**Auburn University**

**CTCT 8800/6Syllabus**

1. Course Number: CTCT 8800/6

Course Title: Teacher Education (History and Philosophy)

Credit Hours: 3 semester hours (Lecture 3)

Prerequisites: Departmental approval

Corequisites: None

2. Term: Fall 2019

 **Day/Time:** Class Hours: Distance Canvas

 Lab Hours: N/A

**Instructor:** David Chapman

 Office Address: 3084 Haley Center

 Contact Information: Office Phone: 678-232-7509

 Email: dlc0037@auburn.edu

 Office Hours: by appointment

3. Required Text:

Talbert, B. A., Vaughn, R., Croom, B., & Lee, J. S. (2014*). Foundations of agricultural education*. Boston: Pearson Higher Education.

Additional Resources:

Hillison, J. (1986). *Agricultural teacher education preceding the Smith-Hughes Act*. Virginia Plytechnic Institute and State University.

Mercier, S. (2015). *Food and agricultural education in the United States*. Washington, DC: AGree.

Roberts, T. G., Harder, A., & Brashears, M. T. (2016). *American Association for Agricultural Education national research agenda: 2016-2020.* Gainesville, FL: Department of Agricultural Education and Communication.

Smith, K. L., & Rayfield, J. (2016). An early examination of the educational intent of supervised agricultural experiences (SAEs) and project-based learning in agricultural education. *Journal of Agricultural Education, 57*(2), 140-160.

This course will require the use of Canvas. Canvas can be accessed from the Auburn University website through AU Access.

**4. Course Description:**

Teacher education (History & Philosophy) with an emphasis on beliefs, philosophy, issues, research, roles, curriculum, methodology, organization, and administration of teacher education programs.

**5. Course Objectives:**

Upon completion of this course, students will be able to project themselves as competent, committed, and reflective professionals through their ability to:

1. Demonstrate an understanding of teacher education with a specific focus upon history and philosophy within agricultural education.
2. Identify key components teacher education programs as it relates to the history and philosophy of agricultural education.
3. Establish an understanding of teacher education research related to the history and philosophy of agricultural education.

**6. Course Content:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Week** | **Course Topic** | **Readings**  | **Assignment** |
| Week 1 | Introductions and Course Expectations | Syllabus/Course PowerPoint | Introduction/**Acquire Text** |
| Week 2 | Philosophical Foundations of Agricultural Education | Foundations of Ag Ed: Chapter Three | Discussion 01 |
| Week 3 | History and Development of Agricultural Education | Foundations of Ag Ed: Chapter Four | Discussion 02 |
| Week 4 | Agricultural Teacher Education Preceding the Smith-Hughes Act | Provided Article: Hillison (1986) | Discussion 03 |
| Week 5 | Food and Agricultural Education in the United States | Provided Literature: Mercier (2015) | Discussion 04 |
| Week 6 | History of SAE and Project Based Learning in Ag Ed | Provided Article: Smith & Rayfield (2016) | Discussion 05 |
| Week 7 | The Psychology of Learning | Foundations of Ag Ed: Chapter Twelve | Discussion 06 |
| Week 8 | The Teaching Process | Foundations of Ag Ed: Chapter Thirteen | Discussion 07 |
| Week 9 | Personal Philosophy of Agricultural Education  | Complete Paper\**See Syllabus*\*  | **Philosophy Paper** |
| Week 10 | Evaluating Learning/Find Article for History & Philosophy Final Paper (1) | Foundations of Ag Ed: Chapter Nineteen | Discussion 08 |
| Week 11 | Agricultural Literacy/Find Article for Final Paper (2) | Foundations of Ag Ed: Chapter Fifteen | Discussion 09 |
| Week 12 | Meeting the Needs of Diverse Students/Find Article for Final Paper (3) | Foundations of Ag Ed: Chapter Twenty | Discussion 10 |
| Week 13 | Adult and Postsecondary Education/Find Article for Final Paper (4) | Foundations of Ag Ed: Chapter Eighteen | Discussion 11 |
| Week 14 | Connecting History and Philosophy of Ag Ed to Future Research/Final Article for Final Paper (5) | Provided Literature: AAAE National Research Agenda | Discussion 12 |
| Week 15 | Thanksgiving Break |  |  |
| Week 16 | History & Philosophy of Agricultural Education Final Paper | Complete Final Paper \*See Syllabus\* | Final Paper |

