



MURRAY

STATE UNIVERSITY

**College of Education
and Human Services**

Career and Technical Education:
**OCCUPATIONAL BASED
ASSOCIATES DEGREE
BACHELORS DEGREE**

**(GRADES 5-12)
PGM CODES:**

**PROGRAM SUBMISSION
SEPTEMBER 2015**

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http://www.murraystate.edu/academics/RegistrarsOffice/catalog_1516.aspx

16 KAR 2:020

Executive Summary

Theme of the Unit

The mission of the College of Education and Human Services is the preparation of leaders for successful careers that positively impact communities as advocates and practitioners, through student-centered, authentic, and engaging academic programs. The college envisions being recognized for producing graduates who foster excellence in their communities. The college's education programs support that mission and vision by ensuring candidates exemplify the knowledge, skills, dispositions, leadership qualities, and decision-making skills necessary to serve as effective educators in their communities. The goal of the college's educator preparation program is to produce candidates who demonstrate the characteristics of a Murray State University graduate, the proficiencies delineated by Kentucky Teacher Standards and the knowledge required by learned societies. "Educator as a reflective decision-maker" is the unit's theme. Undergraduate candidates demonstrate professional dispositions throughout their course work, field experiences, and student teaching. Murray State University candidates will become educators who are inclusive, responsible, enthusiastic, caring, confident, and ethical. Graduate candidates exhibit the same dispositions while developing their capacity as teacher leaders who foster excellence in their classrooms, schools, districts, and communities.

Unique Features

Murray State University (MSU) has long recognized teacher preparation as a major institutional focus. Established in 1922 by the Kentucky General Assembly as Murray State Normal School, the institution was renamed Murray State College in 1948 and achieved university status in 1966 as Murray State University. This tax-supported residential comprehensive university is composed of the Hutson School of Agriculture, School of Nursing and Health Professions, and four academic colleges: College of Education and Human Services, Arthur J. Bauernfeind College of Business, College of Humanities and Fine Arts, and Jesse D. Jones College of Science, Engineering and Technology. The university fosters an exciting and challenging learning environment by emphasizing student-centered learning and educational experiences; preparing graduates to succeed in a culturally diverse, technologically oriented society; developing collaborative relationships with alumni and community constituents; promoting international education; and academic outreach.

MSU serves an 18-county region in the heart of the Jackson Purchase area of Western Kentucky. In fall 2015, the university's enrollment was 10,614 students. MSU has the highest graduation rate (53.1%) and the highest retention rate (72.4%) among public comprehensive universities in the Commonwealth. Murray State University has consistently been ranked among the top Southern regional and liberal arts colleges in the *U.S. News & World Report's* annual publication, *America's Best Colleges* and has been listed in

Kiplinger's *100 Best Values in Public Colleges*. Senior Surveys indicate that students are positive about their overall education as well as their chosen major in teacher education at Murray State. The Southern Association of Colleges and Schools (SACS) has continuously accredited Murray State since 1928.

Until July 2014, the College of Education departments were: Adolescent, Career and Special Education; Early Childhood and Elementary Education; and Educational Studies, Leadership and Counseling. During a summer 2014 university-wide academic reconfiguration, the College of Education transformed into the College of Education and Human Services (COEHS). The Department of Community Leadership and Human Services and the Center for Communication Disorders joined the unit. Please reference the COEHS organizational flowchart at <http://coekate.murraystate.edu/ncate/st/general.htm>.

COEHS is a member of the American Association of Colleges for Teacher Education (AACTE), Teacher Education Council of State Colleges and Universities (TESCU) and is accredited by the National Council for the Accreditation of Teacher Education (NCATE). Initial accreditation from NCATE was received in 1954. Murray State University has actively pursued and maintained NCATE accreditation for its teacher preparation program. In fall 2016, the unit will seek Council for the Accreditation of Educator Preparation (CAEP) accreditation.

Several unit programs are provided at extended regional campuses in Henderson, Hopkinsville, Madisonville, and Paducah. Candidates can earn undergraduate degrees in elementary education, middle school education, learning and behavior disorders, and interdisciplinary early childhood education. Each semester, the unit hosts an extended campus team session to share unit initiatives, provide professional development, and host course instructional team meetings. All instructors teaching the same course at all sites meet to create a common vision for their course, design common course assignments and assessments, and discuss ways to ensure a consistent, quality course delivery at all sites.

Rationale for the Program

Teaching real world applications can be a very rewarding experience. The College of Education and Human Services offers an Associate degree and a Bachelor degree in Career and Technical Education for the Occupational Based Teacher. In these programs, teaching positions increase in number each year. In fact, several geographic locations in Kentucky currently have a shortage of teachers; and a teacher shortage is projected nationwide for the future. There is a demand for teachers in all occupational areas. This is due to the renewed emphasis on preparing people for the world of work in area technical centers, community colleges, and adult programs in Kentucky and in our nation.

