

**Curriculum & Instruction 509E 00_
Special Problems in Curriculum and Instruction**

**Developing Programs in
Community Youth Settings**

Course Syllabus

North Carolina State University
Spring Semester, 2008
Thursdays, 4:10 – 6:55 p.m.

202 Poe Hall - NCSU Campus
(Section 509E 00_)

NC-REN Distance Sites of UNC-Asheville, Winston-Salem State University,
Elizabeth City State University, ECU Medical School, and UNC-Pembroke
(Section 509E 60_)

Professor:

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Course Description

This course explores conceptual components of non-formal program development as applied to community youth development organizations and programs. Overviews of planned change and historical program development models provide the context for discussions of contemporary program planning, design and implementation, and evaluation and accountability.

Course Objectives

Upon completion of this course, students will:

1. Increase knowledge regarding historical models of program development;
2. Better understand the concept of planned change;
3. Better understand contemporary concepts of planning, design and implementation, and evaluation and accountability; and
4. Better understand and discuss the socio-political context of youth program development.

Required Course Text & Reading Materials

Boone, E.J., Safrit, R.D., & Jones, J.M. (2002). *Developing programs in adult education*. Prospect Heights, IL: Waveland Press. (ISBN 1-57766-229-6)

Assigned course readings

Learning Experiences and Course Requirements

1. Each student is expected to contribute actively to the entire fifteen (15) week course through both synchronous (i.e., face-to-face and distance video) and asynchronous (i.e., web-based distance) course meetings.
2. Each student is expected to attend and contribute to each of the five (5) face-to-face and synchronous video class meetings. Please notify Dr. Safrit *in advance* if you expect to miss class, as well as the reason for your expected absence (an e-mail or voice mail message to Dr. Safrit before 12:00 noon on class day is sufficient.) Face-to-face and synchronous video class participation is worth 15% of the total course grade earned.
3. Each student is expected to participate actively in the ten (10) asynchronous web-based distance course meetings. The professor's expectation is that students will devote a minimum of five hours of focused, self-directed scholarly and developmental work during each of the ten (10) weeks to remain current and explore in-depth course discussions, assignments, etc. Asynchronous web-based distance course participation is worth 15% of the total course grade earned.

4. Each student is expected to read and reflect upon the required course text and assigned readings.
5. Each student will select a contemporary community-based youth development organization (other than an organization for which s/he is currently employed) to develop an in-depth educational Planned Program that will be presented and graded in both written and verbal formats. The selected organization should be of personal/professional interest to the student; researchable and analytical (using published literature related to the required Planned program components); and, agreed upon mutually by the student and Dr. Safrit. The total written Planned Program (30 pages maximum) is comprised of five (5) separate sections/components (worth 10% each) that, when considered holistically at the end of the semester, is worth 50% of the final course grade earned. The written Planned Program is due before the end of the final class meeting (i.e., Thursday, April 24th). The Planned Program will also be presented to the entire class during a 15-minute class presentation, including a detailed outline and appropriate references, during the final class meeting on Thursday, April 24th. The presentation is worth 20% of the final course grade earned.

Criteria for Evaluating Student Performance

Individual Student Participation		
* Face-to-face/synchronous class meetings	15%	
* On-line participation	15%	
Case Study		
* Written Report	50%	
* Student Presentation	20%	
TOTAL	100%	

Numeric & Letter Grading Scales Utilized

100 – 98 = A+	97 – 93 = A	92 - 90 = A-	89 – 87 = B+	86 – 83 = B
82 - 80 = B-	79 - 77 = C+	76 – 73 = C	72 – 70 = C-	69 - 67 = D
66 – 63 = D	62 – 60 = D-	< 59 = F		

(NOTE: The professor does not award incompletes without an authorized University excuse. All requirements must be completed before the last class meeting.)

