

Murray State University
COURSE SYLLABUS

Fall 2018

DEPARTMENT: ADOLESCENT, CAREER, AND SPECIAL EDUCATION

COURSE PREFIX: CTE

COURSE NUMBER: 371

CREDIT HOURS: 3

I. TITLE: Methods of Instruction in Career and Technical Education

II. COURSE DESCRIPTION AND PREREQUISITE(S):

The presentation and application of instructional materials, methods, techniques and devices relevant to teaching vocational-industrial and technical education; their relationships and technical subjects.

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 Performance Standards and Certification (KTPS) and Interstate Assessment and Support Continuum (InTASC) standards addressed by that objective.

Upon successful completion of this class, students will be able to

- A. utilize delivery of instruction using a variety of instructional delivery and evaluation methods (KTPS/InTASC #6, 7, 8);
- B. recognize the importance of connecting classroom instruction to prior knowledge and experiences both in the classroom and outside (KTPS/InTASC #4, 5);
- C. understand the learning process (KTPS/InTASC #1, 2, 3);
- D. demonstrate the ability to modify and adapt instruction to meet the needs of diverse learners (KTPS/InTASC #2, 7, 8);
- E. understand the importance of reflection in translating experience into learning and practice developing skills in reflection (KTPS/InTASC # 4, 5);
- F. develop and implement effective questioning methods, differentiated instruction, and assessment for the classroom and laboratory learning experiences (KTPS/InTASC # 6, 7, 8);
- G. explore important aspects of discipline and behavior management (KTPS/InTASC # 3);
- H. develop interpersonal and collaborative team skills (KTPS/InTASC #10);
- I. create an understanding of the importance of practice, projects, and open-ended problem solving instructional activities in the Career and Technical Classroom (KTPS/InTASC #9);
- J. demonstrate creative and effective use of instructional media and technology cognizant of the trends and issues governing the CTE classroom (KTPS/InTASC # 4,5);
- K. create an understanding of the importance of maintaining a safe, classroom/laboratory environment conducive to learning (KTPS/InTASC #3); and
- L. write professionally for the field of career and technical education (KTPS).

The COEHS Theme of Educator as Reflective Decision-Maker is addressed in this course by requiring students to reflect on three sets of micro-teaching lessons. Students will reflect upon the classroom setting, student characteristics, and teaching effectiveness for each of the three levels of classroom teaching.

The EPSB Themes of Diversity and Assessment are addressed in this course by requiring students to create lesson plans appropriate for their classrooms.

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. Tech Prep, School-to-Work, High Schools that Work, School to Careers, and other Career and Technical education reform movements
- B. Teaching and learning theory
- C. Selecting content
- D. Planning the lesson
- E. The teaching arts/skills
- F. Methods for presenting new skills
- G. Methods of presenting information
- H. Assessment and feedback as instructional technique
- I. Teacher as facilitator
- J. Classroom and laboratory learning environments
- K. Senate Bill 1 Initiatives

V. INSTRUCTIONAL ACTIVITIES:

- A. Lecture
- B. Demonstration
- C. Discussion
- D. Group problems and activities
- E. Student presentations
- F. LiveText

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

None

VII. TEXT(S) AND RESOURCES:

Miller, W. R. & Miller, M. F. (2014). Essential teaching skills: Strategies for the highly effective instructor. American Technical Publishers, Orland Park, IL.

VIII. EVALUATION AND GRADING PROCEDURES:

- A = 90 -100%
- B = 80-89%
- C = 70-79%
- D = 60-69%

E = Below 60%

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 or application for 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.

In particular and without limiting the preceding and pursuant to consistent with the requirements of Title VI of the Civil Rights Act of 1964 and its regulations 34 CFR 100 et seq.; Section 504 of the Rehabilitation Act of 1973 and its regulations 34 CFR 104; Title IX of the Education Amendments of 1972, 20 USC 1681 et seq., and its regulations 34 CFR 106 et seq; and the Age Discrimination Act of 1975 and its regulations 34 CFR 110, Murray State University does not discriminate on the basis of race, color, national origin, sex, handicap, or age in its educational programs and activities. This non-discrimination in education programs and activities extends to employment and admissions and to recruitment, financial aid, academic programs, students services, athletics, and housing. Murray State is required by Title IX and 34 CFR part 106 not to discriminate on the basis of sex and the prohibition against sex discrimination specifically includes a prohibition of sexual harassment and sexual violence. Examples of prohibited sexual harassment and sexual violence can be found in the “Policy Prohibiting Sexual Harassment” which can be accessed via the link referenced in Appendix 1.

For more information concerning the application of these provisions may be referenced to: 1) the Executive Director of Institutional Diversity, Equity, and Access/ Murray State University Title IX Coordinator, Murray State University, 103 Wells Hall, Murray, KY 42071. Telephone: (270) 809-3155 (voice) Fax: (270) 809-6887; TDD: (270) 809-3361; Email: msu.titleix@murraystate.edu

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.**