

Murray State University
COURSE SYLLABUS

Revised Spring 2011

DEPARTMENT: ACS COURSE NUMBER: CTE 270 CREDIT HOURS: 3

I. TITLE: Basic Structures & Foundations of CTE

II. COURSE DESCRIPTION: This course will include topics related to the basic structures and foundations of Career and Technical Education such as curricular developments; course organization and content selection; student organizations; and historical, sociocultural, psychological, and philosophical foundations of Career and Technical Education .

III. PURPOSE: This course will introduce new career and technical teachers to the importance of: (a) professionalism and professional organizations, (b) trends, benefits and issues related to current educational reform initiatives, (c) models and examples of integration of academic and applied content, (d) techniques and importance of collaboration with business, parents, community and fellow educators, (e) advising of student organizations, and (f) the philosophy/foundation of CTE and its impact on their careers. Students will explore impacts of applied learning on motivation, retention and understanding of content.

IV. COURSE OBJECTIVES:

Class activities will be centered on the attainment of the course objectives listed below. These objectives are understood to be reflective of, but not limited to those behaviors advocated by the Kentucky Education Reform Act guidelines. Following each objective, and enclosed in parentheses, are numbers which reference the Kentucky Teacher Standards for Preparation and Certification (KTS). Upon successful completion of this class, students will be able to:

- A. Incorporate models of integration and collaborative planning for instruction (KTS #2, 3, 4, 8)
- B. Discuss Career and Technical education reform movements and legislative mandates (KTS #1, 9)
- C. Discuss the importance of positive parent and community relations (KTS #8)
- D. Explain school-based decision making (KTS #9)
- E. Create a plan for implementing work-based learning (KTS #2, 3, 8)
- F. Create and describe a professional development plan that will guide personal and program improvement, including memberships in professional organizations (KTS #9)
- G. Document experience with and support of CTE activities and sponsorship (KTS #2, 8)
- H. Develop interpersonal and collaborative team skills (KTS #8)
- I. Develop a Career and Technical Student Organization (CTSO) Program of Work (KTS #1, 4)

- J. Discuss the history of CTE and its implication on today's educational system (KTS #1, 9)

The COE Theme of Educator as Reflective Decision-Maker is addressed in this course by requiring students to reflect on teacher interviews, CTE student organization meetings, and field experiences.

The EPSB Theme of Diversity is explored in the course through various course readings and more specifically in observing and participating in CTE student organizations.

V. CONTENT OUTLINE:

A. The History and Philosophy of CTE

- Philosophy of CTE
- Overview of CTE Program Areas
- Legislation/Educational Reform in CTE
- The History of CTE

B. CTE Programming Areas

- Detailed Discussion of CTE Content Areas
- History of Program Areas
- Integration with Core Academic Areas
- Examples of Community and Parental Involvement
- Work-based Learning (cooperative education)
- Laboratory Standards/Maintaining Laboratories

C. Career and Technical Student Organizations

- Career and Technical Student Organizations (CTSOs)
- Leadership, Professionalism, and Professional Development Plans
- Parliamentary Procedures

D. Field Experiences in CTSOs

- CTSO Observations
- Final Exam

VI. INSTRUCTIONAL ACTIVITIES:

Lectures, class discussions, group activities, in-class computer/writing work, field experiences, student individual and group presentations using appropriate instructional technologies, student writing activities, (graduate students only).

VII. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES: none

VIII. GRADING PROCEDURES:

This course will use criterion-referenced assessment procedures (students are measured against pre-determined objective criteria) rather than norm-referenced procedures (students are compared to each other, where the numbers of letter grades are predetermined based on the statistical normal curve).

The students' grades will be calculated based on the points they earn from the following assignments and activities:

| Assignments (summary point values) | UG |
|--|------------|
| Assignment 1: Team Development | 25 |
| Professional Development Plan | 50 |
| Assignment 2: Group Project: CTE Program | 200 |
| Paper/Presentation | |
| Assignment 3: CTSO Field Experience Reflective Journal | 50 |
| Develop a CTSO Program of Work | 50 |
| Assignment 4: Individual Philosophy of CTE | 75 |
| Final Exam | 50 |
| TOTAL | 500 |

The grading scale used for this course will be 100-90 (A), 89-80 (B), 79-70 (C), 69-60 (D), and 59-0 (F). At any time throughout the semester, a student can divide their total obtained points by the total points possible.

IX. ATTENDANCE POLICY:

This course adheres to the attendance policy published in the current MSU *Undergraduate Bulletin*. In addition, students earn participation points for attending and actively participating/contributing in class. Class participation points cannot be made up if the students miss a class.

X. ACADEMIC HONESTY POLICY:

This course adheres to the academic honesty policy stated in the current MSU *Undergraduate Bulletin*.

XI. TEXT AND REFERENCES:

Scott, J. L. and Sarkees-Wircenski, M. (2004). *Overview of career and technical education*. 3rd Ed. Homewood, IL: American Technical Publishers, Inc.

XII. PREREQUISITES:

None.

XIII. NON-DISCRIMINATION 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 Director of Equal Opportunity, Murray State University, 103 Wells Hall, Murray, KY 42071-3318. Telephone: 270-809-3155 (voice), 270-809-3361 (TDD).

XIV. 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.**