**Auburn University**

**Syllabus**

1. Course Number: CTCT 4000/4003

Course Title: Classroom/Laboratory Management, Organization and Evaluation in Career and Technical Education

Credit Hours: 2 semester hours (Lecture 2)

Prerequisites: Admission to Teacher Education

Corequisites: None

2. Term: Fall 2019 (Syllabus Prepared August 2019)

**Day/Time:** Class Hours: T/R 2:00-3:15 pm Wallace 114

Final Exam: TBA

**Instructor:** Chris Clemons, Ph.D.

Assistant Professor

Office Address: Faculty Office: 5058 Haley

Contact Information: Office Phone: 334.844.4411

Email: [cac0132@auburn.edu](mailto:cac0132@auburn.edu)

Office Hours: Wednesday 10:00a-Noon and by appointment

3. Text and Major Resources:

Talbert, B. A., Vaughn, R., Croom, B., & Lee, J. S. (2014*). Foundations of agricultural education*. Boston: Pearson Higher Education.

Alabama State Department of Education. (2015). Career/technical education. Retrieved from <http://www.alsde.edu/sec/sct/Pages/cos-all.aspx> (Alabama Course of Study: Career and Technical Education)

Alabama Board of Education. (2015). Alabama simulated workplace: Operational manual. Retrieved from <http://alcareerinfo.org/resources_links/asw/asw.html>

The Agricultural Experience Tracker. (2015). Retrieved from <http://theaet.com>

Alabama Department of Education. (2015). Alabama professional education personnel evaluation program. Retrieved from <http://www.alabamapepe.com/>

CareerSafe. (2015). OSHA 10-Hour Training. Retrieved from <http://www.careersafeonline.com/index.php/for-students>

Other options <https://www.osha.gov/dte/outreach/training_providers.html> or <http://www.oshatrain.org/pages/professional-training-programs.html#10-hour-Employee-Safety>

Mercier, S. (2015). Food and Agricultural Education in the United States. Retrieved from the AGree website [www.foodandagpolicy.org](http://www.foodandagpolicy.org)

State of Alabama. (2015). Administrative code. Retrieved from <http://www.alabamaadministrativecode.state.al.us/>

This course will require the use of Canvas. Canvas can be accessed from the Auburn University website through AU Access.

**4. Course Description:** Organization, objectives, principles, management, and evaluation of career and technical education classrooms, laboratories, and programs.

**5. Student Learning Outcomes:** Upon completion of this course, students will be able to project themselves as **competent, committed, and reflective professionals** through their ability to:

1. Demonstrate the knowledge of the history, philosophy, principles, objectives, trends, patterns, and issues of career/technical education programs. (290-3-3-.23-1.a.1)

2. Demonstrate the knowledge of organization, management, and methods of assessment of career/ technical education programs on the national, state, and local levels. (290-3-3-.23-1.a.2)

3. Explain the role that is played by advisory committees in career and technical education

4. Discuss and analyze major trends and issues in career and technical education. (290-3-3-.23-1.a.1)

5. Demonstrate knowledge of the principles and practices associated with applicable business/industry certification of career/ technical education programs. (290-3-3-.23-1.a.6)

6. Organize, manage, and maintain classroom and laboratory facilities using proper safety procedures. (290-3-3-.23-1.b.4)

7. Provide for program management with workplace applications including safety, record keeping, budgeting, acquisition of equipment/materials, and program maintenance. (290-3-3-.23-1.b.7)

8. Identify the interests and preferences of students with diverse needs including students with disabilities. These identified interests and preferences will be used to design activities that encourage students with diverse needs including students with disabilities to make positive contributions.

9. Discuss factors and situations that promote or diminish intrinsic motivation.

10. Take action to promote positive social relationships among students, including age-appropriate peers and students with disabilities.

11. Design and implement individual behavioral support plans. Individual behavioral support plans will be used to proactively respond to the needs of all students

12. Create and design learning environments that encourage engagement, self-motivation, academic and social learning. This learning environment will respect and accommodate diverse needs.

13. Use appropriate classroom/behavior management and discipline techniques such as positive behavior support strategies.

14. Demonstrate an understanding of the importance of teacher expectations and their relationship to student performance.

15. Demonstrate knowledge of strategies for developing and implementing a classroom management plan to ensure equitable and effective student access to available technology resources.

