



**INTERDISCIPLINARY EARLY  
CHILDHOOD EDUCATION  
CERTIFICATION AND BACHELORS DEGREE  
(GRADES BIRTH-KINDERGARTEN)**

**PROGRAM SUBMISSION, 2015**

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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 are inclusive, responsible, enthusiastic, caring, confident, and ethical. Graduate candidates exhibit the same dispositions 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.

Several unit programs are provided at extended regional campuses in 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 sites.

### ***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's efforts to make recommendations for improvement, remediation, or candidates' continuance in the program. To become admitted to the teacher education program, candidates must meet these 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), interactive television, and online. Candidates can earn undergraduate teacher education degrees at Murray State University or one of the four MSU regional campuses in Henderson, Hopkinsville, Madisonville, or Paducah.

### **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**

The Interdisciplinary Early Childhood Education Program (IECE) supports the unit's focus on the teacher as a reflective decision-maker. Reflection is the focus of course activities and is the primary means by which candidates integrate course experiences with Kentucky performance standards, Unit Dispositions and the candidates' own experiences, values, and beliefs about education. As candidates begin the program, they are asked to reflect upon their own values and beliefs about education and seek integration of those with the Unit Dispositions through assignments such as philosophy statements 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 IECE Teacher Standards. Throughout the program, course work is designed to require planning, instruction, assessing, and reflecting at increasing levels of expertise. Evaluation rubrics for many of the courses are posted in LiveText. Students submit assignments for these courses and assignments are scored by faculty in LiveText as part of continuous assessment. Each semester faculty analyze continuous assessment data and review results. Based on continuous assessment analysis faculty make changes as needed.

At admission to teacher education, candidates are interviewed by faculty and asked to respond to questions about the Unit Dispositions. The Kentucky Code of Ethics is presented three times to candidates for review; during orientations to teacher education and student teaching and during the student teaching interview. As program policy, candidates follow curriculum guide sheets, RACR audits, and confer with advisor to help them monitor their progress and prepare them for the continuous self-assessment required of professional educators. Admission to Teacher Education and Student Teaching requires that students attend an orientation to Teacher Education either in EDU 103 or transfer orientation held each semester for transfer students, have a 2.75 grade point average or higher and complete 24 credit hours with a grade of “B” or higher in EDU 103, ENG 105, COM 161 and MAT 117 or approved higher level math course. In addition, students complete an interview with their academic advisor and complete a Declaration of Eligibility for Certification in Admission to Teacher Education Orientation. Admission requirements are aligned to Kentucky regulation 16 KAR 5:020.

The Interdisciplinary Early Childhood Education program prepares candidates to teach young children across a range of abilities from birth through kindergarten. The performance standards used in the Interdisciplinary Early Childhood Education (IECE) Program are the Kentucky IECE Teacher Standards. The Interdisciplinary Early Childhood Education program prepares graduates to provide early intervention, care and educational services for infants, toddlers, preschoolers, and kindergarten children with and without disabilities and their families. The program includes courses from the fields of general education, early childhood, early childhood special education, communication disorders, and professional education. Center-based early childhood programs and public school early childhood classrooms provide professional experiences for program participants.

The program emphasizes the development of educators who are skilled and knowledgeable in teaching young children with and without disabilities. Coursework provides opportunities for candidates to develop skills in collaboration, curriculum development and implementation, and assessment. Active learning experiences are emphasized, as are real-world connections through completion of at least 200 hours of field experiences prior to student teaching. Throughout the program, candidates are encouraged to consider their present skills and make plans for improvement. Candidates are urged to gather child progress data continuously and to use this data in planning and implementing effective instruction. Candidates are required to reflect as they write lessons and to provide reflective summaries of lesson plans that have been taught to children. Candidates are provided time and resources to revise and improve curricular materials they develop within the courses.

## **A. Courses and Experiences**

### ***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 six hours of Historical, Literary, and Philosophical university studies courses, CIV 201/202 *World Civilizations I/II* and HUM 211 *The Western Humanities Tradition*. ELE 410 is designated as the writing intensive course for the program. Writing strategies are reviewed with students and emphasis is placed on correct mechanics within professional writing. Students have multiple writing opportunities to improve writing throughout the semester through assignments. They further refine their writing skills by completing the unit's writing-intensive student teaching semester. Furthermore, candidates demonstrate writing proficiency by passing the writing portion of the *Core Academic Skills for Educators* exam. With these literacy skills in place, candidates are trained how 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 *IECE Education Field Experiences Table* delineates this program's field experiences.

<b>Course</b>	<b>Field Experience Requirements</b>	<b>Required Components</b>
EDU 103	7 hours	Observe elementary, middle, and secondary classroom, attend school board meeting and site based meeting
EDP 260	7 hours Observe students at various stages of development	
SED 300	7 hours	Observe classroom with culturally

		diverse students, meet with school district Family Resource Youth Services Center staff
SED 409	2 hours Interact with parent of student with disabilities and student with disabilities	
EDU 403	3 hours	Attend school board and school based council meetings
ELE 301	12 hours	Interact with children with disabilities and children from diverse socio-economic backgrounds
ELE 308	12 hours	Interact with children with disabilities and children from diverse socio-economic backgrounds and culturally diverse backgrounds
ELE 390	6 hours Teach standards based unit in kindergarten	Tutor kindergarten children
ELE 410	6 hours	Visit Preschool Family Resource Center
ELE 439	25 hours Complete assessments including screening, curriculum based assessment, diagnostic assessment, program evaluation	Interact with families, children with disabilities and children from diverse socio-economic backgrounds
ELE 455	6 hours Teaching lessons to infants and toddlers	Assist infant-toddler teachers and tutor children
ELE 474	103 hours split between infant, toddler and preschool age children	Participate in Professional Learning Community and observe child who is an English Language Learner
FCS 210	9 hours observation	
FCS 211	9 hours observation	
FCS 310	20 hours observation	Students with disabilities Socio-economic diversity
FCS 311	20 hours observation	

### ***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 IECE Courses* tables depicts the degree to which these themes are addressed in multiple courses.

