



Attitude – Respect – Responsibility

Architecture Project Management Syllabus

2022-2023

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WELCOME

This program is designed for students who plan to enter the world of Architecture Project Management (APM) with skills that will prepare them for careers dealing with the architecture project management field. Students will gain necessary skills to work with the design, estimating, and logistics of a construction project and interior design. Additionally, the program will focus on interior design as it relates to the architectural design of both residential and commercial buildings. Students will study the basic fundamentals and concepts that can be applied to the architecture field. This program will place an emphasis on the understanding of the technology as well as the creative skills that are needed for success in this evolving area. Upon completing this course, the student will be prepared to enter college with solid understanding of the Architecture & Project Management field. An upcoming aspect of the program will be the use of drones in the architecture and construction fields. The program will focus on the use of this new technology as a time and cost saving device and how it will enhance quality control. The students will be able to test for an FAA license to be able to pilot a drone. Further information will be coming.

Auburn Career Center's Mission

Auburn Career Center provides an innovative career and technical education that empowers all learners to excel in the emerging workplace and enrich their community.

Auburn Career Center's Core Values

We believe:

- People are personally responsible for their choices and actions
- Treating people with dignity and respect will enhance learning
- Attitude and goals drive achievement
- All people can learn
- All people can make positive contributions
- Change is exciting and essential for growth

Contact Information

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Class Schedule

First Year Schedule: 8:15am to 10:53am
Second Year Schedule: 11:00am to 2:28pm

Class Uniform – \$38.00-\$46.00

Tools, Materials: TBD

Class Fee: \$25.00

Supply Fee: \$5.00

All fees are due by October 31, 2022. Fees will be waived for students who qualify for free and reduced meals. Accounts will be adjusted after the approval of free/reduced meal applications.

Program Scope

Design

Design program areas will prepare students for careers dealing with construction design, site planning, construction management and site safety.

Careers for which this pathway prepares students include:

- Architectural Designer
- Civil Drafting Engineering
- Technician/Manager
- Interior Designer
- Project Manager
- Site Manager
- Site Safety Coordinator
- Surveyor
- Draftsman/Operator/Reader
- Blue Print Reader
- Take Off Technician
- Modeling Draftsman

Postsecondary majors for which this pathway prepares students include:

- Architectural Drafting
- Building/Construction
- Site Management/Manager
- Construction Management
- Interior Design
- Civil Engineer
- Roller Coaster Engineer
- Special Effects Engineer
- Design Build Construction, Remodeling Displays

To Receive Lakeland Tech Prep College Credit the Student Must:

- Have signature and teacher's signature on the "Lakeland College Tech Prep Articulation Agreement" for their career program and submit it to the Lakeland College Tech Prep Consortium office by June 1.
- Complete and submit a Lakeland Community College Application.
- Successfully complete an approved high school Tech Prep program with a GPA of B (3.0) or higher in Tech Prep courses.

- Submit an official final high school transcript to LCC no later than August 1st.
- Successfully complete Algebra II.

No credit will be awarded until the student meets all of the above conditions within two years of graduation from high school.

First Year Course(s) Description/Outcomes

1ST Semester

- ***Core and Sustainable Construction, Residential Drafting***

Students will learn principles in basic safety (10hr OSHA), construction math, hand and power tool use and operation, blueprint reading, material handling, communication and employability skills. An emphasis will be placed on safe and green construction practice and layout floor plans.

2ND Semester

- ***Architecture Design – Site and Foundation Plans***

Students use advanced architectural design concepts to construct design models including perspective drawings for final presentations. Students also use orthographic/pictorial projection, freehand technical sketching and computer-aided drafting (CAD) tools to create site foundation and section plans that include topographical details and schedules. Additionally, students perform zoning analysis, develop preliminary plot plans, and construct grading and utilities plans that include legal descriptions and cut and fill volumes.

Second Year Course(s) Descriptions/Outcomes

3RD Semester

- ***Construction Management***

This course provides an integrated look at balancing the planning, estimating, and directing of construction operations. Students learn the process of creating and monitoring a construction project including standard agreements, bidding, estimates and project schedules. Students will learn to manage change orders, accident prevention and loss control, closeouts, and claims with an emphasis in production and quality control. Additionally, students will apply leadership, communications, and problem solving skills to construction management.

4TH Semester

- ***Interior Design***

Students learn principles and elements of design as they relate specifically to interior spaces. Students develop functional and aesthetic design concepts with an emphasis in providing design solutions. Students select materials for appropriateness, quality, performance, and cost for interior applications. Students use presentation techniques, technical drawings and other visual materials to enhance and present interior designs.

