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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. 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.

**Instructor**

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Office Hours: By appointment

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**Time and Location**

Asynchronous Access via Canvas

**Course Description**

The purpose of this course is to familiarize students with the major events and factors that have contributed to the development of Agricultural Education in the United States. By the end of this course the student will possess a foundational knowledge 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 Texts** (Available at the UF Bookstore or other approved vender)

Gordon, H. R. D. & Schultz, D. (2020). *The history and growth of career and technical education in America* (5th Ed.). Long Grove, IL; Waveland Press, Inc.

**Supplemental texts:**

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

## **DESCRIPTION OF COURSE ASSIGNMENTS**

### **Literature Reviews**

Eight Literature Review Summary assignments are part of this course. 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 Sept. 5 (addressing the readings in Modules 1 and 2). The purpose of these assignments is to allow students the opportunity to reflect upon the topics and concepts being discussed in each module. 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 topic and readings, as well as specific questions and/or issues raised from the week's work. Submit the assignment as an attachment through Canvas.

### **Philosophy of School-based Agricultural Education**

The philosophy assignment should be no more than three, double-spaced pages. This paper should summarize your personal philosophy about what a school-based agricultural education program should be, based on what you have read and learned about through the course, as well as from your own personal beliefs and experiences. This is NOT a personal teaching philosophy paper, and more about your philosophy of a total SBAE program. This assignment is due no later than Nov. 21, 2021 and should be submitted as an attachment through Canvas.

### **Final Exam/Paper**

The final exam/paper should include an evaluation of your understanding of the history, philosophy, and practice that has been presented in the course readings. The paper should include a summary of the key points learned in the course. Be sure to:

- 1) Identify the major historical events and indicate how they have influenced current practice in school-based agricultural education.
- 2) Identify the major philosophical tenets that influence current practice in school-based agricultural education.
- 3) Provide a summary of the lessons learned from studying the history and philosophy of agricultural education.

The paper should be between 5-10 pages in length, double-spaced. Students can submit the final exam at any time, as long as it is submitted by 11:59pm on December 5, 2021. Upload in Canvas.

### **Participation**

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

<b>COURSE ASSIGNMENTS</b>	<b>Points</b>	<b>Points Earned</b>	<b>Due Dates</b>
Literature Summaries (8)	400		<b>Throughout semester</b>
Philosophy of School-based Agricultural Education	300		<b>11/21/21</b>
Final Exam/Paper	300		<b>12/5/21</b>
Total	1000		

### **Grading Scale**

A = 910-1000  
A- = 900-909  
B+ = 810-899

B- = 800-809  
C+ = 710-799  
C- = 700 - 709

E = below 700

*Note:* This Web address references the UF grades and grading policies:  
<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

### **Class Recording**

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third-party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Policy on Course Syllabi 3 UF, Academic Affairs, July 28th, 2021 Honor Code and Student Conduct Code.

### **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 three or more days past its original due date unless other arrangements have been made with the instructor. Assignment will be deducted 10% each day there are late, with the maximum of two days. Requirements for the class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at: <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>

### **Academic Honesty**

In 1995 the UF student body enacted a new honor code and voluntarily committed itself to the highest standards of honesty and integrity. When students enroll at the university, they commit themselves to the standard drafted and enacted by students.

In adopting this honor code, the students of the University of Florida recognize that academic honesty and integrity are fundamental values of the university community. Students who enroll at the university commit to holding themselves and their peers to the high standard of honor required by the honor code. Any individual who becomes aware of a violation of the honor code is bound by honor to take corrective action. The quality of a University of Florida education is dependent upon community acceptance and enforcement of the honor code.

**The Honor 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.**

On all work submitted for credit by students at the university, the following pledge is either required or

implied: “**On my honor, I have neither given nor received unauthorized aid in doing this assignment.**”

The university requires all members of its community to be honest in all endeavors. A fundamental principle is that the whole process of learning and pursuit of knowledge is diminished by cheating, plagiarism and other acts of academic dishonesty. In addition, every dishonest act in the academic environment affects other students adversely, from the skewing of the grading curve to giving unfair advantage for honors or for professional or graduate school admission. Therefore, the university will take severe action against dishonest students. Similarly, measures will be taken against faculty, staff and administrators who practice dishonest or demeaning behavior.

Students should report any condition that facilitates dishonesty to the instructor, department chair, college dean or Student Honor Court.

(Source: 2012-2013 Undergraduate Catalog)

It is assumed all work will be completed independently unless the assignment is defined as a group project, in writing by the instructor. This policy will be vigorously upheld at all times in this course.

### **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.

### **Course Evaluations:**

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.”