### IECE Core Professional Education Courses

Course	EPSB THEMES			
	Diversity	Assessment	Literacy/ Read	Closing Gap
EDU 103 Issues/Prac in American Ed	K			
EDP 260 Psy of Human Development	K			
SED 300 Edu. Students w/ disabilities	K	K		K
EDU 403 Struct. & Found.	K	K		

### IECE Courses

Course	EPSB THEMES			
	Diversity	Assessment	Literacy/ Read	Closing Gap
FCS 210 Child Dev I	K			
FCS 211 Child Dev II	K			
ELE 301 Lang and Early Literacy	K	K	A	K
ELE 302 Music and Movement for Early Childhood	K			
ELE 308 Teach Math & Science Early Childhood	K	K	K	A
FCS 310 Prog Planning Preschool	K	A		A
FCS 311 Child Guidance	A	A		K
CDI 340 Speech and Lang Development	K			K
ELE 390 Intro to Kinder	K	A	A	

ELE 410 Collaboration & Communication in IECE	K			A
ELE 439 Early Childhood Assessment and Prog. Dev.	A	D		A
ELE 455  Curr and Methods Infants & Toddlers	K			
ELE 474 IECE Practicum	A	D		A
SED 404 Sed Proc. Strat. for IECE	A	A		A
SED 526 Educ of Young Child. w/ severe Disabilities	A	A		A
ELE 421 Student Teaching	D	D	D	D
<b>K</b> nowledge- students gain knowledge related to the standard <b>A</b> pplication- students apply information in assignments/projects <b>D</b> emonstrate- student demonstrates mastery of standards				

### ***IECE Course Descriptions***

**EDU 103** Issues and Practices of American Education (3). Course designed to provide all students with an overview of the field of education. Included are topics related to motivation and learning theory, curriculum, school organization, and historical, socio-cultural, psychological and philosophical foundations of education. Although this is also an initial education course for students seeking teacher certification, all students will be able to apply what they have learned as parents and concerned citizens in their adult lives. Field observations required.

**MUS 200** Public School Music I (2). A course designed to prepare the classroom teacher to meet the needs of the music program in the self-contained classroom. Fundamentals of music are stressed along with learning to play the song bells, autoharp, recorder and keyboard. Minimum proficiencies are required.

**FCS 210** Child Development I (3). In-depth study of infancy to include concepts, principles and development theories. Students will observe, record and analyze the social, emotional, physical and cognitive development of the typical and atypical infant and toddler in the social and cultural context. Lecture, two hours; laboratory, two hours.

**FCS 211** Child Development II (3). Study of the characteristics of growth and development of young children ages three to eight. Guided observation in the child development center as a basis for understanding children and oneself. Lecture, two hours; laboratory, two hours. Prerequisite: FCS 210.

**EDP 260** Psychology of Human Development (3). A study of the systematic changes in the cognitive, behavioral, social, and biological functioning of the individual across the developmental stages of life. Note: Cannot be counted toward both teacher certification and the psychology major or minor. Field hours required.

**SED 300** Educating Students with Disabilities (3). This course introduces students to state and federal laws impacting the education of students with disabilities, prepares them to work collaboratively with other professionals and parents, and teaches them a variety of effective instructional techniques/strategies. It also increases their awareness of the special organizations, associations and other resources that will assist them in meeting their professional needs, the needs of families, and the needs of students with disabilities. Field experience required.

**ELE 301** Language and Early Literacy for Early Childhood (3). This course focuses on the child's emerging literacy and exposure to language stimulation. Combining research, reflection and early childhood practices, the course fosters an understanding of how techniques and activities affect language and early literacy skills development in young children infancy through 5 years of age with and without disabilities. Field experiences required. Prerequisites are EDU 103.

**ELE 302** Music and Movement for Young Children (3). An in-depth exploration of developmentally appropriate music and movement experiences for young children infancy through five years of age. Students will develop skills to assist young children with and without disabilities in producing, recognizing and creating simple songs, playing with melody, and expressing feelings through music and movement. Prerequisites: MUS 200.

**ELE 308** Teaching Mathematics and Science in Early Childhood (3). This course is a study of mathematics and science curriculum and research-based teaching practices for early childhood. Field experience required.

**FCS 310** Program Planning for Preschool Children (3). Course introduces the knowledge base and practical strategies used to teach preschool children in effective and appropriate ways. This course focuses specifically on developing the skills to design and implement effective instruction based on developmentally appropriate practices and culturally responsive teaching methods, on integrating curriculum content areas (e.g., literacy, mathematics, science, music, movement, and art), and on establishing partnerships with parent and families. Furthermore, this course provides opportunities to practice and refine these skills and techniques in a preschool classroom. This course consists of weekly lecture and weekly field experiences.

**FCS 311** Child Guidance (3). Course is designed to familiarize student with developmentally appropriate guidance strategies for preschool children in inclusive settings. Weekly lecture and field experiences are required.

**CDI 340** Speech and Language Development (3). A survey of speech and language acquisition in children. Primarily a lecture course with required clinical observation.

**ART 343** Art Materials and Techniques for the Classroom Teacher (3). A studio art education course emphasizing visual learning in all curricular areas of the elementary classroom. This course provides prospective elementary classroom teachers, early childhood educators, and special education teachers with the necessary art making skills in a variety of media and techniques. Class sessions include demonstration, experimentation, and manipulation of materials and techniques leading to reflective decision-making as well as critical assessment of finished work. Six hours per week. Prerequisite: EDU 103 or 104

**ELE 390** Introduction to Kindergarten (3). Course provides a study of the background and evolution of kindergarten, organization of the kindergarten environment, development of kindergarten age children, and developmentally appropriate practices and learning opportunities within a kindergarten classroom. Field experiences required. Prerequisite: EDU 103.

**EDU 403** Structures and Foundations of Education (2). A course designed to provide the undergraduate teacher education student with an in-depth study of the foundations of education. The course includes a major emphasis in the social, historical, legal, and philosophical foundations of education. Field experiences required. Prerequisite: admission to Teacher Education.

**ELE 410** Collaboration and Communication in IECE Environments (3). Examines collaboration processes involving early childhood professionals, families of children with and without disabilities, and other community resource personnel. Communication skills needed to function effectively in interdisciplinary early childhood education environments are a primary focus. The course also addresses topics that are critical to the practitioner's professional development including reflective thinking, ethics, and advocacy. Field experiences required. Prerequisites: EDU 103, FCS 210, and 211.

**ELE 421** Student Teaching in Elementary P-5, IECE (7-14). Student teaching in the elementary and IECE should allow the individual to participate in the work and duties of the school that are generally expected of the classroom teacher. This will be 2, 7-week placements. Student teachers will be supervised by a public school teacher as well as a university coordinator. May be repeated for up to 14 credit hours. Graded pass/fail. Prerequisite: admission to Teacher Education and Student Teaching.