Students in the occupational-based education programs are in-service teachers completing either their associates or bachelors degree in order to obtain teacher certification or to move from Rank III to Rank II. The programs for these students utilize their background,

experience, and certifications obtained in industry and trade to fulfill their degree requirements.

Admission and Exit Requirements

Continuous assessment procedures are used to document and systematically monitor candidate progress throughout the education program to ascertain candidates' proficiency in the Kentucky Teacher Standards. Checkpoints provide data to facilitate faculty's efforts to make recommendations for improvement, remediation, or candidates' continuance in the program.

Candidates meet the following requirements prior to admission to the occupational-based career and technical education program: earned a minimum of a high school diploma or its equivalent; documented four years of successful and appropriate occupational experience in the area to be taught, with a minimum of two years completed within the last five years; met the testing provisions established in 16 KAR 6:020; completed a national and state criminal background check within twelve months; and accepted an offer of employment from a local school district, the Kentucky Department of Education, the Department of Workforce Investment, or the Kentucky Community and Technical College System and obtained a provisional internship certificate for teaching occupation-based career and technical education.

The first renewal of the one year provisional certificate requires the successful completion of the Kentucky Teacher Internship Program (KTIP) and completion of three semester hours of credit in occupation-based career and technical education laboratory/classroom management. This requirement may be met by successfully completing the New Teacher Institute sponsored by the Kentucky Department of Education Office of Career and Technical Education.

Subsequent renewals of one year provisional certificates require the completion of a minimum of six semester hours of college credit for each renewal selected from the sixty-four semester hour planned program for the preparation of teachers in information technology, industrial education, public service, health science, or human services occupations and completion of four days of professional development. The one year provisional certificate can be reissued up to nine, one year renewals for a total validity period of ten years, which do not need to be consecutive.

When the sixty-four hour planned program has been completed, required number of years of teaching experience completed, and a CA-3 has been submitted, the teacher receives a professional certificate. A professional certificate for teaching occupation-based career and technical education is issued for one year. The first renewal shall require the successful completion of the KTIP. Upon meeting the requirements, the teacher shall receive the professional certificate valid for an additional four (4) years. If an occupation-based career and technical education teacher has successfully completed the Kentucky Teacher Internship Program prior to issuance of the initial professional certificate, they shall not be required to

complete the internship program again. The professional certificate shall be renewed for subsequent five year periods upon completion of three years of teaching or occupational experience in the occupational specialty or six semester hours of college credit related to the certification area.

Modes of Delivery

Course work may be delivered through multiple venues: traditional (face-to-face), hybrid (part traditional, part online), interactive television, and online. Hybrid courses may be taught utilizing a combination of the MSU learning platforms. The programs are offered at the Murray State University main campus.

Conceptual Framework

All teacher certification programs at Murray State University share the same conceptual framework. This is available at http://coehsnet.murraystate.edu/program_submissions/.

Continuous Assessment

All teacher certification programs at Murray State University share a continuous assessment plan. This document is available at http://coehsnet.murraystate.edu/program_submissions/.

Program Experiences

Courses and Experiences

As business and industry expand to adapt to an increasingly diverse workforce and global customer base, career and technical education (CTE) faculty have likewise adapted their instructional experiences to prepare future CTE students to excel in diverse global workplaces. As technologies become more sophisticated, it has become more important that future CTE teachers are better prepared to help their students think across disciplinary lines and solve problems in new ways by thinking “out-of-the-box.” This means that CTE students must be effective communicators who are prepared to use core academic concepts in increasingly complex technical situations.

Career and Technical Education (CTE) coursework and experiences are designed to prepare teachers to meet this challenge. This undergraduate degree program is for candidates hired to teach based on their occupational experience. CTE teachers must be prepared to nurture students from diverse backgrounds and with diverse abilities to not only learn new career and technology concepts but also expand their knowledge of mathematics, sciences, reading, and writing. The program embraces the importance of effectively utilizing technology as tools to facilitate thinking and learning. The faculty also actively accepts the challenge to teach social and workplace readiness skills with special emphasis on teamwork, critical thinking, and problem solving as fundamental cognitive skills in a fast changing work and learning environment.

This submission highlights the courses and experiences required to complete the Career and Technical Education Occupational-Based program. Preparation for candidates to receive a professional certificate can be achieved in two ways: a) completion of all the requirements of the Associates degree outlined in Curriculum Contracts/Guidesheets for those who have earned a minimum of a high school diploma or its equivalent, have documented four years of successful and appropriate occupational experience in the area to be taught, with a minimum of two years completed within the last five years, have met the testing provisions established in 16 KAR 6:020, completed a criminal background check within twelve months, having accepted an offer of employment, having obtained a provisional internship certificate for teaching occupation-based CTE, but have not previously completed a college degree or b) completion of the BS degree for Occupational-Based Career and Technical Education for those who may have completed an associate level degree in their field of expertise. Students completing this program demonstrate mastery of the Kentucky Teacher Standards and the standards of the learned societies that embrace each of the identified certification areas. Program faculty have credentials and teaching experience at the secondary level in each of these technical disciplines.

