**Auburn University**

**Syllabus**

1. Course Number: CTCT 7720/6

Course Title: Advanced Program Planning Ag Ed

Credit Hours: 3 semester hours

Prerequisites: Departmental approval

Corequisites: None

2. Term: Spring 2019

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

 Lab Hours: N/A

**Instructor:** David Chapman

 Office Address: 3084 Haley Center

 Contact Information: Office Phone: 678-232-7509

 Email: dlc0037@auburn.edu

 Office Hours: by appointment

3. Required Text:

Talbert, B. A., Vaughn, R., Croom, B., & Lee, J. S. (2014*). Foundations of agricultural education*. Boston: Pearson Higher Education.

Additional Resources:

Swanson, B.. E., Bentz, R. P., & Sofranko A. J. (1997). Improving agricultural extension. Retrieved from http://www.fao.org/docrep/W5830E/w5830e00.htm#Contents

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:**

Agricultural education program development and evaluation with emphasis on beliefs, philosophy, issues, research, roles, student selection, curriculum, methodology, internships, organization, and administration.

**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. Demonstrate an understanding and ability to develop and evaluate a program plan in agricultural education.
2. Identify key components of an agriculture education program plan.
3. Conduct a program evaluation and implement changes based upon evaluation.

**6. Course Content:**

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| --- | --- | --- | --- |
| **Week** | **Course Topic** | **Readings**  | **Assignment** |
| Week 11/9-1/13 | **Introductions and Course Expectations** | Syllabus/Course PowerPoint | Introduction/**Acquire Text** |
| Week 21/14-1/20 | **Program Planning**\*Ag Ed Program Plan: Program, School, and Community Description\* | Foundations of Ag Ed: Chapter Six | Discussion 1Component 1 |
| Week 31/21-1/27 | **Agriculture Education Personnel**\*Ag Ed Program Plan: Personnel\* | Foundations of Ag Ed: Chapter Seventeen | Component 2 |
| Week 41/28-2/3 | **Program Philosophy**\*Ag Ed Program Plan: Program Philosophy/Vision/Mission/Objectives\* | Foundations of Ag Ed: Chapter Sixteen | Discussion 2Component 3 |
| Week 52/4-2/10 | **Curriculum Development**\*Ag Ed Program Plan: Instructional Planning and Organization\* | Foundations of Ag Ed: Chapter Eight | Discussion 3Component 4 |
| Week 62/11-2/17 | **Supervised Agricultural Experience**\*Ag Ed Program Plan: SAE Coordination Activities\* | Foundations of Ag Ed: Chapter Twenty-Two | Discussion 4Component 5 |
| Week 72/18-2/24 | **FFA**\*Ag Ed Program Plan: FFA\* | Foundations of Ag Ed: Chapter Twenty-Three | Discussion 5Component 6 |
| Week 82/25-3/3 | **Community Resources**\*Ag Ed Program Plan: Adult Education Program\* | Foundations of Ag Ed: Chapter Twenty-Four | Discussion 6Component 7 |
| Week 93/4-3/10 | **Student Enrollment & Advisement**\*Ag Ed Program Plan: Recruitment & Retention\* | Foundations of Ag Ed: Chapter Nine | Discussion 7Component 8 |
| Week 103/11-3/17 | Spring Break |  |  |
| Week 113/18-3/24 | **Using Laboratories**\*Ag Ed Program Plan: Safety Training and Practices\* | Foundations of Ag Ed: Chapter Twenty-One | Discussion 8Component 9 |
| Week 123/25-3/31 | **Ag Ed Summer Schedule**\*Ag Ed Program Plan: Summer Schedule\* | Foundations of Ag Ed: Chapter Eleven | Discussion 9Component 10 |
| Week 134/1-4/7 | **Classroom & Laboratory Facilities**\*Physical Needs & Departmental Budget\* | Foundations of Ag Ed: Chapter Ten | Discussion 10Component 11 |
| Week 144/8-4/14 | **Program Plan Goals**\*Ag Ed Program Plan: Long-Range Plan\* | No Readings: Prepare document for peer review | Component 12 |
| Week 154/15-4/21 | **Ag Ed Program Plan Peer Review** | Complete Peer Review | Peer Review |
| Week 164/22-4/28 | **Ag Ed Program Plan Final Submission** | Finalize Ag Ed Program Plan | Final Program Plan |

