**Auburn University**

**Syllabus**

**1**. **Course Number:** CTCT 8770/8776

**Course Title:** Supervision of Instruction

**Credit Hours:** 3 semester hours (Lecture 3)

**Prerequisites:** CTCT 7770 or Departmental Approval

**Corequisite:** None

**2.** **Date Syllabus Prepared:** May 2018

**3. Text:** Glickman, C., Gordon, S. & Ross-Gordon, J. (2014). Supervision and instructional leadership – A developmental approach. Upper Saddle River, NJ: Pearson.

**4. Course Description:**

Theories and models to become effective supervisors of career and technical education programs; philosophies and styles of supervision used to improve schools, instruction, curriculum, and personnel.

**5.** **Course Objectives:**

Upon completion of this course, students will be able to:

1. discuss the rationale for having effective supervision in career and technical education.

1. acquire a working knowledge of supervision theories and models.
2. develop programs that make schools effective.

4. develop programs that improve the effectiveness of teaching in schools.

5. develop programs to provide for the professional growth of personnel and staff.

6. develop programs to improve career and technical education curriculum.

7. supervise career and technical educators in a moral and ethical way.

1. develop one’s own style of supervision.

**6**. **Course Content and Schedule:**

Week 1 Introduction and Supervision of School Programs

Week 2 Theories and models of Supervision

Week 3 – 5 Skills, Tasks, and Functions of Supervision

7. **Course Requirements/Evaluation**:

1. Weekly Assignments
2. Minimum three page review of literature research paper on supervision in Career and Technical Education. Use a minimum of 10 resources and follow APA 6th edition.
3. Assume that your school system does not have full-time 100% dedicated Career Tech Directors. Prepare and submit a PowerPoint presentation that you would make to a local school board on the importance of supervision in Career and Technical Education (Career Tech Directors). Include responsibilities, expectations, etc.

**Grading and Evaluation Procedures**:

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

Weekly Assignments 1000 pts

Review of Literature 500 pts

School Board Presentation 500 pts

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2000 pts

Any assignment presented or turned in late will be penalized 10% for each class period that it is late.

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.

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: All portions of the Auburn University student academic honesty code (Title XII) found in the student policy manual 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 8770 (Supervision of Instruction) prepares students to assume the roles of supervisors in educational settings. Students will acquire theories of supervision, analyze these theories and models of supervision, and apply these theories and models to improve personnel, curriculum, and schools.