As part of the process of admission to teacher education, undergraduate candidates are interviewed by faculty and asked to respond to questions about the COE dispositions and the Kentucky Code of Ethics. As part of program policy, candidates follow curriculum guide sheets, RACR Audit, and confer with advisors to help them to monitor their own progress and prepare them for the continuous self-assessment required of professional educators. The Kentucky teacher performance standards are integrated throughout core and methods courses as demonstrated in the tables on the next pages. Candidates are introduced to the standards in early coursework where they gain knowledge of the role performance standards play in becoming reflective decision-makers. As coursework progresses, the standards are applied in lesson plans and other instructional activities. Regarding instructional technology, instructors use web-based program such as *Canvas* to supplement and enhance face-to-face instruction.

Code of Ethics

Teacher candidates read and examine the *Professional Code of Ethics for Kentucky School Personnel* and complete the section entitled *Character and Fitness* when they apply for a provisional certificate. Their signatures attest they (1) understand the standard for personal and professional conduct expected of a professional educator; (2) certify they have read, examined, and understand the *Professional Code of Ethics for Kentucky Certified School Personnel* and agree to abide by its terms. This process is repeated each time the candidate applies for renewal. They are also required to submit a national and state criminal background check performed within twelve (12) months prior to the date they submitted their first application. Once candidates have completed all program requirements, they submit a CA-1 application for a professional certificate. The CA-1 includes a section entitled *Character and Fitness*. By signing the form, candidates attest they have abided and will continue to adhere to the *Professional Code of Ethics for Kentucky School Personnel*.

Teaching Reading and Writing Skills

Candidates enhance their personal literacy skills by successfully completing two *Oral and Written Communication* university studies courses, ENG 105 *Critical Reading, Writing, and Inquiry* and COM 161 *Introduction to Public Speaking*. Furthermore, they complete six hours of Historical, Literary, and Philosophical university studies courses, CIV 201/202 *World Civilizations I/II* and HUM 211 *The Western Humanities Tradition*. Students complete CTE 274 where they complete lesson planning providing them practice in teaching reading and writing skills. Furthermore, candidates demonstrate writing proficiency by passing the writing portion of the Compass examination. With these literacy skills in place, candidates are trained how to develop the reading and writing skills of students in their future classrooms.

Field Experiences

As per 16 KAR 2:020 legislation, Kentucky occupational-based candidates are employed during the time they complete this program. Candidates complete many of their field hours in their classroom.

**Associate Degree Career and Technical Education
Field Experiences Table**

Course	Field Hours
CTE 200	Hours completed in their classroom in their home school
EDP 260	7 hours
CTE 270	4 hours
CTE 272	7hours
CTE 274	Hours completed in their classroom in their home school
CTE 371	Hours completed in their classroom in their home school
CTE 381	Hours completed in their classroom in their home school
SED 300	7 hours

**Bachelor Degree Career and Technical Education
Field Experiences Table**

Course	Field Hours
CTE 200	7 hours
EDP 260	7 hours
CTE 501	4 hours
CTE 502	4 hours
CTE 503	4 hours
SED 300	7 hours

EPSB Themes for Career Technical Education Core Courses

Effective educators need to be equipped with the knowledge, skills, dispositions, and decision-making skills necessary to address the needs of a diverse student population. Therefore, the Kentucky Education Professional Standards Board has identified four important themes (diversity, assessment, literacy, closing the achievement gap) to be integrated throughout candidates' academic course work. Coded according to categories in Bloom's Taxonomy, the Themes may be discussed at the knowledge level (K), they may be applied (A) as part the design of course assignments, or they may be evaluated (E) as a critical design element in the development course assignments. Furthermore, the unit's theme of *Educator as a Reflective Decision-Maker* is emphasized throughout candidates' program preparation. The following table depicts the degree to which these themes are addressed in multiple courses.

