



**MURRAY**  
STATE UNIVERSITY

**College of Education  
and Human Services**

**AGRICULTURAL EDUCATION  
(GRADES 5-12)  
BACHELORS OF SCIENCE  
PROGRAM SUBMISSION  
SEPTEMBER 2015**

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The content courses in this program are used for transcript reviews for entrance into our  
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## Executive Summary

### *Theme of the Unit*

The mission of the College of Education and Human Services is the preparation of leaders for successful careers that positively impact communities as advocates and practitioners, through student-centered, authentic, and engaging academic programs. The college envisions being recognized for producing graduates who foster excellence in their communities. The college's education programs support that mission and vision by ensuring candidates exemplify the knowledge, skills, dispositions, leadership qualities, and decision-making skills necessary to serve as effective educators in their communities. The goal of the college's educator preparation program is to produce candidates who demonstrate the characteristics of a Murray State University graduate, the proficiencies delineated by Kentucky Teacher Standards and the knowledge required by learned societies. "Educator as a reflective decision-maker" is the unit's theme. Undergraduate candidates demonstrate professional dispositions throughout their course work, field experiences, and student teaching. Murray State University candidates will become educators who demonstrate these dispositions: inclusive, responsible, enthusiastic, caring, confident, and ethical. Graduate candidates exhibit the same dispositions while developing their capacities as teacher leaders who foster excellence in their classrooms, schools, districts, and communities.

### *Unique Features*

Murray State University (MSU) has long recognized teacher preparation as a major institutional focus. Established in 1922 by the Kentucky General Assembly as Murray State Normal School, the institution was renamed Murray State College in 1948 and achieved university status in 1966 as Murray State University. This tax-supported residential comprehensive university is composed of the Hutson School of Agriculture, School of Nursing and Health Professions, and four academic colleges: College of Education and Human Services, Arthur J. Bauernfeind College of Business, College of Humanities and Fine Arts, and Jesse D. Jones College of Science, Engineering and Technology. The university fosters an exciting and challenging learning environment by emphasizing student-centered learning and educational experiences; preparing graduates to succeed in a culturally diverse, technologically oriented society; developing collaborative relationships with alumni and community constituents; promoting international education; and encouraging academic outreach.

MSU serves an 18-county region in the heart of the Jackson Purchase area of Western Kentucky. In fall 2015, the university's enrollment was 10,614 students. MSU has the highest graduation rate (53.1%) and the highest retention rate (72.4%) of among public comprehensive universities in the Commonwealth. Murray State University has consistently been ranked among the top Southern regional and liberal arts colleges in the *U.S. News & World Report's* annual publication, *America's Best Colleges* and has been listed in Kiplinger's *100 Best Values in Public Colleges*. Senior Surveys indicate that students are positive about their overall education as well as their chosen major in teacher education at Murray State. The Southern Association of Colleges and Schools (SACS) has continuously accredited Murray State since 1928.

Until July 2014, the College of Education departments were: Adolescent, Career and Special Education; Early Childhood and Elementary Education; and Educational Studies, Leadership and Counseling. During a summer 2014 university-wide academic reconfiguration, the College of Education transformed into the College of Education and Human Services (COEHS). The three existing departments were joined by the Department of Community Leadership and Human Services and the Center for Communication Disorders. Please reference the COEHS organizational flowchart at <http://coekate.murraystate.edu/ncate/st/general.htm>.

COEHS is a member of the American Association of Colleges for Teacher Education (AACTE), Teacher Education Council of State Colleges and Universities (TESCU) and is accredited by the National Council for the Accreditation of Teacher Education (NCATE). Initial accreditation from NCATE was received in 1954. Murray State University has actively pursued and maintained NCATE accreditation for its teacher preparation program. In fall 2016, the unit will seek Council for the Accreditation of Educator Preparation (CAEP) accreditation.

Several unit programs are provided at these Kentucky extended regional campuses: Henderson, Hopkinsville, Madisonville, and Paducah. Candidates can earn undergraduate degrees in elementary education, middle school education, learning and behavior disorders, and interdisciplinary early childhood education. Each semester, the unit hosts an extended campus team session to share unit initiatives, provide professional development, and host course instructional team meetings. All instructors teaching the same course at all sites meet to create a common vision for their course, design common course assignments and assessments, and discuss ways to ensure a consistent, quality course delivery at all site locations.

### ***Rationale for the Program***

According to the U.S. Department of Labor, job prospects are best for teachers in high-demand fields, such as mathematics, sciences, languages, and bilingual education. Locations in urban or rural school districts are also considered to be high need areas for content area teachers. Teachers who are geographically mobile and who obtain licensure in more than one subject are likely to have a distinct advantage in finding a job. The Secondary Education program includes University Studies courses, professional education courses and subject-matter content majors or areas. Students can choose from three certification levels: grades 8-12, grades 5-12, and grades P-12. These programs will prepare students in the specified grade ranges in curriculum content areas. The programs range from approximately 120 credit hours to 130 credit hours in content areas as well as professional education coursework. The programs provide access to current best practices and research through practicum experiences and field-based learning activities. The culminating experience is a semester-long teaching experience in the appropriate content area in a public school. Students in these programs are assigned dual advisors: a faculty member in the subject-matter department and one in the Department of Adolescent, Career and Special Education.