Curriculum and Instruction 509E
Developing Programs in Community Youth Settings
Spring Semester, 2008
Course Schedule

Date	Course Topic, Readings, & Assignments
January 10	Synchronous class meeting 1: Course introduction; The concept of planned change; Historical models of program development (Boone, Safrit, & Jones, pp. 1-13, 15-49, 51-90)
January 11 - January 25	Self-directed, asynchronous, web-based distance student course work: <ul style="list-style-type: none">• Assigned readings:<ul style="list-style-type: none">○ Boone, E.J. (1989). Philosophical foundations of Extension. In D.J. Blackburn (Ed.), <i>Foundations and changing practices in Extension</i>. (Chapter 1, pp. 1-9). Guelph, Ontario, Canada: University of Guelph. Available on Electronic Reserves, NCSU D.H. Hill Library: http://www.lib.ncsu.edu/reserves/○ Safrit, R.D., Conklin, N.L., & Jones, J.M. (2003). A longitudinal study of the evolution of organizational values of Ohio State University educators. <i>The Journal of Extension</i>, 41(5), Retrieved August 15, 2007, from http://www.joe.org/joe/2003october/rb1.shtml• Data collection for Section I: "Introduction to the Youth Development Organization"• Research and application of the introduction to the youth development organization• 5:00 p.m., Friday, January 25: Section I due to Dr. Safrit
January 31	Synchronous class meeting 2: The concept of planning (Boone, Safrit, & Jones, pp. 91-153)
February 1 - February 22	Self-directed, asynchronous, web-based distance student course work: <ul style="list-style-type: none">• Assigned readings:<ul style="list-style-type: none">○ Cervero, R.M., & Wilson, A.L. (1994). <i>Planning responsibly for adult education</i>. (Chapter 1: Practical and Political Dimensions of Planning, pp. 3-12). San Francisco: Jossey-Bass Publishers. Available on Electronic Reserves, NCSU D.H. Hill Library: http://www.lib.ncsu.edu/reserves/○ Cranton, P. (1989) <i>Planning instruction for adult learners</i>. (Chapter 3: Objectives, pp. 36-51). Toronto: Wall & Thompson. Available on

Electronic Reserves, NCSU D.H. Hill Library:

<http://www.lib.ncsu.edu/reserves/>

- Queeney, D.S. (1995). *Assessing needs in continuing education*. (Chapter 8: Needs Assessment as Part of Program Planning, pp. 199-220). San Francisco: Jossey-Bass Publishers. Available on Electronic Reserves, NCSU D.H. Hill Library: <http://www.lib.ncsu.edu/reserves/>
- Data collection for Section II: “Planning in the Youth Development Organization”
- Research and application of the concept of planning to the youth development organization
- **5:00 p.m., Friday, February 22: Sections II due to Dr. Safrit**

February 28

Synchronous class meeting 3:

The concepts of design and implementation (Boone, Safrit, & Jones, pp. 155-192)

February 29 -
March 21

Self-directed, asynchronous, web-based distance student course work:

- Assigned readings:
 - Houle, C.O. (1996). *The design of education: Second edition*. (Chapter 5: Development of Program Design, pp. 173-235). San Francisco: Jossey-Bass Publishers. Available on Electronic Reserves, NCSU D.H. Hill Library: <http://www.lib.ncsu.edu/reserves/>
 - Schmiesing, R.J., & Safrit, R.D. (2007). 4-H Youth Development professionals' perceptions of the importance of and their current level of competence with selected volunteer management competencies. *The Journal of Extension*, 45(3), Article 3RIB1. Retrieved August 15, 2007, from <http://www.joe.org/joe/2007june/rb1p.shtml>
 - Wiles, J., & Bondi, J.C. (1984). *Curriculum development: A guide to practice (Second edition)*. (Chapter 5: Instructional Considerations in Curriculum Development, pp. 134-182). Columbus, OH: Charles E. Merrill Publishing Company. Available on Electronic Reserves, NCSU D.H. Hill Library: <http://www.lib.ncsu.edu/reserves/>
- Data collection for Section III: “Design and Implementation in the Youth Development Organization”
- Research and application of the concepts of design and implementation to the youth development organization
- **5:00 p.m., Friday, March 21: Section III due to Dr. Safrit**

March 27

Synchronous class meeting 4:

The concepts of evaluation and accountability (Boone, Safrit, & Jones, pp. 193-241)

March 28 -
April 18

Self-directed, asynchronous, web-based distance student course work:

