

Murray State University
COURSE SYLLABUS

Revised Fall 2015

DEPARTMENT: ADOLESCENT, CAREER, AND SPECIAL EDUCATION

COURSE PREFIX: CTE COURSE NUMBER: 463 CREDIT HOURS: 4

I. TITLE: Seminar in Student Teaching, Career and Technical Subjects

II. COURSE DESCRIPTION AND PREREQUISITE(S):

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.

Prerequisites: Permission of instructor

III. COURSE OBJECTIVES:

Class activities will be centered on the attainment of the course objectives listed below. Following each objective, and enclosed in parentheses, are numbers that reference the Kentucky Teacher Standards for Preparation and Certification (KTS) and Interstate Teacher Assessment and Support Continuum (InTASC) standards addressed by that objective. Upon successful completion of this class, students will be able to

- A. demonstrate skills necessary for successful teaching (KTS #1-9; InTASC #1-5);
- B. identify specific experiences related to classroom instruction and formulate successful strategies to cope (KTS #7; InTASC # 4, 5);
- C. effectively prepare, present, and evaluate units and assignments developed for classroom or laboratory instruction (KTS #1-9; InTASC # 7, 8);
- D. conduct student learning activities in the classroom and laboratory in an efficient manner (KTS #1-9; InTASC #1-8); and
- E. write professionally for the field of career and technical education (KTS #1).

The COEHS theme of Educator as a Reflective Decision-Maker is addressed in this course by requiring students to reflect on the design/plan of instruction, management of learning climates, implementation/management of instruction, assessment/communication of learning results, reflection/evaluation of teaching and learning, collaboration with colleagues, and utilization of technology.

The EPSB Themes of Diversity, Assessment, and Closing the Achievement Gap are addressed in the Reflective Writings, Eligibility Portfolio, and Observation assignments throughout the course.

Learned societies from each discipline should be referenced by the preservice/in-service teacher. Kentucky state documents, including SB1 Initiatives (e.g., Common Core State Standards) will be resources for all teacher candidates.

IV. COURSE OUTLINE:

- A. Develop agenda of current problems in teaching

- B. Develop solutions by researching current literature
- C. Presentation and discussion
- D. Lesson Plan and Unit Plan
- E. Various Teaching/Learning Strategies (i.e. Kagan)
- F. Classroom visitations, observation, and evaluation.
- G. Co-Teaching and Co-Planning Lessons
- H. Pre- and Post Tests
- I. Certification Process
- J. Senate Bill 1 Initiatives

V. INSTRUCTIONAL ACTIVITIES:

- A. Individual research
- B. Lecture
- C. Discussion
- D. In-field assignments
- E. Individual Presentations
- F. Conferences

VI. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES:

On-the-job teaching

VII. TEXT(S) AND RESOURCES:

College LiveText

Students have resources found in computer labs and material centers available for use in developing and implementing instructional programs.

VIII. EVALUATION AND GRADING PROCEDURES

Evaluation is based on on-the-job observation and on student seminar presentation.
Pass/Fail.

IX. ATTENDANCE POLICY:

Students are expected to adhere to the MSU Attendance Policy outlined in the current MSU *Bulletin*.

X. ACADEMIC HONESTY POLICY:

Murray State University takes seriously its moral and educational obligation to maintain high standards of academic honesty and ethical behavior. Instructors are expected to evaluate students' academic achievements accurately, as well as ascertain that work submitted by students is authentic and the result of their own efforts, and consistent with established academic standards. Students are obligated to respect and abide by the basic standards of personal and professional integrity.

Violations of Academic Honesty include:

Cheating - Intentionally using or attempting to use unauthorized information such as books, notes, study aids, or other electronic, online, or digital devices in any academic exercise; as well as unauthorized communication of information by any means to or from others during any academic exercise.

Fabrication and Falsification - Intentional alteration or invention of any information or citation in an academic exercise. Falsification involves changing information whereas fabrication involves inventing or counterfeiting information.

Multiple Submission - The submission of substantial portions of the same academic work, including oral reports, for credit more than once without authorization from the instructor.

Plagiarism - Intentionally or knowingly representing the words, ideas, creative work, or data of someone else as one's own in any academic exercise, without due and proper acknowledgement.

Instructors should outline their expectations that may go beyond the scope of this policy at the beginning of each course and identify such expectations and restrictions in the course syllabus. When an instructor receives evidence, either directly or indirectly, of academic dishonesty, he or she should investigate the instance. The faculty member should then take appropriate disciplinary action.

Disciplinary action may include, but is not limited to the following:

- 1) Requiring the student(s) to repeat the exercise or do additional related exercise(s).
- 2) Lowering the grade or failing the student(s) on the particular exercise(s) involved.
- 3) Lowering the grade or failing the student(s) in the course.

If the disciplinary action results in the awarding of a grade of E in the course, the student(s) may not drop the course.

Faculty reserve the right to invalidate any exercise or other evaluative measures if substantial evidence exists that the integrity of the exercise has been compromised. Faculty also reserve the right to document in the course syllabi further academic honesty policy elements related to the individual disciplines.

A student may appeal the decision of the faculty member with the department chair in writing within five working days. Note: If, at any point in this process, the student alleges that actions have taken place that may be in violation of the Murray State University Non-Discrimination Statement, this process must be suspended and the matter be directed to the Office of Institutional Diversity, Equity and Access. Any appeal will be forwarded to the appropriate university committee as determined by the Provost.

XI. NON-DISCRIMINATION POLICY AND STUDENTS WITH DISABILITIES:

Policy Statement

Murray State University endorses the intent of all federal and state laws created to prohibit discrimination. Murray State University does not discriminate on the basis of race, color, national origin, gender, sexual orientation, religion, age, veteran status, or disability in employment, admissions, or the provision of services and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities equal access to participate in all programs and activities. For more information, contact the Executive Director of Institutional Diversity, Equity and Access, 103 Wells Hall, (270) 809-3155 (voice), (270) 809-3361 (TDD).

Students with Disabilities

Students requiring special assistance due to a disability should visit the Office of Student Disability Services immediately for assistance with accommodations. For more information, students should contact the Office of Student Disability Services, 423 Wells Hall, Murray, KY 42071. 270-809-2018 (voice), 270-809-5889 (TDD).

XII. FLAG SYSTEM/CONTINUOUS ASSESSMENT:

Student progress is continuously assessed throughout the teacher preparation program. Appropriate professional characteristics and dispositions, in addition to academic achievement, are assessed. Positive and negative flags are submitted by faculty to Teacher Education Services and then presented to admissions committees. Negative flags are carefully reviewed to make a determination as to whether a student should be denied admission OR if a professional development plan will be designed for the student's progress towards program completion. **NEGATIVE FLAGS MAY BE GROUNDS FOR DENIAL OF ADMISSION TO TEACHER EDUCATION AND/OR STUDENT TEACHING.**