMEP §1209.01(c)(i).

Here, the evidence of record, including dictionaries, magazines, newspapers, and excerpted articles from the Internet and Nexis, clearly demonstrates that the genus of applicant's services is agriculture education services provided by means of a mobile science lab. The evidence also clearly establishes that the relevant public understands the mark to primarily refer to the genus of applicant's services because it consists of extensive third-party generic use of the phrase "MOBILE SCIENCE LAB" and "AG ED" to refer to travelling scientific laboratories and agriculture education services. The mere combination of the individual generic terms does not result in a distinctive, non-generic composite mark. Rather, the mark retains its generic significance as a whole. Accordingly, the trademark examining attorney has established by "clear evidence" that the applied-for mark is generic; thus the USPTO's evidentiary burden has been met. See *In re Hotels.com LP*, 573 F.3d 1300, 1302, 91 USPQ2d 1532, 1533-34 (Fed. Cir. 2009); *In re Merrill Lynch, Pierce, Fenner, & Smith, Inc.*, 828 F.2d 1567, 1571, 4 USPQ2d 1141, 1143 (Fed. Cir. 1987); TMEP §1209.01(c)(i).

Moreover, applicant cannot overcome this refusal by submitting a claim of acquired distinctiveness under Trademark Act Section 2(f). See 15 U.S.C. §1052(f). Such a claim would be insufficient because no amount of purported proof that a generic mark has acquired secondary meaning can transform it into a registrable trademark or service mark. See *In re Bongrain Int'l Corp.*, 894 F.2d 1316, 1317 n.4, 13 USPQ2d 1727, 1728 n.4 (Fed. Cir. 1990); *H. Marvin Ginn Corp. v. Int'l Ass'n of Fire Chiefs, Inc.*, 782 F.2d 987, 989, 228 USPQ 528, 530 (Fed. Cir. 1986); TMEP §1212.02(i). A generic term cannot become a trademark or service mark under any circumstance.

Final Response Guidelines

If applicant does not respond within six months of the date of issuance of this final Office action, the application will be abandoned. 15 U.S.C. §1062(b); 37 C.F.R. §2.65(a). Applicant may respond to this final Office action by:

- (1) Submitting a response that fully satisfies all outstanding requirements, if feasible; and/or
- (2) Filing an appeal to the Trademark Trial and Appeal Board, with an appeal fee of \$100 per class.

37 C.F.R. §§2.6(a)(18), 2.64(a); TBMP ch. 1200; TMEP §714.04.

In certain rare circumstances, a petition to the Director may be filed pursuant to 37 C.F.R. §2.63(b)(2) to review a final Office action that is limited to procedural issues. 37 C.F.R. §2.64(a); TMEP §714.04; see 37 C.F.R. §2.146(b); TBMP §1201.05; TMEP §1704 (explaining petitionable matters). The petition fee is \$100. 37 C.F.R. §2.6(a)(15).

/Renee McCray/

Trademark Examining Attorney
U.S. Patent and Trademark Office
Law Office 111
571.272.9388
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TO RESPOND TO THIS LETTER: Go to http://www.uspto.gov/trademarks/teas/response_forms.jsp. Please wait 48-72 hours from the issue/ mailing date before using TEAS, to allow for necessary system updates of the application. For *technical* assistance with online forms, e-mail TEAS@uspto.gov. For questions about the Office action itself, please contact the assigned trademark examining attorney. **E-mail communications will not be accepted as responses to Office actions; therefore, do not respond to this Office action by e-mail.**

All informal e-mail communications relevant to this application will be placed in the official application record.

WHO MUST SIGN THE RESPONSE: It must be personally signed by an individual applicant or someone with legal authority to bind an applicant (i.e., a corporate officer, a general partner, all joint applicants). If an applicant is represented by an attorney, the attorney must sign the response.

PERIODICALLY CHECK THE STATUS OF THE APPLICATION: To ensure that applicant does not miss crucial deadlines or official notices, check the status of the application every three to four months using Trademark Applications and Registrations Retrieval (TARR) at <http://tarr.uspto.gov/>. Please keep a copy of the complete TARR screen. If TARR shows no change for more than six months, call 1-800-786-9199. For more information on checking status, see <http://www.uspto.gov/trademarks/process/status/>.

TO UPDATE CORRESPONDENCE/E-MAIL ADDRESS: Use the TEAS form at <http://www.uspto.gov/teas/eTEASpageE.htm>.

108B8C

Time of Request: Friday, October 12, 2012 11:40:49 EST
Client ID/Project Name:
Number of Lines: 23
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Research Information

Service: Terms and Connectors Search
Print Request: Current Document: 1
Source: Combined Source Set 9
Search Terms: "mobile science lab"

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GlobalData - SWOT Analysis

October 6, 2012

NIIT Limited

...better services to its customers, which ensure steady revenue for the company. Many companies and institutions, across the world, have become part of these partner programs. The company has partnership with IBM and SAP for training in business software, enterprise resource planning and related applications. During fiscal year 2011, the company added 581 Non-government Schools. In addition, the company entered into an alliance with Fourier Systems to launch the **Mobile Science Lab** for schools, an innovative learning solution which integrates the Science Lab into the classroom. In 2009, the company signed partnership agreements with MDI Gurgaon, KPMG, IMI, IAMI, IIM-L and IIM-C. The company also has global partnership with Indira Gandhi National Open University (IGNOU), for education and skill building, to enhance employability. Strong partnerships enhance its portfolio of offerings, providing it a competitive advantage ...

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Time of Request: Friday, October 12, 2012 11:40:49 EST

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Time of Request: Friday, October 12, 2012 11:52:47 EST
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Number of Lines: 646
Job Number: 2827:375001578

Research Information

Service: Terms and Connectors Search
Print Request: Selected Document(s): 1-7,9,11-13,17,24,27,29,30,32,36,38,41-43,48,50
Source: US Newspapers
Search Terms: **BODY(mobile science labs) and not curiosity**

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Copyright 2012 ProQuest Information and Learning
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Copyright 2012 New Pittsburgh Courier
New Pittsburgh Courier (Pennsylvania)

September 5, 2012 - September 11, 2012
City Edition

SECTION: RELIGION; Pg. B2 Vol. 103 No. 36 ISSN: 1047-8051

LENGTH: 396 words

HEADLINE: C.A.R.E.S. summer program receives \$10,000 grant

BODY:

...arts and crafts, fitness activities and other enrichment programs, including field trips to a wide variety of cultural attractions in Pittsburgh. The program includes visits to the Pittsburgh Zoo and Aquarium, Children's Museum, National Aviary, Phipps Conservatory and a Pittsburgh Pirates game. Other activities include dance classes, meetings of the Boy and Girl Scouts, movies, swimming at the Thelma Lovette YMCA and activities with the Pitt [Mobile science lab](#) and Carnegie Mellon's robotics program.

"We chose C.A.R.E.S. because of their ability to give children this rich experience," said Gina Thorpe, the coordinator of the summer program for Garfield Commons. "It's a program we want to support. C.A.R.E.S. got the grant because of the great work they do with children."

Keith Key is the president of KBK Foundation, which is the philanthropic arm of KBK Enterprises.

The Garfield children are taken by bus each morning to the Hill District, and are brought ...

Copyright 2012 Dolan Media Newswires
Long Island Business (Long Island, NY)

August 31, 2012 Friday

SECTION: NEWS

LENGTH: 1254 words

HEADLINE: New ideas to sell STEM to Long Island schools

BYLINE: John Callegari

BODY:

...choose STEM-related careers.

Bill Waibel, the president of Bay Shore-based A-Plus Mobile Solutions, asserts that for a price - he calls it a bargain - he can offer a real-life solution to igniting youngsters' interest in STEM fields.

After seeing students at 300 New York City schools using his **company's mobile science lab** enthusiastically embrace technical courses, Waibel said Long Island schools should replace their outdated science labs with his product, a veritable STEM classroom on wheels.

The cost: roughly \$50,000 each, plus an additional \$5,000 apiece for training.

Budget constraints in recent years have forced most schools to delay needed upgrades for science facilities, Bixhorn said. Upgrades to ...

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The Daily Record (Baltimore, MD)

March 27, 2012 Tuesday

SECTION: NEWS

LENGTH: 623 words

HEADLINE: Mobile lab brings hands-on learning to schools across Md.

BYLINE: Shane Doyle

BODY:

In the hopes of encouraging Maryland students to consider a career in the bioscience industry, a mobile science lab is visiting the Baltimore School for the Arts this week, giving students an opportunity to do hands-on experiments with expert instructors.

The MdBio Foundation, a division of the Rockville-based Tech Council of Maryland, has brought its MdBioLab to 35 Maryland schools a year since 2003. The \$450,000 lab on wheels can accommodate 32 students at a time, and is equipped for 11 different experiments, from ...

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Copyright 2012 The Island Packet
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The Island Packet

March 21, 2012 Wednesday

LENGTH: 57 words

HEADLINE: PHOTO: Beaufort High biology students study genetics in mobile lab

BYLINE: IslandPacket; info@islandpacket.com

DATELINE: March 21 2012

BODY:

Genetics instructor Katie Henderson answers questions from Beaufort High student Westly Woodward and Rachael Scheper Wednesday morning inside the Greenwood Genetic Center's **mobile science lab** in the Beaufort High School parking lot. Biology students were given an assignment that simulated tests run in the GGC medical genetics diagnostic lab.

