Prefix and Number: CTCT 8806  Initial Term: Spring 2009

Select One:
New x  Delete  Course Modification

Type of modification:

Title  Description  Credit hours
Prerequisites  Grade Type
Number: Old  New

Title: Teacher Education

College/School: Education  Dept: Curriculum and Teaching

Abbreviated Title: Teacher Education (30 spaces total)

<table>
<thead>
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<th>CREDIT OFFERED</th>
<th>CONTROLS</th>
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<td>Levels: (select all that apply)</td>
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<td>Graduate (G)</td>
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<td>Professional (P)</td>
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<td>Maximum: 3</td>
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<td>Minimum: 3</td>
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</table>

| Grading Rule: |
| Undergraduate (U) |
| Graduate (G) |

| Grading Type: (select one) |
| Normal grading (Blank) |
| Pass/Fail only (SU) |
| Thesis/Dissertation (TD) |

| Term Offered: (select one) |
| Not Specified (Blank) |
| Fall Only (F) |
| Spring Only (S) |
| Summer Only (M) |
| Fall, Spring (FS) |
| Intersession (I) |

| Session Duplicate: |
| yes  no x |

Prerequisites (course must be taken prior to this course)

Corequisites (course must be taken the same term of this course) None

Prerequisite with concurrency (course may be taken prior to this course or taken during the same term) None
Brief Description for Bulletin  Emphasis on beliefs, philosophy, issues, research, roles, student selection, curriculum, methodology, internships, organization, and administration of teacher education programs.

Credit will not be given for both 8800 and 8806

<table>
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<td>3rd:</td>
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Justification (Indicate reason for change)  CTCT 8806 is the distance learning section of the previously approved course CTCT 8800. This course may be taken as part of the previously approved distance learning program in Business/Marketing Education.

Additional resources or resource shifting required. If none, please explain.

None: Technology and resources needed are already available.

Attach a copy of syllabus to add a new course.

To modify an existing course, attach a copy of the old syllabus and the new syllabus.

To add an honors version of an existing course or to add a distance education version of an existing, attach the existing syllabus and the syllabus for the proposed new course.

No attachment is required to delete course.

Contact Person  TRACY KOERPER/LEANE SKINNER / SUSAN VILLAUME

Email  koerptr@auburn.edu/skinner@auburn.edu/CC.villase@auburn.edu  Phone #  4-6794; 4-3823; 4-4448

Revised June 2008
Undergraduate Requests

Department

Head

Date

College/School Curriculum Committee

Chair

Date

College or School

Dean

Date

University Curriculum Committee

Chair

Date

Graduate Requests

Head

11-18-08

Date

Chair

11-21-08

College/School Curriculum Committee

Dean

11-21-08

College or School

Date

Chair

Date

Graduate Council

Chair

Date

University Curriculum Committee

Chair

Date
1. **Course Number:** CTCT 8800/8806
   **Course Title:** Teacher Education
2. **Credit Hours:** 3 semester hours
   **Prerequisites:** Departmental Approval
   **Corequisites:** None

**Date Syllabus Prepared:** November 2008


    Select from the left-hand menu and then select by date:
   - 10/05/2004 Alternative Strategies for Developing Teacher Preparation
   - 10/15/2002 Preparing Future Teachers: Is Alternative Certification an Option?
   - 09/02/2004 Role of Community Colleges in Preparing CTE Teachers

**Journal of Teacher Education:** Available from SAGEJournals Online [http://jte.sagepub.com].

4. **Course Description:**
   Emphasis on beliefs, philosophy, issues, research, roles, student selection, curriculum, methodology, internships, organization, and administration of teacher education programs.