- ***Construction Pre-apprenticeship/Capstone***

The capstone course provides opportunities for students to apply knowledge, attitudes and skills that were learned in Construction programs in a more comprehensive and authentic way. Capstones often include project/problem based learning opportunities that occur both in and

away from school. Under supervision of the school and through community partnerships, students may combine classroom learning with work experience. This course can be delivered through a variety of delivery methods including cooperative education or apprenticeship.

Auburn Certificates

Auburn Career Center provides an extended curriculum for our eleven participating school districts. Students attending Auburn Career Center may earn multiple elective and academic credits each year. Following successful completion, these credits are certified by the high school in which the student is enrolled. High school students can also earn several college credits while attending Auburn Career Center.

In addition to earning academic credit toward graduation, students may earn the following certificates of achievement from Auburn Career Center:

- Honors
- Distinction
- Merit
- Completion

These certificates are placed in the student's portfolio and awarded at the Auburn Completion Ceremony.

See APPENDIX for additional information on certificates.

Instructional Philosophy

Students will learn the course content in various ways. Classroom instruction will include lecture, note taking, cooperative learning, and individual research papers involving Internet search. Theory evaluation will be based on homework, worksheets, quizzes and tests. Once the student has mastered the theory, lab activities will be explained and demonstrated by the instructors. Students will then have the opportunity to practice these skills before performance evaluations. Students will be expected to participate in the classroom learning by note taking, oral response and engaging in the cooperative learning activities. Students will understand clearly the types of hands-on skills they will be evaluated and are expected to practice these to achieve mastery. There will be opportunities for students who are progressing satisfactorily to engage in independent or extra credit projects as long as they are aligned with the established curriculum. Additionally, students will learn leadership and organizational skills by being involved in SkillsUSA and FCCLA, professional organizations for career and technical students. Students are highly encouraged to take part in the various opportunities presented by the CTSO. They are also encouraged to strive for excellence by competing in one of the many contests.

Assessment Plan

A number of evaluation tools and strategies are used throughout a technical program during a typical grading period and ultimately a school year. The course sequence identifies many of these tools and strategies in correlation with the respective skills and knowledge. Quizzes, tests, exams, reports, assignments, performance assessments, rubrics, projects and employability characteristics are only a few of the tools and strategies that need to be condensed into a final grade for grading periods, semesters, year-end and program completions. The ultimate goal is to

devise a final pupil evaluation policy or strategy that accurately reflects the thousands of behaviors, performances and accomplishments a student demonstrates during a typical program.

The Career Field Technical Content Standards provide a specific starting and ending point for evaluation. Each competency was developed by individuals with professional expertise who were instructed to identify “what an individual needs to know and/or what an individual needs to be able to do to be successful in the respective career field.” These competencies therefore represent the end point that will be the central focus of the pupil evaluation policy.

Secondary and postsecondary educators leveled the predetermined competencies in terms of where they would be taught (secondary or post-secondary) and to what level of proficiency (introduced, proficient or reinforced). The pupil evaluation policy, therefore, is devised in such a way that it is an accurate reflection of this proficiency level. Parents, employers and other educators will be able to interpret the pupil’s knowledge and skill level from the evaluation policy.

Individual instructors may approach this task mixing a variety of evaluation tools and strategies. One specific pupil evaluation policy rarely fits the needs of every instructional situation. However, a sample pupil evaluation policy is provided as a suggestion for potential components and possible starting points.

Grading Scale

The grading scale is:

A	90-100
B	80-89
C	70-79
D	60-69
F	59 and below

Employability Skills

Part of being employable is showing up on time for work every day. If you don’t show up for work you cannot earn a pay check; if you do not show up for school, you cannot earn a passing grade. You will earn points each day for a weekly total.

In addition to the discipline guidelines presented in the Student/Parent Handbook, APM Students have the opportunity to earn extra points for going above and beyond the daily tasks of program attire, punctuality, preparedness, lab duties and cell phone etiquette.

It is up to the student to earn the grade. Not earning points is based on inappropriate behavior and teacher observations of behavior and attitude. Behavior and preparedness are an essential part of a student’s tenure at Auburn.

