

**Murray State University**  
**COURSE SYLLABUS**

Fall 2018

**DEPARTMENT: ADOLESCENT, CAREER, AND SPECIAL EDUCATION**

**COURSE PREFIX: CTE    COURSE NUMBER: 676    CREDIT HOURS: 3**

**I.            TITLE:** Organization and Administration of Career and Technical Education

**II.            COURSE DESCRIPTION AND PREREQUISITE(S):**

A study of the organization and administration of technology, vocational and technical education programs on the various school levels and the development and coordination of external advisory boards. The students will experience development of a strategic plan that includes a mission statement, rationale for change, goals and objectives, action steps, as well as a program evaluation strategy. State and national legislation affecting technology, vocational and technical education will be studied.

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

- A. demonstrate orally, in writing, or by responses to test knowledge of the foundations and purposes of technology and vocational technical education (KTPS/InTASC #4, 5; ISLLC I, VI; TSSA I);
- B. demonstrate knowledge of administrative structures, strategic planning, curriculum planning, management of instruction, student services, and other functions of administration (KTPS/InTASC #4, 5, 7, 8, 9; ISLLC III; TSSA III, IV); and
- C. describe the role and function of external advisory boards in curriculum planning and the operation of technology institutions (KTPS/InTASC #4, 5, 7, 8, 9, 10; ISLLC II; TSSA II).

The COE 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 how the system is organized and administered.

The EPSB Themes of Diversity and Closing the Achievement Gap are explored in the course through developing and/or recognizing structures that enhance student learning and address gender, cultural, ethnic and learning differences.

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

**IV.            CONTENT OUTLINE:**

- A. Foundations
- B. Strategic Planning
- C. Policy and Policy Making
- D. Management of Instruction
- E. Student services
- F. Personnel Administration
- G. Fiscal and physical Management
- H. Evaluation

- I. Organizational Concepts
- J. Leadership in Administration
- K. Decision Making Process
- L. Role of Administration in Student Organizations
- M. Curriculum Planning including use of external
- N. Advisory boards
- O. Senate Bill 1 Initiatives

**V. INSTRUCTIONAL ACTIVITIES:**

- A. Lecture
- B. Role play
- C. Interviews/visitations
- D. Student participation
- E. Presentation and written report

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

None

**VII. TEXT(S) AND RESOURCES:**

- 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 and Kentucky Tech

**VIII. EVALUATION AND GRADING PROCEDURES:**

The students' grades will be calculated based on the points they earn from the following assignments and activities:

Assignments (summary point values)	Points
Module 1: Introduction/Biography	12
Module 2: Leadership Philosophy	24
Module 3: Professional Development Essay	24
Module 4: Teacher Evaluation Essay	24
Module 5 : CTE Instructional Practices Essay	24
Module 6 : Goals for Continuous Improvement	24
Module 7 : TCTW Key Practices for Improved Student Achievement	24
<b>TOTAL</b>	<b>156</b>

Assignment Sheets for each assignment will be provided to students.

- A. Essays (6 at 24 pts. each)      144 pts.
- Biography                              12 pts.
- B. Grades will be assigned as follows:
  - 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 published 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](mailto: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).

