AEC 6325 – History and Philosophy of Agricultural Education

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Time and Location

This course is delivered online in a 12-week format. All course content will be delivered asynchronously in the form of 16 Reusable Learning Objects (RLOs). Each unit of the course will include one or two modules and will officially begin on Monday of each week and end at 11:55 p.m. the following Sunday. However, the course web page on Canvas 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

Supplemental Texts and References


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 26 (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 28, 2019 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. The paper should include a summary of the key points learned in the course. Identify the major historical events and indicate how they have influenced current practice in school-based agricultural education. Identify the major philosophical tenets that influence current practice in school-based agricultural education. Provide a summary of lessons learned from studying the history and philosophy of agricultural education. The paper should be 5 – 10 pages in length, double-spaced.

Each student may complete the final exam at any time, as long as it is submitted by 11:55 p.m. on August 4, 2019. 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 encouraged to interact with the instructor via email throughout the course. There will NOT be postings or discussions online.
Course Assignments

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literature Reviews (8)</td>
<td>80</td>
</tr>
<tr>
<td>Philosophy of School-based Agricultural Education</td>
<td>20</td>
</tr>
<tr>
<td>Final Exam/Paper</td>
<td>50</td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td><strong>150</strong></td>
</tr>
</tbody>
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Grading Scale

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

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

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. Requirements for 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/ugrad/current/regulations/info/attendance.aspx.

Academic Honesty

UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students 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.” The Honor Code (http://www.dso.ufl.edu/sccr/process/student-conduct-honorcode/) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor in this class.

Online Course Evaluation Process

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at https://evaluations.ufl.edu. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at https://evaluations.ufl.edu/results/.
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

Health and Wellness:
U Matter, We Care: If you or a friend is in distress, please contact umatter@ufl.edu or 352 392-1575 so that a team member can reach out to the student. Counseling and Wellness Center: http://www.counseling.ufl.edu/cwc/Default.aspx, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies. Sexual Assault Recovery Services (SARS) Student Health Care Center, 392-1161. University Police Department, 392-1111 (or 9-1-1 for emergencies). http://www.police.ufl.edu/

Academic Resources:

Students with Disabilities

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.
## Course Calendar
### AEC 6325 Online

<table>
<thead>
<tr>
<th>Week</th>
<th>Modules</th>
<th>Dates</th>
<th>Assignment</th>
</tr>
</thead>
</table>
| 1    | 1 - Introduction  
      2 - School-based Agriscience Education Prior to Smith-Hughes | May 13 – May 19 |                    |
| 2    | 3 - Early Fundamentals of School-based Agriscience Education from the Smith-Hughes Act | May 20 – May 26 | Literature Summary 1 |
| 3    | 4 - Legislation Related to School-based Agriscience Education | May 27 – June 2 | Literature Summary 2 |
| 4    | 5 - Vocational Education Legislation | June 3 – June 9 | Literature Summary 3 |
| 5    | 6 - Contemporary Legislation | June 10 – June 16 | Literature Summary 4 |
| 6    | 7 - Philosophy of John Dewey  
      8 - Philosophy of Snedden and Prosser | June 17 – June 23 | Literature Summary 5 |
| 7    | 9 - Philosophy of School-based Agriscience Education | June 24 – June 30 | Literature Summary 6 |
| 8    | 10 - Classroom and Laboratory Instruction | July 1 – July 7 | Literature Summary 7 |
| 9    | 11 - Experience-based Learning  
      12 - Leadership and Personal Development | July 8 – July 14 | Literature Summary 8 |
| 10   | 13 - Mission of Local Programs of School-based Agriscience Education  
      14 - State Supervision and Teacher Education | July 15 – July 21 |                    |
| 11   | 15 - Developing a Philosophy of School-based Agriscience Education | July 22 – July 28 | Philosophy of SBAE |
| 12   | 16 - Course Summary | July 29 – August 4 | Final Exam/Paper |