**Auburn University**

**CTCT 7970 Syllabus**

1. Course Number: CTCT 7970

Course Title: Agricultural Leadership Education

Credit Hours: 3 Semester Hours

Prerequisites: None

Corequisites: None

2. Term: Fall 2022

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

**Instructor:** David Chapman, Ph.D.

Office Address: 3084 Haley Center

Contact Information: Office Phone: 678-232-7509

Email: dlc0037@auburn.edu

Office Hours: by appointment

3. Text and Major Resources:

There is no required text for the course. All assigned readings (journal articles & relevant literature) will be provided.

Akers, C., Miller, K., Fraze, S. D., & Haygood, J. D. (2004). A tri-state needs assessment of emotional intelligence in agricultural education. *Journal of Agricultural Education, 45*(1), 86-94. doi:10.5032/jae.2004.01086

Bruce, J. A., Webster, N. S., & Sinasky, M. E. (2006). Leadership practices employed by 4-H youth development educators in a northeast state. *Journal of Leadership Education, 5*(3), 79-92. doi:10.12806/V5/I3/RF4

Brungardt, C. (1997). The making of leaders: A review of the research in leadership development and education. *Journal of Leadership & Organizational Studies, 3*(3), 81-95. doi:10.1177/107179199700300309

Earley, P. C., & Mosakowski, E. (2004, October). Cultural intelligence. *Harvard Business Review, 82*(10),139-146.

Erme, M. (2021, April). The repressive politics of emotional intelligence. *The New Yorker*.

https://www.newyorker.com/magazine/2021/04/19/the-repressive-politics-of-emotionalintelligence

Goleman, D., & Boyatzis, R. E. (2017, February). Emotional intelligence has 12 elements. Which do you need to work on? *Harvard Business Review Digital Articles*, 2-5.

Heath, K., Martin, L., & Shahisaman, L. (2017). Global leadership competence: The intelligence quotient of a modern leader. *Journal of Leadership Education, 16*(3), 134-145.

doi:10.12806/V16/I3/T3

Huber, N. S. (2002). Approaching leadership education in the new millennium. *Journal of Leadership Education, 1*(1), 25-34. Doi:10.12806/V1/I1/C3

Jenkins, D. M. (2019). Exploring the lived experiences of becoming and being a leadership educator: A phenomenological inquiry. *Journal of Leadership Education, 18*(3), 141-257. doi:10.12806/V18/I3/R10

Kaufman, E. K., Rateau, R. J., Ellis, K. C., Kasperbauer, H. J., & Stacklin, L. R. (2010). Leadership program planning: Assessing the needs and interests of the agricultural community. *Journal of Leadership Education, 9*(1), 122-143. doi:10.12806/V9/I1/RF8

Komives, S. R., Lucas, N., & McMahon, T. R. (2013). *Exploring leadership for college students who want to make a difference* (3rd ed). San Francisco, CA: Jossey-Bass.

Kotter, J. P. (1995, May). Leading change: Why transformation efforts fail. *Harvard Business Review*, 59-67.

Lamm, K. W., Carter, H. S., Lamm, A. J., & Lindsey, A. B. (2017). Community leadership: A theorybased model. *Journal of Leadership Education, 16*(3), 118-133. doi:10.12806/V16/I3/T2

Moore, L. L., & Rudd, R. D. (2004). Leadership skills and competencies for extension directors and administrators. *Journal of Agricultural Education, 45*(3), 22-33. doi:10.5032/jae.2004.03022

Moore, L. L., & Rudd, R. D. (2005). Extension leaders’ self-evaluation of leadership skill areas. *Journal of Agricultural Education, 46*(1), 68-78. doi:10.5032/jae.2005.01068

Nowak, Z., Pavelock, D., Ullrich, D. R., & Wolfskill, L. A. (2019). Leadership styles of successful FFA advisors and FFA programs. *Journal of Leadership Education, 18*(1), 45-67. doi:10.12806/V18/I1/R4

Phipps, S. T. A. (2017, June). Why emotional intelligence is necessary for effective leadership. *Leadership Excellence, 34*(6), 56-57.

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

Townsend, C. D. (2002). Leadership education: Fantasy or reality? *Journal of Leadership Education, 1*(1), 35-40, doi:10.128.06/V1/I1/RF1

Valez, J. J., Moore, L. L., Bruce, J. A., & Stephens, C. A. (2014). Agricultural leadership education: Past history, present reality, and future directions. *Journal of Leadership Studies, 7*(4), 65-70. doi:10.1002/jls.21312

Wagner, W. (2006). The Social Change Model of Leadership: A brief overview. *Concepts and Connections, 15*(1), 8-10.

Whitaker, B. L., & Greenleaf, J. P. (2017). Using a cultural intelligence assessment to teach global leadership. *Journal of Leadership Education, 16*(1), 169-178. doi:10.12806/V16/I1A1

Yost, D. M., Conrad, M., Watkins, L., Parr, K., & Gordon, H. R. D. (2019). A pilot survey of a selfefficacy tool for career and technical education administrators. *Journal of Leadership Education, 18*(3), 70-81. doi:10.12806/V18/I3/R5

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

**4. Course Description:**

Theoretical perspectives and application of agricultural leadership education.

This course is a survey of agricultural leadership education theories, models, and general application. Leadership fundamentals and perspectives in understanding self and others, ethics, diversity/global leadership, leadership and change, and leadership in career and technical education and agricultural education.

