DEPARTMENT OF INDUSTRIAL AND ENGINEERING TECHNOLOGY
ORGANIZATION AND ADMINISTRATION OF CTE
CTE 650
INTERNET
Summer 2011

Dr. Rodney Stanley, r.stanley@moreheadstate,edu
LC 105D, Phone 783-2427
Office Hours:

"Community Engagement: A Light to and From the Mountains"

The Professional Education Unit at Morehead State University delivers rigorous, high quality programs that prepare professionals informed by best national and international scholarship, research, literature, and experiences specific to Appalachia- preparing professionals to improve schools, quality of life, and the communities in which they live and serve. This statement is not only the strategic mission for the College, but it also incorporates the conceptual framework that guide our activities.

Course Description: Continuation and practical application of the vocational education theories of administration and supervision examined in CTE 640. Additional study of state and federal legislation, fiscal requirements, community relations, and professional staff development is included.

Conceptual Framework Outcomes (CFOs):

The Unit and the faculty within individual programs assess the degree to which its graduates:

1) Master the content knowledge, professional and the twenty – first century skills need to make an optimal contribution to "whole" student learning in education settings.

2) Are competent in the collection and use of data to inform decision – making and to demonstrate accountability for student learning.

3) Demonstrate professional dispositions

4) Are culturally competent and understand the regions from which they have come utilizing knowledge and experiences to effectively "bridge the gaps" (economic, achievement, and geographic) ensuring optimal learning for all students.

5) Engage in authentic field experiences in collaboration with committed school – based partners and are empowered to improve the quality of education throughout this region and beyond.

Student Learning Outcomes (SLOs) : After completion of this course the candidate will demonstrate the ability to:

1. Interpret State and Federal legislation as it relates to career and technical education.
2. Formulate a personal philosophy of administration in CTE.
3. Compile, devise, and summarize appropriate actions to administrative situations in CTE.
4. Justify administrative actions based on established policies and legislation.
5. Research administrative issues in career and technical education from text, journal, and internet resources.
6. Apply objectives listed above to the organization and administration of a career and technical education facility.

Textbook: No textbook is required. Supplemental text/reference books will be suggested as appropriate. Readings and study of current journal and newspaper articles will be required. Extensive use of Internet resources will be required.

Course Structure:

Students are expected to **actively participate** in all class assignments. At the graduate level it is expected that students are self-motivated and independent learners. The instructor will act as facilitator providing guidance, organization, and evaluation. As a student you are expected to seek out not only what is assigned but also related materials. You are expected to form and express your knowledge, understanding, thoughts, and opinions as part of the regular class activities. The instructor will provide basic topic information in order to introduce topics and get discussions started. The student will be expected to gather additional topic information. The student will be expected to follow the procedures and requirements inherent to the Internet format.

ISLLC Standards: This course includes the following standards:

Standard 1 – An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.

Standard 2 – An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Standard 3 – A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment

Standard 4 – An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.

Standard 5 - An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

Standard 6 – A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

MSCTE Industrial and Engineering Technology/Agriculture Science **ORGANIZATION AND ADMINISTRATION OF CTE** **CTE 650**				
Aligned with► **Assessment▼** **(point values)**	**ISLLC Standards (KYS)**	**Kentucky Education Reform Act (KERA)**	**Education Professional Standards Board (EPSB)**	**NCATE**
Class Participation **(300)** **SLO: n/a**	N/A	N/A	N/A	N/A

Homework: Writing assignment – Determining Program Offerings **(25)** **SLO: 1, 5, 6**	1, 2, 3, 4, 6	4.1, 4.4, 5.1, 5.4	Diversity Assessment Literacy / Reading Closing the Achievement Gap	1
Homework: Writing assignment – Staffing for faculty **(25)** **SLO: 1, 5, 6**	1, 2, 3, 4, 5, 6	4.1, 4.4, 5.1, 5.4	Diversity Assessment Literacy / Reading Closing the Achievement Gap	1
Homework: Writing assignment – Support Staff **(25)** **SLO: 1, 4, 5, 6**	1, 2, 3, 4, 5, 6	4.1, 4.4, 5.1, 5.4	Diversity Assessment Literacy / Reading Closing the Achievement Gap	1
Homework: Writing assignment- Personnel Policies **(25)** **SLO: 1, 2, 3, 5, 6**	1, 2, 3, 4, 5, 6	4.1, 4.4, 5.1, 5.4	Diversity Assessment Literacy / Reading Closing the Achievement Gap	1

