

OPTION 6 ALTERNATIVE CERTIFICATION FOR

Birth to Kindergarten—Interdisciplinary Early Childhood Education (391)

Grades P-12 Certification—Art (149), Communication Disorders (3957), Health and Physical Education (154 & 175), Music (152), Teaching English to Speakers of Other Languages (1855), World Languages (French (150), German (151), Japanese (989), and Spanish (155)), Learning and Behavior Disorders (85), Moderate and Severe Disorders (178), and Library Media (1691)

Grades 8-12 Certifications—Biology (165), Chemistry (1843), Earth Science (177), English (166), Mathematics (1841), Physics (1844), Social Studies (168)

Grades 5-12 Certifications—Agriculture (161), Business and Marketing Education (162), Engineering and Technology Education (1838), and Family and Consumer Science Education (1837)

Grades 5-9 Certification-- Middle School Education (Language Arts (2292), Mathematics (2246), Science (2438), and Social Studies (2484))

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http://www.murraystate.edu/academics/RegistrarsOffice/catalog_1415.aspx

16 KAR 5:020

16 KAR 6:010

16 KAR 7:010

16 KAR 9:080

PGM Codes: 85, 149, 150, 151, 152, 154, 155, 161, 162, 165, 166, 168, 172, 175, 177, 178, 391, 989, 1691, 1837, 1838, 1841, 1843, 1844, 1855, 2246, 2292, 2438, 2484, and 3957

I. Executive Summary: Serving our community through excellence

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. Murray State University graduate candidates will be educators who are inclusive, responsible, enthusiastic, caring, confident, and ethical. Candidates demonstrate professional dispositions throughout their course work and action research projects while developing their capacity 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 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 Department of Community Leadership and Human Services and the Center for Communication Disorders joined the unit. 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.

Rationale for the Program

The Murray State University Alternative Route to Certification program was planned and implemented in 2001 and based on the regulations in place at that time for Option 6, University-based Alternative Route to Certification. It was designed to be an umbrella approach which allowed all of our approved programs to be offered through the alternative certification program provided on the main MSU campus. Presently, Alternative Certification is offered in these areas: Birth to Kindergarten—Interdisciplinary Early Childhood Education; Grades P-12 Certification-- Art, Communication Disorders, Health and Physical Education, Music, Teaching English to Speakers of Other Languages, World Languages (French, German, Japanese, and Spanish), Learning and Behavior Disorders, Moderate and Severe Disorders, and Library Media; Grades 8-12 Certifications-- Biology, Chemistry, Earth Science, English, Mathematics, Physics, Social Studies; Grades 5-12 Certifications-- Agriculture, Business and Marketing Education, Engineering and Technology Education, and Family and Consumer Science Education; Grades 5-9 Certification-- Middle School Education (Language Arts, Mathematics, Science, and Social Studies). See our undergraduate submissions for each area for the courses used to determine a major or area and how SPA and KAC standards are addressed and assessed. Initial Certification program submissions for all programs except IECE, LBD, MSD, and Library Media (see graduate submission for those programs). A Communication Disorders candidate is required to have a master's degree in Speech Language Pathology.

The program has been continually updated based on the regulation guidelines in 16 KAR 9:080. The alternative route to certification program was developed to provide a way for individuals to become certified and to assist local school districts in filling the need for teachers, especially in critical shortage areas. The program is designed as a partnership between the university and the local school district to develop an effective, professional teacher for the students in the district. The program includes coursework and mentoring by the district and Murray State University.

Admission and Exit Requirements

Eligibility Criteria:

- Completion of at least a BS degree
- Completion of the equivalent of a content major or area in which certification will be sought (N/A IECE, LBD, Library Media, and MSD). Communication Disorders must have a masters' degree in Speech Language Pathology.)
- Overall 2.75 GPA or 3.0 on the last 30 hours
- An official transcript
- Passing scores on the CASE or GRE
 - Core Academic Skills for Educators (CASE)
 - Reading 156
 - Writing 162
 - Math 150

