# Auburn University Syllabus

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| **1.** | **Course Number:** | CTCT 8730/6  Curriculum Development in Career and Technical Education: Perspectives in Rural Education - DIV 3 semester hours (Lecture 3)  CTCT 7730/6  None  Summer 202**4** Distance Delivery Chris Clemons, Ph.D.  Associate Professor | Auburn University na  Email: [cac0132@auburn.edu](mailto:mrs0127@auburn.edu)  By appointment |
|  | **Course Title:** |
|  | **Credit Hours:** |
|  | **Prerequisites:** |
|  | **Corequisites:** |
| **2.** | **Term:** |
|  | **Day/Time:** |
|  | **Instructor:** |
|  | **Office Address:** |
|  | **Contact Information:** |
|  | **Office Hours:** |
| **3.** | **Text and Major Resources:** |  |
|  | This course will require the use of Canvas. Canvas can be accessed from the Auburn University website through AU Access. | |
|  | Azano, A. P., & Biddle, C. (2019). Disrupting dichotomous traps and rethinking problem formation for rural education. *The Rural Educator, 40*(2), 4-11. https://doi.org/10.35608/ruraled.v40i2.845  Biddle, C., & Azano, A. P. (2016). Constructing and reconstructing the rural school problem.  *Review of Research in Education, 40*(1), 298-325. <http://doi.org/10.3102/0091732X16667700>  Bowen, B. E. (2002). Advancing agricultural education within the context of an increasingly diverse society. *Journal of Agricultural Education, 43*(1), 1-11. doi:10.5032/jae.2002.01001  Crouch, M., & Nguyen, T. D. (2021) Examining teacher characteristics, school conditions, and attrition rates at the intersection of school choice and rural education*. Journal of School Choice, 15*(2), 268-294, doi: 10.1080/15582159.2020.1736478  Elliott, K. M, & Lambert, M. D. (2018). Urban and rural Latino students’ experiences in agricultural education: Toward defining rural privilege. *Journal of Agricultural Education, 59*(3), 198-212. https://doi.org/10.5032/jae.2018.03198  Hazen, R. F. (2017). The (unspoken) history of agriculture: Underrepresented populations in agriculture education curriculum. Unpublished thesis retrieved from <http://hdl.handle.net/2142/97513>  Love, G. M. (1978). An introduction to the philosophy of agricultural education. *Journal of the American Association of Teacher Educators in Agriculture, 19*(1), 2-10. doi:10.5032/jaatea.1978.01022  McCracken, J. D., & Barcinas J. D. T. (1991). Differences between rural and urban schools, student characteristics, and student aspirations in Ohio. *Journal of Research in Rural Education, 7*(2), 29-40. <http://jrre.vmhost.psu.edu/wp-content/uploads/2014/02/7-2_3.pdf>  Moskowitz, D. B. (2017, March/April). The Crop Corps: How agriculture helped win the war.  *World War II Magazine*. https://[www.historynet.com/crop-corps-agriculture-helped-win-](http://www.historynet.com/crop-corps-agriculture-helped-win-) war.htm  Peterson, C. (2003). Brining ADDIE to life: Instructional design at its best. *Journal of Educational Multimedia and Hypermedia, 12*(3), 227-241. | |

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|  | Schafft, K. A. (2016). Rural education as rural development: Understanding the rural school- community well-being linkage in a 21st-century policy context. *Peabody Journal of Education, 91*(2), 137-154. <http://doi.org/10.1080/0161956X.2016.1151734>  Taba, H. (1962). *Curriculum development: Theory and practice*. Harcourt Brace and World. Wang, C. (2014). Mapping or tracing? Rethinking curriculum mapping in higher education.  Studies in higher education, 40(9), 1550-1559. <http://doi.org/10.1080/03075079.2014.899343>  Watkins, R., Leigh, D., Foshay, R., & Kaufman, R. (1998). Kirkpatrick plus: Evaluation and continuous improvement with a community focus. *Educational Technology Research and Development, 46*(4), 90-96.  Weiss. E. F. (2009, May). Before Rosie the Riveter, Farmerettes went to work. *Smithsonian Magazine* https://[www.smithsonianmag.com/history/before-rosie-the-riveter-farmerettes-](http://www.smithsonianmag.com/history/before-rosie-the-riveter-farmerettes-) went-to-work-141638628/ |
| **4.** | **Course Description:** |
|  | Principles of career and technical education curriculum planning, identification of educational needs of students, selecting technical content, and evaluating materials.  This course focuses primarily on meeting student needs with respect to rural education. Fundamentals in authentic rural education and culturally responsive curriculum development. Perspectives in place-based knowledge and rural education development in career and technical education and agricultural education. |
| **5.** | **Course Objectives:** |
|  | Upon completion of this course, students will be able to:   * Demonstrate an understanding of rural education curriculum development, including the roles of diversity, enculturation, and socialization. * Understand the contributions and achievement of underrepresented people in agriculture and rural communities and their impact on curriculum and rural education. * Defend concepts and/or theories on rural education. |

