UF|IFAS
UNIVERSITY *of* FLORIDA

AGRICULTURAL
EDUCATION AND
COMMUNICATION

AEC 4323/AEC 5324:
Development & Philosophy of Agricultural Education
Fall 2015
(Section 04H6/23AG)

AEC Agricultural Education Program (TCH) Mission
The Agricultural Education Program at the University of Florida prepares students to be effective leaders of a school-based agriscience program within the community. Graduates demonstrate the requisite knowledge and skills in teaching and learning and in the agricultural sciences to contribute to the development of others. Graduates possess the desire for continuous personal and professional growth.

Values
The Agricultural Education Program values…
- Excellence in teaching.
- The complete school-based agriscience program – classroom and laboratory instruction, leadership development, and extended learning.
- Instruction both in and about agriculture.
- Teachers being essential to the success of the local school.
- Teacher involvement in the school, local, and professional communities.
- Passion for agriculture and compassion for learners.
- Professionalism in the attitude and actions of all involved in agricultural education.
- The contributions that agricultural educators can make outside of formal education.
- Agriculture's contribution in addressing societal issues on a local to global scale.

Learning Principles
1. Learning is both social and individual.
2. Learning best occurs when moving from the concrete to the abstract.
3. Learning and performance are enhanced by continuous, explicit reflection and feedback.
4. Learning is affected by learner motivation, attitude and values.
5. Learning occurs at all levels of cognition.
6. Learning is purposeful, contextual, and non-linear.
7. Learning is organized around transferable core concepts that guide thinking and integrate new knowledge.
8. Learning is enhanced by addressing a student's preferred learning style, prior knowledge, and experiences.
9. Learning occurs best in a supportive, challenging, and structured environment.
10. Learners reveal and demonstrate their understanding when they can apply, transfer, and adapt their learning to new and novel situations and problems.

Transfer Goals
1. Design an instructional program.
2. Create an environment conducive to learning.
3. Deliver effective instruction.
4. Assess student learning.
5. Participate in continuous professional development.
6. Act professionally and responsibly.
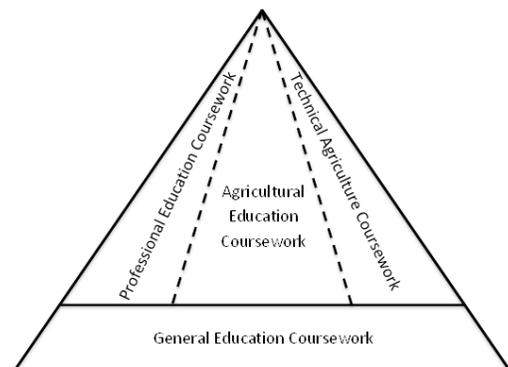
University of Florida – Model for Teacher Education in Agricultural Education

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Instructors

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Time and Location

Monday, Wednesday, & Friday: Period 5 (11:45 a.m. – 12:35 p.m.)
Location: 306 Rolfs Hall

Course Description

An analysis of evolving concepts and philosophies of agricultural education programs with emphasis on history, legislation, and principles underlying organization and practice.

Course Essential Questions & Objectives

1. How has School Based Agricultural Education historically contributed to the goals of the public school system?
   Objective 1: Explain the philosophical foundations of education.
   Objective 2: Evaluate the impact of historical events on the public school system and on School Based Agricultural Education.
2. Why does the public school system continue to offer School Based Agricultural Education?
   Objective 3: Describe the need for agricultural education in the public school system.
   Objective 4: Describe the philosophical underpinnings of each of the three components of the Total SBAE program.
3. How has School Based Agricultural Education evolved into what it is today?
   Objective 5: Explain the philosophical foundations of agricultural education.
   Objective 6: Explain the relationships among the historical development of agricultural education, social and industrial needs addressed by agricultural education, and the current status of agricultural education.
4. How is the role of an agriculture teacher unique?
   Objective 7: Describe the primary responsibilities of an agriscience teacher.
   Objective 8: Compare and contrast the roles of agriculturalists and core subject teachers with those of agriscience teachers.
   Objective 9: Predict the impacts of each component of the Total Ag Ed program on students, teachers, and the agricultural education program.
5. Why do people decide to teach agriculture?
   Objective 10: Describe positive aspects and challenges of the careers of agriscience teachers.
   Objective 11: Create methods for overcoming challenges of an agriscience teacher's career.
6. How can teachers develop and/or improve a School Based Agricultural Education program?
   Objective 12: Establish and articulate personal beliefs related to a philosophy of effective instruction.
   Objective 13: Explain the significance and relevance of the Code of Ethics and the Principles of Professional Conduct for the Education Profession in Florida.