- Assigned readings:
 - Safrit, R.D., Edwards, H.C., & Flood, R.W. (2004). An initial assessment of an interactive web-based Extension curriculum to engage and prepare teens as volunteer teachers. *The Journal of Extension*, 42(3). Retrieved August 15, 2007, from <http://www.joe.org/joe/2004june/rb1.shtml>
 - Safrit, R.D., Schmiesing, R., King, J.E., Villard, J., & Wells, B. (2003). Assessing the impact of the three-year old Ohio Teen B.R.I.D.G.E.S. program. *The Journal of Volunteer Administration*, 21(2), 12-16. Available on Electronic Reserves, NCSU D.H. Hill Library: <http://www.lib.ncsu.edu/reserves/>
 - Safrit, R.D., & Merrill, M. (1998). Assessing the impact of volunteer programs. *The Journal of Volunteer Administration*, 16(4), 5-10. Available on Electronic Reserves, NCSU D.H. Hill Library: <http://www.lib.ncsu.edu/reserves/>
- Data collection for Section IV: “Evaluation and Accountability in the Youth Development Organization”
- Research and application of the concepts of evaluation and accountability to the youth development organization
- **5:00 p.m., Friday, April 18: Section III due to Dr. Safrit**

April 24

Synchronous class meeting 5:

The socio-political context of program development (Boone, Safrit, & Jones, pp. 243-272); Planned Program student presentations

- **All assignments due to Dr. Safrit before 5:00 p.m.**
 - Total Planned Program due, including Section V: “Overall Insights and Conclusions”

Guidelines for Developing an Educational Planned Program in Youth Development

Each student will select a contemporary community-based youth development organization (other than an organization for which s/he is currently employed) to develop an in-depth educational Planned Program. The selected community-based youth development organization should be: (1) of personal/professional interest to the student, (2) researchable and analytical (using published literature related to the required Case Study components); and, (3) agreed upon mutually by the student and Dr. Safrit. The total Planned Program is comprised of five (5) individual yet connected sections (each worth 10%) that, when considered holistically, is worth 50% of the final course grade earned.

The Planned Program will be presented and graded in both written and verbal formats. The written Planned Program (30 pages maximum) is due before the end of the final class meeting (i.e., Thursday, April 24th). The Planned Program will also be presented to the entire class during a 15-minute class presentation, including a detailed outline and appropriate references, during the final class meeting on Thursday, April 24th. The presentation is worth 20% of the final course grade earned.

Once the organization is selected and mutually agreed upon, the student should research the organization thoroughly by:

- (1) reading published information regarding the organization;
- (2) attending and observing organizational meetings and programs; and
- (3) interviewing program participants (paid and volunteer staff, youth, parents, etc.)

The research should support the identified components of the Planned Program, as well as an overview of the program's history, mission, structure, funding, staffing, vision, etc.

Based upon this field data, and utilizing appropriate published literature, the student should write the actual Planned Program organized into the following identified five (5) sections:

NOTE: The student should utilize APA style (Fifth Edition) in writing the Case Study.

Section I: Introduction to the Youth Development Organization

- A. History, mission, organizational structure, funding sources, staffing patterns, organizational vision

Section II: Planning in the Youth Development Organization

- A. Review of related literature
- B. ***
- C. ***

Section III: Design and Implementation in the Youth Development Organization

- A. Review of related literature
- B. ***
- C. ***

Section IV: Evaluation and Accountability in the Youth Development Organization

- A. Review of related literature
- B. ***

C. ***

Section V: Overall Insights and Conclusions Regarding Program Development in this Organization

- A. Conclusions
- B. Recommendations
- C. Selected References

Class Presentation

The student's presentation of the Planned Program should provide the entire class with a holistic overview of the materials covered in the written report in an efficient yet thorough manner. Students are encouraged to operationalize basic and andragogical concepts of adult education instruction in designing and presenting their presentation. A three-page outline and presentation synopsis handout must be submitted to the instructor and other students prior to the actual presentation, including appropriate reference information (in APA format.) Presentations should be a maximum of 15 minutes (including class discussion) and will be presented during the regular class meeting on Thursday, April 24th.

Presentations will be evaluated as follows:

Content: Coverage of Case Study content	10%
Delivery: Organization of presentation	<u>10%</u>
	20%