

Murray State University
COURSE SYLLABUS

Revised Fall 2015

DEPARTMENT: ADOLESCENT, CAREER, AND SPECIAL EDUCATION

COURSE PREFIX: CTE COURSE NUMBER: 671

CREDIT HOURS: 3

I. TITLE: Philosophy of Career and Technical Education

II. COURSE DESCRIPTION AND PREREQUISITE(S):

A study of the social, historical and philosophical development and current philosophical beliefs of technology-based studies. Exploring the various philosophies of technology education and vocational education, the student will develop a philosophy and understanding of technology and vocational education, then apply that philosophy and understanding to technology-based education about the technological attitudes and skills to understanding new or different past-present-future technology systems. The meaning of technology-based education to the individual and society, as well as the nature and impacts of technology on the individual and society will be introduced and explored. (Same as TTE 671.)

Prerequisite(s): none

III. COURSE OBJECTIVES:

These objectives are understood to be reflective of, but not limited to those behaviors aligned with the Kentucky Core Academic Standards (KCAS) and Assessment Literacy. Class activities will be centered in 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. define and provide a vision for the future of career and technical education and general education (KTS #10; InTASC #9);
- B. compare classic philosophies and tenants of education (KTS #10; InTASC #9);
- C. discuss when career and technical education should be offered: who should provide the training: and, who shall pay for career and technical education (KTS #1, 10; InTASC #9);
- D. examine the goals, mission, and objectives of career and technical education and relate them to the student's personal philosophical base of teaching and learning (KTS #9, 10; InTASC #9);
- E. investigate current trends and issues impacting career and technical education (KTS #10; InTASC #9);
- F. analyze current state and national standards (curriculum, certification, leadership) related to and impacting career and technical education and apply those standards to one's professional development (KTS #2, 9, 10; InTASC #9); and
- G. 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 upon their existing curriculum, identify perceived areas of deficit, and describe how they could address the deficits.

The EPSB Themes of Diversity, Assessment, Literacy/Reading, and Closing the Achievement Gap may be explored in selection of project for the course.

Learned societies from each discipline should be referenced by the preservice teacher. Kentucky documents, including SB1 Initiatives (e.g., Kentucky Core Academic Standards and Characteristics of Highly Effective Teaching and Learning) will be resources for all teacher candidates.

IV. CONTENT OUTLINE:

- A. Historical background
- B. Legislation and policy
- C. Secondary programs
- D. Postsecondary programs
- E. Teacher preparation
- F. Leadership standards and expectations
- G. Curriculum
- H. Programs for special needs students
- I. Current trends and issues
- J. Image of the profession
- K. Literature of the field
- L. Senate Bill 1 Initiatives

V. INSTRUCTIONAL ACTIVITIES:

- A. Review and reflect on one's philosophy relative to student learning and your personal style and belief about teaching and learning.
- B. Group discussion.
- C. Library research and reading in current literature (use a minimum of six research articles using the attached "Review of Literature" format. Use APA style, also attached.)
- D. Develop and/expand on one's personal philosophy of career and technical education as it relates to teaching and learning.
- E. Investigate what it means to be a leader in career and technical education regardless of one's position

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

None

VII. TEXT(S) AND RESOURCES:

Scott, J., & Sarkees-Wircenski, M. (2008). *Overview of career and technical education*.
Homewood, IL: American Technical Publishers, Inc

Additional readings and sources provided during the semester

- A. Internet Research Bases
- B. Virtual Library
- C. Professional Journal Articles
- D. Industry
- E. Community
- F. KCTCS, KY Tech Centers and/or local school districts

VIII. EVALUATION AND GRADING PROCEDURES:

A. Group Discussion and class participation	100 pts.
B. Philosophy of Career and Technical Education (term paper)	100 pts.
1. Philosophy of CTE term paper drafts	50 pts.
C. Supplementary professional reviews (4@25 pts ea.)	100 pts.
D. Current issues in Career and Technical Education debate	100 pts.
Total	450 pts.
E. Grading Scale:	
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, 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 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).