### ***Admission and Exit Requirements***

Continuous assessment procedures are used to document and systematically monitor candidate progress throughout the education program to ascertain candidates' proficiency in the Kentucky

Teacher Standards. Checkpoints provide data to facilitate faculty efforts to make recommendations for improvement, remediation, or candidates' continuance in the program. To become admitted to the teacher education program, candidates must meet the following requirements:

- Attend an admission to teacher education orientation.
- Pass all portions of the CASE exam.
- Earn an overall undergraduate GPA  $\geq 2.75$  on a 4.0 point scale.
- Complete a minimum of 24 credit hours with a GPA  $\geq 2.75$ .
- Earn a "B" or higher in the following courses: ENG 105, MAT 117 (or higher), COM 161, EDU 103 (or equivalent).
- Receive their advisor's recommendation to continue in the program through the interview process.
- Review and declare they will adhere to the Professional Code of Ethics for Kentucky School Personnel.
- Submit an official application to Teacher Education Services.

To be admitted to student teaching, candidates must be admitted to teacher education and meet these requirements:

- Attend an admission to student teaching orientation.
- File a formal application with Teacher Education Services two semesters prior to the student teaching term.
- Demonstrate teaching ability in field and practicum experiences.
- Complete 200 hours of field experiences and legislated components.
- Maintain a GPA  $\geq 2.75$  in overall coursework, professional education coursework, and major or area(s).

To begin student teaching, candidates must have senior, post-bac, or graduate status and have completed all major courses and specialty areas. In addition, they must meet these requirements:

- Complete all required professional teacher education courses with GPA  $\geq 2.75$ .
- Provide documentation of a current physical exam and a TB risk assessment.
- Obtain a criminal records check.
- Complete all PBIS modules.
- Supply TES with any required information.

To be recommended for initial certification, candidates must successfully complete student teaching and program requirements. They must earn passing scores on relevant *PRAXIS* specialty area tests and the *Principles of Learning and Teaching* exam. Because teacher certification requirements are subject to change, students who are registering for the tests need to refer to the Education Professional Standards (EPSB) website at [www.kyepsb.net](http://www.kyepsb.net) for current requirements.

### ***Modes of Delivery***

Course work is delivered through multiple venues: traditional (face-to-face), hybrid (part traditional, part online), and online.

## **Conceptual Framework**

All teacher certification programs at Murray State University share the same conceptual framework. This document is available at [http://coehsnet.murraystate.edu/program\\_submissions/](http://coehsnet.murraystate.edu/program_submissions/).

## **Continuous Assessment**

All teacher certification programs at Murray State University share a continuous assessment plan. This document is available at [http://coehsnet.murraystate.edu/program\\_submissions/](http://coehsnet.murraystate.edu/program_submissions/).

## **Program Experiences**

### **A. Courses and Experiences**

The Agricultural Education program supports the unit's theme by nurturing individuals to become reflective decision-makers. Reflection is the focus of course activities and is the primary means by which candidates integrate course experiences with Kentucky performance Standards (KTS), College of Education and Human Services Dispositions, and the candidates' own experiences, values, and beliefs about education. At the program's beginning, candidates are asked to reflect upon their own values and beliefs about education and seek integration of those with the COEHS Dispositions through assignments such as philosophy statements, growth plans, practicum work, and other reflective assignments. This process continues as candidates develop portfolio items to reflect their growth and understanding of educational principles leading to the program's end with the eligibility portfolio as a summative evaluation of their knowledge and demonstration of their skills according to Kentucky performance standards. Throughout, program coursework is designed to require planning and reflecting at increasing levels of expertise. Secondary education program faculty collaborate with content area faculty to teach concepts, principles, theories, standards, and research related to evidence-based practices in secondary curriculum, and assessment. The pedagogy coursework models the use of active instructional methods, real-life applications, and cognitive strategies to stimulate learning and provide motivation for the secondary learner. Along with a strong component of content knowledge in the areas of certification, the program is designed to integrate theory into practice with field experiences scheduled as an integral part of methods courses. As program policy, candidates follow curriculum guidesheets and RACR audits (a university advising program tool), and confer with advisors to help them to monitor their personal progress and prepare them for the continuous self-assessment required of professional educators.

At admission to teacher education, candidates are interviewed by faculty and asked to respond to the COEHS dispositions and the Kentucky Code of Ethics. The *Professional Code of Ethics for Kentucky School Personnel* is presented at three additional times to candidates - during orientations to teacher education and student teaching and during the student teaching interview. The Kentucky teacher performance standards are integrated throughout core courses and secondary methods courses as demonstrated in the table below. Candidates are introduced to the standards in early coursework where they gain knowledge (K) of the role performance standards play in becoming reflective decision-makers. As coursework progresses, the standards are applied (A) in lesson plans and other instructional activities. At the end of the program, during

extended practicum and student teaching, candidates are evaluated (E) for each standard in an eligibility portfolio. The portfolio is independently scored by two faculty members with content and instructional knowledge in the discipline. In addition, the Murray program allows for post-baccalaureate students to return and earn certification in a content area.

The Agricultural Education Certification program is the only program that services far Western Kentucky public schools. The program is composed of lecture, laboratory, farm, and practicum courses. The program is known in the state of Kentucky for its excellent preparation of secondary teachers, its academic rigor, its practicums, and its student-centered approach to teaching preservice teachers how to deliver a balanced agricultural education program grounded in brain-based teaching and learning strategies.

### ***Code of Ethics***

Teacher candidates read and examine the *Professional Code of Ethics for Kentucky School Personnel* when they attend an admission to teacher education orientation. They sign the *Declaration of Eligibility* to attest they (1) understand the standard for personal and professional conduct expected of a professional educator; (2) certify they have read, examined, and understand the *Professional Code of Ethics for Kentucky Certified School Personnel* and agree to abide by its terms during the course of preparation and careers as professional educators; and (3) affirm and declare that all information they give is true, correct, and complete to the best of their knowledge. This is one of the requirements for admission to teacher education.

