



**MURRAY**

**STATE UNIVERSITY**

**College of Education  
and Human Services**

## **Career and Technical Education:**

**BUSINESS AND MARKETING**

(PGM CODES: 4 AND 3886)

**FAMILY AND CONSUMER SCIENCES**

(PGM CODES: 19 AND 3893)

**ENGINEERING AND TECHNOLOGY**

(PGM CODES: 61 AND 3890)

## **CERTIFICATION AND BACHELORS DEGREE (GRADES 5-12)**

**PROGRAM SUBMISSION**

**SEPTEMBER 2015**

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[http://www.murraystate.edu/academics/RegistrarsOffice/catalog\\_1516.aspx](http://www.murraystate.edu/academics/RegistrarsOffice/catalog_1516.aspx)

16 KAR 2:010

16 KAR 5:020

16 KAR 5:040

The content courses in this program are used for determining the equivalent of a major or area, addressing and assessing SPA and Kentucky Academic Standards through a transcript review for entrance into our Alternative Certification Option 6 Program. PGM Codes: 4, 3886, 19, 3893, 61, 3890.

## **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.

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

Teaching real world applications can be a very rewarding experience. The College of Education and Human Services offers a Bachelor of Science degree in Career and Technical Education. In this program, you can pursue a career in business/marketing education, family and consumer sciences, and engineering and technology education. Teaching positions increase in number each year. In fact, several geographic locations currently have a shortage of teachers; and a teacher shortage is projected nationwide for the future. The students majoring in Business and Marketing Education at Murray State University will be prepared for a career as a teacher at the middle or secondary school levels.

A degree in Family and Consumer Sciences Education can provide a variety of career options with cooperative extension service, business, family resource centers, and schools. There is a shortage of Family and Consumer Sciences teachers in the state of Kentucky and in the nation. It is predicted that this shortage will exist for at least 10 years because of teacher retirements. Teachers and early childhood professionals will continue to be needed to ensure that children and youth are prepared for their futures as family members and professionals.

As an Engineering and Technology Education graduate, students will be prepared to teach in technology education programs that are offered in most middle and secondary schools. A nationwide movement in support of this program ensures that graduates have excellent employment prospects. There is a demand for technological teachers in all occupational

areas. This is due to the renewed emphasis on preparing people for the world of work in schools, community colleges, and adult programs in Kentucky and in our nation.

### **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 may be 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.

### **Conceptual Framework**

All teacher certification programs at Murray State University share the same conceptual framework. This 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**

#### ***Courses and Experiences***

As business and industry expand to adapt to an increasingly diverse workforce and global customer base, career and technical faculty have likewise adapted their instructional experiences to prepare future technical students to excel in diverse global workplaces. As technologies become more sophisticated, it has become more important that future career and technical teachers are better prepared to help their students think across disciplinary lines and solve problems in new ways by thinking “out-of-the-box.” This means that career and technical students must be effective communicators who are prepared to use core academic concepts in increasingly complex technical situations.

Career and Technical Education (CTE) coursework and experiences are designed to prepare teachers to meet this challenge. This undergraduate degree program is appropriate for candidates interested in business and marketing, family and consumer sciences, and technology education. CTE teachers must be prepared to nurture students from diverse backgrounds and with diverse abilities to not only learn new career and technology concepts but also expand their knowledge of mathematics, sciences, reading, and writing. The program embraces the importance of effectively utilizing technology as tools to facilitate thinking and learning. The faculty also actively accept the challenge to teach social and workplace readiness skills with special emphasis on team work, critical thinking, and problem-solving as fundamental cognitive skills in a fast changing work and learning environment.

This submission highlights the courses and experiences required to complete the Career and Technical Education 5-12 certification options. Preparation for candidates to receive a letter of eligibility to enter employment and the KTIP program can be achieved in two ways: a) completion of all the requirements of one of the BS degree programs outlined in Curriculum Contracts/Guidesheets, along with completion of the appropriate PRAXIS II specialty with a score equal or above the required minimum score, or b) completion of an appropriate BS degree in business and marketing, family and consumer sciences, or engineering and technology meeting the criteria for admission to teacher education at Murray State University, completion of appropriate coursework as well as pass the required PRAXIS II specialty exam with a score equal or above the required minimum score. Students completing this program demonstrate mastery of the Kentucky Teacher Performance standards and the standards of the learned societies that embrace each of the identified certification areas. Program faculty have credentials and teaching experience at the secondary level in each of these technical disciplines. Professional instruction in each of these options requires students to experience course work with pre-service teachers from across the College of Education and Human Services, across the career and technical disciplines and within the area of concentration.

As part of the process of admission to teacher education, undergraduate candidates are interviewed by faculty and asked to respond to questions about the COE dispositions and the Kentucky Code of Ethics. The Code of Ethics is presented three additional times to candidates, during orientation to teacher education, orientation to student teaching, and during the student teaching interview. As part of program policy, candidates follow curriculum guidesheets, MAP reports, and confer with advisors to help them to monitor their own progress and prepare them for the continuous self-assessment required of professional educators. The Kentucky teacher performance standards are integrated throughout core and methods courses as demonstrated in the tables on the next pages. Candidates are introduced to the standards in early coursework where they gain knowledge of the role performance standards play in becoming reflective decision-makers. As coursework progresses, the standards are applied in lesson plans and other instructional activities. At the end of the program, during student teaching, candidates are evaluated for each standard in an eligibility portfolio. The portfolio is scored independently by two faculty members with content and instructional skills in this area. Regarding instructional technology, instructors use web-based program such as *Canvas* 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 six hours of Historical, Literary, and Philosophical university studies courses, CIV 201/202 *World Civilizations I/II* and HUM 211 *The Western Humanities Tradition*. They further refine their writing skills by completing the unit's writing-intensive student teaching semester. Student in the Business/Marketing program and the Engineering/Technology program complete MID 270 where they complete lesson planning and clinical experience with middle school students providing them practice in teaching reading and writing skills. Both Business/Marketing and Engineering/Technology complete content coursework that addresses teaching these skills in their field. Furthermore, candidates demonstrate writing proficiency by passing the writing portion of the *Core Academic Skills for Educators* exam. Candidates first learn how to address content literacy across the curriculum in EDU 303. They are trained to integrate content area literacy throughout their instructional design and delivery during the SEC 420, SEC 421, and SEC 422 practicum and clinical experiences.

### ***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.

Please see field experience audit sheets for a description of the activities associated with the field/clinical experiences at the link below:  
<http://www.murraystate.edu/academics/CollegesDepartments/CollegeOfEducationandHumanServices/TeacherEducationServices/componentauditsheets.aspx>.

***EPSB Themes for Career Technical Education Core Courses***

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 table depicts the degree to which these themes are addressed in multiple courses.

