

CHANGE TO EXISTING COURSE

EFFECTIVE SEMESTER _____

PREFIX _____ NUMBER _____ CR HRS _____

- Change course prefix FROM _____ TO _____
- Change course number FROM _____ TO _____
- Change credit hours FROM _____ TO _____
- Change course title
FROM _____
TO _____

Change course description (Attach only original and revised course description on one sheet. Not needed for prerequisite changes.)

Change course prerequisite(s) FROM: TO:

Attach University Studies Proposal
for University Studies Electives

Is course a prerequisite for other course(s) - list _____

Additional Comments:

NEW COURSE/PREFIX

EFFECTIVE SEMESTER Spring 2016

- Add New Course -or- Experimental Course •Attach Syllabus• New Prefix

PREFIX CTE NUMBER 201 CR HRS 3

Title Introduction to CTE for Initial Certification

Short Title to be Assigned Intro to CTE for Initial Cert

Is course presently experimental? no Can course be taken as Audit? no

Additional Comments:

CTE 201 This course is designed as an introduction to the occupationally based Career and Technical Education program

DELETE COURSE

EFFECTIVE SEMESTER _____

PREFIX _____ NUMBER _____ CR HRS _____

Title _____

Department Curriculum Committee	Date	<u>Barbara Washington</u>	Date
Collegiate Curriculum Committee	Date	<u>David C Whaley JR</u>	Date
Policy and Review Committee (Teacher Certification)	Date	Academic Council Committee	Date
Academic Council	Date	University Studies Committee	Date
Provost	Date		

CTE Program Language and Course Updates

Addition of course:

CTE 201 Introduction to Career and Technical Education for Initial Certification

Justification for CTE 201:

There is a clear need for an introductory CTE course for the occupational based teacher seeking initial/alternative teaching certification.

Although CTE 200 is an initial education course for students seeking teacher certification, presently, two distinctly different student populations are required to take CTE 200: One of the student populations of Career and Technical Education (CTE) students is seeking traditional teaching certification. The course description for CTE 200 fits them well. In CTE 200, the student seeking traditional teacher certification is required to observe and compare various aspects of early elementary, middle school, and secondary educational settings with regard to differences in roles, the nature of the teacher-pupil relationship, and the structure and organization of the schools through documented, required field observations.

The second student population is comprised of students seeking alternative/initial certification. The nontraditional/alternatively certified teacher is placed directly from industry into the classroom and is seeking initial certification and follows a 64 hour certification program in which they are required to attend a 5-day and 3-day New Teacher Institute in Frankfort, Kentucky and simultaneously complete the Kentucky Teacher Internship Program (KTIP) during their first year of teaching. These students have CTE 200 listed as a requirement on their course advisement sheet, but the course description does not accurately describe the requirements most applicable to their educational course experience. To clarify the course description, it is suggested to create a CTE 201 course with a course description that best describes the experience and coursework required of the nontraditional, alternative/initial certification seeking CTE student. A suggested course description for CTE 201 may be found below.

Course Description for CTE 201:

CTE 201 This course is designed to provide the new occupationally based teacher seeking alternative/initial certification with an introduction to the field of Career and Technical Education and is designed to align with the New Teacher Institute (NTI) experience of the occupationally based secondary teacher. Included are topics related to teaching philosophy, reflection on the NTI experience, lesson planning, and technology integration.

Murray State University
COURSE SYLLABUS

Spring 2015

DEPARTMENT: ADOLESCENT, CAREER, AND SPECIAL EDUCATION

COURSE PREFIX: CTE COURSE NUMBER: 201 CREDIT HOURS: 3

I. TITLE: Introduction to Career and Technical Education

II. COURSE DESCRIPTION AND PREREQUISITE(S):

This course is designed to provide new and pre-service teachers with an introduction to the field of career and technical education. Included are topics related to motivation and learning theory, curriculum, school organization, funding, laboratory management and historical, socio-cultural, psychological and philosophical foundations of career and technical education.

