AUBURN UNIVERSITY

Syllabus

1. Course Number: CTCT 6060/6066

Course Title: Program Planning in Business

Credit Hours: 3 semester hours (Lecture 3). Credit will not be allowed for both CTCT 5060 and CTCT 6060/6066.

Prerequisites: Admission to Teacher Education

Corequisites: Internship

Instructor: Dr. Elisha C. Wohleb ([wohleec@auburn.edu](mailto:wohleec@auburn.edu))

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2. Date Syllabus Prepared: January 2013

**3. Texts:** **Alabama State Department of Education.** Web Resource: [www.alsde.edu](http://www.alsde.edu), select Sections, select Career Technical, select Publications. Here you will find resources such as equipment lists, program-related calendars, forms, manuals, and programs of work.

**4. Course Description:**

Introduction to principles and practices involved in designing education programs for business-related programs.

**5. 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. use the Alabama courses of study related to career/technical education and business-related programs.

(290-3-3-.23.1.a.3) (290-3-3-.04.2.c.1.i)

2. prepare course calendars for courses offered in a local career and technical education program. (290-3-3-.23.1.a.3)

3. conduct a job analysis on businesses for planning and evaluating the local career and technical education program. (290-3-3-.23.1.a.5)

4. utilize school and community resources when planning the local career and technical education program. (290-3-3-.23.1.a.5) (290-3-3-.04-2.c.1.v)

5. develop a personal philosophy of career and technical education. (290-3-3-.23.1.a.1)

6. organize and utilize a local advisory committee in planning and evaluating activities of the local career and technical education program. (290-3-3-.23.1.a.5)

7. collect and use data from various sources to plan and evaluate the local career and technical education program. (290-3-3-.23.1.a.5)

8. develop a recruitment program for students in a career and technical education program considering students’ needs and interests. (290-3-3-.23.1.b.6)

1. develop a plan for personal professional development, job placement, and career advancement of students. (290-3-3-.24.1.a.9) (290-3-3-.23-1.b.1)

10. assist students to organize work ethics and employability skills. (290-3-3-.23.1.b.7)

11. sponsor career and technical student organization activities and prepare students to participate in contests and demonstrations (290-3-3-.23.1.b.1)

12. develop a summer program of work for extended employment if applicable to your area of specialization.**5. Course Objectives (continued):**

13. develop goals and objectives for the local career and technical education program. (290-3-3-.04-2.c.1.ii)

(290-3-3-.04-2.c.2.i)

14. develop a public relations programs for the local career and technical education program.

15. develop and adjust short-range and long-range plans based on the assessment of student needs and performance. (290-3-3-.04-2.c.2.ix)

16. apply mathematics, science, and communications concepts in career and technical education workplaces.

(290-3-3-.23-1.b.3)

1. develop strategies for successfully managing program-specific and/or general career and technical issues and components related to business programs
2. develop principles and procedures for planning and conducting a cooperative career and technical program.

(290-3-3-.23.a.1.5)

1. have knowledge of principles and practices associated with establishing and maintaining a business. (290-3-3-.23.1.a.6)
2. **Course Content:**
3. ESOL Module
4. Lesson Plans – Including all accompanying material
5. Reflections
6. Planning Logs
7. Actual Logs
8. Instructional Notebooks

**7. Course Requirements:**

1. Complete the College of Education ESOL module in Canvas and pass the ESOL examination. See ESOL module instructions, page 4.
2. Complete detailed lesson plans according to BIC guidelines, including all accompanying material (ppt, worksheets, handouts, tests, quizzes, etc.)
3. Complete weekly reflections – this includes a quality posting each week as well as responses to others reflection.
4. Complete weekly planned and actual logs.
5. Complete an instructional notebook for each subject you teach in your internship or teaching assignment. (There should be a minimum of three separate subjects.) Complete the notebooks by weeks. Each lesson plan included in the notebook should be signed by your cooperating teacher. **Instructional notebooks are due the day of the final internship meeting on campus.**
6. Complete a “program planning” notebook to include your reflections, planning logs, actual logs, and ESOL module completion information. This will also be due at the final internship meeting.
7. Turn in all assignments on time. All weekly assignments are due Sunday at midnight.