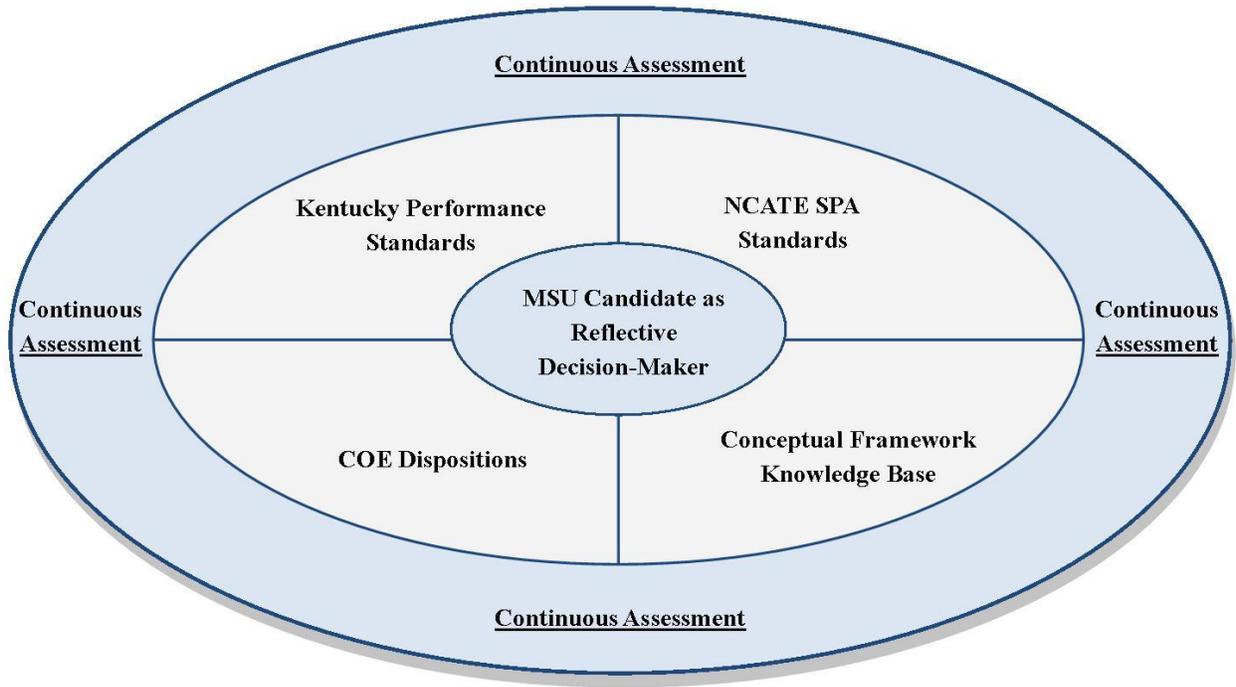
## **Murray State University - College of Education** **Conceptual Framework**

The goal of Murray State University’s preparation program is to produce candidates who demonstrate the characteristics of a Murray State graduate, the proficiencies delineated by **Kentucky Standards** and the by the knowledge required by learned societies; thereby practicing as **Reflective Decision-Makers**, the theme of our College. The following student **Dispositions** arise from the theme and are the values, commitments, and professional ethics that MSU engenders in its candidates. The Murray State University undergraduate candidate will become an educator who is:

1. **Inclusive** – Is an advocate for an inclusive community of people with varied characteristics, ideas, and worldviews.
2. **Responsible** – Considers consequences and makes decisions in a rational and thoughtful manner for the welfare of others; acts with integrity to pursue an objective with thoroughness and consistency.
3. **Enthusiastic** – Is eager and passionately interested in tasks that relate to beliefs about education.
4. **Caring** – Demonstrates regard for the learning and wellbeing of every student.
5. **Confident** – Exhibits certainty about possessing the ability, judgment, and internal resources needed to succeed as a teacher.
6. **Ethical** – Conforms to accepted professional standards of conduct by making decisions based on standards and principles established by the education profession.

The Murray State University **graduate candidate** sustains the undergraduate dispositions, but with a maturing expertise also embraces the disposition of **leadership** defined as ethical change agent who acts to inspire classrooms, schools, districts, and communities.

The **Knowledge Base** including research, theory, philosophy, and practice is the foundation that informs faculty and guides program goals. The success of the program is determined by program outcomes, **Kentucky Teacher Standards, Kentucky Interdisciplinary Early Childhood Education Teacher Standards, Interstate School Leaders Licensure Consortium Standards, National Association of School Psychologists Standards, Council for Accreditation of Counseling and Related Educational Programs** and NCATE SPA standards for all certified programs so that the contributions of learned societies inform College program goals. **Continuous Assessment** connects all elements of the conceptual framework where each program is responsible for utilizing student assessment data as a basis for program improvement. The focus of the conceptual framework is to prepare candidates to become reflective decision-makers and to achieve Kentucky and national standards:



Note: A more extensive version of the Conceptual Framework that includes the Knowledge Base is available to students and other interested individuals at: [http://coekate.murraystate.edu/ncate/st/cf/conceptual\\_framework.htm](http://coekate.murraystate.edu/ncate/st/cf/conceptual_framework.htm), or may be obtained through any College of Education department.

*Revised*

*Fall 2011*