

Murray State University

DEPARTMENT: EARLY CHILDHOOD AND ELEMENTARY EDUCATION

COURSE PREFIX: EDU COURSE NUMBER: 422 CREDIT HOURS: 3

I. TITLE: Student Teaching Seminar

II. COURSE DESCRIPTION: A professional experience to be provided concurrently with student teaching to provide theory, research base and a forum to support the performance in the school assignment. Topics arising from problems encountered in the classroom as well as other current topics will be studied. Graded pass/fail.

Prerequisites: Admission to Teacher Education and student teaching.

III. COURSE OBJECTIVES:

Activities will be centered on the attainment of the course objectives listed below. Following each objective and enclosed in parentheses, are numbers which reference the Kentucky IECE Teacher Standards (IECE), the National Association for the Education of Young Children Standards (NAEYC), the Council for Exceptional Children Standards (CEC), and the Interstate Teacher Assessment and Support Consortium Standards (InTASC). Upon successful completion of this class, students will be able to

- A. design and plan instruction (IECE I; NAEYC 4, 5; CEC 4, 7; InTASC 7);
- B. create and maintain effective learning climate (IECE II; NAEYC 1; CEC 5; InTASC 3);
- C. implement and manage instruction (IECE III; NAEYC 4, 5; CEC 4, 7; InTASC 5, 7, 8);
- D. assess and communicate learning results (IECE IV, V; NAEYC 3; CEC 8; InTASC 6);
- E. reflect and evaluate teaching and learning (IECE V; NAEYC 6; CEC 9; InTASC 9);
- F. collaborate with colleagues, parents and others (IECE VI; NAEYC 6; CEC 9; InTASC a. 10);
- G. engage in professional development (IECE VII; NAEYC 6; CEC 9; InTASC 10);
- H. demonstrate knowledge of content (IECE I; NAEYC 5; CEC 7; InTASC 4); and
- I. demonstrate knowledge of technology (IECE IV).

The unit's Theme of *Educator as Reflective Decision-Maker* is addressed in this course by requiring students to reflect on planning and implementation of learning and professional growth.

IV. COURSE OUTLINE:

- A. Reflecting on Student Teaching Experience
- B. Eligibility Portfolio

V. INSTRUCTIONAL ACTIVITIES:

Activities will include students reflecting on the experiences they are having during their student teaching placement, assistance with student teaching required experiences, and eligibility portfolio.

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

None (course offered concurrently with student teaching)

VII. TEXT AND RESOURCES:

Waterfield Library
Computer Laboratories
KATE
LiveText

VIII. EVALUATION AND GRADING PROCEDURES:

This course is evaluated on a Pass/Fail basis. The evaluation is based on the recommendation of the university instructor and the successful participation in and completion of seminar.

IX. ATTENDANCE POLICY:

This course adheres to the attendance policy stated in the current MSU *Undergraduate 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 Equal Opportunity. Any appeal will be forwarded to the appropriate university committee as determined by the Provost.

XI. NON-DISCRIMINATION POLICY STATEMENT:

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 through the program is continually assessed. 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 the admissions committees for those IECE graduate students working on initial certification. Negative flags are 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 toward program completion. Negative flags may be grounds for denial of admission to Teacher Education and/or practicum, or reversal of admitted status.

