AUBURN UNIVERSITY
SYLLABUS

1. **Course Number**:   CTCT 8730/6
    Course Title: Curriculum Development in Career & Technical Education
    Credit Hours: 3 semester hours
    Prerequisites: CTCT 7730/6 or Departmental Approval
    Corequisites: None

2. **Date Syllabus Prepared**: May 2010

3. **Texts**:   Finch, C. R., & Crunkilton, J. R. (1999). *Curriculum development in vocational and technical education.*
                                (5th ed.) Needham Heights, MA: Allyn & Bacon. (ISBN: 0-205-27902-3)

                                Additional journal articles and web research as assigned.

4. **Course Description**:

Principles involved in vocational education curriculum planning, identification of educational needs of students, selecting technical content, designing curricula, and evaluating materials.

5. **Course Objectives**:

After completing the course, students will be able to:

1.   make decisions related to curriculum planning.
2.   collect and assess school-related and community-related data pertaining to curriculum planning.
3.   determine curriculum content, goals, and objectives.
4.   identify, select, develop and/or assess curriculum materials.
5.   defend concepts and/or theories on career and technical education curriculum.

6. **Course Content:**

I.   Curriculum Development in Perspective
        A.   Historical perspectives
        B.   Contemporary perceptions of education
        C.   Definition of curriculum
        D.   Characteristics of the career and technical curriculum
        E.   Rationale for curriculum development

II.   Contemporary Designs for Curriculum Development
        A.   Systems view of curriculum development
        B.   Selected designs

III.   Curriculum Planning Decisions
        A.   Strategic planning and decision making in education
        B.   Factors affecting decision making
        C.   Decision-making strategies
        D.   Establishing standards for decision making
        E.   Identifying types of data to be collected
        F.   Making decisions in curriculum planning

IV.   Collecting and Assessing School-Related Data
        A.   Accessing the current status of career and technical education programs
        B.   Determining student occupational interest
        C.   Following up former students
        D.   Projecting future enrollments
        E.   Assessing facilities

V.   Collecting and Assessing Community-Related Data
      A.   The community
      B.   Current and projected sources of employment
      C.   Projecting and assessing labor supply and demand
      D.   Interfacing labor demand and supply
      E.   Projecting program costs for use in decision making
      F.   Identifying and assessing available resources

VI.   Determining Curriculum Content
      A.   Factors associated with determining curriculum content
      B.   Selecting a curriculum content determination strategy
      C.   Philosophical basis for content determination
      D.   The DACUM approach
      E.   Task analysis
      F.   The "all aspects" of industry approach
      G.   The critical incident technique
      H.   The Delphi technique

VII.   Making Curriculum Content Decisions
      A.   The content decision-making process
      B.   Identifying constraints related to curriculum content
      C.   Examining content as it relates to constraints
      D.   The curriculum framework

VIII.   Setting Curriculum Goals and Objectives
      A.   Curriculum outcomes
      B.   Types of goals and objectives
      C.   Foundations of educational goal formation
      D.   Preparing goals and objectives
      E.   Sequencing objectives within the curriculum

IX.   Identifying and Selecting Curriculum Materials
      A.   Curriculum materials
      B.   Need for securing curriculum materials
      C.   Selecting curriculum materials
      D.   Selecting educational software
      F.   Textbook selection
      G.   Curriculum materials for learners with special needs
      H.   Sources of curriculum materials
      I.   Planning to secure curriculum materials

X.   Developing Curriculum Materials
      A.   Determining the need for curriculum materials
      B.   Factors to consider in curriculum materials development
      C.   Curriculum material development process
      D.   Managing the curriculum development process
      E.   Disseminating curriculum materials

XI.   Curriculum Development for School-to-Work Transition
      A.   School-to-work transition
      B.   Individualized instruction
      C.   Modularized instruction
      D.   Competency-based education
      E.   Integrating academic and career and technical education
      F.   Tech prep
      G.   School-based enterprise

      XII.   **Assessing the Curriculum**
          A.   Framework for evaluating curriculum
          B.   Plans for curriculum evaluation
          C.   Instruments for program and materials assessment
          D.   Conducting the program assessment
          E.   Assessing curriculum materials
          F.   Utilizing assessment results for curriculum improvement

7.   **Course Requirements**:

      A.   Complete the chapter readings (Finch textbook) and an assessment summary of each chapter. (See Appendix A for instructions for completing assessment summaries.)
      B.   Locate, summarize, and review appropriate journal articles related to curriculum development in career and technical education. (See Appendix A for instructions for completing journal article reviews.)
      C.   Locate, select, and review appropriate web sites for use in curriculum development within your discipline. (See Appendix A for instructions for completing web resources directory.)

8.   **Grading and Evaluation Procedures**:

The final grade for the course will be based on the following:

Chapter assessment summaries (Finch)	55 percent
Prior Approval for Articles	5 percent
Journal articles	25 percent
Web resources	15 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

Assignment Due Dates: See Appendix B

9.   **Class Policy Statements: (University/COE Standard Policies)**

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 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 email. 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, 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.