To earn employability points in class, students are to:

- Speak/Think Positively – Utilize outstanding communication skills
- Keeping excellent attendance – Be dressed and ready for class

- Follow Directions – Use computers, calculators or mobile devices in an appropriate manner
- Be a Team Player - Have tolerance, respect, and concern for others
- Demonstrate Excellent Work Ethic – Be in class, on time, ready to begin, focused on task at hand
- Uphold a Safe Environment - Operate and maintain equipment properly

NOTE:

The above expectations also extend to your behavior throughout Auburn Career Center and will affect your grade. You can positively impact your employability skills score. Bonus points can be earned by going above and beyond expectations.

Course Labs & Theory

All assignments are to be word processed and are to include your name, class, assignment name, and assignment date in the upper left hand corner. No hand written assignments will be accepted unless prior permission has been given. Absolutely no assignments will be accepted on torn out spiral notebook paper or assignments done in pencil.

- Late assignments will only be accepted with an excused absence.
- Assignments are due at the start of class.
- Students can expect assignments on a regular basis.
- Projects of significant importance will be assigned throughout the year.

Laboratory component

Occupational skills will represent 50 percent of the final laboratory grade. Skill evaluations will be compiled from rubrics, performance check sheets, inquiry-based projects and project analysis reports. A numerical score will be derived from each component to assist with calculations. The remaining 50 percent of the laboratory grade will consist of an objective assessment of each pupil's employability skills.

Theory component

The assessment of student knowledge will be comprised of quizzes, tests, exams, reports, assignments and each pupil's employability skills during theory classes. A final numerical score will be acquired as follows: quizzes, tests, exams – 40 percent; reports, assignments – 20 percent; and employability skills – 40 percent.

Course Policies

This course covers a large amount of material; therefore, late assignments will not be accepted. The only exception to this is if the student provides an excused absence that is verified by the High School office. Refer to the Student/Parent Handbook for more information.

This program is a program that builds upon skills.

- Missing class time will jeopardize a student's ability to complete the various assignments and projects accurately and on time
- Class participation and employability skills are an extremely important part of this program. Grades are based in part on the following:

Class Participation

Policy provided in the handbook will be followed at all times. It is the responsibility of the student to make arrangements to make up any missed activity the day he/she returns to class. There are certain assignments that cannot be made up. When your home school is closed and Auburn is open, you are encouraged to attend your Auburn classes. There is transportation from your home school to Auburn and back to your home school.

- Excessive unexcused absences may result in disciplinary action
- Refer to the Student/Parent Code of Conduct for more information

Note: Punctuality is one quality your future employers look for and your classmates depend on you for team projects. Don't be tardy or miss the class.

Safety

Students will be instructed about proper safety in the lab and classroom. Students will be assessed on their knowledge of safety practices.

Program Apparel

Students will be required to wear program specific apparel.

Standard Daily

Program Shirts and ID Badge

Special Event; Formal School Events and Student Organization Events

Business casual to business formal depending on the event.

ID Badges

Auburn Career Center is a full-service career center. Many people pass through the facility during the day. Therefore it is important that students wear their student identification badges when in the building. Students who do not display an identification badge will be referred to the Main Office. Failure to wear an ID may result in loss of Employability Skills points and be referred for discipline. Students are required to have and display on themselves at all times an Auburn Career Center ID badge, which is provided free during the first weeks of school.

- The Auburn ID badge must be clearly visible and presented upon request to any teacher, administrator, resource officer, or school personnel.
- If a student's original badge is lost or stolen, a replacement ID card must be purchased
- The fee for a replacement ID badge is \$5.00.

Classroom Entry

Attendance is taken at the start of class. All students should be in their assigned seat before the bell. Students not in their seats will be counted tardy or absent if not present. If you are tardy you must report to the High School Office and obtain an admit slip.

Classroom Exit – Dismissal

- Students are dismissed by the Instructor, not the bell.
- Students are not to line up at the door, be in the hall, or leave the classroom or lab prior to dismissal by the teacher.

Personal Mobile Technology

MP3 Players and other mobile devices are included in the definition of personal mobile technology. Students will abide by any policies stated within the Auburn Student Handbook and Technology Agreement while at Auburn Career Center.

- Cell phone etiquette will be in place. No video, Tik Tok, etc. during class time.
- Ear buds may be used while working on the computer for extended periods of time for music only.
- Mr. Harvey will be the sole arbitrator of the appropriate volume

Classroom Rules, Consequences and Rewards Code of Conduct

The published Code of Conduct for Auburn Career Center will be enforced at all times. Refer to the Code of Conduct for discussion of due process of the Code and safety violations. Academic dishonesty will not be tolerated. Infractions will be dealt with according to established Auburn Career Center policy.

