California State University, Chico
College of Agriculture

AGRI 601, Program Planning in Agricultural Education,

Semester Varies

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Class days and times:	Online
Prerequisites:	Graduate Status

Course Usage of Blackboard Vista

Copies of the course syllabus and major assignments may be found on Vista. You are responsible for regularly checking the online resources, which is accessed through the Chico State Portal at http://portal.csuchico.edu.

Web-Assisted Instruction

We will be using CSU, Chico's web-support instructional system Blackboard Learn for this course. This includes sharing of the course content, submission of assignments, and completion of the final portfolio. Additionally, Powerpoint lectures and reading resources will be available for viewing.

Course Description and Goals

The course focuses on the development of an effective agricultural education program in communities using available resources. The purpose of this course is to identify components of effective education programs in formal and non-formal community education settings. Additionally, students will gain experience analyzing program needs and implementing changes to improve local agriculture programs. Students will demonstrate program development from theory to practice and strengthen their skills in planning, designing, implementing, evaluating and accounting for educational programs for a targeted audience.

Course Content Learning Outcomes

Upon the completion of this course, students will be able to:

1. Determine organizational planning of educational programs.

2. Develop understanding of theoretical background of educational philosophies and historic foundations of agricultural education and apply knowledge to development of effective agricultural programs.

3. Determine role of advisory and community groups to the establishment of successful agricultural programs.

4. Describe components of program planning in education.

5. Develop assessment to determine needs of stakeholders and design component for program improvement.

6. Demonstrate knowledge and ability to design and implement programs for targeted audiences.

Required Texts/Readings

Textbook

All textbook readings will be provided online. There is no required text for this course.

Dropping and Adding

You are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. found http://www.csuchico.edu/catalog/. You should be aware of the new deadlines and penalties for adding and dropping classes.

Assignments and Grading Policy

Students will be assessed on the following assignments during the course. All due dates are listed on the syllabus.

1. ***Philosophy Statement (50 points).*** The philosophy paper should reflect your beliefs about education, teaching, schools, students, duties and any other aspects that comprise education. You should include references to the philosophical orientations of educational researchers. A guideline for the length of this assignment is 2-3 double-spaced pages (in addition to a bibliography/reference page). Your paper should reflect a well-considered discussion of your philosophy with support through reasons, examples, and research citations as appropriate. Please make sure you cite research appropriately and provide a bibliography/reference page at the end of the assignment following APA style. **Due: Sunday, 9/23**

2. ***Needs Assessment Plan (50 points).*** The goal of this assignment is to create a tool you can implement in your program to provide data necessary to document a needed area of future improvement for your program. You will develop a written questionnaire, but may use it as an oral interview, or focus group activity in your community. The needs assessment should include a minimum of 20 questions to provide data to support your desired program change. Be sure to avoid “double barreled” questions and provide an organized and clear format. Please see the notes on Needs Assessments as well as example websites provided. **Due: Sunday, 10/7**

3. ***Logic Model (50 points).*** Using one of two templates provided, develop a logic model to convey your desired program change. Take this opportunity to clearly identify the need and the expected outcomes. Additionally, please review the logic model notes provided and the web links to aid your understanding. **Due: Sunday, 10/14**

   https://www.bja.gov/evaluation/guide/pe4.htm
   http://www1.eere.energy.gov/ba/pba/program_evaluation/program_logic.html
   http://www.uwex.edu/ces/pdande/evaluation/evallogicmodel.html

4. ***Video Field Trip* (*50 points):*** Identify a school or educational resource that addresses your need. For example, if you desire to add agricultural mechanics to your program, identify a school that excels in agriculture mechanics. Conduct an interview with the teacher (s) and identify the components necessary to replicate the successful components found in their program. You will create a 4-6 minute video outlining the following: (1) why you selected the program to visit; (2) components of the successful model; (3) teacher feedback on replicating the program; (4) suggestions for implementation; and (5) your reflection on implementation. You will post your video to the blog assignment. Additionally, you will be asked to view the videos posted by your colleagues. The first comment you add to the blog will count for 3 points and each additional comment on additional blogs will count for 1 point each. **Due: Sunday, 10/28**

5. ***Recruitment/ Promotional Material* (*50 points):*** The goal of this assignment is to aid your ability to promote your program and/or increase recruitment efforts. The parameters for this assignment are flexible to determine the best tool for your particular program. Examples of recruitment/ promotional materials include developing a brochure, video, Prezi or Power Point presentations. Please develop a professional tool which will assist your program. Please refer to the Recruitment/ Promotional Assessment rubric to guide the development of your material. **Due: Sunday, 11/4**

6. ***Budget Program* (*50 points):*** Using the program component you identified in your needs assessment, develop a professional budget for the proposed program improvement. For example, if you identified the need for an agricultural mechanics program, you would need to complete a budget for everything needed to launch a mechanics program. Your budget should be prepared using Microsoft Excel. A professional budget may greatly help secure the support needed to conduct your program improvement. **Due: Sunday, 11/18**

7. ***Mid-Term Exam (15%).*** The mid-term exam includes content from Power point lessons and reading material. **Due: Sunday, 12/2**

8. ***Grant Proposal Abstract (50 points):*** Most secondary agricultural educators in California are familiar with the Agriculture Incentive Grant and most of you complete this grant each year. The goal of this assignment is to help you identify additional sources of funding. The assignment is worth 50 points, but there are a variety of ways you can reach the points required for this assignment. **Due: Sunday, 12/9**

9. **Curriculum Collaboration (*50 points):*** Chose a creative product you have developed through the process of developing your program improvement component to share with your peers. You may choose a lesson plan, facility design, project design, administrative component, etc. Please confer with the instructor if you have questions regarding your submission. Your may submit a document, video, etc. All submission will be shared via a blog assignment to allow peers access. **Due: Sunday, 12/16**