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San Antonio Express-News

December 29, 2011 Thursday
PT Edition

SECTION: PT - SOUTHSIDE REPORTER; Pg. 8SR

LENGTH: 511 words

HEADLINE: Science BioBus rolls into Blue Star complex

BYLINE: Noi Mahoney, MANAGING EDITOR

BODY:

BioBus, a mobile science lab on a nationwide 11-city tour, visited the Blue Star Arts Complex Dec. 14.

"Our aim is to bring fun and education to children," said Sarah Weisberg, a young Harvard-educated scientist. "We are a nonprofit based out of New York City to promote science education to students in kindergarten through 12th grade."

Students from several area schools visited the lab, where they took samples from the ...

Copyright 2011 Daily Times
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Daily Times (Salisbury, Maryland)

December 20, 2011 Tuesday

SECTION: OPI

LENGTH: 357 words

HEADLINE: Environmental nature research lab hits the road

BYLINE: By, Charlene Sharpe

BODY:

...County school system staff.

Barrett acquired the van this spring and began getting it ready for its new career. Students from Worcester Technical High School helped with the artistic paint job, Barrett said, while she gathered supplies like puppets, shells and rocks for the inside of the van.

When students at Buckingham Elementary School climbed aboard the van for the first time they were greeted with an entire **mobile science lab**, stocked with safety glasses, brightly colored aprons and a variety of learning aids. Barrett led them through hands-on activities designed to teach them about the three different types of rocks.

The students used an assortment of materials, including bread, jelly and gummy bears, to get an idea of what sedimentary rocks were while marshmallows and chocolate chips were used by Barrett to demonstrate metamorphic rocks.

Donna Socha, the ...

Copyright 2011 Advance Publications, Inc.
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Staten Island Advance (New York)

November 23, 2011 Wednesday

SECTION: ZONEW; Pg. C07

LENGTH: 592 words

HEADLINE: BioBus rolls in to PS 54

BYLINE: DIANE LORE, STATEN ISLAND ADVANCE

BODY:

That's exactly what students at PS 54 did when they entered the BioBus.

The BioBus is a mobile science lab, an energy-friendly "green" bus that is powered by the sun, wind, and left-over vegetable oil.

It is stopping off at schools throughout the city, and recently pulled up in front of PS 54 on Willowbrook Road.

Students got to clamber aboard, where they were met by Ben Dubin-Thaler - known as "Dr. Ben" - who conceived of, and operates, the bus.

Dubin-Thaler received a ...

Copyright 2011 Great Falls Tribune
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Great Falls Tribune (Montana)

November 4, 2011 Friday

SECTION: MONTANA; Pg. M1,2

LENGTH: 451 words

HEADLINE: Chinook schools awarded \$40,000 grant

BYLINE: By, RYAN HALL

BODY:

Representatives from Devon surprised Superintendent Jay Eslick during a pep rally Thursday when they presented administrators with a \$40,000 grant as part of the company's "\$40K for Kids" initiative.

According to a news release from Devon, the money will be used to modernize the district's science facilities at the junior-senior high school and the elementary school through **the purchase of mobile science labs**. The junior-senior high science classrooms also will be updated to provide teachers and students with an interactive and safe environment for experiments.

"I'm still a little shocked," Eslick said more than three hours after the presentation. "We usually come up a little short with most of the grants we write."

Eslick said the surprise was set up by a board member who insisted that she meet with him at ...

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Copyright 2011 The Columbia Daily Tribune
Columbia Daily Tribune (Missouri)

September 16, 2011 Friday

SECTION: NEWS; Pg. A.12

LENGTH: 582 words

HEADLINE: Schools coordinator faces charges in old district

BYLINE: Catherine Martin

BODY:

...felt that it would be OK to move forward with his hiring at the district."

The issue, Baumstark said, is between Szydowski and Rockwood schools, but Columbia Public Schools is confident in Szydowski.

"He's been doing very well here. We have obviously had some successes with him," she said, alluding to a recent bump in science scores on Missouri Assessment Program testing.

Szydowski began working at Rockwood in 2004. While there, he began Rockwood's **mobile science lab**, an RV renovated to become a science lab on wheels, noted as one of the few of its kind in the nation.

Reach Catherine Martin at 573-815-1711 or e-mail cmartin@columbiatribune.com

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This article was published on page A12 of the Thursday, September 15, ...

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Copyright 2011 Star-Gazette
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Star-Gazette (Elmira, New York)

August 11, 2011 Thursday

SECTION: NEWS

LENGTH: 114 words

HEADLINE: Science and Discovery Center approaches fund drive goal

BYLINE: By, Staff report

BODY:

The Science and Discovery Center in Corning has raised more than \$15,000 from individuals, organizations and businesses as it closes in on its \$20,000 2011 fund drive goal.

Started in 1994, the Science and Discovery Center provides educational programs to make students more aware of the links between science and everyday life.

The center's mobile science lab, family science events, summer camps and teacher workshops reached nearly 26,000 students in 11 area school districts in the past year alone, said Director Patricia Dann.

Contributions can be sent to the Science and Discovery Center, 114 Pine St., Corning, N.Y. 14830. Donations can also be made online at www.sdsciencecenter.org.

Copyright 2011 Charleston Newspapers
Charleston Gazette (West Virginia)

June 22, 2011, Wednesday

SECTION: NEWS; Pg. P7A

LENGTH: 270 words

HEADLINE: STATE Briefs

BODY:

Senate President Earl Ray Tomblin, acting as governor, appointed Anna Border on Tuesday to the vacancy caused by the death of Larry Border, the House's minority whip. Border, 60, died June 8 after suffering a stroke.

Anna Border was among three district residents recommended to Tomblin by a Republican committee. She is a teacher and travels the state with **West Virginia Farm Bureau's Mobile Science Lab**. She also has been a chaplain for the state Federation of Republican Women. The couple was married for 38 years.

Tuesday's appointment was effective immediately.

Anna Border will serve what remains of her late husband's term. The seat is again on the ballot for a full two-year term in 2012.

Weirton, company sued over water-line break

WEIRTON - A Weirton resident has filed a lawsuit ...

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Copyright 2011 Richmond Times - Dispatch
Richmond Times - Dispatch (Virginia)

Distributed by McClatchy-Tribune Business News

January 14, 2011 Friday

SECTION: STATE AND REGIONAL NEWS

LENGTH: 320 words

HEADLINE: Pritchett reappointed to head Petersburg School Board

BYLINE: Jeremy Slayton, Richmond Times-Dispatch, Va.

BODY:

...for treasurer's office work.

Schools Finance Director Tracie Coleman said the 12 computers are too old to run the school system's instructional software and equipment.

Division receives grant

Grant writer Gail Wade announced at Wednesday night's meeting that the school system recently received an \$8,000 grant from BI Chemical Inc.

The money will be used to purchase science equipment and supplies for mobile science labs for the elementary schools and science lab equipment and supplies for the secondary schools.

jslayton@timesdispatch.com

(804) 649-6861

To see more of the Richmond Times-Dispatch, or to subscribe to the newspaper, go to <http://www.timesdispatch.com>.
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Charlotte Observer (North Carolina)

January 12, 2011 Wednesday

SECTION: Q

LENGTH: 574 words

HEADLINE: High chance of learning in the forecast today

BYLINE: Nancy Thomason

BODY:

...Lenz, referring to meteorology. "If we can spark an interest in the kids now and they develop an interest in this science, it will pay off later for them."

Once the Charlotte Preparatory School Parent's Association heard about the weather station project, they put together funding to make the project a reality.

The weather station unit is made up of a wireless weather station at the **school's mobile science lab** and a digital desktop unit several hundred feet away, in Lenz's office. The weather station can measure barometric pressure, temperature, humidity and rainfall, and the speed and direction of the wind.

"It's a pretty neat little unit for \$600," said Lenz.

The weather forecast officially went online in September. Lenz said even though meteorology is only one learning component of the ...

Copyright 2011 St. Cloud Times
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St. Cloud Times (Minnesota)

January 5, 2011 Wednesday

SECTION: LOCAL-STATE; Pg. B9

LENGTH: 201 words

HEADLINE: Science on wheels

BYLINE: By, David Unze

BODY:

...St. Cloud State Science Express is at Rocori this week and next week. Students in grades 3-6 this week will use pipettes to transfer fluids for experiments. Students in grades 9-12 will participate in similar experiments next week, although the curriculum is tailored for different age levels.

St. Cloud State University transformed a semitrailer into a **mobile science lab** to bring science curriculum to students and professional development to teachers. The Science Express served about 14,000 students in 2010, said Bruce Jacobson, associate professor of biology and director of biobusiness outreach for St. Cloud State. It will travel to several other schools through the first week of May.

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St. Louis Post-Dispatch (Missouri)

December 4, 2010 Saturday
FIRST EDITION

SECTION: NEWS; Pg. A3

LENGTH: 500 words

HEADLINE: BRIEFS

BYLINE: From correspondent and wire reports

DATELINE: 0

BODY:

The budget committee presented a host of options to the School Board on Thursday. Among the suggested cuts are renegotiating the district's insurance premiums and bus contracts, reducing raises for administrators and eliminating teacher stipends for nonteaching duties. Cuts that could directly impact the students range from mothballing the school's **new mobile science lab** to reducing counselors, hall monitors and classroom assistants.

The district is also considering a tax rate increase, which it would not be able to put before the voters until November 2011. If such a measure passed, it would come too late for the 2011-12 budget, which must be in place by the start of the fiscal year in July 2011.

MARYLAND HEIGHTS > City OKs budget with another pay freeze - The recession, ...

