OCTD 4338
HUMAN RELATIONS FOR CAREER AND TECHNICAL EDUCATION TEACHERS
OCCUPATIONAL TRAINING AND DEVELOPMENT
TEXAS A&M UNIVERSITY -- CORPUS CHRISTI

I. COURSE DESCRIPTION
The Career and Technical Education teacher’s development of effective relationships with students, parents, other teachers, administrators, business/industry and the community. The learning environment’s influence on the student/trainee. (May be taken for graduate credit.)

II. RATIONALE
This course is designed to aid career and technical education instructors in establishing and maintaining effective working relationships with students, co-workers, other school personnel, persons in the community and the industrial public. Skills in initiating and maintaining these relationships will be developed through a study of: the self concept, personality, motives, values, senses, perception, emotions, and attitudes. Critical thinking and problem-solving techniques will be addressed. The development, organization, and utilization of a youth leadership organization as a vehicle of personal development will be explored and emphasized.

III. STATE ADOPTED PROFICIENCIES FOR TEACHERS
Students in the Occupational Training and Development program will demonstrate the State adopted proficiencies through:

1. Working knowledge of the subject matter applicable to the program assigned
2. Staying abreast of the knowledges and competencies applicable to each individual field of expertise
3. Participate in applicable professional development activities and collaborate with colleagues within their assigned field of expertise
4. Communicates with community members and others within their field of expertise about program effectiveness

IV. STUDENT LEARNING OUTCOMES
Students in the Occupational Training and Development program will:

1. Demonstrate personal characteristics of the successful occupational instructor; (OCTD 3390, OCTD 4305, OCTD 4335, and OCTD 4338 are linked to this student learning outcome.)
2. Demonstrate professional qualities of the successful occupational instructor; (OCTD 3390, OCTD 4305, OCTD 4335, and OCTD 4338 are linked to this student learning outcome.)
3. Demonstrate instructional strategies to enhance student achievement and growth in the occupational environment. (OCTD 3390, OCTD 4305, OCTD 4335, and OCTD 4338 are linked to this student learning outcome.)

V. TEExES COMPETENCIES
   A. Pedagogy related information related to the non-traditional classrooms and laboratories.
   B. See exam standards for the PPR-TIE #170 for Trade and Industrial teachers.
   C. See exam standards for the PPR #130 for Health Science Technology teachers.

VI. COURSE OBJECTIVES AND OUTCOMES
   This course is designed to enable students to:
   1. Define human relations and assess the need for effective human relations in our daily personal and occupational lives.
   2. Explain self-concept, its importance and effect on human behavior and personality.
   3. Develop the relationship of needs, motives, and values.
   4. Indicate how the various senses and perceptions effect our behavior.
   5. Enumerate and describe the various emotions and their influences on a daily behavior.
   6. Discuss attitude development, sources of attitudes, and changing or modification of attitudes.
   7. Apply critical thinking and problem-solving techniques to hypothetical and real life problem situations.
   8. Develop, organize and utilize an effective youth leadership organization as an integral part of the instructional program.

VII. COURSE TOPICS
   The course Career and Technical Education teachers will taught according to the estimated schedule printed below, and will include, but not be limited to, the following topics:
   - Changes in the world
   - Need for human relations
   - Definition of human relations
   - Concepts of human relations
   - Self Picture and Human Relations
   - Heredity vs environment
   - Construction of self picture
   - Self picture enhancements
   - Three parts of self picture
   - Motives and Values
   - Human behavior theories
   - Types of motives
   - Ranking of motives
Establishment of values
Senses an perception
Levels of Awareness
Senses for perception
Factors affecting perception
Emotions
Definition
Development of emotions
Feelings vs emotions
Stress
Causes of stress
Control of stress
Balance of stress
Reduction of stress
Communication
Communication Problems
Communication Enhancements
Leadership
Definition
Leadership styles
Determining different styles

VIII. INSTRUCTIONAL METHODS AND ACTIVITIES
Methods and activities for instruction for this course will include traditional experiences, such as lecture/discussion and demonstration by the instructor and students, guest speakers, and video presentations. Students will also participate in cooperative groups, student demonstrations, and oral presentations.

IX. EVALUATION AND GRADE ASSIGNMENT
See attached Course Schedule and Course Requirements.

X. COURSE SCHEDULE
See attached Course Schedule and Course Requirements.

XI. TEXTBOOKS
No textbooks are required for this course. The following text is recommended as a supplemental text:


Texas Administrative Code Web site: http://info.sos.state.tx.us/
XII. COURSE POLICIES

Academic Integrity/Plagiarism
University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in failure.

Dropping a Class
I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with me before you decide to drop to be sure it is the best thing to do. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class.

Preferred methods of scholarly citations
Publication Manual of the American Psychological Association, Sixth Edition is the preferred method for citations within papers.

Classroom/professional behavior
All students are expected to act in a responsible manner with consideration of fellow students and toward TAMU-CC faculty and staff members. Specific rules and information is available in the TAMU-CC Student Handbook and available through the website http://studentaffairs.tamucc.edu/StudentCodeofConduct.pdf.

Grade Appeals*
As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student
to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

Disabilities Accommodations*
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Driftwood 101.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

*Required by SACS