**EPSB Themes in CTE Courses**

EPSB Themes	Diversity	Assessment	Literacy/ Read	Closing Gap
<b>Core Courses</b>				
EDU 103 Or CTE 200 Introduction	A			A
EDP 260 Development	A			
EDU 303 or BED 510 or FCS 462 or TTE 554 Lesson planning	A	A	A	A
EDU 405 Foundations	A	A		
CTE 501 Content	A			
CTE 502 Assessment	A	A		
CTE 503 Instruction	A	A		A
SED 300	K	K	K	K

Special Edu.				
SEC 420 Strategies	A	A		A
SEC 422 Practicum	A	A	A	A
SEC 421 Student Teaching	E	E	E	E
K – Knowledge, A – Application, E – Evaluation				

***University Studies for B.S. Degree in Business and Marketing Education, Family and Consumer Sciences Education, and Engineering and Technology Education***

Students are required to complete 40 – 50 hours of University Studies courses. University Studies courses may vary, therefore, the descriptions for all possible University Studies courses are not listed below.

***Career and Technical Education Course Descriptions***

***Professional Education Courses for Business and Marketing Education, Family and Consumer Sciences Education, and Engineering and Technology Education. Specific courses for the different concentrations are noted in italics.***

**EDU 100T Transitions (1).** Course is designed to assist students in their transition to Murray State University. Content includes orientation to the specific area or major(s) and minor(s) within the academic program; university procedures, policies, and resources; strategies for personal and academic success, and extracurricular opportunities. Only one transitions course will count toward graduation. Graded pass/fail.

**CSC 199 Introduction to Information Technology (3).** Course is designed for students pursuing any program of study. A student taking this course will gain competency with file management, word processing, spreadsheet, database management, and presentation graphics software. In addition, the student will become familiar with general computer technology such as computer hardware, computer operations, networks, the Internet and the World Wide Web. Prerequisite: math ACT score of at least 19 or MAT 096 (or higher).

**EDU 303 Strategies of Teaching (3).** This course is an investigation of the skills of teaching which are applicable at any grade level. Emphasis placed on the application of teaching strategies in microteaching and classroom settings. The course will also include coverage of classroom management strategies, discipline techniques, and curriculum development as a function of instruction. Field experiences required. Prerequisite: Students must have earned a B or better in EDU 103 or 104.

**CTE 200 Introduction to Career and Technical Education (3).** This course is designed to provide new and pre-service teachers with an introduction to the field of career and technical education. Included are topics related to motivation, and learning theory, curriculum, school organization, funding, laboratory management and historical, socio-cultural, psychological and philosophical foundations of career and technical education.

**CTE 501 Teaching through Application (3).** This course is designed to provide new and pre-service teachers with an introduction to the field of career and technical education. Included are topics related to motivation, and learning theory, curriculum, school organization, funding, laboratory management and historical, socio-cultural, psychological and philosophical foundations of career and technical education. Field experience required.

**CTE 502 Instructional Media, Curricula and Assessment in CTE (3).** This course will provide an overview of current trends and issues in instructional technology and curricula in the technology rich instructional environment. The focus is on instructional approaches unique to and appropriate for the career and technical education classroom and laboratory. Field experience required.

**CTE 503 Planning and Implementing Instruction in CTE (3).** This course will provide an overview of current trends and issues in planning and implementing instruction in the media rich career and technical education classroom and laboratory. Includes exploration of such varied methods as lecture, discussion, group instruction, projects and instructional modules.

**MID 270 Teaching and Learning in the Middle Grades (3).** A course designed to provide students in the middle school education with knowledge and experience critical for instruction of middle school students and management of middle school classrooms. Field experiences required. Prerequisites: EDP 260 and EDU 103.

**SEC 420 Practicum in Secondary Schools (3).** A concentrated practicum experience for upper division students, which will include planned and supervised mini-teaching experiences with middle and/or senior high students as well as laboratory experiences in the development of teaching strategies and curriculum materials. (54 hours of field placement in a public school classroom.) This course encompasses practicum experience for Art P-12; Biology 8-12; Career and Technical Education 5-12 (Business/Marketing, Family and Consumer Sciences, and Engineering Technology); Chemistry 8-12; Economics 8-12; English 8-12 (TESOL P-12); French P-12; Geoscience/Earth Science 8-12; German P-12; Health and Physical Education P-12; History 8-12; Japanese P-12; Mathematics 8-12 (vocal/instrumental); Music P-12; Physics 8-12; and Political Science 8-12. Credit cannot be earned for both SEC 420 and SEC 620. Must be taken two semesters before student teaching. Prerequisites: EDU 303 and admission to Teacher Education.

**EDU 405 Evaluation and Measurement in Education (3).** The selection, administration, and uses of educational evaluation and measurement approaches with emphasis on application in school classrooms. Field experiences required. Prerequisite: admission to Teacher Education.

**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.

**SEC 421 Student Teaching in the Secondary School (7-14).** Student teaching in the secondary school should allow the individual to participate in the work and duties of the school that are generally expected of the classroom teacher. Student teachers will be supervised by a public school

teacher as well as a university coordinator. (Will involve 7 or 14 weeks of placement in a public school classroom.) Graded pass/fail. Prerequisites: admission to Teacher Education and Student Teaching.

**SEC 422 Extended Practicum (4).** Course will provide opportunities for supervised direct involvement with classrooms in the public school setting. Students will implement strategies and procedures used in the education of students. 116 hours of field experience required. Field hours may include experiences at the elementary, middle, or secondary school setting. This course encompasses practicum experience for Art P-12; Biology 8-12; Career and Technical Education 5-12 (Business/Marketing, Family and Consumer Sciences, and Engineering Technology); Chemistry 8-12; Economics 8-12; English 8-12 (TESOL P-12); French P-12; Geoscience/Earth Science 8-12; German P-12; Health and Physical Education P-12; History 8-12; Japanese P-12; Mathematics 8-12 (vocal/instrumental); Music P-12; Physics 8-12; and Political Science 8-12. Prerequisites: EDU 405, SEC 420, and admission to Teacher Education.

**BED 510 Methods and Materials-Teaching Business/Marketing Education Subjects (3).** A required course for business/marketing students emphasizing the latest methods and materials for teaching business and marketing subjects. Must be completed before doing student teaching. Field experience required. Field trips may be required. Prerequisite: CTE 503 or EDU 303. *Business and Marketing Education only.*

**FCS 462 Methods of Teaching Family and Consumer Sciences (3).** Development of planning and organizational teaching skills, use of resource materials and simulated teaching experiences. Principles of learning, curriculum planning, styles of management. Field experiences required. A student may not receive credit for FCS 462 and FCS 461 or 561. Prerequisite: junior or senior standing. *Family and Consumer Sciences Education only.*

**TTE 554 Teaching in the Modular and Systems Environment (3).** This course is designed to be the capstone course for pre-service technology education teachers. Emphasis is placed on teaching technical content using both the systems and modular approaches to develop technical understanding, rudimentary technical skills and problem solving expertise in the technology education classroom/laboratory setting. *Engineering and Technology Education only.*

Beginning Fall 2016, a new course, REA 427 Teaching Content Area Literacy in the Secondary School will be required of all CTE Associate Degree seeking students. It contains the ILA standards. The course description follows.

