

**Academic Policies and Procedures Committee
PROPOSAL FORM -- Part A**

<input type="checkbox"/> ADD <input type="checkbox"/> DELETE <input type="checkbox"/> CHANGE	Department/Program Proposal # _____ Proposed Effective Date (semester/year) _____
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College/School: _____ Dean: _____

Department/Program: _____ Dept. Chair/Prog. Dir: _____

1. Briefly describe the action(s) requested:

2. Rationale for this request:

3. Required catalog copy and attachments:

- a. CURRENT and PROPOSED undergraduate or graduate catalog copy
CURRENT:

PROPOSED:

- b. SYLLABI are required when adding or making significant changes to courses.
- c. CHECKSHEETS are required for undergraduate degree changes; and PROGRAM OF STUDY FORMS or GRADUATE CATALOG COPY are required for graduate degree changes.

AP&P PROPOSAL FORM -- Part A (continued)

4. List the committees, councils, and other groups that have considered this proposal; the action taken; and the date that action was taken.

Area	Action			Date of Action
	approved	not approved	not applicable	
Department/Program Curriculum Committee	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Department/Program Faculty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
College Council(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
General Education Council	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Teacher Education Council	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Graduate Council	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Other Committees/Councils (e.g., Honors, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Academic Policies & Procedures Committee	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

5. Have the Registrar's Office and all appropriate department chairs/program directors been consulted in the development of this proposal? yes no *If yes, list the date(s) and person(s) contacted and their response(s):*

6. a. Are there any existing programs or courses that will be curtailed or discontinued as a result of the proposed new program or course? yes no n/a *(If yes, list those courses or programs:)*

b. Are there courses from other departments that may cover or partially cover the subject matter of the proposed new course? yes no n/a *(If yes, list course numbers and titles:)*

c. Is this a cross-listed course in another department? yes no n/a *(If yes, list the cross-listed courses:)*

d. Is this a dual-listed course? yes no n/a *(If requesting a new dual-listing, attach undergraduate and graduate syllabi)*

e. Is this a General Education course? yes no n/a *(If requesting new general education credit, attach a syllabus and submit Part C of the AP&P proposal form to the Office of General Education)*

f. Is this a Core Curriculum/Special Designator course? yes no n/a *(If requesting new core/designator credit for continuing students in the old core curriculum, either include here or attach appropriate rationale and justification)*

PROPOSAL FORM -- Part B (For Additions Only)
Academic Policies and Procedures Committee

Complete the following for the proposed new degree or certificate program, concentration, minor, or course:

1. Projected enrollment: 1st year _____ 2nd year _____
2. Projected student clientele:
3. Faculty:
 - a. Additional faculty needed:

 - b. Names of current faculty:

 - c. Other and continuing responsibilities of current faculty involved in new degree or course:
4. For a new degree or certificate program, give the career and/or graduate education opportunities available to students in this program:
5. List estimated costs of the new program or course that cannot be covered by present budget:
6. Has the Library Collection Development Office been consulted? yes no
If yes, list the date(s) and person(s) contacted and their response(s):
7. Resource responsibilities: Has (have) the appropriate dean(s) been consulted in the development of this proposal?
yes no *If yes, list the date(s) and person(s) contacted and their response(s):*

CTE 4619

Career and Technical Education Curriculum

Credit Hours: 3

CONTACT INFORMATION

Potential Instructor(s): Dr. Jerianne Taylor; Dr. Herb Brown; Dr. Alicia Finnell; Dr. Cheryl Lee

COURSE DESCRIPTION

This course provides an overview of career and technical education (CTE) curriculum development and programs of study in North Carolina. Students will utilize the North Carolina Standard Course of Study curriculum guides to prepare detailed units of instruction and daily lesson plans, along with appropriate instructional resources and assessments. (3).F.