16. Explain school emergency response, juvenile law, and nonviolent conflict resolution.

17. Encourage students to assume responsibility for themselves and promote each others’ learning.

18. Organize, allocate, and manage resources of time, space, and activities.

**6. Course Content Outline:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Session#** | **Course Topic** | **Readings** | **Assignment** |
| Module 1  Tues Aug 20 | Introductions and Course Expectations | Theory/Philosophy of Teaching |  |
| Thur Aug 22 | History/Philosophy and CTE. | Wonacott <http://eric.ed.gov/?id=ED482359>  [www.acteonline.org](http://www.acteonline.org)  [www.alcareertech.org](http://www.alcareertech.org) |  |
| Module 2  Tues Aug 27 | Kolb’s Experiential Learning Model |  |  |
| Thur Aug 29 | Role of Advisory Groups | Talbert Chapter 7 |  |
| Module 3  Tues Sep 3 | Direct Instruction |  |  |
| Thur Sep 5 | Student Organizations | Talbert Chapter 22-23 | Quiz 1 |
| Module 4  Tues Sep 10 | Kinesthetic Learning |  |  |
| Thur Sep 13 | Classroom and Lab Facilities | Talbert Chapter 10 |  |
| Module 5  Tues Sep 17 | Language Functions |  |  |
| Thur Sep 19 | Classroom and Lab Facilities | Talbert Chapter 10 |  |
| Module 6  Tues Sep 24 | Inquiry Based Learning |  | Quiz 2 |
| Thur Sep 26 | Using Laboratories | Talbert Chapter 21 |  |
| Module 7  Tues Oct 1 | Demonstration Method |  |  |
| Thur Oct 3 | Safety and First Aid | Online Resources |  |
| Module 8  Tues Oct 8 | Game Based Instruction |  | Quiz 3/Midterm |
| Thur Oct 10 | Career Tech Implementation Plan | Online Resources |  |
| Module 9  Tues Oct 15 | Fall Break | No Class |  |
| Thur Oct 17 | Using Discussion for Instruction |  |  |
| Module 10  Tues Oct 22 | Meeting Needs of Diverse Learners | Talbert Chapter 20 | Quiz 4 |
| Thur Oct 24 | Differentiation |  |  |
| Module 11  Tues Oct29 | FFA Convention | No Class | Doc. Form |
| Thur Oct 31 | FFA Convention | No Class |  |
| Module 12  Tues Nov 5 | Assessment |  |  |
| Thur Nov 7 | Field Experience |  | Doc. Form |
| Module 13  Tues Nov 12 | Assessment |  | Quiz 5 |
| Thur Nov 14 | Field Experience |  | Doc. Form |
| Module 14  Tues Nov 19 | Instructional Resources | Talbert 11 |  |
| Thur Nov 21 | Cont. | [www.myimsservices.com](http://www.myimsservices.com)  [www.peer.tamu.edu](http://www.peer.tamu.edu) |  |
| Module 15  Tues Nov 26 | Thanksgiving Break | No Class |  |
| Thur Nov 28 | Thanksgiving | No Class |  |
| Tues Dec 3 | EdTPA |  | Field Experience Report Due |
| Thurs Dec 5 | EdTPA |  | Field Experience Report Due |
| Final Dec 9-13 |  |  | Final |

**7. Assignments/Projects:**

1. Participate in all class discussions.
2. Complete all quizzes and exams.
3. Prepare Classroom Management Plan (Must include description of learning environment, philosophy of teaching, description of the physical space and rationale, plans for establishing classroom community, plans for addressing problem behavior, and safety plan and safety test)
4. Field Experience Requirement
5. Complete a unit plan of instruction.