Required Texts (Available at the UF Bookstore or other approved vendor)

Matthews, A. (2004). *The Land in the Sunshine.* Virginia Beach, VA: Then Donning Company Publishers.
Phipps, L. J., Osborne, E. W., Dyer, J. E., & Ball, A. L. (2008). *Handbook on Agricultural Education in Public Schools.* Thomson Delmar Learning
Other materials will be provided.

Course Cornerstone Tasks and Grading

Assignment	Transfer Goal	Objective	Due Date	Points
Historical Impact Paper	1	1, 2, 6	Oct 21	200
Teaching Philosophy Paper	2, 6	3, 5, 9, 10, 11, 12, 13	1st sub: Nov 30 Peer Feedback: Dec 4 Revised sub: Dec 14	250
Exams (Exams = 150 points each)	2, 5, 6	All	Sept 25; Oct 28; Dec 9	450
Attendance & Participation	6	All	Throughout	100
Total Points				*1000*

Historical Impact Paper

Each student will create a 4-6 page, double-space paper discussing how historical events and individuals have directly impacted School-based Agricultural Education today.

Teaching Philosophy Paper *(FEAPs 5a & 6a)*

Formalize your philosophy of teaching by writing a 3-5 page personal philosophy paper. The paper will address your philosophy of what constitutes effective instruction, your beliefs about the value and role of teaching, your professional goals, and your perspectives on the Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida.

Exams

There will be three exams (150 points each) for the purpose of objective assessments of your knowledge and understanding of the content discussed in the course. Each exam will correspond to a section of the course. A variety of question types will be utilized in these assessments.

Attendance & Participation

You are expected to be present and actively participate in class discussions. Class attendance will be recorded. Participation also includes reading & reviewing assigned peers' work and providing constructive and substantive feedback. You will be evaluated on your contributions to your peers' work. This involves quality and timeliness of feedback.

Attendance and Make-up Exams and Assignments

To receive the maximum number of points for an assignment, it must be completed and submitted by the due date. No work will be accepted six or more days after its original due date, unless other arrangements have been made with the instructor.

Students who are absent from class for any reason will assume complete responsibility for obtaining information missed during their absence and for making up missed assignments and activities. College approved field trips, and competitive and leadership development events (with prior instructor approval) are considered legitimate absences with documentation. Make-up work should be arranged prior to the expected absence. In case of emergencies, arrangements for completing make-up exams or assignments should be made immediately upon return to class. *All make-up work must be completed within one week of the student's return to class.*

Grading Scale

A = 950-1000	B- = 800-829	D+ = 670-699
A- = 900-949	C+ = 770-799	D = 630-669
B+ = 870-899	C = 730-769	D- = 600-629
B = 830-869	C- = 700-729	E = below 600

Grades and Grade Points

For information on current UF policies for assigning grade points, see
https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx

Academic Honesty

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

It is assumed that you will complete all work independently in each course unless the instructor provides explicit permission for you to collaborate on course tasks (e.g. assignments, papers, quizzes, exams). Furthermore, as part of your obligation to uphold the Honor Code, you should report any condition that facilitates academic misconduct to appropriate personnel. It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For more information regarding the Student Honor Code, see: http://www.dso.ufl.edu/SCCR/honorcodes/honorcode.php.

Software Use

All faculty, staff and students of the university are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against university policies and rules, disciplinary action will be taken as appropriate

Campus Helping Resources

Students experiencing crises or personal problems that interfere with their general well-being are encouraged to utilize the university's counseling resources. The Counseling & Wellness Center provides confidential counseling services at no cost for currently enrolled students. Resources are available on campus for students having personal problems or lacking clear career or academic goals, which interfere with their academic performance.

- University Counseling & Wellness Center, 3190 Radio Road, 352-392-1575, www.counseling.ufl.edu/cwc/
  - Counseling Services
  - Groups and Workshops
  - Outreach and Consultation
  - Self-Help Library
  - Training Programs
  - Community Provider Database
- Career Resource Center, First Floor JWRU, 392-1601, www.crc.ufl.edu/

Services for Students with Disabilities

The Disability Resource Center coordinates the needed accommodations of students with disabilities. This includes registering disabilities, recommending academic accommodations within the classroom, accessing special adaptive computer equipment, providing interpretation services and mediating faculty-student disability related issues. Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation

0001 Reid Hall, 352-392-8565, www.dso.ufl.edu/drc/

Florida Educator Accomplished Practices (FEAPs)

In this course, one or more assignments have been selected at "Key Tasks" that will assess your mastery of knowledge, skill, and/or dispositions that the State of Florida requires of all entry-level educators. These assignments were specifically selected as Key Tasks because they align with the six Florida Educator Accomplished Practices (FEAPs).

