



**MURRAY**

**STATE UNIVERSITY**

**College of Education  
and Human Services**

**English as a Second Language P-12 Certification  
Bachelors of Arts  
(Grades P-12)  
Program Submission  
September 2015**

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PGM Codes: 1506 and 3892

The content courses in this program are used for transcript reviews for entrance into our Alternative Certification Option 6 Program. PGM Code: 1855



## Executive Summary

### *Theme of the Unit*

The mission of the College of Education and Human Services is the preparation of leaders for successful careers that positively impact communities as advocates and practitioners, through student-centered, authentic, and engaging academic programs. The college envisions being recognized for producing graduates who foster excellence in their communities. The college's education programs support that mission and vision by ensuring candidates exemplify the knowledge, skills, dispositions, leadership qualities, and decision-making skills necessary to serve as effective educators in their communities. The goal of the college's educator preparation program is to produce candidates who demonstrate the characteristics of a Murray State University graduate, the proficiencies delineated by Kentucky Teacher Standards and the knowledge required by learned societies. "Educator as a reflective decision-maker" is the unit's theme. Undergraduate candidates demonstrate professional dispositions throughout their course work, field experiences, and student teaching. Murray State University candidates will become educators who demonstrate these dispositions: inclusive, responsible, enthusiastic, caring, confident, and ethical. Graduate candidates exhibit the same dispositions while developing their capacities as teacher leaders who foster excellence in their classrooms, schools, districts, and communities. Data is collected for program and candidate evaluation using Kentucky Teacher and National Standards for the Accreditation of Initial Programs in P-12 ESL Teacher Education from CAEP and the standards board of the national professional association for Teachers of English to Speakers of Other Languages, TESOL, Inc.

### *Unique Features*

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

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

Until July 2014, the College of Education departments were: Adolescent, Career and Special Education; Early Childhood and Elementary Education; and Educational Studies, Leadership and Counseling. During a summer 2014 university-wide academic reconfiguration, the College of Education transformed

into the College of Education and Human Services (COEHS). The three existing departments were joined by the Department of Community Leadership and Human Services and the Center for Communication Disorders. Please reference the COEHS organizational flowchart at <http://coekate.murraystate.edu/ncate/st/general.htm>.

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

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

The Murray State University College of Education and the Department of English and Philosophy in the College of Humanities and Fine arts work closely within the Bachelor of Arts degree program in English: Teaching English to Speakers of Other Languages/PreK-12 ESL (English as a second language) certification. This degree allows undergraduate English majors to take courses that lead to licensure for teaching ESL in public schools in Kentucky. While taking classes on campus and conducting practicum, observation, and student teaching experiences in regional schools, majors in this program receive extensive training in content and skills to meet the needs of English language learners of all proficiencies. This is the first undergraduate program for PreK-12 ESL initial certification in Kentucky (see below).

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

According to the U.S. Department of Labor, job prospects are best for teachers in high-demand fields, such as mathematics, sciences, languages, English as a second language, and bilingual education. Locations in urban or rural school districts are also considered to be high need areas for content area teachers. With the growing immigrant and nonnative language populations in the public schools in Kentucky and nationwide, the field of English as a Second Language has been labeled as a critical need area. This program, which is the only undergraduate program in the state of Kentucky, prepares students in the curriculum of the field for Pre-Kindergarten through grade 12. The program consists of 120 credit hours in content areas as well as professional education coursework. It provides access to current best practices and research through practicum experiences and field-based learning activities. The culminating experience is a semester-long teaching experience in the appropriate content area in a public school. Students in these programs are assigned an advisor who serves as both an academic and educational advisor.

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

Continuous assessment procedures are used to document and systematically monitor candidate progress throughout the education program to ascertain candidates' proficiency in the Kentucky Teacher Standards. Checkpoints provide data to facilitate faculty efforts to make recommendations for

improvement, remediation, or candidates' continuance in the program. To become admitted to the teacher education program, candidates must meet the following requirements:

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

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

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

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

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

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

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

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

## **Conceptual Framework**

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

## Continuous Assessment

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

### Program Experiences

#### A. Courses and Experiences

Majors in the Bachelor of Arts degree program in English: Teaching English to Speakers of Other Languages/PreK-12 ESL (English as a second language) certification undergo a combination of theoretical and practical experiences designed to increase their content knowledge and teaching skills. Classroom experiences include content courses in Education and English language and literature as well as newly-created courses in ESL pedagogy for younger and adolescent learners, dialectal and cultural issues in Kentucky and the US, and English proficiency assessment and meeting the needs of school and community stakeholders. Coursework experiences are supplemented by school visitations and observations as stipulated in the course syllabi which are designed to encourage students to apply and reflect upon practical uses of concepts studied and prepare students for the practicum and student teaching experience. Reflection is the focus of course activities and is the primary means by which candidates integrate course experiences with Kentucky performance Standards (KTS), College of Education and Human Services Dispositions, and the candidates' own experiences, values, and beliefs about education. At the program's beginning, candidates are asked to reflect upon their own values and beliefs about education and seek integration of those with the Unit Dispositions through assignments such as philosophy statements, growth plans, practicum work, and other reflective assignments. This process continues as candidates develop portfolio items to reflect their growth and understanding of educational principles leading to the program's end with the eligibility portfolio as a summative evaluation of their knowledge and demonstration of their skills according to Kentucky performance standards. Throughout, program coursework is designed to require planning and reflecting at increasing levels of expertise. Secondary education program faculty collaborate with Teachers of English to Speakers of Other Languages faculty to teach concepts, principles, theories, standards, and research related to evidence-based practices in second language theory, curriculum, and assessment. The pedagogy coursework models the use of active instructional methods, real-life applications, and cognitive strategies to stimulate learning and provide motivation for the English language learner (ELL). Along with a strong component of content knowledge in the areas of certification, the program is designed to integrate theory into practice with field experiences scheduled as an integral part of methods courses. As program policy, candidates follow curriculum guide sheets and RACR audits (a university advising program tool), and confer with advisors to help them to monitor their personal progress and prepare them for the continuous self-assessment required of professional educators. The PreK-12 ESL certification program faculty monitor student progress in learning the specialized skills of assessing learner needs, ESL lesson design, and teaching English language learners of all grades by periodic assessment of student progress through landmarks such as coursework completed, portfolio preparation and individual meetings at least once per semester with the student's academic advisor.

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

standard in an eligibility portfolio. The portfolio is independently scored by two faculty members with content and instructional knowledge in the discipline. In addition, the Murray program allows for post-baccalaureate students to return and earn certification in a content areas. Regarding instructional technology, secondary instructors use web-based programs such as *Canvas* and *LiveText* to supplement and enhance face-to-face instruction.

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

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

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

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

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

### ***Field Experiences***

As per 16 KAR 5:040 legislation, Kentucky teacher candidates are required to complete a minimum of 200 clock hours of field experiences prior to student teaching. Candidates participate in varied activities in P12 school settings. Activities include engaging a diverse student population, observing in schools and related agencies (e.g. Family Resource Centers or Youth Service Centers), tutoring, interacting with families of students, attending school board and school-based council meetings, participating in a school-based professional learning community, and assisting teachers or other school professionals. Candidates record field experience hours and activities on the *LiveText Field Experience Module* system and the *Kentucky Field Experience Tracking System*. Course instructors, cooperating teachers, and

university supervisors confirm candidates' participation. The unit provides training, video clips, and step-by-step directions to facilitate candidates', instructors' and cooperating teachers' recording efforts. The *ESL P-12 Field Experiences Table* delineates this program's field experiences.