Prerequisite(s): none

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 which reference the Kentucky Teacher Standards for Preparation and Certification (KTS) and the Interstate Teacher Assessment and Support Continuum (InTASC) standards addressed by that objective. Upon successful completion of this class, students will be able to

- A. identify the legal aspects of teaching and explain how laws and court decisions affect the school environment and teaching (KTS #1; InTASC #4);
- B. examine their primary cultures and the major cultures from which their students might come, and will explore how diversity, ethnicity or exceptionalities affect teaching, teacher-pupil interactions, and the classroom environment (KTS #9; InTASC # 1);
- C. develop an understanding of various aspects of teaching including professional and ethical concerns, professional and financial rewards, demands of a teaching career, and employment potential (KTS #9; InTASC # 1);
- D. observe and compare various aspects of early elementary, middle school, and secondary educational settings with regard to differences in roles, the nature of the teacher-pupil relationship, and the structure and organization of the schools (KTS #7; InTASC #1, 2);
- E. become familiar with professional literature within education and reflect on the intersections between theory and practice (KTS #1, 9; InTASC # 1, 9);
- F. examine psychological and philosophical foundations of education and will develop an initial personal educational philosophy (KTS #1, 9; InTASC #9, 10);
- G. gain insights concerning Performance Standards, No Child Left Behind, and/or apply theory obtained in class about facets of Educational Reform (KTS #1, 9; InTASC #9, 10);
- H. examine classroom management strategies-CHAMPs (KTS #3, 4; InTASC # 3); and
- I. write professionally for the field of education (KTS#1).

The COEHS Theme of Educator as Reflective Decision-Maker is addressed in this course by requiring students to reflect on four sets of field based observations (video and on-site observation). Students will reflect upon the classroom setting, student characteristics, and teaching effectiveness for each of the levels of classroom observations.

The EPSB Themes of Diversity and Closing the Achievement Gap are explored in the course through various chapters within the text and more specifically in topics chosen for the Collaborative Group Presentations such as: No Child Left Behind, Students with Learning Disabilities, Students at Risk, Instructional and Assistive Technology, Gifted and Talented, Behavior Disorders, Gender Issues in Education, and Cultural Diversity Issues in Education.

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

IV. CONTENT OUTLINE:

- A. The Teaching Profession and You
- B. Different Ways of Learning
- C. Teaching Your Diverse Students
- D. Student Life in School and at Home
- E. The Multicultural History of American Education
- F. Philosophy of Education
- G. Financing and Governing America's Schools
- H. School Law and Ethics
- I. Schools: Choices and Challenges
- J. Curriculum, Standards, and Testing
- K. Becoming an Effective Teacher
- L. CHAMPs
- M. Senate Bill 1 Initiatives

V. INSTRUCTIONAL ACTIVITIES:

Students will complete daily assignments and participate in large and small group discussions and activities.

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

VII. Students will participate in the New Teacher Institute (NTI). Students will write reflective essays based on their experience at NTI.

VIII. TEXT(S) AND RESOURCES:

Recommended: Sadker, D., & Zittleman, K. (2015). *Teachers, schools, and society: A brief introduction to education*. 4th ed. New York, NY: McGraw Hill.

College LiveText

- A. Waterfield Library at Murray State University
- B. RACERtrak, ERIC, and the Internet
- C. Self-selected books, articles, and activities
- D. MSU Computer Centers
- E. Media/Resource Center Alexander Hall 341
- F. Public library
- G. Kentucky Department of Education

IX. EVALUATION AND GRADING PROCEDURES:

A. Course Requirements:

Assignment	Total Points Each
Introduction	12
Essays (4 at 18 pts. ea.)	4x18=72
Lesson Plan	27
Video of lesson presentation	30
Total	141

Reflection paper (18 pts. ea.)

- Reflections on various topics will be based on the students' experience in the field. Each will be graded according to the rubric located on Canvas.

