

**AEC 4323/AEC 5324:  
Development and Philosophy of Agricultural Education  
(3 Credits)  
Fall 2018**

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**AEC Agricultural Education Program (TCH) Mission**

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

**Values**

The Agricultural Education Program values...

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

**Learning Principles**

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

**Transfer Goals**

1. Describe the role of the instructor in the learning process, including characteristics of good teaching.
2. Identify factors affecting individual learner differences.
3. Correctly demonstrate the use of the teacher-centered, social interaction, and student-centered learning activities.
4. Develop and teach lessons using the appropriate learning activities.
5. Prepare lesson plans that address diversity in student populations.
6. Describe the characteristics and uses of selected educational technology.

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## Course Instructors

Grady Roberts, PhD  
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Office Hours: by appointment

## Co-Instructors:

GNV:  
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## Time and Location

Online:

Course Canvas Site – activities to be completed prior to face-to-face session each week.

Face-to-Face:

Gainesville:  
Wednesdays, 2-3 periods (8:30 to 10:25), Rolfs 205

Plant City:  
Wednesdays, 8:30 to 10:25

**Other Meetings:** Friday October 12 – Saturday October 13 – Ag Ed Symposium, LTC, Haines City.

## Course Description

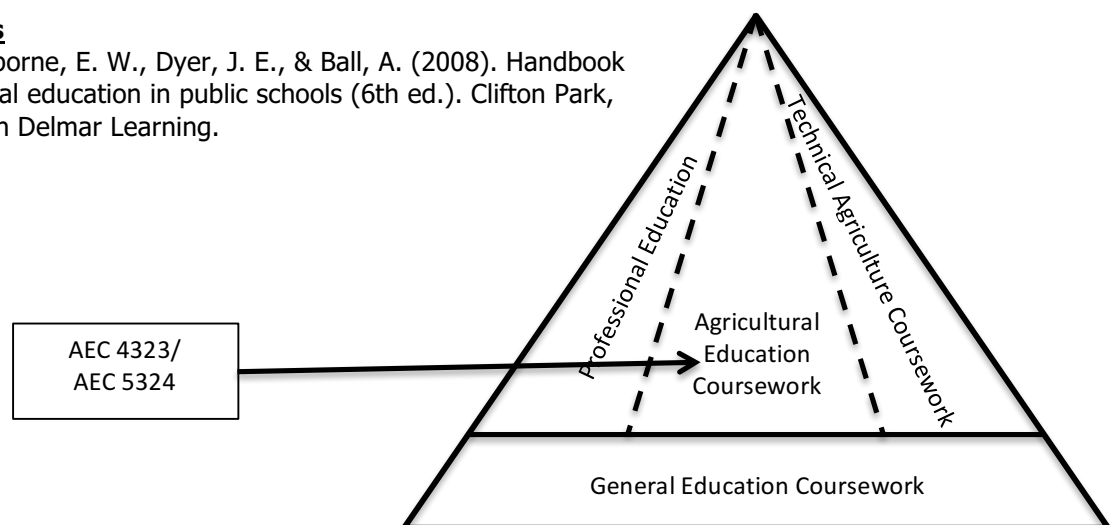
Analyzes evolving concepts and philosophies of agricultural education programs by emphasizing the history, legislation, and principles underlying organization and practice.

## Course Essential Questions & Objectives

1. How did Career and Technical Education develop in the United States?  
Objective 1: Explain the history and philosophy of career and technical education.
2. How did agricultural education develop in the United States?  
Objective 2: Explain the history and development of agricultural education.
3. How did the FFA develop?  
Objective 3: Explain the history and development of the FFA.
4. How can I become a professional educator?  
Objective 4: Explain key aspects of being an educational professional.  
Objective 5: Develop a personal teaching philosophy.