**ESL P-12 Field Experiences Table**

<b>Course</b>	<b>Field Hours</b>
<b>EDU 103</b>	<b>7 hours</b>
<b>EDP 260</b>	<b>7 hours</b>
<b>TSL 331</b>	<b>1 hour</b>
<b>TSL 332</b>	<b>1 hour</b>
<b>TSL 410</b>	<b>2 hours</b>
<b>SED 300</b>	<b>7 hours</b>
<b>SEC 420</b>	<b>57 hours</b>
<b>SEC 422</b>	<b>118 hours</b>

***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. Coded according to categories in Bloom's Taxonomy, the Themes may be discussed at the knowledge level (K), they may be applied (A) as part the design of course assignments, or they may be evaluated (E) as a critical design element in the development course assignments. Furthermore, the unit's theme of *Educator as a Reflective Decision-Maker* is emphasized throughout candidates' program preparation. The following matrix demonstrates the integration of the Education Professional Standards Themes throughout the English as a Second Language program.

<b>Course</b>	<b>EPSB THEMES</b>				<b>COEHS</b>
	<b>Diversity</b>	<b>Assessment</b>	<b>Literacy</b>	<b>Gap</b>	<b>Reflective Decision-Maker</b>
<b>EDP 260</b>	<b>A</b>				<b>A</b>
<b>EDU 103</b>	<b>A</b>	<b>K</b>		<b>A</b>	<b>E</b>
<b>EDU 403</b>	<b>A</b>	<b>A</b>		<b>A</b>	<b>A</b>
<b>ELE 421</b>	<b>E</b>	<b>E</b>	<b>E</b>	<b>E</b>	<b>E</b>
<b>SED 300</b>	<b>K</b>	<b>K</b>	<b>K</b>	<b>K</b>	<b>A</b>
<b>SEC 421</b>	<b>A</b>	<b>A</b>	<b>A</b>	<b>A</b>	<b>E</b>
<b>SEC 422</b>	<b>A</b>	<b>A</b>	<b>A</b>	<b>A</b>	<b>E</b>
<b>TSL 331</b>	<b>E</b>	<b>E</b>	<b>E</b>	<b>E</b>	<b>E</b>
<b>TSL 332</b>	<b>E</b>	<b>E</b>	<b>E</b>	<b>E</b>	<b>E</b>



<b>TSL 410</b>	<b>E</b>	<b>E</b>	<b>E</b>	<b>A</b>	<b>E</b>
<b>K – Knowledge, A – Application, E – Evaluation</b>					

***English as a Second Language Program Content Course Descriptions***

**ENG 362 Ethnolinguistics in the US (3)**

From an ethnolinguistic perspective, this course provides an introduction to the study of varieties of English across the United States. Students will examine the history of linguistic diversity in the United States, along with perspectives on language and identity and current issues in language policies in the US. Prerequisites: ENG 105 or ENG 150

**TSL 331 ESL Methods, Grades PreK-5 (3)**

This course provides an in-depth exposure to methodology, activities, and materials appropriate for ELL (English language learning) students in preschool and elementary school contexts. This course covers a range of instructional and classroom management techniques appropriate for stand-alone or pull-out ESL instruction. Field Experience Required. Prerequisite: ENG 228 or equivalent.

**TSL 332 ESL Methods, Grades 6-12 (3)**

This course provides an in-depth exposure to methodology, activities, and materials appropriate for ELL (English language learning) students in middle school and secondary school contexts. This course covers a range of instructional and classroom management techniques appropriate for stand-alone or pull-out ESL instruction. Field Experience Required. Prerequisite: ENG 228 or equivalent.

**TSL 409 Language Acquisition in Children and Adolescents (3)**

This course examines theories and perspectives on the language acquisition process in children and adolescents. Special emphasis includes a review of language acquisition research in school contexts and an examination of the relationship between various theories of acquisition and instruction. Prerequisite: ENG 310.

**TSL 410 ESL Assessment, Placement, and Advocacy (3)**

Students will understand and practice various types of assessment particular to English language learners in the public school context, including administration and interpretation of standardized language proficiency and placement tests, tracking student language progress with respect to curricular standards, and creation of traditional and alternative language assessment instruments. Emphasis is also placed on developing skills to communicate student and family needs and progress to communities both inside and outside the school context. A field experience is required. Prerequisites: TSL 331 or TSL 332.

***Modes of Delivery***

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

### Modes of Delivery for Program Content Courses

Course Number	Face to Face	Web	On-Campus
EDU 103	X	X	X
EDU 303	X		X
EDU 403	X		X
EDU 405	X		X
SEC 420	X		Practicum Sites
SEC 422	X		Practicum Sites
SEC 421	X		Student Teaching Sites
EDP 260	X	X	X
SED 300	X		X

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

Students in the English Education: ESL P-12 Certification program are trained and assessed based on the content standards set by the Teachers of English to Speakers of Other Languages (TESOL) organization in conjunction with the Council for the Accreditation of Educator Preparation (CAEP). The table below delineates the domains and standards defined by TESOL and CAEP and how each course addresses and assesses these standards.

#### Content Standards - Teachers of English to Speakers of Other Languages (TESOL)

TESOL STANDARD	Courses/Activities/Assessments
<b>Domain 1 – Language.</b> Candidates know, understand and use the major concepts, theories, and research related to the nature and acquisition of language to construct learning environments that support ESOL students’ language and literacy development and content area achievement.	
<b>1a. Describing Language.</b> Candidates demonstrate understanding of language as a system and demonstrate a high level of competence in helping ESOL students acquire and use English in listening, speaking, reading, and writing for social and academic purposes.	ENG221: Introduction to English Studies ENG303/304 British Literature ENG311/312 American Literature ENG321 Research in Literary Studies ENG 334 Shakespeare ENG228: Standard English Usage ENG309: History of the English Language ENG310: Introduction to English Linguistics TSL409: Language Acquisition in Children and Adolescents <b>Assessments and Activities:</b> Praxis 5361