**REA 427 Teaching Content Area Literacy in the Secondary School (1).** This course is designed to help the secondary school teacher teach reading in the content areas. Topics covered are: the reading process, word recognition skills, comprehensions, diagnostic-prescriptive instruction, and reading in the content areas.

Attach syllabus!

### **Business and Marketing Education Support Course Descriptions**

**ACC 200 Principles of Financial Accounting (3).** An introduction to the basic concepts and techniques of financial accounting, including the accounting cycle and the communication of

financial information to external users. The course focuses on the nature and measurement of assets, liabilities, equities, dividends, revenues, and expenses. Emphasis is placed on the proper preparation and understanding of the financial statements. Prerequisite: sophomore standing. (ACC majors may be second semester freshmen.)

**ACC 201 Principles of Managerial Accounting (3).** The application of accounting to business management with emphasis on planning, control of operations, and decision-making, including study of cost behavior; the use of cost data in job order, process and standard cost systems; the application of differential analysis to decision making; the use of overhead allocation methods; the preparation and interpretation of budgets; and the study of pricing methods. The course also introduces topics such as the statement of cash flows and financial statement analysis. Prerequisite: ACC 200. (ACC majors must have a grade of *B* or higher in ACC 200.) Corequisite: ACC 202 (Students enrolled in accounting programs.)

**BUS 215 Business Communication (3).** This course is designed to acquaint the student with the principles of business communication and give him/her practice in solving business problems through the use of written communications, research and report writing, and oral communications. Prerequisite: ENG 105 or the equivalent.

**CSC 125 Internet and Web Page Design (3).** Introductory course covering the Internet, web page and web site design. The student will be introduced to the physical components of client-server networks and basic Internet including mailers, browsers, search engines, and FTP clients. The major part of this course will cover the fundamentals of creating web pages using freely available HTML text editors and a visual web authoring tool that provides a WYSIWYG design environment. Web page development will include the use of lists, hyperlinks, images, client-side image maps, tables, forms, cascading style sheets, and interactivity using basic JavaScript.

**FIN 330 Principles of Finance (3).** A comprehensive study of the field of finance, covering institutions, financial markets, investments, financial theory and techniques relating to financial decisions in business. Prerequisites: ACC 200 and junior standing or conditional or full admission to upper-level business courses.

**LST 240 The Legal Environment of Business (3).** This course involves a presentation of the basic principles of law as they apply to business.

**MKT 285 Emerging Technologies in Marketing (3).** Course focuses on the new technologies that are currently shaping the world's economy and markets. It includes practical, hands on instruction in these technologies, readings on their potential impact, discussion of appropriate strategies for exploiting them and a project which integrates multiple technologies in a business setting. Prerequisite: freshman or sophomore status; instructor permission for juniors or seniors.

**MGT 350 Fundamentals of Management (3).** The fundamental concepts, relationships and principles of managing organized activities are studied. Special emphasis is given to human behavior in organized systems, with attention to the diverse workforce, interpersonal relations, group processes, and the philosophy for managing human resources effectively. Prerequisite: conditional or full admission to upper-level business courses or junior standing.

**MKT 360 Principles of Marketing (3).** An integrated study of the interrelationship of marketing to the other primary functions of business through an analytical survey of problems related to product planning, pricing, promotion, channels of distribution, and legislation affecting marketing activity encountered in distributing goods and services to markets. Emphasis is on the role of the consumer. Prerequisites: Conditional of full admission to upper-level business courses or junior standing.

**MKT 361 Selling and Sales Management (3).** A thorough study of the elements that contribute to success in the field of selling and sales management. In selling, attention will be given to researching and understanding the needs of business and retail customers, developing long-term relationships with customers, learning and applying the basic steps in the sales presentation, and negotiating with customers. Related to sales management, attention will be given to structuring and determining the appropriate size of the sales force, recruiting, selecting, motivating, compensating, training, evaluating salespeople, and supervising day-to-day sales operations. Prerequisites: MKT 360 and junior standing.

**MKT 369 Retailing Management (3).** A study of the fundamentals of successful retail store management and merchandising. Some of the topics discussed are store organization, location, layout, fixtures and equipment. Aspects of merchandise planning and control, buying, sales promotion and customer services are emphasized. Prerequisites: junior standing; MKT 360.

**JMC 394 Introduction to Advertising (3).** A survey course on the role and function of advertising in society; emphasis on the basic structure and techniques of advertising, marketing, media roles, creative strategies and the agency system. Prerequisites: ENG 101 or 105 or 150 with a grade of B or better, JMC 168 with a grade of C or better. Business program students: MKT 360.

#### ***Engineering and Technology Career and Technical Education Support Course Descriptions***

**EMT 261 Introduction to Fluid Power Systems (3).** The study of the basic physical concepts behind fluid power generation, transmission and conversion. Common industrial hydraulic and pneumatic circuits are designed and analyzed using computer programming. Programmable logic controllers are introduced as a means of system control. Three hours lecture per week. Corequisite: EMT 262. Prerequisite: MAT 130 or 150; PHY 130 and 131 or PHY 235 and 236. (Fall)

**EMT 262 Introduction to Fluid Power Systems Laboratory (1).** Laboratory course must be taken concurrently with EMT 261. Two hours laboratory per week. Corequisite: 261. Prerequisite: MAT 130 or 150; PHY 130 and 131 or PHY 235 and 236. (Fall)

**ITD 104 Computer Aided Design (4).** An intermediate course in the theory and practical applications of computer aided systems for drafting/design fields. A review of two-dimensional drawing techniques is presented followed by three-dimensional drawing techniques with emphasis on wireframe, surface and solid modeling. An introduction to parametric design is included. This course includes hands-on experience on interactive graphics equipment. Lecture two hours; laboratory four hours. Prerequisite: ITD 101 or ITD 107. (For ITD students only.)

**ITD 130 Manufacturing Processes and Materials (3).** Study of manufacturing processes and materials as they apply to contemporary industrial and consumer products. For ITD majors only or permission of chair. Lecture and laboratory-five contact hours.

**ITD 301 Architectural Design I (4).** Introductory course with an emphasis on the architectural responses to peoples basic needs for shelter. At the fundamental level, these needs, physical, psychological, sensual, intellectual, cultural and aesthetic are met through physical design. The students will use BIM (Building Information Modeling) computer tools to solve problems at the introductory level addressing design documentation through various lab activities. Lecture and laboratory-six contact hours. Prerequisite: ITD 101 or 107.