EPSB Themes in Associate CTE Courses

EPSB Themes	Diversity	Assessment	Literacy/ Read	Closing Gap
Core Courses				
CTE 200 Introduction	A	K		A
CTE 270	A			
CTE 272	K	K	K	K
CTE 274	A	A		
CTE 381	K	K	K	K
EDP 260 Development	A			
CTE 371 Lesson planning	A	A	A	A
EDU 405 Foundations	A	A		
SED 300 Special Edu.	K	K	K	K
K – Knowledge, A – Application, E – Evaluation				

EPSB Themes in Bachelor CTE Courses

EPSB Themes	Diversity	Assessment	Literacy/ Read	Closing Gap
Core Courses				
CTE 200 Introduction	A	K		A
EDP 260 Development	A			
CTE 371 Lesson planning	A	A	A	A
EDU 405 Foundations	A	A		
CTE 501 Content	A			
CTE 502 Assessment	A	A		
CTE 503 Instruction	A	A		A
SED 300 Special Edu.	K	K	K	K
SEC 421* Student Teaching	E	E	E	E
K – Knowledge, A – Application, E – Evaluation				

* SEC 421 is fulfilled through the successful completion of coursework that substitutes for student teaching. The substituted courses include: EDU 405, EDU 403, CTE 463, CTE 566, and CTE 568.

Career and Technical Education Bachelor Course Descriptions

Students are required to complete 38 – 43 hours of University Studies courses. University Studies courses may vary, therefore, the descriptions for all possible University Studies courses are not listed below.

Students are required to complete 36 hours of Limited Technical Electives and 15 hours of Support Courses; all of which may vary. Therefore, course descriptions for Limited Technical Electives and Support Courses are not included below.

Professional Education Courses

EDU 100T Transitions (1). Course is designed to assist students in their transition to Murray State University. Content includes orientation to the specific area or major(s) and minor(s) within the academic program; university procedures, policies, and resources; strategies for personal and

academic success, and extracurricular opportunities. Only one transitions course will count toward graduation. Graded pass/fail.

CSC 199 Introduction to Information Technology (3). Course is designed for students pursuing any program of study. A student taking this course will gain competency with file management, word processing, spreadsheet, database management, and presentation graphics software. In addition, the student will become familiar with general computer technology such as computer hardware, computer operations, networks, the Internet and the World Wide Web.
Prerequisite: math ACT score of at least 19 or MAT 096 (or higher).

CTE 200 Introduction to Career and Technical Education (3). This course is designed to provide new and pre-service teachers with an introduction to the field of career and technical education. Included are topics related to motivation, and learning theory, curriculum, school organization, funding, laboratory management and historical, socio-cultural, psychological and philosophical foundations of career and technical education.

CTE 463 Seminar in Student Teaching, Career and Technical Subjects (4). The identification of selected teaching concepts and a study of their use as a foundation for instructional methods, student activities, and evaluation of student learning. Graded pass/fail. Prerequisite: permission of instructor.

CTE 501 Teaching through Application (3). This course is designed to provide new and pre-service teachers with an introduction to the field of career and technical education. Included are topics related to motivation, and learning theory, curriculum, school organization, funding, laboratory management and historical, socio-cultural, psychological and philosophical foundations of career and technical education. Field experience required.

CTE 502 Instructional Media, Curricula and Assessment in CTE (3). This course will provide an overview of current trends and issues in instructional technology and curricula in the technology rich instructional environment. The focus is on instructional approaches unique to and appropriate for the career and technical education classroom and laboratory. Field experience required.

CTE 503 Planning and Implementing Instruction in CTE (3). This course will provide an overview of current trends and issues in planning and implementing instruction in the media rich career and technical education classroom and laboratory. Includes exploration of such varied methods as lecture, discussion, group instruction, projects and instructional modules.

CTE 566 Special Problems in Career and Technical Education (1-6). Provides an opportunity for individual study, laboratory practice and research in vocational education. The student must show a real need for such study and have the proposed problem approved before registering for the course. May be repeated for up to six hours of credit.

CTE 568 Independent Study in Career and Technical Education (3-6). 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 of credit. Prerequisite: permission of instructor.

SED 300 Educating Students with Disabilities (3). This course introduces students to state and federal laws impacting the education of students with disabilities, prepares them to work collaboratively with other professionals and parents, and teaches them a variety of effective instructional techniques/strategies. It also increases their awareness of the special organizations, associations and other resources that will assist them in meeting their professional needs, the needs of families, and the needs of students with disabilities. Field experience required.

SEC 421 Student Teaching in the Secondary School (7-14). Student teaching in the secondary school should allow the individual to participate in the work and duties of the school that are generally expected of the classroom teacher. Student teachers will be supervised by a public school teacher as well as a university coordinator. (Will involve 7 or 14 weeks of placement in a public school classroom.) Graded pass/fail. Prerequisites: admission to Teacher Education and Student Teaching.

Career and Technical Education Associate Course Descriptions

Students are required to complete 22 - 24 hours of University Studies courses. University Studies courses may vary, therefore, the descriptions for all possible University Studies courses are not listed below.

CTE 200 Introduction to Career and Technical Education (3). This course is designed to provide new and pre-service teachers with an introduction to the field of career and technical education. Included are topics related to motivation, and learning theory, curriculum, school organization, funding, laboratory management and historical, socio-cultural, psychological, and philosophical foundations of career and technical education.