OR

- Graduate Records Exam (GRE)
 - Qualitative 150
 - Quantitative 143
 - Writing 4.0
- Declaration of Eligibility for Certification
<http://www.murraystate.edu/academics/CollegesDepartments/CollegeOfEducationandHumanServices/TeacherEducationServices/declaration%20TWO.pdf>
- Professional Dispositions and Skills Self-Assessment
<http://www.murraystate.edu/academics/CollegesDepartments/CollegeOfEducationandHumanServices/TeacherEducationServices/Candidate%20Self%20Assessment%20Disposition%20Rubric.pdf>
 - Essay – For the reflective statement emphasize your knowledge and use of the 4 C’s – collaboration, critical thinking, communication and creativity.
- When all criteria is met, Murray State University completes a letter stating that based on the information provided, the person is eligible to enter the program when offered a job teaching the subject listed in the letter.
- The candidate includes the letter provided by Murray State University with the application for a teaching position.

Admission Procedures:

The process for admission to the alternative route to certification program is carefully planned in accordance to the requirements established in KRS 161.048

- When the person is offered a contract by the district, an application to the alternative route to certification program is completed by the applicant.
<https://www.murraystate.edu/academics/CollegesDepartments/CollegeOfEducationandHumanServices/TeacherEducationServices/AlternativeCertification/APPLICATIONFORADMISSION1-16%202.pdf>
- The application is reviewed by Murray State University College of Education and Human Services Alternative Route to Certification committee.
- A curriculum contract or program form is developed stating the content and education courses needed, the Praxis II tests, including the Principles of Learning and Teaching (if applicable), that must be passed, and stating KTIP must be passed (Sample contract and mentoring form are included in following pages.)
- The curriculum contract or curriculum guide sheet (IECE/LBD/Library Media/MSD) is signed by all parties. See graduate program submissions for copies of these guide sheets.
- All fees for the alternative route to certification program are paid to Murray State University by the applicant.
- The candidate and district completes pages 1 and 2 and sends the CA-TP form to Murray State University. The Mentoring Plan is also submitted at this time.
- Murray State University completes and submits page 3 of the CA-TP, mentoring plan and communication form to the Education Professional Standards Board.

- The candidate requests that official transcripts be sent to the Education Professional Standards Board.
- The Education Professional Standards Board sends the CA-TP certificate to the teacher.
- The alternative route to certification candidate applies and is admitted to the Murray State University Graduate School and enrolls in classes shown on the contract or curriculum guidesheet (IECE/MSD/LBD/Library Media) within 90 days of admission to the program.
- A new CA-TP is completed each year. The Mentoring Plan is also submitted each year unless the candidate will be completing KTIP. In May, mentoring hour time logs and completed observation documents are submitted for review to ensure the hours have been completed.

Midpoint Assessment:

Passing Praxis II and Principles of Learning and Teaching (if applicable) Exams scores
 GPA
 Signature Course Assessments (see individual course syllabi)
 Mentoring observations

Exit Criteria:

Prior to beginning the Kentucky Teacher Internship Program (KTIP), the Principles of Learning and Teaching (PLT) (if applicable) and the required Praxis II exams must be passed. Successful completion of KTIP is required for program exit.

Once KTIP has been successfully completed, a CA-1 is submitted to MSU. MSU verifies that all requirements have been met. If so, a recommendation for certification is submitted to EPSB on the CA-1.

**MURRAY STATE UNIVERSITY
MENTORING PLAN
SCHOOL YEAR_____**

Alternative Certification Teacher_____ Candidate SSN_____

University Name: Murray State University Employing School District_____

Alternative Route to Certification Program for _____

(subject/level)

Part I. Support for the teacher candidate:

OBSERVATION PROVIDED BY	HOURS OF OBSERVATIONS TO BE PROVIDED	NAME AND ROLE OF MENTOR (teacher or administrator)	EMAIL ADDRESS	Phone Number
University Mentor	5			
District-based Mentor	5			
Principal/Designee/District Mentor	5			
Total Planned Hours	15			

Part 2. Description of support offered:

By working together the MSU faculty mentor and/or the coordinator and district representatives will assist the candidate to successfully meet the responsibilities and duties of teaching. Support will include but is not limited to assistance with:

