

AEE521
Program Planning in Agricultural and Extension Education
Fall Semester, 2016

Instructor:

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Catalog Description: AEE 521 Program Planning in Agricultural and Extension Education 3(3-0-0) F: Consideration of the need for planning programs in education; objectives and evaluation of community programs; use of advisory group; organization and use of facilities.

Text: Boone, E. J., Safrit, R. D., & Jones, J. (2002). *Developing programs in adult education, 2nd Edition*. Prospect Heights, IL: Waveland Press, Inc. (ISBN 1-57766-229-6). Additional reading assignments are made available on line.

Course objectives:

The objective of this course is to prepare students to be effective educators in non-formal settings such as Extension education. Students will learn theoretical concepts and their application for planning an effective educational program to meet the learning needs of target audiences. Concepts presented will include conducting needs assessments for planning educational programs, educational program development, writing educational objectives, lesson planning, effective teaching methods and evaluation of programs. Since there is a separate course (AEE 577: Evaluation in Agricultural and Extension Education), evaluation will be briefly discussed.

Expected Learner Outcomes:

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

1. Describe the historical development of agricultural and extension education programs in the U.S.
2. Demonstrate an understanding of the major concepts upon which the programming process in agricultural and extension education is based.
3. Describe basic models of program planning in agricultural and extension education.
4. Plan and develop educational programs for targeted audiences.
5. Utilize advisory groups in program planning, implementation and evaluation.
6. Write SMART educational objectives.
7. Develop lesson plans.
8. Identify and utilize appropriate teaching methods for effective learning.

9. Demonstrate knowledge and skill in designing and implementing programs for targeted audiences.
10. Describe the need for evaluating planned programs.

Course Requirements:

*** Note:** All assignments are due by 12:00 noon on the due date, generally the Thursday following the week of the assignment. If an assignment is turned in after the "Assignment Deadline," *10% of the assignment's value will be deducted from the final grade for each week (or fraction thereof)* the assignment is late. (If you do not feel you can meet the assignment deadline due to work related issues, please contact me prior to the deadline to request an extension. I will try to work with you; just don't try to abuse my good nature.)

1. **Class Participation:** Class participation is expected. Responses to the topics of the week will count toward the final grade. Credit for participation on the class discussion board will be given only if the response to the topic of the week is posted no later than a week following the class period (you have a week to respond to fellow classmates' posts). **Discussion assignments are worth 4 points each. You are required to respond to at least two fellow student postings for full credit.**
2. **Quizzes:** There are 10 multiple choice question quizzes for most of the classes. You are expected to review instructional materials and complete these quizzes on moodle. Please review instructional materials before completing quizzes. You have one hour to complete each quiz from start to finish 10 questions. Each quiz is open only for a week following the class. The first quiz is about the syllabus. You are expected to be familiar with the course syllabus, assignment due dates, course orientation materials and introductory postings to the discussion board by class members. You have one week to submit your responses to the quiz in the assignment drop box. All the quizzes are worth 10 points each.
3. **Mini Projects:** There are four mini-projects to complete during the semester. Each of the mini-projects is related to the content you learn in that week. Mini-projects should be typed (12 point, Times New Roman Font), double spaced, not longer than two pages in length. Each of these mini-projects is worth 30 points.

Due dates:

- a. Mini-project 1 – Needs Assessment Report: September 29, 2016
 - b. Mini-project 2 – Writing Educational Objectives: October 13, 2016
 - c. Mini-project 3 – Understanding Adult Learner: October 27, 2016
 - d. Mini-project 4 – Teaching Methods: November 10, 2016
4. **Exams:** There will be two exams:
- Midterm Exam** will be available by September 29. (Mid-term exam should be completed on or before 5:00pm, September 30)
- Final Exam** will be available on December 7. (Final exam should be completed on or before 5:00pm, December 8)

Students should complete exams on the course Moodle site on or before due date. Both exams are designed to test students' understanding of program planning concepts and their application. These are take home open-book exams. However, you have only a limited time to complete each of these two exams. Therefore, it is a good idea to study for both exams. The format of both exams will be multiple choice and matching questions. The midterm exam will be based on the topics covered until September 29 and counts 150 points of the course grade. The final exam is a comprehensive test and counts 150 points of the course grade.