Homework: Writing assignment- Professional Development Policies **(25)** **SLO: 1, 2, 5, 6**	1, 2, 3, 4, 5, 6	4.1, 4.4, 5.1, 5.4	Diversity Assessment Literacy / Reading Closing the Achievement Gap	1
Homework: Writing assignment- Field based instruction **(25)** **SLO: 1, 2, 5, 6**	1, 2, 3, 4, 5, 6	4.1, 4.4, 5.1, 5.4	Diversity Assessment Literacy / Reading Closing the Achievement Gap	1,3
Homework: Writing assignment- Financial concerns **(50)** **SLO: 1, 3, 4, 5, 6**	1, 2, 3, 4, 5, 6	4.1, 4.4, 5.1, 5.4	Diversity Assessment Literacy / Reading Closing the Achievement Gap	1
Homework: Writing assignment- Community involvement **(50)** **SLO: 1, 2, 4, 5, 6**	1, 2, 3, 4, 5, 6	4.1, 4.4, 5.1, 5.4	Diversity Assessment Literacy / Reading Closing the Achievement Gap	1,4

Homework: Writing assignment- Academic Integration **(50)** **SLO: 1, 2, 4, 5, 6**	1, 2, 3, 4, 5, 6	4.1, 4.4, 5.1, 5.4	Diversity Assessment Literacy / Reading Closing the Achievement Gap	1
Homework: Writing assignment- Case study. 2 @ 50 points each **(100)** **SLO: 1, 3, 4, 5, 6**	1, 2, 3, 4, 5, 6	4.1, 4.4, 5.1, 5.4	Diversity Assessment Literacy / Reading Closing the Achievement Gap	1
Portfolio **(100)** **SLO: 1, 2, 3, 4, 5, 6**	1, 2, 3, 4, 5, 6			1
Final Exam **(200)** **SLO: 1-6**	1, 2, 3, 4, 5, 6			1

Assignment Descriptions:

Program: Career and Technical Education	
Assessment (point value)	**Description**
Class Participation (300)	To successfully complete this course you MUST attend class. As this is an internet course attendance will be based on the number of days actively logged on to the class Blackboard site as indicated by the course analysis data. An expected minimum is an average of 2.5 days per week. With a minimum of one hour per day. This is the amount of time expected for interaction and discussion board activity. Additional time will be expected for completing assignments.
Homework: Writing assignment – Determining Program Offerings (25)	Based on the demographic profile provided, the class will negotiate and determine programs to be offered in the simulation school.
Homework: Writing assignment – Staffing for faculty (25)	Based on the programs offered, the class will negotiate and determine the faculty staffing needs in the simulation school.
Homework: Writing assignment – Support Staff (25)	The class will negotiate and determine the faculty staffing needs in the simulation school.
Homework: Writing assignment- Personnel Policies (25)	The class will negotiate and determine the personnel policies for the school.
Homework: Writing assignment- Professional Development Policies (25)	The class will negotiate and determine the professional development policies for the faculty.
Homework: Writing assignment- Field based instruction (25)	The class will negotiate and determine the policies for field -based instruction.

Homework: Writing assignment- Financial concerns (50)	The class will negotiate and determine the finances required for the school.
Homework: Writing assignment- Community involvement (50)	The class will negotiate and determine the needs for community involvement.
Homework: Writing assignment- Academic Integration (50)	The class will negotiate and determine the procedures for academic integration.
Homework: Writing assignment- Case study. 2 @ 50 points each (100)	The student will analyze and report on cases studies using the class developed materials as guidelines.
Portfolio (100)	Students will develop individual portfolios to document school development procedure.
Final Exam (200)	

Course Content: This course will cover topics dealing with the daily tasks required of an administrator. It will include case studies, and other techniques to introduce discussion on policies and procedures. Any and all topics identified on the OCTE website referenced above might be introduced as a part of the general discussion or as individual assignments.