10.   **Justification for Graduate Credit:**

CTCT 8730/6 Curriculum Development in Career & Technical Education will assist career and technical educators to critically evaluate design curriculum for their program areas. Course content will analyze the trends and issues in curriculum development. Students will be able to collect data from appropriate sources and analyze the results in developing curriculum goals, objectives, content, and materials for their program areas.

APPENDIX A
Instructions for Completing Course Requirements

A. **INSTRUCTIONS FOR COMPLETING FINCH CHAPTER READINGS:**
   Complete the chapter readings (Finch textbook) and an assessment summary of each chapter:

1. Read each chapter assigned. After each chapter you read, prepare an assessment summary of the chapter.

2. The assessment summary is a 1 ½- to 2-page reactive summary of the chapter in which you not only provide a summary of the chapter but you assess, interpret, and/or project your ideas and assessments related to the content of the chapter.

3. For each chapter, provide the following heading: Your Name, Course Number, Chapter Number, Chapter Title.

B. **INSTRUCTIONS FOR COMPLETING JOURNAL ARTICLE REVIEWS:**
   Locate, summarize, and review appropriate journal articles related to curriculum development in caree and technical education:

1. Locate five (5) journal articles relating to curriculum development within your specific program area, another career and technical content area, or within the general career and technical area. The journal articles you review should be at least five pages in length. The articles should relate to curriculum development--for example, integration of academics within the program, sample curriculum projects, curriculum trends and issues within the program area.

2. Submit each article reference (APA format) to the professor for approval **PRIOR** to completing your review. An article should conform to the guidelines given in B-1 for it to be considered appropriate for this assignment.

3. For each article, provide the following heading: Your Name, Course Number, Article Number (1 – 5), Article Reference (following APA 6th ed. Format. See APA manual chapter 7.01 for reference formats for periodicals.) Your review should be between 1 ½ pages to 2 pages in length.

4. The Association for Career and Technical Education (ACTE) has many articles in its public archives that would be appropriate for these assignments: http://www.acteonline.org/media.aspx
   You are not required to use these articles if you have other sources you prefer to use. However, whatever source you use, remember to get approval for each article PRIOR to completing your review. (If the source you are using is one that I may not have immediate access to, please send a pdf file of the article or provide a web link to the actual article for use in determining its appropriateness.)

C. **INSTRUCTIONS FOR COMPLETING WEB RESOUCES DIRECTORY:**
   Locate, select, and review appropriate web sites for use in curriculum development within your discipline:

1. Prepare a directory of web resources according to the following guidelines.

2. Locate ten (10) web sites that will be of help to you in your future curriculum projects.
   1a. Two of the sites must include your state department of education's curriculum plan (guidelines and/or resources) for your state within your subject area and one OTHER state's curriculum plan (guidelines and/or resources) within the same discipline.
   1b. Two of the sites must be from universities. Note: The University of Chicago has an excellent set of modules related to curriculum development: http://cuip.uchicago.edu/WIT/2001/modules/termsconcepts/index.htm
   This site may be used as one of the web resources.

3. Include one web resource ONLY per page. For each web resource, include the following heading: Your Name, Course Number, Web Resource Number (1 – 10), Name of the Web Site or Resource if different from the Host or Domain Name, full URL. (For information on the host name and the URL, see the APA 6th edition manual, pages 187-188.) Use active links so that I can check the sites.

4. For each web resource, prepare two to three paragraphs describing the site and the use you can make of the site. Include a general description of the site and anything specific to the site that would be of particular use to you.

5. The following web resource may be useful in securing some of the web sites for this assignment. It provides links to a variety of topics in career and technical education. It is one that should be in your web resource arsenal:
   http://www.khake.com (Do not use this as one of your ten.)

APPENDIX B
Assignment Submission Schedule
Mini-Semester 1
(May 20 – June 24)

Course Week	Course Assignment*	Summer 2010 **Due Date***
Week 1	1. Chapter 1 assessment summary 2. Chapter 2 assessment summary 3. Obtain PRIOR approval for two articles (Articles 1 and 2) 4. Web Resource 1 5. Web Resource 2	At least by May 26
Week 2	1. Chapter 3 assessment summary 2. Chapter 4 assessment summary 3. Chapter 5 assessment summary 4. Article 1 review 5. Article 2 review 6. Web Resource 3 7. Web Resource 4	At least by June 2
Week 3	1. Chapter 6 assessment summary 2. Chapter 7 assessment summary 3. Chapter 8 assessment summary 4. Obtain PRIOR approval for three articles (Articles 3, 4, & 5) 5. Web Resource 5 6. Web Resource 6	At least by June 9
Week 4	1. Chapter 9 assessment summary 2. Chapter 10 assessment summary 3. Article 3 Review 4. Article 4 Review 5. Web Resource 7 6. Web Resource 8	At least by June 16
Week 5	1. Chapter 11 assessment summary 2. Chapter 12 assessment summary 3. Article 5 Review 4. Web Resource 9 5. Web Resource 10	At least by June 23

*Please send electronic submissions to <u>whitebj@auburn.edu</u> : (Note: Assignments should be submitted electronically by 5 p.m. of the date due. You may submit assignments early.)