

Murray State University
COURSE SYLLABUS

Revised Fall 2015

DEPARTMENT: ADOLESCENT, CAREER, AND SPECIAL EDUCATION

COURSE PREFIX: CTE COURSE NUMBER: 678 CREDIT HOURS: 3

I. TITLE: Review of Professional Literature in Vocational Education

II. COURSE DESCRIPTION AND PREREQUISITES:

Review and analysis of outstanding professional literature in the various fields of vocational education. Survey of research and professional papers from other disciplines that relate to vocational education will be made. Critical analysis of selected publications will be 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 and Support Continuum (InTASC) standards addressed by that objective. Upon successful completion of this class, students will be able to

- A. review and analyze current literature as it relates to a specific topic in career and technical education (KTS #1; InTASC #4, 5, 9, 10);
- B. synthesize and interpret contemporary career and technical education literature as it relates to the student, school, community, and employers (KTS #7; InTASC #4, 5, 9, 10);
- C. develop a review of literature incorporating selected journal articles (KTS #9; InTASC #4, 5, 9, 10); and
- D. apply the principles to their work setting (KTS #1, 2, 4; InTASC #4, 5, 9, 10).

The COEHS Theme of Educator as Reflective Decision-Maker is addressed in this course by requiring students to reflect on 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 the project for the course.

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

IV. CONTENT OUTLINE:

- A. Recent legislative influence in vocational education
- B. Special needs students
- C. Career education and career planning at elementary-secondary level
- D. Career education and planning at the post-secondary and adult level
- E. Competency-based vocational education vs. other delivery methods
- F. Contemporary trends and issues in career and technical education
- G. Alternative models for career and technical education
- H. Contributions of related and other disciplines
- I. Senate Bill 1 Initiatives

V. INSTRUCTIONAL ACTIVITIES:

- A. Select topic strand for review
- B. (Choose from the Content Outline or suggest other topics.)
- C. Review current literature on the selected topic (within the past ten years.)
- D. Write ten (10) journal reviews on the selected topic using the attached format.
- E. Write a review of literature incorporating the journal reviews using the APA format attached.
- F. Submit a binder with the review of literature, intended application in your work setting and the ten journal reviews.

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

None

VII. RESOURCES:

- A. Current periodicals
- B. Kentucky virtual library
- C. Internet based literature (ERIC, etc.)
- D. Waterfield Library (MSU)
- E. Other (Student Selected)

VIII. EVALUATION AND GRADING PROCEDURES:

Journal Reviews	100 pts.
Review of Literature	200 pts.
Application in your work setting	100 pts.
Total	400 points

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 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).