**EDU 422** Student Teaching Seminar (3). A professional experience to be provided concurrently with student teaching to provide theory, research base and a forum to support the performance in the school assignment. Topics arising from problems encountered in the classroom as well as other current topics will be studied. Graded pass/fail. Prerequisite: Admission to Teacher Education and student teaching.

**ELE 439** Early Childhood Assessment and Program Development (3). Students will develop skills in observing children birth through five years of age and in conducting developmental screenings, evaluations and assessment. Student will develop skills in creating and implementing individual education programs and individualized family service plans and in monitoring child progress. Students will complete curriculum based assessment and program evaluation. Prerequisites: admission to Teacher Education.

**ELE 455** Curriculum and Methods for Infants and Toddlers (3). An in-depth look at care and education for infants and toddlers including children with disabilities and children from diverse backgrounds. Major emphasis is placed on methods to provide quality care to meet physical, emotional, cognitive and social needs of infants and toddlers while working collaboratively with families and other community agencies and service providers. Current best practices in education of infants and toddlers will be reviewed. Field experiences will be required. Prerequisite: EDP 260, EDU 103, and SED 300.

**ELE 474** IECE Practicum (3). This course makes provisions for students to participate in all activities generally expected of an interdisciplinary early childhood education professional. Supervision by the faculty member teaching course will be provided. Regularly scheduled seminars to promote reflective decision-making, discuss student progress and provide additional training in methods, procedures, and evaluation will coincide with the practicum field experience. Prerequisites: admission to Teacher Education.

**SED 404** Special Education Procedures and Strategies in IECE (3). Students will develop skills in writing Individual Education Programs and Individualized Family Service Plans. Students will be introduced to relevant special education legislation, laws and policies. Students will develop skills in matching intervention strategies to the strengths and needs of young children with disabilities and their families. Students will acquire skills in the development and implementation of the Individual Education Program and the Individualized Family Service Plan in a variety of settings. Field experiences required.

**SED 526** Education of Young Children with Severe Disabilities (3). Course provides information related to the study of young children with disabilities or who are at risk for disability in terms of their personal, family, and educational needs. Field experiences required.

### ***Modes of Delivery and Regional Campuses***

The undergraduate IECE coursework uses primarily face to face teaching. Most courses use Canvas as a way to share information, course materials, resources, and in some cases, for assessment. A few web only courses are taught in the program. These include SED 404 Strategies and Procedures for IECE and SED 409 Strategies and Procedures for Students with Moderate to Severe Disabilities (web class during summer semester). The Interdisciplinary Early Childhood Education program is offered as a 2+2 major at the Murray State University off campus sites at Madisonville, Henderson, Hopkinsville, and Paducah. Faculty travel to sites to teach courses. A variety of delivery methods are used including weekend classes. The 2+2 program is a collaboration with Kentucky Community and Technical Community Colleges in Madisonville, Henderson, Hopkinsville and Paducah. In addition, early childhood faculty have worked with Shawnee Community College in Illinois. Students complete 2 years at the community college and 2 years at Murray State University off campus sites that includes a capstone student teaching experience. 2+2 Coordinators at each site advise IECE students with support from the IECE Program Coordinator.

### **B. Specialty Professional Association (SPA)**

The professional organizations that guide the content areas are the National Association for the Education of Young Children (NAEYC), Division of Early Childhood (DEC), Council for Exceptional Children (CEC), Council for the Accreditation of Educator Preparation (CAPE) Standards, Kentucky Educational Professional Standards Board (EPSB) Themes, and Interstate Teacher Assessment and Support Continuum (InTasc) Standards. These standards provide detailed guidelines about what candidates are expected to know, understand, and to be able to do when working with young children and are used to guide curriculum in the Interdisciplinary Early Childhood Education program.

The Kentucky Early Childhood Standards and Kentucky Core Academic Standards are used by students for planning, teaching, and assessment during field experiences with young children. Candidates are introduced to these documents in course work, and they use them as they plan curriculum and implement instruction with young children and use to develop IEP's for course activities.

National Association for the Education of Young Children (NAEYC) is one of the professional organizations that guides the field of interdisciplinary early childhood education. The table below shows how the NAEYC standards and InTASC standards are integrated into early childhood coursework.

### **NAEYC – National Association for the Education of Young Children, and InTASC Standards**

<b>InTASC Standards</b>	<b>NAEYC STANDARD (Initial Teacher Preparation)</b>	<b>Courses</b>	<b>Activities</b>	<b>Assessments</b>
<b>Standard # 4. Content Knowledge</b>	<b>1. Promoting Child Development and Learning.</b> Candidates prepared in early childhood degree programs are grounded	ELE 474		Develop & teach a thematic unit to preschool children  Develop & teach activities to infants and

	<p>in a child development knowledge base. They use their understanding of young children's characteristics and needs, and of multiple interacting influences on children's development and learning, to create environments that are healthy, respectful, supportive, and challenging for each child.</p>	<p>ELE 439</p> <p>FCS 210, 211</p> <p>EDP 260</p> <p>FCS 310</p> <p>FCS 311</p> <p>ELE 390</p>	<p>Child development, observations</p> <p>Theories of child development, child observations</p> <p>Activities in preschool classroom which include DAP lesson planning</p> <p>Study child guidance strategies and complete behavioral checklists</p>	<p>toddlers</p> <p>Classroom evaluation ECERS-R or ITERS-R</p> <p>Field experience in Kindergarten design and teach collaborative standards based unit</p>
<p><b>Standard # 4 Content Knowledge</b></p>	<p><b>2. Building Family and Community Relationships.</b> Candidates prepared in early childhood degree programs understand that successful early childhood education depends on partnerships with children's families and communities. They know about, understand, and value the importance and</p>	<p>ELE 439</p> <p>FCS 310</p> <p>SED 526</p>	<p>Write letter to parents of children in field experience placement</p> <p>Parent of child with disabilities</p>	<p>Interaction with parents to collect assessment information.</p> <p>IFSP Experience</p>