**5. Course Objectives:**

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

* + 1. Define agricultural leadership education.
    2. Understand how agricultural leadership education fits in the American Association of Agricultural Education National Research Agenda with particular attention to methods, models, and programs that are effective for informing public opinions about agricultural and natural resources issues and preparing people to inform policy makers on agricultural and natural resources.
    3. Discuss challenges associated with leading change with diverse audiences.
    4. Synthesize scientific literature to identify relevant and applicable information for identified context.
    5. Apply leadership theories, models, and concepts to agricultural and natural resources issues.

**6. Course Content/Calendar**

|  |  |  |  |
| --- | --- | --- | --- |
| **Week** | **Course Topic** | **Readings** | **Assignment** |
| **Week 1**  8/16-8/21 | Introduction and Course Expectations | Syllabus | Introductions  Course Review |
| **Week 2**  8/22-8/28 | What is Leadership Education? | Brungardt  Huber  Townsend | Discussion 01 |
| **Week 3**  8/28-9/4 | Models of Leadership-Overview   * Relational Leadership Model * Social Change Model of Leadership Development | Komives  Wagner | Discussion 02 |
| **Week 4**  9/5-9/11 | Agricultural Leadership Education | Roberts  Velez | Discussion 03 |
| **Weeks 5-6**  9/12-9/25 | Agricultural Leadership Education: In Practice   * Successful FFA Advisors and Programs * 4-H youth Development Educators * Extension directors and administrators * Community Leadership | Bruce  Kaufman  Lamm  Nowak  Moore (2004)  Moore (2005) | Discussion 04 |
| **Week 7**  9/26-10/2 | Models of Leadership-Understanding Yourself | Jenkins  Komives  Wagner | Discussion 05 |
| **Weeks 8-9**  10/3-10/16 | Models of Leadership-Understanding Others | Phipps  Akers  Goleman  Emre | Discussion 06 |
| **Week 10**  10/17-10/23 | Models of Leadership-Ethical Leadership | Komives  Wagner | Discussion 07 |
| **Weeks 11-12**  10/24-11/6 | Models of Leadership-Leadership and Diversity | Heath  Earley  Whitaker | Discussion 08 |
| **Week 13**  11/7-11/13 | Models of Leadership-Leadership and Change | Kotter  Komives  Wagner | Discussion 09 |
| **Week 14**  11/14-11/20 | Leadership in Context | Yost | Discussion 10 |
| **Week 15**  11/21-11/27 | Thanksgiving Break/Early Submission of Final Paper |  |  |
| **Week 16**  11/28-12/4 | **Leadership Education Argument Paper** |  | **Argument Paper Due** |

7. **Assignments/Projects:**

1. **Complete the assigned readings for each week.**
2. **Participate in all class discussions.** Each week you should respond to the discussion prompt with a well-formed discussion post. Your discussion should reflect upon the readings and personal experiences. In addition to your discussion post, you should also respond to a minimum of two classmate’s posts. Your responses should facilitate discussion and provide thoughtful insight to the post. **Each response to classmates should be a minimum of five sentences.**
3. **Leadership Education Argument Paper**: Your assignment is to write a well formed, grammatically correct **7–10 page paper** [double-spaced, 12 pt Times New Roman font, 1” margins, references & cover page do not count toward page total, APA formatting] based on your reading of the assigned material and other sources outside the course.

Your essay should take the form of an argument. An argument is about an issue with important consequences for both the author and the audience. The argument presents a position on the issue. A position must be supported with *factual information* (statistics, examples, or other evidence) and/or with general principles and theories. For your argument to be effective, you must convince the reader that your facts are authoritative and that your principles are acceptable. Your audience is other university graduate students. These students are interested in the issue but have not read the articles or related literature. Remember that this is a well-educated, diverse group of readers. They may not share your background and personal biases. You will need to write logically and give good reasons for each point you make.

**Your paper should respond to the following prompt**: Leadership education is critical for advancing <your area (i.e., agricultural education/agricultural leadership/Extension/etc.)> in content, practice, and overall relevance to industry and the general public.

**Your essay should be from the perspective of your current or future position in education (e.g., Agricultural Education, Extension, Community Leadership, etc.).** Begin with a short overview of required readings in the course as it pertains to the prompt (not to exceed 1 page total). The overview should include an explicit statement indicating the position of the literature as it pertains to the prompt. Finally, you should present your own position (an explicit statement), then support it with information and ideas taken from the articles, literature outside of the course, and/or personal experience. A well-designed paper should include outside sources/literature to support your argument.

**Rubrics and Grading Scale:**

|  |  |
| --- | --- |
| **Pts for each**  **Graded Activity** | **Total points available** |
| Discussions (10) 75   * Original Post-55 pts * Peer-response Posts-10 pts each | 750 |
| Argument Paper (1) 250 | 250 |
| Total Points Available | 1,000 |

**Grading Rubric:**

75% Content

15% Grammatical

10% APA Style

**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, an 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 7970 (Special Topics in Agricultural Education: Agricultural Leadership Education) builds upon previous experiences in leadership theory and education. Students enrolled in this course will explore leadership education in agriculture through a variety of lenses including self-study and reflection to examine general theory and practice strategies, including personal leadership, team leadership, leadership and change, diversity, and ethics. Graduate credit is justified through prerequisites requiring advanced knowledge and synthesize and application of theory through scholarly investigation.