

## BMMT 363

### CURRICULUM FOR CAREER AND TECHNOLOGY EDUCATION COURSE SYLLABUS SUMMER 2006

<b>Instructor</b>	<b>Dr. Ronald F. Fulkert, Associate Professor</b>
<b>Office</b>	<b>20 Sill Hall</b>
<b>Phone</b>	<b>(734) 487-4330 (Office) (734) 645.2728 (Cell)</b>
<b>Email</b>	<b>Rfulkert@rfulkert@gmail.com</b>
<b>Start/End Date</b>	
<b>Class Hours</b>	

#### **Course Description:**

This course is sequenced to take a student through the process of curriculum planning and design for a Career and Technology Education Program (CTE). The process will result in both the assembly of a curriculum package and master of the process. Students will be responsible for out of class research of content areas, curriculum implementation ideas, and curriculum material as well as curriculum trends in career and technology education education. Presentations of findings will be made to the group.

#### **Course Objectives:**

The goal of this course is to prepare prospective teachers to apply research processes and findings to the improvements of learning both curriculum and instruction. The student upon completion of this course through study and participation will be able to:

1. Demonstrate knowledge of all areas of career and technology education curriculum.
2. Plan a curriculum for a career and technology education program.
3. Identify methods and materials appropriate for delivering the teacher candidate's area of curriculum.
4. Identify opportunities for utilizing traditional and non-traditional methods of instruction to deliver or reinforce areas of the career and technology education program.
5. Organize and design curriculum for courses in a career and technology education program.
6. Develop and deliver a career and technology lesson.
7. Develop and deliver an alternative method of teaching and assessing in a career and technology setting.

8. Evaluate the curriculum for courses in a career and technology education program.
9. Analyze the impact and applicability of trends in specialty area of teacher candidate's content area.

**Course Procedures:**

Students will be responsible for out of class information gathering and analysis assignments as well as reading assignments. Results of these assignments are completed by the due date. Assignments, which do not appear separately in the evaluation section, are considered in the grading of class participation category.

This course is writing intense, therefore, many assignments will require the student to respond in writing via formal writing, journals, e-mail, instant messenger, and other forms of written communication.

Participation in Eastern Michigan University's Business Professionals of America is highly recommended. This should enhance your professional development.

Full accomplishment of each objective includes related class involvement as well completion of outside assignments. Therefore, a part of the grade for each evaluation item is for participation in the connected class activity. In addition, a field experience with student's organizations will be required.

Original work is required for all assignments. Work originated for another course will not be accepted as fulfillment of the requirements of this course.

**Evaluation**

Content Assignment (Evaluate a CTE Curriculum)----	10%
Assignment "How to Assess Vocational Students"-2----	10%
Module Plan-----	20%
Personal Journal-----	5%
Curriculum Comparison paper-----	15%
Participation/Field Experience/Professional Development	20%
Curriculum Debate-----	10%
Final Exam-----	10%
Total-----	100%

**Grade Scale:**

GRADE	+		-
A	-	94-100	90-93
B	87-89	84-86	80-83
C	77-79	74-76	70-73
D	67-69	64-66	60-63
E 59 AND BELOW			

**Test/Reading:**

Students must read widely in the literature and not assume that all areas of career and technology education curriculum will be discussed in class. Students must be responsible for their learning. Reading material about curriculum issues will ensure growth in understanding of how decisions are made concerning what is going to be taught.

**STANDARDS FOR EACH DISCIPLINE** i. e. (National standards from business education (2001). What America's students should know and be able to do in business. Reston, Virginia: National Business Education Association.)

Course Pack: BMMT 363 Curriculum for Career and Technology Education

Goetsch, D. L. (2005). Occupational safety and health for technologists, engineers, and managers (5<sup>th</sup> edition) Upper Saddle River, NJ: Pearson Prentice Hall.

Mager, R. F. (1997). Preparing instructional objectives a critical tool in the development of effective instruction (3rd edition). Atlanta, GA: Center for Effective Performances, Inc.  
<http://www.gsu.edu/~mstmbs/CrsTools/Magerobj.html>

APA Manual (5th edition). Washington D.C.