CTE 270 Basic Structures and Foundations of CTE (3). Course will include topics related to the basic structures and foundations of career and technical education such as curricular developments; course organization and content selection; student organizations; and historical, sociocultural, psychological, and philosophical foundations of career and technical education.

CTE 272 organizing and Managing School Learning Facilities (3). Principles and practices related to equipping and maintaining shop, laboratory and classroom. Emphasis is given to safety and current technology.

CTE 274 Basic Assessment and Curricula for CTE (3). Course will include assessment development and curriculum construction: for selecting and arranging teaching content and preparing instructional materials for career and technical education.

CTE 371 Methods of Instruction in Career and Technical Education (3). The presentation and application of instructional materials, methods, techniques and devices relevant to teaching vocational-industrial and technical education; their relationships and technical subjects.

CTE 381 Career and Technical Experiences (3-24). Credit may be earned by thoroughly documented experiences in an occupation where the individual meets the standards for the entry level of teaching as defined by the Kentucky Department of Education, and where one would be eligible

for the one-year vocational teaching certificate. On the basis of this review by the department chair, a specific amount of credit will be determined and given. Graded pass/fail.

SED 300 Educating Students with Disabilities (3). This course introduces students to state and federal laws impacting the education of students with disabilities, prepares them to work collaboratively with other professionals and parents, and teaches them a variety of effective instructional techniques/strategies. It also increases their awareness of the special organizations, associations and other resources that will assist them in meeting their professional needs, the needs of families, and the needs of students with disabilities. Field experience required.

EDP 260 Psychology of Human Development (3). A study of the systematic changes in the cognitive, behavioral, social, and biological functioning of the individual across the developmental stages of life. Note: Cannot be counted toward both teacher certification and the psychology major or minor. Field hours required.

Beginning Fall 2016, a new course, CTE 312 Teaching Content Area Literacy in Career and Technical Education will be required of all CTE Associate Degree and Bachelor's Degree seeking students. It contains the ILA standards. The course description follows.

CTE 312 Teaching Content Area Literacy in Career and Technical Education (3). This course is designed to help the career and technical education teacher teach reading in the content areas. Topics covered are: the reading process, word recognition skills, comprehension, diagnostic-prescriptive instruction, reading strategies, teaching strategies, and reading in the career and technical education content areas.

Modes of Delivery for Bachelor Program Content Courses

Course Number	Face to Face	On-Campus
EDU 100T	X	X
CTE 200	X	X
CTE 371	X	X
MID 270	X	X
SED 300	X	X
CTE 501	X	X
CTE 502	X	X
CTE 503	X	X
SEC 421	X	Student teaching sites
SED 300	X	X

Modes of Delivery for Associate Program Content Courses

Course Number	Face to Face	Hybrid
CTE 200	X	X
CTE 272	X	X
CTE 274	X	X
CTE 371	X	X
EDP 260	X	X
SED 300	X	X
CTE 381	X	Field-based experience and in-service experience in their classroom.

NAITTTI – National Association of Industrial and Technical Teacher Educators

NAITTTI	Courses		
Content Standards	Bachelor	Associate	Assessments
I. The Instruction Standard – Qualified (Level II) T & I teachers should be able to help all students become thinking, active worker-citizens by providing them with opportunities to observe, actively encounter and engage in, create, and experience meaningful learning.	CTE 503	CTE 371	Team/Group Project for the Classroom
II. The Curriculum Standard – Qualified (Level II) T & I teachers should be able to develop a course study that helps them prepare students for active participation as citizens and workers in a postindustrial society	CTE 502	CTE 274	Sample Course of Study Assignment
III. The Special Populations of Students Standard – Qualified (Level II) T & I teachers should be able to adapt instructional strategies and assessment procedures to accommodate students with special needs, including persons with disabilities, students with academic or economic disadvantages, limited English proficient and other ethnic minority person, displaced homemakers, incarcerated persons, and other nontraditional students, including gifted and talented individuals.	SED 300	SED 300	Mock ARC assignment
IV. The Laboratory Organization and Management Standard – Qualified (Level II) T & I teachers should be able to organize and manage their laboratories to ensure that students are provided with an occupationally relevant, stimulating, and safe learning environment.	CTE 503	CTE 371	CLASSROOM SAFETY PRESENTATION
V. The Linkages with Stakeholder Groups Standard – (Qualified (Level II). T & I teacher should be able to establish and maintain working relationships with appropriate stakeholder groups	CTE 501	CTE 270	CTSO MEETING OBSERVATION & REFLECTION

NAITTTI	Courses		
VI. The Projection of a Positive Public Status and Image Standard – Qualified (Level II) T & I teachers should be able to implement (or should have already implemented) a systematic program that will demonstrate their professional competence and the positive value of their program to their school and community.	CTE 501	CTE 270	CTSO MEETING OBSERVATION & REFLECTION

