

**AGED 401 Online
Leadership Theory and Youth Program Management
Spring 2008
Syllabus**

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Prerequisites: None

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Course Description

Theories in leadership development will be analyzed and the organization of youth groups in secondary schools, cooperative extension, and other community groups will be examined.

Required Textbook

Vaughn, P. R. (1999). *Handbook for advisors of vocational student organizations*. (4th ed). Winterville, GA: AAVIM. ISBN# 0-89606-350-X

Publishing Company's Information:
AAVIM
220 Smithonia Road
Winterville, GA 30683
1-800-228-4689

Style Manual (It is highly recommended that you purchase this book!)

American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5th ed.). Washington, DC: Author.

Supplemental Course References

Additional course resources will be provided through the Internet and other electronic media.

Incompletes

No incompletes will be given for the course, unless extenuating circumstances dictate the granting of one by the instructor.

Late Work Policy

Late assignments will not be accepted unless previously cleared by the instructor. If a student must turn in an assignment pass the assigned due date, contact should be made with the instructor.

Academic Honesty

Academic honesty is an expectation of all students, cheating in any form or plagiarism will not be tolerated and will be reported as such to university officials as outlined in the official university catalog for both undergraduate and graduate students.

State Department of Public Instruction Competencies acquired by students enrolled in the class.

1. Demonstrate knowledge and basic understanding of basic management theories and how they apply to program development with youth and adults.
2. Organize and arrange instructional materials and supplies which will aid in effective teaching in the classroom and laboratory.
3. Trace the history and organizational pattern of the career and technical student organizations (CTSO).
4. Identify the aims and purposes of the CTSO.
5. Develop a program of activities to involve and meet the needs of all students enrolled.
6. Complete application forms for various CTSO activities, awards, and degree advancement.
7. Incorporate CTSO activities into the program of instruction.
8. Organize and maintain student records related to CTSO work.
9. Identify and describe ten types of outdoor recreational activities. Demonstrate a proficiency in managing outdoor recreation enterprises.
10. Plan and conduct awards program, social, banquets, and open house.
11. Develop and select a course of study.

Technology Competencies

- 7.3 Access and use resources on Internet and World Wide Web.
- 9.1 Use a linear, multimedia presentation.
- 9.4 Plan and produce a linear multimedia presentation.

Diverse Learners / INTASC Standards

- 3.11 The teacher understands and can identify differences in approaches to learning and performance, including different learning styles, multiple intelligences, and performance modes, and can design instruction that helps use student's strengths as the basis for growth.
- 3.12 The teacher knows about areas of exceptionality in learning-including learning disabilities, visual and perceptual difficulties, special physical; or mental challenges and gifted and talented.
- 3.14 The teacher understands how student's learning is influenced by individual experiences, talents, and prior learning, as well as language, culture, family and community values.
- 3.15 The teacher has a well-grounded framework for understanding cultural and community diversity and knows how to learn about and incorporate student's experiences, cultures, and community resources into instruction.
- 3.21 The teacher believes that all children can learn at high levels and persists in helping all children achieve success.
- 3.22 The teacher appreciates and values human diversity, shows respect for student's varied talents and perspectives, and is committed to the pursuit of "individually configured excellence."
- 3.23 The teacher respects students as individuals with differing personal and family backgrounds and various skills, talents, and interest.
- 3.24 The teacher is sensitive to community and cultural norms.

Objectives

The objectives were developed to contribute to the enhancement of the teacher preparation program theme The Professional Educator: A Catalyst for Learning. Upon completion of the course the student will be able to:

Knowledge

1. Identify and Demonstrate procedures utilized for the development of a youth organization or club.
2. Describe the functions of youth organization programs in career and technical and extension education and their objectives.
3. Describe and discuss the proper use of parliamentary procedure.

Skills /Performance

1. Explain the importance of youth organizations and their implications for program development.
2. Discuss ways of directing service learning projects.
3. Discuss ways of implementing national career event programs.
4. Establish and maintain consistent standards of classroom behavior.
5. Make the physical environment as safe and conducive to learning as possible.
6. Use instructional time effectively.
7. Build professional Collaborative relationships with colleagues to share teaching insights and coordinate learning activities for students.