Once the *Declaration of Eligibility* has been completed and signed, if the attestation changes during the time of participation in the teacher education program the Director of Teacher Education Services must be notified immediately and a new declaration must be submitted. Teacher candidates re-examine the *Professional Code of Ethics for Kentucky School Personnel* during the admission to student teaching orientation. They submit an updated *Declaration of Eligibility* at the conclusion of this orientation. Once candidates have completed all program and certification requirements, they submit a CA-1 application for Kentucky Certification. The application includes a section entitled *Character and Fitness*. By signing the form, candidates attest they have abided and will continue to adhere to the *Professional Code of Ethics for Kentucky School Personnel*.

### ***Teaching Reading and Writing Skills***

Candidates enhance their personal literacy skills by successfully completing two *Oral and Written Communication* university studies courses, ENG 105 *Critical Reading, Writing, and Inquiry* and COM 161 *Introduction to Public Speaking*. Furthermore, they complete additional hours of Historical, Literary, and Philosophical university studies courses based upon their choice of content. Students further refine their writing skills by completing the unit's writing-intensive student teaching semester. Methods courses with included field experiences provide students with hands on planning, teaching, and tutoring instruction with secondary level public school students. If the student chooses an English content area, they complete 24 credit hours in literature, English, and writing. Furthermore, candidates demonstrate writing proficiency by passing the writing portion of the *Core Academic Skills for Educators* exam. The Praxis II

examination in their content area is required for certification for students completing the degree. With these literacy skills in place, candidates are prepared to develop the reading and writing skills of students in their future classrooms.

***Field Experiences***

As per 16 KAR 5:040 legislation, Kentucky teacher candidates are required to complete a minimum of 200 clock hours of field experiences prior to student teaching. Candidates participate in varied activities in P12 school settings. Activities include engaging a diverse student population, observing in schools and related agencies (e.g. Family Resource Centers or Youth Service Centers), tutoring, interacting with families of students, attending school board and school-based council meetings, participating in a school-based professional learning community, and assisting teachers or other school professionals. Candidates record field experience hours and activities on the *LiveText Field Experience Module* system and the *Kentucky Field Experience Tracking System*. Course instructors, cooperating teachers, and university supervisors confirm candidates’ participation. The unit provides training, video clips, and step-by-step directions to facilitate candidates’, instructors’ and cooperating teachers’ recording efforts. The *Secondary Education Field Experiences Table* delineates this program’s field experiences.

**Secondary Education Field Experiences Table**

<b>Course</b>	<b>Field Hours</b>
EDU 103	7 hours
EDP 260	7 hours
EDU 303	6 hours
EDU 403	3 hours
EDU 405	2 hours
SED 300	7 hours
SEC 420	57 hours
SEC 422	118 hours

***EPSB Themes***

Effective educators need to be equipped with the knowledge, skills, dispositions, and decision-making skills necessary to address the needs of a diverse student population. Therefore, the Kentucky Education Professional Standards Board has identified four important themes (diversity, assessment, literacy, closing the achievement gap) to be integrated throughout candidates’ academic course work. Furthermore, the unit’s theme of *Educator as a Reflective Decision-Maker* is emphasized throughout candidates’ program preparation. The *EPSB Themes for Secondary Education Core Education Courses* table depicts the degree to which these themes are addressed in multiple courses.

## EPSB Themes for Secondary Education Core Education Courses

Course	EPSB THEMES				UNIT THEME Reflective Decision- Maker
	Diversity	Assessment	Literacy	Gap	
<b>AED 104</b>	<b>K</b>	<b>K</b>	<b>K</b>	<b>K</b>	
<b>AED 380</b>	<b>A</b>			<b>A</b>	
<b>AED 501</b>	<b>A</b>	<b>A</b>	<b>A</b>	<b>A</b>	
<b>AGR 570</b>	<b>A</b>	<b>A</b>	<b>E</b>	<b>A</b>	
<b>CTE 502</b>	<b>A</b>	<b>E</b>		<b>A</b>	
<b>EDP 260</b>	<b>A</b>				<b>A</b>
<b>EDU 103</b>	<b>A</b>	<b>K</b>		<b>A</b>	<b>E</b>
<b>EDU 303</b>	<b>K</b>	<b>K</b>	<b>K</b>	<b>K</b>	<b>A</b>
<b>EDU 403</b>	<b>A</b>	<b>A</b>		<b>A</b>	<b>A</b>
<b>ELE 421</b>	<b>E</b>	<b>E</b>	<b>E</b>	<b>E</b>	<b>E</b>
<b>SEC 421</b>	<b>E</b>	<b>E</b>	<b>E</b>	<b>E</b>	
<b>SED 300</b>	<b>K</b>	<b>K</b>	<b>K</b>	<b>K</b>	<b>A</b>
<b>K – Knowledge, A – Application, E – Evaluation</b>					

### *Agricultural Education Content Course Descriptions*

**AGR 100 Animal Science (3).** This is a basic course in animal science including the importance and place of livestock in agriculture; types, market classes and grades of beef, sheep, poultry and swine; origin and characteristics of breeds; and the judging of beef, sheep and swine.

**AGR 130 Agricultural Economics (3).** A study of fundamental principles of economics as applied to agriculture. Attention is given to resource use, economic growth, production fundamentals, economic institutions and agriculture in relation to national and world economics.

**AGR 133 Field Applications in AGR (3).** Course will instruct students methods of solving applicable problems in agriculture using applied mathematical and logic skills.

