

CTCT 7720/7726

Advanced Program Planning

Spring 2013

Business Education
College of Education

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Office Hours:
By Appointment

COLLEGE OF EDUCATION



Competent

equipped with the knowledge, skills
and technological expertise to help
all individuals learn and develop

Committed

dedicated to the ethical practices and collaboration
that serve as the foundation of a diverse
and intellectually vibrant society

Reflective

devoted to analyzing their own past practices
in ways that fuel ongoing learning
and improve future practices

A Keystone in Building a Better Future for All



AUBURN
UNIVERSITY

Auburn University is an equal opportunity educational institution.

Syllabus
CTCT 7720/7726 – Advanced Program Planning

SYLLABUS PREPARED: Spring 2013

TEXTS, RESOURCES and SUPPLIES:

Current Alabama Courses of Study for each area of specialization. National and State legislation relating to Career and Technical education. Journals and yearbooks in area of specialization.

<http://cte.ed.gov/docs/POSLocalImplementationTool-9-14-10.pdf>

<http://www.alcareertech.org/resources.html>

<http://cte.ed.gov/>

<http://www2.ed.gov/about/offices/list/ovae/pi/cte/index.html>

<http://www2.ed.gov/about/offices/list/ovae/pi/cte/transforming-career-technical-education.pdf>

<http://www.careertech.org/career-clusters/glance/programs-study.html>

<http://www2.ed.gov/policy/elsec/leg/blueprint/faq/college-career.pdf>

<http://alex.state.al.us/ccrs/>

<http://www.achieve.org/files/CCSS-CTE-BridgingtheDivide.pdf>

http://www.doleta.gov/performance/results/AnnualReports/2010_economic_reports/al_economic_report_py2010.pdf

<http://www.adeca.alabama.gov/Divisions/wdd/Documents/2012-2016%20WIA%20and%20Wagner-Peyser%20State%20Integrated%20Workforce%20Plan.pdf>

<http://www2.dir.state.al.us/workforcedev/WorkforceReports/Region8.pdf>

COURSE DESCRIPTION:

Issues affecting the development and management of educational programs; strategies for improving educational programs.

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 data from the community to plan educational programs
2. Plan an educational program to meet business and industry certification standards
3. Assess and understand historic and current legislation affecting the planning and management of educational programs
4. Assess and understand trends and issues affecting the planning and management of educational programs
5. Modify goals and objectives for an educational program
6. Compare and contrast program planning models
7. Use backward planning
8. Explain the impact of motivational strategies

COURSE CONTENT:

See “Modules” in Canvas

COURSE REQUIREMENTS/EVALUATION:

1. Participate in all class discussions in Canvas
2. Submit all assignments by due date
3. Design or redesign an educational program. The program must be based on research and best practices. (Additional information will be available in Canvas)

The final grade will be based on the following:

Discussions	25%
Weekly Assignments	25%
Program Proposal/Presentation	50%

90-100%	A
80-89%	B
70-79%	C
60-69%	D
Below 60%	F

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: For on campus students, attendance is required at each class meeting. Distance learning students must log on and participate in Canvas weekly. If an exam is missed, a make-up exam will be given only for University-approved excuses as outlined in the Student Policy ebook. 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: See the Student Policy eBook -
http://www.auburn.edu/student_info/student_policies/
All policies and guidelines 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.

The instructor reserves the right to make changes to the syllabus, class requirements, and schedule.

Incompletes are not given except in extenuating and documented circumstances. This is determined by the instructor.

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) for instructions and information about scheduling online appointments. If you have questions about the Miller Writing Center, please email writctr@auburn.edu or call 334-844-7475 M-F 7:45am-4:45pm.