

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

<b>Instructor:</b>	<b>Dr. David W. Leapard</b>	<b>Office:</b>	<b>20 Sill Hall</b>
<b>Meeting Room:</b>	<b>Sill 209</b>	<b>Meeting Time:</b>	<b>W - 6:00 to 8:30 P.M.</b>
<b>E-mail:</b>	<b><a href="mailto:davidleopard@yahoo.com">davidleopard@yahoo.com</a></b>	<b>Phone:</b>	<b>(734) 487-4330</b>

**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 in their program area.**
- 7. The student will be able to delineate the characteristics of effective teachers, and how those characteristics influence effective programs.**
- 8. The student will be able to describe fundamental learning theories and other factors affecting their program.**

9. **The student will be able to select and/or construct elements of program design including:**
  - a. **behavioral objectives**
  - b. **course plans**
  - c. **sequencing**
  - d. **content**
  - e. **procedures**
  - f. **laboratory plans**
  - g. **curriculum development**
10. **The student will be able to demonstrate basic teaching processes through pre-student teaching experiences, supporting the classroom teacher as needed, presenting a lesson plan, 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.**
17. **The student will be able to demonstrate an understanding of the proper leadership characteristics necessary for CTE program management.**
18. **The student will be able to demonstrate an understanding of the proper use of technology in the management of CTE programs.**
19. **The student will be able to demonstrate an understanding of the role of work-based learning for students in a CTE program.**

20. The student will be able to demonstrate an understanding of the importance of and procedures for creating articulations with schools.
21. The student will be able to demonstrate an understanding of how to manage resources and equipment in a CTE program.
22. The student will be able to demonstrate an understanding of the importance of advisory committees in a CTE program.
23. The student will be able to demonstrate an understanding of the importance of controlling a budget in a CTE program.

### **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
Leadership paper	=	5 points	Technology paper =	5 points
Work-Based Learning	=	5 points	Articulation plan =	5 points
Resource/equip. plan	=	5 points	Advisory cmte plan =	5 points
Annual Budget	=	5 points	Lesson Plan Presentation =	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.

<b>Class Schedule of Assignments/Topics</b>		<b>Readings</b>
<b>Session 1</b>	<b>Orientation to course, organization and relationships of programs</b>	<b>Handouts</b>
<b>Session 2</b>	<b>Historical base, goals, and curriculum of ME/BOE. Introduction to Pre-Student Teaching, lesson plan presentation, and resource file assignment. Importance of leadership in CTE programs.</b>	
<b>Session 3</b>	<b>Introduction to Professional Development Assignment, Article Assignment, and teacher effectiveness exercise. Discussion of technology management in CTE programs.</b>	
<b>Session 4</b>	<b>Discussion of Cooperative Education, School Store, Model Office, work-based learning, and other alternative methods of instruction. Field experience to work environment relative to their chosen CTE program.</b>	
<b>Session 5</b>	<b>Utilizing all components of the teacher effectiveness exercise for teaching</b>	

	<b>Career &amp; Technical Education.</b> <b>Discussion of articulations with schools.</b>	
<b>Session 6</b>	<b>Characteristics of effective teachers, CTE assignment, learning theories and factors affecting learning.</b>	
<b>Session 7</b>	<b>Designing instruction Behavioral objectives Preparation of Teaching Demonstration Unit planning Submit CTE Assignment</b>	<b>Mager</b>
<b>Session 8</b>	<b>Winter Break</b>	
<b>Session 9</b>	<b>Sequencing Content Selection Update of resource file assignment Prepare for Classroom Management Assignment. Resource and equipment management. CTE program budgeting.</b>	
<b>Session 10</b>	<b>Procedure selection Instructional methods Lesson planning Visual aids Handouts Test design/construction Prepare Classroom Management Assignment</b>	
<b>Session 11</b>	<b>Turn in and discuss Classroom Management Assignment. Discuss teacher-centered and lecture methods of teaching. Working with advisory committees. Teaching Demonstration Group A</b>	
<b>Session 12</b>	<b>Teaching Demonstration Group B Discuss teaching demonstration assignment, Resource files and professional development, question-answer techniques.</b>	
<b>Session 13</b>	<b>Teaching Demonstration Group C</b>	

- 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**