### **Campus Helping Resources**

#### Health and Wellness

- *U Matter, We Care:* If you or someone you know is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu), 352-392-1575, or visit U Matter, We Care website to refer or report a concern and a team member will reach out to the student in distress.
- *Counseling and Wellness Center:* Visit the Counseling and Wellness Center website or call 352-392-1575 for information on crisis services as well as non-crisis services.
- *Student Health Care Center:* Call 352-392-1161 for 24/7 information to help you find the care you need, or visit the Student Health Care Center website.
- *University Police Department:* Visit UF Police Department website or call 352-392-1111 (or 9-1-1 for emergencies).
- *UF Health Shands Emergency Room / Trauma Center:* For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; Visit the UF Health Emergency Room and Trauma Center website.
- *GatorWell Health Promotion Services:* For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the GatorWell website or call 352-273-4450.

#### Academic Resources

- *E-learning technical support:* Contact the UF Computing Help Desk at 352-392-4357 or via e-mail at [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu).
- *Career Connections Center:* Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.

- *Library Support:* Various ways to receive assistance with respect to using the libraries or finding resources.
- *Teaching Center:* Broward Hall, 352-392-2010 or to make an appointment 352-392-6420. General study skills and tutoring.
- *Writing Studio:* 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.
- *Student Complaints On-Campus:* Visit the Student Honor Code and Student Conduct Code webpage for more information.
- *On-Line Students Complaints:* View the Distance Learning Student Complaint Process

### **Canvas Technology Requirements (Fall 2021)**

Computers, Internet, and Web browsers: Canvas runs on Windows, Mac, Linux, iOS, Android, or any other device with a modern web browser. It is recommended to use a computer less than five years old with at least 1GB of RAM. It is recommended to have a minimum Internet speed of 512kbps. It is strongly recommended to not use a wireless connection, phone, tablet, or notepad for critical course tasks such as exams and discussions.

Canvas currently supports the following browsers: Chrome, Safari, Firefox, Edge. Canvas supports the last two versions of most browsers. It is highly recommend updating to the newest version of whatever browser you are using. Note that your computer's operating system may affect browser function. Failure to use one of these browsers will cause problems.

For more information on approved computers and browsers please visit:

<https://community.canvaslms.com/t5/Canvas-Basics-Guide/What-are-the-browser-and-computer-requirements-for-Canvas/ta-p/66> On this web page there is an area titled "Is My Browser up to Date?"

Use it to check each computer and browser you may use in this course. There is another important area on "Browser Privacy Settings." Read the section(s) for any browser intended for use. For example, Note that: In browsers such as Safari, insecure content will never be displayed in the browser. Return to the page to check for updates on technology issues in Canvas.

If you encounter technical difficulties in this course, contact the UF Computing Help Desk right away to troubleshoot. <https://helpdesk.ufl.edu/> or (352) 392-HELP. If the problem cannot be fixed immediately, notify your instructor, and provide them with the Help Desk ticket number.

### **Accessibility:**

For more information on Accessibility for Canvas and Zoom, please go to:

<https://www.instructure.com/canvas/accessibility>,  
<https://zoom.us/accessibility>

### **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.

0001 Reid Hall, 392-8565, [www.dso.ufl.edu/drc/](http://www.dso.ufl.edu/drc/)

### **U Matter, We Care**

Your well-being is important to the University of Florida. The U Matter, We Care initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help if a member of our community is in need. If you or a friend is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu) so that the U Matter, We Care Team can reach out to the student in distress. A nighttime and weekend crisis counselor is available by phone at 352-392-1575. The U Matter, We Care Team can help connect students to the many other helping resources available including, but not limited to, Victim Advocates, Housing staff, and the Counseling and Wellness Center. Please remember that asking for help is a sign of strength. In case of emergency, call 9-1-1.

## Course Outline

<b>Date</b>	<b>Topic</b>	<b>Assignment</b>
8-23	Module 1: Course Overview & SBAE Prior to the Smith-Hughes Act	Course Introductions (Due 08/27)
8-30	Module 2: Early Fundamentals of SBAE from the Smith-Hughes Act	Literature Summary 1
9-6	Module 3: Legislation Related to SBAE	Literature Summary 2
9-13	Module 4: Vocational Education Legislation	Literature Summary 3
9-20	Module 5: Contemporary Legislation	Literature Summary 4
9-27	Module 6: Philosophy of Dewey, Snedden & Prosser Project Based Teaching Method	Literature Summary 5
10-4	Module 7: Philosophy of SBAE	Literature Summary 6
10-11	Module 8: Classroom & Laboratory Instruction	Literature Summary 7
10-18	Module 9: Experience-based Learning & Leadership and Personal Development	Literature Summary 8
10-25	Module 10: Mission of Local Programs of SBAE	
11-1	Module 11: State Supervision and Teacher Education	
11-8	Module 12: Developing a Philosophy of SBAE	
11-15	Module 13: Extension Now	Philosophy of SBAE
11-22	No Module: Fall Break	
11-29	Module 14: Course Summary: Final Exam/Paper	Final Exam/Paper Due