<p><b>1b. Language Acquisition and Development.</b> Candidates understand and apply concepts, theories, research, and practice to facilitate the acquisition of a primary and a new language in and out of classroom settings.</p>	<p>TSL331: ESL Methods, Grades PreK-5  TSL332: ESL Methods, Grades 6-12  TSL409: Language Acquisition in Children and Adolescents  TSL410: ESL Assessment, Placement, and Advocacy  ELE 421/SEC 421 Student Teaching (14 weeks)  <i>Assessments and Activities:</i>  lesson plans, unit plans, IEPs, assessment design, classroom management plans, microteaching, field experiences, student teaching</p>
<p><b>Domain 2 – Culture.</b> Candidates know, understand and use the major concepts, principles, theories, and research related to the nature and role of culture and cultural groups to construct learning environments that support ESOL students’ cultural identities, language and literacy development, and content-area achievement.</p>	
<p><b>2a. Nature and Role of Culture.</b> Candidates know, understand and use the major concepts, principles, theories, and research related to the nature and role of culture in language development and academic achievement that support individual students’ learning.</p>	<p>ENG310: Introduction to English Linguistics  ENG362: Ethnolinguistics in the US  TSL409: Language Acquisition in Children and Adolescents  <i>Assessments and Activities:</i>  Praxis 5361  exams, written assignments, term papers</p>
<p><b>2b. Cultural Groups and Identity.</b> Candidates know, understand and use knowledge of how cultural groups and students’ cultural identities affect language learning and school achievement.</p>	<p>ENG310: Introduction to English Linguistics  ENG362: Ethnolinguistics in the US  TSL409: Language Acquisition in Children and Adolescents  <i>Assessments and Activities:</i>  Praxis 5361</p>
<p><b>Domain 3 – Planning, Implementing and Managing Instruction.</b> Candidates know, understand and use standards-based practices and strategies related to planning, implementing, and managing ESL and content instruction, including classroom organization, teaching strategies for developing. and integrating language skills, and choosing and adapting classroom resources.</p>	
<p><b>3a. Planning for Standards-Based ESL and Content Instruction.</b> Candidates know, understand and apply concepts, research, and best practices to plan classroom instruction in a supporting learning environment for ESL students. Candidates serve as effective English-language models, as they plan for multilevel classrooms with learners from diverse backgrounds using standards-based ESL and content curriculum.</p>	<p>TSL331: ESL Methods, Grades PreK-5  TSL332: ESL Methods, Grades 6-12  TSL410: ESL Assessment, Placement, and Advocacy  SEC 300: Special Needs  EDU 403 Foundations of Education  ELE 421/SEC 421 Student Teaching (14 weeks)  <i>Assessments and Activities:</i>  Praxis 0522, or 0523, or 0524  Praxis 5361  lesson plans, unit plans, IEPs, assessment</p>

	design, classroom management plans, microteaching, field experiences, student teaching
<p><b>3b. Managing and Implementing Standards-Based ESL and Content Instruction.</b> Candidates know, manage, and implement a variety of standards-based teaching strategies and techniques for developing and integrating English listening, speaking, reading, and writing, and for accessing the core curriculum. Candidates support ESOL students in accessing the core curriculum as they learn language and academic content together.</p>	<p>TSL331: ESL Methods, Grades PreK-5  TSL332: ESL Methods, Grades 6-12  TSL410: ESL Assessment, Placement, and Advocacy  SEC 300: Special Needs  EDU 403 Foundations of Education  ELE 421/SEC 421 Student Teaching (14 weeks)  <i>Assessments and Activities:</i>  Praxis 0522, or 0523, or 0524  Praxis 5361  lesson plans, unit plans, IEPs, assessment design, classroom management plans, microteaching, field experiences, student teaching</p>
<p><b>3c. Using Resources Effectively in ESL and Content Instruction.</b> Candidates are familiar with a wide range of standards-based materials, resources, and technologies, and choose, adapt, and use them in effective ESL and content teaching.</p>	<p>TSL331: ESL Methods, Grades PreK-5  TSL332: ESL Methods, Grades 6-12  TSL410: ESL Assessment, Placement, and Advocacy  SEC 300: Special Needs  EDU 403 Foundations of Education  ELE 421/SEC 421 Student Teaching (14 weeks)  <i>Assessments and Activities:</i>  Praxis 0522, or 0523, or 0524  Praxis 5361  lesson plans, unit plans, IEPs, assessment design, classroom management plans, microteaching, field experiences, student teaching</p>
<p><b>Domain 4 – Assessment.</b> Candidates understand issues of assessment and use standards-based assessment measures with ESOL students.</p>	
<p><b>4a. Issues of Assessment for ESL.</b> Candidates understand various issues of assessment (e.g. cultural and linguistic bias, political, social, and psychological factors) in assessment, IQ, and special education testing (including gifted and talented); the importance of standards; and the difference between language proficiency and other types of assessment (e.g. standardized achievement tests of overall mastery), as they affect ESOL student learning.</p>	<p>TSL410: ESL Assessment, Placement, and Advocacy  ELE 421/SEC 421 Student Teaching (14 weeks)  <i>Assessments and Activities:</i>  Praxis 0522, or 0523, or 0524  Praxis 5361  lesson plans, unit plans, assessment design, supervised and evaluated field experiences, supervised and evaluated student teaching</p>

<p><b>4b. Language Proficiency Assessment.</b> Candidates know and use a variety of standards-based language proficiency instruments to inform their instruction and understand their uses for identification, placement, and demonstration of language growth of ESOL students.</p>	<p>TSL410: ESL Assessment, Placement, and Advocacy  ELE 421/SEC 421 Student Teaching (14 weeks)  <i>Assessments and Activities:</i>  Praxis 0522, or 0523, or 0524  Praxis 5361  lesson plans, unit plans, assessment design, supervised and evaluated field experiences, supervised and evaluated student teaching</p>
<p><b>4c. Classroom-Based Assessment for ESL.</b> Candidates know and use a variety of performance-based assessment tools and techniques to inform instruction.</p>	<p>TSL410: ESL Assessment, Placement, and Advocacy  ELE 421/SEC 421 Student Teaching (14 weeks)  <i>Assessments and Activities:</i>  Praxis 0522, or 0523, or 0524  Praxis 5361  lesson plans, unit plans, assessment design, supervised and evaluated field experiences, supervised and evaluated student teaching</p>
<p><b>Domain 5 – Professionalism.</b> Candidates demonstrate knowledge of the history of ESL teaching. Candidates keep current with new instructional techniques, research results, advances in the ESL field, and public policy issues. Candidates use such information to reflect upon and improve their instructional practices. Candidates provide support and advocate for ESOL students and their families and work collaboratively to improve the learning environment.</p>	
<p><b>5a. ESL Research and History.</b> Candidates demonstrate knowledge of history, research, and current practice in the field of ESL teaching and apply this knowledge to improve teaching and learning.</p>	<p>TSL331: ESL Methods, Grades PreK-5  TSL332: ESL Methods, Grades 6-12  TSL410: ESL Assessment, Placement, and Advocacy  ELE 421/SEC 421 Student Teaching (14 weeks)  <i>Assessments and Activities:</i>  Praxis 0522, or 0523, or 0524  Praxis 5361  Lesson plans, unit plans supervised and evaluated field experiences, supervised and evaluated student teaching, Leadership Project</p>
<p><b>5b. Partnerships and Advocacy.</b> Candidates serve as professional resources, advocate for ESOL students, and build partnerships with students’ families.</p>	<p>TSL331: ESL Methods, Grades PreK-5  TSL332: ESL Methods, Grades 6-12  TSL410: ESL Assessment, Placement, and Advocacy  ELE 421/SEC 421 Student Teaching (14 weeks)  <i>Assessments and Activities:</i>  Praxis 0522, or 0523, or 0524  Praxis 5361  Lesson plans, unit plans supervised and</p>

	evaluated field experiences, supervised and evaluated student teaching, Leadership Project
<p><b>5c. Professional Development and Collaboration.</b> Candidates collaborate with and are prepared to serve as a resource to all staff, including paraprofessionals, to improve learning for all ESL students.</p>	<p>TSL331: ESL Methods, Grades PreK-5  TSL332: ESL Methods, Grades 6-12  TSL410: ESL Assessment, Placement, and Advocacy  ELE 421/SEC 421 Student Teaching (14 weeks)  <i>Assessments and Activities:</i>  Praxis 0522, or 0523, or 0524  Praxis 5361  Lesson plans, unit plans supervised and evaluated field experiences, supervised and evaluated student teaching, Leadership Project</p>