**Tentative Schedule:**

Prior to arrival please view the following:

1. Dangerous Minds
2. Emperor's Club
3. Mr. Holland's Opus
4. Dead Poet Society

DATE	SCHEDULE
Week 1	Introduction, Overview, Syllabus, Careers and Technology Education Curriculum (Read National Standards for Content Area) Personal Journal. Debate Topic Developed
Week 2	Discussion and activities for National Standards for Career and Technology Content Area.. Assignment Comparison Paper: Presentation of Method (video) Assign and discuss Primary Trait Analysis
Week 3	Presentation and Evaluation in a CTE setting. OSHA, Ergonomics and other safety issues
Week 4	Discussion Basic Tasks of Curriculum Development (Behavioral Objectives, Lesson Plans, and Assessment in a CTE setting)
Week 5	Evaluation and Presentation PTA. In Class Project. (School to Work)
Week 6	Debate
Week 7	Discussion Curriculum Management Planning. Details Concerning Curriculum Plan appropriate for School to Work
Week 8	Discussion Leadership and Change in Curriculum in CTE Program Development.

	In Class Project.
Week 9	Details Module Plan and Lesson Plans Specific to Career and Technology Education
Week 10	Financing Curriculum in CTE
Week 11	Written Unit and Lesson Plans Due. Evaluation and Presentation of Module Plan and Lesson Plans.
Week 12	Evaluation and Presentation of Module Plan and Lesson Plans. Personal Journal Due. Curriculum Paper Due.
Week 13	Evaluation and Presentation of Module Plan and Lesson Plans.
Week 14	Discussion Curriculum Design Alternatives for CTE Programs
Week 15	Discussion Curriculum Design Alternatives for CTE Programs <b>Final Exam Attendance is Mandatory!</b>

#### **Late Assignments:**

Any assignment submitted after the due date will result in a reduction for that assignment as follows:

1 class session late 25% reduction in grade achieved

2 class sessions late 50% reduction in grade achieved

after 3 class sessions (or last class) **NO CREDIT WILL BE GIVEN**

(grade for assignment will be zero)

Extenuating circumstances concerning late assignments will be treated on an individual basis. There are situations in which students will be permitted to turn in assignments late without penalty but must be approved by the instructor prior to the assignment(s) due date.

#### **General Comments:**

Whenever you are to miss class please have the courtesy to notify the instructor and your team members as soon as possible (telephone or e-mail). Attendance is an essential part of learning especially during evenings in which teamwork is to be assigned! University Policy states “. . . regular class attendance and active participation in classes are important elements in the learning process. Students are at the University primarily for the sake of their intellectual growth and development. Attendance and participation provide appropriate opportunities for the evaluation of the student’s progress.”

“Each student is personally responsible for the satisfactory completion of the course work prescribed by her/his instructors even though much of the work in this class is to be accomplishing by a team. This means specifically that she/he is expected to attend class regularly, and that she/he is responsible for the work assigned in class, the material covered in class and for participation in class activities (including discussion and listening) designed by the instructor as part of the learning experience.” Consistent with University policy, guests are not allowed in class.

**Ethical Considerations:**

Honesty is a virtue that each student at the college level should possess and maintain. Honor and integrity should be preserved at all times and at all costs. However, in the event that a student is unable to maintain honor and integrity that student will meet with the instructor privately to determine the appropriate action. Plagiarism is an act of dishonesty. Always quote material when necessary.

**Special Needs**

Any student with a special need such as note taking, test taking, enlarged print text or any other circumstance should contact the instructor as soon as possible.

**Attendance Policy**

Since the development of professional behavior is one of the course goals, attendance is stressed. Please note that points are earned for attendance, and points will be deducted as follows: minus 5 points per absence and minus 2 points per tardy. Further, when a student has accumulated six unexcused absences (as determined by the instructor), he will be dropped from the course with an E.

**Caveat**

The above schedule and procedures in this course are subject to change in the event or because of extenuating circumstances and are entirely up to the discretion of the instructor.