**AGR 160 Horticulture (3).** A study of the practical principles and practices used in horticulture.

**AGR 170 Introduction to Agricultural Systems Technology (3).** An introduction to agricultural systems including: power and machinery, electricity, precision agriculture, soil and water engineering, metallurgy and fabrication, and safety. Emphasis is placed on understanding the technology involved in operating, maintaining, and managing these systems.

**AGR 199 Contemporary Issues in Agriculture (3).** A course designed to increase the understanding, awareness, and critical analysis of contemporary agricultural issues and their effect upon the social, political, economic and cultural aspects of society. Topics will include environmental, bio-technology,

animal, crop, career, economy and trade, agricultural policy, food quality/safety and international agriculture issues.

**AGR 345 Soil Science (3).** A general study of soil properties including classification development, use of fertilizers, and conservation.

**AGR 339 Computer Applications for Agriculture (3).** A course designed to develop an understanding and practical knowledge of the use of computers with respect to their application to problem-solving within agriculture. Students will receive hands-on experience in applying a variety of agriculture specific software to problems in agriculture and agricultural business management.

**AGR 360 Greenhouse Production and Management (3).** A study of producing plants under transparency. Includes greenhouse management problems; heating, cooling, and humidity control; also cultural practices of several different crops. Lecture, two hours; laboratory, two hours. (Fall only)

**AGR 372 Agricultural Metal Processes (3).** Basic theories involving metallurgy and the metal working processes. Includes SMAW, GMAW, brazing, OA welding and cutting, and plasma arc process. Skill development emphasized. (Spring only)

**AGR 433 Farm Management (3).** A study is made of the management functions and economics of farm organization and operation, including input-output relationships, enterprise combination, and budget analysis. Assignments are given which assist the student in applying economics and management principles to an individual case farm operation.

**AGR 570 Ag Systems Technology Lab Management (3).** This course is a study of theories involving agricultural mechanization and systems technology. Emphasis is placed on understanding the technology involved in operating, maintaining and managing power and machinery, electricity, precision agriculture, soil and water engineering, metallurgy and fabrication, and safety systems. Skill development emphasized. Prerequisite: AGR 170. (Fall)

### *Modes of Delivery*

Secondary education courses are delivered on the Murray State University campus using face-to-face and online delivery methods. Many instructors also use a blend of approaches, or hybrid model of delivery. Faculty use web-based learning platforms such as *Canvas* and *LiveText* to supplement and enhance face-to-face instruction.

### **Modes of Delivery for Program Content Courses**

<b>Course Number</b>	<b>Face to Face</b>	<b>Web</b>	<b>On-Campus</b>
EDU 103	X	X	X
EDU 303	X		X
EDU 403	X		X
EDU 405	X		X
SEC 420	X		Practicum Sites
SEC 422	X		Practicum Sites

SEC 421	X		Student Teaching Sites
EDP 260	X	X	X
SED 300	X		X

## B. Specialty Professional Association (SPA) Standards

### American Association for Agricultural Education – AAAE

AAAE STANDARD	Courses/Activities/Assessments
<b>2b.</b> Professional and pedagogical knowledge. The program provides for teacher candidates to acquire and develop the pedagogical and professional understandings and skills needed to work with all students.	
<b>2.b.1</b> Social historical and philosophical foundations of education and career/technical education to include the impact of technological and societal changes on schools;	AED 104 - Introduction to Agricultural Education AED 380-FFA & SAE Programs
<b>2.b.1</b> School law and educational policy	SED 300-Educating Students W/ Disabilities (Policy for Special Populations), AED Agriculture AED 501-Methods of Teaching Agriculture (CTE Laws/Safety), AGR 570 – Laboratory Teaching Methods in Agriculture (CTE Laws/Safety/Liability/Torte Law)
<b>2.b.1</b> Program planning in agricultural education;	AED 104 - Introduction to Agricultural Education AED 380-FFA & SAE Programs (Funding of CTSO's), AED 501-Methods of Teaching Agriculture (SAE Supervision), CTE 502-Assessment & Curriculum Development (Organization & Funding of Programs)
<b>2.b.1</b> Curriculum development and analysis;	AED 501-Methods of Teaching Agriculture (Course Structure), CTE 502- Assessment & Curriculum Development (Instructional Assessment), AGR 570 – Laboratory Teaching Methods in Agriculture (Active Curriculum in Laboratory Environments)
<b>2.b.1</b> Coordination of Supervised Agricultural Experience programs;	AED 380-FFA & SAE Programs
<b>2.b.1</b> Coordination of National FFA Organization activities;	AED 104 – Introduction to Agricultural Education, AED 380- AED 380-FFA & SAE Programs (National FFA Overview), AED 501- Student Teaching in Agriculture Edu (FFA Contests/Coaching), AED 501-Methods of Teaching Agriculture (Working with Teams)
<b>2.b.1</b> Professional Ethics	AED 104 – Introduction to Agricultural Education, AED 380-FFA & SAE Programs, AED 501-Student Teaching in Agriculture Edu, AED 501-Methods of Teaching Agriculture
<b>2.b.1</b> Classroom and laboratory teaching methods (e.g. problem-solving, inquiry/discovery);	AED 501-Student Teaching in Agriculture Edu, AED 501-Methods of Teaching Agriculture, AGR 570 – Laboratory Teaching Methods in Agriculture (Instructional Techniques for Classroom and Laboratory-Greenhouse),
<b>2.b.1</b> Career development (portfolios, interviewing, and placement);	AED 501-Student Teaching in Agriculture Edu, AED 501-Methods of Teaching Agriculture, SEC 421 – Student Teaching (Livetext),

