Instructor
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Professor
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Time and Location
This course is delivered via distance in a 12-week format. All course content will be delivered asynchronously in the form of Reusable Learning Objects (RLOs). Each unit of the course will include one or two modules and will officially begin on Monday of each week. However, the course web page on Sakai 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 27. 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 through the course website.

**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 August 9 and should be submitted through the course website.

**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. Additional information regarding the Final Exam/Paper will be posted on the course website. Each student may complete the final exam at any time, as long as it is submitted by 11:55 p.m. on August 9, 2013. The exam/paper should be submitted through the course website.

**Participation**
Even though this course is being taught via distance technology, students are expected to interact with the instructor via email throughout the course. There will NOT be postings or discussions via Sakai.

**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>
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**Grading Scale**

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

*Note: This Web address references the UF grades and grading policies:*
http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html

**Academic Honesty**
In 1995 the UF student body enacted a new honor code and voluntarily committed itself to the highest standards of honesty and integrity. When students enroll at the university, they commit themselves to the standard drafted and enacted by students. In adopting this honor code, the students of the University of Florida recognize that academic honesty and integrity are fundamental values of the university community. Students who enroll at the university commit to holding themselves and their peers to the high standard of honor required by the honor code. Any individual who becomes aware of a violation of the honor code is bound by honor to take corrective action. The quality of a University of Florida education is dependent upon community acceptance and enforcement of the honor code.
The Honor Pledge: We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity. On all work submitted for credit by students at the university, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.”

The university requires all members of its community to be honest in all endeavors. A fundamental principle is that the whole process of learning and pursuit of knowledge is diminished by cheating, plagiarism and other acts of academic dishonesty. In addition, every dishonest act in the academic environment affects other students adversely, from the skewing of the grading curve to giving unfair advantage for honors or for professional or graduate school admission. Therefore, the university will take severe action against dishonest students. Similarly, measures will be taken against faculty, staff and administrators who practice dishonest or demeaning behavior. Students should report any condition that facilitates dishonesty to the instructor, department chair, college dean or Student Honor Court. (Source: 2011-2012 Graduate Catalog)

It is assumed all work will be completed independently unless the assignment is defined as a group project, in writing by the instructor.

This policy will be vigorously upheld at all times in this course.

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
Students experiencing crises or personal problems that interfere with their general well-being are encouraged to utilize the university’s counseling resources. Both the Counseling Center and Student Mental Health Services provide confidential counseling services at no cost for currently enrolled students. Resources are available on campus for students having personal problems or lacking clear career or academic goals, which interfere with their academic performance. The Counseling Center is located at 301 Peabody Hall. Student Mental Health Services is located on the second floor of the Student Health Care Center in the Infirmary.

• University Counseling Center, 301 Peabody Hall, 392-1575, www.counsel.ufl.edu
• Career Resource Center, CR-100 JWRU, 392-1601 ext: 0, www.crc.ufl.edu/
• Student Mental Health Services, Rm. 245 Student Health Care Center, 392-1171, www.shcc.ufl.edu/smhs/

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 Calendar

<table>
<thead>
<tr>
<th>Week</th>
<th>Modules</th>
<th>Dates</th>
<th>Assignment</th>
</tr>
</thead>
</table>
| 1    | 1a. Introduction  
1b. Pre-National Vocational Act of 1917 | May 13 – May 19 |                      |
| 2    | 2a. National Vocational Act: Early Fundamentals of School-based Agriscience Education | May 20 – May 26 | Literature Summary 1 |
| 5    | 3b. Contemporary History: Nation at Risk, No Child Left Behind, Race to the Top | June 10 – June 16 |                      |
| 6    | 4a. Philosophy of John Dewey | June 17 – June 23 | Literature Summary 4 |
|      | Summer Break | June 24 – June 28 |                      |
| 7    | 4b. Philosophy of Snedden and Prosser | June 29 – July 7 | Literature Summary 5 |
| 8    | 5a. Philosophy of SBAE | July 8 – July 14 | Literature Summary 6 |
| 9    | 5b. Classroom and Laboratory Instruction | July 15 – July 21 | Literature Summary 7 |
| 10   | 6a. Experience-based Learning  
6b. Leadership and Personal Development | July 22 – July 28 | Literature Summary 8 |
| 11   | 7a. Mission of Local Programs of SBAE  
7b. Mission of State Supervision and Teacher Education | July 29 – August 4 |                      |
| 12   | 8a. Philosophy of School-based Agricultural Education  
8b. Course Summary | August 5 – August 9 | Philosophy of SBAE Final Exam/Paper |