5. **Course Objectives:**
   After completing the course, students will be able to:
   1. describe the roles of a teacher educator.
   2. analyze the history and development of teacher education.
   3. analyze the impact of professional teaching standards.
   4. identify traditional and alternative methods of teacher licensure.
   5. discuss the foundations and principles of teacher education.
   6. analyze various models and approaches of teacher education.
   7. evaluate clinical experiences of teacher education students.
   8. identify essential components of a teacher preparation program.
   9. analyze components to administer a teacher education program successfully.
   10. discuss curricula requirements for teacher education programs.
   11. examine how educational reform issues have impacted teacher education.
   12. identify, discuss, and analyze trends and issues in teacher preparation.
6. **Course Content:** (topics to be selected from the following listing)

- Week 1  Roles of a Teacher Educator
- Week 2.  History Aspects of Teacher Education
- Week 3  Reform Issues in Teacher Education
- Week 4  Professional Teaching Standards
- Week 5  Teacher Licensure—Traditional and Alternative Methods
- Week 6  Principles of Teacher Education
- Week 7  Models of Teacher Education
- Week 8  Approaches to Teacher Education
- Week 9  Clinical Experiences in Teacher Education
- Week 10  Trends and Issues in Teacher Education
- Week 11  Elements of Teacher Education Program Design
- Week 12  Curriculum Development in Teacher Education
- Week 13  Administration Considerations of Teacher Education Programs
- Week 14  Developing Inservice and Graduate Programs
- Week 15  Evaluating Teacher Education Programs

**DISTANCE LEARNING** - Interaction between instructor and distance learning students will be weekly via e-mail, discussion boards, or phone. Students will be given deadlines for the course requirements at the beginning of the semester.

7. **Course Requirements/Evaluation:**

   A. **NBEA Yearbook Chapters:**
      Complete readings as assigned. Prepare a 1 - 3 page summary for each chapter plus a 1 – 2 page reaction to the topics presented in each chapter. Clearly label the summary and the reaction/analysis.

   B. **Webcasts:** Download and view the identified webcasts. Print out the information sheet which shows the authors and gives a brief summary of each webcast to include in your notebook. For each webcast prepare a 1 to 3 page summary. In addition, prepare a 1 - 2 page reaction/analysis of the webcast.

   C. **Journal of Teacher Education Articles:** Access and download the identified articles. Include a copy of each full article in your notebook. For each article, prepare a 1 - 3 page summary of the article highlights. In addition, prepare a 1 - 2 page reaction and analysis of the stance taken by the author/s.

   D. **Additional Resources:** Select a minimum of five journal articles related to an issue of your choosing concerning to teacher education. Include the printouts of the articles in your notebook. Prepare a short summary (1 – 2 pages) of each article in which you highlight the major points found in the article. Note: Select your articles based on the topic of your position paper (Requirement E).

   E. **Preparation of Informational Position Paper:**
      a. Complete all the requirements listed in A, B, and C prior to selecting the articles in Requirement D (Additional Resources).
      b. Select an issue related to Teacher Education that is of interest to you to prepare a 15 – 20 page paper on that topic. You may use any of the readings (NBEA yearbook chapters, Journal of Education articles, and additional resources articles) or the webcasts as resources for your paper. Be certain to list all articles/resources used in your References. If the yearbook chapters, webcasts, Journal of Teacher Education articles and five additional resource journal articles (Requirement D) are not sufficient to provide an information base for your paper, please feel free to select additional resources (include in your References) of your choosing in order to provide a solid information base for your paper. The paper requirements are listed in Appendix A.
F. Notebook:
Prepare a notebook containing the yearbook assignments, webcast assignments, Journal of Teacher Education assignments, and additional resource assignments. Develop an organization for the notebook that is appropriate for your assignments. Include your position paper in the notebook.

DISTANCE LEARNING - Students will have access to electronic references via the AU Library: See http://www.lib.auburn.edu/services/facserv.html

Distance Learning students will not be required to physically meet on campus, but will be expected to participate in class discussions via BlackBoard. On campus class meetings (CTCT 8800) will be video recorded and posted for viewing by distance students.

Grading and Evaluation Procedures:

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

Yearbook chapter summaries and analyses: 10%
Webcast summaries and analyses: 15%
Journal of Teacher Education summaries and analyses: 15%
Additional Resources summaries: 10%
Position Paper 45%
Discussions (Discussion Board) 5%
Total 100%

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

Electronic submission deadlines for on campus and distance students:

1. NBEA Yearbook, Webcast, and Journal of Teacher Education article assignments (electronic submission):
2. Topic selection to instructor for approval (electronic submission):
3. Additional Resources assignments (electronic submission):
4. Outline of Paper to instructor for approval (electronic submission):
5. Chapter I—Introduction first draft:
6. Final paper and notebook (hardcopies of assignments submitted electronically):

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.

