AEC 4323/AEC 5324: Development and Philosophy of Agricultural Education
(3 Credits)
Fall 2020

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.
Course Instructors
J.C. Bunch, PhD
Associate Professor
307A Bryant Hall
352-294-2226
bunchj@ufl.edu
Office Hours: by appointment

Co-Instructor:
Mrs. Natalie Ferand
Doctoral Candidate
352-273-2614
nferand@ufl.edu

Time and Location
Online: Asynchronous
Course Canvas Site – activities to be
completed prior to face-to-face session each
week.

Online: Synchronous via Zoom
Gainesville:
Wednesdays, 8:30 to 10:25

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

Other Meetings: Friday October 9 – Saturday October 10 (overnight trip) – Ag Ed Symposium, LTC,
Haines City FL. Note: As a result of COVID-19 this activity could be canceled.

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
No required Text. All course materials found on Canvas
DESCRIPTION OF ASSIGNMENTS/CORNERSTONE TASKS

Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score Range</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>475 to 500</td>
<td>95 – 100%</td>
</tr>
<tr>
<td>A–</td>
<td>450 to 474</td>
<td>90 – 94.9%</td>
</tr>
<tr>
<td>B+</td>
<td>435 to 449</td>
<td>87 – 89.9%</td>
</tr>
<tr>
<td>B</td>
<td>415 to 434</td>
<td>83 – 86.9%</td>
</tr>
<tr>
<td>B–</td>
<td>400 to 414</td>
<td>80 – 82.9%</td>
</tr>
<tr>
<td>C+</td>
<td>385 to 399</td>
<td>77 – 79.9%</td>
</tr>
<tr>
<td>C</td>
<td>365 to 384</td>
<td>73 – 76.9%</td>
</tr>
<tr>
<td>C–</td>
<td>350 to 364</td>
<td>70 – 72.9%</td>
</tr>
<tr>
<td>D+</td>
<td>335 to 349</td>
<td>67 – 69.9%</td>
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<tr>
<td>D</td>
<td>315 to 334</td>
<td>63 – 66.9%</td>
</tr>
<tr>
<td>D–</td>
<td>300 to 314</td>
<td>60 – 62.9%</td>
</tr>
<tr>
<td>E</td>
<td>0 to 299</td>
<td>0 – 59.9%</td>
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</tbody>
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For information on current UF policies for assigning grade points, see https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx

Course Assignments

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Points Possible</th>
<th>Points Awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam 1</td>
<td>9/23</td>
<td>100</td>
<td></td>
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<tr>
<td>Exam 2</td>
<td>10/21</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Exam 3</td>
<td>11/25</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Exam 4</td>
<td>12/9</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Teaching Philosophy Statements</td>
<td>Draft – 9/30 (25 pts.)</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Final – 12/2 (25 pts.)</td>
<td></td>
<td>50</td>
</tr>
<tr>
<td>Attendance and Participation</td>
<td>Throughout Semester</td>
<td>50</td>
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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

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Description</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Exams (4)</td>
<td>Exams are administered through Canvas will be proctored by Dr. Bunch and/or Mrs. Ferand via Zoom. All exams are closed-note. All students must have a working webcam that stays on for the entirety of the exam. Students will be asked to show their exam workspace before the exam begins, as well as to close all other applications, software, browsers, and tabs on their computer. Students may be asked to reposition their cameras during the exam to ensure they are in clear view for the entirety of the testing period. 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.</td>
<td>400</td>
</tr>
<tr>
<td>Teaching Philosophy Statements (2; DRAFT AND FINAL)</td>
<td>Using criteria given in class, you will write a teaching philosophy statement. You will submit a draft for feedback from the TA. Based on that feedback you will submit a final version of your teaching philosophy statement.</td>
<td>50</td>
</tr>
<tr>
<td>Attendance and Participation (WEEKLY)</td>
<td>Attendance and participation will be based on: (a) class attendance (via Zoom); (b) online engagement – including discussion posts and comprehension quizzes; and (c) professional dress (will discuss on day 1 in class).</td>
<td>50</td>
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</tbody>
</table>
**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/scrc/process/student-conduct-honor-code](http://www.dso.ufl.edu/scrc/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 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 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

<table>
<thead>
<tr>
<th>FEAP</th>
<th>Assessment</th>
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<tbody>
<tr>
<td>5a</td>
<td>Designs purposeful professional goals to strengthen the effectiveness of instruction based on students’ needs. Teaching Philosophy Statement.</td>
</tr>
<tr>
<td>6a</td>
<td>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</td>
</tr>
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</table>
Class Schedule

<table>
<thead>
<tr>
<th>Online Asynchronous</th>
<th>Online Synchronous</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Module 1: History and Philosophy of Career and Technical Education</strong></td>
<td></td>
</tr>
</tbody>
</table>
| Week 1  
9/2 | Navigating Canvas | Intro to AEC and Teacher Certification |
| Week 2  
9/9 | Theories of Career Development | Developing a Teaching Philosophy LiveText Presentation |
| Week 3  
9/16 | CTE History | CTE and American Education |
| Week 4  
9/23 | Today's CTE Programs | **Exam 1** |

**Module 2: History and Development of Agricultural Education**

| Week 5  
9/30 | The Three Circle Model | Teaching Agriculture **Teaching Philosophy Draft Due** |
| Week 6  
10/7 | SAE Overview | Implementing SAE  
Guest Discussant – Mrs. Deb Barry |
| **October 9 and 10** - Agricultural Education Symposium  
LTC, HAINES CITY, FL. | | |
| Week 7  
10/14 | History of School Based Agricultural Education | Meeting the Needs of All Students |
| Week 8  
10/21 | The Agricultural Education System | **Exam 2** |

**Module 3: History and Development of the FFA**

| Week 9  
10/28 | FFA History – Part 1 & 2 and Florida FFA History | Being a FFA Advisor  
FFA Awards and Recognition and FFA Competitive Events |
| Week 10  
11/4 | FFA Creed and FFA Motto | FFA Meetings and Conventions |
| Week 11  
11/11 | Holiday, no class | Holiday, no class |
| Week 12  
11/18 | FFA Structure | **Exam 3** |

**Module 4: The Profession of Education**

| Week 13  
11/25 | Holiday, no class | Holiday, no class |
| Week 14  
12/2 | Teacher Code of Ethics | Trends in Education **Final Teaching Philosophy Due** |
| Week 15  
12/9 | Career Stages of Teachers | **Exam 4** |

Note. Assignments are indicated in **BOLD ITALICS BLUE.** Important reminders are indicated in **BOLD ITALICS PURPLE.**