	<p>complex characteristics of children’s families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve families in their children’s development and learning.</p>	ELE 410	<p>shares family story</p> <p>Family resource visit</p>	
<p><b>Standard # 1. Learner Development</b>  <b>Standard # 2. Learning Difference</b>  <b>Standard # 3. Learning Environments</b>  <b>Standard # 4. Assessment</b></p>	<p><b>3. Observing, Documenting, and Assessing to Support Young Children and Families.</b> Candidates prepared in early childhood degree programs understand that child observation, documentation, and other forms of assessment are central to the practice of all early childhood professionals. They know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence the development of every child.</p>	<p>ELE 390</p> <p>ELE 439</p> <p>SED 404</p> <p>SED 526</p> <p>ELE 474</p> <p>FCS 311</p>	<p>Evaluation requirements for special education services</p> <p>Evaluation requirements for Part C and Part B of IDEA</p>	<p>Informal assessment of child progress from standards based unit</p> <p>Curriculum based assessment project, Comprehensive evaluation report including family interview</p> <p>Informal child progress assessment</p> <p>Informal assessment of children’s behavior</p>
<p><b>Standard # 7. Planning for Instruction</b>  <b>Standard # 8. Instructional Strategies</b></p>	<p><b>4. Using Developmentally Effective Approaches</b> Candidates prepared in early childhood degree programs understand</p>	<p>FCS 310</p> <p>ELE 301</p>		<p>Lesson plans and Standards Based Unit</p> <p>Early literacy activities taught to young children</p>

	<p>that teaching and learning with young children is a complex enterprise, and its details vary depending on children's ages, characteristics, and the settings within which teaching and learning occur. They understand and use positive relationships and supportive interactions as the foundation for their work with young children and families. Candidates know, understand, and use a wide array of developmentally appropriate approaches, instructional strategies, and tools to connect with children and families and positively influence each child's development and learning.</p>	<p>ELE 308</p> <p>ELE 390</p> <p>ELE 455</p> <p>ELE 474</p>		<p>Lesson plans developed and taught to preschool and kindergarten age children</p> <p>Kindergarten Standards Based Unit</p> <p>Infant/toddler lesson plans</p> <p>Lesson plans and Standards Based Unit</p>
<p><b>Standard # 4 Content Knowledge Standard # 5. Application of Content</b></p>	<p><b>5. Using Content Knowledge to Build Meaningful Curriculum</b></p> <p>Candidates prepared in early childhood degree programs use their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for each and every young child. Candidates understand the importance of</p>	<p>FCS 310</p> <p>ELE 301</p> <p>ELE 308</p> <p>ELE 390</p> <p>ELE 455</p>		<p>Lesson plans and Standards Based Unit</p> <p>Literacy activities developed and taught</p> <p>Lesson plans developed and taught</p> <p>Lesson plans and standards based unit</p> <p>Lesson plans developed and taught</p>

	developmental domains and academic disciplines in early childhood curriculum. They know the essential concepts, inquiry tools, and structure of content areas, including academic subjects, and can identify resources to deepen their understanding. Candidates use challenging curriculum that promotes comprehensive developmental and learning outcomes for every young child.	ELE 474		Lesson plans and Standards based unit
<b>Standard #9. Professional Learning and Ethical Practice</b> <b>Standard # 10 Leadership and Collaboration</b>	<b>6. Becoming a Professional</b> Candidates prepared in early childhood degree programs identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.	ELE 410  ELE 474  EDU 403, ELE 474  ELE 390  FCS 310,311  ELE 439	NAEYC Code of Ethical Conduct is examined and discussed	Advocacy Project, Dispositions essay  Reflections on lesson design, teaching and child learning and child development  Teaching Philosophy  Reflections on collaborative standards based unit Reflections on field experiences  Reflections on observations, Standards Based Unit and Behavioral Assessment  Reflections on assessment experiences

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The Council for Exceptional Children (CEC) is one of the professional organizations that guides practices for interdisciplinary early childhood educators. The table below depicts how the CEC Standards and InTASC standards are integrated into coursework.

**CEC Initial Level Special Educator Preparation Standards, InTASC Standards, and CEC Beginning Special Education Teachers of Early Childhood Students Standards**

<b>CEC Early Childhood</b>	<b>InTASC</b>	<b>CEC Content Standards</b>	<b>Courses</b>	<b>Activities</b>	<b>Assessments</b>
		<b>Content Standards</b>			
<b>Standard 2. Development and characteristics of learners</b>  <b>Standard 3 Individual Learning Differences</b>	<b>Standard 1 Learner Development, Standard 2 Learning Differences</b>	<b>1. Learner Development and Individual Learner Differences</b> Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities	SED 526	IEP observation	
<b>Standard 5 Learning environments/social interactions</b>	<b>Standard 3 Learning Environment</b>	<b>2. Learning Environments</b> Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well being, positive social interactions, and self esteem.	ELE 439  ELE 474  FCS 310		ITERS/ECERS program evaluation  Student Individual Performance Record completed during each observation  Reflection journal
<b>Standard 7. Instructional planning</b>	<b>Standard 4 Content Knowledge, Application of Knowledge</b>	<b>3. Curricular Content Knowledge</b> Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.	SED 526  ELE 439  SED 404  SED 300	Embedding instruction    IEP Case Study	Disability inservice project, IFSP development  IEP Development  IEP Development

			ELE 474		Lesson plans and Standards Based Unit embedd IEP/IFSP goals and outcomes
			ELE 421		Student teaching experiences
<b>Standard 6. Assessment</b>	<b>Standard 6 Assessment</b>	<b>4. Assessment</b> Beginning special education professionals use multiple methods of assessment and data-sources in making educational decisions.	ELE 439  FCS 311  SED 404	Methods of monitoring   Steps in completing functional behavioral assessment and positive behavioral support plan	Diagnostic evaluation  Informal assessment of challenging behaviors
<b>Standard 7. Instructional planning</b>	<b>Standard 7 Planning for Instruction</b>	<b>5. Instructional Planning and Strategies</b> Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.	ELE 474  ELE 421		Practicum experiences  Student Teaching Experiences
<b>Standard 9 Professional and ethical practice</b>	<b>Standard 9 Professional Learning and Ethical Practice</b>	<b>6. Professional Learning and Ethical Practice</b> Beginning special education professionals use foundational knowledge of the field and their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.	ELE 410	Review CEC Code of Ethics	

<b>Standard 10 Collaboration</b>	<b>Standard 10 Leadership and Collaboration</b>	<b>7. Collaboration</b> Beginning special education professionals collaborate with families. other educators, related service providers. individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across range of learning experiences.	SED 404, ELE 439  SED 526  SED 404	IEP Case Study  IFSP Case Study	Disability Inservice  RTI interview with preschool coordinator
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### C. Kentucky Teacher Standards

The standards and expectations of several academic organizations guide the program. Kentucky's IECE Teacher Standards provide the framework for general professional expectations. Kentucky's IECE Teacher Standards include high expectations for embedded knowledge of content as well as working with families. The Kentucky IECE Teacher Standards are integrated throughout IECE emphasis courses and professional education courses. 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 in the program progresses, the standards are applied (A) in lesson plans and other instructional activities. At the end of the program, during student teaching, teacher candidates demonstrate mastery of standards (D). Candidates demonstrate mastery of standards in the eligibility portfolio that is scored by two faculty members.