**ITD 330 Machine Tool Processes (4).** A study in the shaping of metallic products using traditional and computer numerical control processes and equipment. Includes examination of precision measuring methods, cutting tools properties and methods required in achieving an efficient, economical, and safe material removal process. Lecture and laboratory-six contact hours. Prerequisite: ITD 130.

**ITD 350 Construction Systems (4).** A study of the construction industry theory and practice. Emphasis is placed on the structural and mechanical systems in single-family detached dwellings and non-residential light commercial civil construction projects. Lecture and laboratory-six contact hours. Prerequisites: ITD 101 or 107 and 130.

**TSM 110 Electrical Systems I (4).** A study of the utilization of electricity as a source of energy and a method of information transmission. Basic DC and AC circuits, with introduction to the application of electro-magnetic fields. Lecture and laboratory provide learning experiences with basic test instruments, circuits and components. Three hours lecture and two hours lab. Prerequisites: MAT 130 or 150; PHY 132 and 133.

**TSM 133 Telecommunications Technology and Methods (3).** An overview of the technology and managerial considerations of the telecommunications systems management field, including history, job market, educational requirements, microcomputer concepts and basic networking concepts. Two hours of lecture and two hours of lab per week.

**TSM 241 Networking Fundamentals (3).** A study of fundamentals of networking including the topics of switches; routers; Ethernet; VLANs; sub-netting; routing and routed protocols; access-control lists; and device operating systems and management. Students will be able to design and implement simple wired networks and internetworks upon completion of this course. Two hours of lecture and two hours of lab per week. Prerequisite: TSM 232.

### ***Family and Consumer Sciences Support Course Descriptions***

**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.

**FCS 361 Programs in Vocational Family and Consumer Sciences (3).** Study of scope of vocational home economics education including philosophy, legislation, occupational and consumer competency-based programs, adult programs and youth organizations. Survey of existing area and state home economics programs.

**NTN 231 Principles of Food Science and Preparation (3).** Emphasis on understanding and applying the basic physical and chemical properties of foods. De-velopment of skills in recipe interpretation, cooking methods, food safety, and sanitation. Lecture, two hours; laboratory, three hours.

**FCS 121 Basic Clothing Construction (3).** Principles of design applied to selection of clothing; fundamentals of clothing construction and fitting; pressing techniques; use and care of the sewing machine and equipment. Lecture, one hour; laboratory, four hours.

**ITD 351 Materials and Textiles for Interiors (3).** Consumer-oriented study of textiles emphasizing fibers, yarns, fabric construction and finishes in relation to use, serviceability and care of apparel and household fabrics.

See title page for catalog description of remaining 12 hours of FCS support course electives.

*Modes of Delivery for Program Content Courses*

<b>Course Number</b>	<b>Face to Face</b>	<b>On-Campus</b>
EDU 100T	<b>X</b>	<b>X</b>
CTE 200 or EDU 103	<b>X</b>	<b>X</b>
EDU 303 or FCS 462 or TTE 554	<b>X</b>	<b>X</b>
MID 270	<b>X</b>	<b>X</b>
SED 300	<b>X</b>	<b>X</b>
CTE 501	<b>X</b>	<b>X</b>
CTE 502	<b>X</b>	<b>X</b>
CTE 503	<b>X</b>	<b>X</b>
SEC 420	<b>X</b>	<b>Field experiences</b>
SEC 422	<b>X</b>	<b>Field Experiences</b>
SEC 421	<b>X</b>	<b>Student teaching sites</b>
SED 300	<b>X</b>	<b>X</b>

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

**NABTE – National Association for Business Teacher Education**

<b>NABTE National Association for Business Teacher Education Standards</b>	<b>Courses</b>
<b>I. Professionalism</b>	
A. Hold membership, participate actively, and assume leadership, responsibilities in the National Business Education Association and its state, regional, and international organizations as well as other business education and related organizations.	CTE 501, BED 510
B. Demonstrate integrity and ethical behavior (e.g., student/family privacy and confidentiality, fairness and respect in all relationships, responsibility for preserving and enhancing the reputation of one's colleagues and program).	EDU 303, BED 510
C. Review and recommit periodically to the ideas of business education as a profession.	CTE 501, BED 510
D. Engage in ongoing self-reflection to identify personal strengths and weakness.	EDU 303, BED 510
E. Develop and implement a plan to address areas for improvement identified through self-reflection.	EDU 303, BED 510
F. Review literature and use current research findings to deliver information regarding best practices in business and education.	CTE 501, BED 510
G. Create professional communications (e.g., written documents, presentations, etc.) which reflect positively on the teacher, the organizations represented, and the profession itself.	EDU 303, BED 510
H. Use a variety of approaches for professional development and life-long learning (e.g., professional conferences, business internships, advanced courses, reading, and in-service).	CTE 501, BED 510
I. Enhance professional image by modeling appropriate appearance and personal presentation style that reflects community expectations and values.	EDU 303, BED 510
<b>II. Curriculum Development</b>	
A. Develop and implement the mission and goals of a specific business program.	CTE 502
B. Use information pertaining to current and future trends in business and technology from a wide variety of relevant sources (e.g., employer surveys, graduate follow-up-studies, business educations and economic research, guidelines from government and professional organizations, and advisory committees.).	CTE 501
C. Align curriculum with local, state and national standards.	CTE 503, BED 510
D. Develop curricula that reflect best practices in business and education.	CTE 502
E. Develop curricula that include multidisciplinary opportunities.	CTE 502

<b>NABTE</b> <b>National Association for Business Teacher Education</b> <b>Standards</b>	<b>Courses</b>
F. Develop curricula that integrate authentic experiences (e.g., work-based learning, business related projects, and community service).	CTE 502
G. Develop curricula that provide opportunities for all students of all genders and ages, including those with special needs and those from diverse cultures.	SED 300
H. Develop curricula that present a balanced view of business and economy.	CTE 502
I. Develop a curriculum that includes the effects of business on our global society and business perspective toward societal issues.	CTE 502
J. Develop cognitive, affective, and psychomotor objectives for courses and other learning experiences.	EDU 303, CTE 503, BED 510
K. Structure and sequence the curriculum to optimize learning.	EDU 303, CTE 503, BED 510
L. Develop curricula that focus on decision-making, problem solving, and other higher-level thinking skills.	CTE 502
M. Develop curricula that enhance students' abilities to work collaboratively.	CTE 502
N. Analyze how business and economic issues affect the citizen, consumer, wage earner, and investor as well as how these issues impact business, government, society.	CTE 503
O. Develop and apply evaluation criteria and a plan for continuous improvement of the curriculum.	CTE 502
<b>III. Instruction</b>	
A. Analyze objectives in relation to student characteristics and use appropriate instructional strategies, materials and technologies.	EDU 303, CTE 503, BED 510
B. Analyze, select, and use learning resources from a wide variety of sources (e.g., publishers, professional organizations, state education agencies, businesses, electronic media, and local community).	EDU 303, CTE 503, BED 510
C. Develop supplementary materials and experiences that enhance the learning process.	CTE 503, BED 510
D. Use feedback measures e.g., classroom questions, observation, student self-reflection, peer assessment and student) work to modify the instructional process.	EDU 303, CTE 503, BED 510
E. Apply research findings to improve the effectiveness of instructional strategies, materials, and technologies.	CTE 503, BED 510
F. Examine emerging technologies for their potential applications in the learning environment.	CTE 503, BED 510