C. Kentucky Teacher Performance Standards for CTE Bachelors of Science Degree

The Kentucky Teacher Performance Standards are integrated throughout core courses and career and technical education methods courses as demonstrated in the table below. Candidates are introduced to the standards in early coursework where they gain knowledge (K) of the role performance standards play in becoming reflective decision-makers. As coursework progresses, the standards are applied (A) in lesson plans and other instructional activities. Regarding instructional technology, secondary and content instructors use web-based program such as Canvas to supplement and enhance face-to-face instruction. Following is a matrix that demonstrates the integration of Kentucky Teacher Standards into the career and technical education coursework.

Kentucky Teacher Standards in CTE Course Work

Courses	KTS 1	KTS 2	KTS 3	KTS 4	KTS 5	KTS 6	KTS 7	KTS 8	KTS 9	KTS 10
CTE 200 Introduction		K	K		A		A	K	K	
CTE 501/ CTE 270 Strategies	A	A	A	A	A	A	A		A	A
CTE 502/ CTE 274 Assessment	A		A	E	A					
CTE 503/ CTE 371 Instruction	E	E	E		A				A	A
EDP 260 Development		A			A	A			A	
SED 300 Special Edu.	K	K	K	K	A	K	K	E (PA)	A	
Methods Courses and Student Teaching										
CTE 371 Methods	E	E	E	A	A	A	K		A	
SEC 421 Student Teaching	E (PA)	E PRAXIS	E (PA)	E						
K – Knowledge, A – Application, E – Evaluation PA = Portfolio Artifact										

Kentucky Teacher Standards

- KTS 1: Content Knowledge
- KTS 2: Design Instruction

- KTS 3: Learning Climate
- KTS 4: Implements Instruction
- KTS 5: Assessment
- KTS 6: Technology
- KTS 7: Reflection
- KTS 8: Collaboration
- KTS 9: Professional Development
- KTS 10: Leadership

D. Kentucky Core Academic Standards (KCAS)

All teacher certification candidates in the Murray State University education program become familiar with the Kentucky Core Academic Standards (KCAS) in CTE 200 *Introduction to Career and Technical Education*. This course is designed to provide students with an overview of the field of career and technical education or education. The instructor of this course introduces the KCAS to raise candidates' initial awareness of KCAS as a framework for standards-based instruction. In CTE 371 *Methods of Instruction in CTE*, the instructor spends several class sessions acquainting candidates with the KCAS. In these courses, candidates develop an instructional unit which includes a sequence of lesson plans based on a particular topic or theme. All unit lesson plans, instructional, activities, and assessments must be aligned to the KCAS standards in the appropriate content area. Additionally, candidates take EDU 405 *Evaluation and Measurement in Education*. Candidates develop proficiency in designing standards-based assessment instruments and interpreting the results to inform future instruction. This course's key assessment provides an introduction to the Teacher Performance Assessment (TPA) candidates complete during their student teaching experience.

In the career and technical education program, candidates apply what they have learned about designing KCAS standards-based instruction and assessment instruments during the field and practicum experiences associated with the following methods courses.

Course	KCAS Content Area	Activity
CTE 270	Specific to content area	Lesson plans, student organizations
CTE 272	Specific to content area	Laboratory standards, safety regulations
CTE 274	Specific to content area	Lesson plans,
CTE 371	Specific to content area	Lesson plans, micro-teaching activities, mock classroom situations, Program and course goals, course objectives, curriculum alignment, scope and sequence, Career pathways
CTE 501	Specific to program area	Laboratory standards, safety regulations, student organizations

CTE 502	Specific to program area	Program and course goals, course objectives, curriculum alignment, scope and sequence, Career pathways
CTE 503	Specific to program area	Lesson plans, unit plans, microteaching
EDU 421	Specific to content area	Student teaching experience - Designing and implementing instruction

During the first year of teaching, candidates complete The Kentucky Teacher Internship Program (KTIP) which helps to demonstrate their proficiency in designing, implementing, and reflecting upon KCAS-aligned instructional units, lessons, and assessment instruments. They draft a KCAS standards-based instructional unit. Candidates use the results from a pre-assessment to modify the unit by differentiating instruction to address students' academic needs. They teach and reflect upon a series of lessons before administering the post-assessment. Candidates analyze post-assessment data to discern student growth, continuing academic needs, and achievement gaps to inform future instruction.