### C. Kentucky Teacher Standards

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

The Kentucky Teacher Performance Standards are integrated throughout core courses and professional education methods courses as demonstrated in the table below. Candidates are introduced to the standards in early coursework where they gain knowledge (K) of the role performance standards play in becoming reflective decision-makers. As coursework progresses, the standards are applied (A) in lesson plans and other instructional activities. At the end of the program, during student teaching, candidates are evaluated (E) for each standard in an eligibility portfolio. The portfolio is independently scored by two faculty members with content and instructional skill in the appropriate content area. Instructors use web-based learning platforms such as Canvas to supplement and enhance face-to-face instruction. The Kentucky Teacher Standards matrix demonstrates the integration of Kentucky Teacher Standards throughout coursework. After careful consideration of the specific needs of ELLs in the public schools of Kentucky, this program is not available for alternative certification. Following are matrices that demonstrate the integration of Kentucky Teacher Standards into the course work for the English as a Second Language P-12 Program.

**Kentucky Teacher Standards for the English as a Second Language P-12 Program**

<b>Course</b>	<b>KTS 1</b>	<b>KTS 2</b>	<b>KTS 3</b>	<b>KTS 4</b>	<b>KTS 5</b>	<b>KTS 6</b>	<b>KTS 7</b>	<b>KTS 8</b>	<b>KTS 9</b>	<b>KTS10</b>
<b>EDP 260</b>		<b>K</b>	<b>K</b>	<b>A</b>		<b>A</b>	<b>A</b>	<b>A</b>		
<b>EDU 103</b>	<b>A</b>	<b>K</b>	<b>A</b>	<b>K</b>	<b>K</b>	<b>K</b>	<b>A</b>	<b>K</b>	<b>K</b>	<b>K</b>
<b>EDU 403</b>	<b>A</b>	<b>K</b>	<b>A</b>	<b>K</b>	<b>K</b>	<b>K</b>	<b>A</b>	<b>K</b>	<b>K</b>	<b>A</b>
<b>ENG 228</b>	<b>E</b>									
<b>ENG 309</b>	<b>E</b>									
<b>ENG 310</b>	<b>E</b>									
<b>ENG 362</b>	<b>E</b>									
<b>SEC 420</b>	<b>K</b>	<b>A</b>	<b>K</b>	<b>A</b>					<b>K</b>	
<b>SEC 421</b>	<b>E*</b>	<b>E*</b>	<b>E*</b>	<b>E*</b>	<b>E*</b>	<b>E*</b>	<b>E*</b>	<b>E*</b>	<b>E*</b>	<b>E*</b>
<b>SEC 422</b>	<b>E*</b>	<b>E*</b>	<b>E*</b>	<b>E*</b>	<b>E*</b>	<b>E*</b>	<b>E*</b>	<b>E*</b>	<b>E*</b>	<b>E*</b>
<b>SED 300</b>	<b>A</b>	<b>K</b>	<b>K</b>			<b>K</b>	<b>K</b>	<b>A</b>	<b>K</b>	
<b>TSL 331</b>	<b>E</b>	<b>E</b>	<b>E</b>	<b>E</b>	<b>E</b>	<b>E</b>	<b>E</b>	<b>A</b>	<b>E</b>	<b>K</b>
<b>TSL 332</b>	<b>E</b>	<b>E</b>	<b>E</b>	<b>E</b>	<b>E</b>	<b>E</b>	<b>E</b>	<b>A</b>	<b>E</b>	<b>K</b>
<b>TSL 409</b>	<b>E</b>									
<b>TSL 410</b>		<b>A</b>		<b>A</b>	<b>E</b>	<b>A</b>	<b>E</b>			<b>K</b>
<b>K – Knowledge, A – Application, E – Evaluation, * - Signature Assignment</b>										

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

## KENTUCKY TEACHER STANDARDS

Kentucky Teacher Standards	Courses/Activities/Assessments
<b><i>KTS1: The Teacher Demonstrates Applied Content Knowledge</i></b>	EDU 103 – Intro to Ed SED 300 – Special Needs EDU 403 – Foundations TSL 331 – Methods (PreK-5) TSL 332 – Methods (6-12) SEC 421 – Student Teaching SEC 422 – Extended Practicum TSL 409 - Language Acquisition ENG 309 - History of English Language ENG 310 - Introduction to English Linguistics ENG 228 - Standard English Usage ENG 362 - Ethnolinguistics in the US <b><i>Assessments and Activities:</i></b> Praxis 5361 Portfolio Artifact, quizzes, exams, written assignments, oral exams, oral presentations, lesson plans, unit plans, IEPs, assessment design, classroom management plans, microteaching, field experiences, student teaching
<b><i>KTS2: The Teacher Designs and Plans Instruction</i></b>	SED 300 – Special Needs TSL 331 – Methods (PreK-5) TSL 332 – Methods (6-12) TSL 410 – Assessment SEC 421 – Student Teaching SEC 422 – Extended Practicum <b><i>Assessments and Activities:</i></b> Praxis 0522, or 0523, or 0524 Portfolio Artifact, lesson plans, unit plans, IEPs, assessment design, classroom management plans, microteaching, field experiences, student teaching
<b><i>KTS3: The Teacher Creates and Maintains Learning Climate</i></b>	EDU 103 – Intro to Ed SED 300 – Special Needs TSL 331 – Methods (PreK-5) TSL 332 – Methods (6-12) SEC 421 – Student Teaching SEC 422 – Extended Practicum <b><i>Assessments and Activities:</i></b> Portfolio Artifact, lesson plans, unit plans, IEPs, assessment design, classroom management plans, microteaching, field experiences, student teaching
<b><i>KTS4: The Teacher Implements and Manages Instruction</i></b>	EDU 103 – Intro to Ed SED 300 – Special Needs TSL 331 – Methods (PreK-5) TSL 332 – Methods (6-12) TSL 410 – Assessment SEC 421 – Student Teaching SEC 422 – Extended Practicum



