**Auburn University**

**Syllabus**

1. Course Number: CTCT 7010/6

Course Title: Youth Program Development

Credit Hours: 3 semester hours (Lecture 3).

Prerequisites: None

Corequisites: None

2. Term: Spring 2018 (Syllabus Prepared January 2017)

**Day/Time:** Class Hours: TR 2pm-3:15pm Wallace 114 and Canvas

Lab Hours: na

**Instructor:** James Lindner, Ph.D.

Professor Texas A&M University &

Scholar in Residence Auburn University

Office Address: Faculty Office: 5058 Haley

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Office Hours: Wednesday 10:00a-Noon and by appointment

3. Text and Major Resources:

Hamilton, S. F., & Hamilton, M. A. (Eds.). (2004). *The youth development handbook: Coming of age in American communities*: Thousand Oaks, CA: Sage.

Selected online research articles and online materials

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

**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. 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. 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:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Session#** | **Course Topic** | **Readings** | **Assignment** |
| Module 1  Tues Jan 16 | Introductions and Course Expectations | Syllabus |  |
| Module 2  Tues Jan 23 | Defining youth development | Hamilton Cht 1 | Discussion 01 |
| Module 3  Tues Jan 30 | Principles and practices of youth development organizations | Hamilton Cht 2 | Discussion 02 |
| Module 4  Tues Feb 6 | Comprehensive development organization | Hamilton Cht 3 | Discussion 03 |
| Module 5  Tues Feb 13 | Fostering youth development | Hamilton Cht 6 | Discussion 04 |
| Module 6  Tues Feb 20 | Service learning | Hamilton Cht 7  Selected Readings | Discussion 05  Argument Paper 01 |
| Module 7  Tues Feb 27 | Role of families | Hamilton Cht 8 | Discussion 06  Identification of youth development organization and project outline |
| Module 8  Tues Mar 6 | Covers all course materials previously discussed |  | Midterm |
| Module 9  Tues Mar 20 | Community wide initiatives | Hamilton Cht 12 | Discussion 07 |
| Module 10  Tues Mar 27 | Evaluation | Hamilton Cht 13 | Discussion 08 |
| Module 11  Tues Apr 3 | Funding | Hamilton Cht 14 | Discussion 09 |
| Module 12  Tues Apr 10 | Practical implications | Hamilton Cht 15 | Discussion 10 |
| Module 13  Tues Apr 17 |  | Selected Readings | Argument Paper 02  Project/  presentation Due |
| Module 14  Tues Apr 24 |  |  | Project/  presentation Due |
| Module 15  Tues May 1 | Covers all course materials covered since last exam |  | Final |
|  |  |  |  |

**7. Assignments/Projects:**

1. Participate in all class discussions and exercises.
2. Complete all reading assignments.
3. Complete all quizzes and exams.
4. Argument Paper. Your assignment is to write a well formed, grammatically correct five-page essay [double-space, 12 pt times new roman font] based on your reading of the assigned material and other material. Your essay should take the form of an argument; summary information should not exceed ½ page total. 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. You audience is other university graduate students. These students are interested in the issue, but have not read the articles. 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 essay should begin with a short overview of the required readings. The overview should address the issues presented in the materials you read. Then you should briefly summarize the position of the written material. Finally, you should present your own position, supporting it with information and ideas taken from the articles or from other readings or personal experience.
5. Identification of organization and outline. Identify the organization that you want to base you project on [you do not have to actually work with this organization] and develop and outline for your project.
6. Project plan. You have been retained by [identify a youth development organization] to conduct a needs assessment of critical issues facing the organization over the next decade. Your plan may take the form of a paper or a portfolio and can include figures, illustrations, etc. You are encouraged to make this as applicable and contextual as possible. You should include at a minimum (or modified if approved) the following section headers in your paper: Background on the organization; historical critical issues; needs assessment (can be theoretically based, actual, research based, literature based…you have a lot of latitude with this, but need to show how you would/did an needs assessment); identified critical issues; plan for addressing critical issues; evaluation plan for how you will determine the accountability; resources (human and fiscal needed to implement plan; time goals; summary; and references. If your project is written up as a paper it should be a minimum of 15 pages double spaced; if a portfolio a minimum of 25 pages.
7. Project presentation. You will make a short presentation either in class or using Panopto or voice over PPT of your project.

**Rubrics and Grading Scale:**

|  |  |  |
| --- | --- | --- |
| **Graded Activity** | **Points for each activity** | **Total points available** |
| Discussions (10) | 20 | 200 |
| Argument Papers (2) | 125 | 250 |
| Identification of organization and outline | 25 | 25 |
| Project Plan | 225 | 225 |
| Project Presentation | 100 | 100 |
| Midterm and Final | 100 | 200 |
|  | 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 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 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.