Proposal Form For Addition And Revision Of Courses

1. Proposing College / School: Education
   Department: Curriculum and Teaching

2. Course Prefix and Number: CTCT 8730
   3. Effective Term: SU 2010

4. Course Title: Curriculum Development in Career & Technical Education
   Abbreviated Title (30 characters or less): Curriculum Dev Career Tech Edu

5. Requested Action:
   - Renumber a Course
   - Add a Course
   - Revise a Course

6. Course Credit:
   Contact/Group Hours | Scheduled Type | Weekly or Per Term? | Credit Hours | Anticipated Enrollment
   | 3 | LEC | weekly | 3 | 20
   Maximum Hours (Repeatability): 3
   Total Credit Hours: 3

7. Grading Type:
   - Regular (ABCDF)
   - Satisfactory/Unsatisfactory (S/U)
   - Audit

8. Pre/Corequisites:
   Prerequisite(s): CTCT 7730/7736
   Corequisite(s):
   Pre/Corequisite(s):

9. Restrictions: List specific restriction in space above.
   - College
   - Major
   - Standing
   - Degree

10. Course Description:
    (20 Words or Less; exactly as it should appear in the Bulletin)
    Principles of career and technical education curriculum planning, identification of educational needs of students, selecting technical content, and evaluating materials.

11. May Count Either 8730 or 8736
    (Indicate if this particular course cannot be counted for credit in addition to another)
    Program Type
    Program Title
    Requirement or Elective?
    (e.g.: minor, major, etc.)
    (e.g.: MS in Chemistry, Performance Option, Minor in Art)
    (required or optional?)
    major
    MED/MS, EdS in CBMG/CMBS and CAGC
    Elective
    major
    PhD in CTCG
    Requirement

12. Affected Program(s):
    (Respond “N/A” if not included in any program; attach memorandum if more space is required)
    major

13. Overlapping or Duplication of Other Units' Offerings:
    (If course is included in any other degree program, it is used as an elective frequently by other unit(s), or is in an area similar to that covered by another college/school, attach correspondence with relevant unit)
    - Applicable
    - Not Applicable
14. Justification:
Vocational education is no longer the appropriate description for career and technical education courses in the title and course description.

(Include a concise, yet adequate rationale for the addition/revision of the course, citing accreditation, assessments (faculty, graduate, and/or external) where applicable)

15. Resources:
Not Applicable

(Indicate whether existing resources such as library materials, classroom/laboratory space, and faculty appointments are adequate to support the proposed addition/revision; if additional resources are required, indicate how such needs will be met, referencing the appropriate level of authorization -- i.e.: Dean -- where necessary; if no additional resources or shifting of resources will be necessary, respond “Not Applicable”)

16. Student Learning Outcomes:
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.

(State in measurable terms (reflective of course level) what students should be able to do when they have completed this course)

17. Course Content Outline:
Note: Distance education students are required to participate asynchronously by watching class videos weekly and responding to discussion threads based on the topics via Blackboard. Each week, distance students as well as on campus students will be required to interact in a reactionary discussion pertaining to the week’s topic. This discussion will be monitored by the instructor.

I. Course Introduction (weeks 1 and 2)
   A. Introduction to the course
   B. Goals and functions of curriculum development
   C. Difference between curriculum development and instructional development
   D. Involvement from outside groups in curriculum development

II. Curriculum Change (week 3)
   A. Elements of the change process
   B. Criteria to evaluate change
   C. Process to bring about curriculum change

III. Decision-Making Process in Curriculum Development (week 4)
   A. Difference between policy making and decision making
   B. Decision-making strategies
   C. Standards for decision making

IV. Gathering School-Related Data (week 5)
   A. How career and technical education programs can be assessed
   B. Types of school-related data that can be collected
   C. Factors to consider in projecting future enrollments

V. Gathering Community-Related Data (week 6)
   A. Definition of a school community
   B. Identifying current and projected labor supply and demand
   C. Determining costs of proposed programs

VI. Developing a Local Program Plan (week 7)
   A. Requirements for a local program plan
   B. Components of a local program plan
VII. Determining Curriculum Content (week 8)
A. Strategies to determine curriculum content
B. Factors which affect curriculum content