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Charlotte Observer (North Carolina)

November 14, 2010 Sunday

SECTION: L

LENGTH: 725 words

HEADLINE: Gaston/Lincoln School News

BODY:

Gaston County

Students in Dawn Hall's Biomedical Technology class at Forestview High School recently assumed the role of forensic scientists when **the mobile science lab** Destiny visited the school.

Sponsored by UNC Chapel Hill, the mobile science lab challenged students with hands-on activities that highlighted DNA, gelelectrophoresis and forensics.

Hall attended a workshop to bring the Destiny lab to Forestview.

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Austin American-Statesman (Texas)

June 2, 2010 Wednesday
Final Edition

SECTION: METRO; Pg. B02

LENGTH: 515 words

HEADLINE: SCHOOLS

BYLINE: Compiled from staff reports

BODY:

HAYS

EDUCATORS GET \$15,000 FOR MOBILE SCIENCE LAB

Hays High School teacher Cliff Buckley and campus instructional strategist Suzan Pitman received a \$15,000 grant from the district's education foundation for their proposal that will **establish a cutting-edge mobile science laboratory** for the campus. A dozen applicants presented their "Think BIG" idea as reaching out to Hays High School students with science, math, engineering, geography and criminal justice ...

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Hartford Courant (Connecticut)

April 21, 2010 Wednesday
FINAL - 5 EDITION

SECTION: CTNOW; Pg. B5

LENGTH: 168 words

HEADLINE: Mobile Science Lab On Display At Capitol

BYLINE: - Grace E. Merritt

DATELINE: HARTFORD -

BODY:

A new mobile science lab that will visit elementary schools statewide will be on display Thursday outside the state Capitol.

Copyright 2009 Wichita Falls Times Record News
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Times Record News (Wichita Falls, Texas)

October 14, 2009 Wednesday

SECTION: A; Pg. 4

LENGTH: 716 words

HEADLINE: Kirby principal has detailed plan;
*Principal;
points way to;
improvement

BYLINE: Ann Work. worka@timesrecordnews.com / 940-763-7538

BODY:

...percent passing.

"Our campus is totally aware of the student performance gaps and our needs," Palmore wrote in the report. "Our performance gaps are in the area of African-American students and economically disadvantaged students in both math and science."

Particularly, Palmore said the complicated science vocabulary continually trips up Kirby students in testing and needs to be integrated into other subject areas.

He is also instructing science teachers to set up mobile science labs, similar to those created at Wichita Falls High School last year, to help students review science principles.

He stressed the importance of beefing up science instruction in the elementary grades so that when students arrive at Kirby in sixth or seventh grade, their science understanding is at grade level. Palmore said in his report that elementary science is taught less than 75 minutes per week.

The school is also ...

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Hartford Courant (Connecticut)

October 13, 2009 Tuesday
FINAL - 5 EDITION

SECTION: MAIN; Pg. A8

LENGTH: 274 words

HEADLINE: FOUNDATION HOPES TO HELP WITH EDUCATION COSTS

BYLINE: KEN BYRON kbyron@courant.com

DATELINE: SOUTHLINGTON

BODY:

...make its first grants this winter. She said the foundation has received some donations.

"I think this is an idea that people in town are ready to latch on to," she said.

The foundation plans to start by making small donations to teachers who need money for special projects, but also plans on raising money for major expenditures.

Miceli said ideas for such projects could include buying a mobile science lab or funding enrichment programs for students.

"We are looking to fund big-ticket items that tax dollars can't support," Miceli said.

The foundation joins a growing number of such organizations in the state. There are at least 84 in the state, according to the Connecticut Consortium of Education Foundations (CTCEF).

Miceli said the town's school superintendent, Joseph Erardi, took the lead in forming the foundation. Erardi said he sent

...

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Lewiston Morning Tribune (Idaho)

September 24, 2009 Thursday

LENGTH: 602 words

HEADLINE: Mobile science lab is on a roll :Students learn to isolate their DNA; project aims to get kids interested in science careers

BYLINE: LINDA SHAW

BODY:

...series of steps using chemicals, heat and cold to break open the cheek cells, isolate, then clump the cells' DNA.

The end result was a stringy, slimy-looking substance that elicited a few "eews."

Afterward, fourth-graders Shaylon Williams and Jakob Schreiner declared the experiment "awesome" and "cool."

"I learned that DNA is bigger than I thought," Schreiner said.

The Science Adventure Lab is one of about 20 **mobile science labs** in the country, but Jones said it's the first sponsored by a children's hospital, and the first on the West Coast. She also said it's the first to target students as young as fourth grade.

The lab was designed to be a rolling laboratory at a cost of about \$500,000, paid by Purchase a Miracle, a Washington grocery and drugstore campaign that benefits Seattle Children's hospital. Seattle ...

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The Washington Post

May 7, 2009 Thursday
Every Edition

SECTION: EXTRAS; Pg. PG05

LENGTH: 574 words

HEADLINE: At Beltsville School, Science From the Pros;
Research Service Retirees 'Fill a Void'

BYLINE: by David Hill; Gazette Staff Writer

BODY:

...Sweeney, 11, of Beltsville.

The lesson persuaded Richard Ayodele, 11, of Beltsville to take better care of his community.

"When I'm on the street, I'll sometimes litter. But now I know how much it affects the environment," he said. "We shouldn't do things to mess up the environment."

This is the sixth year the scientists have come to Beltsville Elementary. In the fall, the group will partner with the Maryland Agricultural Education Foundation to bring **mobile science labs** to the school.

James Anderson, a Silver Spring resident, worked at the research center for 37 years before retiring in 2005. In addition to helping with the enrichment program, he tutors reading and math at Beltsville Elementary once a week.

The program gives Anderson and his colleagues a chance to help the community where they have worked for most of their lives.

"I used to live in Beltsville. My ...

Copyright 2009 The Biloxi Sun Herald
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The Biloxi Sun Herald (Mississippi)

April 29, 2009 Wednesday

LENGTH: 1410 words

HEADLINE: EDUCATION NOTEBOOK

BODY:

...ExxonMobil Educational Alliance program to support the school s science program.

A local Exxon station worked with the school s principal, Pamela McInnis, to secure the grant, which is one of 4,000 available to schools across the county served by Exxon or Mobil stations. The grants were made possible by funding from the ExxonMobil Corp.

Harrison Central Elementary will use the money from the grant to buy equipment for a mobile science lab, which will improve student achievement in science by providing hands-on learning experiences.

PRCC dental assisting class earns high scores

All 11 students in Pearl River Community College s dental assisting technology program have passed two-thirds of the tests required for certification.

The Dental Assisting National Board exam is given in three parts, said Emy ...

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Thesaurus

Legend: |Synonyms |Related Words |Antonyms

Noun 1. science lab - a workplace for the conduct of scientific research

[lab](#), [laboratory](#), [research lab](#), [research laboratory](#), [science laboratory](#)

[bio lab](#), [biology lab](#), [biology laboratory](#) - a laboratory for biological research

[chem lab](#), [chemistry lab](#), [chemistry laboratory](#) - a laboratory for research in chemistry

[defense laboratory](#) - a laboratory devoted to research and development for national defense

[lab bench](#), [laboratory bench](#) - a workbench in a laboratory

[physics lab](#), [physics laboratory](#) - a laboratory for research in physics

[workplace](#), [work](#) - a place where work is done; "he arrived at work early today"



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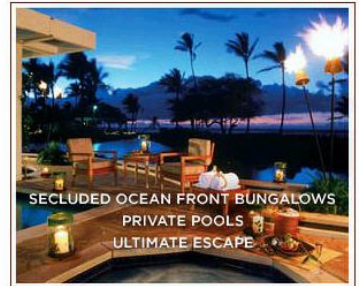
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Advertisement for Merrill Edge with 'Start Today' button and 'You bank with Bank of America. Now invest with Merrill Edge.'

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Charity advertisement: 'Feed a hungry child - donate to school feeding program' with an image of a child.

- Mentioned in: bio lab, biology lab, biology laboratory, chem lab, chemistry lab, chemistry laboratory, defense laboratory, lab, lab bench, laboratory, laboratory bench, physics lab, physics laboratory, research lab, research laboratory, science laboratory, work, workplace

References in periodicals archive: CAPTION(S): * TRIED AND TESTED: A school science lab. True test of faith by Huddersfield Daily Examiner (Huddersfield, England). Because we just opened the new school last year we actually have a fully functioning science lab, and I already set up the science lab with math and science materials. Teacher recognized for exciting students in science, math by Kosowan, Gene / Alberta Sweetgrass. But when the room is not being used as a science lab clever machinery will kick in allowing all of the equipment, including gas, electricity and computer sockets to rise into the ceiling. SIR...SOMEONE'S NICKED OUR LAB! Vanishing gear part of pounds 37m ... by Liverpool Echo (Liverpool, England). More results >>

- Dictionary browser: sciatica, Sciatical, Sciatically, Scibboleth, scibility, SCID, science, science faculty, science fiction, science lab, science laboratory, Science Museum, science park, science teacher, Scientist, scienter, sciential, scientific, scientific agriculture, scientific and technical

- Full browser: Science Instrument Test Set, Science Instrument Test System, Science Instrument Working Group, Science Interface Relay Box, Science Investigator-led Processing System, Science journal, Science Knowledge Bowl, science lab, Science Laboratories Infrastructure, science laboratory, Science Laboratory Building, Science Laboratory Environment Inventory, Science Leadership Academy, Science Learning Assessment, Science Learning Center, Science Learning in Context



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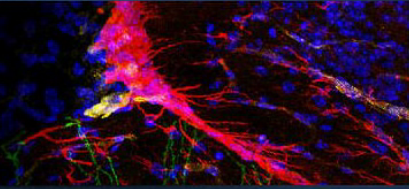
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Education Outreach



Home > About Salk > Education Outreach

About Salk

- Leadership
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- [In the Community](#)
- Education Outreach**
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Education Outreach

The Salk Institute for Biological Studies supports a broad program of activities aimed at bringing the excitement of science and scientific discovery to the San Diego community. These activities include several efforts in middle school and high school education, with an overall goal of heightening student and teacher enthusiasm for the biological sciences and current research approaches. The components of our educational outreach program include:

- [Mobile Science Laboratory](#)
- [High School Scholars](#)
- [High School Science Day](#)

Salk Mobile Science Laboratory



Contact Us/Directions



The Salk Mobile Science Lab brings current experimental techniques directly into San Diego classrooms. Based on the theme of genetics and DNA technology, a team of Salk scientists leads entire classes of students through three sets of simple and enriching experiments. This type of inquiry-based, exploratory learning is fundamental to increasing student interest in the biological sciences. The Mobile Science Lab visits at least 18 area schools and educational institutions every year, providing over 2200 students with hands-on science experience. In the past ten years, the program has reached more than 20,000 local students.