<p style="text-align: center;"><b>NABTE</b>  <b>National Association for Business Teacher Education</b>  <b>Standards</b></p>	<p style="text-align: center;"><b>Courses</b></p>
G. Use a wide variety of media to facilitate learning (E.G., E-MAIL, internet, intranets, and multimedia.)	CTE 503, BED 510
H. Create a learning environment that promotes the development of self-motivated, self-directed, self-reflective students.	EDU 303, CTE 503, BED 510
I. Develop cognitive, affective, and psychomotor learning objectives for lessons and other experiences.	EDU 303, CTE 503, BED 510
J. Determine the scope and sequence of units, lessons, and other learning experiences.	CTE 502, CTE 503, BED 510
K. Help students learn to access and use sources of knowledge to promote critical thinking.	CTE 502
L. Useful, skillful communication strategies (e.g., negotiating, advocating and resolving conflict) in solving problems and developing opportunities.	EDU 303, BED 510
M. Provide experiences that facilitate collaborative learning.	CTE 501, CTE 502, CTE 503, BED 510
N. Select and use multiple formats, channels, and technologies to achieve desired outcomes.	CTE 501, CTE 502, CTE 503, BED 510
O. Emphasize the importance of employment communications (e.g., resume, application letter, follow-up letter, and interview techniques) to career success.	CTE 503
P. Gather information from students concerning career goals, and continuing needs.	SEC 422
Q. Develop instruction to communicate to students the challenges and opportunities that await them in a global economy and the impact of evolving demographic trends, international competition, and technological innovation on their futures.	SEC 420
R. Develop student understanding of and sensitivity to issues of diversity and their impact within the workforce.	SED 300
S. Promote student access and use of information resources to gather data related to career opportunities.	
T. Use counseling and testing services to assess student interests, aptitudes, attitudes, and values.	
U. Serve as coordinator of cooperative and work-based learning opportunities and/or support these as part of overall business education program.	CTE 502
<b>IV. Assessment</b>	

<p style="text-align: center;"><b>NABTE</b> <b>National Association for Business Teacher Education</b> <b>Standards</b></p>	<p style="text-align: center;"><b>Courses</b></p>
A. Provide opportunities for students to assess their own progress (e.g., complete scoring guides to evaluate their work products, performance, and work habits).	CTE 502, CTE 503, BED 510
B. Provide opportunities for peers to evaluate student progress (e.g., students exchange and evaluate completed work and evaluate student presentations).	CTE 503, BED 510
C. Provide opportunities for other experts to review student progress (e.g., employer interviews students for a job and a panel of employee’s reviews student portfolios).	SEC 421, SEC 422
D. Use a wide variety of teacher-led measures (e.g., observation, examination of student work, direct questions, and performance tests).	CTE 502
E. Use formative assessment measures as a relative indicator of student performance as a point in time and use multiple summative assessment tools to provide a more comprehensive profile of student mastery.	CTE 502
F. Select, evaluate and employ measures that reflect valid assessment principles and that are appropriate for objectives and students.	CTE 502
G. Provide timely results of evaluative measures to students and follow up to recommend approached for improvement.	CTE 502
H. Construct grading plans to enhance and encourage continuing student effort.	CTE 503, BED 510, SEC 420
I. Establish standards of performance that are data drive (e.g., based on research, employment standards, licensure requirements, and/or professional judgement.	CTE 502, SEC 420, BED 510
J. Explain to students the purpose of assessment, the rationale for selecting particular assessment tools, and the performance expectations for each assessment.	CTE 502
K. Use assessment results to modify and improve the curriculum.	CTE 502
<p><b>V. Classroom Environment</b></p>	
A1. Design a classroom layout that is conducive to learning.	EDP 260 – classroom management plan with classroom design
B1. Implement classroom behaviour rules and procedures that are consistent with school guidelines and expectations.	CTE 200, EDP 260 – classroom management plan with CHAMPs classroom guidelines and expectations

<b>NABTE</b> <b>National Association for Business Teacher Education</b> <b>Standards</b>	<b>Courses</b>
C1. Provide an attractive classroom environment	EDP 260 – classroom management plan with CHAMPs
<b>VI. Student Organizations</b>	
A. Recruit members, communicate benefits, and promote activities that encourage and enable all students to participate in student organizations.	CTE 501
B. Encourage involvement in the student organizations and other activities that link students with business and other community partners, aid them to learn how to learn and thereby function effectively in information-and technology-based organizations, and present options that enable them to make decisions about their futures and how the business education curriculum can support their choices.	CTE 501
C. Provide a learning environment that requires the use of self-management techniques and person responsibility for the development of leadership skills.	CTE 501
D. Incorporate carefully planned activities designed to achieve specific educational goals of the business curriculum.	CTE 502, CTE 503, BED 510
E. Prepare students to use outside resources (e.g., national guidelines, policies, constitutional provisions, and ceremonial procedures of district, state, regional and national organizations) to develop and implement a program of work associated with the purposes of the organization.	CTE 503
F. Facilitate student participation in the activities and competitive events of district, state, regional and national organizations.	CTE 501
G. Enlist the support of and involvement of teachers and school administrator; recognize colleagues for their contributions.	SEC 422
H. Involve members of the business community, parents, and the community at large as resources and sources of financial support; recognize supports for their contributions.	
I. Utilize student organizations to promote the business education program.	CTE 501
<b>VII. Professional Communications</b>	
A. Employ appropriate strategies when using vertical and horizontal communications.	BUS 215
B. Demonstrate versatility and effectiveness in all forms of communication (e.g., oral, written, visual, and nonverbal).	BUS 215