<b>2.b.1</b> Students' performance assessment;	AED 501-Student Teaching in Agriculture Edu, AED 501-Methods of Teaching Agriculture (Skill Based Assessment), CTE 502-Assessment & Curriculum Development. (Curriculum Assessment)
<b>2.b.1</b> Serving learners with exceptionalities;	SED 300-Educating Students W/ Disabilities, AED 501-Student Teaching in Agriculture Edu, AED 501-Methods of Teaching Agriculture (Working with Students in Laboratory Settings), CTE 502-Assessment & Curriculum Development
<b>2.b.1</b> Inquiry and research; and	AED 501-Methods of Teaching Agriculture
<b>2.b.1</b> Instructional uses of technology	AED 380-FFA & SAE Programs (AET Record Keeping System), AED 501-Student Teaching in Agriculture Edu, AED 501-Methods of Teaching Agriculture, CTE 502-Instructional Media/Curricula/Assessment.,
<b>2c</b> Programs are designed so that teacher candidates attain competence in basic principles, concepts, and experiential practices in agricultural science and natural resources related to	
<b>2cA.</b> Business, Management, and Economic Systems	AGR 130 Agriculture Economics, AGR 133 Field Applications in Agriculture, AGR 433 Farm Management (Basic Fundamentals of Agri & Farm Economics/Management)
<b>2cB.</b> Agricultural and Mechanical Systems	AGR 170 Introduction to Agriculture Engineering, AGR 372 Agricultural Welding (Structures, Physics, Basic/Adv. Principles), AGR 570 – Laboratory Teaching Methods in Agricultural Education
<b>2cC</b> Plant, Animal and Food Systems	AGR 160 Horticulture (Classifications), AGR 345 Soil Science (Elements, Types), AGR 100 Animal Science (Breeds, Gestation, Mgt), AGR 160 Horticulture Science, AGR 360 Greenhouse Mgt. (Greenhouse Types, Operation, Uses), AGR 199 Contemporary Issues in Agriculture
<b>2cd</b> Natural Resources and Environmental Systems	AGR 160 Plant Science, AGR 360 Greenhouse/Nursery Management, AGR 199 Contemporary Issues in Agriculture

### C. Kentucky Teacher Standards

The Kentucky Teacher Performance Standards are integrated throughout core courses and secondary education methods courses as demonstrated in the table below. Candidates are introduced to the standards in early coursework where they gain knowledge (K) of the role performance standards play in becoming reflective decision-makers. As coursework progresses, the standards are applied (A) in lesson plans and other instructional activities. At the end of the program, during student teaching, candidates are evaluated (E) for each standard in an eligibility portfolio. The portfolio is independently scored by two faculty members with content and instructional skill in the appropriate content area. Secondary and content area instructors use web-based learning platforms such as *Canvas* to supplement and enhance face-to-face instruction. The *Kentucky Teacher Standards* matrix demonstrates the integration of Kentucky Teacher Standards throughout secondary education coursework.

## Kentucky Teacher Standards

Course	KTS 1	KTS 2	KTS 3	KTS 4	KTS 5	KTS 6	KTS 7	KTS 8	KTS 9	KTS10
<b>CSC 199</b>	<b>K</b>					<b>A</b>				
<b>EDP 260</b>		<b>K</b>	<b>K</b>	<b>A</b>		<b>A</b>	<b>A</b>	<b>A</b>		
<b>EDU 103</b>	<b>A</b>	<b>K</b>	<b>A</b>	<b>K</b>	<b>K</b>	<b>K</b>	<b>A</b>	<b>K</b>	<b>K</b>	<b>K</b>
<b>EDU 303</b>		<b>A*</b>	<b>A</b>	<b>A</b>	<b>A</b>	<b>A</b>	<b>A</b>	<b>A</b>	<b>K</b>	
<b>EDU 403</b>	<b>A</b>	<b>K</b>	<b>A</b>	<b>K</b>	<b>K</b>	<b>K</b>	<b>A</b>	<b>K</b>	<b>K</b>	<b>A</b>
<b>SEC 420</b>	<b>K</b>	<b>A</b>	<b>K</b>	<b>A</b>					<b>K</b>	
<b>SEC 422</b>	<b>E*</b>									
<b>SED 300</b>	<b>A</b>	<b>K</b>	<b>K</b>			<b>K</b>	<b>K</b>	<b>A</b>	<b>K</b>	
<b>K – Knowledge, A – Application, E – Evaluation, * - Signature Assignment</b>										

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• KTS 1: Content Knowledge</li> <li>• KTS 2: Design Instruction</li> <li>• KTS 3: Learning Climate</li> <li>• KTS 4: Implements Instruction</li> <li>• KTS 5: Assessment</li> </ul> | <ul style="list-style-type: none"> <li>• KTS 6: Technology</li> <li>• KTS 7: Reflection</li> <li>• KTS 8: Collaboration</li> <li>• KTS 9: Professional Development</li> <li>• KTS 10: Leadership</li> </ul> |
|--|---|

Candidates' content knowledge (KTS 1) is developed in multiple Agricultural Education courses such as AGR 100, AGR 130, AGR 133, AGR 160, AGR 170, AGR 199, and AGR 339. The standard is evaluated by a PRAXIS exam.

### D. Kentucky Core Academic Standards

All teacher certification candidates in the Murray State University education program become familiar with the Kentucky Core Academic Standards (KCAS) in EDU 103 *Issues and Practices of American Education* or the equivalent course specific to their discipline. This course is designed to provide students with an overview of the field of education. The instructor of this course introduces the KCAS to raise candidates' initial awareness of KCAS as a framework for standards-based instruction. In EDU 303 *Strategies of Teaching*, the instructor spends several class sessions acquainting candidates with the KCAS. In this course, candidates develop lesson planning. All lesson plans, instructional, activities, and assessments must be aligned to the KCAS standards in the appropriate content area. Additionally, candidates take EDU 405 *Evaluation and Measurement in Education*. Candidates develop proficiency in designing standards-based assessment instruments and interpreting the results to inform future instruction. This course's key assessment provides an introduction to the Teacher Performance Assessment (TPA) candidates complete during their student teaching experience.

