Instructor
J.C. Bunch
Assistant Professor
307A Rolfs Hall
352-294-2226
bunchj@ufl.edu
Office Hours: By appointment

Time and Location
Wednesday Periods 2, 3, & 4. (8:30am – 11:30am) Rolfs Hall 306

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)

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 single spaced. An example will be provided in class.

Discussion Leader
Prepare a two-hour class discussion regarding the readings for the week. Prepare a one-page discussion outline with questions to be submitted to the class Monday before the discussion.
**Legislative Review**

The purpose of this assignment is to synthesize key elements of a major piece of legislation (National Defense Education Act, Vocational Education Act(s), Perkins Act, No Child Left Behind, etc.) into a single, coherent description that includes the following as a minimum:

- Main objectives of the legislation
- Description of the intent
- Major sections of the act
- Impact on Agricultural Education programs
- National situation leading to the legislation
- Key persons or groups involved

Prepare a matrix, and 2-5 page paper that addresses the points above, using proper style, citations, and documentation. The objectives it to as informative as possible. Prepare a 15-20 minute summary to be shared in class.

**AGED 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 will be asked to provide a summary to be shared in class via formal presentation. You are encouraged to use your annotations. Your 10-15 page paper will be expected to evidence:

- Close examination of relevant research
- Careful organization and writing to an outline
- 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.

**Participation, Attendance, and other assignments**

Attendance is mandatory, and you are expected be an active participant in the class discussions and exercises. If you must miss class, please let me know as soon as possible to see if circumstances warrant an exception; otherwise, a reduction in grade will be assessed through the active participation portion of the course. Instructions for any other assignments will be given in class.

<table>
<thead>
<tr>
<th>COURSE ASSIGNMENTS</th>
<th>Points</th>
<th>Points Earned</th>
<th>Due Dates by Beginning of Class</th>
</tr>
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<tbody>
<tr>
<td>Article Annotations</td>
<td>350</td>
<td></td>
<td>Every Week</td>
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<tr>
<td>Discussion Leader</td>
<td>200</td>
<td></td>
<td>Assigned Week</td>
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<tr>
<td>Legislative Review</td>
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<td></td>
<td>3/18</td>
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<tr>
<td>Historical Research Paper</td>
<td>300</td>
<td></td>
<td>4/15</td>
</tr>
<tr>
<td>Participation</td>
<td>100</td>
<td></td>
<td>Every Week</td>
</tr>
<tr>
<td>Total</td>
<td>1000</td>
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</tbody>
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**Grading Scale**

- A = 910-1000
- B- = 800-809
- A- = 900-909
- C+ = 710-799
- B+ = 810-899
- C- = 700 - 709
- E = below 700
**Attendance and Assignments**

No work will be accepted past the deadline set by the syllabus unless noted by the instructor. No consideration of extending a due date will be considered on the day an assignment is due, students should contact the instructor or assistant if they are expecting to be unable to meet a deadline.

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](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 feedback on the quality of instruction in this course by completing online evaluations at [https://evaluations.ufl.edu/evals](https://evaluations.ufl.edu/evals). 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/](https://evaluations.ufl.edu/results/).

**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/](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](http://registrar.ufl.edu/catalog0910/policies/regulationferpa.html)

**Campus Resources**

**Health and Wellness**

**U Matter, We Care:**

If you or a friend is in distress, please contact 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](http://www.counseling.ufl.edu/cwc), and 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 at 392-1111 (or 9-1-1 for emergencies), or http://www.police.ufl.edu/.

Academic Resources
E-learning technical support, 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu. https://lss.at.ufl.edu/help.shtml.


Library Support, http://cms.uflib.ufl.edu/ask. Various ways to receive assistance with respect to using the libraries or finding resources.

Teaching Center, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring. https://teachingcenter.ufl.edu/.


On-Line Students Complaints: http://www.distance.ufl.edu/student-complaint-process

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<thead>
<tr>
<th>Date</th>
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| 1-8   | Course Overview  
The lay of the land at the birth of agricultural education  
The current historical need for the Agricultural Education and Ag. Education Building on our Roots – Barrick Article |
| 1-15  | Education in the U.S. Colonies |
| 1-22  | Land-Grant Universities and Hatch Act |
| 1-29  | Early Fundamental SBAE Programs |
| 2-5   | Page, Prosser, Dewey, & Snedden |
| 2-12  | Project Based Teaching Method |
| 2-26  | Major Vocational Acts 1956 – 1982 Paradigm Shift Between Science and Vocation |
| 3-4   | NO CLASS SPRING BREAK |
| 3-11  | Major Vocational Acts 1983 – Present Reform and Vocational Education |
| 3-18  | Curriculum |
| 3-25  | Content Delivery |
| 4-1   | Instructional Philosophies |
| 4-8   | Extension Now |
| 4-15  | Paper Presentations |
| 4-22  | Paper Presentations if needed |