#### Kentucky Teacher Performance Standards

Courses	NTS 1	NTS 2	NTS 3	NTS 4	NTS 5	NTS 6	NTS 7	NTS 8	NTS 9	NTS 10
EDU 103 Iss/Prac in American Ed		K	K	K			K	K		
EDP 260 Psy. Of Human Dev	A		A							
SED 300 Education of Student w/ Disabilities	K	K	K	K	K	K		K		
ELE 390 Kindergarten	A	A	K	A	A		A	K		
EDU 403 Structures and Foundations							K		A	

MUS 200 Public school Music	A									
ELE 421 Student Teaching	D	D	D	D	D	D	D	D	D	D
<b>Knowledge-</b> students gain knowledge related to the standard <b>Application-</b> students apply information in assignments/projects <b>Demonstrate-</b> student demonstrates mastery of standards										

### Kentucky IECE Teacher Performance Standards

Courses	IECE 1	IECE2	IECE 3	IECE 4	IECE 5	IECE 6	IECE 7	IECE 8	IECE 9	IECE 10
ELE 301 Lang & Early Literacy	A	A	A					K	K	
ELE 390 Intro to Kindergarten	A		A	A	A	A		K		
ELE 410 Collaboration and Communication in IECE					A	A		A		
ELE 421 Student Teaching	D	D	D	D	D	D	D	D	D	D
ELE 439 Early Childhood Asses. & Prog. Dev	A	A	A	A	A	A	A	A	A	
ELE 455 Curr & Methods for Infants & Toddlers	A	K	A	A	A	K	A	K	K	
ELE 474 IECE Practicum	D	A	D	D	D	A	A	A	A	
SED 404 Special Edu. Proc. & Strat. For IECE		A			A	A			A	
SED 526 Ed Young Ch Severe Disab.		A		K	A	A		A	A	
FCS 210 Child Dev. I						K				
FCS 211 Child Development II						K				
ELE 302 Music & Movement in Early Childhood	A	A	K			A				
ELE 308 Teach Math & Science Early Ch.	A	A	A	A				K	K	
FCS 310 Program Planning for Preschool	A	A	A	A	A	A		K	A	

FCS 311 Child Guidance		A		A	A	K		K		
CDI 340 Speech & Lang Dev			K	K		K		A		
ART 343 Art Teach. Mat. Teach.		K								
<b>Knowledge-</b> students gain knowledge related to the standard <b>Application-</b> students apply information in assignments/projects <b>Demonstrate-</b> student demonstrates mastery of standards										

#### D. Kentucky Core Academic Standards (KCAS) and Kentucky Early Childhood Standards (KECS)

The Kentucky Early Childhood Standards and Kentucky Core Academic Standards for kindergarten are used by students for planning, teaching, and assessment during field experiences with young children. Students are introduced to these documents in course work, and they use them as they plan curriculum and implement instruction with young children and develop IEP's as part of course activities.

KCAS and KECS focus on the learning of children. Each of these standards address a different domain. The tables below address the domains of English/Language Arts and Mathematics. The tables depict how university studies courses and methods courses are aligned with the KCAS and KECS standards.

KYCAS English/Language Arts Standards for Kindergarten: 1. Reading Literature; 2. Reading Informational Texts; 3. Foundational Skills; 6. Language.

KYECS English/Language Art Standards: 1. Demonstrates general skills and strategies for the communication process; 2. Demonstrates general skills and strategies of the listening and observing process; 3. Demonstrates general skills and strategies of the reading process; 4. Demonstrates competence in the beginning skills and strategies of the writing process

Course	KCAS Standards English Language Arts						KECS Standards English/Language Arts			
ENG 105	1	2	3	4	5	6	1	2	3	4
ELE 301	1	2	3	4	5	6	1	2	3	4
ELE 390	1	2	3	4	5	6				
ELE 308	1	2	3	4	5	6	1	2	3	4
ELE 474							1	2	3	4
ELE 421	1	2	3	4	5	6	1	2	3	4

KCAS Math Standards for Kindergarten: 1. Counting and Cardinality; 2. Operations and Algebraic Thinking; 3. Numbers and Operations in Base; 4. Measurement and Data; 5. Geometry

KECS Math Standards: Demonstrates an understanding of numbers and counting; 2. Recognizes and describes shapes and spatial relationships; 3. Uses the attributes of objects for comparison and patterning; 4. Uses nonstandard or standard units to measure and describe.

Course	KCAS Math Standards					KECS Math Standards			
MAT 117	1	2	3	4	5	1	2	3	4
MAT 140	1	2	3	4	5	1	2	3	4
ELE 390	1	2	3	4	5				
ELE 308	1	2	3	4	5	1	2	3	4
ELE 474						1	2	3	4
ELE 421	1	2	3	4	5	1	2	3	3

KCAC Science Standards for Kindergarten: 1. Scientific and Engineering Practices; 2. Crosscutting Concepts; 3. Disciplinary Core Ideas ( a. physical, b. life, c. earth and space, d. engineering, technology and applications

KECS Science Standards: 1. Asks simple scientific questions that can be answered with exploration; 2. Uses a variety of tools to explore the environment; 3. Collects, describes and records information through a variety of means; 4. Makes and verifies predictions based on past experiences; 5. Demonstrates health/mental wellness in individual and cooperative social environments.

Course	KCAS Science Standards			KECS Science Standards				
BIO 101	1	2	3	2	3			
ELE 390	1	2	3					
ELE 308	1	2	3	1	2	3	4	5
ELE 474				1	2	3	4	5
ELE 421	1	2	3	1	2	3	4	5

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.