- Classroom management and classroom/school climate
- Lesson plans
- Formative and Summative Assessment
- Unit Design
- Differentiated Instruction
- Student engagement

Other support activities may include co-teaching, observations in classrooms in the building or district, articles or videos, and video taping of classes for discussion

COMMUNICATION PLAN

In order to support the alternative route to certification teacher, the MSU mentor or the alternative route to certification coordinator will remain in contact with the district-based mentor and the principal throughout the year. Communication can be in person, by phone, or by email. The committee will communicate a minimum of three times throughout the year. The mentor will report results of meetings with the teacher to the MSU coordinator throughout the year. The teacher candidate will also participate in eMentoring with MSU personnel during the year. If there are any issues that should be addressed, additional communication may be necessary.

University Representative Signature _____ Date _____

District-Based Mentor Signature _____ Date _____

Principal/Designee Signature _____ Date _____

Candidate Signature _____ Date _____

A completed log of mentoring hours will be submitted to the alternative route to certification coordinator at Murray State University by the teacher candidate. The log may be emailed. The email address is cthresher@murraystate.edu or the log may be mailed to:

Murray State University
Cindy Thresher
338 Alexander Hall
Murray, KY 42071

MURRAY STATE UNIVERSITY
College of Education
Alternative Route to Teacher Certification Program
Option 6 Curriculum Contract

Name _____ Social Security #: _____
Address _____ Home Phone: _____
_____ Office Phone: _____
E-Mail: _____ College: _____
School district: _____ Major: _____
School: _____ GPA: _____
Subject(s) _____ Grade level teaching: _____
Full Time: _____ Part Time: _____ (minimum 5 days per week/3hours per day)
Name of Principal: _____

ADMISSION CRITERIA HAVE BEEN MET:

- CASE or GRE Passing Scores
- 2.75 overall GPA or 3.0 on last 30 hours
- Resume
- Declaration of Eligibility
- Professional Dispositions and Skills Self-Assessment

CONTENT:

LIST OF ANY CONTENT COURSES NEEDED:

THE PRAXIS EXAMS FOR CONTENT MUST BE PASSED.

(List Praxis exams needed for content)

FALL

EDU 650 Special Problems	2 hrs.
EDU 637 Instruction for Diverse Students	3 hrs.

SPRING

EDU 650 Special Problems	1 hr.
SED 606 Procedures for Classroom Management and Discipline	3 hrs.
EDU 626 Integration of Educational Technology (or maybe taken in Summer 2017)	3 hrs.

SUMMER

ADM 627 School Law and Finance for Teachers	3 hrs.
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REA 612 Foundations in Literacy (New requirement beginning Fall 16)

3 hrs.

FALL

KTIP

For certification, the candidate must receive a grade of A or B in the classes listed above.
To graduate with a Masters Degree, the candidate must have a 3.0 GPA.

Prior to beginning the Kentucky Teacher Internship Program (KTIP) the following must be completed:

- All classes listed previously.
- The Principles of Learning and Teaching Grades_____ must be passed.
- All content Praxis II exams must be passed
- If the Masters Degree is completed during the alternative route to certification process, a recommendation for a Rank Change will not occur until KTIP is successfully completed.
-

The Kentucky Teacher Internship Program (KTIP) must be passed to complete this contract. If there should be a problem completing KTIP due to budgetary constraints, the candidate will be issued a Statement of Eligibility based upon completion of the remaining items listed on the contract.

Murray State University does not recommend Rank status. If you have a Masters Degree and do not receive a Rank II status when the certificate is issued by the Education Professional Standards Board, you will not receive a Rank II status when your certification (classes listed above) is complete. Rank II status is attained by completing an approved Masters Degree program.

In order to continue in the Option 6 program to complete this certification, you must be employed as a teacher. You cannot take Masters level education classes if you are not in the program and actively teaching. Please notify the Alternative Certification Coordinator of any change in placement or discontinuation of the teaching assignment.

The contract MUST be completed within the three-year time limitation.

