**AUBURN UNIVERSITY**

**SYLLABUS**

1. **Course Number:** CTCT 7750/7756

**Course Title:** Administration of Career and Technical Education

**Credit Hours:** 3 semester hours

**Prerequisites:** Departmental approval

**Co-requisites:** None

**Instructor:** Adam Aldridge, Ph.D

1. **Date Syllabus Prepared:** August 2019
2. **Text(s):**

 Career Tech Administrators Desk Reference – Can be downloaded and printed from the following Web site:

 [The contents of the CTE Administrators Manual](http://www.alsde.edu/sec/wfd/Pages/directors-all.aspx?navtext=CTE%20Directors:%20Administrator%20Manual)

 Supplementary resources will be provided by the instructor.

4. **Course Description:**

Introduction to concepts, theories, and practices related to administration, organizational behavior, and leadership in secondary and postsecondary career and technical education program.

1. **Course Objectives:**

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

1. Understand the structure and role of career and technical education in secondary and postsecondary schools.
2. Ability to differentiate between leadership styles.
3. Demonstrate knowledge of the duties and responsibilities of a Career Technical Director as they apply to the school year and the post school year in a local school system in Alabama.
4. Develop a personal philosophy of Career & Technical Education.
5. Differentiate between the different styles of leadership.
6. Describe the responsibilities of school administrators.
7. Identify methods of communication within an organization.
8. Develop a vision for a CTE program.
9. Preparation of a professional development opportunity for CTE teachers.
10. Prepare a budget for a CTE program utilizing local, state, and federal appropriations.
11. Describe what is meant by program completer in Alabama Career and Technical Education.
12. Explain the procedures for placement and follow-up of program completers.
13. Explain Business Industry Certification and the role of the Career Technical Director in a local BIC review.
14. Demonstrate knowledge of the legal considerations for a Career and Technical Program.
15. Demonstrate knowledge of Advisory Committees and the Career Technical Director’s role in working with the committee.
16. Demonstrate knowledge of the Career Technical Director’s role in discipline in the school system.
17. Demonstrate knowledge of the Alabama Courses of Study for Career and Technical Education.
18. Demonstrate knowledge of State reports required of the Career Technical Director.
19. Evaluate a CTE program.
20. **Course Content and Schedule:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Session#** | **Course Topic** | **Readings**  | **Assignment** |
| Module 1Mon Aug 23 | Introductions and Course Expectations | Syllabus |  |
| Module 2Mon Aug 26 | Examining the structure and role of CTE in secondary and postsecondary schools. |  | Discussion 01 |
| Module 3Mon Sept 2 | Identifying the roles and responsibilities of a school administrator. |  | Discussion 02 |
| Module 4Mon Sept 16 | Leadership approaches and styles |  | Discussion 03Philosophy of CTE |
| Module 5Mon Sept 23 | Establishing organizational mission and vision |  | Discussion 04 |
| Module 6Mon Sept 30 | Effective organizational communication |  | Discussion 05Leadership Paper |
| Module 8Mon Oct 8 | Covers all course materials previously discussed |  | Midterm |
| Module 9Mon Oct 14 | Teacher recruitment, development, and retention |  | Discussion 06Mission and Vision Statement Assignment |
| Module 10Mon Oct 28 | Community Involvement |  | Discussion 07Professional Development Assignment |
| Module 11Mon Nov 4 | CTE Funding |  | Discussion 08 |
| Module 12Mon Nov 11 | Program Pathways, CTE completers/concentrators, follow-up, and CRIs |  | Discussion 9Budget Assignment |
| Module 13Mon Nov 18 | Program Evaluation |  | Discussion 10 |
| Module 14Mon Dec 2 |  |  | Evaluation Paper Due |
| Module 15Mon Dec 9  | Covers all course materials covered since last exam |  | Final |
|  |  |  |  |
|  |  |  |  |

1. **Course Requirements/Evaluation:**

Students are required to complete all assignments in a timely manner by a due date established by the instructor**. No late assignments will be accepted.** Assignments will be submitted through the proper assignment link in Blackboard. Excellent writing skills are required in the completion of the written assignments – i.e., proper grammar, correct sentence structure, and correct spelling. Use APA Publications Manual, Fifth Edition format to cite sources.