San Diego County residents often encounter an unusual sight—a van decorated with a fruit fly surfing a wave made of the double helix structure of DNA. The creatively decorated vehicle is the Salk Institute's Mobile Science Laboratory, which teaches students in grades 6 through 8 about DNA and genetics.

Neurobiologist Ellen Potter started the Mobile Lab in 1996. It now travels to more than a dozen schools each year and also participates in community science fairs under the direction of Dona Mapston, Education Specialist. Equipped with three days' worth of science lessons, the lab makes its way around San Diego, visiting a different middle school every two weeks.

On day one, students learn about genes and mutations by studying populations of fruit flies under a microscope. The next day, they extract DNA from wheat germ. "This is usually a 'wow' experience for them," says Potter.

Finally, the students learn how to separate DNA fragments, a key step to identifying genes,

Finally, the students learn how to separate DNA fragments, a key step to identifying genes, using electrical fields in a technique called electrophoresis. There is one exception; instead of DNA, the students experiment with food coloring. Dona Mapston can be contacted at mapston@salk.edu.

If you are interested in having the Mobile Science Lab come to your school, please contact Dona Mapston at mapston@salk.edu.

[Click here for more information on the Salk Mobile Science Laboratory>>](#)

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Science Adventure Lab

The Science Adventure Lab is a mobile science lab that brings innovative science education experiences to children across Washington state.



Applications for the 2012/2013 school year are now available. Please see [Lab Visit Information](#) to learn how to request an application.

Advancing Health Through Science Education



In This Section...

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[About the Science Adventure Lab](#)

[A Mobile Lab Designed for Science and Student Learning](#)

[Science Adventure Lab Curriculum](#)

[Science Adventure Lab Newsletter](#)

[Ways to Support the Science Adventure Lab](#)

[Science Adventure Lab Leadership](#)

[Science Adventure Lab Visit Information](#)

Contact Us

As part of Seattle Children's mission to improve child health through education, we've launched the Science Adventure Lab. Our mission is to deliver innovative educational experiences that inspire new passions for science, promote better health for all students, and enhance science education throughout Washington state by working in partnership with teachers, schools and communities.

"The hands-on activities on the Science Adventure Lab are designed to not only engage students and give them a deeper level of understanding of science, but also to show its relevance for everyday life."

Amanda Jones, PhD, Director



The Science Adventure Lab is a 45-foot-long mobile science lab custom-built in 2009 designed to deliver an exceptional learning experience. Our curricula are focused on life science topics that promote health – such as nutrition, prevention of infectious disease and exploring respiratory functions – and expose students to the exciting world of cutting-edge science. Once aboard the mobile lab, students in grades 4 to 8 conduct hands-on, interactive science experiments that challenge them to solve authentic problems and introduce them to career possibilities in the health sciences.

There is no cost to the school, students or teachers for a Science Adventure Lab visit.

To learn more, [email us](#).

Upcoming Events

October			
WED 17 Osborn Elementary (Cascade) School Visit	THU 18 Osborn Elementary (Cascade) School Visit	FRI 19 Great Northern Elementary (Great Northern) School Visit	TUE 23 East Farms (East Valley) School Visit

Contact Us

[Email](#)

Related Links

- [Mobile Laboratory Coalition](#)
- [Rolling Lab Proves Science Rocks](#)
- [Science Adventure Lab \(PDF\)](#)
- [Taking Science Education on the Road \(PDF\) \(NCCR Reporter\)](#)

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Seattle Children's provides healthcare for the special needs of children regardless of race, sex, creed, ethnicity or disability. Financial assistance for medically necessary services is based on family income and hospital resources and is provided to children under age 21 whose primary residence is in Washington, Alaska, Montana or Idaho.



Seattle Children's Ranked
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Magnet Nursing Excellence



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Mobile Science Lab



The Gene Machine Mobile Science Laboratory allows the technology and expertise of the Greenwood Genetic Center to come directly to the classroom. With the support of a grant from the National Human Genome Research Institute, GGC acquired the Gene Machine, a 41 foot custom coach equipped as a mobile science laboratory. The mobile laboratory allows students to engage in fun,

Scheduling Note

Scheduling for the 2012-2013 school year continues, though a very limited number of dates remain available. If you are interested in scheduling the mobile lab for your school, please complete the request form or contact education@ggc.org for more information.

Forms

- [Modules](#)
- [Scheduling Form for the Mobile Lab](#)
- [Student Permission Form](#)
- [Checklist for Mobile Lab Visit](#)

entertaining and educational scenarios where they have the opportunity to learn about genetic traits and disorders, understand the lab techniques used in making a diagnosis as well as consider the ethical implications of testing. Teachers can select from multiple lab activities including basic lab skills and genetic modules. Each of the modules addresses SC Science Standards.

The mobile science lab is available to visit high schools across South Carolina at no charge to the school.

The Mobile Science Lab includes:

- Laboratory equipment including microcentrifuges, a thermocycler, gel electrophoresis apparatus, micropipettes, vortexes, water baths, magnetic heaters and electronic balances.
- Workstations accommodating up to 24 students.
- LCD monitors, a wireless microphone system and a camera system.
- Safety equipment, air conditioning and an ADA-approved automatic wheelchair lift.

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Mobile Science Lab Program: Creating the Connection Between Classrooms and Health Care Careers

Classroom Protocols from Ross Aleff
[Agriculture Protocols](#); [Food Science Protocols](#);
[Biology Protocols](#)

-  [Cumulative Project Report 2008-2011](#)
-  [Mobile Science Lab Loan Policy](#)
-  [Lab Reservation/Rental Form](#)
-  [Teacher Usage and Feedback Form](#)
-  [Student Survey Form](#)
(link to online student survey: <http://ssc.MSL.sgizmo.com/s3>)
-  [Overview Presentation](#)

HISTORY OF THE MOBILE SCIENCE LABS

Launched in January of 2009, thanks to a \$75,000 grant from **HealthForce Minnesota**, this resource carries state-of-the-art scientific equipment in portable cabinets directly to high school science classrooms. The Labs are available for a nominal usage fee to any teacher that has completed the **Mayo Clinic** Educator Academy, designed to expand molecular biology and genomics, or the one-week session focused on agricultural bioscience. Participation in this course the prerequisite training for using the specialized equipment and successfully implementing the curriculum.

Since the inception of the Educator Academies, developed as a result of a survey by the **Rochester Area Math Science Partnership**, well over 100 teachers from more than 40 districts have completed the training. As many as 27 more teachers are selected to participate in one of three one-week courses each summer. The Mayo Clinic Educator Academy, entitled

- Leadership Training
- MBTI for Staff
- SWIS Training
- Predatory and Sex Offenders in Your Community: Safety and Risk Management

Molecular and You Back in High School was designed to expand molecular biology and genomics in high school classrooms. Recently, the program has expanded to include a one-week session focused on agricultural bioscience.

After introducing the original Mobile Science Lab, we quickly discovered that one trailer was simply not adequate. To ensure that we could provide the needed level of support for the current program and meet district demand, we launched a funding campaign to develop and deploy a second trailer. With help from our partners at the **Mayo Clinic** and **Rochester Area Math Science Partnership**, we raised the money. Thanks to a \$50,000 year two grant from **HealthForce Minnesota**, combined with a \$15,000 grant from the **Southern Minnesota Initiative Foundation**, a \$10,000 grant from **Workforce Development, Inc.**, a \$10,000 grant from **Winona State University** (a member of the Minnesota State Colleges and Universities System), a \$5,000 grant from the **AgStar Fund for Rural America**, and a \$7,500 grant from **Minnesota Agricultural Education Leadership Council** (MAELC), a second trailer was deployed for the 2010-2011 school year. Not only did this essentially double our outreach and impact on students, but it allowed us to equip both trailers with the materials needed to conduct agriculture-related experiments in the classrooms too!