## Required Texts

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



University of Florida – Model for Teacher Education in Agricultural Education

## DESCRIPTION OF ASSIGNMENTS/CORNERSTONE TASKS

Grading Scale				
A = 475 to 500 (95 – 100%)	B+ = 435 to 449 (87 – 89.9%)	C+ = 385 to 399 (77 – 79.9%)	D+ = 335 to 349 (67 – 69.9%)	E = 0 to 299 (0 – 59.9%)
A- = 450 to 474 (90 – 94.9%)	B = 415 to 434 (83 – 86.9%)	C = 365 to 384 (73 – 76.9%)	D = 315 to 334 (63 – 66.9%)	
	B- = 400 to 414 (80 – 82.9%)	C- = 350 to 364 (70 – 72.9%)	D- = 300 to 314 (60 – 62.9%)	

For information on current UF policies for assigning grade points, see

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

Course Assignments			
Course Assignments	Due Date (All assignments due on the day of your face-to-face meeting)	Points Possible	Points Awarded
Exam 1	9/12	100	
Exam 2	10/17	100	
Exam 3	11/14	100	
Exam 4	12/5	100	
Teaching Philosophy Statement	Draft – 9/19 Final – 10/31	50	
Attendance and Participation	Throughout Semester	50	

Late Assignments and Make-Up Work: There will be no late assignments allowed that are unexcused. All assignments are due by the date listed in the syllabus and course outline. Following an excused absence, students may turn in late work without penalty within 3 business days of the absence. For non-university excused absences, late work will be accepted up to 3 class days past the due date and will be penalized 10%/day.

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.

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 upon return to class.

Assignment Details		
Assignment	Description	Points
Exams	There will be four non-cumulative exams throughout the semester. Each exam will cover material from the online and face-to-face sessions. Exams will have multiple choice, short answer, and essay questions. 100 points each.	400
Teaching Philosophy Statement	Using criteria given in class, you will write a teaching philosophy statement. You will submit a draft for feedback from the professor and peers. Based on that feedback you will submit a final version of your teaching philosophy statement.	50
Attendance and Participation	Attendance and participation will be based on: (a) class attendance; (b) online engagement – including discussion posts and comprehension quizzes; and (c) providing peer feedback on the teaching philosophy statement.	50

## **Academic Honesty**

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

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

## **Software Use**

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

## **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
  - Wellness Coaching
- U Matter We Care, [www.umatter.ufl.edu/](http://www.umatter.ufl.edu/)
- *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/)

## **Florida Educator Accomplished Practices (FEAPs)**

In this course, one or more assignments have been selected as "Key Tasks" that will assess your mastery of knowledge, skill, and/or dispositions that the State of Florida requires of all entry-level educators. These assignments were specifically selected as Key Tasks because they align with the 6 Florida Educator Accomplished Practices (FEAPs).

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

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

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

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

### **FEAPs Assessed in this course**

FEAP		Assessment
5a	Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs.	Teaching Philosophy Statement.
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.	Exam 4

Class Schedule		
	Online (Must be completed before coming to your face-to-face session)	In-Class
<b>Module 1: History and Philosophy of Career and Technical Education</b>		
Week 1 8/22	Navigating Canvas	Intro to AEC and Teacher Certification
Week 2 8/29	Theories of Career Development	Developing a Teaching Philosophy LiveText Presentation
Week 3 9/5	CTE History	CTE and American Education
Week 4 9/12	Today's CTE Programs	<b>Exam 1</b> Dr. Roberts - Out
<b>Module 2: History and Development of Agricultural Education</b>		
Week 5 9/19	The Three Circle Model	Teaching Agriculture <b>Teaching Philosophy Draft Due</b>
Week 6 9/26	SAE Overview	Implementing SAE
Week 7 10/3	History of School Based Agricultural Education	Meeting the Needs of All Students
Week 8 10/10	October 12 - Agricultural Education Symposium LTC, Haines City	
Week 9 10/17	The Agricultural Education System	<b>Exam 2</b>
<b>Module 3: History and Development of the FFA</b>		
Week 10 10/24	FFA History – Part 1 & 2	Being a FFA Advisor FFA Awards and Recognition
Week 11 10/31	Florida FFA History	FFA Competitive Events <b>Final Teaching Philosophy Due</b>
Week 12 11/7	FFA Creed and FFA Motto	FFA Meetings and Conventions
Week 13 11/14	FFA Structure	<b>Exam 3</b>
<b>Module 4: The Profession of Education</b>		
Week 14 11/28	Teacher Code of Ethics	Trends in Education
Week 15 12/5	Career Stages of Teachers	<b>Exam 4</b>

Note. Assignments are indicated in **BOLD ITALICS**.