### E. Program Faculty

Name	Highest Degree, Field, & University	Role	Faculty Rank	Scholarship, Leadership in Professional Associations, and Service; List up to 3 major contributions in the past 3 years	Status
Mi-Hwa Park	Ph.D. Department of Curriculum and Instruction Specialization in Early Childhood Education The University of Texas at Austin	Teaches undergraduate and graduate IECE courses	Assistant Professor	<p>Park, M. (2014). Increasing English language learners' engagement in instruction. <i>Multicultural Education</i></p> <p>Park, M. (2014). <i>Creating relationship-based classroom management strategies</i>. Presentation at American Educational Research Association, Philadelphia, PA.</p> <p>Park, M. (2013). <i>Characteristics of supporting children's emotions in early childhood classrooms</i>. Presentation at American Educational Research Association, San Francisco, CA.</p>	Full-time to institution Full-time to unit Full-time to program
Jeanetta Riley	Ph.D. Curriculum & Instruction with emphasis in elementary education with specialization in Early Childhood Education The University of Southern Mississippi	Teaches undergraduate and graduate IECE courses	Associate Professor	<p>Boyce, J. S., Riley, J. G., &amp; Patterson, L. G. (2015). Adult-child communication: A goldmine of learning experience. <i>Childhood Education: Infancy through Early Adolescence</i>, 91(3), 169-173.</p> <p>Riley, J. G., &amp; Robertson, J. (2014). <i>The Reggio Approach to learning and the right of education for all young children</i>. Paper presentation at 10<sup>th</sup> Annual Critical Questions in Education Conference, Louisville, KY: Academy for Educational Studies.</p> <p>Gichuru, M., Riley, J. G., Robertson, J., &amp; Park, M.</p>	Full-time to institution Full-time to unit Full-time to program

				(2015). Perceptions of Head Start teachers about culturally relevant practice. <i>Multicultural Education</i> , 22(2), 46-50.	
Chhanda, Islam	Ed. D. Curriculum and Instruction Jackson State University	Reading Program Coordinator Teaches ELE 301 for IECE program	Professor	Islam, C. (2012). School based coaching. <i>The Montana State Reading Journal</i> , 3 (1), 16-26.  Islam, C. (2012). Using literacy bags. <i>Journal for the Liberal Arts and Sciences</i> , 16(2), 60-68.  Member of International Reading Association (IRA), Past President of the Murray Association of the International Reading Association.	Full-time to institution Full-time to unit Part-time to program
Ajay Singh	Ph.D. Early Intervention, Special Education & School Leadership University of Oregon	Teaches IECE courses	Visiting Assistant Professor	Singh, A., Yeh, C. J., Singh, Y. P., Agarwal, A., & Tiwari, A. (2015). Best practices for designing practicum in special education programs. <i>European Academic Research</i> .  Singh, A. (2015). Validity, reliability, and utility of the 6-year Ages and Stages Questionnaire. <i>Journal of Special Education and Rehabilitation</i> .  Singh, A., Yeh, C. J., & Tiwari, A. (2015). <i>The role of field-based experiences in special education programs</i> . 26 <sup>th</sup> International Conference Organized by the Society for Information Technology & Teacher Education, Las Vegas, NV	Full-time to institution Full-time to unit Part-time to program
Greg Gierhart	MA Middle School Education, Murray State University	Teaches ELE 308 for IECE program Hart Residential College Head	Lecturer	Presentations: SER IRA, KACTE, FATE, SRATE & KMSA  Sponsor for Student Technology Leadership Program  Faculty mentor for Infusion of Technology	Full-time to institution Full-time to unit Part-time to program
Jalencia Barr	M.S. Curriculum & Instruction;	Teaches ELE 390, FCS 201, and FCS 211	Minority Scholarship Fellow	Advisor, Pearls of Perfection Youth Organization HOOK Young Adult Ministry	Part-time to institution Full-time to unit Part-time to program

	Early Childhood Education Florida State University			B.L Perry Reading & Mathematics Tutorial Program	
Tabatha Addison	MS IECE Murray State University	Teaches ELE 455 and preschool teacher with Mayfield Independent Schools	Adjunct	KTIP Resource Teacher Supervising Teacher for MSU IECE Student Teachers	Part-time to institution Part-time to unit Part-time to program
Jennifer Steger	Master's degree IECE Murray State University	Teaches ELE 302 and preschool teacher Paducah Independent Schools	Adjunct	Classroom of Excellence	Part-time to institution Part-time to unit Part-time to program
Jane King	MS Early Childhood Education George Peabody College	Teaches ELE 390 and kindergarten teacher Christian County Schools	Adjunct	Christian County District Curriculum Committee	Part-time to institution Part-time to unit Part-time to program
Alexa Finley	MA Elementary Education Western KY University	Teaches ELE 390 and kindergarten teacher Hopkins County Schools	Adjunct		Part-time to institution Part-time to unit Part-time to program
Celina Pinkston	Rank I Elementary education Indiana Wesleyan	Teaches ELE 390 and kindergarten teacher Henderson County Schools	Adjunct	School Leadership Team member	Part-time to institution Part-time to unit Part-time to program
Jackie Wilson	M.A. Elementary Education University of Mississippi	Teaches ELE 390 and kindergarten teacher Paducah Independent Schools	Adjunct	Member Site Based Decision Making Council	Part-time to institution Part-time to unit Part-time to program

### **F. Curriculum Contracts/ Guidesheets**

Program coordinators ensure current guidesheets are available for advisors and students (<http://coekate.murraystate.edu/coecms/ncate/manager/advsheet>). Guidesheets are used by academic advisors, students, and faculty to ensure consistency and clarity of program requirements.

