DEPARTMENT: ADOLESCENT, CAREER, AND SPECIAL EDUCATION

COURSE PREFIX: CTE  COURSE NUMBER: 274  CREDIT HOURS: 3

I. TITLE: Basic Assessment and Curricula for CTE

II. COURSE DESCRIPTION AND PREREQUISITE(S): This course will include assessment development and curriculum construction for selecting and arranging teaching content and preparing instructional materials for career and technical education. 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 that reference the Kentucky Teacher Standards for Preparation and Certification (KTS) and CHETL standards addressed by that objective. Upon successful completion of this class, students will be able to
A. incorporate discipline specific national and state level standards into instructional planning (KTS #2; CHETL #3);
B. identify, access, and incorporate school and community resources into instructional planning (KTS #9; CHETL #3, 4);
C. identify and plan appropriate instructional sequences and use to improve instruction (KTS #2, 3; CHETL #3, 4)
D. access, interpret, and incorporate current literature in curriculum development (KTS #9; CHETL #2, 5);
E. develop appropriate performance assessments linked to learning goals and objectives (KTS #5; CHETL #2);
F. plan to accommodate diverse learning styles and intelligence (KTS #2, 3, 7; CHETL #1, 2);
G. develop a program evaluation plan that includes planning for improvements (KTS #7, 9; CHETL #2, 4);
H. discuss the importance of quality student assessment, evaluation, and feedback (KTS #5, 8; CHETL #2);
I. develop effective instructional materials that meet the needs of all learners (KTS #2, 4, 6; CHETL #1); and
J. write professionally for the field of career and technical education (KTS #1; CHETL #2).

The COE Theme of Educator as Reflective Decision-Maker is addressed in this course by requiring students to reflect on performance assessments appropriate for Career and Technical Education.
The EPSB Themes of Assessment and Diversity are explored in the course through students planning and developing performance-based assessments in the cognitive, psychomotor, and affective learning domains based on the instructional objectives and delivery methods to ensure curriculum alignment.

Learned societies from each discipline should be referenced by the preservice 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. Planning Instruction
   • What is Curriculum?
   • Rigor and Relevance
   • Bloom’s Taxonomy (review)
   • Learning Theory and Learning Styles (review)
   • Course of Study Components
   • Local, State, and National Standards
   • Program Goals
   • Course Goals
   • Course Objectives
   • Curriculum Alignment
B. Selecting and Organizing Course Materials
   • Student Objectives (Measurable Learner Objectives)
   • Scope and Sequence
   • Resource Alignment
   • Selecting Predeveloped Curriculum Materials
   • Creating New Curriculum Materials
   • Lesson Planning
C. Student Performance Assessments
   • Critiquing existing assessments
   • Developing performance assessments
   • Assessment alignment
   • Assessment by domain
D. Program Evaluation and Improvements
   • Evaluation Plans
   • Data collection
   • Internal and external scanning
E. Senate Bill 1 Initiatives

V. INSTRUCTIONAL ACTIVITIES:
A. Illustrated Lecture
B. Demonstration
C. Discussion
D. Group problems and activities using appropriate instructional technologies

VI. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES: none
VII. TEXT(S) AND RESOURCES:
There is no single required textbook for this course. However, the following textbooks and readings will be referenced throughout the semester. In addition, current literature supplied by the instructor will be discussed. Collaborative teams are also required to locate and discuss current literature on the topics being discussed that session.


A. Waterfield Library at Murray State University
B. RACERtrak, ERIC, and the Internet
C. Self-selected and instructor-recommended books, articles, and activities
D. MSU Computer Centers
D. Educational Media/Resource Room – 341 Alexander Hall

VIII. EVALUATION AND GRADING PROCEDURES:
This course will use criterion-referenced assessment procedures (students are measured against pre-determined objective criteria) rather than norm-referenced procedures (students are compared to each other, where the numbers of letter grades are predetermined based on the statistical normal curve).

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

<table>
<thead>
<tr>
<th>Assignments (summary point values)</th>
<th>UG</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment 1: Locate State/National Standards (collaborative team activity)</td>
<td>50</td>
</tr>
<tr>
<td>Assignment 2: Create a Sample Course of Study</td>
<td>100</td>
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<tr>
<td>Assignment 3: Create a Scope and Sequence for a Course</td>
<td>50</td>
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<tr>
<td>Assignment 4: Create Performance Assessments</td>
<td>50</td>
</tr>
<tr>
<td>Daily Participation Points</td>
<td>100</td>
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<tr>
<td>Final Exam</td>
<td>50</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>400</strong></td>
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Assignment Sheets for each assignment will be provided to students.

The grading scale used for this course will be 100-90 (A), 89-80 (B), 79-70 (C), 69-60 (D), and 59-0 (F). At any time throughout the semester, a student can divide their total obtained points by the total points possible (MY POINTS / TOTAL POSSIBLE POINTS).

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 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 the 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 toward program completion. NEGATIVE FLAGS MAY BE GROUNDS FOR DENIAL OF ADMISSION TO TEACHER EDUCATION AND/OR STUDENT TEACHING.

ADDITIONAL TOPICS:

Personal Communications Devices: All personal communication devices must be turned off (not standby or silent) during class meetings and field experiences.