

Murray State University
COURSE SYLLABUS

Revised Summer 2015

DEPARTMENT: ADOLESCENT, CAREER, AND SPECIAL EDUCATION

COURSE PREFIX: CTE COURSE NUMBER: CTE 672 CREDIT HOURS: 3

I. TITLE: Managing Career and Technical Learning Facilities

II. COURSE DESCRIPTION AND PREREQUISITE(S):

Principles and practices for planning, organizing, and maintaining school shop, laboratory and classroom facilities used in teaching vocational subjects. Emphasis is given to classroom management and control, supply inventory, equipment maintenance and safety. An independent study project or research report is required.

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 Support Continuum (InTASC) standards addressed by that objective. Upon successful completion of this class, students will be able to

- A. develop a comprehensive plan of organization for a laboratory (shop) (KTS #1, 3, 6; InTASC #4, 5; ISLLC II, III; TSSA III);
- B. design and establish work stations to simulate the actual work environment (KTS #3; InTASC #3, 4, 5; ISLLC II; TSSA II);
- C. initiate orders for supplies, materials, and equipment (KTS #1, 3, 4, 8; InTASC #4, 5; ISLLC III; TSSA IV);
- D. develop materials handling and inventory control skills (KTS #1, 2, 3, 4, 8; InTASC #4, 5, 7, 8; ISLLC III; TSSA IV);
- E. develop a methodical process for equipment maintenance (KTS #1, 3, 6; InTASC #4, 5; ISLLC III, TSSA IV);
- F. manage “live” work within the curriculum and classroom (KTS #1, 2, 3, 4, 6; InTASC #5,7, 8; ISLLC III; TSSA III, IV);
- G. develop standards of behavior for safety and to maximize learning (KTS #3; CHETL #5; ISLLC II, III; TSSA II, III, IV);
- H. investigate current literature, trends, and issues impacting career and technical education (CTE) laboratories (KTS #10; InTASC #9; ISLLC I, VI; TSSA III); and
- I. analyze current state and national Standards (curriculum, certification, leadership) related to and impacting career and technical education laboratories and apply those standards to one’s professional development (KTS #2, 9, 10; InTASC #4, 5, 9; ISLLC II; TSSA III);
- J. write professionally for the field of career and technical education (KTS # 1).

The College of Education Theme of Educator as Reflective Decision-Maker is addressed in this course by requiring students to reflect upon their existing curriculum and

management of space, identify perceived areas of deficit, and describe how they could address the deficits.

The EPSB Themes of Diversity and Closing the Achievement Gap will be addressed by designing space and choosing equipment to meet the needs of a diverse group of students with multiple kinds of learning styles.

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. Role of the career and technical teacher in classroom/laboratory design and implementation
- B. Identify various plans for the instructional classroom/laboratory
- C. Identifying State/National Standards impacting the career and technical education (CTE) classroom/laboratory
- D. Design effective CTE classroom/laboratories
- E. Critique existing CTE classrooms/laboratories per State/National Standards
- F. Criteria for a positive instructional climate
- G. Identify and practice multiple classroom management techniques
- H. Identify resources for equipment, materials, and supplies
- I. Select, develop, and manage instructional materials
- J. Criteria for a student centered classroom/laboratory
- K. Standards-based safety plan for the CTE classroom/laboratory
- L. Senate Bill 1 Initiatives

V. INSTRUCTIONAL ACTIVITIES:

- A. Student travel (personal field trips) to an offsite classroom/laboratory
- B. Group discussion.
- C. Library research and reading in current literature (use a minimum of four research articles using the format to be provided in class per APA.)
- D. Student collaboration/team work
- E. Student presentations

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

Group and/or individual visits to laboratory settings

VII. TEXT(S) AND RESOURCES:

Kentucky Department of Education, Division of Career and Technical Education.
Facilities guide for career and technical education. Frankfort, KY:
American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, D.C.

- A. Internet Research Databases
- B. Virtual Library

- C. Professional Journal Articles
- D. Industry
- E. Community
- F. KCTCS, KY Tech Centers and/or local school districts
- G. State/National Standards/websites

VIII. EVALUATION AND GRADING PROCEDURES:

A. Group Discussion/Class Participation	100 pts.
B. Laboratory Design Paper/Project (group project)	200 pts.
C. Review/Critique a Learning Facility/Lab (per identified Standards)	100 pts.
D. Safety Plan - State/National Standards Alignment	50 pts
E. Journal Article Critiques (4@25 pts ea.)	<u>100 pts</u>
Total	550 pts

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 STATEMENT:

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).