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INTERDISCIPLINARY EARLY CHILDHOOD EDUCATION  
BIRTH TO PRIMARY ON-CAMPUS ADVISING FORM  
Bachelor of Arts, Provisional Classroom Teaching Certification (Birth-Primary)

ADVISOR \_\_\_\_\_

Name: \_\_\_\_\_ M # \_\_\_\_\_

Last First Middle

Course Description	Hrs	Cr	Course Description	Hrs	Cr
<b>ORAL/WRITTEN COMM.</b>	7hrs		<b>PROFESSIONAL STUDIES</b>	28 hrs	
ENG 105 Critical Reading, Writing, Inquiry		4	EDU 100T Transitions		1
COM 161 Intro to Public Speaking		3	*EDU 103 Iss/Prac in American Ed		3
			MUS 200 Public School Music		2
			ART 343 Art Mat. Tech Teacher		3
<b>SCI INQ, METHODS, &amp; QUANT SKILLS</b>	7hrs		**EDU 403 Structure/Foundations		2
BIO 101 Biological Concepts		4			
Math Course (MAT 117 or higher)		3			
			<b>PROFESSIONAL SEMESTER**</b>		
			**ELE 421 Student Teaching***		14
<b>WRLD HIS,LIT/PHIL TRADITIONS</b>	9hrs		**EDU 422 Student Tchng Seminar		3
CIV 201 or CIV 202		3			
HUM 211 Western Humanities Trad		3			
Elective in lit, phil or fin arts		3	<b>IECE EMPHASIS</b>		51 hrs
			CDI 340 Speech and Lang. Development		3
<b>GLOB AWAR, CULT DIV,&amp; WLD ARTISTIC TRAD*</b>	9 hrs		**SED 409 Instructional Strategies Students MSD		3
THD 104 Theatrical Experience		3	ELE 301 Lang. & Early Literacy		3
6 hours in single foreign language		6	ELE 302 Music and Movement for Early Ch.		3
			ELE 308 Teach Math & Science Early Ch.		3
<b>SOC,SELF AWARE &amp; RESP CITIZSHP</b>	6 hrs.		ELE 390 Intro Kinder		3
SOC 133 Introduction to Soc		3	*ELE 410 Collab. & Communic. IECE		3
Elective ethics, social responsibility and civic engagement		3	**ELE 439 Early Childhood Assess		3
			ELE 455 Curr.Methods Inf/Todd.		3
			**ELE 474 IECE Practicum		3
<b>UNIVERSITY STUDIES ELECTIVES</b>	6 hrs.		FCS 210 Child Development I		3
*CSC 199 Intro to Information Tech		3	FCS 211 Child Development II		3
			FCS 310 Prog. Planning Preschool		3
***EDP 260 Psy of Hum Dev		3	FCS 311 Child Guidance		3
			SED 300 Edu. Students w/ Disabilities		3
			SED 404 SED Proc. Strategies IECE		3
			**SED 526 Ed. Young Ch. With Dis.		3

\* Writing intensive

\*\*Must be admitted to Teacher Education before enrolling in these classes.

\*\*\*Calculated as part of GAP for Professional Education

**Hrs. for Graduation 123**

The student and advisor have discussed the Program Guide Sheet, requirements for Admission to Teacher Education, and course sequence recommendations.

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Student

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Advisor

#### 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).

Continuous assessment procedures will be used to document and systematically monitor student progress through the education program in order to determine the degree to which students have internalized and can demonstrate proficiency with the IECE Teacher Standards. The eligibility portfolio will be assessed during the student teaching semester. Check Points are designed to facilitate student progress through the education program, provide students with information for completion of the portfolio at designated stages and serve as a means for making recommendations for improvement or remediation when needed, to be reviewed at the next check point. Students are required to pass IECE PRAXIS 5023 (computer-based). Passing PRAXIS is required for a student to be recommended for certification. 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](http://www.epsb.ky.gov) for current requirements or the Division of Professional Learning at 502-564-4606 or 888-598-7667.

Statement: Certification requires demonstration of computer competency to meet Kentucky IECE Teacher Standard IX. All teacher education students in Birth-Primary, P-5, 5-9, 8-12, or P-12 programs must demonstrate computer literacy prior to approval for student teaching and may do so through one of the plans described below:

Plan 1: Pass approved computer literacy challenge exam. Contact Department of Computer Science and Information Systems at 270-809-2094 for dates, times and fees. Passing this exam will be recorded on transcript as a 3 hour "CR" for CSC 199.

Plan 2: Successful completion, with grade of C or better, of CSC 199 (03 credit hours) or equivalent.

All students are expected to attend an orientation for Admission to Teacher Education. Students who do not attend the orientation in EDU 103 should attend an orientation for transfer and irregular students scheduled by Teacher Education Services. Students must attend a Student Teaching Orientation 2 semesters prior to the Student Teaching semester. Attendance at an Admission to Student Teaching Orientation 2 semesters prior to student teaching is a prerequisite for student teaching placement. All placements for student teaching are made the semester prior to the professional semester. Only students fully admitted to Teacher Education and Student Teaching will be considered for placement. (See the Office of Teacher Education Services, 2101 Alexander Hall for admission forms and requirements.)

### 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  $\geq 2.75$  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  $\geq 2.75$  to include the following coursework:
  - (1) ENG 101, 102, 104 or 105 with a “B” or higher
  - (2) MAT 117 (or higher level math) with a “B” or higher
  - (3) COM 161 or HON 165 with a “B” or higher
  - (4) 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 **Declaration of Eligibility** (pink sheet) affirming a commitment to uphold the code and 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, EDU 303, SED 300 and EDU 403, etc. – see specific requirements by major or area) **with a**

**GPA  $\geq$  2.75 GPA;**

- 9) filed a **valid and current medical examination**, which includes a TB risk assessment (to begin student teaching within six months of exam);
- 10) obtained a **criminal records background check**; and
- 11) 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.**

