



## **AEC 6325 – History and Philosophy of Agricultural Education**

*Sections 7E33 and 7142*  
Summer 2015 - Online  
(3 credit hours)

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### **Instructor**

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### **Time and Location**

This course is delivered via distance in a 12-week format. All course content will be delivered asynchronously in the form of Reusable Learning Objects (RLOs). Each unit of the course will include one or two modules and will officially begin on Monday of each week. However, the course web page can be accessed 24 hours a day, and students may complete the coursework at their own pace within the weekly timeframe.

### **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 Objectives**

At the completion of the course, the learner will be able to:

1. describe the major historical events related to school-based agriscience education (SBAE).
2. explain the relationship between the historical development of SBAE, the social and industrial needs addressed by SBAE, and the current status of SBAE.
3. explain the philosophical foundations of education, career and technology education, and SBAE.
4. describe the role of SBAE within the context of the school and community.
5. describe the impact of the three components of the total SBAE program on student learning.
6. communicate personal beliefs related to a philosophy of an effective school-based agriscience education program.

### **Required Text**

Phipps, L. J., Osborne, E. W., Dyer, J. E., & Ball, A. L. (2008). Handbook on Agricultural Education in the Public Schools. Thomson Delmar Learning.

### **Supplemental Texts and References**

Gordon, H. R. D. (2008). The History and Growth of Career and Technical Education in America. Waveland Press.  
Wang, V. C. X. (2011). Definitive Readings in the History, Philosophy, Theories and Practice of Career and Technical Education. Information Science Reference.

### **Literature Reviews**

Eight Literature Review assignments are required. Each student may complete the assignment at any time as long as it is completed by 11:55 p.m. the Sunday following the lesson date listed on the course calendar, with the first assignment due on May 24 (addressing the readings for the first three Modules listed for Weeks 1 and 2). The purpose of these assignments is to allow students the opportunity to utilize the concepts being

discussed in each lesson. The Literature Review should be no more than two pages, double-spaced. Each paper should include a summary of the important points of the week's module(s) and readings as well as specific questions and/or issues raised from the week's work. Submit the assignment as an attachment through the course web site.

**Philosophy of School-based Agricultural Education**

The philosophy assignment should be no more than three pages, double-spaced. The paper should summarize the student's personal philosophy of what a school-based agricultural education program should be, based on the work in the course and the student's own beliefs and experiences. Note: This is not a teaching philosophy paper but rather the student's philosophy of a total SBAE program. This assignment is due no later than July 26, 2015 and should be submitted as an attachment through the course web site.

**Final Exam/Paper**

The final exam/paper should include an evaluation of the student's understanding of the subject matter included in the entire course: history, philosophy, and practice. Each student may complete the final exam at any time, as long as it is submitted by 11:55 p.m. on August 2, 2015. The exam/paper should be submitted as an attachment through the course web site.

**Participation**

Even though this course is being taught via distance technology, students are expected to interact with the instructor via email throughout the course. There will NOT be postings or discussions online.

**Course Assignments**

<b>Assignment</b>	<b>Points</b>
Literature Reviews (8)	80
Philosophy of School-based Agricultural Education	20
Final Exam/Paper	50
<b>Total Points</b>	<b>150</b>

**Grading Scale**

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|--------------|--------------|--------------|
| A = 141-150  | C+ = 114-118 | D+ = 100-104 |
| A- = 135-140 | C = 110-113  | D = 95-99    |
| B+ = 130-134 | C- = 105-109 | D- = 90-94   |
| B = 124-129  |              | E = below 90 |
| B- = 119-123 |              |              |

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

**Absences and Make-Up Work**

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

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

**Academic Honesty**

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

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

### **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/](http://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/](http://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/](http://www.dso.ufl.edu/drc/)

### **Distance Courses**

Each online distance learning program has a process for, and will make every attempt to resolve, student complaints within its academic and administrative departments at the program level. See <http://distance.ufl.edu/student-complaints> for more details.

### **Online Course Evaluation Process**

Student assessment of instruction is an important part of efforts to improve teaching and learning. At the end of the semester, students are expected to provide feedback on the quality of instruction in this course using a standard set of university and college criteria. These evaluations are conducted online at <https://evaluations.ufl.edu>. Evaluations are typically open for students to complete during the last two or three weeks of the semester; students will be notified of the specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results>.

## Course Calendar

Week	Modules	Dates	Assignment
1	Introduction ----- School-based Agriscience Education Prior to Smith-Hughes	May 11 – May 17	
2	Early Fundamentals of School-based Agriscience Education from the Smith-Hughes Act	May 18 – May 24	Literature Summary 1
3	Legislation Related to School-based Agriscience Education	May 25 – May 31	Literature Summary 2
4	Vocational Education Legislation	June 1 – June 7	Literature Summary 3
5	Contemporary Legislation	June 8 – June 14	Literature Summary 4
6	Philosophy of John Dewey ----- Philosophy of Snedden and Prosser	June 15 – June 21	Literature Summary 5
7	Philosophy of School-based Agriscience Education	June 22 – June 28	Literature Summary 6
8	Classroom and Laboratory Instruction	June 29 – July 5	Literature Summary 7
9	Experience-based Learning ----- Leadership and Personal Development	July 6 – July 12	Literature Summary 8
10	Mission of Local Programs of School-based Agriscience Education ----- State Supervision and Teacher Education	July 13 – July 19	
11	Developing a Philosophy of School-based Agriscience Education	July 20 – July 26	Philosophy of SBAE
12	Course Summary	July 27 – August 2	Final Exam/Paper