

**WILMINGTON UNIVERSITY**  
**COLLEGE OF EDUCATION**  
**COURSE SYLLABUS**

**FACULTY MEMBER:**

**FACULTY CONTACT:**

**TERM:**

**COURSE TITLE:** Career and Technical Advanced Curriculum Design

**COURSE NUMBER:** EDC 402 / MCT 6402

**There is no assigned textbook for this course. Students will access a variety of instructional materials in Canvas.**

**1. RATIONALE**

This course is critical to your training and preparation as a professional educator. To that end, Wilmington University staff will attend to the eight essential attributes as described in the **College of Education Conceptual Framework**. As a result, you, as candidates, are expected to:

- Master knowledge-based course content;
- View yourself as a teacher and learner, deconstructing inappropriate past experiences as learners in coursework and during field experiences, while developing appropriate knowledge of the content and discourse of this discipline;
- Remain attentive to contextual and cultural sensitivity;
- Engage in authentic participation, collegiality, and collaboration;
- Embrace inquiry, analysis and reflection, including critical reflection and taking work;
- Participate in an ongoing, developmental sequence of learning activities that support continuous improvement, experimentation and professional growth;
- Become involved in learning experiences that are standards driven, and;
- Utilize technology effectively.

**2. LEARNING OBJECTIVES**

<b>Learning Outcome</b>	<b>Associated Goals - Students will be able to:</b>
Create learning experiences that make content meaningful to students and reflect an understanding of the core concepts and structure of education	<ol style="list-style-type: none"><li>1. Discuss the rationale behind combining UbD and DI.</li><li>2.</li></ol>

Adapt instruction for diverse learners based on an understanding of how students differ.	<ol style="list-style-type: none"><li>1. Describe OCR processes that contribute to the diversity of the CTE student body.</li><li>2. Define the essential attitudes and skills of DI teachers.</li><li>3. Explain the significance of and basic approaches to teaching responsively</li></ol>
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