**7. Assignments/Projects:**

1. **Complete the assigned readings for each week.**
2. **Participate in all class discussions and exercises.** Each week you should make a two paragraph discussion post over the readings for the week. The first paragraph should be a summary/reflection of the readings and the second paragraph should be a reflection on a specific question that will be posted weekly regarding the readings. Additionally, you should reply to two classmate discussion posts each week. The replies may include questions to create conversations regarding the specific topic or weekly questions. These class discussions are better facilitated if you post your discussion earlier in the week so that there is time for replies and additional discussion. Additional details regarding discussion posts may be provided in the module for each week.
3. **Personal Philosophy of Agricultural Education:** The philosophy of agricultural education paper should summarize your personal philosophy of agricultural education. Be sure to think about the broad scope of agricultural education when completing this paper. Merge historical and philosophical foundations of agricultural education with your own personal beliefs and experiences in the development of your philosophy. Feel free to utilize sources and journal articles outside of those used in the course for reference. Cite all sources according to the most recent edition of the APA style manual. The paper should be 3-5 pages in length, double-spaced and in 12pt font. The paper is due by 12:00AM on the Sunday following week 9. This specific date will be announced prior to week 9 in the course.
4. **History and Philosophy of Agricultural Education Final Paper:** The history and philosophy of agricultural education final paper should represent your understanding of the history and philosophy of Ag Ed utilizing course materials (articles/text) and related research journal articles. Be sure to think about the broad scope of agricultural education when completing this paper. This is not a personal philosophy or opinion based paper, but instead a culmination of your understanding of the history/philosophy of Ag Ed. Your paper may include a variety of areas within the field including the teaching process, philosophical foundations, Ag Ed history, key individuals, teacher education, agricultural literacy, psychology of learning, etc…You must have a minimum of five journal articles outside of those presented in the course materials included and properly cited within the paper. The articles should support your understanding and explanation within the paper. Cite all sources according to the most recent edition of the APA style manual. The paper should be 10-15 pages in length, double-spaced and in 12pt font. The paper is due by 12:00AM on the Sunday following week 16. This specific date will be announced prior to week 16 in the course.

**Rubrics and Grading Scale:**

|  |  |  |
| --- | --- | --- |
| **Graded Activity** | **Points for each activity** | **Total points available** |
| Discussions (12) | 50 | 600 |
| Philosophy Statement | 150 | 150 |
| Paper | 250 | 250 |
|  | Total Points Available | 1,000 |

 The following grading scale will be used:

|  |  |
| --- | --- |
| 90 - 100 % | A |
| 80% - 89.9% | B |
| 70% - 79.9% | C |
| 60% - 69.9% | D |
| Below 60% | F |

**8. Class Policy Statements:**

Participation: Students are expected to participate in all class discussions and participate in all exercises. Assignments/discussion posts are due on announced dates. Unexcused late assignments are unacceptable. It is the student’s responsibility to contact the instructor if assignment deadlines are not met. Students are responsible for initiating arrangements for missed work. Students must satisfy all course objectives to pass the course.

Professionalism: As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College’s conceptual framework. These professional commitments or dispositions are listed below:

* Engage in responsible and ethical professional practices
* Contribute to collaborative learning communities
* Demonstrate a commitment to diversity
* Model and nurture intellectual vitality

**Excused Absences**:  Students are granted excused absences from class for the following reasons:  Illness of the student or serious illness of a member of the student’s immediate family, the death of a member of the student’s immediate family, trips for student organizations sponsored by an academic unit, trips for University classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays.  Students who wish to have an excused absence from this class for any other reason must contact the instructor in advance of the absence to request permission.  The instructor will weigh the merits of the request and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence.  Appropriate documentation for all excused absences is required.  Please see the [*Student Policy eHandbook*](http://www.auburn.edu/student_info/student_policies/) for more information on excused absences (http://www.auburn.edu/student\_info/student\_policies/).

**Make-Up Policy:**Arrangement to make up missed major examination (e.g. hour exams, mid-term exams) due to properly authorized excused absences must be initiated by the student within one week from the end of the period of the excused absences.  Except in unusual circumstances, such as continued absence of the student or the advent of University holidays, a make-up exam will take place within two weeks from the time that the student initiates arrangements for it. Except in extraordinary circumstances, no make-up exams will be arranged during the last three days before the final exam period begins.  The format of the make-up exam will be (as specified by instructor).

Course contingency: If normal class and/or lab activities are disrupted due to illness, emergency, or crisis situation, the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, and addendum to your syllabus and/or course assignments will replace the original materials.

**9. Academic Honesty Statement:**

All portions of the Auburn University student academic honesty code (Title XII) found in the [*Student Policy eHandbook*](http://www.auburn.edu/student_info/student_policies/)will apply to this class.  All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

**10. Students with Disabilities Statement:**

“Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternate time can be arranged. To set up this meeting, please contact me by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT).”

**11. Justification for Graduate Credit:**

CTCT 8800/6 (Teacher Education) builds upon previous experiences with teacher education programs. Students enrolled in this course will analyze the theoretical framework for students wanting to work in teacher education programs. Course content will analyze the philosophical and historical perspectives that have shaped today’s teacher education programs. Students in this course will be better able to develop both formal and non-formal teacher educator programs through their application of course content.