I. **TITLE:** Organization and Administration of Career and Technical Education

II. **COURSE DESCRIPTION AND PREREQUISITE(S):**
A study of the organization and administration of technology, vocational and technical education programs on the various school levels and the development and coordination of external advisory boards. The students will experience development of a strategic plan that includes a mission statement, rationale for change, goals and objectives, action steps, as well as a program evaluation strategy. State and national legislation affecting technology, vocational and technical education will be studied. (Same as TTE 676.)

**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. demonstrate orally, in writing, or by responses to test knowledge of the foundations and purposes of technology and vocational technical education (KTS #10; InTASC #4, 5);

B. demonstrate knowledge of administrative structures, strategic planning, curriculum planning, management of instruction, student services, and other functions of administration (KTS #1; InTASC #4, 5, 7, 8, 9); and

C. describe the role and function of external advisory boards in curriculum planning and the operation of technology institutions (KTS #1; InTASC #4, 5, 7, 8, 9, 10).

The COEHS Theme of Educator as Reflective Decision-Maker is addressed in this course by requiring students to reflect on the foundations and purposes of technology and career and technical education as it relates to how the system is organized and administered.

The EPSB Themes of Diversity and Closing the Achievement Gap are explored in the course through developing and/or recognizing structures that enhance student learning and address gender, cultural, ethnic and learning differences.

Learned societies from each discipline should be referenced by the preservice teacher. Kentucky documents, including SB1 Initiatives (e.g., Kentucky Core Academic Standards) will be resources for all teacher candidates.
IV. CONTENT OUTLINE:
   A. Foundations
   B. Strategic Planning
   C. Policy and Policy Making
   D. Management of Instruction
   E. Student services
   F. Personnel Administration
   G. Fiscal and physical Management
   H. Evaluation
   I. Organizational Concepts
   J. Leadership in Administration
   K. Decision Making Process
   L. Role of Administration in Student Organizations
   M. Curriculum Planning including use of external
   N. Advisory boards
   O. Senate Bill 1 Initiatives

V. INSTRUCTIONAL ACTIVITIES:
   A. Lecture
   B. Role play
   C. Interviews/visitations
   D. Student participation
   E. Presentation and written report

VI. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES:
    None

VII. TEXT(S) AND RESOURCES:
    A. Waterfield Library at MSU
    B. WKCTC Library
    C. Racertrak, ERIC and other Internet-based Materials
    D. Self-selected books, articles, and activities
    E. Kentucky Department of Education and Kentucky Tech

VIII. EVALUATION AND GRADING PROCEDURES:
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>
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<tbody>
<tr>
<td>Assignment 1: Class presentation on organization &amp; administration topics in CTE (individual or team presentations)</td>
<td>100</td>
</tr>
<tr>
<td>Assignment 2: Identify state/national leadership standards in CTE</td>
<td>50</td>
</tr>
<tr>
<td>Assignment 3: Research Paper on Leadership in CTE (focusing on organization and administration in CTE, using topics in Section V of the Syllabus) (individual or team papers)</td>
<td>100</td>
</tr>
<tr>
<td>Assignment 4: Journal Article Critiques (4 @ 25 pts. each)</td>
<td>100</td>
</tr>
<tr>
<td>TOTAL</td>
<td>350</td>
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</tbody>
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Assignment Sheets for each assignment will be provided to students.

A. Presentation and written report (20%)
   Final Exam (20%)
   Class Participation (20%)
   Four (4) Quizzes over text (40%)

B. Grades will be assigned as follows:
   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 published 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).