Dispositions

1. Realize how youth organizations contribute to the overall goals of schools.
2. Understand the procedures and techniques used for organizing, financing and implementing an effective youth organization program, including the “program of activities.”
3. Appreciate how to plan and develop an effective youth organization program for a secondary agricultural education program or career-technical education program.
4. Develop an appreciation for an atmosphere conducive to effective learning.
5. Commit to planning multi-cultural activities for an agricultural education program or career and technical education program.
6. Commit to collecting and analyzing data on social and economic changes in the field of agriculture or career and technical education.

Course Topics (Tentative Schedule)

Week 1.

January 7-11, 2008

(Welcome and Introduction to Leadership)

- A. Icebreaker- Introduce yourself to the class by developing your personal homepage.
- B. Read the article “Assessing Your Leadership Style.”
- C. Write a one page double-spaced response to the pre-reflection journal question.
- D. Respond to week one discussion board question.

Assignment Due: Pre-Reflection Journal –January 18, 2008

Week 2.

January 14-18, 2008

(Managers vs. Leaders)

- A. Read the handout: Managers vs. Leaders.
- B. Respond to week two DB.

Assignment Due: Case Study One- January 20, 2008

Week 3.

January 21-25, 2008

(Introduction to Parliamentary Procedure...What does this have to do with leadership?)

- A. Read the article: Parliamentary Procedure.
- B. Respond to week three DB.

Assignment Due: Case Study Two- January 27, 2008

Week 4.

January 28-February 1, 2008

(Relationship of student organizations to the total career and technical education program)

- A. The integral relationship of student organizations
- B. The value of career and technical student organizations
- C. The relationship of career and technical education instructor and career and technical student organization advisor
- D. Respond to week four DB.

Week 5.

February 4-8, 2008

(Orienting students to the fundamentals and principles of the career and technical student organization)

- A. Becoming acquainted with the history and philosophy of career and technical student organizations
- B. Developing and using a lesson plan for teaching the history, philosophy, and fundamentals of the organization
- C. Orienting students to the operation of the local organization
- D. Enrolling members into the organizations
- E. Respond to week five DB.

Assignment Due: Case Study Three- February 10, 2008

Week 6.

February 11-15, 2008

(Supervising the development, publication and implementation of a program of activities)

- A. Purpose and need for a program of activities
- B. Assisting students in developing a program of activities
- C. Assisting students in implementing the program of activities
- D. Respond to week six DB

Assignment Due: Case Study Four- February 17, 2008

Week 7.

February 18-22, 2008

(Supervising the election and training of local officers)

- A. Providing instruction concerning the duties and responsibilities for each local office
- B. Assisting students in selecting qualified individuals as officers
- C. Providing leadership training and instruction to newly elected officers
- D. Respond to week seven DB

Assignment Due: Case Study Five- February 24, 2008

Week 8.

February 25-29, 2008

(Preparing students for participation in local, district, state and national activities)

- A. Determining competitive events, awards, programs, and other activities appropriate for participation by the chapter or club
- B. Establishing a process to prepare students for participation in student organizations
- C. Establishing a procedure for selecting individuals for participation in appropriate functions
- D. Establishing guidelines and standards for members to follow when participating in student organization Activities
- E. Respond to week eight DB

Assignment Due: Midterm Exam; Will Release on February 29, 2008- Due by March 2, 2008.

Week 9.

March 3-7, 2008

(Spring Break)

Week 10

March 10-14, 2008

(Assisting students in advancing within the available degrees of the career and technical student organizations)

- A. Qualifications and requirements for degrees
- B. Informing students of requirements for degrees
- C. Assisting students in developing and using application forms for local degrees
- D. Assisting students in qualifying for advanced degrees
- E. Assisting students in receiving recognition for degree advancement
- F. Respond to week 10 DB

Assignment Due: Scholarly Research Paper- March 14, 2008.

Week 11

March 17-21, 2008

(Supervising the development and conduct of a public relations program)

- A. The need of a public relations program
- B. Benefits of a public relations program
- C. Code of ethics/rules of conduct

- D. Helping students develop a good image
- E. A committee responsible for public relations
- F. Letting counselors and others teachers know
- G. Improving and/or maintaining relations with school administrators
- H. Key community groups and individuals
- I. Activities used for public relations
- J. Displays
- K. Using media
- L. Respond to week 11 DB

Week 12 and Week 13.