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ADVISOR \_\_\_\_\_

Name: \_\_\_\_\_ M # \_\_\_\_\_

Last First Middle

Course Description	Hrs	Cr	Course Description	Hrs	Cr
<b>ORAL/WRITTEN COMM.</b>	7hrs		<b>PROFESSIONAL STUDIES</b>	28 hrs	
ENG 105 Critical Reading, Writing Inquiry		4	EDU 100T Transitions		1
COM 161 Intro to Public Speaking		3	*EDU 103 Iss/Prac in American Ed		3
			MUS 200 Public School Music		2
			ART 343 Art Mat. Tech Teacher		3
<b>SCI INQ, METHODS, &amp; QUANT SKILLS</b>	10-12 hrs		**EDU 403 Structure/Foundations		2
BIO 101 Biological Concepts		4			
Math Course (MAT 117 or higher)		3			
Science or Math Elective		3-5	<b>PROFESSIONAL SEMESTER**</b>		
			**ELE 421 Student Teaching *		14
<b>WRLD HIS,LIT/PHIL TRADITIONS</b>	6hrs		**EDU 422 Student Tchng Seminar (Elec)		3
CIV 201 or CIV 202		3	***EDP 260 Psys Human		3
HUM 211 Western Humanities Trad		3	<b>IECE EMPHASIS</b>	51 hrs	
			CDI 340 Speech and Lang. Development		3
<b>GLOB AWAR, CULT DIV,&amp; WLD ARTISTIC TRAD</b>	3hrs		**SED 409 Instructional Strategies Students MSD		3
THD 104 Theatrical Experience		3	ELE 301 Lang. & Early Literacy		3
			ELE 302 Music and Movement for Early Ch.		3
<b>SOC,SELF AWARE &amp; RESP CITIZSHP</b>	6 hrs.		ELE 308 Teach Math & Science Early Ch.		3
SOC 133 Sociology		3	ELE 390 Intro Kinder		3
Elective Ethics, social responsibility and civic engagement		3	* ELE 410 Collab. & Communic. IECE		3
			**ELE 439 Early Ch. Assess. & Prog. Dev.		3
			ELE 455 Curr.Methods Inf/Todd.		3
<b>UNIVERSITY STUDIES ELECTIVES</b>	6 hrs.		**ELE 474 IECE Practicum		3
		3			
CSC 199 Intro to Information Tech			FCS 210 Child Development I		3
			FCS 211 Child Development II		3
PSY 180 General Psychology		3	FCS 310 Prog. Planning Preschool		3
			FCS 311 Child Guidance		3
* Writing intensive course			SED 300 Edu. Students w/ Disabilities		3
**Must be admitted to Teacher Education before enrolling in these classes.			SED 404 SED Proc. Strategies IECE		3
*** Calculated into Professional Education GPA			**SED 526 Ed. Young Ch. With Dis.		3

**MINIMUM 120 Hrs. for Graduation**

The student and advisor have discussed the Program Guide Sheet, requirements for Admission to Teacher Education, and course sequence recommendations.

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

**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).

Continuous assessment procedures will be used to document and systematically monitor student progress through the education program in order to determine the degree to which students have internalized and can demonstrate proficiency with the IECE Teacher Standards. The eligibility portfolio will be assessed during the student teaching semester. Check Points are designed to facilitate student progress through the education program, provide students with information for completion of the portfolio at designated stages and serve as a means for making recommendations for improvement or remediation when needed, to be reviewed at the next check point. Students are required to pass IECE PRAXIS 5023 (computer-based). Passing PRAXIS is required for a student to be recommended for certification. 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](http://www.epsb.ky.gov) for current requirements or the Division of Professional Learning at 502-564-4606 or 888-598-7667.

Statement: Certification requires demonstration of computer competency to meet Kentucky IECE Teacher Standard IX. All teacher education students in Birth-Primary, P-5, 5-9, 8-12, or P-12 programs must demonstrate computer literacy prior to approval for student teaching and may do so through one of the plans described below:

Plan 1: Pass approved computer literacy challenge exam. Contact Department of Computer Science and Information Systems at 270-809-2094 for dates, times and fees. Passing this exam will be recorded on transcript as a 3 hour "CR" for CSC 199.

Plan 2: Successful completion, with grade of C or better, of CSC 199 (03 credit hours) or equivalent.

All students are expected to attend an orientation for Admission to Teacher Education. Students who do not attend the orientation in EDU 103 should attend an orientation for transfer and irregular students scheduled by Teacher Education Services. Students must attend a Student Teaching Orientation 2 semesters prior to the Student Teaching semester. Attendance at an Admission to Student Teaching Orientation 2 semesters prior to student teaching is a prerequisite for student teaching placement. All placements for student teaching are made the semester prior to the professional semester. Only students fully admitted to Teacher Education and Student Teaching will be considered for placement. (See the Office of Teacher Education Services, 2101 Alexander Hall for admission forms and requirements.)

## **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:

6. Attend an admission to teacher education orientation.
7. 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.

8. Earn an overall undergraduate GPA of  $\geq 2.75$  on a 4.0 scale at the point of admission. This 2.75 minimum GPA remains a requirement throughout the teacher certification program.

9. Complete a minimum of 24 credit hours with a GPA  $\geq 2.75$  to include the following coursework:
  - (1) ENG 101, 102, 104 or 105 with a “B” or higher
  - (2) MAT 117 (or higher level math) with a “B” or higher
  - (3) COM 161 or HON 165 with a “B” or higher
  - (4) EDU 103 with a “B” or higher (or AED 380 or EDU 104 or CTE 200 or MSU 123 or ELE 605 [graduate students])
  
10. 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 **Declaration of Eligibility** (pink sheet) affirming a commitment to uphold the code and 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

- 3) **been granted admission to Teacher Education;**
- 4) 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.);
- 12) **earned and maintained GPA  $\geq 2.75$  in major/areas, professional education, and overall;**
- 13) **demonstrated teaching ability** in field and clinical situations;
- 14) **documented completion of 200 or more field hours and components (beginning 9/1/2013);**
- 15) senior, post-bac, or graduate status and have **completed all major courses and specialty areas;**
- 16) **been admitted to Teacher Education;**
- 17) **completed all required professional teacher education courses** (EDU 103, EDP 260, EDU 303, SED 300 and EDU 403, etc. – see specific requirements by major or area) **with a GPA  $\geq 2.75$  GPA;**
- 18) filed a **valid and current medical examination**, which includes a TB risk assessment (to begin student teaching within six months of exam);
- 19) obtained a **criminal records background check;** and
- 20) 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

- 8) successfully completed an approved teacher education program including student teaching;
- 9) filed an application for certification (CA-1) with Teacher Education Services at MSU;
- 10) obtained at least minimal scores required on PRAXIS specialty area tests and the appropriate Principles of Learning and Teaching Test (PLT);
- 11) completed all applicable **computer literacy and applications** requirements;
- 12) earned a bachelor's degree;
- 13) mailed a copy of criminal record check to EPSB; and
- 14) 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.**

### **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/>.

### **PROFESSIONAL STUDIES**

**EDU 100T**

**EDU 103**

**MUS 200**

**ART 343**

**EDU 403**

### **PROFESSIONAL SEMESTER**

**ELE 421**

**EDU 422**

**EDP 260**

### **IECE EMPHASIS**

**CDI 340**

**SED 409**

**ELE 301**

**ELE 302**  
**ELE 308**  
**ELE 390**  
**ELE 410**  
**ELE 439**  
**ELE 455**  
**ELE 474**  
**FCS 210**  
**FCS 211**  
**FCS 310**  
**FCS 311**  
**SED 300**  
**SED 404**  
**SED 526**