

SACS/NCATE Syllabus Congruence Checklist to fulfill
SACS & NCATE Accreditation Syllabus
Requirements for **Graduate** Programs
(8/10/09)

Professional Education Unit faculty members teach one or more courses required for students seeking teacher or educator (Principal, Superintendent, Counseling) certification areas. If you are a faculty member in the College of Business, Science and Technology, Caudill College of Arts, Humanities and Social Sciences you will be notified if you are expected to create syllabi using this format.

Professional Education Unit faculty are asked to develop and submit Fall 2009 syllabi that are formatted to include the MSU logo (see syllabus template), the COE Logo (see syllabus template), use Times New Roman Print, 12 font. Uniformity of all syllabi is important for the readers during the program review and accreditation visit. Note: Syllabi that you post on course blackboard sites or distributed to students may be stylized according to your personal preferences and may include additional course syllabi.

Non bolded information SACS and NCATE required.
Bolded information is NCATE required.

1. Heading to reflect: Morehead State University, *Professional Education Unit*, and Department
2. Course title, prefix, and **delivery method** (face to face, ITV, on-line, etc.)
3. Academic Term and year
4. Instructors Name
5. Office location
6. Access information: email, phone number
7. Course description (from most recent UG Catalogue): including, prerequisite or co-requisite information.
8. *Number of required field experience hours*
9. *Conceptual Framework Theme*

“Community Engagement: A Light to and From the Mountains”

The Professional Education Unit at Morehead State University delivers rigorous, high quality programs that prepare professionals informed by best national and international scholarship, plus research, literature, and experiences specific to Appalachia- preparing professionals to improve the schools, quality of life, and the communities in which they live and serve. This statement is not only the strategic mission for the College and Unit, but it also incorporates the conceptual framework that guides all our activities.

10. **Conceptual Framework Outcomes:**

The Unit and the faculty within individual programs assess the degree to which its graduates:

- a. **Master the content knowledge, professional and the twenty first century skills needed to make an optimal contribution to “whole” student learning in educational settings**
- b. **Are competent in the collection and use of data to inform decision- making and to demonstrate accountability for student learning.**
- c. **Demonstrate professional dispositions.**
- d. **Are culturally competent and understand the regions from which they have come utilizing knowledge and experiences to effectively “bridge the gaps” (economic, achievement, and geographic) ensuring optimal learning for all students.**
- e. **Engage in authentic field experiences in collaboration with committed school based partners and are empowered to improve the quality of education throughout this region and beyond.**

11. Student Learner Outcomes/Course goals

12. Assessment: We are asking you to develop two different types of charts:

Chart 1: (see syllabus template) The purpose of this chart is to clarify how course assessments are linked to the Kentucky Teacher Standards (KTS) (if applicable), Specialty Professional Association Standards (SPAS), Conceptual Framework Outcomes, Kentucky Education Reform Act (KERA) Initiatives, and the Education Professional Standards Board (EPSB) Themes (Note: This chart is NOT required in syllabus developed at the beginning of the fall semester. It will be developed after you complete your program review and matrices development process. It is expected that this chart will be completed and inserted in fall 2009 syllabi by December 1st. Completed syllabi are to be sent as a file to k.sharp@moreheadstate.edu .)

Chart2: List and include brief description of learning activities that are included in your course (See syllabus template). This chart is to be included in the fall syllabi.

13. **Textbook/resource information**

14. Grading System – be very specific

15. Attendance Policy – be very specific

16. Course calendar: week by week or day by day with specific topics, testing, assignment due dates, etc. (*See template example-one option*)

17. Include the following statements: Campus Safety, Academic Honesty Policy, and Policy for Accommodating Students with Disabilities. (See below.)

Campus Safety Statement: Emergency response information will be discussed in class. Students should familiarize themselves with the nearest exit routes in the event that evacuation becomes necessary. You should notify your instructor at the beginning of the semester if you have special needs or will require assistance during an emergency evaluation. Students should familiarize themselves with emergency response protocols at www.moreheadstate.edu/emergency.

Academic honesty: Cheating, fabrication, plagiarism or helping others to commit these acts will not be tolerated. Academic dishonesty will result in severe disciplinary action including, but not limited to, failure of the student assessment item or course, and/or dismissal from MSU. If you are not sure what constitutes academic dishonesty, read *The Eagle: Student Handbook* or ask your instructor. The policy is located at <http://www.moreheadstate.edu/files/units/dsl/eaglehandbook/studenthandbook2008-09.pdf> [pgs.11 & 39]. For example: Copying information from the Internet is plagiarism if appropriate credit is not given.

Policy for Accommodating Students with Disabilities: Professional staff from the MSU Academic Services Center (ASC) coordinates efforts to address accessibility needs and class accommodations with instructors of students who have learning or physical disabilities. Faculty will cooperate with the ASC staff to accommodate the needs of students enrolled in departmental classes.

The information included below is for reference and use when creating course syllabi and fulfilling formatting requests. These do not need to be added on to course syllabi.

Standards Information

Kentucky Teacher Standards Themes (KTS)

Teacher Standards describe what teachers should know and be able to do **in authentic teaching situations** and with the academic content, teaching behaviors, and instructional processes that are necessary to promote effective student learning, quality teaching, optimal student performance/learning as documented through assessment evaluation. The standards provide a framework for teachers to refer to throughout their careers in order to continue to better understand the **“whole” child** and use that knowledge to effectively meet the needs of each child, therefore promoting optimal learning for all children. To document learning all teachers are expected to be able to refine assessment development the effective use evaluating as the basis for monitoring each students learning in light of expected performance outcomes, and revise

learning activities and assessments, when needed to promote optimal student learning.
(<http://kyepsb.net/teacherprep/standards.asp>)

1. The teacher demonstrates applied content knowledge
2. The teacher designs and plans instruction
3. The teacher creates and maintains learning climate
4. The teacher Implements and manages instruction
5. The teacher assesses and communicates learning results
6. The teacher demonstrates the implementation of technology
7. Reflects on and evaluates teaching and learning
8. Collaborates with colleagues/parents/and others
9. Evaluates teaching and implements professional development
10. Provides leadership within the school, community, and profession

Definitions of EPSB Themes

Diversity - Differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area.

Assessment – Strategies used to continuously monitor and modify instruction to meet student needs and support proficient student work.

Literacy includes reading, writing, and the creative and analytical acts involved in producing and comprehending text. (Taken from Read to Succeed: Kentucky's Literacy Plan developed by the Kentucky Literacy Partnership, June 2002)

Closing the Achievement Gap – refers to preparing candidates with instructional strategies that can be used in P-12 school settings to close the achievement. An achievement gap exists when any group of students is not performing at the level of state's standards and expectations.

KERA Initiatives

- Learner Goals and Academic Expectations
- Program of Studies
- Core Content

Program Standards (SPAS) can be located on the NCATE Website: www.ncate.org