DEPARTMENT: Early Childhood and Elementary Education  
COURSE PREFIX: EDU  
COURSE NUMBER: 104  
CREDIT HOURS: 3

I. TITLE: Exploration of Teaching

II. CATALOG DESCRIPTION AND PREREQUISITES: An elective course for high school students interested in pursuing a career in teacher education which will serve as a bridge class between EDU 103 and collegiate level teacher education courses. The course will include an exploration of the professional qualities and expectations of the teacher/educator. Roles, responsibilities and challenges in the field of education will be examined. The course will include a minimum of 22 hours of field experiences.

III. COURSE OBJECTIVES: 
Class activities will be centered on the attainment of the course objectives listed below. These objectives are understood to be reflective of, but not limited to those behaviors aligned with the Kentucky Core Academic Standards (KCAS), Characteristics of Highly Effective Teaching and Learning (CHETL), and Assessment Literacy. Following each objective, and enclosed in parentheses, are numbers which reference the Kentucky Teacher Standards for Preparation and Certification (KTS) and the Kentucky Interdisciplinary Early Childhood Educator Teacher Standards for Preparation and Certification (IECE KTS), and CHETL standards addressed by that objective. Upon successful completion of this class, students will be able to

A. make reflective judgments about personal goals, interests, and abilities as related to a possible career in education (KTS #7; IECE KTS #5);
B. identify characteristics of preschool, elementary, middle, and secondary school students with respect to physical, cognitive, psychosocial and moral development (KTS #1, 9; IECE KTS #5);
C. identify the qualities of and expectations for effective teaching (KTS #7; IECE KTS #5; CHETL # 1-5);
D. observe and compare aspects of elementary, middle, and secondary school educational settings with regard to roles, teacher-pupil relationships, classroom climates, and the structure and organization of the schools (KTS #7: IECE KTS #5);
E. observe how instructional strategies are differentiated to meet the needs of different students (KTS #3,4; IECE KTS #2,3; CHETL 5F);
F. identify critical criteria for development of quality units of instruction (KTS #2);
G. gain insights concerning KERA Initiatives, Performance Standards, No Child Left Behind, and/or apply theory obtained in class about facets of Educational Reform (KTS #1.9; IECE KTS #1,5);
H. recognize how technology can be used to enhance instruction (KTS # 6);
I. complete the required educational field experiences (KTS #7; IECE KTS #5).

IV. CONTENT OUTLINE:
A. Why I want to teach  
   (Self: self-assessment, self-esteem, learning styles)
B. The Student  
   (Development: physical, cognitive, psychosocial, and moral)
C. The Classroom
   (Management, Motivation, Questioning [types, when], Teaching Style, Classroom
   Climate, Diversity)
D. The Curriculum
   (KERA, Educational Reform Initiatives)
E. Instructional Technology
   (Instruction and Management)
F. The Teacher
   (Characteristics, Personal Educational Philosophy)
G. The Profession
   (Ethics, Admission to Teacher Education, Kentucky Teacher Standards, Portfolio)

V. INSTRUCTIONAL ACTIVITIES:
   Journal Writing; Reflection; Observation; Research; Lecture; Discussion; Content-
   Specific Examinations; Individual and Cooperative Activities

VI. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES:
   Students will observe in a school setting for a minimum of 6 hours and actively
   participate in extended field experiences a minimum of 16 hours.

VII. TEXT(S) AND RESOURCES:
   A. Library and Media Center at public high school
   B. Public library
   C. Waterfield Library at Murray State University
   D. Kentucky Department of Education
   E. Kentucky Virtual Library

VIII. EVALUATION AND GRADING PROCEDURES:
   Please note: Although activities and grading procedures may vary by instructor,
   the * items are required, and all sections must use the same scoring rubric.

A. Course Requirements:
   Assignment
   *Unit Reflections
   *Field Experiences
   Examinations
   Experiential Letter
   *Working Portfolio

B. Evaluation
   Grades will be awarded for performance in accordance with the MSU grading scale.
   Students’ attendance will also be considered when calculating the final grade.

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<tr>
<th>Percentage</th>
<th>Grade</th>
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<tbody>
<tr>
<td>90-100%</td>
<td>A</td>
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<tr>
<td>80-89%</td>
<td>B</td>
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<tr>
<td>70-79%</td>
<td>C</td>
</tr>
<tr>
<td>60-69%</td>
<td>D</td>
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The grading scale for high school credit may adhere to the school district’s policy.

IX. ATTENDANCE POLICY:
Students are expected to adhere to the MSU Attendance Policy outlines in the current MSU Bulletin and the attendance policy of the individual high school.

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:**
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 other 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 Director of Equal Opportunity, Murray State University, 103 Wells Hall, Murray, KY 42071-3318. Telephone: 270-809-3155 (voice), 270-809-3361 (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.

*NOTE: Instructor reserves the right to make any changes to course activities and assignments as deemed necessary during the semester.*

The instructor of this course recognizes that in today’s world cell phones, blackberries, laptop computers, pagers, and other electronic devices are a familiar and many times needed form of communication for students. It is the policy of this instructor that any of the above mentioned devices shall not be allowed in class and/or labs without the prior consent of the course instructor. This shall include verbal calling, incoming calls, e-mail, text message, and use of cell phone calculator on tests and quizzes. All electronic devices must be powered off and out of the sight and use (i.e. kept in a bag
or purse). Should any of these devices be visible, ring, or other form of unauthorized usage which is interruptive to the class or lab, the student may be asked to leave class and not return for that class/lab period. Upon prior consent of the instructor a student may obtain permission to use any of these devices in case of emergency or in family critical situations.

* All students must dress appropriately as per Teacher Education Services guidelines during field experiences!