



AEC 6325
History and Philosophy of
Agricultural Education
Summer 2022
Section: 14067



Instructor

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Office Hours: By appointment

Time and Location

Asynchronous 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 why American Agricultural Education is as it is today.

Course Objectives

At the completion of the course, the learner will be able to:

1. Trace the sequence of historical events, movements, and legislative initiatives as they shaped the development of Agricultural Education in America.
2. State and describe the nature, purpose, and scope of Agricultural Education in today's school systems.
3. Describe the relationship of Agricultural Education to the total educational system.
4. Articulate how philosophy influenced the development of Agricultural Education as a part of the total educational system.
5. Describe the major philosophers and leaders in the development of Agricultural Education.

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.

DESCRIPTION OF COURSE ASSIGNMENTS

Article Annotations

Prepare an annotated bibliography of each week's readings. Prepare a citation for each article and book chapter. Under each citation summarize the article using one to two paragraphs double spaced. APA style should be followed. These are due Friday of each week. *There are two modules the week of July 4th.

Resource Share

Throughout the semester, we will explore articles and readings from a variety of authors and resources. Although it's a goal to capture a wide range of perspectives, it's my hope that we can share additional viewpoints and ideas that have not yet been shared in modules. Each week, you will be asked to explore on your own, and share additional resources and perspectives with your classmates. These resources should be scholarly in nature, and can be in a variety of formats, including journal articles, website articles, blogs, or others. Besides attaching the document, or a link to one or more resources related to the week's topic, you should briefly explain why you find value in the resource(s) through a 2–3-minute video. Each week, this should be shared as a discussion post. These will be due on Fridays each week. *There are two modules the week of July 4th.

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 should be submitted for peer review by July 6th. Following peer feedback, please re-submit the final assignment no later than July 20th.

Ag Ed in the Future Paper

The purpose of this assignment is to synthesize key components in the social, historical, philosophical, and legislative turning points in the evolution of Agricultural Education. In addition, you will spend time discussing where you think Agricultural education will be in the year 2050. You are encouraged to use your article annotations. Your 4–6-page paper (not including title page and references) will be expected to evidence:

- Close examination of relevant research
- Careful organization
- Your ability to synthesize the literature into a cohesive review of the major historical developments, philosophical thought, political events, and your thoughts on the future.

*Due August 3, with a one-day grace period.

Participation, Attendance, and other assignments

Participation is mandatory, as you are expected be an active participant in the class discussions and exercises.

| COURSE ASSIGNMENTS | Points | Points Earned | Due Dates |
|---|---------------|----------------------|--|
| Article Annotations | 260 | | Every Week |
| Resource Share | 65 | | Every Week |
| Philosophy of Ag Education Draft: 50, Final: 200 | 250 | | Draft: July 6th, Final: July 20th |
| Ag Ed In The Future | 300 | | August 3rd |
| Participation | 125 | | Every Week |
| 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

Attendance and Assignments

Assignments will be accepted up to 2 days late, with a 10% reduction in points per day late (except for the 'Ag Ed in The Future' Paper, accepted up to one day late). Any time instruction is missed, for any reason, it will count as an absence. College approved field trips, and competitive and leadership development events (with prior instructor approval) are considered legitimate and with proper documentation will not be considered an absence. Seeking an extended deadline due to the above mentioned absences should be arranged before missing the course meeting. In case of emergencies, arrangements for completing assignments should be made immediately upon return to campus.

Students Requiring Accommodations

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, <https://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 Evaluation

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/>."

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.

University Honesty Policy

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 (<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) 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 or TAs in this class.

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. We, the members of the University of Florida community, pledge to uphold ourselves and our peers to the highest standards of honesty and integrity.

Student Privacy

There are federal laws protecting your privacy with regards to grades earned in courses and on individual assignments. <http://registrar.ufl.edu/catalog0910/policies/regulationferpa.html>

Campus Helping Resources

Health and Wellness

- *U Matter, We Care*: If you or someone you know is in distress, please contact 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.
- *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 (as of 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/

Course Outline

| Date | Topic | Assignment |
|-------------|---|--|
| 5-9 | Module 1: Course Overview & SBAE Prior to the Smith-Hughes Act | Article Annotation #1 Resource Share #1 |
| 5-16 | Module 2: Early Fundamentals of SBAE from the Smith-Hughes Act | Article Annotation #2 Resource Share #2 |
| 5-23 | Module 3: Legislation Related to SBAE | Article Annotation #3 Resource Share #3 |
| 5-30 | Module 4: Vocational Education Legislation | Article Annotation #4 Resource Share #4 |
| 6-6 | Module 5: Contemporary Legislation | Article Annotation #5 Resource Share #5 |
| 6-13 | Module 6: Philosophy of Dewey, Snedden & Prosser Project Based Teaching Method | Article Annotation #6 Resource Share #6 |
| 6-20 | Summer Break | |

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|------|---|--|
| 6-27 | Module 7: Philosophy of SBAE | Article Annotation #7 Resource Share #7 |
| 7-4 | Module 8: Classroom & Laboratory Instruction Module 9: Experience-based Learning & Leadership and Personal Development | Article Annotation #8 Resource Share #8 Article Annotation #9 Resource Share #9 Draft Philosophy Paper (Due 7/06) |
| 7-11 | Module 10: Mission of Local Programs of SBAE | Article Annotation #10 Resource Share #10 |
| 7-18 | Module 11: State Supervision and Teacher Education | Article Annotation #11 Resource Share #11 Final Philosophy Paper (Due 7/20) |
| 7-25 | Module 12: Developing a Philosophy of SBAE | Article Annotation #12 Resource Share #12 |
| 8-1 | Module 13: Extension Now | Article Annotation #13 Resource Share #13 Ag Ed Future Paper (Due 8/1) |