5. **Term Project (Educational Plan):** You are expected to develop an educational plan from an actual county concern for a specific program in one of six areas of Extension programming (Agriculture; Horticulture; Family and Consumer Science; 4-H; Community Development; or Forestry and Natural Resources). Your plan should be developed using the conceptual model of program planning as advanced by Boone, Safrit, and Jones (2002). This should NOT be a report of a plan currently being implemented. This plan does not have to be implemented for the purpose of this class. This plan should contain the following points:
 - A. Current context: Briefly identify topic area and what you plan to accomplish, identify current county situation, including demographics and pertinent information describing the actual county and program content area and why this program would benefit the specific area and the target clientele.
 - B. What procedures you would use for selecting an advisory committee (people involvement) for your programming, what types of persons would be on your advisory council and why,
 - C. Who is your target audience?
 - D. Describe the procedures you used for conducting the needs assessment (Explain how did you identify your program needs.)
 - E. Describe how you determined program priorities
 - F. Write educational objectives in SMART form.
 - G. List subject matter to be taught (focus on one objective; if a series, list topics and then discuss one specific topic in depth). For the in-depth topic, what will you teach and how will you teach your program contents, briefly outline single session.
 - H. Specify teaching methods to be used in presenting the information
 - I. Identify all resources to be used
 - J. Include a job description for a volunteer you would recruit to help with your program.
 - K. Describe how you would go about marketing the program to target audience
 - L. Identify indicators for determining the achievement of your program objectives (Briefly describe how you will evaluate program process and outcomes. How will you use evaluation results?)
 - M. Logic Model: Draw a logic model for your program
 - N. References used should be listed on a separate page at end of the document in American Physiological Association, 6th edition format.

This activity (Term project proposal and the term project report) will count for 30% of your grade. Your final product will be a document with detailed information about each step in the

educational plan and should be about 10-15 pages in length. The educational plan must be typed (12 point, Times New Roman Font), double spaced, left justify, and all references listed (at end of document).

It is suggested that you establish your educational programming topic early in the semester and utilize four mini project assignments to build toward the final project. **Do not wait till the end of the semester to start this project.** Your mini assignments will help you get to your final project if you determine your topic early and focus your assignments around the topic.

The (one page) proposal for this project is due no later than September 15, 2016. Submit short proposal on what type of program and on what topic you would like to focus your educational program to instructor for approval. Include current county situation and how program could be beneficial (see section A of major project above). Once approved, any changes must be approved by the instructor. **No projects will be accepted that have not had prior approval (prior does not mean waiting till week project is due).**

The completed term project report is due on or before noon November 17, 2016

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Fall 2016 Topical Outline: Consider that this class meets on Thursday, assignments made one week are due at noon on Thursday the next week.

- **Class 1:** (week of August 18)
Review of program development syllabus and a historical perspective
- **Class 2:** (week of August 25)
Program Planning Overview and Key Concepts
- **Class 3:** (week of September 1)
Program Planning Models
- **Class 4:** (week of September 8)
Context for Planning: Internal and External Factors
- **Class 5:** (week of September 15)
Needs Assessment
- **Class 6:** (week of September 22)
Volunteer Development
- **Class 7:** (week of September 29)
Writing Educational Objectives
Midterm must be completed by 5:00pm, 9/30/2016
- **No Class :** (week of October 6)
Fall break
- **Class 8:** (week of October 13)
Best Management Practices for Advisory Councils
- **Class 9:** (week of October 20)
Learning Styles
- **Class 10:** (week of October 27)
Effective Teaching Methods
- **Class 11:** (week of November 3)
Program Implementation
- **Class 12:** (week of November 10)
Marketing Programs
- **Class 13:** (week of November 17)
Evaluation of Program Development and Delivery
- **Term Project -Due November 17, 2016**
- **Class 14:** (week of December 1)
Evaluation of Program Accountability
- **Final Exam: - Must be completed by 5:00pm 12/08/2016**

AEE 521 Grade Sheet Summary Fall 2016
(Use to keep track of your assignments submissions and grades)

