

AGED 850
Curriculum Development in Agricultural Education
Great Plains Ag*IDEA

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Professor



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Course Description

The essential question the learner should ask in preparing for this course is: How do I make professional instructional decisions that maximize learning for my students? With this question in mind, we will explore together curriculum theories, challenges, and opportunities that focus on teacher decision-making with the goal of providing the most rigorous, relevant and comprehensive curriculum possible given the local circumstances surrounding individual Agricultural Education programs.

Course Outcomes: At the completion of the course, the learner will be able to:

1. Interpret and apply theoretical frameworks for curriculum development
2. Describe major philosophies impacting curriculum development
3. Interpret personal philosophical views on the local curriculum and how those views impact curricular decisions
4. Identify, describe and create solutions for a current curricular problem/challenge
5. Describe the local curriculum within the context of school and community priorities and needs
6. Describe the local curriculum within the context of student interests and teacher expertise
7. Describe the local curriculum within the context of local, state and federal mandates
8. Assimilate needs/expectations of external entities in shaping curricular revisions
9. Develop curricular outcomes and units of instruction reflective of integration of math, reading, writing, science and technology
10. Develop units of instruction that encourage student engagement and cognitive rigor
11. Incorporate sound practice for assessment and evaluation of student learning
12. Critique curriculum for inclusion of research based practice, rigor and real world relevance
13. Develop a plan for curricular evaluation

Course References

Ornstein, A.C. and Hunkins, F.P. (2004) *Curriculum Foundations, Principles and Issues*. (4th Ed.). Allyn & Bacon, Boston.

Finch, C.R. and Crunkilton, J.R. (1999) *Curriculum Development in Vocational and Technical Education: Planning, Content and Implementation*. (5th Ed.). Allyn & Bacon, Boston.

Doll, R.C. (1996) *Curriculum Improvement Decision Making and Process*. (9th Ed.). Allyn & Bacon, Boston.

Posner, G.J. and Rudnitsky, A.N. (2006) *Course Design: A Guide to Curriculum Development for Teachers*. (7th Ed.). Allyn & Bacon, Boston.

Course Schedule

TO BE ANNOUNCED

Course Assignments

All papers and assignments will be submitted as electronic documents. You will be asked to submit MS Word attachments by email to sgw@ksu.edu.

TO BE ANNOUNCED

Grading Scale

A = 90.0 – 100.0%

B = 89.9 – 80.0%

C = 79.9 – 70.0%

F = below 70

Professionalism

- Due to the online nature and relatively small enrollment of this course, as well as the busy schedules of the students in the course, we will operate with a fairly high degree of flexibility within the week. Having said this, course activities/assignments have specific deadlines for the benefit of students. In order for all of us to benefit from collective discussions, you'll be asked to complete weekly assignments and weekly discussions. It is in your best interest to not allow yourself to fall behind. If you anticipate a busy stretch of the semester and need to work ahead, please notify me. Otherwise, I will ask that we try to work through the course on a similar schedule from week to week.
- In addition to short written assignments during most weeks of the course, there will also be several assigned readings in the first half of the semester. Your discussion of these readings will be expected. There will also be a weekly discussion question most weeks of the semester, to maximize the collective expertise of the entire class, these discussions are mandatory. Your failure to participate in discussions will have a severe consequence on the grade you can earn.
- A major outcome for the course will be your development of a comprehensive curriculum plan to address a curricular problem or opportunity of your choice. To maximize your learning, you will be asked to provide your expert opinion on the curriculum development efforts of an assigned partner in the course. We all learn best by teaching and this is your opportunity to think critically about the curriculum development process.

Academic Honesty

Kansas State University has an Honor System based on personal integrity, which is presumed to be sufficient assurance that, in academic matters, one's work is performed honestly and without unauthorized assistance. Undergraduate and graduate students, by registration, acknowledge the jurisdiction of the Honor System.

The policies and procedures of the Honor System apply to all full and part-time students enrolled in undergraduate and graduate courses on-campus, off-campus, and via distance learning. The honor system website can be reached via the following URL: www.ksu.edu/honor .

A component vital to the Honor System is the inclusion of the Honor Pledge which applies to all assignments, examinations, or other course work undertaken by students. The Honor Pledge is implied, whether or not it is stated: "*On my honor, as a student, I have neither given nor received unauthorized aid on this academic work.*"

A grade of XF can result from a breach of academic honesty. The F indicates failure in the course; the X indicates the reason is an Honor Pledge violation.

Accessibility Services

"Any student with a disability who needs a classroom accommodation, access to technology, assistance during an emergency evacuation, or other assistance in this course should contact Disability Support Services and/or the instructor. DSS serves students with a wide range of disabilities including, but not limited to, physical disabilities, sensory impairments, learning disabilities, attention deficit disorder, depression, and anxiety ." For a student enrolled in courses on the Manhattan or Olathe campus, contact dss@k-state.edu; on Salina campus, contact Danielle Brown, dnbrown@k-state.edu; and for online courses, Andrea Blair, andrea@k-state.edu.

Any student with a disability who needs an accommodation or other assistance in this course should make an appointment to speak with me as soon as possible.

Conduct

All student activities in the University, including this course, are governed by the Student Judicial Conduct Code as outlined in the Student Governing Association By Laws, Article VI, Section 3, number 2. Students who engage in behavior that disrupts the learning environment may be asked to leave the class.