I. **TITLE:** Independent Study in Career and Technical Education

II. **COURSE DESCRIPTION:** Supervised readings or independent investigative projects in the various aspects of administration, supervision and coordination of vocational programs. May be repeated for up to six hours credit.

III. **PURPOSE:** The purpose of this course is to provide an in-depth examination of the theories and strategies involved in administration, supervision and coordination of vocational programs (career and technical education.) It is to delineate the differences and similarities in administering career and technical education programs from general education programs as well as to understand how collaboration between the two are necessary.

IV. **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 advocated by the Kentucky Education Reform Act guidelines. Following each objective, and enclosed in parentheses, are numbers which reference the Kentucky Teacher Standards (KTS) for Preparation and Certification addressed by that objective. Upon successful completion of this class, students will be able:

A. Identify a problem that is relevant to the administration of a specific program or operation of a career and technical education center. (KTS #9)

B. Describe how career and technical education programs relate to general education at the secondary level and/or postsecondary level or between secondary and postsecondary levels. (KTS #1)

C. Select at least ten pieces of research literature related to your topic (various sources.) (KTS #1)

D. Propose a solution to the problem (KTS #1, 9)

E. Write a synopsis of each piece of research using the attached format. (KTS #1)

F. Write a paper (6-10 pages, 12 point, double spaced) stating the problem, developing the review of literature and explaining how you will utilize this new knowledge to solve the identified problem. (KTS #1, 9)

The College of Education Theme of Educator as Reflective Decision-Maker is addressed in this course by requiring students to reflect upon 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 project for the course.
V. CONTENT OUTLINE:
A. Defining the Supervisor’s Job
B. Understanding Supervisory Challenges in the 21st Century
C. Planning and Control
D. Organizing, Staffing and Employee Development
E. Stimulating Individual and Group Performance
F. Providing Effective Leadership
G.Communicating Effectively
H. Coping with Workplace Dynamics (ie. Conflicts, Politics and Negotiations
I. Dealing with Change and Stress

VI. INSTRUCTIONAL ACTIVITIES:
A. State the problem.
B. Read and review ten current journal articles related to supervision and administration of career and technical programs. For EACH article, write an APA-style bibliographical citation (Format Attached) with your reaction to the article content, and how the information can be applied to your educational setting.
C. Write an 8-10 page research paper focusing upon a supervisory trend or issue. This should be written in APA-style. Use at least ten references, six of which must be formal journal articles or book chapters. Summarize how you will apply this in your work setting.
D. Students registered in this course for graduate credit will be required to complete a formal research report/project
E. Submit the paper with journal article write-ups in a single binder.

VII. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES: none

VIII. RESOURCES: This course utilizes textbook, journals, periodicals, Internet, Kentucky education documents, and any other materials suggested in activities.

IX. GRADING PROCEDURES
Journal Reviews (10 pt. each) 100 pts.
Review of Literature 200 pts.
Application in your work setting 100 pts.
Total 400 points

Graduate Level Project 100 pts.
Total 500 points

Grading scale:
A = 90-100%
B = 80-89%
C = 70-79%
D = 60-69%
E = Below 60%

X. ATTENDANCE POLICY:
This course adheres to the attendance policy stated in the current MSU Undergraduate and Graduate Bulletins.

XI. ACADEMIC HONESTY:
This course adheres to the academic honesty policy stated in the current MSU Undergraduate and Graduate Bulletins.

XII. TEXT AND REFERENCES: none

XIII. PREREQUISITES: none

XIV. 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).

XV. 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.**