B. Grading Scale

90-100%	A
80-89%	B
70-79%	C
60-69%	D
0-59%	E

X. 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 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 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.**

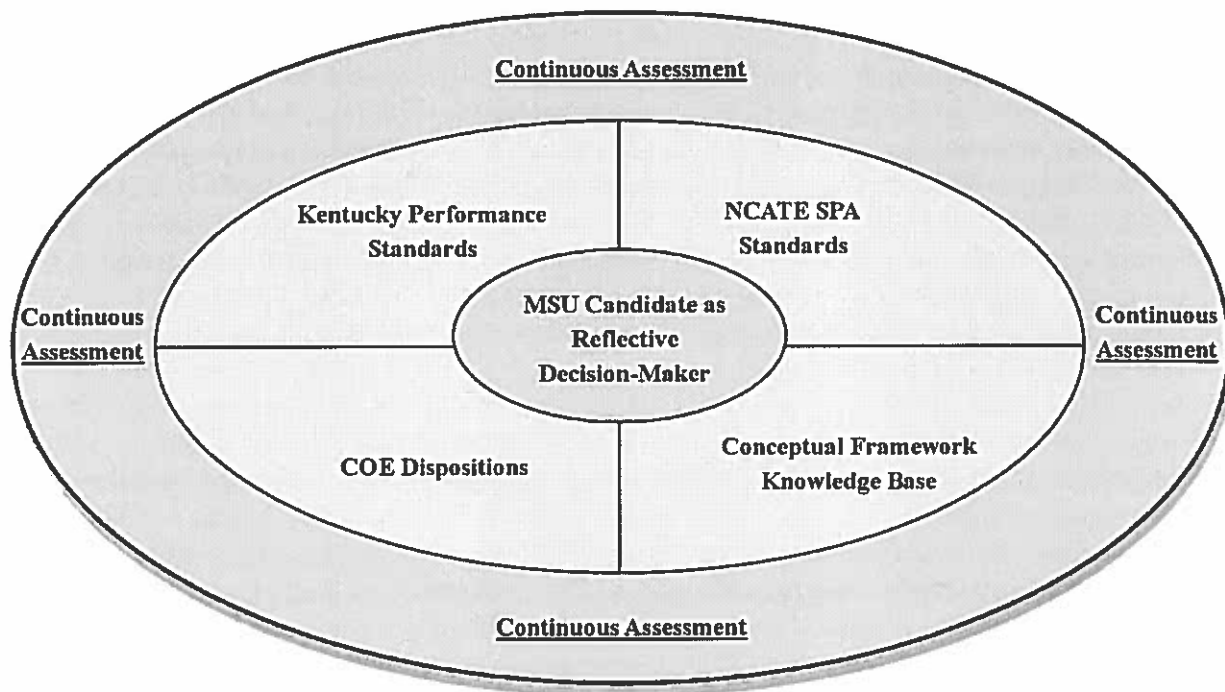
Murray State University - College of Education Conceptual Framework

The goal of Murray State University's preparation program is to produce candidates who demonstrate the characteristics of a Murray State graduate, the proficiencies delineated by **Kentucky Standards** and the by the knowledge required by learned societies; thereby practicing as **Reflective Decision-Makers**, the theme of our College. The following student **Dispositions** arise from the theme and are the values, commitments, and professional ethics that MSU engenders in its candidates. The Murray State University undergraduate candidate will become an educator who is:

1. **Inclusive** – Is an advocate for an inclusive community of people with varied characteristics, ideas, and worldviews.
2. **Responsible** – Considers consequences and makes decisions in a rational and thoughtful manner for the welfare of others; acts with integrity to pursue an objective with thoroughness and consistency.
3. **Enthusiastic** – Is eager and passionately interested in tasks that relate to beliefs about education.
4. **Caring** – Demonstrates regard for the learning and wellbeing of every student.
5. **Confident** – Exhibits certainty about possessing the ability, judgment, and internal resources needed to succeed as a teacher.
6. **Ethical** – Conforms to accepted professional standards of conduct by making decisions based on standards and principles established by the education profession.

The Murray State University **graduate candidate** sustains the undergraduate dispositions, but with a maturing expertise also embraces the disposition of **leadership** defined as ethical change agent who acts to inspire classrooms, schools, districts, and communities.

