**Auburn University**

**CTCT 7720/6 Syllabus**

1. Course Number: CTCT 7720/6

Course Title: Advanced Program Planning Agriculture Education

Credit Hours: 3 Semester Hours

Prerequisites: None

Corequisites: None

2. Term: Spring 2021

**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/researched.

Barrick, K. (1989). Agricultural education: Building upon our roots. *Journal of Agricultural Education,* 24-29.

Flanders, F. B. (2008). Cultivating a program for sustainable agricultural education. *The Agricultural Education Magazine,* 6-8.

Hughes. M. & Barrick, R. K. (1993). A model for agriculture education in public schools. *Journal of Agricultural Education, 34*(3), 59-67. doi: 10.5032/jae.1993.03059

Smith, K. L., & Rayfield, J. (2016). An early examination of the educational intent of supervised agricultural experiences (SAEs) and project-based learning in agricultural education. *Journal of Agricultural Education, 57*(2), 140-160.

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

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

True, A. C. (1929). *A history of the agricultural education in the United States 1785-1925.* Washington, DC: U.S. Government Printing Office.

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 specific emphasis on agricultural programs, agricultural literacy, philosophy, mission, vision, instructional planning, organization, coordination, and program management.

**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** | **Component/Activity** | **Assignment** |
| Week 1  1/11-1/17 | **Introductions and Course Expectations** | Syllabus/  Course Overview Video | Introduction Review Course |
| Week 2  1/18-1/24 | **Agricultural Education Program Plan** Component #1 | Program, school, and community description | Discussion 1  Component 1 |
| Week 3  1/25-1/31 | **Agricultural Education Program Plan** Component #2 | Personnel | Discussion 2  Component 2 |
| Week 4  2/1-2/7 | **Agricultural Education Program Plan** Component #3 | Program philosophy, vision, mission, objectives | Discussion 3  Component 3 |
| Week 5  2/8-2/14 | **Agricultural Education Program Plan** Component #4 | Instructional planning and organization | Discussion 4  Component 4 |
| Week 6  2/15-2/21 | **Agricultural Education Program Plan** Component #5 | SAE coordination activities | Discussion 5  Component 5 |
| Week 7  2/22-2/28 | **Agricultural Education Program Plan** Component #6 | FFA/Youth Organization | Discussion 6  Component 6 |
| Week 8  3/1-3/7 | **Agricultural Education Program Plan** Component #7 | Adult education program | Discussion 7  Component 7 |
| Week 9  3/8-3/14 | **Agricultural Education Program Plan** Component #8 | Recruitment and retention | Discussion 8  Component 8 |
| Week 10  3/15-3/21 | **Agricultural Education Program Plan** Component #9 | Safety training and practices | Discussion 9  Component 9 |
| Week 11  3/22-3/28 | **Agricultural Education Program Plan** Component #10 | Summer schedule | Discussion 10  Component 10 |
| Week 12  3/29-4/4 | **Agricultural Education Program Plan** Component #11 | Physical needs and departmental budget | Discussion 11  Component 11 |
| Week 13  4/5-4/11 | **Agricultural Education Program Plan** Component #12 | Long-range plan  **Prepare document for peer review** | No Discussion  Component 12  Submit Document |
| Week 14  4/12-4/18 | **Ag Ed Program Plan Peer Review** | Complete Peer Review | No Discussion  Peer Review |
| Week 15  4/19-4/25 | **Ag Ed Program Plan Final Submission** | Finalize Ag Ed Program Plan | No Discussion  Final Program Plan |

**7. Assignments/Projects:**

1. **Select and read a relevant research journal article/literature related to the weekly component of your program plan, research interest, or agricultural literacy.** The selected articles/literature will be used to complete weekly discussion board post.
2. **Participate in all weekly discussion board posts.** Each week you should find a research journal article or related literature on one of the following: **weekly component of the program plan, your own individual research interests, or agricultural literacy.** In addition to locating this article/literature, you should post a comprehensive summary **(5 sentence minimum)** of the research/literature **and** a discussion **(5 sentence minimum)** of how the article/literature could be used to support your program plan, promote agricultural literacy, advance your personal research, or further develop agricultural education in general. Once you have made your weekly post to the discussion board you should also attach the article/literature using one of the following: attach to the discussion post as a pdf, provide link (if available), or it may be formally cited in APA format. You **do not have to reply to classmate posts**. Instead, review the articles/literature posts each week and download relevant literature that may be useful to you as you progress through your graduate program.

This will assist with providing relevant literature and readings directed toward your own personal needs/research, while also providing everyone in the course with a bank of literature to better facilitate future research and graduate study.

1. **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 or an agricultural education event/program directed toward promoting agricultural literacy. If you are a practicing agriculture educator or plan to be in the future, you should use your local ag ed program for the plan. If you are not a practicing educator, you should design an agricultural education program/event to promote agricultural literacy in your local community. If you currently work in a non-formal agricultural education setting, feel free to utilize your current position to develop your program plan around your specific needs. Additionally, you can change the weekly program plan components to meet your unique program/event needs.

**Each week you will submit a component of the Ag Ed Program plan in addition to your discussion board post.** The plan will include the components listed in the chart below. This chart 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. If you are creating your plan for a non-formal ag ed setting, feel free to change the weekly components to meet your program needs. 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. Several program plan examples will be posted for reference.

|  |  |
| --- | --- |
| **Agricultural Education Program Plan Components** | |
| **Program Plan Component** | **Content Description** |
| 1. Program, School, and Community Description | Narrative or tables providing overview of the educational/community setting |
| 2. Personnel | Numbers of teachers, contract length(s), qualification, professional growth plans, individuals involved |
| 3. Program Philosophy, vision, mission, objectives | Narrative and intent on the direction of the program, program objectives, program vision statement |
| 4. Instructional Planning and Organization | Course of study descriptions, course framework, course outlines, teaching calendars, lesson plans, course sequence, pacing guides |
| 5. SAE Coordination Activities | Visitation/supervision plan, student record keeping, partnerships |
| 6. FFA/Youth Organization | Demographics, program of activities, youth organization recruitment, membership statistics |
| 7. Adult Education Program | Adult classes, Young Farmers chapter, partnerships, volunteer training |
| 8. Recruitment and Retention | Enrollment statistics (by grade level), student-to-teacher ratio, marketing strategies |
| 9. Safety Training and Practices | Safety instruction, inspection of facilities, safety practices |
| 10. Summer Schedule | SAE visitation/supervision, FFA activities, instructional activities, summer contract plan |
| 11. Physical Needs and Departmental Budget | List, documentation, and timeline of physical needs, instructional materials, supplies and equipment, facilities, etc., budget documents |
| 12. Long-Range Plan | 5-year or longer goals, future program vision |

*Note.* Adapted from Foundations of Agricultural Education, by B. A. Talbert et al., 2014, p. 104, Pearson.

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 Overview video for verbal explanation.

1. **Agriculture Education Program Plan Evaluation:** Upon completion of the final weekly component (Week 13), 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 13 and I will 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 a separate document and provide feedback for each section of the program plan. You will submit the feedback document as your assignment for the week, which will then 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 the 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 Overview video for verbal explanation and utilize the program plan examples as a reference.

**8. Rubrics and Grading Scale:**

|  |  |  |
| --- | --- | --- |
| **Graded Activity** | **Points for each activity** | **Total points available** |
| Discussions (11)  Weekly Submissions (12) | 25  35 | 275  420 |
| Peer Evaluation | 55 | 55 |
| Ag Ed Program Plan | 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 |

**9. 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.

**10. 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.

**11. 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).”

**12. 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.