<b>NABTE</b> <b>National Association for Business Teacher Education</b> <b>Standards</b>	<b>Courses</b>
C. Create professional communications (e.g., written documents, presentations etc.) that reflect positively on the teacher, the organizations represented, and profession itself.	BUS 215
D. Use skilful communication strategies (e.g., negotiating, advocating, and resolving conflict) in solving problems and developing opportunities.	BUS 215
E. Select and use multiple formats, channels, and technologies to achieve desired outcomes.	BUS 215
F. Conduct periodic self-assessments to evaluate communication effectiveness and design strategies for improvement.	BUS 215
G. Select suitable techniques for communicating in the international arena.	BUS 215
H. Demonstrate quality standards in every communication: correctness, clarity, courtesy and conciseness, cohesiveness, and completeness.	BUS 215
I. Use humor effectively to enhance all forms of communication.	BUS 215
J. Address the importance of employment communications (e.g., resume, application letter, follow-up letter, and interview techniques) relative to career success.	BUS 215
<b>VIII. Publics</b>	
A. All Publics and the community At large	
B. Parents/Guardians	
C. Business Community	
D. Legislators	
E. School Boards, Administrators, and Other Professional Educators.	EDU 103

**NASAFACS Family and Consumer Sciences Education National Standards**

<b>NASAFACS</b>	<b>Courses</b>
<b>Content Standards</b>	
<b>1. Career, Community, and Family Connections</b>	FCS 111, FCS 462
<b>2. Consumer and Family Resources.</b>	FCS 241, FCS 342, FCS 441
<b>3. Consumer Services</b>	FCS 241, FCS 342, FCS 441
<b>4. Early Childhood, Education and Services</b>	FCS 210, FCS 211, FCS 310, FCS 311
<b>5. Facilities Management and Maintenance.</b>	FCS 361, FCS 310
<b>6. Family</b>	FCS 111, FCS 441
<b>7. Family and Community Services</b>	NTN 412, FCS 111
<b>8. Food Production and Services</b>	NTN 231, NTN 332
<b>9. Food Science, Dietetics, and Nutrition</b>	NTN 230, NTN 231
<b>10. Hospitality, Tourism, and Recreation</b>	NTN 231, NTN 412
<b>11. Housing, Interiors, and Furnishings</b>	ITD 351, ITD 253
<b>12. Human Development</b>	EDP 260, FCS 230, FCS 231
<b>13. Interpersonal Relationships</b>	FCS 111, FCS 413
<b>14. Nutrition and Wellness</b>	NTN 230, NTN 312
<b>15. Parenting</b>	FCS 111, FCS 413
<b>16. Textiles and Apparel</b>	ITD 351, FCS 121

**ITEA - International Technology Education Association**

<b>ITEA Standards</b>	<b>Courses</b>
<b>Students will develop an understanding of The Nature of Technology. This includes acquiring knowledge of:</b>	
1. The characteristics and scope of technology.	TTE 554
2. The core concepts of technology.	TTE 554
3. The relationships among technologies and the connections between technology and other fields	TTE 554
<b>Students will develop an understanding of Technology and Society. This includes learning about</b>	
4. The cultural, social, economic, and political effects of technology.	TTE 455
5. The effects of technology on the environment.	TTE 455
6. The role of society in the development and use of technology	TTE 455
7. The influence of technology on history	TTE 455
<b>Students will develop and understanding of Design. This includes knowing about:</b>	
8. The attributes of design	Support courses in technology design, see page 138-139 in 2015-2016 MSU Bulletin
9. Engineering design.	Support courses in technology design, see page 138-139 in 2015-2016 MSU Bulletin
10. The role of troubleshooting, research and development, invention and innovation, and experimentation in problem solving.	Support courses in technology design, see page 138-139 in 2015-2016 MSU Bulletin
<b>Students will develop Abilities for Technological World. This includes becoming able to:</b>	
11. Apply the design the process	Support courses in technology design, see page 138-139 in 2015-2016 MSU Bulletin

12. Use and maintain technological products and systems.	Support courses in technology design, see page 138 in 2015-2016 MSU Bulletin
13. Assess the impact of products and systems.	Support courses in technology design, see page 138 in 2015-2016 MSU Bulletin
<b>Students will develop an understanding of the Designed World. This includes selecting and using:</b>	
14. Medical technologies	See list of support courses on page 138-139 in 2015-2016 MSU Bulletin
15. Agricultural and related biotechnologies.	See list of support courses on page 138-139 in 2015-2016 MSU Bulletin
16. Energy and power technologies	See list of support courses on page 138-139 in 2015-2016 MSU Bulletin
17. Information and communication technologies.	See list of support courses on page 138-139 in 2015-2016 MSU Bulletin
18. Transportation technologies	See list of support courses on page 138-139 in 2015-2016 MSU Bulletin
19. Manufacturing technologies	See list of support courses on page 138-139 in 2015-2016 MSU Bulletin
20. Construction technologies	See list of support courses on page 138-139 in 2015-2016 MSU Bulletin

### C. Kentucky Teacher Performance Standards for CTE Bachelors of Science Degree

The Kentucky Teacher Performance Standards are integrated throughout core courses and career and technical 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. Regarding instructional technology, secondary and content instructors use web-based program such as Canvas to supplement and enhance face-to-face instruction. Following is a matrix that demonstrates the integration of Kentucky Teacher Standards into the career and technical education coursework.

**Kentucky Teacher Standards in CTE Course Work**

Courses	KTS 1	KTS 2	KTS 3	KTS 4	KTS 5	KTS 6	KTS 7	KTS 8	KTS 9	KTS 10
CTE 200 Introduction		K	K		A		A	K	K	
CTE 501 Strategies	A	A	A	A	A	A	A		A	A
CTE 502 Assessment	A		A	E	A					
CTE 503 Instruction	E	E	E		A				A	A
EDP 260 Development		A			A	A			A	
SED 300 Special Edu.	K	K	K	K	A	K	K	E (PA)	A	
SEC 420 Practicum	E	E	E		A		A			
SEC 422 Practicum	E	E	E				A			
<b>Methods Courses and Student Teaching</b>										
EDU 303 Methods	E	E	E	A	A	A	K		A	
FCS 462 Methods	E	E	E	A	A	A	K		A	
TTE 554 Methods	E	E	E	A	A	A	K		A	
SEC 421 Student Teaching	E (PA)	E PRAXIS	E (PA)	E						
K – Knowledge, A – Application, E – Evaluation PA = Portfolio Artifact										

#### Kentucky Teacher Standards

- KTS 1: Content Knowledge
- KTS 2: Design Instruction
- KTS 3: Learning Climate

- KTS 4: Implements Instruction
- KTS 5: Assessment
- KTS 6: Technology
- KTS 7: Reflection
- KTS 8: Collaboration
- KTS 9: Professional Development
- KTS 10: Leadership

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

All teacher certification candidates in the Murray State University education program become familiar with the Kentucky Core Academic Standards (KCAS) in CTE 200 *Introduction to Career and Technical Education* or EDU 103 *Issues and Practices in American Education*. These courses are designed to provide students with an overview of the field of career and technical education or 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* or FCS 462 *Methods of Teaching Family and Consumer Sciences* or TTE 554 *Teaching in the Modular and Systems Environment*, the instructor spends several class sessions acquainting candidates with the KCAS. In these courses, candidates develop an instructional unit which includes a sequence of lesson plans based on a particular topic or theme. All unit lesson plans, instructional, activities, and assessments must be aligned to the KCAS standards in the appropriate content area. Additionally, candidates take EDU 405 *Evaluation and Measurement in Education*. Candidates develop proficiency in designing standards-based assessment instruments and interpreting the results to inform future instruction. This course's key assessment provides an introduction to the Teacher Performance Assessment (TPA) candidates complete during their student teaching experience.

