

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

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### **Instructor**

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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**

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 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**

<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**

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:* 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](mailto: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:

E-learning technical support, 352-392-4357 (select option 2) or e-mail to [Learningsupport@ufl.edu](mailto:Learningsupport@ufl.edu). <https://lss.at.ufl.edu/help.shtml>. Career Resource Center, Reitz Union, 392-1601. Career assistance and counseling. <http://www.crc.ufl.edu/> Library Support, <http://cms.uflib.ufl.edu/ask>. Various ways to receive assistance with respect to using the libraries or finding 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/](http://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

Week	Modules	Dates	Assignment
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