By providing this resource, the Mobile Science Lab ensures that teachers have access to the full array of scientific equipment necessary to duplicate what they experienced in Mayo Clinic Laboratories in their classrooms and to successfully implement the new curriculum. **To date, almost 4,000 students have used the Mobile Science Labs.** We have been monitoring the impact of the Labs on students by means of a pre- and post- survey. As our goal was to help students explore career opportunities in the sciences, we were pleased to see 77% indicated that science will play an important role in their future and 26% said that they are considering pursuing a health science career (higher than any other option in any other field). In addition, 91% indicated that the experience personally impacted them in a positive way (by increasing engagement in their learning, teaching them new skills, and/or increasing awareness of scientific careers). Students reported that using the Mobile Science Lab changed my opinion of science and biology, proved that science is relevant to my life, made me curious of other applications of what we worked with, got me excited about science, helped me learn that I'm good at science, and really inspired me. At a time when there is so much focus on STEM (Science, Technology, Engineering, and Math) we are proud that our program is making a difference and having such a positive effect on students.

MOBILE SCIENCE LABS ... IN THE NEWS

- [KTTC Video 3.3.10](#)
- [KAAL Video 3.3.10](#)
- [KAAL Video 1.24.11](#)



- [Springfield Advance-Press 2.23.11](#)
- [MN Public Radio 3.3.10](#)
- [Post-Bulletin Article 3.4.10](#)

[Wabasha County Herald Article 10.21.09](#)
[Post-Bulletin Article 9.18.09](#)
[Winona Daily News 4.15.11](#)
[LeCenter Leader Article 5.5.11](#)
[MSBA Journal July-August 2011](#)
[Winona Daily News 12.21.11](#)
[Zumbrota News Record 05.06.12](#)

AWARD WINNING PARTNERSHIP

Local Government Innovation Award



Recently, the Mobile Science Lab received a Local Government Innovation Award. The Humphrey School's Public and Nonprofit Leadership Center (PNLC) at the University of Minnesota partnered with the Association of Minnesota Counties (AMC), the League of Minnesota Cities (LMC), and the Minnesota School Boards Association (MSBA) to conduct the fifth annual Local Government Innovation Awards, which laud outstanding cities, counties, and

public schools that use innovative practices to improve local services. We were proud to announce that our Mobile Science Lab project was honored with one of these prestigious awards.

This year's Local Government Innovation Award winners were selected based on innovations that meet local needs, promote collaboration, improve service delivery, and develop sustainable strategies for service redesign. The awards were given to innovations that have demonstrated growth beyond the conceptual stage and have demonstrated progress and impact. The 13 projects chosen statewide were selected from a pool of 30 nominated by a panel of local officials, Humphrey faculty, and a public affairs journalist. 20% of the score was based on the level of public support for each entry, based on an online voting site. We thank those of you that showed your support, as we received the third highest number of votes amongst the winning projects.

The reception and award ceremony was held on Wednesday, April 13 at the Humphrey Center in Minneapolis. Our project was represented by Guy Finne, Recruitment Advisor, Mayo Clinic; Dale Walston, Director of Operations, Southeast Service Cooperative; Randy Johnson, Executive Director, Workforce Development Inc.; Tim Penny, President and CEO, Southern Minnesota Initiative Foundation; and Sonya McNamara, Health Science Career and Technical Education Coordinator, HealthForce Minnesota.

Thanks to this honor, our Mobile Science Labs were one of three recipients that were highlighted in a Star Tribune article on March 15 and in the July-August 2011 Minnesota School Board Association Journal. Some quotes collected from our funders and partners for the press releases include:

“This program has made a significant impact on our regional community. It has given

- "This program has made a significant impact on our regional community. It has given us an outlet to better serve our high school science teachers, has solidified many long-time relationships, and has connected other organizations in new partnerships. To date, almost 2,000 students have used the Mobile Science Labs, with 91% indicating that the experience has increased engagement in their learning, taught them new skills, and increased their awareness of scientific careers. At a time when there is so much focus on STEM (Science, Technology, Engineering, and Math) we are proud that our program is making a difference and having such a positive effect on students." Amy Grover, Program and Planning Manager, Southeast Service Cooperative
- "It is outstanding to see an investment that makes a meaningful difference in the region." John Monson, Vice President, AgStar Rural Capital Network and Chairman of the AgStar Fund for Rural America
- "I am delighted to learn that the Science Lab has been selected by the Humphrey Institute to receive recognition. It has been exciting to see how this project has grown over the years. Our Foundation was pleased to play an early role as convener for the initial planning sessions - and to have provided a grant last year to assist in expanding the program." Tim Penny, President and CEO, Southern Minnesota Initiative Foundation
- "We know that 70% of the new jobs created in Minnesota over the remainder of this decade will require post-secondary education - and that nearly all of these will require advanced Science, Technology, Engineering and Math (STEM) skills. We need to make sure our students are afforded opportunities to experience hands-on STEM learning activities with the latest equipment and relevant curriculum. The mobile science labs are a great, innovative way to ensure that students can see themselves as real scientists, and catch a glimpse of their future." - Randy Johnson, Executive Director, Workforce Development, Inc.
- "This project is an excellent example of educational, employer and public sectors working together. It creates excitement for both teachers and students and results in new and innovative STEM education opportunities for our youth" - Jane Foote, Executive Director, HealthForce Minnesota

MAAE Outstanding Cooperation Award

Ross Aleff was selected as the 2011 state winner of the Minnesota Association of Agriculture Educators (MAAE) Outstanding Cooperation award!

This is a much deserved award, as our program would not exist without his dedication and drive. Congratulations to Ross and thanks for helping the teachers in Minnesota enhance science in the classroom!

Regional Grants to Teachers

Recently, Lee Thompson from Goodhue High School applied for a \$10,000 grant from Monsanto dealing with science and rural education. He wrote about the molecular biology program offered through SSC and Mayo and also our commitment to the program. Lee states "I think that your program as well as my involvement with it impressed the people at Monsanto" because he was awarded the grant to purchase lab equipment to help him complete some of the labs I have done...pGLO, GMO, Basic PCR, etc. Kudos to Lee for his successful grant

the labs I have done...pGLO, GMO, Basic PCR, etc. Kudos to Lee for his successful grant writing effort!

Winona Senior High School biology teacher, Kenneth Mann, was awarded a \$5,000 "Dare to Dream" grant by the Winona Area Public Schools Foundation to purchase new DNA equipment for his classroom. This equipment will allow students to do DNA fingerprinting, investigate genetically-modified crops, and see the genetic difference between cow's milk and goat's milk. His experiences with the Mobile Science Lab plays a role in his curriculum, which will allow him to add on to student learning with even more advanced equipment and to copy DNA and complete detailed crime lab projects.

2011 Intel Schools of Distinction Winner - Byron High School

At an awards gala in Washington, D.C., on September 20, 2011, six schools were named as Intel Schools of Distinction for their demonstrated excellence in math and science education and their ability to promote students' problem solving, critical thinking and collaboration skills, areas called 21st century skills by educators. This honor, including the prestigious Star Innovator Award, recognizes schools for exemplary instruction in math and science. Amongst the honorees was Byron Senior High School. In the press release, teachers say a "perfect mathematical storm" occurred when a need for new textbooks, the lack of funds for such textbooks, and a group of creative educators came together. Recognizing the value of a growing body of online instructional tools, as well as the fact that no single textbook could address all of the required mathematics standards anyway, teachers decided to build their own textbook-free curriculum. As a result, math scores have risen dramatically, from 29.9 percent of 11th graders meeting proficiency requirements in 2007 to 65.6 percent in 2010. The Mobile Science Labs were mentioned as one key component to what they are accomplishing in the video below. We are proud to have played a role in this success story!



FUNDERS, GRANTORS, AND PARTNERS



CONTACT INFORMATION

Questions About the Educator Academies?

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OR
Guy Finne
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Want to Schedule a Loan?

Dick Riley
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507-281-6666

Inquiries About the Project or Funding?

Amy Grover
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507-281-6693



Mr. Bond THE SCIENCE GUY



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Press

Media Inquiries:
Carol Bottenham: mrbondscienceguy@gmail.com
(615)585-9683

For Immediate Release:

Mr. Bond, Science Guy Announces
an After-School Club in The Factory in Franklin [read more >](#)

| Tags: [hands on science](#), [mad science nashville](#), [mobile science lab](#), [mr bond press release](#), [presentation](#)

In School Workshops/Field Trips

We are giving one lucky teacher a [Dual Household Membership to the Nashville Zoo](#).

There are two opportunities to be entered into the giveaway.

1. Schedule an In-School Field Trip, Assembly Show or After-School Program for anytime in the 2012/13 year by the end of October 2012 and let us know you are entering the contest when you schedule.

2. Refer another teacher to Mr.

[read more >](#)

| Tags: [days out](#), [field trip](#), [hands on](#), [mobile science lab](#), [science presentation](#), [science projects](#), [trips for school](#)

Welcome to a World of Fun with Mr. Bond, the Science Guy!

Fun

Educational

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 Mr. Bond, Science Guy

madsciencetn

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madsciencetn Zoo Event & Membership Giveaway -
eepurl.com/qmgCD



Join the conversation

Amazing

Enriching

Hands-on

Curriculum Based

**Remember, Mr Bond comes to you!*

| Tags: **day camp**, **experiments**, **homeschooling**, **mobile science lab**, **science for kids**

Summer Reading Programs

Mr. Bond's "Journey To The Center of the Earth" Summer Reading Program

"Journey to the Center of the Earth"

Science show for libraries summer reading program 2013.