	<p><b>Assessments and Activities:</b>  Praxis 0522, or 0523, or 0524  Portfolio Artifact, lesson plans, unit plans, IEPs, assessment design, classroom management plans, microteaching, field experiences, student teaching</p>
<p><b>KTS5: The Teacher Assesses and Communicates Learning Results</b></p>	<p>SED 300 – Special Needs  TSL 331 – Methods (PreK-5)  TSL 332 – Methods (6-12)  TSL 410 – Assessment  SEC 421 – Student Teaching  SEC 422 – Extended Practicum</p> <p><b>Assessments and Activities:</b>  Portfolio Artifact, lesson plans, unit plans, IEPs, assessment design, classroom management plans, microteaching, field experiences, student teaching</p>
<p><b>KTS6: The Teacher Demonstrates the Implementation of Technology</b></p>	<p>EDU 103 – Intro to Ed  SED 300 – Special Needs  TSL 331 – Methods (PreK-5)  TSL 332 – Methods (6-12)  TSL 410 – Assessment  SEC 421 – Student Teaching  SEC 422 – Extended Practicum</p> <p><b>Assessments and Activities:</b>  Portfolio Artifact, lesson plans, unit plans, IEPs, assessment design, classroom management plans, microteaching, field experiences, student teaching</p>
<p><b>KTS7: The Teacher Reflects on and Evaluates Teaching and Learning</b></p>	<p>EDU 103 – Intro to Ed  SED 300 – Special Needs  EDU 403 – Foundations  TSL 331 – Methods (PreK-5)  TSL 332 – Methods (6-12)  TSL 410 – Assessment  SEC 421 – Student Teaching  SEC 422 – Extended Practicum</p> <p><b>Assessments and Activities:</b>  Portfolio Artifact, lesson plans, unit plans, IEPs, assessment design, classroom management plans, microteaching, field experiences, student teaching</p>
<p><b>KTS8: The Teacher Collaborates with Colleagues/Parents/Others</b></p>	<p>SED 300 – Special Needs  TSL 331 – Methods (PreK-5)  TSL 332 – Methods (6-12)  SEC 421 – Student Teaching  SEC 422 – Extended Practicum</p> <p><b>Assessments and Activities:</b>  Portfolio Artifact, lesson plans, unit plans, IEPs, assessment design, classroom management plans, microteaching, field experiences, student teaching</p>
<p><b>KTS9: The Teacher Evaluates Teaching and Implements Professional Development</b></p>	<p>EDU 103 – Intro to Ed  SED 300 – Special Needs</p>

	EDU 403 – Foundations TSL 331 – Methods (PreK-5) TSL 332 – Methods (6-12) TSL 410 – Assessment SEC 421 – Student Teaching SEC 422 – Extended Practicum <i><b>Assessments and Activities:</b></i> Portfolio Artifact, lesson plans, unit plans, IEPs, assessment design, classroom management plans, microteaching, field experiences, student teaching
<i><b>KTS10: The Teacher Provides Leadership within School/Community/Profession</b></i>	EDU 103 – Intro to Ed SED 300 – Special Needs EDU 403 – Foundations TSL 331 – Methods (PreK-5) TSL 332 – Methods (6-12) TSL 410 – Assessment SEC 421 – Student Teaching SEC 422 – Extended Practicum <i><b>Assessments and Activities:</b></i> Portfolio Artifact, lesson plans, unit plans, IEPs, assessment design, classroom management plans, microteaching, assessment design, supervised and evaluated field experiences, supervised and evaluated student teaching

**D. Kentucky Core Academic Standards (KCAS)**

The English as a Second Language program provides pre-service teachers with the requisite knowledge to address the Kentucky Core Academic Standards for Language Arts as seen in the following table. It must be noted, however, that all English Language Learners will receive instruction addressing these standards from both their ESL teacher and their Language Arts teacher at all levels. In addition, this ESL teacher training program primarily focuses on the foundational skills for which many of the ELLs require additional support as seen in the core academic courses; however, to develop well-rounded teachers, students in this undergraduate ESL program also receive the English core courses required of all English majors, which provides them with the literary background in order to more thoroughly address the other, non-linguistic elements represented in the Language Arts Core Content Standards.

**Matrix for How Core Content Courses Address KY Core Content Standards**

<b>Core Content Courses</b>	<b>KY Core Content Standards Addressed</b>	<b>Assessed</b>
ENG 228 – Standard English Usage	CC.K.L.1-4 CC.1.L.1-4 CC.2.L.1-3 CC.3.L.1-3 CC.4.L.1-4 CC.5.L.1-6 CC.6.L.1-6 CC.7.L.1-6 CC.8.L.1-6	K, A, E  Exams, homework activities, discussions, and projects Praxis 5361

	CC.9-10.L.1-6 CC.11-12.L.1-6	
ENG 303 – British Literature to 1760	CC.K.RL.1-10 CC.1.RL.1-10 CC.2.RL.1-10 CC.3.RL.1-10 CC.4.RL.1-10 CC.5.RL.1-10 CC.6.RL.1-10 CC.7.RL.1-10 CC.8.RL.1-10 CC.9-10.RL.1-10 CC.11-12.RL.1-10	K, A, E Discussions, writing assignments, examinations
ENG 304 – British Literature from 1760-Present	CC.K.RL.1-10 CC.1.RL.1-10 CC.2.RL.1-10 CC.3.RL.1-10 CC.4.RL.1-10 CC.5.RL.1-10 CC.6.RL.1-10 CC.7.RL.1-10 CC.8.RL.1-10 CC.9-10.RL.1-10 CC.11-12.RL.1-10	K, A, E Discussions, writing assignments, examinations
ENG 311 - American Literature to 1890	CC.K.RL.1-10 CC.1.RL.1-10 CC.2.RL.1-10 CC.3.RL.1-10 CC.4.RL.1-10 CC.5.RL.1-10 CC.6.RL.1-10 CC.7.RL.1-10 CC.8.RL.1-10 CC.9-10.RL.1-10 CC.11-12.RL.1-10	K, A, E Discussions, writing assignments, examinations
ENG 312 - American Literature, 1890 to the Present	CC.K.RL.1-10 CC.1.RL.1-10 CC.2.RL.1-10 CC.3.RL.1-10 CC.4.RL.1-10 CC.5.RL.1-10 CC.6.RL.1-10 CC.7.RL.1-10 CC.8.RL.1-10 CC.9-10.RL.1-10 CC.11-12.RL.1-10	K, A, E Discussions, writing assignments, examinations
ENG 321 - Research in Literary Studies	CC.K.RL.1-10 CC.1.RL.1-10 CC.2.RL.1-10	K, A, E Discussions, writing assignments,

	CC.3.RL.1-10 CC.4.RL.1-10 CC.5.RL.1-10 CC.6.RL.1-10 CC.7.RL.1-10 CC.8.RL.1-10 CC.9-10.RL.1-10 CC.11-12.RL.1-10	examinations
ENG 334 – Shakespeare	CC.K.RL.1-10 CC.1.RL.1-10 CC.2.RL.1-10 CC.3.RL.1-10 CC.4.RL.1-10 CC.5.RL.1-10 CC.6.RL.1-10 CC.7.RL.1-10 CC.8.RL.1-10 CC.9-10.RL.1-10 CC.11-12.RL.1-10	K, A, E Discussions, writing assignments, examinations
ENG 309 – History of the English Language	CC.K.L.4-6 CC.1.L.4-6 CC.2.L.4-6 CC.3.L.4-6 CC.4.L.4-6 CC.5.L.4-6 CC.6.L.4-6 CC.7.L.4-6 CC.8.L.4-6 CC.9-10.L.4-6 CC.11-12.L.4-6 CC.1.RF.1-3 CC.2.RF.1-3 CC.3.RF.1-3	K, E  Discussions, homework assignments, written projects, and examinations. Praxis 5361
ENG 310 – Introduction to English Linguistics	CC.K.L.1-5 CC.1.L.1-5 CC.2.L.1-4 CC.3.L.1-4 CC.4.L.1-4 CC.5.L.1-6 CC.6.L.1-6 CC.7.L.1-6 CC.8.L.1-6 CC.9-10.L.1-6 CC.11-12.L.1-6 CC.K.RF.1-4 CC.1.RF.1-4 CC.2.RF.1-4 CC.3.RF.1-4 CC.4.RF.3-4	K, A, E Discussions, homework assignments, written projects, and examinations. Praxis 5361

