

Murray State University
COURSE SYLLABUS

Revised Spring 2015

DEPARTMENT: ADOLESCENT, CAREER, AND SPECIAL EDUCATION

COURSE PREFIX: CTE COURSE NUMBER: 665 CREDIT HOURS: 3

I. TITLE: Program Planning and Evaluation

II. COURSE DESCRIPTION AND PREREQUISITE(S):

Procedures and techniques in planning and evaluating programs in vocational 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 Interstate Teacher Assessment and Support Continuum (InTASC) standards addressed by that objective. Upon successful completion of this class, students will be able to

- A. discuss in detail the historical perspectives and the development of curriculum planning in career and technical education (KTS #1; InTASC # 4, 5);
- B. demonstrate knowledge of decision making by utilizing a systematic curriculum planning method (KTS #1, 2, 3; InTASC #4, 5);
- C. collect, assess, and utilize school, community and industry related data in curriculum planning (KTS #1, 9; InTASC #4, 6, 7, 8, 9);
- D. evaluate factors involved and determine curriculum content in light of data collected and philosophic basis for content determination (KTS #1, 2, 7; InTASC #4, 5);
- E. develop curriculum goals and objectives, identify curriculum resources and evaluate the curriculum for program improvement (KTS #1, 2, 7, 9; InTASC #6, 7, 8); and
- F. 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 the foundations and purposes of technology and career and technical education as it relates to program planning and evaluation.

The EPSB Themes of Diversity and Closing the Achievement Gap are explored through developing curriculum that enhance student learning and address gender, cultural, ethnic and learning differences.

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. Historical perspective
 - 1. History from early time to 1900
 - 2. History from turn of century to now
 - 3. Contemporary perceptions
- B. Define curriculum
 - 1. Curriculum
 - 2. Curriculum content
 - 3. Vocational-Technical curriculum
- C. Rationale for vocational-technical curriculum
 - 1. Community geographic, social and economic factors
 - 2. Community goals
 - 3. Assessing employment trends
- D. Determine content
 - 1. Factors affecting curriculum content
 - 2. Philosophy
 - 3. DACUM
 - 4. Task analyses
 - 5. State and Federal Sources
- E. Making decisions
 - 1. Content vs. constraints
 - 2. Curriculum framework
 - 3. Developing framework
- F. Curriculum goals and objectives
 - 1. Goals
 - 2. Objectives
 - 3. Establishing goals and objectives
- G. Implementing curriculum
 - 1. Curriculum material and selection
 - 2. Flesch reading ease index
 - 3. E.R.I.C.
 - 4. State, Federal Sources
- H. Individualize competency-based packages
 - 1. Rationale for competency based education
 - 2. Rationale for individualized packages
 - 3. Developing competency-based packages
- I. Senate Bill 1 Initiatives

V. INSTRUCTIONAL ACTIVITIES:

- A. Lecture and Class Participation
- B. Interviews/visitations
- C. Curriculum Development Project
- D. Presentation and written report

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

None

VII. TEXT(S) AND RESOURCES:

Lee, H. D., & Nelson, O. W. (2006). *Instructional analysis and course development*.
Homewood, IL: American Technical Publishers, Inc.

- A. Waterfield Library at MSU
- B. WKCTC Library
- C. Racertrak, ERIC and other Internet-based Materials
- D. Self-selected books, articles, and activities
- E. Kentucky Department of Education, Department for CTE, and KCTCS

VIII. EVALUATION AND GRADING PROCEDURES:

Presentation and written report (20%)
Final Exam (20%)
Class Participation (20%)
Four (4) Quizzes over text (40%)
Grades will be assigned as follows for Undergraduates and Graduates:

90% to 100% = A
80% to 89% = B
70% to 79% = C
60% to 69% = D
Below 60% = 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).