Kids will learn about the Earth as a Magnet, make a volcano erupt, crush rocks and journey to the Earth's core!
(no library books will be harmed in the performance)

For more information and scheduling:

Call Carol 615-585-9683 or email mrbondscienceguy@gmail.com [read more »](#)

| Tags: **field trip**, **hands on presentations**, **mobile science lab**, **school tours**, **science to do**

About Mr. Bond

Mr. Bond, Science Guy (a.k.a. Keith Trehy) has devoted over 15 years to inspiring kids to love science via his inspirational programs that Make Science Fun! [read more »](#)

| Tags: **bday party idea**, **brithday parties**, **hands-on**, **kidz parties**, **mad science nashville**, **mobile science lab**, **presentation**

Contact Mr. Bond

Call: 615.573.2702 or
Email: keith@mrbondscienceguy.com



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DESTINY

What is DESTINY?

The DESTINY (Delivering Edge-cutting Science Technology and Internet across North Carolina for Years to come) Traveling Science Learning Program is Morehead Planetarium and Science Center's formal science education initiative serving pre-college teachers and students across North Carolina.

DESTINY develops and delivers standards-based, hands-on science curricula, teacher professional development opportunities, and enriched learning for students who otherwise would not be able to experience what jobs in science, biotechnology, health and related fields may offer them.

Traveling throughout North Carolina year-round, DESTINY's team of educators, along with Destiny and Discovery (two 40-foot, 33,000-pound buses, each fully equipped as a traveling science laboratory that can accommodate 24 students), bring effective science learning to students and provide strong support for teachers.

DESTINY was created by the University of North Carolina at Chapel Hill in 2000 and has served thousands of North Carolina's teachers and students. It became a program of UNC's Morehead Planetarium and Science Center in 2006.

How is DESTINY Funded?

Our current principal funders are the State of North Carolina and GlaxoSmithKline, with additional support from Bio-Rad Laboratories.

Past funders have included the Howard Hughes Medical Institute, National Aeronautics and Space Administration, the Science Education Partnership Award (SEPA) Program in the National Center for Research Resources, Medtronic Inc., the NC Biotechnology Center and the National

DESTINY

DESTINY'S Mission

To promote equity of access to quality science learning opportunities in order to increase interest, ensure understanding, and demonstrate the relevance of science to all students' lives.

Through the creation and delivery of innovative approaches, DESTINY seeks to empower teachers, schools, and communities to transform science learning environments.

Sign up for the DESTINY listserv

Receive information on DESTINY's teacher professional development workshops and other opportunities.
E-mail destiny@unc.edu

Resources, Medtronic Inc., the NC Biotechnology Center and the National Institute on Alcohol Abuse and Alcoholism. IBM and New England BioLabs have provided in-kind support.

How Effective is DESTINY?

Since the program's inception, more than 260,000 students have been impacted by DESTINY's traveling science laboratories and innovative curriculum modules.

In the last two years alone, DESTINY:

- **Served more than 10,000 students** through lab-based instruction provided by DESTINY educators on the traveling labs or in classrooms, with **270 school visits across North Carolina**.
- **Trained more than 300 teachers** in DESTINY professional development workshops. Participants included elementary, middle school, high school and community college educators teaching in North Carolina's classrooms.

The Science Education Crisis

DESTINY was created to address the science education crisis. Many of North Carolina's secondary schools, particularly those in rural areas, lack access to resources that are essential for quality science education, resulting in:

- Fewer students pursuing science careers
- More science teachers leaving the profession
- Economic development prospects declining for communities

DESTINY's Approach

DESTINY takes a multi-pronged approach to addressing science education needs:

- Making science real and relevant for students, both on board the bus and in the classroom
- Providing innovative, effective professional development for teachers
- Providing pre- and post-lab materials and other resources that teachers need in their classrooms
- Researching ways to create positive change in science education



DESTINY's Impact

Students

- Increases students' interest and confidence with fun and practical learning experiences

practical learning experiences

- Exposes students to hands-on science learning with professional-grade science equipment
- Helps students learn science and perform better on N.C. end-of-course tests, SATs and AP exams
- Provides opportunities for students to envision and pursue careers in science

Teachers

- Empowers teachers with new approaches and more resources to increase science learning
- Offers an innovative, effective curriculum aligned with North Carolina Essential Standards
- Provides professional development and classroom materials to teachers at minimal cost
- Provides stipends, grantwriting assistance and other professional support as available

Schools and Communities

- Links university expertise to school systems to strengthen educational opportunities
- Provides interdisciplinary curricula and professional development programs to build school success
- Provides a powerful visual image of what science classrooms can and should look like now
- Supports school systems in cost-effective investment of their equipment and supply dollars

State and Nation

- Contributes to a science-literate society
- Increases diversity in science professions
- Heightens public awareness of the importance of and funding necessary for quality science education
- Strengthens the education foundation necessary for economic development and prosperity

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PITT Mobile Science Lab



SCIENCE ROCKS!

I never knew that learning science could be so much fun!



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Curriculum

Through the Outreach Program, University scientists have worked with local teachers to design curricular modules that make current experiments and technology from our laboratories appropriate for the K-12 classroom. Our modules help teachers meet the required Pennsylvania Department of Education academic standards while allowing students to use the latest technology to tackle some of today's most challenging questions. Our modules emphasize problem solving and require students to analyze data and form and test hypotheses.

Continue reading to learn about a sampling of the educational modules that we currently offer on the Mobile Lab:

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we currently offer on the Mobile Lab:

Are Your Foods Genetically Modified?

Advances in genetic engineering have resulted in genetically modified plants of commercial importance. These plants have been engineered to contain genes that encode herbicide resistance, insect resistance, drought tolerance, frost tolerance and other traits. Most Americans would probably be surprised to learn that more than 60% of fresh vegetables and processed foods sold in supermarkets today are genetically modified. The laboratory activity uses a rapid method for extracting DNA from plants and food products. Then polymerase chain reaction (PCR) is used to detect for evidence of the 35S promoter that drives expression of many trans-genes found in most genetically modified foods.

PCR Amplification of D1S80 Locus

This protocol may be used as part of a "crime solving" demonstration. The polymerase chain reaction amplifies DNA at the D1S80 locus---a noncoding region on chromosome 1 composed of 16 base pair repeats that can display heterozygous or homozygous phenotypes. This is one of the same analysis crime labs use to determine if a suspects DNA is the same as that found at a crime scene. In this activity each student extracts DNA from his or her own cheek cells as a template for the PCR. After PCR, electrophoresis is used and students will see that their DNA is different for each student. They will also be able to determine if they are homozygous or heterozygous for the D1S80 locus.

Natural Selection Module

This activity demonstrates that natural selection is the principle mechanism of evolution. In this experiment, students will compete two different harmless non-pathogenic strains of Salmonella bacteria against each other to see which one is more successful at evading be eaten by a amoebae predator. These experiments will test a new hypothesis about how humans and animals succumb to bacterial infection. Data collected in these experiments will be used as part of an ongoing research project in collaboration with a research laboratory at the University of Pittsburgh.



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“The Great Strawberry Caper” for middle school students

This activity harnesses middle school students' healthy skepticism and budding independence as thinkers by immersing them in a scenario in which they are required to investigate a patent infringement claim made against an organic strawberry grower by a large commercial company. This is an exercise in critical analysis and inquiry-based thinking and allows students to analyze data, formulate relevant questions, and test/revise hypotheses. In short, this exercise forces students to think, ask questions and design experiments to proceed.

Experimental techniques include:

- phenotypic analysis
- DNA extraction
- PCR
- gel electrophoresis

Outbreak!

This module is an exercise in critical analysis and inquiry-based thinking. This experience is a simulation that uses the concept of infectious disease to allow students to analyze data, formulate relevant questions, and test/revise hypotheses. In this scenario, there has been a possible outbreak of an infectious disease with an unknown causative agent. It is not known if the “disease” is contagious or due to environmental factors. Teachers and students play the part of agents representing the Center for Disease Control. It is up to the class to analyze existing facts and data and ask the pertinent questions that will allow investigation to proceed to hypothesis, hypothesis-testing, and diagnosis so that the outbreak can be controlled. During the exercise, students will become acquainted with current science and technology (PCR, electron microscopy, electrophoresis, cell culture), as well as problem solving techniques.

- [K-12 Students](#)
- [K-12 Teachers](#)
- [College Students](#)
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Latest News

**Additional Funding for New
NASA/EPSCoR Travel
Grant Solicitation**
Friday, September 07, 2012

**Save the Date: Oklahoma
Research Day * Friday,
March 8, 2013**
Friday, August 10, 2012

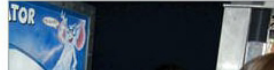
**Noble Foundation
Scientists Earn Major
Research Grant**
Tuesday, July 17, 2012



Science Matters! Mobile Science Vehicle

The Oklahoma Museum Network *Science Matters Mobile Science Vehicle* (MSV) is a discovery-based mobile museum that allows students to experience science, while engaging in numerous activities throughout the multi-sensory vehicle.

EPSCoR-sponsored visits also provide teachers and students with materials for ongoing



Available Programs:

- [Bioenergy Summer
Technology Academies](#)
- [Botball Educational Robotics
Teams](#)
- [OK Museum Network Mobile](#)

Upcoming Events

NASA/EPSCoR Travel Grant Solicitation Submission Deadline

Tuesday, November 13, 2012 - 5:00pm

GIS Day 2012 at University of Oklahoma

Wednesday, November 14, 2012 - 10:00am - 3:00pm

Oklahoma EPSCoR NSF Day

Tuesday, January 8, 2013 - 8:00am - 5:00pm

with materials for ongoing classroom-based bioenergy science projects. Students experience science through hands-on experiments that allow them to practice true discovery learning through mixing, measuring, investigating, creating and deducing outcomes—just like real scientists!



