MOREHEAD STATE UNIVERSITY
DEPARTMENT OF INDUSTRIAL AND ENGINEERING TECHNOLOGY
PRINCIPLES AND PHILOSOPHY OF CTE
CTE 685
INTERNET
Fall 2010

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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: (3-0-3); I. Background, development, objectives, principles, philosophy, status, and trends of vocational education; organization and administration of vocational education at all levels including the impact of new policies regarding KERA and Tech Prep.

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) : The candidate will demonstrate the ability to:

1. Investigate the philosophy of CTE as it has changed and progressed.
2. Develop a research competence in a period (historical) or topic concerning CTE.
3. Apprise how legislation and or social structure influences the philosophy of CTE.
4. Analyze the connections to the past and present while formulating a personal philosophy of CTE.

Textbook: No textbook is required. Readings and study of current journal and newspaper articles will be required. Extensive use of Internet resources and research from multiple sources will be required.

Course Structure: INTERNET FORMAT

This class will be conducted entirely through the use of the Internet. The class will use the MSU Black Board (Bb) site for all class information. Students will find assignments presented through Bb and will be expected (required) to submit assignments on or before the stated due date. In addition to posted assignments it will be a requirement that every student participate in the discussion boards that will be posted. The discussions will be short term (one to two weeks) and long term all semester. Each student should enroll in the Bb course site as soon as possible. It is recommended that you access the site at least once a day to see if any new materials or assignments have been posted. It will not be necessary to work on the course everyday but it will be important to keep up with the course. It is expected that each student will spend a minimum of two and one half hours per week working on course assignments. Additional time will be required for homework and projects.

TECHNOLOGY COMPETENCY: Students will gain competence in utilizing Internet resources to **research** legislative information and journal articles. Use **technology** for **effective communications** with the instructor and other students. Use **technology** to catalog and present course materials.

TECHNOLOGY REQUIREMENTS: Each student will need access to the Internet for research and communication. Computers are available at the regional MSU centers for student use. A home computer will help with your time available for this class. It is recommended that you use Microsoft Explorer for your Blackboard access. All work submitted must be submitted using MSWord in a .doc, .docx or .rtf format or with MSExcel.

ISLLC Standards: This course includes the following standards:

Standard 1
A school administrator is an educational leader who promotes the success of all students by **facilitating the development, articulation,**

implementation, and stewardship of a vision of learning that is shared and supported by the school community.

Standard 2
A school administrator is an educational leader who promotes the success of all students 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
A school administrator is an educational leader who promotes the success of all students by **collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.**

Standard 5
A school administrator is an educational leader who promotes the success of all students 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.**

NCATE Standards: This course includes the following standards

STANDARD I: LEARNING COMMUNITY— The PDS is a learning-centered community that supports the integrated learning and development of P–12 students, candidates, and PDS partners through inquiry-based practice. PDS partners share a common vision of teaching and learning grounded in research and practitioner knowledge. They believe that adults and children learn best in the context of practice. Learning supported by this community results in change and improvement in individual practice and in the policies and practices of the partnering institutions.

STANDARD II: ACCOUNTABILITY & QUALITY ASSURANCE— PDS partners are accountable to themselves and to the public for upholding professional standards for teaching and learning. They define clear criteria at the institutional and individual levels for participation.

PDS partners collaboratively develop assessments, collect information, and use results to systematically examine their practices and establish outcome goals for all P–12 students, candidates, faculty, and other professionals. The PDS partnership demonstrates impact at the local, state, and national level on policies and practices affecting its work.

STANDARD III: COLLABORATION— PDS partners and partner institutions systematically move from independent to interdependent practice by committing themselves and committing to each other to engage in joint work focused on implementing the PDS mission. They collaboratively design roles and structures to support the PDS work and individual and institutional parity. PDS partners use their shared work to improve outcomes for P–12 students, candidates, faculty, and other professionals. The PDS partnership systematically recognizes and celebrates their joint work and the contributions of each partner.

STANDARD IV: DIVERSITY & EQUITY— PDS partners and candidates develop and demonstrate knowledge, skills, and dispositions resulting in learning for all P–12 students. PDS partners ensure that the policies and practices of the PDS partner institutions result in equitable learning outcomes for all PDS participants. PDS partners include diverse participants and diverse learning communities for PDS work.

STANDARD V: STRUCTURES, RESOURCES, AND ROLES— The PDS partnership uses its authority and resources to articulate its mission and establish governing structures that support the learning and development of P–12 students, candidates, faculty, and other professionals. The partner institutions ensure that structures, programs, and resource decisions support the partnership's mission. They create new roles and modify existing roles for P–12 students, candidates, faculty, and other professionals, to achieve the PDS mission. The partnership effectively uses communication for coordination and linkage with the school district, university, and other constituencies and to inform the public, policy makers, and professional audiences of its work.

Course Assessment Table: In completing the assessments indicated in the table on the following pages, the candidate should focus on KERA and national education policies. School district and individual school policies might also be appropriate for some assessments.