PRAXIS TEST:

Applicants will take the content test based on the area of certification. The following scores are required:

The (Insert appropriate test title and code #5 – Passing Score)

The Principles of Learning and Teaching #562(choose correct number 2, 3, or 4) – Passing Score 160

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.epsb.ky.gov for current requirements or contact the Division of Professional Learning and Assessment at 502-564-4606 or 888-598-7667

Candidate's Signature

Date

Dean's Office Representative's Signature

Date

Alternative Route to Certification
Coordinator's Signature

Date

Program Faculty

NAME	HIGHEST DEGREE, FIELD, & UNIVERSITY	ASSIGNMENT	FACULTY RANK	SCHOLARSHIP, LEADERSHIP IN PROFESSIONAL ASSOCIATIONS, AND SERVICE	STATUS
Grant, Christina	Ph.D, Reading Education, Ball State University	Teaches REA 612	Assistant Professor	<ul style="list-style-type: none"> • Certifications & Experience: IA Lic., elementary and middle grades – 5 years. • Jones, R.E., Yssel, N., & Grant, C.E. (2012). Reading instruction in Tier 1: Bridging the gaps by nesting evidence-based interventions within differentiated instruction. <i>Psychology In The Schools</i>, 49(3), 210-218. • Murray Area Council of the International Literacy Association undergraduate committee – Faculty President • Grant, C.E. (February 2015). Best Practices in K-5 Literacy. Session presented at the Kentucky Council of Teachers of English Conference, Lexington, KY. 	Full-time to institution Full-time to unit Part-time to program
Reed, Dusty	Ed.D, Leadership and Professional Practice, Specialization in Educational Technology and Professional Development, Trevecca Nazarene University.	Assistant Professor, Elementary School Program Co-Coordinator, Instructional Computer Technology Program Coordinator	Assistant Professor	<ul style="list-style-type: none"> • Presentation: Reed, D. (July, 2015) Technology PD for Free. Snapshot Presentation. International Society of Technology in Education, International Conference; Philadelphia, Pennsylvania. • Presentation: Reed, D. (March, 2015). Digital Assessment in the P-12 Classroom. Lecture Presentation – Teacher Strand. Kentucky Society of Technology in Education (KySTE), Annual Regional/State Conference; Louisville, Kentucky. Service: KY Education Professional Standards Board – Content Area Program 	Full-time to institution, full-time to unit, part-time to program
Clemson, Cindy	Ed.D Educational Leadership Western Kentucky University	Full time instructor, Teaches SED 606	Assistant Professor	Student disabilities services coordinator and student advisor at Murray State University for 22 years	Full time to institution, full time to unit, part time to program

Walker, Alesa	Ed D. Educational Administration , University of KY	Part time instructor, Director of Teacher Education Services	Assistant Professor	Presentations at AACTE (2014, 2015); Member of EPSB Reading Committee; Treasurer of KACTE; Member of KITEP	Full-time to institution Full-time to unit Part-time to program
Wu, Echo	Ph.D. Educational Psychology, (Gifted Education) University of Virginia	Full time instructor, Director, Center for Gifted Studies , Teaches EDU 637	Assistant Professor	<ul style="list-style-type: none"> • Wu, E. H. (2013). The path leading to differentiation: An interview with Carol Tomlinson. Journal of Advanced Academics, 24(2), 125-133. (May 2013) DOI: 10.1177/1932202X13483472. • Wu, E. H. (2013). Enrichment and acceleration: Best practice for the gifted and talented. Gifted Education Press Quarterly, 27(2), 2-8. • David, H., & Wu, E. H. (2012). Gifted education in Hong Kong and Israel: A Comparative study. Australasian Journal of Gifted Education, 21(2), 81-89. 	Full-time to institution Full-time to unit Part-time to program
Lyons, Robert	Ed.D., Leadership and Policy Studies, The University of Memphis	Assistant Dean. Parttime teaching in general administratio n (teaches ADM 627) and research areas	Professo r	Presentations as AACTE and KATE (2012, 2014); Peer- reviewed publication, most recent 2013; Serves on Principal Review Committee at EPSB.	Full time to Institution , Full-time to Unit, Part-time to Program

Modes of Delivery

Course work is delivered through multiple venues: traditional (face-to-face) on MSU Main Campus, interactive television, and online.