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| **6.** | **Tentative Course Schedule:** | |  |  |
| **Week** | | **Topic** | **Readings/Activities** | **Assignments Due** |
| *History and Context of Rural Education Perspectives* | | | | |
| **May 16-17**  Module 1 | | Introduction and Course Expectations The rural education “problem” | Syllabus  Biddle Azano | Discussion 01 |
| **May 20-24**  Module 2  Module 3 | | Historical and philosophical foundations in agriculture  The student experience in between rural and urban educational settings | Love  McCracken Elliott | Discussion 02  Discussion 03 |
| **May 27-May 31**  Module 4  Module 5 | | \*May 29-Holiday: Memorial Day\*  \*Jun 2-Mid Semester\*  Rural education as rural development  Contributions and achievements of underrepresented people in agriculture and their impact on curriculum | Schafft Crouch  Hazen | Discussion 04  Discussion 05 |
| *Considerations and Opportunities in Rural Curriculum Design* | | | | |
| **Jun 3-7**  Module 6  Module 7 | | Women in agriculture  Diversity in curriculum design | Weiss Moskowitz  Bowen Taba | Discussion 06  Discussion 07 |
| *Curriculum and Rural Education Planning* | | | | |
| **Jun 13-17**  Module 8  Module 9 | | Curriculum mapping  ADDIE Model: Systematic Instructional Design | Wang Peterson | Discussion 08  Discussion 09 |
| **Jun 20-24**  Module 10 | | \*Jun 19-Holiday: Juneteenth\*  Evaluating Curriculum for a Diverse & Rural Population  **Curriculum Development Project** | Watkins et al. | Discussion 10  **Project Due** |

1. **Assignments/Projects:**
   1. Complete all reading assignments and corresponding discussions. Each discussion assignment requires an original, well-formed response to the prompt and one thoughtful peer-response posts.
   2. Project. Conduct a curriculum development project following these five steps:
      1. Needs analysis: Identify a curricular change necessary to meet the needs of a diverse population (1/2-page single-spaced minimum). Your analysis should have some literature support.
      2. Formulate course objectives and student learning objectives.
      3. Select appropriate curriculum content/materials/learning experiences.
      4. Organize course content.
      5. Evaluation plan: Determine what to evaluate and the means of doing so (1/2-page single-spaced minimum).

Your project may take the form of a paper, portfolio, website, or something similar. You are encouraged to set up your product using something similar to a lesson plan template with any applicable content/materials in the body, added as an appendix, or linked to appropriately. It can include tables, figures, illustrations, etc. You are encouraged to make this as applicable and contextual as possible, and it must include the confluence of rural and urban curriculum development and serving underrepresented populations. If your project is written up as a paper it should be a minimum of 3 pages single spaced; if a portfolio a minimum of 7 pages.

# Rubrics and Grading Scale:

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| **Graded Activity** | **Points for each activity** | **Total points available** |
| Discussions (10)   * Original post-45 pts * Peer-response post-15 pts | 60 | 600 |
| Curriculum Dev Project | 400 | 400 |
| Total Points Available | | 1,000 |

The following grading scale will be used:

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| 90 - 100 % | A |
| 80% - 89.9% | B |
| 70% - 79.9% | C |
| 60% - 69.9% | D |
| Below 60% | F |

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| **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/).](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 & COVID Related Policies: As an online, asynchronous course, this course is generally less impacted by such situations; however, if normal class 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 original materials.  *COVID specific information*: The course schedule and assignments are designed with the most up-to-date information and policies in mind. If the situation changes, I will make every effort to keep the schedule as consistent as possible; however, please note that the due dates for assignments may be changed during the semester in response to the changing health and safety requirements or policies of the University. When changes are made, they will be communicated via Canvas Announcement, Canvas message, and all assignment due dates will be updated. If I become ill or unable to lead the class, a backup instructor will be identified, and they will communicate any changes or updates to the course schedule or mode  of instruction as soon as possible. |

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| **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 8730/6 (Curriculum Development in Career and Technical Education) builds upon previous experiences instructional design and delivery. Students enrolled in this course will explore curriculum development through a variety of lenses including self-study and reflection to examine curriculum development at the confluence of rural and urban settings. Graduate credit is justified through prerequisites requiring advanced knowledge and synthesize and application of  theory through scholarly investigation. |