

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

Revised Summer 2015

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

**COURSE PREFIX: CTE    COURSE NUMBER: 363                    CREDIT HOURS: 3**

**I.            TITLE:** Evaluation of Instruction in Career and Technical Education

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

A course designed to provide instruction in the process of instructional evaluation. Emphasis is given to the establishment of student performance criteria, the assessment of student performance in the cognitive, affective, and psychomotor domains, and the assigning of grades.

**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 that 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. investigate and practice the design of various assessment methods, including portfolios, task events, open-ended questions and more traditional objective methods, (KTS #5; InTASC #6);
- B. reflect on the uses of assessment in instruction, in relationship to their own learning and their development as reflective decision-maker (KTS #5, 7; InTASC #6);
- C. understand the importance of quality student assessment, evaluation, and feedback (KTS #5, 8; InTASC #6, 7, 8);
- D. begin construction of a test item bank appropriate to the discipline (KTS #4, 5; InTASC #6); and
- E. 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 urging students to consider the teacher's role in the assessment cycle.

The EPSB Themes of Diversity and Assessment are explored in the course through planning multifaceted assessment options. Students learn to assess the learning and achievement of all learners, regardless of gender, ethnicity, learning styles, or exceptionalities.

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

**IV. CONTENT OUTLINE:**

- A. Achievement Assessment and Instruction
- B. Preparing and Using Achievement Tests
- C. Writing Selection Items: Multiple Choice
- D. Writing Selection Items: True-False, Matching, and Interpretive Exercise
- E. Writing Supply Items: Short Answer and Essay
- F. Performance Assessments
- G. Portfolio Assessment
- H. Senate Bill 1 Initiatives

**V. INSTRUCTIONAL ACTIVITIES:**

- A. Students will complete daily assignments and participate in large and small group discussions and activities. Participation includes active listening, contributing to group discussions, and working on in-class activities.
- B. Student-initiated activities include preparation for and participation in class discussions, and cooperative activities related to course goals and objectives, including:
  - 1. Reading assigned materials and identifying pertinent questions and concerns.
  - 2. Participating in large and small group discussions, cooperative activities, and presentations.
  - 3. Performing successfully on written assignments.

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

None

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

Gronlund, N. E. (2006). *Assessment of student achievement*. Allyn & Bacon: Boston, MA.

- A. Waterfield Library at Murray State University
- B. RACERtrak, ERIC, and the Internet
- C. Self-selected books, articles, and activities
- D. MSU Computer Centers
- E. Media/Resource Center Alexander Hall 341
- F. Public library
- G. Kentucky Department of Education

**VIII. EVALUATION AND GRADING PROCEDURES:**

<b>Percentage</b>	<b>Grade</b>
90-100%	A
80-89%	B
70-79%	C
60-69%	D
59%-below	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).

**XII. FLAG SYSTEM/CONTINUOUS ASSESSMENT:**

Student progress is continuously assessed throughout the teacher preparation program. Appropriate professional characteristics and dispositions, in addition to academic achievement, are assessed. Positive and negative flags are submitted by faculty to Teacher Education Services and then presented to admissions committees. Negative flags are carefully reviewed to make a determination as to whether a student should be denied admission OR if a professional development plan will be designed for the student's progress towards program completion. **NEGATIVE FLAGS MAY BE GROUNDS FOR DENIAL OF ADMISSION TO TEACHER EDUCATION AND/OR STUDENT TEACHING.**