Attendance/Absences: For on campus students, attendance is required at each class meeting. Distance learning students must log on and participate in BlackBoard weekly. If an assignment is missed, a make-up due date will be given only for University-approved excuses as outlined in the Tiger Cub. Arrangements must be made in advance.

Unannounced quizzes: There will be no unannounced quizzes.

Accommodations: Students who need special accommodations in class, as provided for 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.
Academic Honesty Policy: All portions of the Auburn University student academic honesty code (title XII) found in the Tiger Cub 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

Distance Learning Students: There will be no proctored exams

9. Justification for Graduate Credit
CTCT 8800/8806 (Teacher Education) is for students who desire to become teacher educators and prepare future teachers. Course content will analyze the trends and issues in teacher preparation and research that has been conducted in teacher education. Students in this course will synthesize course content to develop an informational position paper that reflects current trends and issues in the field.
Appendix A

Preparation of Informational Position Paper

1. Guidelines

1. Complete all the readings as directed in the syllabus prior to selecting your topic.
2. Once you have selected your topic, submit the topic title and 1 - 3 paragraphs describing your concept to the instructor for approval. Include a brief statement of your position.
3. Select the remainder of your additional resources (Requirement D) as they relate to your topic and complete the assignment (1 - 3 page summaries) as given in Requirement D. (Note: Each resource should have an individual summary.) You may find that you may be able to use some of the text that you have written in these summaries in your informational paper.
4. Once your topic area has been approved, prepare an outline of your paper and submit the outline to your instructor for approval.
5. Upon approval of your outline, complete the paper by the submission date.

2. Informational Position Paper Requirements

Include the following components in your paper:

Title Page

Table of Contents

Executive Summary

Introduction
Include the following in your Introduction chapter:

Background
Purpose of the Paper
Statement of the Problem
(This is a statement of the situation as you assess it—this is not yet your position statement.)
Definitions (If necessary)
Delimitations (Description of what you intend and do not intend to cover. Basically, how you are framing your paper.)

Body
Include as many chapters as necessary for adequate coverage of the major portions/themes related to your topic.

Conclusions
This section is the position portion of your paper. Start by presenting a statement of your position. This chapter should be approximately 2 - 3 pages in length. For a good source on preparing position papers, see

References
Include only those references you have cited in your paper.

Submission Deadlines Summary:

1. NBEA Yearbook, Webcast, and Journal of Teacher Education article assignments (electronic submission):
2. Topic selection to instructor for approval (electronic submission):
3. Additional Resources assignments (electronic submission):
4. Outline of Paper to instructor for approval (electronic submission):
5. Chapter I—Introduction first draft:
6. Final paper and notebook (hardcopies of assignments submitted electronically):
CTCT 8806
Teacher Education

Some members of the committee have asked that the syllabus be revised and resubmitted to address how the distance education students will be evaluated.

All information in the syllabus regarding distance learning is in red text.

Committee members would also like clarification about the following:

Although the title of the course is "Teacher Education," the text selected for the course is a "business education" textbook. One reviewer commented that the Lewis textbook is a "slim 172 page book. Except for a business emphasis, there seems to be little that is not covered in FOUN 3000 and FOUN 3100." Can you please address the issue of duplication?

CTCT 8800/8806 Teacher Education is a course designed for graduate students in Career and Technical Education advanced graduate programs (Business/Marketing Education, Agriscience Education, and Career/Technical Education).

FOUN 3000 and 3100 introduce pre-service teachers to the profession of teaching. CTCT 8800/8806 is at the other end of the spectrum by addressing components/issues/trends that will be faced by those who teach teachers and develop teacher education programs for both Career/Technical pre-service and advanced teachers. For example, one of the required course assignments for CTCT 8800/8806 is an in-depth study of an issue related to career/technical teacher education. Graduate students prepare informational position papers in which they research and critique approved topics. In addition to reporting their findings, they develop and defend their positions on the issues. This assignment accounts for 45 percent of the course grade.