**8. Grading and Evaluation Procedures:**

ESOL Module & Examination -------------

Lesson Plans 50 percent

Notebooks (minimum of 3 instructional 1 PP) 20 percent

Planning/Actual Logs 20 percent

Reflections 10 percent

100 percent

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

1. **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: Attendance is required at each class meeting. If an exam is missed, a make-up exam will be given only for University-approved excuses as outlined in the [Student Policy eHandbook](http://www.auburn.edu/student_info/student_policies/) ([www.auburn.edu/studentpolicies](http://www.auburn.edu/studentpolicies)). 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 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. If you have a conflict with my office hours, an alternate time can be arranged. To set up this meeting, please contact me 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).

Honesty Code: The [Student Policy eHandbook](http://www.auburn.edu/student_info/student_policies/) rules and regulations pertaining to Cheating will apply to this class ([www.auburn.edu/studentpolicies](http://www.auburn.edu/studentpolicies)).

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.

Writing Center:  The Miller Writing Center provides free support on any writing you are doing while at Auburn, whether for a course or not. Trained consultants are available to work with you as you plan, draft, and revise your writing. For students in distance courses and students temporarily away from Auburn’s campus, the Miller Writing Center offers synchronous online consultations. Please check the Miller Writing Center website ([www.auburn.edu/writingcenter](https://ch1prd0202.outlook.com/owa/redir.aspx?C=1s__MPTM-Eqvd2Pv0ufWDsRQq1cgv88InIlRaO_H6BhyTnI-IE6s84j3kwkBrQjyDBGU2kw_mIs.&URL=http%3a%2f%2fwww.auburn.edu%2fwritingcenter)) for instructions and information about scheduling online appointments. If you have questions about the Miller Writing Center, please email [writctr@auburn.edu](https://ch1prd0202.outlook.com/owa/redir.aspx?C=1s__MPTM-Eqvd2Pv0ufWDsRQq1cgv88InIlRaO_H6BhyTnI-IE6s84j3kwkBrQjyDBGU2kw_mIs.&URL=mailto%3awritctr%40auburn.edu) or call 334-844-7475 M-F  7:45am-4:45pm

**10. Instructions for ESOL:**

1. **ESOL Module:** The ESOL Module is located in Canvas. It contains the ESOL manuscript over which you will be tested and a study guide. Once you have read and studied the module (you may find the study guide useful for this purpose), proceed with the test. The test consists of 25 multiple choice questions. You have 15 minutes to answer. To pass, you must answer correctly 23/25 (92%) of the questions. You may take the test a maximum of five times. Questions are presented in random order in each attempt. You do not receive feedback on the questions answered correctly or incorrectly. To retake the exam, you must wait at least 15 minutes for another attempt (up to five attempts). If you fail an attempt, it would be best to restudy the content and perhaps highlight the content of the questions you remember.

Once you have successfully passed the test, provide a printout of your test results to your instructor. This test meets a certification requirement that is monitored by the College of Education. **Due January 27th**

**11. Assignment Due Dates:**

Every week, by midnight Sunday, you should submit:

1. Lesson plans and accompanying material

If you are working on the same lesson plan (for example a two week lesson plan), then you do not need to submit again. Please leave a note explaining that you are working on the previous week’s lesson plan.

1. Reflections – please post these by Saturday (but no sooner than Friday) so that your classmates have time to read and respond by Sunday. These should be quality postings. We want to hear what’s happening in your classroom. Did you have a breakthrough moment? Are you having a consistent problem? Did you have a “teachable moment”? This is not a whining board, but a source for you to help each other get through this!
2. Planning/Actual Logs – Examples of each on Canvas. You should submit a log on what you “plan” to do that week as well as an “actual” log of what happened the week before. This helps with time management and pacing as a teacher.
3. ESOL is due January 27th. Please go ahead and complete before you get too busy!!!