

BMMT 200
PRINCIPLES OF CAREER & TECHNICAL EDUCATION
Syllabus, winter 2006

Instructor:	Dr. David W. Leopard	Office:	20 Sill Hall
Meeting Room:	Sill 209	Meeting Time:	W - 6:00 to 8:30 P.M.
E-mail:	davidleopard@yahoo.com	Phone:	(734) 487-4330

Textbooks:

BMMT 200 Course Packet (available at Ned's or McKenny).

Pre-Student Teaching Handbook.

Preparing Instructional Objectives, Mager.

Office Hours: M/W – 12 to 5:00 p.m.

Course Objectives:

- 1. The student will be able to identify relationships between general education, career education, Career & Technical Education, and his/her specific Career & Technical Education Program.**
- 2. The student will be able to describe the historical base, objectives, curriculum, and operational aspects of his/her Career & Technical Education programs.**
- 3. The student will be able to identify appropriate safety procedures for the classroom environment.**
- 4. The student will be able to select professional development activities appropriate to his or her program area.**
- 5. The student will be able to explain the role and function of non-classroom delivery methods used in his/her Career & Technical Education programs.**
- 6. The student will be able to discuss the role and components of, as well as approaches to the teaching of subjects.**
- 7. The student will be able to delineate the characteristics of effective teachers.**
- 8. The student will be able to describe fundamental learning theories and other factors affecting learning.**

9. The student will be able to select and/or construct elements of instructional design including:
 - a. behavioral objectives
 - b. unit plans
 - c. sequencing
 - d. content
 - e. procedures
 - f. lesson plans
 - g. handouts
 - h. visual aids
 - i. evaluation instruments

10. The student will be able to demonstrate basic teaching processes through pre-student teaching experiences supporting the classroom teacher as needed, and through other appropriate activities designated by the College of Education.

11. The student will be able to identify effective classroom management techniques.

12. The student will be able to understand the procedures involved in preparing to become a teacher and ethical issues involving classrooms, to meet field experience requirements.

13. The student will be able to identify employment options for educators in both the public education and private sectors.

14. The student will demonstrate an understanding of the Career, Technical & Workforce Education Program of the Michigan Department of Education.

15. The student will demonstrate a familiarity with the Career Pathways Crosswalk and other support programs of the Michigan Department of Education

16. The student will be able to develop a program plan and create guidelines for managing the plan.

Course Procedures:

The Principles of Career & Technical Education course will have three major areas of focus. The first segment will concentrate upon orienting students to their specialty area. Along with inputs provided by guest speakers and lecture-discussion sessions, students will have an opportunity to review literature and participate in professional development activities within their program area. A major portion of the pre-student teaching experience will be completed and documented in connection with this part of the course. Students will also examine and report upon basic business subjects pertinent to their area.

In the second phase of the course the student will develop, through demonstration-performance procedures. Instruction and practice will be provided in basic teaching methods.

The third phase of the course will familiarize students with the processes involved in and the requirements for becoming a Career & Technical Education teacher. Specialists in the various processes will visit the class to discuss steps, guidelines, and other issues related to student teaching, teacher certification, and vocational certification. Program outlines, advising, and professional student organizations will also be discussed. Development and employment opportunities will also be examined.

Assignments which involve a group presentation, providing input on an assignment, or critiquing presentations will have those aspects included as a part of their grade.

Some of the assignments will be made at the beginning of the semester and will not be due until later in the course. The nature of these assignments necessitates that they be carried out over time. It is imperative that these assignments be initiated as soon as they are received.

In emergency situations extensions may be granted for written assignments. It is important, however, that students be ready for all presentation assignments as they are scheduled. All papers should be word processed except where designated by the instructor. Other exceptions must be pre-approved. Original work is required for all assignments. Work originating in other courses will be disqualified from fulfillment of requirements for this course.

Basis for Evaluation:

Article Assignment	=	10 points	Resource File	=	5 points
Professional Development	=	5 points	Teaching Demo	=	10 points
Pre-Student Teaching	=	10 points	Classroom Report	=	10 points
CTE Project	=	20 points	Class Participation	=	5 points
Program Plan & Dev.	=	10 points	Final Exam	=	15 points

The following schedule is provided for planning purposes and is subject to adjustment due to availability of guest speakers and other unforeseen circumstances.

Class Schedule of Assignments/Topics		Readings
Session 1	Orientation to course, organization and relationships of programs	Handouts
Session 2	Historical base, goals, and curriculum of ME/BOE. Introduction to Pre-Student Teaching and resource file assignment.	

- Session 3** Introduction to Professional Development Assignment, Article Assignment, and teacher effectiveness exercise.
- Session 4** Discussion of Cooperative Education, School Store, Model Office and other alternative methods of instruction.
Field experience to work environment relative to their chosen CTE program
- Session 5** Utilizing all components of the teacher effectiveness exercise for teaching Career & Technical Education.
- Session 6** Characteristics of effective teachers, CTE assignment, learning theories and factors affecting learning.
- Session 7** Designing instruction
Behavioral objectives Mager
Preparation of Teaching Demonstration
Unit planning
Submit CTE Assignment
- Session 8** Winter Break
- Session 9** Sequencing
Content Selection
Update of resource file assignment
Prepare for Classroom Management Assignment
- Session 10** Procedure selection
Instructional methods
Lesson planning
Visual aids
Handouts
Test design/construction
Prepare Classroom Management Assignment
- Session 11** Turn in and discuss Classroom Management Assignment. Discuss teacher-centered and lecture methods of teaching.

Teaching Demonstration Group A

- Session 12 Teaching Demonstration Group B**
**Discuss teaching demonstration assignment,
Resource files and professional development,
question-answer techniques.**
- Session 13 Teaching Demonstration Group C**
- Session 14 Preparing to become an Career & Technical
Education, review student-teaching process,
pre-student teaching assignments
and certification process.**
Teaching Demonstration Group D
- Session 15 Discussion of work experience requirements,
EMU teacher education programs, advising,
portfolios, professional organizations. Beyond
certification: professional development, graduate
programs, employment options.**
Discussion, A/V Presentation and quiz on safety and ethical issues.
- Session 16 Submit Final Examinations**
Make up Demonstrations