VIII. Making Curriculum Content Decisions (week 9)
A. Translating needs into curriculum goals and objectives
B. Unique characteristics of career and technical curriculum for specified groups

IX. Curriculum Goals and Objectives (week 10)
A. Difference between goals and objectives
B. Writing performance objectives
   1. Cognitive
   2. Psychomotor
   3. Affective
C. Evaluating performance objectives
D. Courses of existing goals and objectives
E. Sequencing objectives for career and technical programs

X. Identifying, Selecting, and Developing Curriculum Materials (week 11)
A. Factors to consider in selecting curriculum materials
B. Sources of curriculum materials
C. Curriculum material development process

XI. Trends and Issues in Curriculum Development (weeks 12 and 13)
A. Trends in career and technical education curriculum development
B. Approaches used to implement career and technical curriculum
   1. Tech Prep
   2. Integration of academic and career and technical instruction

XII. Using Evaluation Results for Improvement (weeks 14 and 15)
A. Framework for evaluating curriculum
B. Plans for curriculum evaluation
C. Conducting evaluations and using the results

Final Examination in Week 16

(Provide a comprehensive, week-by-week breakdown of course content, including assignment due dates)

18. Assignments / Projects:

1. Written plan for curriculum change- submitted electronically: Develop a written plan for effecting curriculum change in career and technical education. The student will draw on resources presented through this course to develop a strategy to achieve curriculum change to better reflect the current status and position of Career and Technology education.

2. Career and technical education curriculum paper- submitted electronically: Develop a theoretical or conceptual paper on career and technical education curriculum. The student will search relevant literature and develop a defendable stance on a facet of Career and Technical Education the reflects recent changes to CTE curricula.

3. Curriculum development project- submitted electronically: Conduct a curriculum development project in your program area to include curriculum planning, content determination, content decisions, goals, objectives, resource identification, and criterion reference measures and make an oral presentation to the class. The student will use current research in CTE to develop a new curriculum plan for their content area based on the needs of the students in their content area and the needs of the area and the relevant area of industry. Distance education students will be required to record this presentation and submit electronically or present live via distance technology.

4. Presentation of curriculum development project- live, recorded, or
synchronously: Review curriculum materials in your program area to determine their quality. The student will identify one course from the current course of study for their program area and compare the course objectives and requirements with current trends and issues relative to the course to determine the quality and relativity of the course.
5. Curriculum material review and analysis - submitted electronically: Complete a comprehensive final written examination. All material presented through the course as well as all readings will be considered in the development of the exam.
6. Comprehensive final examination - see proctor requirements below

(List all quizzes, projects, reports, activities and other components of the course grade -- including a brief description of each assignment that clarifies its contribution to the course's learning objectives)

19. Rubric and Grading Scale:

1. Written plan for curriculum change 15%
2. Career and technical education curriculum paper 15%
3. Curriculum development project 25%
4. Presentation of curriculum development project - live, recorded, or synchronously 10%
5. Curriculum material review and analysis 15%
6. Comprehensive final examination - see proctor requirements on addendum to class policy statements 20%
Total 100%

90 - 100 % = A
80% - 89.9% = B
70% - 79.9% = C
60% - 69.9% = D
Below 60% = F

(List all components of the course grade -- including attendance and/or participation if relevant -- with for each, indicate point totals and ranges or percentages for grading scale; for S/U grading, detail performance expectations for a passing grade)

20. 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.

(Include a brief statement explaining how the course meets graduate educational standards (i.e.: rigorous standards for evaluation, development of critical thinking and analytical skills, etc.))

(Included below are standard statements regarding course policies. If necessary, a statement may be altered to reflect the academic policies of individual faculty members and/or the academic unit or department, provided that there is no conflict with the Tiger Cub, Faculty Handbook, or any existing university policy.)

POLICY STATEMENTS

Attendance: Although attendance is not required, students are expected to attend all classes, and will be held responsible for any content covered in the event of an absence.

Excused Absences: Students are granted excused absences from class for the following reasons: illness of the student or serious illness of a member of the student's immediate family, the death of a member of the student's immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have an excused absence from class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request, and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please see the Tiger Cub for more information on excused absences.

