**Auburn University**

**Syllabus**

1. **Course Number:** CTCT 7010/7016

 **Course Title:** Youth Program Development

 **Credit Hours:** 3 semester hours (Lecture 3)

 **Prerequisites:** None

 **Corequisite:** None

2. **Spring 2014**

 **Brian Parr**

 **5088 Haley**

**Bap0007@auburn.edu**

 **334-844-6995**

**Office Hours 9-12 Tuesdays and Thursdays**

1. **Text:**

 None- Current research articles will be used.

4. **Course Description:**

 Developing, managing, and evaluating formal and informal youth education programs; training volunteers for youth development programs; securing and developing supporting resources.

5. **Student Learning Outcomes:**

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

 1. define youth development.

 2. defend their philosophy of youth development.

 3. define youth development tasks.

1. explain the importance of developmental tasks to youth programming.
2. use strategies to develop leadership skills and enhance career objectives of youth.
3. explain theories of adolescent and youth behavior.

7. describe the role of organizations in youth development.

8. identify formal and informal youth-serving organizations available to Alabama youth.

9. identify resources needed for youth programs.

10. obtain resources needed for youth programs.

11. recruit and select volunteers for youth organizations.

12. train volunteers for youth organizations.

13. motivate youth and volunteers to be active in youth organizations.

14. recognize youth and volunteers who participate in youth programs.

15. organize an advisory committee for youth programs.

1. plan a needs assessment for a youth program.
2. sponsor youth (career and technical, program-specific, or related) organizations.

6. **Course Content and Schedule:**

January 6- **Introductions, Syllabus, Class Expectations**, **Leadership Theories**

Assignments- 1. Watch Class 1 video on Panopto from link provided.

2. Everyone should post a brief biography to help others in the class get to know you and to help better design instruction to fit your needs.

 3. Post your definition of “Leadership” (no wrong answers at this point).

 4. Read ***“A Comprehensive Model for Leadership Development”*** by Ricketts and Rudd. (see attached guidelines for discussion threads). Posted by Dr. Parr under article for week 1 in discussion board.

January 13- **Importance of Youth Organizations**

Assignments- Develop your own philosophy statement concerning the importance of a CTESO. Your philosophy should cite research to support your position. 3-5 pages double spaced APA 6th Edition- **Due February 3rd**.

 ***“Inside the Black Box Exploring the Value Added by Career and Technical Student Organizations to Students’ High School Experience”*** by Alfeld, Hansen, Aragon, and Stone III Posted by Dr. Parr under article for week 2 in discussion board.

January 20- **Importance of Youth Organizations, Developing a Mission Statement**

Assignment- 1. Read Research Article Posted by **David Yarbrough** under article for week 3 in discussion board.

 2. Develop a Mission Statement for your CTESO- **Due February 10th**.

January 27- **Developing Core Values of the Organization**

Assignment- Read Research Article Posted by **Leslie Bateson** under article for week 4 in discussion board. Develop a list of Core Values for your CTESO- **Due February 17th**,

February 3- **Developing a Program of Activities**

Assignment- Read Research Articles posted by **Joy Brown and Tameka Richardson** under articles for week 5 in discussion board. Develop a Program of Activities for your CTESO- **Due March 24th**,

February 10- **Inspiring Teamwork, Developing Effective Committees**

Assignment- **1.** Read and respond to research article posted by **Joshua Bryan** under article for week 6 in discussion board.

 **2. Position Paper- CTESO membership should/should not be mandatory for students in a CTE program** 3-5 pages double spaced APA 6th Edition- **Due March 31st.**

February 17- **Obtaining Resources, Organizing an Alumni Chapter**

Assignment- Research Article posted by **Johanna Chancellor** under article for week 7 in discussion board.

February 24- **Utilizing Volunteers, Publicizing the Organization**

Assignment- Research Article posted by **M. Alex Davis** under article for week 8 in discussion board.

March 3- **Motivating Students to Participate, Providing Recognition ,**

Assignment- Research Articles posted by **David Dismukes** and **Richard Pelham** under articles for week 9 in discussion board.

March 10- **Spring Break**

March 17- **Forming an Advisory Committee**

Assignment- Research Articles posted by **Eboni Grace** and **Dixie Wyatt** under articles for week 10 in discussion board.

March 24- **Training Competitive Teams**

**Assignment- Position Paper- CTE teachers should/should not be required to maintain an active CTESO as part of their workload and should/should not be reflected in their evaluation** 3-5 pages double spaced APA 6th Edition- **Due April 28th**

Research Article posted by **Traves Hyman** under article for week 11 in discussion board.

April 7- **Holding Effective Meetings**

Assignment- Research Article posted by **Jeremy Knox** under article for week 12 in discussion board.

April 14- **Time Management**

Assignment- Finish paper

April 21- **Settling Conflict in an Organization, Facilitating the Effective Officer Team, Developing and Maintaining School Support, Evaluating Your Program**

Assignment- prepare for final

April 28- **Final Exam Due**

Distance Learning Section- All course work will be delivered via Canvas and Panopto. All assignments should be submitted via Canvas as well as discussion via the corresponding discussion boards within Canvas.

7. **Course Requirements/Evaluation:**

 A. Attend all class sessions and participate in all class discussions and exercises.

 B. Complete a mid-term examination.

 C. Complete a comprehensive final examination.

 D. Write a personal philosophy statement on youth.

 E. Profile youth organizations serving Alabama.

#  F. Prepare and present a term paper on youth organizations.

 G. Develop a recognition plan for youth volunteers.

 H. Develop a plan for a youth organization advisory committee.

 I. Identify sources of volunteers for a given youth organization.

 The final grade for the course will be based on the following:

 Comprehensive final examination 20%

 Written philosophy statement 10%

 Research Article 5%

 Response to Research Articles 10%

 Mission Statement 5%

 Core Values 5%

 Program of Activities 15%

 Position Paper 1 15%

 Position Paper 2 15%

 Total 100%

 Any assignment presented or turned in late will be penalized 10% for each class period that it is late. Late assignments presented or turned in late after two class meetings will not be accepted.

 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:**

1. **Class Policy Statements:**
2. Participation: Students are expected to participate in all class discussions and participate in all exercises. Assignments 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.
3. **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/>).
4. **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).
5. **Disability Accommodations:** 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. To set up the meeting, please contact the instructor 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).
6. Honesty Code:  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.
7. 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.
8. 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

**Writing Center:** The Miller Writing Center provides free support on any writing you are doing while at Auburn, whether for a course or not. Trained consultants are available to work with you as you plan, draft, and revise your writing. For students in distance courses and students temporarily away from Auburn’s campus, the Miller Writing Center offers synchronous online consultations. Please check the Miller Writing Center website ([www.auburn.edu/writingcenter](http://www.auburn.edu/writingcenter)) for instructions and information about scheduling online appointments. If you have questions about the Miller Writing Center, please email writctr@auburn.edu or call 334-844-7475 M-F  7:45am-4:45pm.

**9. Justification for Graduate Credit:**

 CTCT 7010/7016 (Youth Program Development) builds upon previous experiences with youth organizations. Students enrolled in this course will analyze the theoretical framework for students wanting to be a part of youth organizations. Course content will analyze the needs (developmental and social) of youth in today's society. Students in this course will be better able to develop both formal and non-formal youth programs through their application of course content.