COURSE OBJECTIVES

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

- A. Explain their CTE curricular area in terms of its history and evolution, its philosophical basis and principles, and a rationale for implementing it at all appropriate levels -- elementary, middle school, high school, and post-secondary.
- B. Relate research, societal needs, legislative mandates, and student needs to curriculum decisions.
- C. Develop unit plans and daily lesson plans (utilizing the North Carolina CTE curriculum blueprints) to meet the needs of specific audiences.
- D. Prepare and select a variety of instructional materials appropriate to actively engage students in learning.
- E. Differentiate instruction to meet the diverse learning needs of students in CTE.
- F. Develop tools for assessing student work, including written tests and performance assessment tools.
- G. Generate revised teaching strategies and instructional materials based on the information gained through assessment of student work.

CORE STANDARDS

- Core Standard 1: Teachers know the content they teach
- Core Standard 2: Teachers know how to teach students.
- Core Standard 3: Teachers are successful in teaching a diverse population of students.
- Core Standard 4: Teachers are leaders.
- Core Standard 5: Teachers are reflective about their practice.
- Core Standard 6: Teachers respect and care about students.

CTE STANDARDS

- **Standard 1:** Teacher candidates coordinate the career technical student organization (CTSOs) appropriate to their program area according to State and National guidelines.

- **Standard 2:** Teachers candidates integrate career development into the program, including career planning and readiness.
- **Standard 3:** Teacher candidates use strategies that facilitate student development of workplace knowledge and skills.
- **Standard 4:** Teacher candidates develop and manage successful Career and Technical Education Programs.

SUGGESTED TEXTS AND READINGS

1. North Carolina Blueprint(s) for selected CTE courses in the program area. Available at: <http://moodle.learnnc.org/login/index.php>
2. Anderson, L., (2007). *A taxonomy for learning, teaching, and assessing: A revision of Bloom’s Taxonomy of Educational Objectives, North Carolina Career and Technical Education Handbook..* North Carolina: North Carolina Department of Public Instruction.
3. Curriculum/Methods Text for the specific CTE area

TEACHING STRATEGIES

- Lectures, demonstrations, and classroom discussions
- Readings in texts and other printed materials
- Instructional laboratory activities - individual and group
- Large group discussion
- Independent study and materials development work

COURSE ACTIVITIES AND ASSIGNMENTS

All assignments will be posted on the AsULearn site for this course. Please check the site frequently (DAILY) to stay current on any changes to the schedule. Basic course activities will include the following:

- A. Readings
- B. Attendance/Participation in course discussions
- C. Class Activities/Assignments
- D. Instructional Design Project
- E. Resource File
- F. Exam

EVALUATION

Class Activities & Assignments	30%
Instructional Design Project (IDP)	35%
Resource File	15%
Exams	20%
Total	100%

GRADING SCALE:

A = 93-100% A- = 90-92%

B+ = 88-89% B = 83-87% B- = 80 – 82%

C+ = 78-79% C = 73-77% C- = 70 – 72%

D+ = 68-69% D = 63-67% D- = 60 – 62%

Career and Technical Education students are required to make a C or higher in this course for graduation requirements.

PARTICIPATION AND ATTENDANCE

Each student's participation is extremely important in this class. Participation includes being in class, raising relevant and critical questions and comments, sharing ideas from readings, and remaining consistently engaged in group and class activities. Attendance at all classes is encouraged and expected.

STUDENTS WITH SPECIAL NEEDS/ACCOMODATIONS

"Appalachian State University is committed to making reasonable accommodations for individuals with documented qualifying disabilities in accordance with the Americans with Disabilities Act of 1990, and Section 504 of the Rehabilitation Act of 1973. Those seeking accommodations based on a substantially limiting disability must contact and register with The Office of Disability Services (ODS) at < <http://www.ods.appstate.edu/> > or 828-262-3056. Once registration is complete, individuals will meet with ODS staff to discuss eligibility and appropriate accommodations."

ACADEMIC INTEGRITY

Honesty in academic pursuits is an important part of the university ethic, as it is in professional life. Failing to give due credit for work done by others, cheating on exams, and plagiarism are all examples of violations of the ASU Academic Integrity Code. Students who are found to be in violation of the Code are subject to reduced or failing grades on the assignment or the course. The Academic Integrity Code can be found at: <http://studentconduct.appstate.edu/>. Click on "Academic Integrity Code" and follow the links to the document.