E. Program Faculty

Name	Highest Degree, Field, & University	Assignment: Indicate the role(s) of the faculty member	Faculty Rank	Scholarship), Leadership in Professional Associations, and Service (4); List up to 3 major contributions in the past 3 years (5)*	Status (FT/PT to institution, unit, and program)	Teaching or other Professional Experience in P-12 schools
Dr. Kemaly Parr	Ph.D. in Adult Education Auburn University	Director of Career and Technical Education teaches graduate and undergraduate courses	Assistant Professor	-2012 Publication in Career and Technical Education Research Journal	Full time to institution, Full time to unit, full time to program	Experience teaching in Higher education; 2 years at University of Memphis,
Dr. Randall Wilson	Ph.D., in Educational Leadership in Higher Education University of Nebraska-Lincoln	Director of Education in P-20 Community Leadership Teaches graduate and undergraduate courses	Assistant Professor	Has conducted presentations and has publications under review	Full time to institution, part time to unit, part time to program	Experience in administration and teaching in higher education

Tina Barger	Currently in Ed.D P-20 Community Leadership doctorate program at Murray State University	Teaches Career Technical Education Undergraduate courses	Adjunct	Has taught dual credit coursework in Medical Terminology, College Success and Career Readiness at John A. Logan College, Carterville, IL	Part time to institution, Part time to unit, Part time to program	Certified Business education teacher in Illinois grades 9-12 Business Department Chairperson at Marion High School, Marion IL
Kem Cothran	MAED Educational Administration Murray State University	Teaches Career and Technical undergraduate courses	Adjunct	Former Principal in Marshall County School System Former Assistant Superintendent Marshall County School System	Full time to institution, full time to unit, part time to program	27 years in public schools 16 years teacher, 7 years principal and 4 years as assistant superintendent
Judy Payne	MAED Southern Illinois University	Taught Undergraduate Classes	Instructor	FCS Program Reviewer Office of Career and Technical Education Committee Member	Full time to institution, full time to unit, full time to program	Experience teaching in grades 5-12
Amy Cathey	MAED Murray State University	Taught Undergraduate Classes	Adjunct	University Based Field Based Teacher Observer and KTIP Observer	Part time to institution, part time to unit, part time to program	Experience teaching in grades 5-12

E. Curriculum Contract/Guidesheet:

Program coordinators ensure current guidesheets are available for advisors and students. These may be accessed at <http://coekate.murraystate.edu/coecms/ncate/manager/advsheet/>.

**MURRAY STATE UNIVERSITY
DEPARTMENT OF ADOLESCENT, CAREER AND SPECIAL EDUCATION
CAREER AND TECHNICAL EDUCATION
ASSOCIATE OF SCIENCE DEGREE PROGRAM**

(2015 - 2016 MSU Bulletin)

Student _____

M# _____

University Studies requirements 22-24 hours

Oral and Written Communication 7 Hours

COURSE	SUBJECT	HOURS	GRADE	TERM
ENG 105	Critical Reading, Writing, and Inquiry	4		
COM 161	Introduction to Public Speaking	3		

Scientific Inquiry, Methodologies, and Quantitative Skills: 1 course from Scientific Inquiry, Methodologies, and Quantitative Skills category of University Studies electives

		3-5		
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World's Historical, Literary, and Philosophical Traditions: 1 course from World's Historical, Literary, and Philosophical Traditions category of University Studies electives

		3		
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Global Awareness, Cultural Diversity, and the World's Artistic Traditions: 1 course from Global Awareness, Cultural Diversity, and the World's Artistic Traditions category of University Studies electives

		3		
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Social and Self-Awareness and Responsible Citizenship: 1 course from Social and Self-Awareness and Responsible Citizenship category of University Studies electives

		3		
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University Studies Approved Electives: 1 course from University Studies Approved electives

		3		
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Required Courses 44 hours

COURSE	SUBJECT	HOURS	GRADE	TERM
CTE 270	Basic Foundations of CTE	3		
CTE 272	Org & Mng School Lrn Facilities	3		
CTE 274	Basic Inst Media & Cur Dev CTE	3		
CTE 371	Meth of Instr in CTE	3		
EDP 260 or	Psy of Human Development or	3		
SED 300	Education of Students with Disabilities	3		
REQUIRED ELECTIVES				
CTE 200 (NTI Credit)	Introduction to Career and Technical Education	3		
CTE 381	Career and Technical Experiences	24		

Current First Aid and Safety Certification required for graduation

TOTAL minimum hours to graduate: 64-66 hours

Candidates meet the following requirements prior to admission to the occupational-based career and technical education program: earned a minimum of a high school diploma or its equivalent; documented four years of successful and appropriate occupational experience in the area to be taught, with a minimum of two years completed within the last five years; met the testing provisions established in 16 KAR 6:020; completed a national and state criminal background check within twelve months; and accepted an offer of employment from a local school district, the Kentucky Department of Education, the Department of Workforce Investment, or the Kentucky Community and Technical College System and obtained a provisional internship certificate for teaching occupation-based career and technical education.