Assignments include, but may not be limited to, the following: Assignment due dates are posted with the assignments in Canvas..

* 1. Develop a personal philosophy of Career Technical Education. (100 points)
	2. Select a leadership style that you think would be effective for a school administrator/CTE director to possess, and write a paper supporting that leadership style. The paper should be a minimum of five pages (12 point Times New Roman font), double spaced, and include support from at least five peer reviewed journal articles. Also, make sure to use APA format. (200 points)
	3. Assume you have been hired as a CTE director for a school system, and you are preparing to meet with faculty for the first time. It is important that you are able to provide the teachers with a clear vision and mission for the schools CTE programs. Develop a well formed mission statement and vision statement for the programs. Each statement should be well prepared and provide a clear direction and purpose for the programs moving forward. (100 points)
	4. Assume you are a CTE director for a school system, and you need to provide your teachers with professional development. Develop a presentation on a topic of your choice for the teachers. Sample topics are as follows: Credentialing, Technical Update, Technology, program pathways, etc. You may use any presentation platform that you want (PowerPoint, Prezi, etc.). The presentation should be at least ten slides. (100 points)

j. Prepare a budget for a CTE program. The budget should include state and federal allocations such as Perkins and Operation and Maintenance monies. Also, include the programs projected income from fundraising. The budget should include the projected expenses for the program. You have complete autonomy in the format that you use for the budget preparation. (100 points)

e. Assume you are a CTE director, and you have hired several new teachers. The teachers are recent college graduates, and they are inheriting programs that are up for evaluation. In order to help your new hires, you need to develop a presentation educating them on the upcoming evaluation process. For this assignment, you only have to choose one program evaluation (NCCER, NATEF, etc.). Make sure to explain all the sections/components of the evaluation. (200 points)

f. Discussions (20 points each, 200 points total)

**Rubrics and Grading Scale:**

|  |  |  |
| --- | --- | --- |
| **Graded Activity** | **Points for each activity** | **Total points available** |
| Discussions (10) | 20 | 200 |
| Philosophy of CTE | 100 | 100 |
| Leadership Paper | 200 | 200 |
| Mission and Vision Statement | 100 | 100 |
| Professional DevelopmentProgram Budget | 100100 | 100100 |
| Evaluation Presentation | 200 | 200 |
|  | Total Points Available | 1,000 |

 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 |

8. **Class Policy Statements:**

Participation: Students are expected to participate in all class discussions and participate in all exercises. 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..

Attendance/Absences: . If an exam is missed, a make-up exam will be given only for University-approved excuses as outlined in the Tiger Cub. Arrangement to take the make-up exam must be made in advance. Students who miss an exam because of illness need a doctor’s statement for verification of sickness and should clear the absence with the instructor the day they return to class. Other unavoidable absences from campus must be documented and cleared with the instructor **in advance**.

Unannounced quizzes: There will be no unannounced quizzes.

Accommodations: Students who need accommodations are asked to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternative time can be arranged. To set up this meeting, please contact me by e-mail. Bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have an Accommodation Memo but need accommodations, make an appointment with the Program for Students with Disabilities at 1244 Haley Center, 844-2096 (V/TT).

Honesty Code: The University Academic Honesty Code and the Tiger Cub Rules and Regulations pertaining to Cheating will apply to this class.

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

Distance Learning Students: Unless specific instructions have been given for a designated course, students in distance education courses shall take all closed resource examinations under the supervision of an approved proctor. Examples of approved proctors include a school superintendent, a principal of a high school, or a dean or department head of a college. Proctors shall be verified and exams shall be sent directly to the proctor who will manage the examination in a secure manner, requiring students to present a picture ID.

9. **Justification for Graduate Credit:**

Significant conceptual, instructional, and organizational changes are occurring in career and technical education programs. Program administrators, curriculum specialists, and teachers need to be prepared to identify various conceptual frameworks and models of administration applied to career and technical education so that they may make informed decisions regarding program maintenance and current practices in the field. They need to understand relationships between administration and leadership and their applications to career and technical education. This course is designed to provide graduates with the critical and analytical knowledge and skills needed to perform successfully in an administrative or leadership role in career and technical education.