

**Murray State University
COMMON SYLLABUS**

Revised Spring 2015

DEPARTMENT: ADOLESCENT, CAREER, AND SPECIAL EDUCATION

COURSE PREFIX: CTE COURSE NUMBER: 501 CREDIT HOURS: 3

I. TITLE: Structures and Foundations of CTE

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, student organizations; and historical, sociocultural, psychological, and philosophical foundations of career and technical education.

Prerequisite(s): Admission to Teacher Education

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 Interstate Teacher Assessment and Support Continuum (InTASC) standards addressed by that objective. 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; InTASC # 10);
- B. discuss Career and Technical education reform movements and legislative mandates (KTS #1, 9; InTASC #5);
- C. discuss the importance of positive parent and community relations (KTS #8; InTASC # 10);
- D. explain school-based decision making (KTS #9; InTASC # 9);
- E. create a plan for implementing work-based learning (KTS #2, 3, 8; InTASC #4, 5);
- F. create and describe a professional development plan that will guide personal and program improvement, including memberships in professional organizations (KTS #9; InTASC # 9);
- G. document experience with and support of CTE activities and sponsorship (KTS #2, 8; InTASC # 9, 10);
- H. develop interpersonal and collaborative team skills (KTS #8; InTASC #10);
- I. develop a Career and Technical Student Organization (CTSO) Program of Work (KTS #1, 4; InTASC # 9);
- J. discuss the history of CTE and its implication on today's educational system (KTS #1, 9; InTASC # 4, 5); and
- K. write professionally for the field of career and technical education (KTS #1).

The COEHS 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.

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. CTE Programming Areas
 - 1. Overview of CTE Program Areas
 - 2. Detailed Discussion of CTE Content Areas
 - 3. History of Program Areas
 - 4. CTE Delivery / School Organizations
 - 5. Program Standards / Laboratory Standards / Maintaining Laboratories
- B. The History, Legislation, Funding, Trends, and Philosophy of CTE
 - 1. The History of CTE & CTE Programming Areas
 - 2. Funding & Legislation of CTE
 - 3. Educational Reform in CTE
 - 4. Philosophy of CTE
- C. Professionalism, Leadership, & Career and Technical Student Organizations
 - 1. Career and Technical Student Organizations (CTSOs)
 - 2. Leadership & Professionalism in CTE
 - 3. Professional Development Plans
 - 4. CTSO Field Experiences / Observations
- D. CTE & Society
 - 1. Integration with Core Academic Areas
 - 2. Examples of Community and Parental Involvement
 - 3. Work-based Learning (cooperative education)
- E. Senate Bill 1 Initiatives

V. 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.

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

Four (4) hours of field experiences. 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:

Scott, J. L., & Wircenski, M. S. (2008). *Overview of career and technical education* (4th Edition). Homewood, IL: American Technical Publishers.

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, D.C.

VIII. EVALUATION AND GRADING PROCEDURES:

Grades will be awarded for successful performance in course tasks, including but not limited to chapter activities, quizzes, examinations, reflections, and group presentations. The students' grades will be calculated based on the points they earn from the following assignments and activities.

Assignments	UG
Assignment 1: CTE Program Area Presentation	50
Assignment 2: Philosophy of CTE Paper	100
Assignment 3: CTSO Field Experience Reflective Journal	100
Assignment 4: Develop a CTSO Program of Work	50
Assignment 5: Create a Professional Development Plan	50
Weekly Work: Discussion Boards, Journals, Blogs, Quizzes, Exit Slip Writings.	200
Final Exam	50
TOTAL	600

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:

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.**