* Undergraduates – 8 hours of required Field Experience – Form provided

**8. Rubrics and Grading Scale:**

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| --- | --- | --- |
| **Graded Activity** | **Points for each activity** | **Total points available** |
| Discussions | 10 | 100 |
| Quizzes | 200 | 100 |
| Midterm and Final | 100 | 200 |
| Classroom Management Plan | 200 | 200 |
|  | Total Points Available | 600 |
| Field Experience. Students must complete the field experience requirement and form to pass the course. 350 points will be deducted from total score for not acquiring appropriate field experience hours. | | <350> |

The following grading scale will be used:

|  |  |
| --- | --- |
| 90 - 100 % | A |
| 80% - 89.9% | B |
| 70% - 79.9% | C |
| 60% - 69.9% | D |
| Below 60% | F |

**9. Class Policy Statements:**

1. Participation: Students are expected to participate in all class discussions and participate in all exercises. Assignments are due on announced dates. Unexcused late assignments are unacceptable. It is the student’s responsibility to contact the instructor if assignment deadlines are not met. Students are responsible for initiating arrangements for missed work. Students must satisfy all course objectives to pass the course.
2. **Excused Absences**:  Students are granted excused absences from class for the following reasons:  Illness of the student or serious illness of a member of the student’s immediate family, the death of a member of the student’s immediate family, trips for student organizations sponsored by an academic unit, trips for University classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays.  Students who wish to have an excused absence from this class for any other reason must contact the instructor in advance of the absence to request permission.  The instructor will weigh the merits of the request and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence.  Appropriate documentation for all excused absences is required. Please see the [Student Policy eHandbook](http://www.auburn.edu/student_info/student_policies/) for more information on excused absences (<http://www.auburn.edu/student_info/student_policies/>).
3. **Make-Up Policy:**Arrangement to make up missed major examination (e.g. hour exams, mid-term exams) due to properly authorized excused absences must be initiated by the student within one week from the end of the period of the excused absences.  Except in unusual circumstances, such as continued absence of the student or the advent of University holidays, a make-up exam will take place within two weeks from the time that the student initiates arrangements for it. Except in extraordinary circumstances, no make-up exams will be arranged during the last three days before the final exam period begins.  The format of the make-up exam will be (as specified by instructor).
4. **Disability Accommodations:** Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. To set up the meeting, please contact the instructor by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT).
5. Honesty Code:  All portions of the Auburn University student academic honesty code (Title XII) found in the [*Student Policy eHandbook*](http://www.auburn.edu/student_info/student_policies/) will apply to this class.  All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.
6. Course contingency: If normal class and/or lab activities are disrupted due to illness, emergency, or crisis situation, the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, and addendum to your syllabus and/or course assignments will replace the original materials.
7. Professionalism: As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College’s conceptual framework. These professional commitments or dispositions are listed below:

* Engage in responsible and ethical professional practices
* Contribute to collaborative learning communities
* Demonstrate a commitment to diversity
* Model and nurture intellectual vitality

**Justification for Graduate Credit:**

CTCT 6050/6056 (Methods of Teaching in Area of Specialization) is the graduate-level teaching methods course for students enrolled in the 5th year teacher certification program. Students will learn how to develop course syllabi and lesson plans for teaching in secondary Career/Technical Education programs. Furthermore, students will analyze various teaching techniques used in instruction and defend the use of such teaching techniques in Career/Technical Education.

**Field Experience Documentation Form**



Field experiences shall facilitate candidates’ development as professional educators by observing in schools and other agencies, tutoring student, assisting teachers or other school personnel, attending board meetings and participating in education-related community events prior to internship (290-3-.02(4)(f)2) (290-3-.02(4)(f)1)

**STUDENTS ARE REQUIRED TO HAVE A MINUMUM OF 8 HOURS OF FIELD EXPERIENCE IN CTCT 5050/5053/6050/6056 AND CTCT 4000 (Total 16 hours).**

**Attach any additional documentation and a reflection of the experience.**

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| **Student Name** | **Course Number and Name** | **Student Number** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Date** | **Location**  **(School)** | **Briefly Describe Experience** | **Hours** |  |
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| --- | --- |
| **Student Signature** |  |

**Acceptable Field Experiences:**

* Observe in schools
* Tutor students after school
* Tutor students during school
* Assist teachers
* Assist other professional school personnel
* Attend school board meeting
* Participate in education- related community events
* Interact with diverse faculty
* Interact with diverse learners
* Use information technology to support teaching and learning
* Engage in reflections including feedback from peers and supervisors
* Include both the opening and closing of school
* Team teaching
* Must include at least three lesson presentations (Graduate)
* Must include at least one lesson presentation (Undergraduate)

**DETAILED DESCRIPTION AND REFLECTION**

**(Required for each activity)**

**Authorized Signature**

**Student Signature and Date**