In the secondary education program, candidates apply what they have learned about designing KCAS standards-based instruction and assessment instruments during the field and practicum experiences associated with these professional education methods courses.

## Kentucky Core Academic Standards

Course	KCAS Content Area	Activity
EDU 303	Specific to content area	Lesson plans, micro-teaching activities, mock classroom situations
SEC 420	Specific to content area	Lesson plans, unit plans, field experiences
SEC 422	Specific to content area	Lesson plans, unit plans, field experiences
SEC 421	Specific to content area	Student teaching experience -Designing and implementing instruction

During the student teaching semester, candidates complete TPAs which demonstrate their proficiency in designing, implementing, and reflecting upon KCAS-aligned instructional units, lessons, and assessment instruments. They draft a KCAS standards-based instructional unit. Candidates use the results from a pre-assessment to modify the unit by differentiating instruction to address students' academic needs. They teach and reflect upon a series of lessons before administering the post-assessment. Candidates analyze post-assessment data to discern student growth, continuing academic needs, and achievement gaps to inform future instruction.

In the Introduction to Agricultural Education (AED 104) course, students are taught to understand and implement a cross-curricular approach to lesson design and implementation so that they are connecting the agricultural content to English Language Arts, Mathematics, and Science core academic standards. Additionally, all curriculum developed and taught are based on the Kentucky Occupational Skills Standards Assessment (KOSSA), which is one instrumentation used to determine secondary agricultural education students' career readiness related to the Unbridled Learning initiative.

Preservice teachers gain additional practice and implementation in cross-referencing KCAS to KOSSA standards throughout their Teaching Methods in Agriculture (AED 501) course through development and delivery of live lessons in high school and middle school programs before student teaching. Throughout the 16 to 17 week student teaching experience, teacher candidates must write and deliver myriad lessons based in planned units of instruction to support not only the KOSSA standards, but also the Program of Study and accompanying KCAS standards in the appropriate subject matter area.

### E. Agriculture Program Faculty

Name	Highest Degree, Field, & University	Assignment: Indicate the role(s) of the faculty member (1)	Faculty Rank (2)	Scholarship (3), Leadership in Professional Associations, and Service (4); List up to 3 major contributions in the past 3 years (5)*	Status (FT/PT to institution, unit, and program)
Bellah, Kimberly	Ph.D. Agricultural Education & Communication, University of Florida	Agricultural Education Program Coordinator	Associate Professor	<ul style="list-style-type: none"> <li>• Multiple publications in <i>Journal of Agricultural Education</i> and <i>NACTA Journal</i></li> <li>• Presentations at American Association of Agricultural</li> </ul>	Full time to Institution, Unit, and Program

				<p>Educators, Southern Association of Agricultural Educators, Kentucky Career and Technical Teacher Educators' conferences</p> <ul style="list-style-type: none"> <li>• Editorial review board for <i>NACTA Journal</i></li> </ul>	
Parr, Brian	Ph.D, Agricultural Education, Oklahoma State University	Department Head	Professor	<ul style="list-style-type: none"> <li>• Numerous peer-refereed research and practitioner publications</li> <li>• Distinguished manuscript, Southern Region Research Conference 2014</li> <li>• Auburn University College of Education Leishuck Undergraduate Teaching Award, 2013</li> </ul>	Full-time to Institution
Shultz, Matthew	M.S. Agriculture, Murray State University	Assistant Professor	Assistant Professor	<ul style="list-style-type: none"> <li>• Multiple papers &amp; journals published &amp; presented at SAAS, NACTA, <i>Journal of Agricultural Education</i></li> <li>• Service to KAAE and Kentucky State FFA Association</li> </ul>	Full-time to Institution, Full-time to Unit, Part-time to Program

### Education Faculty

NAME	HIGHEST DEGREE, FIELD, & UNIVERSITY	ASSIGNMENT	FACULTY RANK	CERTIFICATIONS, EXPERIENCE, SCHOLARSHIP, LEADERSHIP IN PROFESSIONAL ASSOCIATIONS, AND SERVICE	STATUS
Allen, David	Ph.D, Education-School Improvement, Text State University-San Marcos	<p>Director of Center for Environmental Education</p> <p>Teaches assessment and environmental education</p>	Assistant Professor	<ul style="list-style-type: none"> <li>• Educational Testing Services, Assessment Specialist – 10 years, Middle School Science – 6 years, High School Science – 3 years</li> <li>• Allen, D. (August 2015). Project Learning Tree survey of use. Annual conference of the Japanese Society of Environmental</li> </ul>	<p>Full-time to institution</p> <p>Part-time to unit</p> <p>Part-time to program</p>