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

<b>Course</b>	<b>KCAS Content Area</b>	<b>Activity</b>
EDU 303 or FCS 462 or TTE 554	Specific to content area	Lesson plans, micro-teaching activities, mock classroom situations
CTE 501	Specific to program area	Laboratory standards, safety regulations, student organizations
CTE 502	Specific to program area	Program and course goals, course objectives, curriculum alignment, scope and sequence, Career pathways
CTE 503	Specific to program area	Lesson plans, unit plans, microteaching
EDU 420	Specific to content area	Lesson plans, unit plans, field experiences

EDU 422	Specific to content area	Lesson plans, unit plans, field experiences
EDU 421	Specific to content area	Student teaching experience - Designing and implementing instruction

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

### E. Program Faculty

Name	Highest Degree, Field, & University	Assignment: Indicate the role(s) of the faculty member	Faculty Rank	Scholarship), 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)	Teaching or other Professional Experience in P-12 schools
Dr. Kemaly Parr	Ph.D. in Adult Education Auburn University	Director of Career and Technical Education teaches graduate and undergraduate courses	Assistant Professor	-2012 Publication in Career and Technical Education Research Journal	Full time to institution, Full time to unit, full time to program	Experience teaching in Higher education; 2 years at University of Memphis,
Dr. Randall Wilson	Ph.D., in Educational Leadership in Higher Education University of Nebraska-Lincoln	Director of Education in P-20 Community Leadership Teaches graduate and undergraduate courses	Assistant Professor	Has conducted presentations and has publications under review	Full time to institution, part time to unit, part time to program	Experience in administration and teaching in higher education
Tina Barger	Currently in Ed.D P-20 Community Leadership doctorate program at Murray State University	Teaches Career Technical Education Undergraduate courses	Adjunct	Has taught dual credit coursework in Medical Terminology, College Success and Career Readiness at John A. Logan College, Carterville, IL	Part time to institution, Part time to unit, Part time to program	Certified Business education teacher in Illinois grades 9-12 Business Department Chairperson at Marion High School, Marion IL

Kem Cothran	MAED Educational Administration Murray State University	Teaches Career and Technical undergraduate courses	Adjunct	Former Principal in Marshall County School System Former Assistant Superintendent Marshall County School System	Full time to institution, full time to unit, part time to program	27 years in public schools 16 years teacher, 7 years principal and 4 years as assistant superintendent
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**E. Curriculum Contract/Guidesheet:**

Program coordinators ensure current guidesheets are available for advisors and students. These may be accessed at <http://coekate.murraystate.edu/coecms/ncate/manager/advsheet/>.

Revised Fall 2015

**Murray State University  
Department of Adolescent, Career, and Special Education  
BS - Career and Technical Education**

**Engineering and Technology Education Option - Grades 5-12 Certification**

**2015-2016 MSU Bulletin**

**UNIVERSITY STUDIES FOR B.S. DEGREE (40-42 HOURS)**

**Oral and Written Communication (7 Hours)**

		Hours	Semester	Grade
ENG 105	Critical Reading, Writing, and Inquiry	4	_____	_____
COM 161	Introduction to Public Speaking	3	_____	_____

**Scientific Inquiry, Methodologies, and Quantitative Skills (12-14 Hours)**

MAT 150	Algebra and Trigonometry	5	_____	_____
PHY 130-131	General Physics I and Laboratory	4	_____	_____
	Science or Math Elective _____	3-5	_____	_____

**World's Historical, Literary, and Philosophical Traditions (6 Hours)**

CIV 201 or 202	World Civilization I or II	3	_____	_____
HUM 211	The Western Humanities Tradition	3	_____	_____

**Global Awareness, Cultural Diversity, and the World's Artistic Traditions (3 Hours)**

Approved University Studies _____		3	_____	_____
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**Social and Self-Awareness and Responsible Citizenship (6 Hours)**

Eth., Soc. Resp., or Civ. Engage. Approved Course _____		3	_____	_____
EDP 260	Psychology of Human Development	3	_____	_____

**University Studies Approved Electives (6 Hours)**

Approved University Studies Elective _____		3	_____	_____
Approved University Studies Elective _____		3	_____	_____

**PROFESSIONAL EDUCATION COURSES (49 HOURS)**

EDU 100T	Transitions	1	_____	_____
CSC 199	Introduction to Information Technology <small>*Technology-Intensive Course</small>	3	_____	_____
TTE 554	Meth. of Teach. in the Modu. & Sys. Env.	3	_____	_____
CTE 200	Introd. to Career and Technical Education	3	_____	_____
CTE 501	Integ. Collab. & St. Org.: Tch. /Appl	3	_____	_____
CTE 502	Inst. Media, Curr. and Assess. in CTE	3	_____	_____
CTE 503	Plan. & Implem. Instruc. In CTE	3	_____	_____

MID 270	Teaching and Learning in the Middle Grades	3	_____	_____
SEC 420	Practicum in Secondary Schools <sup>1</sup>	3	_____	_____
EDU 405	Evaluation and Measurement in Education <sup>1</sup>	3	_____	_____
SED 300	Educating Students with Disabilities	3	_____	_____
SEC 422	Extended Practicum <sup>2</sup>	4	_____	_____
SEC 421	Student Teaching in the Secondary School	14	_____	_____
	<small>*Writing-Intensive Course</small>			

**SUPPORT COURSES (37 HOURS)**

EMT 261	Introduction to Fluid Power Systems	3	_____	_____
EMT 262	Introduction to Fluid Power Systems Lab.	1	_____	_____
ITD 101	Introduction to Design and Graphic Comm.	4	_____	_____
ITD 104	Computer Aided Design	4	_____	_____
ITD 130	Manufacturing Processes and Materials	3	_____	_____
ITD 301	Architectural Drawing and Residential Planning	4	_____	_____
ITD 330	Machine Tool Processes	4	_____	_____
ITD 350	Construction Systems	4	_____	_____
TSM 110	Electrical Systems	4	_____	_____
TSM 133	Intro. to Tele. Systems Mgt Tech & Models	3	_____	_____
TSM 241	Networking Fundamentals	3	_____	_____

**Other Degree Requirement:** **Total Curriculum Requirements – 126-128 hours**  
*Current First Aid and Safety Certification required for student teaching.*

<sup>1</sup>SEC 420 and EDU 405 must be taken together and two semesters before student teaching  
<sup>2</sup>SEC 422 must be taken one semester before student teaching.