	CC.5.RF.3-4 CC.2.RL.4	
TSL 331 – ESL Methods, PreK-5	CC.K.RL.1-10 CC.1.RL.1-10 CC.2.RL.1-10 CC.3.RL.1-10 CC.4.RL.1-10 CC.5.RL.1-10 CC.K.RI.1-10 CC.1.RI.1-10 CC.2.RI.1-10 CC.3.RI.1-10 CC.4.RI.1-10 CC.5.RI.1-10 CC.K.RF.4 CC.1.RF.4 CC.2.RF.4 CC.3.RF.4 CC.4.RF.4 CC.5.RF.4 CC.K.W.1-3,5-8 CC.1.W.1-3, 5-8 CC.2.W.1-3,5-8 CC.3.W.1-10 CC.4.W.1-10 CC.5.W.1-10 CC.K.SL.1-6 CC.1.SL.1-6 CC.2.SL.1-6 CC.3.SL.1-6 CC.4.SL.1-6 CC.5.SL.1-6 CC.K.L.4-6 CC.1.L.4-6 CC.2.L.4-6 CC.3.L.4-6 CC.4.L.4-6 CC.5.L.4-6	A, E Discussions, lesson plans, teaching demonstrations, examinations. Praxis 5361
TSL 332 – ESL Methods, 6-12	CC.6.RL.1-10 CC.7.RL.1-10 CC.8.RL.1-10 CC.9-10.RL.1-10 CC.11-12.RL.1-10 CC.6.RI.1-10 CC.7.RI.1-10 CC.8.RI.1-10 CC.9-10.RI.1-10 CC.11-12.RI.1-10 CC.6-8.RH.1-10	A, E Discussions, lesson plans, teaching demonstrations, examinations. Praxis 5361

	CC.9-10.RH.1-10 CC.11-12.RH.1-10 CC.6-8.RST.1-10 CC.9-10.RST.1-10 CC.11-12.RST.1-10 CC.6-8.WHST.1-10 CC.9-10.WHST.1-10 CC.11-12.WHST.1-10 CC.6.W.1-10 CC.7.W.1-10 CC.8.W.1-10 CC.9-10.W.1-10 CC.11-12.W.1-10 CC.6-8.WHST.1-2,4-10 CC.9-10.WHST.1-2,4-10 CC.11-12.WHST.1-2,4-10 CC.6.SL.1-6 CC.7.SL.1-6 CC.8.SL.1-6 CC.9-10.SL.1-6 CC.11-12.SL.1-6 CC.11-12.L.3-6	
TSL 362 – Ethnolinguistics in the US	CC.2.RL.2 CC.3.RL.2 CC.4.RL.4 CC.5.L.3b	A, E Discussions, written assignments, examinations. Praxis 5361
TSL 410 – Assessment	All core content areas for all grade levels.	A,E Design of tests, analysis and practical training of standardized tests currently used in KY (such as ACCESS). Praxis 5361
SEC 421 – Student Teaching	All core content areas for all grade levels	E Portfolio Artifacts Praxis 5361
SEC 422 – Extended Practicum	All core content areas for all grade levels	A, E Praxis 5261

### E. English as a Second Language Program Faculty

Name	Highest Degree, Field, & University	Assignment: Indicate the role(s) of the faculty member (1)	Faculty Rank (2)	Scholarship (3), Leadership in Professional Associations, and Service (4); List up to 3 major contributions in the past 3 years (5)*	Status (FT/PT to institution, unit, and program)
Morgan, Michael	Ed.D., English Education University of Massachusetts	Co-Director of English Education Teaches English and TESOL courses	Associate Professor	- Murray State University Liaison for English for Senate Bill 1 - (2009). "Innovations in TESOL Distance Learning." Paper presented at TESOL, Denver, CO. - Xia, S. & Morgan, M. (2009, March). <i>Awareness of L2 communicative behaviors in L1: A survey study of Chinese returnees' readjustment experiences</i> . Paper presented at the conference of Georgetown University Round Table on Languages and Linguistics 2009. Georgetown, DC.	Full-time to Institution, Part-time to Unit, Part-time to Program
Park, Ho Ryong	Ph.D., Second Language Acquisition and Instructional Technology, University of South Florida	Faculty, Teaches TESOL classes	Assistant Professor	-Park, H.-R., & Kim, D. (in press). ESOL preservice teachers' experiences and learning in reading electronic storybooks. In P. Smith & A. Kumi-Yeboah (Eds.), <i>Handbook of research on cross-cultural approaches to language and literacy development</i> . Hershey, PA: IGI Global. -Park, H.-R., & Kim, D. (in press). English language learners' strategy use in reading computer-based texts at home and in school. <i>CALICO Journal</i> . -Smith, G. G., Li, M., Drobisz, J., Park, H.-R., Kim, D., & Smith, S. D. (2013). Play games or study? Computer games in ebooks to learn English vocabulary. <i>Computers &amp; Education</i> , 69, 274-286. - At Large Member for Kentucky TESOL (2014-Present) -Co-Chair of Membership Committee: Second Language Research SIG (American Educational Research Association) (Fall 2013-Summer 2015) -Member-At-Large: Kentucky TESOL (KYTESOL)	Full-time to Institution, Part-time to Unit, Full-time to Program
Song, Juyoung	Ph.D., Foreign & Second Language Education (Language, Literature, & Culture) The Ohio State University	Coordinator, Undergraduate TESOL Program, Faculty, Teaches TESOL courses	Associate Professor	- (2010). Language Ideology and Identity in Transnational space: Globalization, migration, and bilingualism among Korean families in the United States of America. <i>International Journal of Bilingual Education and Bilingualism</i> , 31, 23-42. - Farr, M., Seloni, L., & Song, J. (Eds.). (2009) <i>Ethnolinguistic diversity and education: Language, literacy, and culture</i> . Routledge/Taylor and Francis. - (2009). Bilingual creativity and self-negotiation: Korean-English bilingual children's language socialization into address terms. A. Reyes & A. Lo. (Eds.), <i>Beyond yellow English: Towards linguistic anthropology of Asian Pacific America</i> . Oxford University Press. - President for Kentucky TESOL (2013-2014), Past President (2014-2015)	Full-time to Institution, Part-time to Unit, Full-time to Program
Sroda, M.	Ph.D.	Chair, Department of	Associate	- US Department of State ESL Specialist Consultant: Rivne,	Full-time to Institution,