10. ***Program Portfolio Plan (100 points).*** This portfolio will serve as a final evaluation of the program development process and concepts. You will develop an educational plan from an actual concern/need that you have identified in your program. This should be a new plan of your design and NOT be a report of a plan currently being implemented. The plan should address the points listed below (use as a guide), a reference list (APA format). **Due: Sunday, 12/16**

    The program plan should address the following points:

    a. Introduction/Background (current local situation and problem statement, identifying need)
    b. Community Involvement/Partners (including selection and involvement of an advisory committee, stakeholder input, collaboration/partners, recruitment of volunteers, etc.)
    c. Procedures for conducting a needs assessment to provide data useful in identification of problems, needs, and concerns.
    d. Identification of target audience to be reached (how these are determined, methods used, etc.).
    e. Logic model
    f. List of program objectives (short, medium, and long term)
    g. List of learning opportunities (i.e. program activities) to be developed to address the program objectives (include a description of the subject matter)
    h. Action plan for the identified need (including educational/instructional objectives, educational materials, resources needed and/or obtained, method used to assess instructional objectives)
    i. Procedures for implementing the program (include time line/schedule, marketing efforts, program monitoring, etc.)
    j. Procedures for evaluating program outcomes (evaluation methods used, identification of outcome indicators for achievement of program objectives)
    k. Communicating program value (reporting results to key individuals, groups, and stakeholders – who they are, type of reporting method used, etc.

Criteria for Written Work

All written work should follow the 6th edition of APA Publication Manual. Work should be typed, double-spaced, numbered pages, and have one inch margins. Include a cover page that includes your name and assignment title. Written work should be submitted through Blackboard Learn.

Grade Distribution
90 - 100% = A 80 - 89% = B 70 - 79% = C 0-69% = F

University Policies and Campus Resources

Academic Integrity - CSUC
Students are expected to be familiar with the University's Academic Integrity Policy. Your own commitment to learning, as evidenced by your enrollment at California State University, Chico, and the University's Academic Integrity Policy requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the Office of Student Judicial Affairs. The policy on academic integrity and other resources related to student conduct can be found at: http://www.csuchico.edu/sjd/integrity.shtml.

Campus Policy in Compliance with the American Disabilities Act
If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Students with disabilities requesting accommodations must register with the DSS Office (Disability Support Services) to establish a record of their disability. Special accommodations for exams require ample notice to the testing office and must be submitted to the instructor well in advance of the exam date.

IT Support Services (Optional)
Computer labs for student use are located on the first and fourth floor of the Meriam Library, Room 116 and 450, Tehama Hall Room 131, and the Bell Memorial Union (BMU) basement. You can get help using your computer from IT Support Services; contact them through their website, http://www.csuchico.edu/itss. Additional labs may be available to students in your department or college.

Student Services (Optional)
Student services are designed to assist students in the development of their full academic potential and to motivate them to become self-directed learners. Students can find support for services such as skills assessment, individual or group tutorials, subject advising, learning assistance, summer academic preparation and basic skills development. Student services information can be found at: http://www.csuchico.edu/current-students.

Disability Services
If you need course adaptations or accommodations because of a disability or chronic illness, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Please also contact Disability Support Services (DSS) as they are the designated department responsible for approving and coordinating reasonable accommodations and services for students with disabilities. DSS will help you understand your rights and responsibilities under the Americans with Disabilities Act and provide you further assistance with requesting and arranging accommodations. The Disability Support Services website is http://www.csuchico.edu/dss.

Student Learning Center (Optional)
The mission of the Student Learning Center (SLC) is to provide services that will assist CSU, Chico students to become independent learners. The SLC prepares and supports students in their college course work by offering a variety of programs and resources to meet student needs. The SLC facilitates the academic transition and retention of students from high schools and community colleges by providing study strategy information, content subject tutoring, and supplemental instruction. The SLC is online at http://www.csuchico.edu/slc. The University Writing Center has been combined with the Student Learning Center.

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(Note: subject to change with fair notice.)

WEEK	Topic	Readings	Relevant Assignments
1	Course overview; diffusion of innovations	*Innovations* , (Chapters 1, 4);	
2	Program Planning	*Adult Education* (Chapter 4); *Developing Programs* (Chapter 1)	
3	Foundations of Agricultural Education	*Foundations* (Chapters 3,4,18)	
4	Program model	*Foundations* (Chapter 6)	
5	Learning theory	*Foundations* (Chapters 4)	Philosophy Paper **Due: Sunday, 9/23**
6	Developing Needs Assessments	*Developing Programs*, (Chapter 5); *Adult Education* (Chapter 11)	Needs Assessment **Due: Sunday, 10/7**
7	Logic Models	online	Logic Model **Due: Sunday, 10/14**
8	Program Field Trips		Video Field Trips Post on blog **Due: Sunday, 10/28**
9	Marketing Program	*Handbook* (Chapter 10)	Recruitment /Promotion Material **Due: Sunday, 11/4**
10	Utilizing Communities	*Adult Education* (Chapters 6, 12); *Foundations* (Chapters 7, 24)	
11	Budgets		Budget proposal **Due: Sunday, 11/18**
	Thanksgiving Break		

12	Evaluation and Accountability	*Developing Programs* (Chapter 6); *Adult Education* (Chapters 14, 17); *Handbook* (Chapter 11)	Midterm **Due: Sunday, 12/2**
13	Grant and Alternative Funding		Grant Application Abstract **Due: Sunday, 12/9**
14	Curriculum/FFA/SAE Collaboration		Shared documents (blog) **Due: Sunday, 12/16**
15	Final		Portfolio **Due: Sunday, 12/16**