DEPARTMENT: ADOLESCENT, CAREER, AND SPECIAL EDUCATION

COURSE PREFIX: CTE  COURSE NUMBER: 200  CREDIT HOURS: 3

I. TITLE: Introduction to Career and Technical Education

II. COURSE DESCRIPTION AND PREREQUISITE(S):
This course is designed to provide new and pre-service teachers with an introduction to the field of career and technical education. Included are topics related to motivation and learning, curriculum, school organization, funding, laboratory management and historical, socio-cultural, psychological and philosophical foundations of education. Field observations required.
Prerequisite(s): none

III. COURSE OBJECTIVES:
Class activities will be centered on the attainment of the course objectives listed below. These objectives are understood to be reflective of, but not limited to those behaviors aligned with the Kentucky Core Academic Standards (KCAS), Characteristics of highly Effective Teaching and Learning (CHETL), and Assessment Literacy. Following each objective, and enclosed in parentheses, are numbers which reference the Kentucky Teacher Standards for Preparation and Certification (KTS) and the Kentucky Interdisciplinary Early Childhood Educator Teacher Standards for Preparation and Certification (IECE KTS), and CHETL standards addressed by that objective. Upon successful completion of this class, students will be able to
A. identify the legal aspects of teaching and explain how laws and court decisions affect the school environment and teaching (KTS #1; IECE KTS #1);
B. examine their primary cultures and the major cultures from which their students might come, and will explore how diversity, ethnicity or exceptionalities affect teaching, teacher-pupil interactions, and the classroom environment (KTS #9; IECE KTS #1, 2, 3; CHETL 1C);
C. develop an understanding of various aspects of teaching including professional and ethical concerns, professional and financial rewards, demands of a teaching career, and employment potential (KTS #9; IECE KTS #1, 5, 7);
D. observe and compare various aspects of early elementary, middle school, and secondary educational settings with regard to differences in roles, the nature of the teacher-pupil relationship, and the structure and organization of the schools (KTS #7; IECE KTS #5);
E. become familiar with professional literature within education and reflect on the intersections between theory and practice (KTS #1, 9; IECE KTS #1, 2, 3, 5);
F. examine psychological and philosophical foundations of education and will develop an initial personal educational philosophy (KTS #1, 9; IECE KTS #1, 2, 3, 5);
G. gain insights concerning KERA Initiatives, Performance Standards, No Child Left Behind, and/or apply theory obtained in class about facets of Educational Reform (KTS #1, 9; IECE KTS #1, 5);
H. examine classroom management strategies-CHAMPs (KTS #3, 4; CHETL 1E); and
I. write professionally for the field of education (KTS#1).

The COE Theme of Educator as Reflective Decision-Maker is addressed in this course by requiring students to reflect on four sets of field based observations (video and on-site observation). Students will reflect upon the classroom setting, student characteristics, and teaching effectiveness for each of the levels of classroom observations.

The EPSB Themes of Diversity and Closing the Achievement Gap are explored in the course through various chapters within the text and more specifically in topics chosen for the Collaborative Group Presentations such as: No Child Left Behind, Students with Learning Disabilities, Students at Risk, Instructional and Assistive Technology, Gifted and Talented, Behavior Disorders, Gender Issues in Education, and Cultural Diversity Issues in Education.

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 and Characteristics of Highly Effective Teaching and Learning) will be resources for all teacher candidates.

IV. CONTENT OUTLINE:
A. The Teaching Profession and You
B. Different Ways of Learning
C. Teaching Your Diverse Students
D. Student Life in School and at Home
E. The Multicultural History of American Education
F. Philosophy of Education
G. Financing and Governing America’s Schools
H. School Law and Ethics
I. Schools: Choices and Challenges
J. Curriculum, Standards, and Testing
K. Becoming an Effective Teacher
L. CHAMPs
M. 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 discussions, and cooperative activities related to course goals and objectives, including:
   1. Reading assigned materials and identifying pertinent questions and concerns.
   2. Completing chapter assignments and reflective writing activities.
3. Participating in large and small group discussions, cooperative activities, and presentations.
4. Performing successfully on exams and written assignments.
5. Contributing to cooperative team activities.
6. Conducting research to learn more about the education profession.
7. Attending in-class and extra-class events and activities on a punctual and regular basis.
8. Participating in field experiences actively and with a positive attitude.

