

**Murray State University**  
**COURSE SYLLABUS**

Spring 2015

**DEPARTMENT: ADOLESCENT, CAREER, AND SPECIAL EDUCATION**

**COURSE PREFIX: CTE COURSE NUMBER: 200**

**CREDIT HOURS: 3**

**I. TITLE:** Introduction to Career and Technical Education

**II. COURSE DESCRIPTION AND PREREQUISITE(S):**

This course is designed to provide new and pre-service teachers with an introduction to the field of career and technical education. Included are topics related to motivation and learning theory, curriculum, school organization, funding, laboratory management and historical, socio-cultural, psychological and philosophical foundations of career and technical education.

**Prerequisite(s):** none

**III. COURSE OBJECTIVES:**

Class activities will be centered on the attainment of the course objectives listed below. Following each objective, and enclosed in parentheses, are numbers which reference the Kentucky Teacher Standards for Preparation and Certification (KTS) and the Interstate Teacher Assessment and Support Continuum (InTASC) standards addressed by that objective. Upon successful completion of this class, students will be able to

- A. identify the legal aspects of teaching and explain how laws and court decisions affect the school environment and teaching (KTS #1; InTASC #4);
- B. examine their primary cultures and the major cultures from which their students might come, and will explore how diversity, ethnicity or exceptionalities affect teaching, teacher-pupil interactions, and the classroom environment (KTS #9; InTASC # 1);
- C. develop an understanding of various aspects of teaching including professional and ethical concerns, professional and financial rewards, demands of a teaching career, and employment potential (KTS #9; InTASC # 1);
- D. observe and compare various aspects of early elementary, middle school, and secondary educational settings with regard to differences in roles, the nature of the teacher-pupil relationship, and the structure and organization of the schools (KTS #7; InTASC #1, 2);
- E. become familiar with professional literature within education and reflect on the intersections between theory and practice (KTS #1, 9; InTASC # 1, 9);
- F. examine psychological and philosophical foundations of education and will develop an initial personal educational philosophy (KTS #1, 9; InTASC #9, 10);
- G. gain insights concerning Performance Standards, No Child Left Behind, and/or apply theory obtained in class about facets of Educational Reform (KTS #1, 9; InTASC #9, 10);
- H. examine classroom management strategies-CHAMPs (KTS #3, 4; InTASC # 3); and
- I. write professionally for the field of education (KTS#1).

The COEHS Theme of Educator as Reflective Decision-Maker is addressed in this course by requiring students to reflect on four sets of field based observations (video and on-site observation). Students will reflect upon the classroom setting, student characteristics, and teaching effectiveness for each of the levels of classroom observations.

The EPSB Themes of Diversity and Closing the Achievement Gap are explored in the course through various chapters within the text and more specifically in topics chosen for the Collaborative Group Presentations such as: No Child Left Behind, Students with Learning Disabilities, Students at Risk, Instructional and Assistive Technology, Gifted and Talented, Behavior Disorders, Gender Issues in Education, and Cultural Diversity Issues in Education.

Learned societies from each discipline should be referenced by the preservice/in-service teacher. Kentucky documents, including SB1 Initiatives (e.g., Kentucky Core Academic Standards) will be resources for all teacher candidates.

#### **IV. CONTENT OUTLINE:**

- A. The Teaching Profession and You
- B. Different Ways of Learning
- C. Teaching Your Diverse Students
- D. Student Life in School and at Home
- E. The Multicultural History of American Education
- F. Philosophy of Education
- G. Financing and Governing America's Schools
- H. School Law and Ethics
- I. Schools: Choices and Challenges
- J. Curriculum, Standards, and Testing
- K. Becoming an Effective Teacher
- L. CHAMPs
- M. Senate Bill 1 Initiatives

#### **V. INSTRUCTIONAL ACTIVITIES:**

Students will complete daily assignments and participate in large and small group discussions and activities.

#### **VI. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES:**

Students will participate in seven (7) hours of field experiences. Students will also attend a school board or school-based council meeting. Failure to complete any aspect of the field experiences will result in an incomplete or failing grade in the course. To earn a grade in this course, students must successfully complete the required field experiences and record the hours and related components on the LiveText FEM site. Students are also expected to record field experiences in KFETS.

#### **VII. TEXT(S) AND RESOURCES:**

Sadker, D., & Zittleman, K. (2015). *Teachers, schools, and society: A brief introduction to education*. 4th ed. New York, NY: McGraw Hill.