Sue	Linguistics University of South Carolina	English & Philosophy, Teaches TESOL courses	Professor	Ukraine, (April 1-19, 2010); Al-Hillah, Iraq, (March 8-12, 2009); Riyadh, Saudi Arabia, (January 3-16, 2009). - “Translating TESOL: Intercultural models in our evolving profession” Plenary Speaker. TESOL Ukraine Annual Conference. Rivne, Ukraine. (April 18, 2010). - At Large Board Member for Kentucky TESOL (2010-2012), Vice President for Membership (2012-2014)	Part-time to Unit, Full-time to Program
Trites, Laticia	Ph.D. Applied Linguistics Northern Arizona University	Director of TESOL Program, Teaches TESOL courses	Professor	- Xia, S. & Trites, L. (Eds.) (2012): Classroom Second Language Acquisition Research: Advanced Learner Issues. <i>Indian Journal of Applied Linguistics, Mar, Special Issue</i> . - (2010). Small-group journals as a tool of critical reflection: A measure of success and failure. In J. Burton, P. Quirke, C. Reichmann, & J. Peyton (Eds.). <i>Reflective writing – A way to lifelong teacher learning</i> . <a href="http://tesl-ej.org/books/reflective_writing.pdf">http://tesl- ej.org/books/reflective_writing.pdf</a> . - Fulbright Lecturer Grant (August 2008-June 2009) Yilan, Taiwan. - President for Kentucky TESOL (2010-2011, 2012-2013), Past President (2013-2014) - National Council for the Accreditation of Teacher Education (NCATE)/Council for the Accreditation of Educator Preparation (CAEP) Specialized Professional Association (SPA) evaluator: (2010-Present), Lead Reviewer: (2012-Present), Auditor: (2012- Present)	Full-time to Institution, Part-time to Unit, Full-time to Program
Xia, Saihua	Ph.D Curriculum & Instruction (TESOL) State University of New York, Albany	Faculty, Teaches TESOL courses	Associate Professor	- Xia, S. & Trites, L. (Eds.) (2012): Classroom Second Language Acquisition Research: Advanced Learner Issues. <i>Indian Journal of Applied Linguistics, Mar, Special Issue</i> . - (2010, Accepted). <i>Classroom Pragmatic Factors: A Two-year Study of 7 East Asian Students’ Verbal Participation Intentions</i> . In Marcia Macaulay & Pilar G. Blitvich (Eds.) <i>Pragmatics and Context</i> . Toronto: York University Press /Antares. - (2009). Are they ready to participate? East Asian students’ acquisition of verbal participation in American classrooms. <i>Issues in Applied Linguistics, 17 (2), 137-157</i> . - Publications Liaison for Kentucky TESOL (Mar 2010-2013) At Large Member (2014-Present) - Elected Member of the Steering Committee, Second Language Writing Interest Section, TESOL International, (Jan, 2009-2011)	Full-time to Institution, Part-time to Unit, Full-time to Program

(1) e.g., faculty, clinical supervisor, department chair, etc.

(2) e.g., professor, associate professor, assistant professor, adjunct faculty, lecturer, administrator, etc.

(3) *Scholarship* is defined by NCATE as systematic inquiry into the areas related to teaching, learning, and education of teachers and other school personnel. Scholarship includes traditional research and publication as well as the rigorous and systematic study of pedagogy, and the application of current research findings in new settings. Scholarship further presupposes submission of one’s work for professional review and evaluation.

(4) *Service* includes faculty contributions to college or university activities, schools, communities, and professional associations in ways that are consistent with the institution and unit’s mission.

(5) e.g. officer of a state or national association, article published in a specific journal, and an evaluation of a local school program.



## EDUCATION FACULTY

NAME	HIGHEST DEGREE, FIELD, & UNIVERSITY	ASSIGNMENT	FACULTY RANK	CERTIFICATIONS, EXPERIENCE, SCHOLARSHIP, LEADERSHIP IN PROFESSIONAL ASSOCIATIONS, AND SERVICE	STATUS
Brown, Cory	Ph.D, Multicultural and Equity Studies in Education, Ohio State University	Assistant Professor Teaches foundation courses	Assistant Professor	<ul style="list-style-type: none"> <li>• <i>High School English – 2 years, Full-Time Academic Advisor, University of Cincinnati – 5 years, University Appointments, Education – 10 years.</i></li> <li>• <i>Dixson, A. D., Dodo-Seriki, V. and Brown, C. T. (2014). Culturally relevant pedagogy at the intersections of race, gender, and class. Paper presented at the biennial meeting of the International Conference on Urban Education, Montego Bay, Jamaica.</i></li> <li>• <i>Dodo-Seriki, V., Brown, C. T., and Fasching-Varner, K. (Accepted and in preparation, 2015). The permanence of racism in teacher education. In J. K. Donnor, R. Reynolds, M. Lynn, and A. D. Dixson (Eds.). Is the post-racial still racial?: Understanding the relationship between race and education. NSSE Yearbook, Teachers College Record.</i></li> <li>• <i>National Council of Teachers for English Assembly of Research - Program Reviewer and Planning Committee, 2015 (New Orleans, Louisiana)</i></li> </ul>	Full-time to institution Part-time to unit Part-time to program
Campoy, Renee	Ed.D. Curriculum & Instruction University of Missouri-St. Louis	Assistant Dean (Part-time) Teaches EDU 405 (part-time) NCATE Coordinator	Professor	<ul style="list-style-type: none"> <li>• <i>Book: (2004) Case study analysis in the classroom</i></li> <li>• <i>Presentation: (2006) AERA</i></li> <li>• <i>BOE Team member: (2005-present)</i></li> </ul>	Full-time to Institution, Full-time to Unit, Part-time to Program
Gierhart, Greg	MA, Education, Murray State	Hart Residential	Lecturer	<ul style="list-style-type: none"> <li>• <i>Certifications &amp; Experience: KY Teaching Lic., Middle</i></li> </ul>	Full-time to institution

	University	College Head Teaches instructional strategies and math methods courses		<p><i>school Spanish, Science, and Math, endorsement for teaching early elementary, DPP, School Administration. 10 years experience – middle school.</i></p> <ul style="list-style-type: none"> <li><i>Murray Lion's Club, National Council of Teachers of Mathematics, National Science Teachers Association, Association of Supervisors and Curriculum Development, International Literacy Association, Association for Middle Level Education, Phi Delta Kappan, Phi Kappa Phi</i></li> <li><i>KY Department of Education, Math &amp; Science Leadership Networks</i></li> </ul>	Part-time to unit Part-time to program
Matlock, Pam	MA Special Education, Murray State University	Paducah Campus 2+2 Education Coordinator Teaches special education courses	Lecturer	First Book, Chapter Advisor - Monthly distribution of new books to low socioeconomic students in public schools, KEA - SP, Chapter Advisor - Global Education Outreach Committee, Chairperson	Full-time to institution Part-time to unit Part-time to program
Stormer, Kimberly	Ph.D. Instructional Leadership Academic and Curriculum University of Oklahoma	Middle Level Education Program Coordinator, Teaches middle level education courses.	Assistant Professor	Taught for 7.5 years in large urban school district; and Worked as a School Improvement Specialist for the Oklahoma State Department of Education Diversity Chair Kentucky Council Teachers of English Advisor Murray State Middle Level Association	Full-time to institution Part-time to unit Part-time to program
Musselman, Meagan	Ph.D. Curriculum & Instruction Southern Illinois University	Teacher Leader Program Coordinator, Teaches middle level undergraduate education courses and graduate courses across multiple levels	Associate Professor	Taught math and science in public middle schools; and Education consultant to area schools President of Kentucky Association of Teacher Educators	Full-time to institution Part-time to unit Part-time to program
Gierhart, Gre g	MA-Murray State University Pursuing PhD Southern Illinois	Early Childhood and Elementary Education Teach mathematics to	Lecturer	Taught 10 years in a rural school district Provisional Certificate For Teaching In The Middle Grades 5-8	Part-time to institution Part-time to unit Part-time to

	University-Carbondale	IECE and elementary education majors.		Mathematics Field: Science Professional Certificate for Middle School Teaching	program
Hyde ,Lori	MA- Murray State University in Reading and Writing	REA 407 at the Paducah Campus	Adjunct Instructor	6 <sup>th</sup> grade Reading and Writing at Lone Oak Middle School Certified Elementary Education Certified Reading and Writing Literacy Specialist K-12 Super Saturdays Instructor	Part-time to institution Part-time to unit Part-time to program
Myers, Hannah	MA- Murray State University in Education and Education Administration	MID 307	Adjunct Instructor	Magistrate for Hopkins County- Co-Chair of Build Smart Murray Campaign Chairman of the City Council	Part-time to institution Part-time to unit Part-time to program

### **F. Curriculum Contract/ Guidesheet**

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. See the following pages.