Oklahoma EPSCoR is pleased to support the MSV program, which brings the mobile science lab to rural schools in Oklahoma that do not have access to interactive museum facilities in their areas of the state.

Students or parents interested in having the MSV visit their school should ask their classroom teacher to submit a request via email to the Oklahoma Museum Network at ScienceMatters@oklahomamuseumnetwork.org or visit their Web site at http://www.sciencemuseumok.org/omn/science_matters/science_matters.php for more information.

Oklahoma Museum Network Home

[Science Vehicle](#)

[Retired Educators for Youth Agricultural Program \(REYAP\)](#)

[Starbase Oklahoma](#)

[Women in Science Conferences](#)

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Commonwealth Connections Academy > Our School > Our Mobile Classroom

Our Mobile Classroom—Education on the Move!

Commonwealth Connections Academy is bringing tuition-free, public, cyber school to students across Pennsylvania with our new mobile classroom, a full-sized, 38-foot vehicle equipped with a satellite internet capability, wireless internet access, computers, digital media, interactive smartboards, microscopes, and all the equipment needed to conduct complete science labs, reading lessons and many other classroom activities.



A One-of-a-Kind Experience

CCA is the only cyber school in Pennsylvania to offer students this unique opportunity for learning and social interaction with teachers and students.

Our mobile classroom and caring, committed teachers are traveling to cities and towns across the state so that all CCA students will be able to enjoy hands-on educational activities throughout the year. Some of the activities planned for the mobile classroom include:

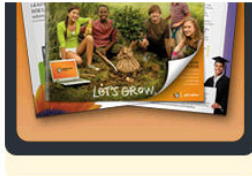
- stream studies
- bird and astronomy observation
- frog dissections
- water sampling
- soil testing
- science as art demonstrations
- student art exhibits
- book fairs
- language labs
- and more

Mobile Classroom Schedule

Coming to a Town Near You ...



- 10/4–10/5- James Creek/Grantville, DEP Grant Stream Study at Trough Creek State Park and Memorial State Park, 7:30am–3:00pm
- 10/7–10/9- Lancaster, PA Charter School Conference, All Day
- 10/11 James Creek/Grantville, Trough Creek State Park, 7:30am - 3:00pm
- 10/15- Erie, Scholastic Book Fair, 12:00pm - 4:00pm
- 10/16- Hermitage, Scholastic Book Fair, 12:00pm - 4:00pm
- 10/17- Ross Township, Scholastic Book Fair, 12:00pm - 4:00pm
- 10/18- Seneca, Bottle Rocket Field Trip, 9:00am–2:30pm
- 10/19- Washington, Scholastic Book Fair, 12:00pm - 4:00pm




- ▶ 10/19- Washington, Scholastic Book Fair, 12:00pm - 4:00pm
- ▶ 10/25- Greensburg, Operation Write Home, 10:00am-1:00pm
- ▶ 10/26- Greensburg, Cod's Hats Community Service Project, 12:00pm-3:00pm
- ▶ 11/6- Reading, Petco Field Trip, 12:00pm-3:00pm
- ▶ 11/9- Bristol, Silver Lake Nature Center, 9:30am-12:30pm
- ▶ 11/12- Philadelphia, The Morris Arboretum, 11:00am-3:00pm
- ▶ 11/13- Doylestown, Peace Valley Nature Center, 10:00am-2:00pm
- ▶ 11/15- Cresco, Pocono Plateau Adventure, 12:00pm-4:30pm
- ▶ 12/14- Grantham, The Oakes Museum Owl Pellet Lab Dissection, 11:00am



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Engineering Projects in Community Service (EPICS) and Mobile Science Lab For Rural High School

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Students from Namibia, will be working on their project, "Mobile Science Lab For High School In Rural Area," throughout all of 2011.

◆ Engineering Projects in Community Service (EPICS) and Mobile Science Lab For Rural High School

In Namibia, science is a difficult subject to teach due to a lack of resources and qualified, trained teachers. Schools that do offer physical sciences do not have adequate science laboratories that reinforce learning through hands-on experiences.

In order to develop Science and Engineering Education and kindle an interest in students at a young age, the Polytechnic of Namibia, with help from non-profit UNESCO (United Nations Educational, Scientific and Cultural Organization), has decided to help build a stronger science program for secondary schools in Namibia

[in Community Service \(EPICS\)](#)

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with the use of a mobile science laboratory. The mobile science lab will connect science education with in depth, hands-on demonstrations and enable teachers to become more innovative in illustrating the basic concepts of science, thus enhancing their own teaching of the subject.

The pilot project and program will occur in one chosen school in three phases, with the first being an installation and supply of the mobile science lab to Rietquelle Junior Secondary School, a rural school located outside of Aminus. The second phase will be the training period for teachers on the use of the apparatus. In the final phase, the university students and IEEE graduate members will work with teachers to perform a project that will reinforce the knowledge of science acquired.

The third phase project will be to design and install a solar powered, programmable community alarm clock that the teacher will plan out, and high school students will have input on. The project includes aspects of physics, chemistry and mathematics. A maintenance manual will be created to encourage high school students to operate and maintain the clock. A book of experiments included with the mobile science lab to enable further use of the apparatus. Final year university students will receive academic credits for their endeavor in the project.

Additionally, the mobile science lab will contain the IEEE masterbrand.

♦ Contact Information

[Learn more about this EPICS project.](#)

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Communications and Agricultural Education



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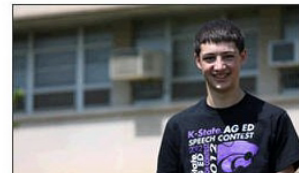
Welcome to K-State Agricultural Education!

Agricultural Education is a great major that offers tremendous flexibility and potential in the job market. Jobs are waiting for you. Most Ag Ed graduates will receive job offers before you graduate from K-State. The major offers diverse opportunity to explore agriculture classes and gives great human relations skills.

Meet Kurt Lockwood

Kurt Lockwood
Major: Ag Education
2011-2012 Kansas FFA Secretary
Hometown: Caney, KS

Why did you choose AgEd?
I went through four years of ag education and FFA in high school, and I'm passionate about sharing my agriculture



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knowledge with students. My dad also taught agriculture in the past.

How is the AgEd Dept helping you with your career goals?

I'm making connections and getting involved in the department, this will make me more relatable when I get my own classroom. I am learning networking and communication skills to help me now and in the future.

What's your favorite part of being an AgEd major?

Interacting with individuals from the same major and those of different majors. It's so easy to share our knowledge and passion about agriculture!

How have you gotten involved on campus?

Cat Crew, a university level program that helps prospective students
CAT Program and Ag Ambassadors
Ag Ed Club

"This is a friendly environment, and the students and faculty strive to help you out any way they can. Also, the College of Ag makes it easy to get involved and meet new people," - Kurt Lockwood.

Meet Jeremy Scott

Jeremy Scott

Major: Ag Education

Hometown: Kansas City, KS

Why did you choose AgEd?

I wanted to learn about real life. I always wanted to be a teacher and I wanted something that will be useful for a lifetime.

How is the AgEd Dept helping you with your career goals?

I've changed my major twice, and this department is simply a lot of help - a very supporting cast. Drs. Washburn and Wiley have helped me with internships and am now thinking about graduate school.

What's your favorite part of being an AgEd major?

The experience. Coming from Kansas City, I didn't get to see a lot of actual agriculture. So I'm absorbing a lot of information and getting even more experiences!

How have you gotten involved on campus?

Phi Beta Sigma Fraternity
Black Student Union
MANNRS
Ag Ed Club



"The college of ag is like a family, and you feel "at home" here," - Jeremy Scott.



GEORGIA Agriculture Education

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Careers
Chapter Websites
Class Starters

Old QCC
Curriculum / Lesson
Plans

Department of
Education
Facilities &
Equipment
FFA Website
FFA Resources
FFA Alumni

FFA Camps
FFA Center
Camp John Hope

FFA Foundation
Food Processing

Georgia Teaching
Jobs

Governor's Honors
Hall of Fame

Historic Documents
Industry Certification
Links

Maps

Click here, for FY2013 Budget Request
Information for CTAE Administrators.

Ag Ed Mission

"To be a premier learning system that
delivers agricultural, environmental and
leadership education
programs and services"

Teacher's Creed

Teaching Resources

- CDEs
- Lesson Plans
- FFA Resources
- Careers in Agriculture
- Curriculum
- Class Starters
- Practice Exams
- Music and Sounds
- Photos and Clipart
- Teacher Resources
- Power Points
- SAE
- Internet Links
- Sources of Teaching Material
- Livestock Show Rules & Scholarships

PowerPoints

- Ag Mechanics
- General Agriculture
- Agriscience & Biotechnology
- Forestry Natural Resources and Wildlife
- Animal Science
- Horticulture
- Careers - General
- Insects
- Crop & Soil Science
- Marketing

Calendars

Ag Ed



North Central South Livestock



Ag Tag



New!

- Updated Documents!
- Program Information and Data
- New Phone Numbers For Athens Offices
- GPS Pathways
- Why be an Ag Teacher?
- Ag Ed Photo Gallery
- AgTube
- Hotel Discount for FFA
- PowerPoint Template
- SAE Program Examples

Educational

Quick Links

- Teacher Reports
- Program Websites
- CDE Results
- State Listserv Messages
- North Central South



Find It!