***Note:** When the sixty-four hour planned program has been completed, required number of years of teaching experience completed, and a CA-3 has been submitted, the teacher receives a professional certificate. A professional certificate for teaching occupation-based career and technical education is issued for one year. The first renewal shall require the successful completion of the KTIP. Upon meeting the requirements, the teacher shall receive the professional certificate valid for an additional four (4) years.

Advisor: _____ Date _____ Student: _____ Date _____
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Revised Fall 2015

Murray State University
Department of Adolescent, Career, and Special Education
BS - Career and Technical Education
Industrial / Occupational Based Education Option - Grades 5-12 Certification

2015-2016 MSU Bulletin

Student _____ M # _____ Advisor _____

UNIVERSITY STUDIES FOR B.S. DEGREE (38-43 HOURS)

	Hours	Semester	Grade
Oral and Written Communication (7 Hours)			
ENG 105 Critical Reading, Writing, and Inquiry	4	_____	_____
COM 161 Introduction to Public Speaking	3	_____	_____
Scientific Inquiry, Methodologies, and Quantitative Skills (10-15 Hours)			
One Science Course with Lab _____	4-5	_____	_____
One Math Course _____	3-5	_____	_____
Science or Math Elective _____	3-5	_____	_____
World's Historical, Literary, and Philosophical Traditions (6 Hours)			
CIV 201 or 202 World Civilization I or II	3	_____	_____
HUM 211 The Western Humanities Tradition	3	_____	_____
Global Awareness, Cultural Diversity, and the World's Artistic Traditions (3 Hours)			
Approved University Studies _____	3	_____	_____
Social and Self-Awareness and Responsible Citizenship (6 Hours)			
Eth., Soc. Resp., or Civ. Engage. Approved Course _____	3	_____	_____
EDP 260 Psychology of Human Development	3	_____	_____
University Studies Approved Electives (6 Hours)			
Approved University Studies Elective _____	3	_____	_____
Approved University Studies Elective _____	3	_____	_____
PROFESSIONAL EDUCATION COURSES (33 HOURS)			
EDU 100T Transitions	1	_____	_____
CSC 199 Introduction to Information Technology	3	_____	_____
	<small>*Technology-Intensive Course</small>		
CTE 200 Introd. to Career and Technical Education	3	_____	_____
CTE 501 Teaching through Application	3	_____	_____
CTE 502 Inst. Media, Curr. and Assess. in CTE	3	_____	_____
CTE 503 Plan. & Implem. Instruc. In CTE	3	_____	_____
SED 300 Educating Students with Disabilities	3	_____	_____
SEC 421 Student Teaching in the Secondary School	14	_____	_____
	<small>*Writing-Intensive Course</small>		

LIMITED TECHNICAL ELECTIVES* (36 HOURS)

Limited Technical Electives* _____	36	_____	_____
SUPPORT COURSES (15 HOURS)			
Advisor Approved Support Course _____	3	_____	_____
Advisor Approved Support Course _____	3	_____	_____
Advisor Approved Support Course _____	3	_____	_____
Advisor Approved Support Course _____	3	_____	_____
Advisor Approved Support Course _____	3	_____	_____

Other Degree Requirement:

Total Curriculum Requirements: 122-127 hours

Current First Aid & Safety Certification Required to Student Teach

*Must be approved by advisor

Candidates meet the following requirements prior to admission to the occupational-based career and technical education program: earned a minimum of a high school diploma or its equivalent; documented four years of successful and appropriate occupational experience in the area to be taught, with a minimum of two years completed within the last five years; met the testing provisions established in 16 KAR 6:020; completed a national and state criminal background check within twelve months; and accepted an offer of employment from a local school district, the Kentucky Department of Education, the Department of Workforce Investment, or the Kentucky Community and Technical College System and obtained a provisional internship certificate for teaching occupation-based career and technical education.

Notes: a) Teacher candidates for the one-year or five-year vocational trade and industrial in-service teacher certification must have four years (or the equivalent) of successful and appropriate work experience in the respective occupational teaching area, b) Technical electives must support the occupational teaching area, c) Teacher certification allows substitution of CTE 463-Seminar in Student Teaching, Career and Technical Subjects and 10 hours advisor approved teacher education support courses for in-service teachers with 4 years teaching experience who are seeking certification in-service.

Advisor: _____ Date _____ Student: _____ Date _____
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F. Syllabi

Common course syllabi, posted on the unit’s intranet site, ensure all course instructors provide a consistent, quality delivery of each education course. These may be accessed at <http://coekate.murraystate.edu/coecms/ncate/manager/syllabi/>.

CTE BACHELOR CORE COURSES

CTE 200

CTE 501

CTE 502

CTE 503

CTE ASSOCIATE CONTENT METHODS COURSES

CTE 200

CTE 270

CTE 272

CTE 274

CTE 371

CTE 381