		courses		<p>Education, Nagoya, Japan.</p> <ul style="list-style-type: none"> <li>• Allen, D. (October 2014). Perceptions of environmental education from across a university campus. Annual conference of the North American Association for Environmental Education. Ottawa, Ontario, Canada.</li> <li>• Waite, D., &amp; Allen, D. (2003). Corruption and abuse of power in educational administration. <i>Urban Review</i>, 35(4), 281-296</li> </ul>	
Brown, Cory	Ph.D, Multicultural and Equity Studies in Education, Ohio State University	Assistant Professor  Teaches foundation courses	Assistant Professor	<ul style="list-style-type: none"> <li>• High School English – 2 years, Full-Time Academic Advisor, University of Cincinnati – 5 years, University Appointments, Education – 10 years.</li> <li>• Dixon, A. D., Dodo-Seriki, V. and Brown, C. T. (2014). Culturally relevant pedagogy at the intersections of race, gender, and class. Paper presented at the biennial meeting of the International Conference on Urban Education, Montego Bay, Jamaica.</li> <li>• Dodo-Seriki, V., Brown, C. T., and Fasching-Varner, K. (Accepted and in preparation, 2015). The permanence of racism in teacher education. In J. K. Donnor, R. Reynolds, M. Lynn, and A. D. Dixon (Eds.). <i>Is the post-racial still racial?: Understanding the relationship between race and education</i>. NSSE Yearbook, Teachers College Record.</li> <li>• National Council of Teachers for English Assembly of Research - Program Reviewer and Planning Committee, 2015 (New Orleans, Louisiana)</li> </ul>	<p>Full-time to institution</p> <p>Part-time to unit</p> <p>Part-time to program</p>
Campoy, Renee	Ed.D. Curriculum &	Assistant Dean (Part-time)	Professor	<ul style="list-style-type: none"> <li>• Book: (2004) Case study analysis in the classroom</li> </ul>	Full-time to Institution,

	Instruction University of Missouri-St. Louis	Teaches EDU 405 (part-time) NCATE Coordinator		<ul style="list-style-type: none"> <li>• Presentation: (2006) AERA</li> <li>• BOE Team member: (2005-present)</li> </ul>	Full-time to Unit, Part-time to Program
Gierhart, Greg	MA, Education, Murray State University	Hart Residential College Head  Teaches instructional strategies and math methods courses	Lecturer	<ul style="list-style-type: none"> <li>• Certifications &amp; Experience: KY Teaching Lic., Middle school Spanish, Science, and Math, endorsement for teaching early elementary, DPP, School Administration. 10 years experience – middle school.</li> <li>• Murray Lion's Club, National Council of Teachers of Mathematics, National Science Teachers Association, Association of Supervisors and Curriculum Development, International Literacy Association, Association for Middle Level Education, Phi Delta Kappan, Phi Kappa Phi</li> <li>• KY Department of Education, Math &amp; Science Leadership Networks</li> </ul>	Full-time to institution  Part-time to unit  Part-time to program
Matlock, Pam	MA Special Education, Murray State University	Paducah Campus 2+2 Education Coordinator Teaches special education courses	Lecturer	First Book, Chapter Advisor - Monthly distribution of new books to low socioeconomic students in public schools,  KEA - SP, Chapter Advisor -  Global Education Outreach Committee, Chairperson	Full-time to institution  Part-time to unit  Part-time to program
Stormer, Kimberly	Ph.D. Instructional Leadership Academic and Curriculum  University of Oklahoma	Middle Level Education Program Coordinator, Teaches middle level education courses.	Assistant  Professor	Taught for 7.5 years in large urban school district; and  Worked as a School Improvement Specialist for the Oklahoma State Department of Education  Diversity Chair Kentucky Council Teachers of English  Advisor Murray State Middle Level Association	Full-time to institution  Part-time to unit  Part-time to program

Jacobs, Martin	Ed.D. Curriculum and Instruction, Florida International University	Part-time to Program: Middle School Reading	Professor	Scholarship focused upon Teacher Leadership, with presentation and publication outcomes  Faculty Representative:  Murray State Board of Regents  11 years P12 teacher; 5 years elementary assistant principal	Full-time to institution  Part-time to unit  Part-time to program
Musselman, Meagan	Ph.D. Curriculum & Instruction  Southern Illinois University	Teacher Leader Program Coordinator,  Teaches middle level undergraduate education courses and graduate courses across multiple levels	Associate Professor	Taught math and science in public middle schools; and  Education consultant to area schools  President of Kentucky Association of Teacher Educators	Full-time to institution  Part-time to unit  Part-time to program
Gierhart, Greg	MA-Murray State University  Pursuing PhD Southern Illinois University-Carbondale	Early Childhood and Elementary Education  Teach mathematics to IECE and elementary education majors.	Lecturer	Taught 10 years in a rural school district  Provisional Certificate For Teaching In The Middle Grades 5-8  Mathematics Field: Science  Professional Certificate for Middle School Teaching	Part-time to institution  Part-time to unit  Part-time to program
Hyde ,Lori	MA- Murray State University in Reading and Writing	REA 407 at the Paducah Campus	Adjunct Instructor	6 <sup>th</sup> grade Reading and Writing at Lone Oak Middle School  Certified Elementary Education  Certified Reading and Writing Literacy Specialist K-12  Super Saturdays Instructor	Part-time to institution  Part-time to unit  Part-time to program
Myers, Hannah	MA- Murray State University in Education	MID 307	Adjunct Instructor	Magistrate for Hopkins County- Co-Chair of Build Smart Murray	Part-time to institution

	and Education Administration			Campaign Chairman of the City Council	Part-time to unit Part-time to program
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**F. Curriculum Contract/ Guidesheet**

Program coordinators work with faculty to ensure current guidesheets are available for course instructors and students. These may be accessed on the unit's intranet site at <http://coekate.murraystate.edu/coecms/ncate/manager/advsheet/>.



Teacher certification requirements are subject to change. Before registering for the test(s), please refer to the Education Professional Standards Board (EPSB) website at [www.kyepsb.net](http://www.kyepsb.net) for current requirements or contact Ms. Rice at 502-564-4606 or 888-598-7667.