VI. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES:
Students will participate in sixteen hours of field experiences. They will conduct two classroom observations at each level of schooling: elementary, middle, and secondary/career and technical, plus a video observation of a preschool classroom. Students will also attend a school board or school-based council meeting. Failure to complete any aspect of the field experiences will result in an incomplete or failing grade in the course.

VII. TEXT(S) AND RESOURCES:
College LiveText-EDU Solutions Student Membership (required for all students)

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:
Grades will be awarded for successful performance in course tasks, including but not limited to chapter activities, quizzes, examinations, reflections, and group presentations. The educational philosophy and CHAMPS vision assignment serve as the designated artifacts for this course.

A. Course Requirements:

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<tr>
<th>Assignment</th>
<th>Total Points</th>
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<tr>
<td>Chapter Study Activities</td>
<td>10 points each</td>
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<tr>
<td>Educational Philosophy</td>
<td>60</td>
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<tr>
<td>Reflection Paper</td>
<td>60</td>
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<tr>
<td>Board and Council Observations</td>
<td>40</td>
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<tr>
<td>Examinations</td>
<td>75 pts. x 2 exams</td>
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<tr>
<td>CHAMPS Vision Assignment</td>
<td>35</td>
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<tr>
<td>Group Presentation</td>
<td>60</td>
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</tbody>
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Specific Assignment Requirements

**Chapter Study Activities (10 pts each):** Guided reading assignments for each chapter will be posted on Blackboard and should be completed prior to class on the date chapter is to be discussed. All written assignments are due at the beginning of class, typed in size 12 font and double spaced. Certain chapters will have accompanying class activities on designated dates. Students must be present to obtain credit for these activities.

**Educational Philosophy (60 pts.):** Students will participate in authoring cycle activities to compose their educational philosophy. Students will submit a philosophy packet (prewriting conceptual map, drafts (1 & 2), final copy, and rubric). The final philosophy will be typed in size 12 regular font and double-spaced with one-inch margins. Philosophies are due on the specified dates. The education philosophy **MUST** be posted in LiveText in order to receive course credit. (KTS #3, 7/Objectives E, F)

**Reflection Papers* (60 pts.):** To develop reflective decision-making skills, students will reflect upon each of their four sets of field-based observations (video and on-site observation) and will write a summative paper comparing the four levels, including preschool, of classroom settings, student characteristics, and teaching effectiveness. Furthermore, students will reflect upon the impact field experiences have had on their decision to teach. All papers will be typed in size 12 regular font and double-spaced with one-inch margins. Students will submit the typed reflection, observation forms, and rubric with the final reflection paper. (KTS #7/Objectives C, D, G)

**School Board and SBDM Council Observations* (40 pts):** Each student will arrange to attend a School Board meeting and School-based Decision Making Council meeting outside of class, during the semester. Documentation of the observations will include a summary of items discussed at each meeting and a comparison of the two.

**Modern Teacher Leader Report and Vision Statement (50 pts.):** Students will interview one modern teacher leader. Students will report about their interview experience. Information will include: **CHAMPS** information; demographic information about the teacher; the teacher leader’s personal/professional qualities, knowledge, and skills; and why this person should be considered a modern teacher leader. Reports will be typed using size 12 regular font and double-spaced with one-inch margins. Submission should include typed report, interview questions, notes, and rubric. Students will develop a personal vision statement for their future classrooms, based on this assignment and reflection, to be posted in LiveText. (KTS #1, 9/Objectives C, E, F)

**Group Presentation (60 pts.):** Students will be divided into cooperative teams. When possible, team planning time will be provided in class. Teams will research an educational topic and present the information to the class during the designated
period. Presentation efforts and writing activities will be assessed using a presentation scoring rubric. (KTS #1, 2, 4, 6, 7, 8, 9/Objectives A-C, E-G)