NCATE/ EPSB Accreditation Alignment of CFOs and SLOs:

Program: Career and Technical Education PRINCIPLES AND PHILOSOPHY OF CTE CTE 685				
Aligned with► **Assessment▼** **(point values)**	**ISLLC Standards (KYS)**	**Kentucky Education Reform Act (KERA)**	**Education Professional Standards Board (EPSB)**	**NCATE**
Class Participation **(300)** **CFO: 3** **SLO: n/a**	N/A	N/A	N/A	N/A
Homework: Writing assignment – CTE in pre-history **(25)** **CFO: 1, 2** **SLO: 1, 2**	6	4.1, 4.4, 5.1, 5.4	Diversity Literacy / Reading	1, 3, 4

Homework: Writing assignment – CTE Pre-historical to the Middle ages. **(25)** **CFO: 1, 2** **SLO: 1, 2, 3**	6	4.1, 4.4, 5.1, 5.4	Diversity Literacy / Reading	1, 3, 4
Homework: Writing assignment – CTE Middle ages to the Industrial Revolution **(25)** **CFO: 1, 2** **SLO: 1, 2, 3**	6	4.1, 4.4, 5.1, 5.4	Diversity Literacy / Reading	1, 3, 4
Homework: Writing assignment- CTE Industrial Revolution to Present **(25)** **CFO: 1, 2, 4** **SLO: 1, 2, 3**	1, 4, 6	4.1, 4.4, 5.1, 5.4	Diversity Literacy / Reading	1, 3, 4

Homework: Homework: Writing assignment- CTE What the future holds. **(25)** **CFO: 1, 2, 3, 4** **SLO: 1, 2, 3, 4**	1, 4, 6	4.1, 4.4, 5.1, 5.4	Diversity Assessment Literacy / Reading Closing the Achievement Gap	1, 3, 4
Homework: Writing assignment- European Educational Philosophers **(25)** **CFO: 1, 2, 4** **SLO: 1, 2, 3, 4**	6	4.1, 4.4, 5.1, 5.4	Diversity Assessment Literacy / Reading Closing the Achievement Gap	1, 3, 4
Homework: Writing assignment- American Educational Philosophers **(25)** **CFO: 1, 2, 4** **SLO: 1, 2, 3, 4**	6	4.1, 4.4, 5.1, 5.4	Diversity Assessment Literacy / Reading Closing the Achievement Gap	1, 3, 4

Homework: Writing assignment- CTE Philosophies of today (25) **CFO: 1, 2, 4** **SLO: 1, 2, 3, 4**	1, 4, 6	4.1, 4.4, 5.1, 5.4	Diversity Assessment Literacy / Reading Closing the Achievement Gap	1, 3, 4
Research Paper **(100)** **CFO: 1, 2, 3, 4** **SLO: 1, 2, 3, 4**				
Final Exam **(200)** **CFO: 1, 2, 3, 4** **SLO: 1-4**				

<u>Assignment Descriptions</u>:

MSCTE Career and Technical Education **CTE 685 PRINCIPLES AND PHILOSOPHY OF CTE**	
Assessment (point values)	**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 – CTE in pre-history (25)	Research and report on how necessary skills were passed along before formal education systems.
Homework: Writing assignment – CTE Pre-historical to the Middle ages. (25)	Research and report on how necessary skills were passed along as civilizations developed.
Homework: Writing assignment – CTE Middle ages to the Industrial Revolution (25)	Research and report on how necessary skills were passed along as society progressed into an industrial base.
Homework: Writing assignment- CTE Industrial Revolution to Present (25)	Research and report on how necessary skills were passed along as our modern society developed.
Homework: Homework: Writing assignment- CTE What the future holds. (25)	Research and report on how necessary skills might be passed along as society progresses into the future.

Homework: Writing assignment- European Educational Philosophers (25)	Research and report on influential individuals in the education reform movements in Europe.
Homework: Writing assignment- American Educational Philosophers (25)	Research and report on influential individuals in the education reform movements in America.
Homework: Writing assignment- CTE Philosophies of today (25)	Research and report on influential individuals in the education reform movements of today.
Research Paper (100)	Do a more in depth research on an individual or philosophy. Compare and contrast reports on multiple topics are encouraged.
Final Exam (200)	

Course Content: The expanded outline provides the student with a guide of course topics and activities. Specific assignments posted as the course develops will guide student's efforts. The overall trend of the course will be looking at the past to analyze how the present has developed and predict what the future may hold for career and technical education. Topics present in this outline will overlap and not considered as individual units. The principles and philosophy behind each of these topics is a basic objective for this class.

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%.

ASSESSMENTS FOR GRADING

FINAL EXAM 200 POINTS

CLASS PARTICIPATION (Based on Discussion Board) 300 points

RESEARCH PAPER 100 POINTS

HOMEWORK 200 POINTS

Attendance Policy: 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.

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.

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:
Week 1: Introduction to the course, students, and instructor.

Week 2: Historical context of career and technical education (CTE). Paleolithic Period (Old Stone Age) to Middle Ages.

Week 3: Middle Ages to the Industrial Revolution

Week 4: Industrial Revolution to Present and Beyond

Week 5: Educational Reformers in Europe

Week 6: Educational Reformers in the United States

Week 7: Apprenticeships to Work-Based-Learning

Week 8: Early CTE for Nonwhite Americans

Week 9: Special Needs Students

Week 10: Federal (U.S.) Legislation concerning CTE

Week 11: State and Local Legislative concerns with CTE

Week 12: CTE Student Organizations

Week 13: Professional Organizations

Week 14: A Look Toward the Future

Week 15: Selected Research Reviews

Week 16: Selected Research Reviews

Week 17: Final Exam

General Rules:
Assignments submitted must include student name, assignment title, and course number as part of the file name. For example: J. Student_ Review 1_ CTE 685

Assignments must be submitted through blackboard unless instructor permission is given to submit through e-mail

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

If exams or quizzes are taken late there will be a reduction in the grade received for the exam or quiz.