Topics will include but will not be limited to:

Organization and Administration

Financial Management

Human Resources

Instructional Programs

Policy Updates, Statements & Correspondence

Payroll

ASSESSMENTS FOR GRADING

FINAL EXAM 200 POINTS - This will be a situation-based set of questions that will require the student to research and document a course of action based on OCTE policies and procedures.

CLASS PARTICIPATION (Based on Discussion Board) 300 points – Each student's activity on the discussion board will be evaluated on: the total number of postings, the number of threads started, the quality of the discussion (you will not get credit for just saying you agree or disagree you must tell why and provide an enhancement to the discussion), and daily participation (if the student does not participate on a daily basis points will be lost).

PORTFOLIO PROJECT 100 points – Each student will develop an electronic portfolio of resources and other materials that would be of assistance in an administrative position.

SCHOOL DESIGN PROJECT 100 POINTS – This is a class project that will involve applying course materials to the operation of a fictitious school

HOMEWORK 300 POINTS – Includes reports and research assignments.

Grading Policy: Grades for this course will be based on a combination of subjective and objective measures. Objective scores will be determined by timely submission of assignments, test scores, and class participation. Proper spelling and proper grammar will be evaluated in determine grade. All materials should use third person. Instructor's evaluation of effort, and the general quality of materials presented when compared to instructor expectations (you must follow instructions) and other student work (effort and quality) are factors in determining subjective scores. The student is expected to demonstrate **higher order thinking skills** in the preparation of assignments. "Attendance" in this class is a basic requirement for successful completion of this course. Problems with missed assignments will be dealt with on a case-by-case basis. In general, work will not be accepted late without penalty and work missed may not be accepted at all. The grading scale will be based on a ten percent system with A=100%-90%, B=89.9%-80%, C=79.9%-70%, D=69.9%-60%, E=<60%

Attendance Policy: Attendance is determined by student activity on the discussion board forums. This is analyzed based on number of hits, number of postings, and threads started. It is also determined by completing and submitting assignments on time. The number of days loged on to Blackboard will also be considered in evaluating attendance.

Americans with Disabilities ACT (ADA): Professional staff from the Academic Services Center coordinate efforts to address accessibility needs and class accommodations with instructors of students who have learning or physical disabilities. Faculty in the Department of Industrial Engineering and Technology will cooperate with the Academic Services Center staff to accommodate the needs of students taking departmental courses.

Course Outline: The following outline is a guide to assist students in preparing for class. Topics will be assigned based on identified resource material. Although this outline is listed by

the week each student will be required to participate on a daily basis. Treat your course activities as if you were attending an on-campus course that met every weekday. NOTE: Additional topics will be introduced. The Main topics listed are indicated as a starting point for each week. Discussion on any and all topics will continue for the duration of the course.

WEEK 1 – Complete student identification form. Develop Internet resource list for State and Federal legislation, ERIC, KDE, and OCTE. Participate in Black Board (BB) Discussion Board. Start research on individual topic.

MAIN TOPICS : School programs and personnel requirements, discussion on formation of the class "school." And, general concerns and interests dealing with administration.

WEEK 2 – Participate in Black Board (BB) Discussion Board. Continue research on individual topic. Begin group work on school development.

MAIN TOPICS: Program areas and specific programs, program documentation, instructor requirements, orientation courses, continuing education courses.

WEEK 3 – Participate in Black Board (BB) Discussion Board. Continue research on individual topic. Continue group work on school development.

MAIN TOPICS: Personnel procedures, public relations, finance and support.

WEEK 4 – Participate in Black Board (BB) Discussion Board. Conclude research on individual topic. Conclude group work on school development. Prepare final reports.

Final examination.

Although this outline appears simple each student will be expected to participate fully and in a manner appropriate for a graduate student. Due to the short nature of summer courses and the format of this Internet course the student will be expected to research and discuss all topics introduced for the duration of the course.

General Rules:

Assignments submitted must include student name and assignment title at the beginning of the materials. E.g. R Stanley CTE 650 KAR's

Assignments must be submitted through Blackboard. Assignments may only be submitted through E-mail with the instructor's permission.

All announced due dates are deadlines. Work will not be accepted late without penalty and may not be accepted at all.

Academic Honesty Policy

All students at Morehead State University are required to abide by accepted standards of academic honesty. Academic honesty includes doing one's own work, giving credit for the work of others, and using resources appropriately.