II. 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/

III. Continuous Assessment

All teacher certification programs at Murray State University share a continuous assessment plan. This document can be found at http://coehsnet.murraystate.edu/program_submissions/. Alternative Certification Program’s plans are included in Teacher Leader, LBD, MSD, IECE, Library Media and Communication Disorders. The program is assessed by the results of the Praxis II exams and the Principles of Learning and Teaching exam. Also, each alternative route to certification student has a mentor in the school as well as a mentor assigned from Murray State for observations and assistance. The observations afford an opportunity evaluate the student and ultimately the program. The observation form is completed by the observer as well as the principal. Conversations either in person, by phone or email guide the next steps to assisting the teacher in progressing throughout the year. Principals and teachers are asked to provide input into the areas of strength as well as where improvements are needed in the program. This is reviewed and revisions are made as needed.

IV. Program Experiences

Code of Ethics

Teacher candidates read and examine the *Professional Code of Ethics for Kentucky School Personnel* when they seek an eligibility letter. 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 required for a letter of eligibility to be in Alternative Certification and to obtain a temporary and provisional certificate signed. They submit an updated character and fitness with CA-TP. 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*.

EPSB Themes

EPSB Theme Alignment for the Alternative Route to Certification Program

Course	EPSB Themes				Ethics
	Diversity	Assessment	Literacy	Gap	
<i>Courses for the Alternative Route to Certification Program</i>					
ADM 627 School Finance & Law					A
EDU 626 Integration of Edu. Technology	A	A	A		
EDU 637 Diverse Learners	E Differentiated Instruction Project	E Differentiated Instruction Project			

EDU 650 Workshops in Edu.	K	K	K	K	K
SED 606 Classroom Procedures	A	A			
REA 612 Foundations of Literacy	K	E	A	A	A

Course Descriptions for Alternative Route to Certification Program

ADM 627 School Law and Finance for Teachers (3). A study of the laws and finance pertaining to the teachers as they work with students, administrators, colleagues and community interest groups. Students use a range of traditional, interactive, and emerging technology tools to enhance learning. Students demonstrate knowledge of existing instructional practices as well as compose and produce artifacts using available resources.

EDU 626 Integration of Educational Technology (3). Students use a range of traditional, interactive, and emerging technology tools to enhance learning. Students demonstrate knowledge of existing instructional practices as well as compose and produce artifacts using available resources.

EDU 637 Instruction for Diverse Learners (3). Examines the needs of a wide range of diverse learners with the goal of matching instruction and accommodations to improve student learning.

EDU 650 Workshops in Education (3). Repeatable to six hours. Maximum of six hours from EDU 650/651.

REA 612 Foundations of Literacy (3). An advanced course in reading and writing instruction designed to enable classroom teachers to model and implement a variety of research-based instructional strategies and activities in an authentic instructional context.

SED 606 Procedures for Classroom Management and Discipline (3). The content of this course provides educators with the information and skills needed to increase their knowledge of advanced methods and techniques of classroom management procedures. Field hours are required.

V. Kentucky Teacher Standards

Alignment of the Kentucky Teacher Standards with the Alternative Route to Certification Coursework:

Course	KTS 1	KTS 2	KTS 3	KTS 4	KTS 5	KTS 6	KTS 7	KTS 8	KTS 9	KTS 10
ADM 627 School Finance & Law										A
EDU 626 Integration of Edu. Technology		A	A			A	A	A		
EDU 637 Diverse Learners	A	A	A	A	A				A	A
EDU 650 Workshop in Edu.	K	K,A	K,A	K	K	K	K	K	K	K
REA 612 Foundations of Literacy	A			A	A				A	
SED 606 Classroom Procedures	K, A	K, A	K, A	K, A	K, A					

VI. Syllabi

Common course syllabi, posted on the unit's intranet site, ensure all course instructors provide a consistent, quantity delivery of each education course. These may be accessed at <http://coekate.murraystate.edu/coecms/ncate/manager/syllabi>

Courses

ADM 627
EDU 626
EDU 637
EDU 650
REA 612
SED 606