Your mastery of each Indicator will be measured by your performance on a Key Task. To pass this course, you must successfully complete all Key Tasks and receive a rating of "Developing," "Accomplished," or "Exceptional." No exceptions will be made to this rule, even if you do not plan to practice in Florida after

graduation or do not apply for state certification.

Students who receive an "Unsatisfactory" rating will be offered a chance to redo the Key Task or, in some cases, to complete a comparable task assigned by the instructor. Students who do not complete their makeup work satisfactorily will receive a failing grade at the instructor's discretion.

The rating guide framework below will be used to evaluate your performance on tasks assessing specific FEAP Indicators covered in this course. The language of each FEAP Indicator completes the statements. For more information, please visit the Educator Assessment System Student Portal at: https://my.education.ufl.edu/.

Exceptional	The candidate extensively integrates knowledge to be able to _____. The candidate is prepared to apply this skill in a practical setting.
Accomplished	The candidate demonstrates knowledge of how to _____. The candidate is prepared to apply this skill in a practical setting.
Developing	The candidate is acquiring the necessary knowledge to _____. The candidate is not yet prepared to apply this skill in a practical setting.
Unsatisfactory	The candidate demonstrates little knowledge of how to _____.

FEAPs Assessed in this course
5a. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs
6a. Understanding that educators are held to a high moral standard in a community, the effective educator adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida

AEC 4323/5324 Course Calendar

Date	Topic / Learning Experience	Cornerstone Task Due
Unit 1: Becoming a Teacher		
M Aug 24	Becoming a Teacher	
W Aug 26	Lessons from the Ag Teacher Creed	
Unit 2: The Philosophy of Education		
F Aug 28	Philosophy of Education	
M Aug 31	CTE Instructional Programs and Teachers	
W Sept 2	CTE Agents of Growth	
F Sept 4	Philosophy and Scope of SBAE	
M Sept 7	No class – Labor Day	
W Sept 9	Philosophy Unit wrap-up	
Unit 3: The History of Education		
F Sept 11	Leaders who influenced CTE Curriculum Development	
M Sept 14	Legislative History of CTE	
W Sept 16	The History of American Education – *Online class assignment*	
F Sept 18	Early CTE in America – *Online class assignment*	
M Sept 21	Development of SBAE	
W Sept 23	History Unit wrap-up	
F Sept 25	**Exam #1**	
Unit 4: The History & Philosophy of FFA		
M Sept 28	Development of CTSOs	
W Sept 30	History of FFA	
F Oct 2	History of FFA (cont.)	
M Oct 5	History of FFA (cont.)	
W Oct 7	History of FFA (cont.)	

F Oct 9	Structure of FFA	
M Oct 12	FFA as a Youth Development Tool	
W Oct 14	FFA Basics	
F Oct 16	Lessons from the FFA Motto	
M Oct 19	Lessons from the FFA Creed	
W Oct 21	Lessons from Opening & Closing Ceremonies	Historical Impact Paper
F Oct 23	Overview of SAEP	
M Oct 26	FFA Unit wrap-up	
W Oct 28	**Exam #2**	
Unit 5: The Foundations of Education		
F Oct 30	Meeting the Diverse Needs of <u>All</u> Learners	
M Nov 2	Different Ways of Learning	
W Nov 4	Theoretical Foundations of Effective Teaching	
F Nov 6	No class – UF Homecoming	
M Nov 9	Effective Teacher Behaviors and Characteristics	
W Nov 11	No class – Veteran's Day	
F Nov 13	Foundations Unit wrap-up	
Unit 6: The School Environment		
M Nov 16	School Law and Ethics; Teacher Code of Conduct	
W Nov 18	Purposes of America's Schools and Current Reform Movement	
F Nov 20	Curriculum, Standards, and Testing	
M Nov 23	Student Life in School and at Home	
W Nov 25	**No class – Thanksgiving Break**	
F Nov 27	**No class – Thanksgiving Break**	
Unit 7: Ag Ed in Non-Formal Settings		
M Nov 30	Ag Ed through Cooperative Extension	Teaching Philosophy Paper – 1st Submission
W Dec 2	Ag Ed through Industry, Community, & Government Agencies	
Unit 8: You as the Teacher		
F Dec 4	Your First Classroom	Teaching Philosophy Paper – Peer Review
M Dec 7	Entering the Teaching Profession Q & A	
W Dec 9	**Exam #3**	
M Dec 14	Finals Week (No class meeting)	Teaching Philosophy Paper – Revised Submission