#### GRADE POINT AVERAGE REQUIREMENTS:

Grade point averages are reviewed during three checkpoints: admission to teacher education (see Requirements for Admission to Teacher Education), admission to student teaching (requires a 2.75 average overall; a 2.75 average in content area; a 2.75 average in professional education) and at the time of completion/graduation (2.75 overall).

### **REQUIREMENTS FOR ADMISSION TO TEACHER EDUCATION AND STUDENT TEACHING AT MURRAY STATE UNIVERSITY Rev. (9/2015)**

#### **Teacher Education**

To be admitted to teacher education, students must:

1. Attend an admission to teacher education orientation.
2. Earn passing scores on the Core Academic Skills for Educators (CASE) test with these subject scores – Reading 156, Writing 162, and Mathematics 150. Request ETS to send scores to Teacher Education Services electronically by using this code, R1494. If any of the PPST subject areas were passed prior to September 1, 2014, use these PPST scores - Reading 176, Writing 174, and Math 174. GRE (Graduate Records Exam) scores may be used for Graduate Students only with a minimum passing score of 150 in verbal, 143 in quantitative, and 4.0 in analytical writing.
3. Earn an overall undergraduate GPA of > 2.75 on a 4.0 scale at the point of admission. This 2.75 minimum GPA remains a requirement throughout the teacher certification program.
4. Complete a minimum of 24 credit hours with a GPA > 2.75 to include the following coursework:
  - a. ENG 101, 102, 104 or 105 with a “B” or higher
  - b. MAT 117 (or higher level math) with a “B” or higher
  - c. COM 161 or HON 165 with a “B” or higher
  - d. EDU 103 with a “B” or higher (or AED 380 or EDU 104 or CTE 200 or MSU 123 or ELE 605 [graduate students])
5. Participate in the admission to teacher education interview and receive their academic advisor’s recommendation to continue the program.
6. Review the Professional Code of Ethics for Kentucky School Personnel. Sign the
  - a. Declaration of Eligibility (pink sheet) affirming a commitment to uphold the code and
  - b. acknowledging awareness of information required for state certification. If answers given on the Declaration of Eligibility change during the time of participation in the teacher education program, the Director of Teacher Education Services must be notified immediately.

These requirements must be documented in *Recruiter*. CASE or GRE scores must be sent to MSU (R1494) via ETS. Admission will only be granted following a successful review by Teacher Education Services.

**NOTE: Students who have not been admitted to Teacher Education will not be eligible to enroll in upper level courses that specify admission to teacher education as a prerequisite.**

## **Student Teaching**

To be admitted to student teaching, students must have

- 1) been granted admission to Teacher Education;
- 2) filed a formal application in Teacher Education Services two semesters prior to the term in which student teaching is desired (Applications are distributed at scheduled student teaching orientations only.);
- 3) earned and maintained GPA  $\geq 2.75$  in major/areas, professional education, and overall;
- 4) demonstrated teaching ability in field and clinical situations;
- 5) documented completion of 200 or more field hours and components (beginning 9/1/2013);
- 6) senior, post-bac, or graduate status and have completed all major courses and specialty areas;
- 7) been admitted to Teacher Education;
- 8) completed all required professional teacher education courses (EDU 103, EDP 260,
- 9) EDU 303, SED 300 and EDU 403, etc. – see specific requirements by major or area) with a GPA  $> 2.75$  GPA;
- 10) filed a valid and current medical examination, which includes a TB risk assessment (to begin student teaching within six months of exam);
- 11) obtained a criminal records background check; and
- 12) supplied TES with any other required information (transcripts, course substitution forms, etc.).

## **General Requirements for Kentucky Certification**

Graduates who wish to be recommended by MSU for an initial Kentucky teaching certificate must have

- 1) successfully completed an approved teacher education program including student teaching;
- 2) filed an application for certification (CA-1) with Teacher Education Services at MSU;
- 3) obtained at least minimal scores required on PRAXIS specialty area tests and the appropriate Principles of Learning and Teaching Test (PLT);
- 4) completed all applicable **computer literacy and applications** requirements;
- 5) earned a bachelor's degree;
- 6) mailed a copy of criminal record check to EPSB; and
- 7) sent official transcript to EPSB.

In addition, in Kentucky, full certification requires the completion of the Kentucky Teacher Internship Program. To be recommended for certification in other states, all Kentucky requirements must be met.

**NOTE: Requirements for teacher certification are established by the Kentucky Education Professional Standards Board (KEPSB). Students are cautioned that changes in these requirements may occur after publication of the current Murray State University *Bulletin*. For the most current information, students should check with an advisor in one of the departments in the College of Education.**

Student \_\_\_\_\_ Advisor \_\_\_\_\_

Date \_\_\_\_\_ Date \_\_\_\_\_

## **G. Syllabi**

Common course syllabi, posted on the unit's intranet site, ensure all course instructors provide a consistent, quality delivery of each education course. Furthermore, these guidesheets also contain important Admission to Teacher Education information. Guidesheets are shared during advising sessions, aligned with candidates' MSU RACR audits, and posted on <http://coekate.murraystate.edu/coecms/ncate/manager/advsheet/>.

### **AGR/CTE Education Core and methods courses:**

**AED 104**  
**AED 380**  
**AED 501**  
**AED 501**  
**AGR 570**  
**EDP 260**  
**CTE 502**  
**SED 300**

### **AGR core content courses:**

**AGR 100**  
**AGR 130**  
**AGR 133**  
**AGR 160**  
**AGR 339**  
**AGR 345**  
**AGR 360**  
**AGR 372**  
**AGR 433**