Make-Up Policy: Arrangement to make up a missed major examination (e.g.: hour exams, mid-term exams) due to properly authorized excused absences must be initiated by the student within one week of the end of the period of the excused absence(s). Except in unusual circumstances, such as the continued absence of the student or the advent of university holidays, a make-up exam will take place within two weeks of the date that the student initiates arrangements for it. Except in extraordinary circumstances, no make-up exams will be arranged during the last three days before the final exam period begins.

Academic Honesty Policy: All portions of the Auburn University student academic honesty code (Title XII) found in the Tiger Cub will apply to university courses. 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.
Disability Accommodations: Students who need special accommodations in class, as provided for by the Americans With Disabilities Act, should arrange for a confidential meeting with the instructor during office hours in the first week of classes (or as soon as possible if accommodations are needed immediately). The student must bring a copy of their Accommodation Letter and an Instructor Verification Form to the meeting. If the student does not have these forms, they should make an appointment with the Program for Students with Disabilities, 1228 Haley Center, 844-2096 (V/TT).
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   Department: Curriculum and Teaching

2. Course Prefix and Number: CTCT 8736

3. Effective Term: SU 2010

4. Course Title: Curriculum Development in Career & Technical Education
   Abbreviated Title (30 characters or less): Curriculum Dev Career Tech Edu

5. Requested Action:
   - Renumber a Course
   - Add a Course
   - Revise a Course

6. Course Credit:
   - Contact/Group Hours: 3
   - Scheduled Type: LEC
   - Weekly or Per Term?: weekly
   - Credit Hours: 3
   - Anticipated Enrollment: 20

7. Grading Type:
   - Regular (ABCDF)
   - Satisfactory/Unsatisfactory (S/U)
   - Audit

8. Pre/Corequisites:
   - Prerequisite(s): CTCT 7730/7736
   - Corequisite(s):
   - Pre/Corequisite(s):

9. Restrictions: List specific restriction in space above.
   - College
   - Major
   - Standing
   - Degree

10. Course Description:
    (20 Words or Less; exactly as it should appear in the Bulletin)
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11. May Count Either Program Type
    - 8730
    - 8736

12. Affected Program(s):
    (Respond “N/A” if not included in any program; attach memorandum if more space is required)
    - major
    - major

13. Overlapping or Duplication of Other Units’ Offerings:
    (If course is included in any other degree program, is used as an elective frequently by other unit(s), or is in an area similar to that covered by another college/school, attach correspondence with relevant unit)
    - Applicable
    - Not Applicable
14. Justification:
Add a distance section of an existing course
(Include a concise, yet adequate rationale for the addition/revision of the course, citing accreditation, assessments (faculty, graduate, and/or external) where applicable)

15. Resources:
None- all resources required for distance delivery are already in place
(Indicate whether existing resources such as library materials, classroom/laboratory space, and faculty appointments are adequate to support the proposed addition/revision; if additional resources are required, indicate how such needs will be met, referencing the appropriate level of authorization — i.e.: Dean — where necessary; if no additional resources or shifting of resources will be necessary, respond “Not Applicable”)

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(Include a brief statement explaining how the course meets graduate educational standards (i.e.: rigorous standards for evaluation, development of critical thinking and analytical skills, etc.))

(Included below are standard statements regarding course policies. If necessary, a statement may be altered to reflect the academic policies of individual faculty members and/or the academic unit or department, provided that there is no conflict with the Tiger Cub, Faculty Handbook, or any existing university policy.)

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Addendum to Class Policy Statements (CTCT 8730/8736)

The following policy statements represent modifications or additions to the required statements noted on the Proposal Form for Addition and Revision of Courses.

Class Policy Statements:

- **Course contingency**: If normal class and/or lab activities are disrupted due to illness, emergency, or crisis situation, the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, an addendum to your syllabus and/or course assignments will replace the original materials.

- **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

**NOTE TO 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. Distance Learning students will be responsible for locating a qualified proctor and completing all proctor forms prior to and after closed resource exams. The following descriptions of a proctor are provided by the University:

“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. The proctor will manage the examination in a secure manner, requiring students to present a picture ID.”

The **pre-test Proctor Form** must be received by me at least **three days prior** to EACH exam in order to verify the proctor. The **post-test proctor form** must be received by me immediately after completion of the exam. **Proctor Forms can be found on Blackboard.**