The Lewis book is only one of the resources used in the course and the assignments from the book consist of only 10% of the final grade (See Section 7 of the syllabus). Additional resources and assignments as listed on the syllabus are:

Select from the left-hand menu and then select by date:

10/05/2004 Alternative Strategies for Developing Teacher Preparation
10/15/2002 Preparing Future Teachers: Is Alternative Certification an Option?
09/02/2004 Role of Community Colleges in Preparing CTE Teachers

Journal of Teacher Education: Available from SAGEJournals Online http://ite.sagepub.com/


These resources are selected to provide a foundation for students to help them understand components, issues, and trends related to preparing career/technical teacher education programs. Once they have completed their study of these resources (text, webcasts, journal articles), they select additional resources related to the specific issues they study for their informational position papers.

The instructor reviews and updates the resources used each term the course is offered.
1. Course Number: CTCT 8800/8806
Course Title: Teacher Education
2. Credit Hours: 3 semester hours
Prerequisites: Departmental Approval
Corequisites: None
Date Syllabus Prepared: November 2008


Select from the left-hand menu and then select by date:
- 10/05/2004 Alternative Strategies for Developing Teacher Preparation
- 10/15/2002 Preparing Futre Teachers: Is Alternative Certification an Option?
- 09/02/2004 Role of Community Colleges in Preparing CTE Teachers

Journal of Teacher Education: Available from SAGEJournals Online [http://jte.sagepub.com/](http://jte.sagepub.com/)


4. Course Description:
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After completing the course, students will be able to:
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3. analyze the impact of professional teaching standards.
4. identify traditional and alternative methods of teacher licensure.
5. discuss the foundations and principles of teacher education.
6. analyze various models and approaches of teacher education.
7. evaluate clinical experiences of teacher education students.
8. identify essential components of a teacher preparation program.
9. analyze components to administer a teacher education program successfully.
10. discuss curricula requirements for teacher education programs.
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12. identify, discuss, and analyze trends and issues in teacher preparation.
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Week 6  Principles of Teacher Education
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Week 9  Clinical Experiences in Teacher Education
Week 10 Trends and Issues in Teacher Education
Week 11 Elements of Teacher Education Program Design
Week 12 Curriculum Development in Teacher Education
Week 13 Administration Considerations of Teacher Education Programs
Week 14 Developing Inservice and Graduate Programs
Week 15 Evaluating Teacher Education Programs

DISTANCE LEARNING - Various technologies may be used for student-student and student-teacher interaction. Technologies may include both synchronous and asynchronous activities. Synchronous activities may include live streaming video/ Wimba or other appropriate technology. Asynchronous activities may include BlackBoard discussion board, wikis, blogs, or other appropriate technologies.

Students will be given deadlines for the course requirements at the beginning of the semester.

7. Course Requirements/Evaluation:

A. NBEA Yearbook Chapters:
   Complete readings as assigned. Prepare a 1 - 3 page summary for each chapter plus a 1 – 2 page reaction to the topics presented in each chapter. Clearly label the summary and the reaction/analysis.

B. Webcasts: Download and view the identified webcasts. Print out the information sheet which shows the authors and gives a brief summary of each webcast to include in your notebook. For each webcast prepare a 1 to 3 page summary. In addition, prepare a 1 - 2 page reaction/analysis of the webcast.

C. Journal of Teacher Education Articles: Access and download the identified articles. Include a copy of each full article in your notebook. For each article, prepare a 1 - 3 page summary of the article highlights. In addition, prepare a 1 - 2 page reaction and analysis of the stance taken by the author/s.

D. Additional Resources: Select a minimum of five journal articles related to an issue of your choosing concerning to teacher education. Include the printouts of the articles in your notebook. Prepare a short summary (1 - 2 pages) of each article in which you highlight the major points found in the article. Note: Select your articles based on the topic of your position paper (Requirement E).