**Presentation Topics:**
- No Child Left Behind, School Reform
- Diversity (Culture, Language, Gender, Ability, SES)
- Students with Disabilities (Including emotional/behavioral and specific learning disabilities)
- Differentiating Instruction
- Instructional and Assistive Technology
- Gifted and Talented Students
- Assessment and Accountability
- Literacy/Reading
- Working with Parents
- Bullying
- National Standards Movement
- Teaching Strategies: Any 4 or more research-based, ie., KWL, Jigsaw, Think-Pair-Share, Numbered Heads Together

**Presentation process** (20 pts.)
- Team presentation plan: typed and due at least one class session in advance
  1. Heading: team name, members’ names, date, course, topic
  2. Objectives: what will the students learn?
  3. Materials: what resources will you need?
  4. Presentation: personal connection, order of events
  5. Closure: how will you wrap up the presentation?
  6. Each team member will submit one multiple-choice question and answer for the final exam.
- Team presentation
  1. Each person has a speaking role.
  2. Technology is used effectively.
  3. Information is presented in an interesting, creative way.
  4. Each team member MUST be dressed professionally-no jeans, flip flops, tennis shoes, etc.

**Individual Research** (20 pts.)
- Each person will conduct research on a subtopic associated with his/her team’s chosen topic using three or more sources of information. The course textbook may be used as a fourth source. Sources may include books, articles, websites, interviews, etc. Each team member should use different sources.
- Students will document their research by submitting highlighted photocopies of each source. They should cite their sources using APA guidelines and create an annotated bibliography (citation plus a descriptive paragraph). Instead of writing a formal report, students will type 1-2 pages of key facts gleaned from their research. These items should be bulleted or numbered. The individual research documentation, annotated bibliography, key facts, and rubric are due the date of the presentation. Late or incomplete submissions will result in a 6-point deduction.
Reflection paper (20 pts.)

- Each person will describe his/her contributions to the group process, the cooperative group’s dynamics, the most important thing learned about his/her research topic, and how the information can be applied in a future classroom. Reflections should be typed in size 12 regular font and double-spaced with one-inch margins. Reflection papers are due the date of the presentation. Late submissions will result in a 6-point deduction.

* Students must complete 12 hours of field observations during class and 4 hours of school board and SBDM Council observations outside of class. It is each student’s responsibility to maintain documentation of all observation hours to meet EPSB requirements.

IX. ATTENDANCE POLICY:
Students are expected to adhere to the MSU Attendance Policy outlined in the current MSU Bulletins.

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 Equal Opportunity. Any appeal will be forwarded to the appropriate university committee as determined by the Provost.

XI. NON-DISCRIMINATION 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 Director of Equal Opportunity, Murray State University, 103 Wells Hall, Murray, KY 42071-3318. Telephone: 270-809-3155 (voice), 270-809-3361 (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
GROUNDSD FOR DENIAL OF ADMISSION TO TEACHER EDUCATION AND/OR
STUDENT TEACHING.

NOTE: Instructor reserves the right to make any changes to course activities and assignments as
deeded necessary during the semester.

The instructor of this course recognizes that in today’s world cell phones, blackberries, laptop computers, pagers, and other electronic devices are a familiar and many times needed form of communication for students. It is the policy of this instructor that any of the above mentioned devices shall not be allowed in class and/or labs without the prior consent of the course instructor. This shall include verbal calling, incoming calls, e-mail, text message, and use of cell phone calculator on tests and quizzes. All electronic devices must be powered off and out of the sight and use (i.e. kept in a bag or purse). Should any of these devices be visible, ring, or other form of unauthorized usage which is interruptive to the class or lab, the student may be asked to leave class and not return for that class/lab period. Upon prior consent of the instructor a student may obtain permission to use any of these devices in case of emergency or in family critical situations.

*All students must dress appropriately as per Teacher Education Services guidelines during field experiences!*