The **Knowledge Base** including research, theory, philosophy, and practice is the foundation that informs faculty and guides program goals. The success of the program is determined by program outcomes, **Kentucky Teacher Standards**, **Kentucky Interdisciplinary Early Childhood Education Teacher Standards**, **Interstate School Leaders Licensure Consortium Standards**, **National Association of School Psychologists Standards**, **Council for Accreditation of Counseling and Related Educational Programs** and **NCATE SPA standards** for all certified programs so that the contributions of learned societies inform College program goals. **Continuous Assessment** connects all elements of the conceptual framework where each program is responsible for utilizing student assessment data as a basis for program improvement. The focus of the conceptual framework is to prepare candidates to become reflective decision-makers and to achieve Kentucky and national standards:



Note: A more extensive version of the Conceptual Framework that includes the Knowledge Base is available to students and other interested individuals at:

http://coekate.murraystate.edu/ncate/st/cf/conceptual_framework.htm, or may be obtained through any College of Education department.

Revised Fall 2011

ACADEMIC COUNCIL USE

Attach University Studies Proposal
for University Studies Electives

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EFFECTIVE SEMESTER _____

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- Change course prerequisite(s) FROM:

TO:

Is course a prerequisite for other course(s) - list _____

Additional Comments:

NEW COURSE/PREFIX

EFFECTIVE SEMESTER Spring 2016

- Add New Course -or- Experimental Course -Attach Syllabus-
- New Prefix

PREFIX CTE NUMBER 601 CR HRS 3

Title Introduction to CTE Teacher Leader for Initial Certification

Short Title to be Assigned Intro to CTE Tchr Ldr for Initial Cert

Is course presently experimental? no Can course be taken as Audit? no

Additional Comments:

CTE 601 This course is designed as an introduction to the Teacher Leader Master's degree for the occupationally based Career and Technical Education

DELETE COURSE

EFFECTIVE SEMESTER _____

PREFIX _____ NUMBER _____ CR HRS _____

Title _____

[Signature]
Department Curriculum Committee _____ Date _____

Barbara Washington
Department Chair _____ Date 10/14/15

Collegiate Curriculum Committee _____ Date _____

David C Whaley JR
Dean _____ Date 10-19-15

Policy and Review Committee (Teacher Certification) _____ Date _____

Academic Council Committee _____ Date _____

Academic Council _____ Date _____

University Studies Committee _____ Date _____

Provost _____ Date _____

Addition of Course:

CTE 601 Introduction to Teacher Leadership for Initial Certification

Justification for CTE 601:

There is a clear need for introductory course in the Master of Arts in Education and Teacher Leader Endorsement Career and Technical Education Teacher Leader Track specifically designed for the occupationally based teacher who both has a bachelor's degree and is seeking initial/alternative teaching certification and a master's degree in Career and Technical Education.

Although this course is designed as an introduction to the Teacher Leader Master's degree, there are two distinctly different student populations who may be pursuing the Master of Arts in Education and Teacher Leader Endorsement Career and Technical Education Teacher Leader Track. Two of the populations who may be interested in this degree track are occupationally based CTE teachers who have followed the traditional route of gaining initial/alternative teacher certification while pursuing their associate's and later a bachelor's in CTE. There is a second group of CTE teachers characterized by their having entering the CTE classroom directly from industry, already having earned a bachelor's degree in the technical field for which they are placed directly into the CTE secondary classroom, and without having any previous teaching certification. It is becoming quite common to find the new occupationally based Career and Technical Education teacher who already has earned bachelor's degree. Most do not want to seemingly digress by pursuing an associate's in CTE; they desire to pursue a master's degree which is the next logical step.

Presently, there is no introductory course in the Master of Arts in Education and Teacher Leader Endorsement Career and Technical Education Teacher Leader Track for the student who both has a bachelor's degree and is seeking initial/alternative teaching certification. The nontraditional/alternatively certified teacher is placed directly from industry into the classroom and is seeking initial/alternative certification. They are required to attend a 5-day and 3-day New Teacher Institute (NTI) in Frankfort, Kentucky and also simultaneously complete the Kentucky Teacher Internship Program (KTIP) during their first year teaching. For the CTE 601 course, the unique NTI experiences would be incorporated into the coursework for CTE 601 including topics related to teaching philosophy, reflection on the NTI experience, lesson planning, and technology integration.

