I. COURSE DESCRIPTION
Development of a course of study as it is related to occupational trends, changes and needs.

II. RATIONALE
This course is designed to assist trade and industrial and health science technology instructors in gathering, organizing and preparing instructional materials based upon sound educational and trade practices. This course includes the study of factors involved in the development of career and technology instruction, the parts of a course of study and procedures for trade or occupational analysis. Courses of study will be prepared or revised as completely as time permits. This course is required for teacher certification for trade and industry and for health science technology. (May be taken for graduate credit.)

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,
V. **TExES 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. Develop and write a job description which will describe what a skilled worker does and the conditions under which work is done.
2. Describe the target population (incoming students) for the course to be taught in terms of the student’s physical characteristics, education, motivation, interest, attitudes, biases, and prejudices.
3. Develop and write program philosophy that fits with the school district philosophy, the local campus philosophy and other identified philosophies.
4. Prepare instructional objectives, based upon the job description and current and future needs of local industry, including identified essential knowledges and skills which identify behavior or performance to be demonstrated by the student at the end of a course, and which indicate a standard or criterion of acceptable performance.
5. Develop realistic course prerequisites based upon the target population and course objectives.
6. Analyze a trade or occupation, or a portion thereof, to determine jobs and tasks a worker must perform for entry into that trade or occupation.
7. Select jobs based upon course objectives, to be used as the means of teaching basic skills or tasks and the necessary information.
8. Identify and select informational subjects, based on course objectives and selected jobs which are essential to the course.
9. Arrange selected jobs, tasks, and information subjects in an instructional order to constitute a course outline and prepare a progress chart or charts for use with the outline.
10. Prepare a plan of instructional practices which will include instructional procedures based upon the type of performance required of students, the type of class organization to be utilized to facilitate student learning, and the means of measuring effectiveness of instruction.
11. List and explain the steps involved in developing a course of study.
12. Prepare or revise a course of study addressing all aspects of the industry.
13. Select and organize reference materials for a library.
14. Develop a plan for an effective advisory committee.
15. Develop procedures for establishing an articulation agreement, including Tech-
Prep with a post secondary institution.

16. Develop an ongoing program of evaluation to ensure revision and change to meet the future needs of the trade area.

17. Discuss the concepts and skills associated with entrepreneurship.

18. Discuss the concepts and skills related to personal and business management.

19. Discuss and develop information related to the trade or occupation for interpersonal relations.

20. Discuss and develop the concepts and skills related to a safety program related to the trade or occupation.

21. Develop an ongoing program for establishing a successful youth leadership program.

22. Demonstrate problem solving techniques in reaching logical solutions to real problems.

23. Develop an ongoing program for the placement of students into the trade or occupation they were prepared for, or assisting them to obtain admission into a post secondary institution for advanced study related to previous training.

VII. COURSE TOPICS
The major course topics to be considered are:

Course objectives and requirements
Definitions and terminology
Phases of course development
Advisory committee
  Meetings
  Personnel
  Duties
Writing job descriptions
Introductory statement
Target population
Mission statements
Course objectives or essential knowledges and skills
Common essential knowledges and skills
Entrepreneurship
  Personal business management
  Interpersonal relations
  Job applications/employment
  Leadership
  Safety
Texas Essential Knowledge and Skills (TEKS)
Plan of instructional practices
Major course divisions and course outline
Reference list
Review of courses of study
Articulation
Tech-Prep programs
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 texts are recommended as a supplemental texts:


*Texas Administrative Code (TAC), Chapter 130* Website: [http://info.sos.state.tx.us/](http://info.sos.state.tx.us/)

*Workforce Education Course Manual* Website: [http://www.thecb.state.tx.us/AAR/UndergraduateEd/WorkforceEd/wecm/](http://www.thecb.state.tx.us/AAR/UndergraduateEd/WorkforceEd/wecm/)

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 Rule13.02.99.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.tamu.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