E. Preparation of Informational Position Paper:
   a. Complete all the requirements listed in A, B, and C prior to selecting the articles in Requirement D (Additional Resources).
   b. Select an issue related to Teacher Education that is of interest to you to prepare a 15 – 20 page paper on that topic. You may use any of the readings (NBEA yearbook chapters, Journal of Education articles, and additional resources articles) or the webcasts as resources for your paper. Be certain to list all articles/resources used in your References. If the yearbook chapters, webcasts, Journal of Teacher Education articles and five additional resource journal articles (Requirement D) are not sufficient to provide an information base for your paper, please feel free to select additional resources (include in your References) of your choosing in order to provide a solid information base for your paper. The paper requirements are listed in Appendix A.

F. Notebook:
   Prepare a notebook containing the yearbook assignments, webcast assignments, Journal of Teacher Education assignments, and additional resource assignments. Develop an organization for the notebook that is appropriate for your assignments. Include your position paper in the notebook.

DISTANCE LEARNING - Students will have access to electronic references via the AU Library: See http://www.lib.auburn.edu/services/facerv.html. Distance Learning students will not be required to physically meet on campus, but will be expected to participate in class discussions via BlackBoard or other utilized technology. On campus class meetings (CTCT 8800) will be live streamed and video recorded for viewing by distance students.

Grading and Evaluation Procedures:
The final grade for the course will be based on the following:
Appendix A
Preparation of Informational Position Paper

1. Guidelines
   1. Complete all the readings as directed in the syllabus prior to selecting your topic.
   2. Once you have selected your topic, submit the topic title and 1 - 3 paragraphs describing your concept to the instructor for approval. Include a brief statement of your position.
   3. Select the remainder of your additional resources (Requirement D) as they relate to your topic and complete the assignment (1 - 3 page summaries) as given in Requirement D. (Note: Each resource should have an individual summary.) You may find that you may be able to use some of the text that you have written in these summaries in your informational paper.
   4. Once your topic area has been approved, prepare an outline of your paper and submit the outline to your instructor for approval.
   5. Upon approval of your outline, complete the paper by the submission date.

2. Informational Position Paper Requirements
   Include the following components in your paper:
   - Title Page
   - Table of Contents
   - Executive Summary
   - Introduction
     Include the following in your Introduction chapter:
     - Background
     - Purpose of the Paper
     - Statement of the Problem
       (This is a statement of the situation as you assess it—this is not yet your position statement.)
     - Definitions (If necessary)
     - Delimitations (Description of what you intend and do not intend to cover. Basically, how you are framing your paper.)
   - Body
     Include as many chapters as necessary for adequate coverage of the major portions/themes related to your topic.
   - Conclusions
     This section is the position portion of your paper. Start by presenting a statement of your position. This chapter should be approximately 2 - 3 pages in length. For a good source on preparing position papers, see http://www.studygs.net/wrtstr9.htm
   - References
     Include only those references you have cited in your paper.

Submission Deadlines Summary:

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Additional Resources summaries: 10%
Position Paper: 45%
Discussions (Discussion Board): 5%
Total: 100%

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

Electronic submission deadlines for on-campus and distance students:
1. NBEA Yearbook, Webcast, and Journal of Teacher Education article assignments (electronic submission)
2. Topic selection to instructor for approval (electronic submission)
3. Additional Resources assignments (electronic submission)
4. Outline of Paper to instructor for approval (electronic submission)
5. Chapter I—Introduction first draft (electronic submission)
6. Final paper and notebook (hardcopies will be mailed or delivered to the instructor)

Evaluation of on-campus and distance students will be identical.

8. Class Policy Statements:
   Participation: Students are expected to participate in all class discussions and participate in all exercises either on-campus or via distance technology. 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 BlackBoard weekly. If an assignment is missed, a make-up due date will be given only for University-approved excuses as outlined in the Tiger Cub. Arrangements must be made in advance.
   Unannounced quizzes: There will be no unannounced quizzes.
   Accommodations: Students who need special accommodations in class, as provided for 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.

   Academic Honesty Policy: All portions of the Auburn University student academic honesty code (title XII) found in the Tiger Cub 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.
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   - Model and nurture intellectual vitality
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   CTCT 8800/8806 (Teacher Education) is for students who desire to become teacher educators and prepare future teachers. Course content will analyze the trends and issues in teacher preparation and research that has been conducted in teacher education. Students in this course will synthesize course content to develop an informational position paper that reflects current trends and issues in the field.