Course Description for CTE 601:

CTE 601 This course is designed as an introduction to the Teacher Leader Master's degree for the occupationally based Career and Technical Education (CTE) teacher who has previously earned bachelor's degree in the technical field for which they are presently employed as a CTE educator. The course provides an overview of the teacher leader concept and how the teacher can be a powerful force for improving schools. It examines the influences that affect students, teachers, and schools including socio-economic, cultural, language, historic, and political influences. Teachers will examine and reflect on their experiences in the classroom in relation to

the teacher leader model while aligning with the New Teacher Institute (NTI) experience of the new occupationally based secondary teacher. Teachers will research their own schools and community and develop a plan to meet the individual student needs in their classrooms.

Prerequisite: admission to the Teacher Leader Master's degree program.

MURRAY STATE UNIVERSITY

DEPARTMENT: ADOLESCENT, CAREER, AND SPECIAL EDUCATION

COURSE PREFIX: CTE COURSE NUMBER: 601 CREDIT HOURS: 2

I. TITLE: Introduction to Teacher Leadership

COURSE DESCRIPTION AND PREREQUISITE(S): CTE 601 This course is designed as an introduction to the Teacher Leader Master's degree for the occupationally based Career and Technical Education (CTE) teacher who has previously earned bachelor's degree in the technical field for which they are presently employed as a CTE educator. The course provides an overview of the teacher leader concept and how the teacher can be a powerful force for improving schools. It examines the influences that affect students, teachers, and schools including socio-economic, cultural, language, historic, and political influences. Teachers will examine and reflect on their experiences in the classroom in relation to the teacher leader model while aligning with the New Teacher Institute (NTI) experience of the new occupationally based secondary teacher. Teachers will research their own schools and community and develop a plan to meet the individual student needs in their classrooms.

Prerequisite(s): Admission to the Teacher Leader Master's Degree program

II. 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) and Assessment Literacy. Following each objective, and enclosed in parentheses, are numbers which reference the Kentucky Teacher Standards (KTS), Kentucky IECE Standards (KIS), Interstate Teacher Assessment and Support Continuum (InTASC), and Model Teacher Leader Standards/Domains (MTLS), that are addressed by that objective. Upon successful completion of this class, students will be able to

- A. demonstrate knowledge and understanding of how personal, regional, socio-economic level/status and ethnic culture, and language differences can affect children (KTS #2, 4; KIS #I, II, III, V, VI; InTASC #1; MTLs VII);
- B. demonstrate knowledge and understanding of how historic, economic, social, cultural, and political demographics affect the social emotional, and educational needs of the community in which a teacher teaches (KTS #2, 4; KIS #I, II, VI, VIII; InTASC #1; MTLs VII);
- C. demonstrate practical strategies according to the teacher leader model for building and maintaining trusting and meaningful interpersonal relationships (KTS #8, 10; KIS #VI, VIII, X; InTASC #10);
- D. develop knowledge and skills to facilitate the development, appreciation and understanding of human diversity and community within the classroom and community (KTS #1, 2, 3, 4; KIS #I, II, III, VI, VIII; InTASC #5);
- E. demonstrate the ability to build relationships according to the teacher leader and Professional Learning Community models that are congruent with classroom beliefs, values, and traditions (KTS #8, 10; KIS #VI, VIII, X; InTASC #10; MTLs I);

- F. keep a reflective journal throughout the semester to integrate the teacher leader identity and Professional Learning Community model into his or her current understanding of the role of the teacher (KTS #7; KIS #VII; InTASC #9);
- G. begin to plan two teacher leadership projects – a showcase and a research-based - to support the goals of the school and district. Documents such as the Comprehensive School Improvement Plan and Comprehensive District Improvement Plan will be reviewed to provide project ideas. These projects are to be guided by and approved by the teacher’s principal (KTS #10, KIS #X; InTASC #10; MTLs II);
- H. use resources such as Keys to Council Proficiency, Reaching Out: A K-8 Resource for Connecting Families and Schools, and the Parent Involvement Tool Kit for School Leaders to develop projects and strategies that build relationships and support communication with parents, the community and advisory councils (KIS #VI, VIII, X; InTASC #9; MTLs VI); and
- I. develop a philosophy of teacher leadership by the end of the course based on readings, discussions, projects, reflections, and self-examination (KTS #9, 10; KIS #VI, X; InTASC #9; MTLs III).

