



TEXAS A&M UNIVERSITY  
**COMMERCE**

**AFE597**

**History and Philosophy of Agricultural Education**

**COURSE SYLLABUS – Summer 2020**

**Instructor:** Keith J. Frost, PhD, Assistant Professor

**Office Location:** AGET 153

**Office Phone:** 903-886-5379

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**Office Hours:** The university has deemed all courses for Summer 2020 to be held at a distance with a partial university closure. My office is therefore remote and will be handled digitally. Please use email as the primary means of communication.

<b>COURSE INFORMATION</b>
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**Course Description:** This course is designed to provide a historical perspective of the development and execution of school based agricultural education, educational philosophy/philosophers, and educational theory with a purpose to better understand and communicate modern agricultural education and hone one's personal educational philosophy.

**Scheduled Meeting Times:** N/A – All Course information will be provided through D2L. This includes readings, modules, links, assignments, and assignment submissions.

**Textbook (Required):** None

**Course Objectives:**

Upon completion of this course and associated activities the student should be able to:

1. Articulate their understanding of the historical foundation and development of modern agricultural education.
2. Describe the perspectives of a key educational philosopher and their impact on education.
3. Create a document suitable for laypersons in education or educational leadership regarding the structure and opportunities available in modern SBAE programs.
4. Locate, identify, and summarize historical resources suitable for a high school setting.
5. Summarize educational theories.
6. Present a concise philosophical and positional statement of personal agricultural education beliefs.

## COURSE REQUIREMENTS and ASSESSMENT

**Historical Resources:** Using the resources provided (or other sites you find), locate four “articles” related to a historical component of agricultural education that would be appropriate and approachable for high school students. You will provide a brief summary of the article, and explanation of how you would incorporate it into your curriculum, and a couple of questions/prompts you may use to cultivate engagement. **Due Dates: June 8, 15, 22, 29**

**Educational Philosopher Biography:** Select an educational philosopher and write a brief biography of the individual that includes a summary of their educational philosophy and its impact or relevance to modern education. **Due Date: June 8**

**History and Development of the Ag-Ed Model:** You will be provided some articles and resources to help you write an essay on the historical background, development, and evolution of the components of SBAE programs. **Due Date: June 15**

**Educational Theory Matrix:** You will generate a matrix of influential educational theories. This document will provide a summary of the theory, its application, and provide resources for further exploration and use. **Due Date: June 22**

**Modern SBAE Structures and Execution:** You will generate a “white paper” on the modern structures, components, and execution of SBAE programs. The intended audience of this paper will be community members, laypersons, or school administration. This will be a brief summary of what “AgEd” is, what you do, and how it helps students. **Due Date: July 2**

**Educational Philosophy:** You will generate a one-page statement of your educational philosophy as an agricultural educator. It will include your personal beliefs of component incorporation, educational theory, classroom execution, and who you are as an educator. **Due Date: July 2**

### Assessment and Grade Determination

100-90% - A

89-80% - B

79-70% C

69-60% D

Below 60% - F

## COURSE AND UNIVERSITY PROCEDURES/POLICIES

### Course Specific Procedures:

**Plagiarism:** Plagiarism **WILL NOT** be tolerated and will result in an automatic **F** in the course. Students are expected to do their own work. Assistance with written assignments, such as proofreading or editing, is encouraged as long as the final concepts and product are those drafted and authored by the student. Information or materials (including ideas, quotes, data, procedures, etc.) from sources other than the student must be given proper credit through appropriate citation. The discipline of Agricultural Education uses the APA format (6<sup>th</sup> edition) as its primary style guide for publications, including research papers and reports. Assistance with this format and general guidelines for written assignments are available at the following source:

**Scholarly Expectations:** All works submitted for credit must be original works created by the scholar uniquely for the class. It is considered inappropriate and unethical, particularly at the graduate level, to make duplicate submissions of a single work for credit in multiple classes, unless specifically requested by the instructor. Work submitted at the graduate level is expected to demonstrate higher-order thinking skills and be of significantly higher quality than work produced at the undergraduate level.

**Writing Standards:** All written assignment will be written in a format aligned with the *American Psychological Association (APA) Manual for Publication*, 6<sup>th</sup> or 7<sup>th</sup> editions (We have made the switch to 7 professionally, but will transition over the next year). APA style will always be used for punctuation, writing style, headings, and citations. Exceptions to APA formatting will be specified when appropriate. General formatting requirements:

- Name (First Last) will be a flush right header and Assignment Name will be a flush right footer. I do not want a “running head” in the top left. Page numbers are optional. This precludes the need for a cover page or a “heading” on the first page in the body of the paper.
- 1” Margins for Top, Bottom, Left, and Right
- Times New Roman, 12 Point
- Single-Space all paragraphs with double space between paragraphs, topic headings (in the body), tables, and figures

A tutorial on scientific writing, including the use of APA format is available from the Online Writing Lab at Purdue University (<http://owl.english.purdue.edu/>). Personal face-to-face assistance with editing and format suggestions is available from the A&M Commerce on-campus Writing Center

**Interaction with Instructor Statement:** E-mail will serve as the primary method for out-of-class communication between the instructor and students. Therefore, students should check their university (myLeo) or other preferred e-mail account at least once daily. The instructor will attempt to answer each student-generated message within 48 hours of dispatch.

### **University Specific Procedures and Language**

#### **Students with Disabilities-- ADA Statement:**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

#### **Office of Student Disability Resources and Services**

Texas A&M University-Commerce

Gee Library- Room 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: [studentdisabilityservices@tamuc.edu](mailto:studentdisabilityservices@tamuc.edu)

Website: [Office of Student Disability Resources and Services](http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

#### **Nondiscrimination Notice**

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

#### **Citizenship**

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx).

<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: <https://www.britannica.com/topic/netiquette>

***Campus Concealed Carry Statement***

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

***I believe this syllabus to be a generally solid representation of the class. I reserve the right to make changes and revisions as needed to improve the class, the assignments, provide clarity, or provide a better experience.***