College LiveText

- A. Waterfield Library at Murray State University
- B. RACERtrak, ERIC, and the Internet
- C. Self-selected books, articles, and activities
- D. MSU Computer Centers
- E. Media/Resource Center Alexander Hall 341
- F. Public library
- G. Kentucky Department of Education

**VIII. EVALUATION AND GRADING PROCEDURES:**

A. Course Requirements:

<b>Assignment</b>	<b>Total Points</b>
Chapter Study Activities	10 points each
Educational Philosophy	60
Reflection Paper	60
Board and Council Observations	40
Examinations	75 pts. x 2 exams 150
CHAMPS Vision Assignment	35
Group Presentation	60

B. Grading Scale

90-100%	A
80-89%	B
70-79%	C
60-69%	D
0-59%	E

**IX. ATTENDANCE POLICY:**

Students are expected to adhere to the MSU Attendance Policy outlined in the current MSU *Bulletin*.

**X. ACADEMIC HONESTY POLICY:**

Murray State University takes seriously its moral and educational obligation to maintain high standards of academic honesty and ethical behavior. Instructors are expected to evaluate students' academic achievements accurately, as well as ascertain that work submitted by students is authentic and the result of their own efforts, and consistent with established academic standards. Students are obligated to respect and abide by the basic standards of personal and professional integrity.

**Violations of Academic Honesty include:**

**Cheating** - Intentionally using or attempting to use unauthorized information such as books, notes, study aids, or other electronic, online, or digital devices in any academic exercise; as well as unauthorized communication of information by any means to or from others during any academic exercise.

**Fabrication and Falsification** - Intentional alteration or invention of any information or citation in an academic exercise. Falsification involves changing

information whereas fabrication involves inventing or counterfeiting information.

**Multiple Submission** - The submission of substantial portions of the same academic work, including oral reports, for credit more than once without authorization from the instructor.

**Plagiarism** - Intentionally or knowingly representing the words, ideas, creative work, or data of someone else as one's own in any academic exercise, without due and proper acknowledgement.

Instructors should outline their expectations that may go beyond the scope of this policy at the beginning of each course and identify such expectations and restrictions in the course syllabus. When an instructor receives evidence, either directly or indirectly, of academic dishonesty, he or she should investigate the instance. The faculty member should then take appropriate disciplinary action.

Disciplinary action may include, but is not limited to the following:

- 1) Requiring the student(s) to repeat the exercise or do additional related exercise(s).
- 2) Lowering the grade or failing the student(s) on the particular exercise(s) involved.
- 3) Lowering the grade or failing the student(s) in the course.

**If the disciplinary action results in the awarding of a grade of E in the course, the student(s) may not drop the course.**

Faculty reserve the right to invalidate any exercise or other evaluative measures if substantial evidence exists that the integrity of the exercise has been compromised. Faculty also reserve the right to document in the course syllabi further academic honesty policy elements related to the individual disciplines.

A student may appeal the decision of the faculty member with the department chair in writing within five working days. Note: If, at any point in this process, the student alleges that actions have taken place that may be in violation of the Murray State University Non-Discrimination Statement, this process must be suspended and the matter be directed to the Office of Institutional Diversity, Equity, and Access. Any appeal will be forwarded to the appropriate university committee as determined by the Provost.

## **XI. NON-DISCRIMINATION POLICY AND STUDENTS WITH DISABILITIES:**

### Policy Statement

Murray State University endorses the intent of all federal and state laws created to prohibit discrimination. Murray State University does not discriminate on the basis of race, color, national origin, gender, sexual orientation, religion, age, veteran status, or disability in employment, admissions, or other provision of services and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities equal access to participate in all programs and activities. For more information, contact the Executive Director of Institutional Diversity, Equity, and Access, 103 Wells Hall, (270) 809-3155 (voice), 270-809-3361 (TDD).

Students with Disabilities

Students requiring special assistance due to a disability should visit the Office of Student Disability Services immediately for assistance with accommodations. For more information, students should contact the Office of Student Disability Services, 423 Wells Hall, Murray, KY 42071. 270-809-2018 (voice), 270-809-5889 (TDD).

**XII. FLAG SYSTEM/ CONTINUOUS ASSESSMENT:**

Student progress is continuously assessed throughout the teacher preparation program. Appropriate professional characteristics and dispositions, in addition to academic achievement, are assessed. Positive and negative flags are submitted by faculty to Teacher Education Services and then presented to admissions committees. Negative flags are carefully reviewed to make a determination as to whether a student should be denied admission OR if a professional development plan will be designed for the student's progress towards program completion. **NEGATIVE FLAGS MAY BE GROUNDS FOR DENIAL OF ADMISSION TO TEACHER EDUCATION AND/OR STUDENT TEACHING.**