Computer Usage

Auburn Career Center supports instruction through the use of computers, e-mail, software, and other media and Internet access.

- The use of the tools is a privilege, not a right
- Any student who violates the Acceptable Use Policy found in the Student/Parent Handbook may lose their access to Auburn's computers and network accounts
- Notice to students who have access to digital audio and video recording equipment
- Abuses of this equipment will not be tolerated

- In addition:
- Students are expected to use computers and other media equipment at the designated time, and only for class assignments
- Abuses may result in a loss of technology privileges
- Auburn e-mail accounts are monitored, and the use of them falls under ACC policies

Changes to the Syllabus

The Instructor/ACC Administration reserve the right to make changes to this Syllabus as needed throughout the year.

Emergency Response

If there is an emergency in the lab or class room, inform the instructor. If the emergency involves the instructor, contact the reception office by using the telephone in the Instructors office.

Pick up the phone and dial “0” for the Reception Office.

Remain calm, explain the situation.

If there is no immediate answer, send someone to the nearest classroom or office and notify an adult of the incident and request additional help by calling 911.

If the victim is conscious, it is best to have them lie still until qualified emergency response personnel arrive on the scene. Do not move a victim unless there is risk of additional immediate danger to them and you. You can cause additional severe injury by unnecessarily moving a victim.

There is the possibility of the victim going into a state of physiological shock -- a condition of insufficient blood circulation different from electrical shock -- and so they should be kept as warm and as comfortable as possible.

CTSO

Overview of SkillsUSA

SkillsUSA is a partnership of students, teachers and industry working together to ensure America has a skilled workforce. We help each student excel. A nonprofit national education association, SkillsUSA serves middle-school, high-school and college/postsecondary students preparing for careers in trade, technical and skilled service (including health) occupations.

Membership:

SkillsUSA serves more than 333,527 students and instructors annually. This includes 19,019 instructors who join as professional members. Including alumni, Skills USA membership totals over 394,000. SkillsUSA has served nearly 14 million annual members cumulatively since 1965 and is recognized by the U.S. Department of Education and the U.S. Department of Labor as a successful model of employer-driven workforce development.

Mission:

SkillsUSA empowers its members to become world-class workers, leaders and responsible American citizens. We improve the quality of our nation's future skilled workforce through the development of Framework skills that include personal, workplace and technical skills grounded in academics. Our vision is to produce the most highly skilled workforce in the world, providing every member the opportunity for career success.

Overview of FCCLA

Family, Career and Community Leaders of America is a nonprofit national career and technical student organization for young men and women in Family and Consumer Sciences education in public and private school through grade 12. Everyone is part of a family, and FCCLA is the only national Career and Technical Student Organization with the family as its central focus. Since 1945, FCCLA members have been making a difference in their families, careers, and communities by addressing important personal, work, and societal issues through Family and Consumer Sciences education.

Today over 200,000 members in nearly 6,500 chapters are active in a network of associations in 50 states, including the Virgin Islands and Puerto Rico. Chapter projects focus on a variety of youth concerns, including teen pregnancy, parenting, family relationships, substance abuse, peer pressure, environment, nutrition and fitness, teen violence, and career exploration. Involvement in FCCLA offers members the opportunity to expand their leadership potential and develop skills for life -- planning, goal setting, problem solving, decision making, and interpersonal communication -- necessary in the home and workplace.

APPENDIX

AUBURN CERTIFICATES

Auburn Honors Certificate Requirements

- 95% Attendance rate for two years at Auburn (no more than 18 days over two years)
- Earned a 3.5 or higher grade point average in their career tech program over two years
- Safety certification earned in career tech program
- Employability skills earned in career tech program
- Passage of four (4) Ohio Career Technical Competency Analysis exams and/or earning twelve (12) points of Industry Recognized Credentials in the program's Career Field
- Active participation in the program's Career Technical Student Organization
- High school diploma for Seniors

Auburn Distinction Certificate Requirements

- 93% Attendance rate for two years at Auburn (no more than 26 days over two years)
- Earned a 3.0 or higher grade point average in their career tech program over two years
- Safety certification earned in career tech program
- Employability skills earned in career tech program
- Passage of three (3) Ohio Career Technical Competency Analysis exams and/or earning six (6) points of Industry Recognized Credentials in the program's Career Field
- Active participation in the program's Career Technical Student Organization
- High School Diploma for Seniors