**7. Assignments/Projects:**

1. **Complete the readings for each week as assigned.**
2. **Participate in all class discussions and exercises.** On specified weeks (see course content section) you should make a one-paragraph discussion post over the readings/topic/assignment for the week. The paragraph should be a reflection on a specific question or assignment that will be posted weekly regarding the readings or work completed on your Ag Ed Program Plan. Additionally, you should reply to two classmate discussion posts each week. The replies may include questions to create conversations regarding the specific topic or weekly questions. **These class discussions are better facilitated if you post your discussion earlier in the week so that there is time for replies and additional discussion.** Additional details regarding discussion posts may be provided in the module for each week.
3. **Agriculture Education Program Plan Weekly Submissions:** The primary project/assignment for this course is the development and evaluation of a program plan for a local agriculture education program. If you are a practicing agriculture educator, you should use your local program for the plan. If you are not a practicing educator, you should select a local system to use for the development of the agriculture education program plan. This can be your local high school or one selected by you.

**Each week you will submit a component of the Ag Ed Program plan in addition to your discussion post.** The plan will include most of the components on page 104 of the text for this class. Page 104 will provide the “topic” for each component as well as a brief explanation and examples of what should be in that section of the plan. Check the module for the week to know which component is due by the end of the week. **Each component will need to be a minimum of one page in length, single spaced, and 12pt font.** The components are permitted to be longer than one page in length and you likely already have many items/articles that can be added within each section, which will make them longer than one page. The written material in each section does not have to follow a strict paragraph outline. You are permitted to utilize charts, graphs, bulleted lists, etc…The idea for the program plan is for you to have a useable document at the conclusion of the course that will benefit your program and can be used in a variety of ways.

The components from each week will ultimately be pieced together to form your final program plan. Feel free to utilize sources and journal articles outside of those used in the course for reference. Cite all sources according to the most recent edition of the APA style manual. Each component should have a cover/title page, which will make it easier to piece together the final plan at the end of the semester. **Each component of the program plan is due by 12:00AM on the Sunday at the end of each week.** Specific dates can be viewed in the course content section. \*\*\*Listen to the Course PowerPoint for verbal explanation\*\*\*

1. **Agriculture Education Program Plan Evaluation:** Upon completion of the final weekly component (Week 14), you will need to piece each component together to form your Ag Ed Program Plan. You will turn in the entire program plan at the end of week 14 and I will randomly email out program plans for peer evaluation. You will need to read through the program plan emailed to you and provide quality feedback as your assignment for the week. Submit your feedback using comments/track changes functions as well as highlighting. You will submit the document with your feedback as your assignment for the week and the document will be returned to the original owner. The following week you will finalize your program plan for submission utilizing the peer feedback for final edits. You need to provide at least one item of quality feedback on each section of the program plan to receive full points of the grade for peer evaluation.
2. **Agriculture Education Program Plan Final Paper:** Utilizing the peer evaluation feedback, you need to finalize your program plan for final submission. The plan should follow the formatting guidelines for each component outlined in the weekly submission guidelines. However, the written material in each section does not have to follow a strict paragraph outline. You are permitted to utilize charts, graphs, bulleted lists, etc…The sections of the Ag Ed Program Plan should be separated via the cover pages used in the weekly submissions and should also have a cover page for complete plan as well as a table of contents. Each page should also be continuously numbered throughout the entire document. Any APA citations used in a component should be moved to one final “References” section at the conclusion of the entire document. \*\*\*Listen to the Course PowerPoint for verbal explanation\*\*\*

**Rubrics and Grading Scale:**

|  |  |  |
| --- | --- | --- |
| **Graded Activity** | **Points for each activity** | **Total points available** |
| Discussions (10)Weekly Submissions (12)  | 2533.3 | 250400 |
| Peer Evaluation | 100 | 100 |
| Ag Ed Program Plan | 250 | 250 |
|  | Total Points Available | 1,000 |

Paper Grading:

 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, 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 7720/6 (Advanced Program Planning in Agricultural Education) builds upon previous experiences with program planning in Agricultural Education. Students enrolled in this course will develop and evaluate program plans in Agricultural Education. Course content will review the various aspects of program development, planning, and program evaluation by developing an understanding of the teaching/learning process in Agricultural Education and the various components of a quality program plan. Students in this course will be better able to develop and successfully evaluate a quality program plan in Agricultural Education through their application of course content.