

MURRAY STATE UNIVERSITY

DEPARTMENT: EDUCATIONAL STUDIES, LEADERSHIP AND COUNSELING

COURSE PREFIX: ADM

COURSE NUMBER: 675

CREDIT HOURS: 3

I. TITLE: Introduction to Alternative Education Settings

II. COURSE DESCRIPTION AND PREREQUISITE(S):

Course serves as an overview to effective teaching and administrative practice in the alternative education settings. Students enrolled in the course must maintain a portfolio of course assignments and documentation of field experiences for evaluation for university credit. Field hours are required.

Prerequisite(s): none

III. COURSE OBJECTIVES:

Students in this course will be able to

- A. evaluate the differences in alternative schools and regular programs (ISLLC I; KSES I, V; KTS 3);
- B. evaluate a school's culture and understand the relationship between the needs of a school and at risk students (ISLLC I, II; KSES I, II; KTS 3);
- C. become familiar with the process and steps to work or manage an alternative program (ISLLC III; KSES III, IV, V; KTS 2, 3, 4);
- D. discuss the academic and social needs of students who are at risk (ISLLC II; KSES, II; KTS 2)
- E. examine the management and safety issues related to alternative programs (ISLLC III; KSES IV; KTS 3,4);
- F. develop a deeper understanding of school groups, gangs and minority populations (ISLLC III, VI; KSES I, IV, V; KTS 2, 7);
- G. strengthen classroom and school wide discipline strategies to effectively relate to a wide variety of situations in an educational setting (ISLLC II, III; KSES I, II; KTS 1, 2, 3, 4);
- H. locate and develop a systematic plan for assisting a student at risk (ISLLC II, III; KSES II; KTS 1, 2, 3, 4);
- I. compare the differences in alternative settings and how at-risk students can be serviced (ISLLC I, II; KSES II, V; KTS 3);
- J. formulate and develop a personal resource of outside agencies to help support educators (ISLLC IV, VI; KSES IV, V; KTS 1, 3, 10);
- K. examine the juvenile court system and develop a relationship with other resources in the region (ISLLC IV, VI; KSES V; KTS 10); and
- L. organize and gather information related to the topic and present information in a professional manner (ISLLC I, II, III; KSES III, V; KTS 1, 2).

The unit theme of the reflective decision-maker is developed through continued analysis of extant practice with research-based practice.

The CAEP/EPSP theme of assessment is developed through the use of data-driven processes as related to the effective design of alternative education programs.

The CAEP/EPSP theme of diversity is developed through the continuous focus on school culture.

IV. CONTENT OUTLINE:

- A. Overview of alternative school programs
- B. Policy, procedures and organization of alternative school settings
- C. Culture and environment of alternative school settings
- D. Guidelines for assessing possible issues
- E. Methods for developing working relationships

V. INSTRUCTIONAL ACTIVITIES:

- A. Discussion Board
- B. Readings in the area of alternative schools
- C. Interviews with current alternative school administrators
- D. Environmental scan based on alternative school principles

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

Ten hours of instructor-approved field experiences.

VII. TEXT(S) AND RESOURCES:

- A. No textbook required.
- B. Other resources
 1. Students are required to use a personal computer with internet access to download video information and *Adobe Flash Player* to read PDF files.
 2. Students must create personal accounts for the following:
 - a. MSU Canvas
 - b. myGate
 - c. MSU Library
 3. Students are encouraged to copy items from the course since they will be no longer be available for use after the semester is completed.

VIII. EVALUATION AND GRADING PROCEDURES:

Students will complete this online course individually. They will need to use a personal computer along with the internet to complete weekly and long term projects. The participants will be required to complete tasks according to the course calendar. They will also be required to read the given text and take chapter assessments or a quiz, participate in a reflection or journal exercise.

At the end of the course students will reflect their personal thoughts related to their school culture and environment. Participants will engage in on-line discussions with their peers discussing topics related to alternative programs, school discipline, school safety, school drop-outs, and the importance of developing a relationship with outside agencies. In addition, students will increase their understanding of academic and behavioral assessments used to

determine student eligibility to additional resources or alternative placements. Through on-line activities the students will develop a deeper understanding of classroom management, school culture, gangs, preventive measures and the importance of collaborative efforts. To organize and gather information related to the topic and present information in a professional manner.

The following scale will be used:

A = 90-100% B = 80-89% C = 70-79% D = 60-69% E = below 69%

IX. ATTENDANCE POLICY:

This course adheres to the attendance policy as published in the *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).