**Murray State University**  
**Department of English & Philosophy**  
**BA - Area**

**Teaching English to Speakers of Other Languages - Grades PreK-12 ESL Certification**

Student \_\_\_\_\_ M# \_\_\_\_\_ Advisor \_\_\_\_\_

**UNIVERSITY STUDIES FOR B.A. DEGREE (44-47 HOURS)**

<b>Oral and Written Communication (7 Hours)</b>	<b>Hours</b>	<b>Semester</b>	<b>Grade</b>
ENG 105 Critical Reading, Writing, and Inquiry	4	_____	_____
COM 161 Introduction to Public Speaking	3	_____	_____
<b>Scientific Inquiry, Methodologies, and Quantitative Skills (7-10 Hours)</b>			
One Science Course with Lab _____	4-5	_____	_____
One Math Course _____	3-5	_____	_____
<b>World's Historical, Literary, and Philosophical Traditions (9 Hours)</b>			
CIV 201 or 202 World Civilization I or II	3	_____	_____
HUM 211 The Western Humanities Tradition	3	_____	_____
One additional course in this category	3	_____	_____
<b>Global Awareness, Cultural Diversity, and the World's Artistic Traditions (9 Hours)</b>			
Single foreign language	6	_____	_____
One course in this category	3	_____	_____
<b>Social and Self-Awareness and Responsible Citizenship (6 Hours)</b>			
Eth., Soc. Resp. or Civ. Engage. Approved Course _____	3	_____	_____
Social Science Approved Course _____	3	_____	_____
<b>University Studies Approved Electives (6 Hours)</b>			
Two University Studies Approved Courses _____	3	_____	_____
(can be EDU 103 and/or EDP 260) _____	3	_____	_____

**REQUIRED ENGLISH CORE COURSES (25 Hours)**

ENG 099 Transitions	1	_____	_____
ENG 221 Introduction to English Studies	3	_____	_____
ENG 303 British Literature to 1760	3	_____	_____
ENG 304 British Literature 1760 to the Present	3	_____	_____
ENG 311 American Literature to 1890	3	_____	_____
ENG 312 American Literature, 1890 to the Present	3	_____	_____
ENG 321 Research in Literary Studies	3	_____	_____
ENG 334 Shakespeare	3	_____	_____
<b>And one of the following:</b>			
ENG 309 History of the English Language	3	_____	_____
ENG 310 Introduction to English Linguistics	3	_____	_____

**REQUIRED ENGLISH LIMITED ELECTIVES (21 Hours)**

ENG 228 Standard English Usage	3	_____	_____
ENG 309 or 310 (whichever was not taken in the core)	3	_____	_____
ENG 362 Ethnolinguistics in the US	3	_____	_____
TSL 331 ESL Methods, Grades PreK-5	3	_____	_____
TSL 332 ESL Methods, Grades 5-12	3	_____	_____
TSL 409 Acquisition of Languages in Children and Adolescents	3	_____	_____
TSL 410 ESL Assessment, Placement, and Advocacy	3	_____	_____

**PROFESSIONAL EDUCATION (32 HOURS)**

EDP 260 Psychology of Human Development	3	_____	_____
EDU 103 Issues and Practices of American Education	3	_____	_____
EDU 403 Structures and Foundations of Education	2	_____	_____
SEC 420 Practicum in Secondary Schools	3	_____	_____
SEC 422 Extended Practicum	4	_____	_____
ELE 421 Student Teaching in Elementary School P-5, IECE	7	_____	_____
SEC 421 Student Teaching in the Secondary School	7	_____	_____
SED 300 Educating Students with Disabilities	3	_____	_____

**UNRESTRICTED ELECTIVE (0-6 HOURS)**

\_\_\_\_\_ 0-6 \_\_\_\_\_

Total Curriculum Requirements 120-123

**Murray State University**  
**Department of English & Philosophy**  
**BA - Area**

**Teaching English to Speakers of Other Languages - Grades PreK-12 ESL Certification**

**PRAXIS TEST:**

English to Speakers of Other Languages (5361) – Passing Score of 157  
Principles of learning and Teaching (0522, or 0523, or 0524) – Passing Score of 161  
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 contact the Division of Professional Learning and Assessment at 502-564-4606 or 888-598-7667.

**GRADE POINT AVERAGE REQUIREMENTS:**

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

**IMPORTANT: Upon completion of 60 undergraduate credit hours (junior status), students enrolled or desiring enrollment in education coursework beyond 12 hours credit MUST be admitted to the Teacher Education Program. Students must be admitted to Teacher Education prior to enrollment in upper level teacher education courses.**

**Admission to Teacher Education requires:**

- Minimum GPA of 2.75
- 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.
- Complete a minimum of 24 credit hours with a GPA  $\geq$  2.75 to include the following coursework:
  - ENG 101, 102, 104 or 105 with a “B” or higher
  - MAT 117 (or higher level math) with a “B” or higher
  - COM 161 or HON 165 with a “B” or higher
  - EDU 103 with a “B” or higher (or AED 380 or EDU 104 or CTE 200 or MSU 123)
- Interview with major academic advisor
- Approval of your college Admissions Committee

See Teacher Education Services office for details on admission to Student Teaching.

Statement: Certification requires demonstration of computer competency to meet Kentucky Teacher Standard 6. All teacher education students in 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 exam administered jointly by the College of Education and the College of Business and Public Affairs.

Plan 2: Successful completion, with grade of B or better, of CSC 199 (3 credit hours) or equivalent.

**Note:** All students are required to complete a formative portfolio based on activities and assignments linked to classroom and field experiences. Continuous assessment procedures are used to document and systematically monitor student progress through each program in order to determine the degree to which students have internalized and can demonstrate proficiency with the Kentucky Teacher Standards. 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. The eligibility portfolio is formally assessed during the student teaching semester. For additional information and requirements each student should see his/her advisor.

Student \_\_\_\_\_

Advisor \_\_\_\_\_

Date \_\_\_\_\_

Date \_\_\_\_\_

## **G. Syllabi**

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

### ***Education Core and methods courses***

**EDU 103**

**SED 300**

**EDU 403**

### ***English as a Second Language Program Methods courses***

**TSL 331**

**TSL 332**

**TSL 409**

**TSL 410**

### ***Additional Content Courses***

**ENG 221/321**

**ENG 309**

**ENG 310**

**ENG 228**

**ENG 362**