Search WWW

Search AgEd Site

Specialties

- Ag Mechanics
- Agriscience & Biotechnology
- Animal Science
- Environmental
- Forestry & Nat. Resources
- Horticulture

National FFA
NAAE

- Maps
 - Middle School
 - Photos & Clip Art
 - Power Points
 - Program Information
 - SAE
 - Scholarships
 - Short-Term Adult
 - State Staff Directory
 - Teacher Directory
 - Young Farmers
 - Contact Us**
 -  Download Flash
 -  Get Acrobat Reader
 -  Get Quick Time
 - Email Us**
-  Crop & Soil Science
 -  Environmental Science
 -  Equine
 -  FFA & Leadership
 -  Food Science
 -  Farm Business Management
 -  Georgia Ag Products & Services
 -  PowerPoint Templates
 -  Marketing
 -  Plant Science
 -  Poultry
 -  Quiz Games
 -  Record Keeping
 -  SAE
 -  Safety - General
 -  Young Farmer

Educational Games



- AgBall
- AgBlaster
- AgLib
- AgMan
- AgMemory
- AgTacToe
- BarnBall
- Rock, Paper, Shears

Computer Learning



- Animal Nutrients
- FFA Emblem
- Horticulture Color
- Greenhouse
- Horse Judging
- Mindreader
- Parts ID
- Plants



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7-16-2011

Agriculture is NOT just Farming
Education is NOT just Teaching

Agricultural Education

It's evolving



Seniors

Katie, a senior in Ag Sciences Education, is from Paxton, IL. Her student teaching site is Tri-Point High School in Cullom, IL.

[Meet Katie Pitcher >>>](#)



Faculty

It's what YOU make it!

We welcome **YOU** to learn more about the Agricultural Leadership & Science Education Program at the University of Illinois!

Our Faculty is committed to excellence in the development of our students through mentoring, advising, and real-world experiences to prepare them for their future careers in the field of agriculture and related sciences.

Our Students gain valuable opportunities to work

- HOME
- WHAT IS AG EDUCATION?
- WHY MAJOR IN AG ED?
- STRATEGIC VISION
- MISSION AND VALUES
- CURRENT STUDENTS
- UNDERGRADUATE STUDIES
- GRADUATE STUDIES



Mr. Flournoy graduated from Michigan State University with a M.S. in Agricultural & Extension Education. His research interests center around diversity in ag education.

[Meet Corey Flournoy >>>](#)

Our Students gain valuable opportunities to work with agricultural sciences education programs and industry in traditional and non-traditional settings (i.e. rural, suburban, and urban communities) through classroom teaching and leadership development training.

Our Program offers two undergraduate academic concentration areas (i.e. Ag Sciences Education and Ag Leadership Education) and four graduate degree options (i.e. Teacher Education, Program Development, Applied Research, and Online).

- [FACULTY](#)
- [STUDENT PROFILES](#)
- [COURSES](#)
- [AG ED NEWSLETTER](#)
- [GREENHAND CONFERENCE](#)
- [LINKS](#)

Save the date! The Greenhand

aged.uiuc.edu

Agricultural Education: It's What You Make It.



Department of Human and
Community Development
College of Agricultural,
Consumer and Environmental Sciences
UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

Undergraduate

Majors and Minors

Pre-professional Programs

Certificates

Courses

How to Apply

Advising and Academic Counseling

Scholarships

Deans' Promise: Enrichment Opportunities

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High School Programs

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Tifton Campus

Griffin Campus

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Students: Undergraduate Programs: Majors and Minors

Agricultural Education

The next generation is waiting for you - teach science.

Agricultural Education gives you the tools to be awesome in the classroom. As an Ag Ed teacher, you'll be revealing the world of science to students. And you won't just be lecturing, you'll be giving them hands-on, minds-on opportunities. Whether it's showing middle and high school students the intricacies of plant DNA or helping them get started in FFA, you'll be prepared for any classroom with an Ag Ed degree.

Sound like your kind of education degree? Check out more info below or go ahead and [apply now](#) to study **Agricultural Education**.

What Can I Study?

Visit the course plan below for a *typical course sequence* for an **Agricultural Education** major. You will determine the right classes for your interests with the help of your advisor.

- [Agricultural Education \(4-Year Course Plan\)](#) (pdf)

Students wishing to attend classes on the [Tifton](#)

Why CAES?



"I want to develop myself to be a resource that students and others can use to build their own knowledge and use to work toward their own success."

[Casey Horton](#)
Agricultural Education

Class of 2009

campus need to complete their 1000-2000 level courses prior to transferring to UGA.

The UGA Bulletin has more information about required classes and available electives for the [agricultural education major](#).



Just the facts.

Degree:
BSA

Department:
[Agricultural Leadership, Education & Communication](#)

Campus:
[Tifton, Athens](#)

Additional Opportunities

Pre-professional opportunities:

See a list of our [Pre-professional opportunities](#).

Study Abroad:

[Thailand: Cultural, Social, and Environmental Sustainability](#), [France: French and European Agricultural and Environmental Sciences Study Abroad](#)

Internships:

[Brussels Internship](#), [Congressional Agricultural Fellowship](#), [Cooperative Extension Internship](#), [Emerging Scholars Internship](#), [Georgia Farm Bureau Legislative Internship](#), [Rural Caucus Legislative Internship](#), [Winegrowers of Georgia Internship](#)

Clubs:

Ag Hill Council, AGHON (Honorary), [Alpha Gamma Rho Fraternity](#), [Alpha Tau Alpha - Alpha Psi Chapter \(Tifton\)](#), [Alpha Zeta \(Honorary\)](#), [CAES Ambassadors \(Honorary\)](#), [Collegiate 4-H](#), [Collegiate FFA](#), [Collegiate FFA \(Tifton campus\)](#), [Minorities in Agriculture, Natural Resources and Related Sciences \(MANRRS\)](#), [Pre-Vet Club](#), [Sigma Alpha Sorority](#), [Student Government Association](#)

High School Programs:

[Weekend in the Classic City](#), [Young Scholars](#)

Need more info?

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229-386-3528
Tifton campus

Have a question?
[Contact us.](#)

[Internship Program](#)

Additional Resources

- [What can I do with a major in Agricultural Education?](#)

What are you waiting for?

Apply now!

Apply to the University of Georgia to be an **Agricultural Education** major today. The College of Agricultural and Environmental Sciences would love to have you as part of our family.

- Get started: [see our tips for applying to college.](#)
- Apply today: [visit the UGA undergraduate admissions page.](#)

Learn more about the college!

Still want to learn more about our college? Check out reasons to join us at [Why CAES?](#)

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- PAS
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Agricultural Education News & Updates

2011-2012 State PAS Officers



Chris Bowen - State Vice President
Linn State Technical College

Taylor Walker - State Parliamentarian
Crowder College

Stephen Schafer - State Treasurer
State Fair Community College

How Do I Find?

- ▶ Career Clusters
- ▶ FFA Camp
- ▶ Missouri Career Guide
- ▶ Missouri Connections
- ▶ Missouri's Hot Jobs, 2008-2018
- ▶ NAAE Communities of Practice
- ▶ National Association of Agriculture Educators
- ▶ National FFA organization
- ▶ National Quality Program Standards
- ▶ Program Management, Accountability, and Finance

Jennifer McArthur - State Reporter
Crowder College

Clinton Fenimore - State President
National PAS Secretary
North Central Missouri College

Devann Gregory - State Secretary
State Fair Community College

Not pictured

Taylor Lynch - National President-Elect
North Central Missouri College

Ryan Meyers - National Vice President
Mexico, Missouri

- ▶ [Related Links](#)
- ▶ [Safety Checklist](#)
- ▶ [State Reports](#)
- ▶ [Teacher Certification](#)
- ▶ [Teaching Jobs](#)
- ▶ [Ag Career Network Webinar](#)

Email: [Agricultural Education](#)
Phone: 573- 751-3544 Fax: 573-526-4261
Last Revised: September 19, 2012

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To: Pennsylvania Friends of Agriculture Foun ETC. (RAFdocketing@roylance.com)
Subject: U.S. TRADEMARK APPLICATION NO. 85148402 - MOBILE AG ED SCIENCE LAB - 57596
Sent: 10/14/2012 5:06:41 PM
Sent As: ECOM111@USPTO.GOV
Attachments:

IMPORTANT NOTICE REGARDING YOUR
U.S. TRADEMARK APPLICATION

**USPTO OFFICE ACTION HAS ISSUED ON 10/14/2012 FOR
SERIAL NO. 85148402**

Please follow the instructions below to continue the prosecution of your application:

TO READ OFFICE ACTION: Click on this [link](#) or go to <http://portal.uspto.gov/external/portal/tow> and enter the application serial number to [access](#) the Office action.

PLEASE NOTE: The Office action may not be immediately available but will be viewable within 24 hours of this e-mail notification.

RESPONSE IS REQUIRED: You should carefully review the Office action to determine (1) how to respond; and (2) the applicable [response time period](#). Your response deadline will be calculated from **10/14/2012** (or sooner if specified in the office action).

Do NOT hit "Reply" to this e-mail notification, or otherwise attempt to e-mail your response, as the USPTO does NOT accept e-mailed responses. Instead, the USPTO recommends that you respond online using the Trademark Electronic Application System [Response Form](#).

HELP: For *technical* assistance in accessing the Office action, please e-mail TDR@uspto.gov. Please contact the assigned examining attorney with questions about the Office action.

WARNING

Failure to file the required response by the applicable deadline will result in the

ABANDONMENT of your application.