The COEHS Theme of Educator as Reflective Decision-Maker is addressed in this course by requiring students to keep a reflective journal to integrate the teacher leader identity.

The EPSB Themes of Diversity and Closing the Achievement Gap are major themes explored in the course through course activities and assignments.

The disposition of *Teacher Leadership* is a focus for the entire course, as through classroom discussion and readings, teachers develop a conceptualization of teacher leadership as a process of *adult development* that through creating *dialogue* and *collaboration* produces school *change*.

III. CONTENT OUTLINE:

- A. Exploring the Teacher Leader model according to Linda Lambert
- B. Understanding one’s own culture
 - 1. Regional and cultural influence
 - 2. Socio-economic influences
 - 3. Community needs
 - 4. School culture/needs
 - 5. Language differences
 - 6. Interpersonal communication skills and collaborative relationships via the teacher leader model
- C. Senate Bill 1 Initiatives

IV. **INSTRUCTIONAL ACTIVITIES:** A variety of instructional activities will be used in this course including inquiry learning, reflective journaling, classroom discussion and presentations.

V. **FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES:** None

VI. TEXT(S) AND RESOURCES:

Lambert, L. (2003). *Leadership capacity for lasting school improvement*. Alexandria, VA: ASCD.

American Psychological Association. (2010). *Publication manual of the American Psychological Association, 6th edition*. Washington, DC: American Psychological Association.
LiveText User License for Professional Portfolio

- A. College of Education and Human Services Computer Lab
- B. Waterfield Library
- C. Canvas

VII. EVALUATION AND GRADING PROCEDURES:

Class Requirements include:

1. Students will research demographics of their school community. They will post this information on LiveText and share this information during class with peers and instructor.
2. Participate in an online discussion board throughout the semester (based on text readings, articles, classroom discussion, assignments) as a means to integrate the teacher leader identity into his or her current understanding of the role of the teacher. The time you put into the discussion board takes the place of some of the “seat time” we would have in class. You are to respond directly to my prompt. You are also to respond to at least TWO classmates’ responses, thus, creating a “discussion.” All THREE posts must be completed before the class period in which they are due.
3. Teacher Leader Philosophy
4. PLC Audit – students will complete an audit on the current condition of the Professional Learning Communities in their school
5. APA Quizzes on Blackboard
6. Capstone Attendance and Application Report
7. Students will complete a human diversity project choosing one of the following activities
 - a. A Home visit: Students may choose to visit a home of a student in their classroom. The home visit should be designed to help the teacher learn more about a child and family's unique cultural and/or ethnic background. Reflection from the visit should discuss how the home visit helped them to build a relationship with the family.
 - b. Community cultural event: Students may choose to attend a community event that focuses on a culture different from their own. Students will reflect on what they learned and how attending this event broadened their understanding of diverse cultural experience.
 - c. Diversity observation: Students may choose to observe a special education teacher working with a child with unique developmental needs and abilities or observe an ARC meeting where a child's developmental needs are discussed by the team. Students will reflect on what they learned about differentiated instruction.
 - d. Research political/policy diversity issues and their effects on the school (Examples: NCLB, IDEIA, diversity training, RtI, support for students with LEP, etc.).
8. Leadership Project Idea Development: The teacher should brainstorm ideas for the research-based teacher leadership project required by the end of the program. The teacher should obtain a copy of the school’s Comprehensive School Improvement plan and the district’s Comprehensive District Improvement Plan and analyze these documents to determine school and/or district needs. This analysis should lead to a conversation with the teacher’s principal and/or district administrator about an appropriate project. The planning for the projects will begin in EDU 600 but the project will be designed and implemented over a number of semesters. The completed

project is to be posted in the Teacher Leader Portfolio and is required for graduation. Initial preparation of the project will be finished this semester and shared with classmates.

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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.

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X. NON-DISCRIMINATION POLICY AND STUDENTS WITH DISABILITIES:

Policy Statement

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Students with Disabilities

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