Auburn Merit Certificate Requirements

- Earned high school credit for their career tech program over two years
- Safety certification earned in career tech program
- Employability skills earned in career tech program
- Overall passage of Ohio Career Technical Competency Analysis exams and/or earning three (3) points of Industry Recognized Credentials in the program's Career Field

Auburn Completion Certificate Requirements

- Earned high school credit for their career tech program over two years
- Safety certification earned in career tech program
- Employability skills earned in career tech program

BUSINESS PARTNERSHIPS AND STUDENT INTERNSHIPS

The Business Partnership program is an educational opportunity that prepares a student for workforce employment and transition to post-secondary education. During the program, students will apply academic, employability, and technical skills in the workplace. There are three levels students can participate in including:

- Internship
- Mentorship
- Career Field Experience

Students must meet specific criteria in order to participate. Additional information is available in the Auburn Student/Parent Handbook.

CAREER SAFE PROGRAM/OSHA 10-HOUR GENERAL INDUSTRY TRAINING

Description of Program

The OSHA Outreach Training Program for General Industry provides training for students, entry level workers, and employers on the recognition, avoidance, abatement, and prevention of safety and health hazards in workplaces in general industry. The program also provides information regarding workers' rights, employer responsibilities, and how to file a complaint. Through this training, OSHA helps to ensure that workers are more knowledgeable about workplace hazards and their rights. Each module contains a brief assessment, which must be successfully completed before the student can move on to the next module. Once all modules have been viewed and the corresponding assessments are passed, there is a comprehensive final assessment.

Purpose

The purpose of the program is to provide students with basic safety awareness training so they will be able to recognize, avoid and prevent safety and health hazards in the workplace. Young workers develop a safety mindset and acquire marketable skills for a competitive edge.

Credential Earned

Students who successfully complete the CareerSafe OSHA 10-Hour course receive an OSHA 10-Hour General Industry wallet card from the OSHA Training Institute (OTI). As a result, they become more employable, gaining a competitive advantage in the job market.

Student Support Services:

- Special Education Department: Intervention Specialist.
- Student Services: Counseling and Career Development Services.
 - You can make an appointment to see a counselor or recruitment specialist by visiting the Student Services office.

Symplicity

It is with great enthusiasm that I want to announce an opportunity for students to participate in an on-line job match software program. The online job match software, Symplicity, allows students to develop an online profile and to upload a resume and cover letter in order to apply for employment. Once students choose to apply to job opportunities posted by local employers interested in Auburn students, those employers can contact students directly for interviews.

If you would prefer your son or daughter not to participate in our on-line job board or at in school job fairs, please contact the high school office or send in a note.

TECHNOLOGY LITERACY PROGRAM

Description of Course

Technology Literacy is offered to first and second year students at Auburn Career Center. In the first year, the course provides an overview of the basic fundamentals of working with computers. Students will study computer basics such as computer hardware, software, and operating systems. The course introduces basic use of Windows 10 and productivity programs such as Gmail and Microsoft Office 2019 including Word, PowerPoint, and Excel. Students will also begin to use and navigate e-learning environments using Schoology, Internet navigation, and ever-changing technology will also be overviewed within the course.

In the second year, students focus on creating a portfolio that showcases their work over the last two years at Auburn. It includes their resume, three references, a cover letter, a transition plan and samples of the projects they have completed. Also included are the certificates they have earned in their program of study.

Purpose

The purpose of the Technology Literacy course is to provide students with the basic knowledge of working with computers in ways beneficial in their career paths of choice. The course will give them an overview of online communication, email, word processing, spreadsheets, presentation programs, internet navigation, computer security and our technologically evolving world.

Mastery Learning

Grades in the Technology Literacy course will be based on Mastery Learning. Students will be required to achieve 80% on each assignment. Additional attempts will be provided if the 80% benchmark is not achieved.

FINANCIAL LITERACY

Financial understanding is a competency requirement in the Architecture Project Management coursework. Students will learn financial goal setting, borrowing, budgeting, and spending. Through weekly assignments, simulations, and other activities, the financial education students receive will help to prepare students for monetary success post-graduation. All grades will be assigned accordingly based on the completion of assignments and participation. All student accommodations will be met.

Auburn Career Center - Architecture Project Management

Syllabus Agreement

After reviewing the Architecture Project Management Syllabus, please sign and return this agreement page to the Architecture Project Management Instructor.

I have read and understand all of the information in the Auburn Career Center Architecture Project Management Syllabus.

Student Name: _____

Student Signature: _____

Date: _____

Parent/Guardian Name: _____

Parent/Guardian Signature: _____

Date: _____