AUBURN UNIVERSITY

**SYLLABUS**

1. **Course Number**: CTCT 8730/8736

 **Course Title:** Curriculum Development in Career and Technical Education

 **Credit** **Hours**: 3 semester hours

 **Prerequisites**: CTCT 7730/7736 or departmental approval

 **Corequisites:** None

2. **Date Syllabus Prepared**: May 2012

 3. **Texts or Major Resources**:

 All resources are provided via Canvas

4. **Course Description**:

 Principles involved in career and technical 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. develop a plan for curricular change in career and technical education.

2. defend concepts and/or theories on career and technical education curricula.

3. conduct a curriculum development project in career and technical education.

4. select appropriate curriculum materials to use in instructional settings.

 5. defend critical issues in career and technical education curriculum development.

6. **Course Content and Schedule:**

#  I. Module 1 Course Introduction

# Module 2 Technical Expression of Academic Knowledge

# Module 3 Math-in-CTE Study

# IV. Module 4 Core Principles

# V. Module 5 Curriculum Mapping

1. **Module 6 Seven Elements**

**7. Course Requirements/Evaluation**:

All assignments will be submitted, graded, and returned electronically through Canvas.

1. Participate in all class discussions.
2. Develop a curriculum map.
3. Develop a math enhanced lesson plan.
4. Review 3 peer refereed articles concerning curriculum integration in Career and Technical Education.
5. Complete a comprehensive final written examination.

 **Grading and Evaluation Procedures**:

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

Class Discussion 75 pts.

Curriculum Map 100 pts.

Lesson Plan 150 pts.

Article Reviews 75 pts.

Final Exam 100pts.

Total 500pts.

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.

Unannounced quizzes: There will be no unannounced quizzes.

Disability Accommodations: Students who need accommodations in class, as provided by the American Disabilities Act, should arrange a confidential meeting with the instructor during office hours the first week of classes- or as soon as possible if accommodations are needed immediately. You must bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have these forms but need accommodations, make an appointment with the Program for Students with Disabilities, 1244 Haley Center, 844-2096 (V/TT).

Academic Honesty Statement: All portions of the Auburn University student academic honesty code (Title XII) found in the student policy manual [www.auburn.edu/studentpolicies](http://www.auburn.edu/studentpolicies).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.

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
1. **Justification for Graduate Credit:**

CTCT 8730/8736 (Curriculum Development in Career and 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 also collect data from appropriate sources and analyze the results in developing curriculum goals, objectives, content, and materials for their program area.