Date Due	Assignments	Points Possible	Date Submitted	Points I Earned
8/25/2016	Quiz 1 – Syllabus Quiz	10		
8/25	Discussion Question of Week 1	4		
9/1	Discussion Question of Week 2	4		
9/1	Quiz 2– Historical Perspective	10		
9/8	Discussion Question of Week 3	4		
9/15	Quiz 3 - Context for Planning	10		
9/15	Discussion Question of Week 4	4		
9/15	Term Project Proposal	25		
9/22	Quiz 4 - Needs Assessment	10		
9/22	Discussion Question of Week 5	4		
9/29	Quiz 5 –Volunteer Development	10		
9/29	Mini Project 1 – Needs assessment report	30		
9/29	Discussion Question of Week 6	4		
9/30	Mid-term exam – Due by 5:00pm	150		
10/13	Quiz 6 - Educational Objectives	10		
10/13	Mini Project 2 -Educational objectives	30		
10/20	Quiz 7 - Advisory Councils	10		
10/20	Discussion Question of Week 9	4		
10/27	Quiz 8- Learning Styles	10		
10/27	Discussion Question of Week 10	4		
10/27	Mini Project 3 – Adult Learner	30		
11/3	Quiz 9 -Teaching Methods	10		
11/3	Discussion Question of Week 11	4		
11/10	Quiz 10 – Program Implementation	10		
11/10	Mini Project 4 – Teaching Methods	30		
11/10	Discussion Question of Week 12	4		
11/17	Quiz 11 – Marketing Programs	10		
11/17	Discussion Question of Week 13	4		
11/17	Term Project (Educational Program Plan)	225		
12/01	Quiz 12 – Program Evaluation	10		
12/08/2016	Final exam due by 5:00pm	150		
	Total Points	834		

Note: All assignments are due by noon on the assignment due date. If an assignment is turned in after the deadline, 10% of the assignments value will be deducted from the final grade for each week (or fraction thereof) the assignment is late. (If you have a legitimate conflict or bind that would prevent you from submitting your assignment on time, contact the instructor in advance to discuss an extension.)

Grading Scale:

This course is graded using the + and - system. The breakdown of the grading system is as follows

A+	=	97-100%
A	=	94-96%
A-	=	90-93%
B+	=	87-89%
B	=	84-86%
B-	=	80-83%
C+	=	77-79%
C	=	74-76%
C-	=	70-73%
D+	=	67-69%
D	=	64-66%
D-	=	60-63%
F	=	0-59%

Graduate level work should be:

- **Neat** - There is no excuse for sloppy work at the graduate level. You can have fantastic ideas and thoughts but if your work is sloppy, colleagues will think your thoughts and ideas are sloppy also. Hundreds of resumes are thrown into the trash every year because they aren't crisp and sharp.
- **Use Proper Grammar** - words should be spelled correctly, sentences should be complete, paragraphs should be paragraphs, rules of correct English usage should be followed, etc. Points will be deducted for poor spelling or grammar.
- **Do not full justify any papers. Left justify, with paragraphs indented please.**

Get busy

A small, simple action is infinitely more effective than a big, complicated excuse. Instead of putting your energy into avoiding effort, put that energy into the effort itself and you will get something of value in return for it. –Marston

Academic Integrity:

Both faculty and students at North Carolina State University have a responsibility to maintain academic integrity. An informational brochure about academic integrity is available from the university and students are encouraged to obtain a copy. Additional information is contained in the NCSU Code of Student Conduct. Academic Dishonesty Scholarly activity is marked by honesty, fairness and rigor. A scholar does not take credit for the work of others, does not take unfair advantage of others, and does not perform acts which frustrate the scholarly efforts of others. The violation of any of these principles is academic dishonesty. Academic dishonesty includes the giving, taking, or presenting of information or material by a student with the intent of unethically or fraudulently aiding oneself or another person on any work which is to be considered in the determination of a grade or the completion of academic requirements.

The Honor Pledge - The students and faculty of NCSU believe that the willingness of students to affirm and adhere to the essential values of honesty and integrity in all their academic endeavors is exemplified in the Honor Pledge: I have neither given nor received unauthorized aid on this test or assignment. It is university policy that all students sign the Honor Pledge on tests and assignments for each course as specified by the instructor

Social Justice Statement

“North Carolina State University is committed to social justice. I concur with that commitment and expect to maintain a positive learning environment based upon open communication, mutual respect, and nondiscrimination. Our University does not discriminate on the basis of race, sex, age, disability, veteran status, religion, sexual orientation, color or national origin. Any suggestions as to how to further such a positive and open environment in this class will be appreciated and given serious consideration.”

Students with Disabilities:

Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990 mandate that the faculty provide reasonable accommodations to students with disabilities. These accommodations are based on the premise that students with disabilities need an equal opportunity to acquire information and demonstrate what they have learned; not have an advantage over others in the class. This does not mean lowering class standards, but it may mean having students learn and express knowledge in a different mode.

All students registered with the NC State Office of Disability Services for Students (DSS) will provide the instructor with an accommodation letter. This letter verifies that appropriate medical documentation is on file and that the student has a substantiated disability requiring effective reasonable accommodations. Accommodations for which the student qualifies will also be included in the letter. If you have not registered with the DSS and have a learning disability, you should register in Suite 1900, Student Health Center.

If you have a documented disability, please schedule an appointment with the course instructor to discuss via phone academic accommodations.