March 24-28, 2008

March 31- April 4, 2008

(Supervising the financial operation of the local organization and Assisting students in developing and conducting appropriate award and recognition programs)

- A. Developing a yearly budget
- B. Dues
- C. Fund-Raising and Friend-Raising Activities
- D. Procedures for receiving and disbursing organizational funds
- E. Assisting students in designing, using, and obtaining, achievement and proficiency awards
- F. Assisting students in developing and conducting appropriate recognition programs
- G. Respond to week 12 and 13 DBs

Assignment Due: Program of Activities-April 4, 2008

Week 14 and Week 15.

April 7-11, 2008

April 14-18, 2008

(Instructing students in leadership and personal development and Include exceptional students in career and technical student organizations)

- A. Developing a plan for teaching leadership and personal development
- B. Developing a plan for teaching parliamentary procedure
- C. Developing a plan for teaching students how to prepare and present a speech
- D. Who are exceptional students
- E. What can the career and technical student organization offer exceptional students
- F. Ways to encourage exceptional students to join
- G. How to record participation of exceptional students
- H. Activity modifications allowing for participation of exceptional students
- I. Planning to have progressively more exceptional students participating
- J. Respond to week 14 and 15 DBs

Assignment Due: CTE Interview- April 14, 2008

Week 16.

April 21-25, 2008

(Supervising a yearly evaluation of the career and technical student organization)

- A. The purpose of evaluation
- B. How to do an evaluation
- C. What should be evaluated

Assignment Due: Post-Reflection Journal- April 25, 2008

Week 17.

April 28-May 2, 2008

(Final Exam Week)

Assignment Due: Final Exam; Will Release on April 30, 2008- Due May 2, 2008

****Please remember that all Discussion Boards are due weekly.****

Class Activities, Assignments and Evaluation

1. Class participation is a must by all students. The objectives of class participation are to encourage all students to engage in outside reading, provide a conducive/open setting for learning through interaction, and provide an opportunity to evaluate student learning. Students will be required to participate in the weekly discussion board questions and complete the icebreaker. (100 points)
2. Students will reflect on knowledge possessed before the class in regard to youth organizations and program management (pre-reflection) and will reflect on knowledge gained by taking the class at the end of the semester (post-reflection). There will be a total of two journal entries. (25 points each)
3. Students will analyze and discuss case studies related to issues and problem-solving for CTSO chapters. (5 points each and 25 points total)
4. Students will demonstrate scholarly proficiency in assembling their thoughts by planning, developing, and writing a paper on the importance of leadership development or a career and technical student organization. You may select any aspect of leadership development that interest you or any career and technical student organization you would like to learn more about. This paper should be 8-10 typed pages double spaced. Be sure to follow the guidelines of APA 5th edition for citing references in your paper. Develop a 10 slide presentation that summarizes your paper. (50 points)
5. CTE Interview- Choose one of the eight CTE areas and interview
 - A CTE teacher/advisor (at either the middle or high school level).
 - A CTE administrator or principal (to examine and share their views on the importance of CTSOs).
 - Please select only one choice for this assignment. (50 points)
6. Program of Activities- Students will design a program of activities for their CTSO chapter to complete for the academic school year 2007-2008. (25 points)
7. Midterm Exam- (25 points)
8. Final Exam- (50 points)

Grading Scale

350-317	A
316-283	B
282-249	C
248-215	D
214- Below	F

Grading Summary

Assignment	Points Possible
Class Participation-Discussion Board & Icebreaker 6.25 pts. each = 100 pts.	100
Scholarly Paper	50
Pre and Post Journal Reflections 2 Reflections @ 12.5 pts. each = 25 pts.	25
Case Studies 5 Case Studies @ 5 pts. each= 25 pts.	25
CTE Interview	50
Program of Activities	25
Midterm	25
Final Exam	50
Total Points	350

Please note I have the right to amend the syllabus if I see fit, but if this action was to occur I will notify you immediately of the changes. Thanks in advance for your understanding and cooperation regarding this matter.