**PRAXIS TEST:**

The following scores on the Specialty Exams are required to be eligible for a teaching certificate:  
 Technology Education (5051) – Passing Score of 159  
 Principles of Learning and Teaching (either 5623 or 5624) – Passing Score of 160. Teacher certification requirements are subject to change. Before registering for the test(s), please refer to the Education Professional Standards Board (EPSB) website at [www.epsb.ky.gov](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.**

**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.**

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

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

**Murray State University**  
**Department of Adolescent, Career, and Special Education**  
**BS - Career and Technical Education**

Revised Fall 2015

**Business and Marketing Education Option - Grades 5-12 Certification**

**2015-2016 MSU Bulletin**

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

**UNIVERSITY STUDIES FOR B.S. DEGREE (40-50 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 (12 Hours)</b>			
MAT 135      Introduction to Probability and Statistics	4	_____	_____
MAT 140      College Algebra	4	_____	_____
Approved University Studies Science with Lab _____	4	_____	_____
<b>World's Historical, Literary, and Philosophical Traditions (6 Hours)</b>			
CIV 201 or 202    World Civilization I or II	3	_____	_____
HUM 211      The Western Humanities Tradition	3	_____	_____
<b>Global Awareness, Cultural Diversity, and the World's Artistic Traditions (3 Hours)</b>			
Approved University Studies _____	3	_____	_____
<b>Social and Self-Awareness and Responsible Citizenship (6 Hours)</b>			
Eth., Soc. Resp., or Civ. Engage. Approved Course _____	3	_____	_____
EDP 260      Psychology of Human Development	3	_____	_____
<b>University Studies Approved Electives (6 Hours)</b>			
ECO 230      Principles of Macroeconomics	3	_____	_____
ECO 231      Principles of Microeconomics	3	_____	_____
<b>PROFESSIONAL EDUCATION COURSES (49 HOURS)</b>			
EDU 100T      Transitions	1	_____	_____
CSC 199      Introduction to Information Technology	3	_____	_____
	<small>*Technology-Intensive Course</small>		
EDU 303      Strategies of Teaching	3	_____	_____
CTE 200      Introd. to Career and Technical Education	3	_____	_____
CTE 501      Structures and Foundations of CTE	3	_____	_____
CTE 502      Assessment and Curricula in CTE	3	_____	_____
CTE 503      Plan. & Implem. Instruc. in CTE	3	_____	_____
MID 270      Teaching and Learning in the Middle Grades	3	_____	_____
SEC 420      Practicum in Secondary Schools <sup>1</sup>	3	_____	_____
EDU 405      Evaluation and Measurement in Education <sup>1</sup>	3	_____	_____
SED 300      Educating Students with Disabilities	3	_____	_____
SEC 422      Extended Practicum <sup>2</sup>	4	_____	_____
SEC 421      Student Teaching in the Secondary School	14	_____	_____
	<small>*Writing-Intensive Course</small>		
<b>SUPPORT COURSES (33 HOURS)</b>			
ACC 200      Principles of Financial Accounting	3	_____	_____
ACC 201      Principles of Managerial Accounting	3	_____	_____
BUS 215      Business Communication	3	_____	_____
CSC 125      Internet and Web Page Design	3	_____	_____
FIN 330      Principles of Finance	3	_____	_____
LST 240      The Legal Environment of Business	3	_____	_____
MKT 285      Emerging Technologies in Marketing	3	_____	_____
MGT 350      Fundamentals of Management	3	_____	_____
MKT 360      Principles of Marketing	3	_____	_____
Choose two of the following:			
MKT 361      Selling and Sales Management	3	_____	_____
MKT 369      Retailing Management	3	_____	_____
JMC 394      Introduction to Advertising	3	_____	_____

**Other Degree Requirement:** **Total Curriculum Requirements – 122hours**

*Current First Aid & Safety Certification required for student teaching*

<sup>1</sup>EDU 405 and SEC 420 must be taken two semesters before student teaching

<sup>2</sup>SEC 422 must be taken one semester before student teaching

**PRAXIS TEST:**

The following scores on the Specialty Exams are required to be eligible for a teaching certificate:

Business Education (5101) – Passing Score of 154

Principles of Learning and Teaching (either 5623 or 5624) – Passing Score of 160

Teacher certification requirements are subject to change. Before registering for the test(s), please refer to the Education Professional Standards Board (EPSB) website at [www.epsb.ky.gov](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.**

**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.**

Student \_\_\_\_\_

Advisor \_\_\_\_\_

Date \_\_\_\_\_

Date \_\_\_\_\_

**Murray State University**  
**Department of Adolescent, Career, and Special Education**  
**BS - Career and Technical Education**  
**Family and Consumer Science Education Option - Grades 5-12 Certification**

**2015-2016 MSU Bulletin**

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

**UNIVERSITY STUDIES FOR B.S. DEGREE (39 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 (11 Hours)</b>			
BIO 101 Biological Concepts	4	_____	_____
CHE 101 Consumer Chemistry	4	_____	_____
MAT 117 Mathematical Concepts	3	_____	_____
<b>World's Historical, Literary, and Philosophical Traditions (6 Hours)</b>			
CIV 201 or 202 World Civilization I or II	3	_____	_____
HUM 211 The Western Humanities Tradition	3	_____	_____
<b>Global Awareness, Cultural Diversity, and the World's Artistic Traditions (3 Hours)</b>			
Approved University Studies _____	3	_____	_____
<b>Social and Self-Awareness and Responsible Citizenship (6 Hours)</b>			
Eth., Soc. Resp., or Civ. Engage. Approved Course _____	3	_____	_____
EDP 260 Psychology of Human Development	3	_____	_____
<b>University Studies Approved Electives (6 Hours)</b>			
Approved University Studies Elective _____	3	_____	_____
Approved University Studies Elective _____	3	_____	_____
<b>PROFESSIONAL EDUCATION COURSES (48 HOURS)</b>			
EDU 100T Transitions	1	_____	_____
CSC 199 Introduction to Information Technology	3	_____	_____
			*Technology-Intensive Course
FCS 462 Meth. of Teach. Family and Consumer Science	3	_____	_____
CTE 200 Introd. to Career and Technical Education	3	_____	_____
CTE 501 Integ, Collab, & St. Org.: Tch. /Appl	3	_____	_____
CTE 502 Inst. Media, Curr. and Assess. in CTE	3	_____	_____
CTE 503 Plan. & Implem. Instruc. In CTE	3	_____	_____
SEC 420 Practicum in Secondary Schools <sup>1</sup>	3	_____	_____
EDU 405 Evaluation and Measurement in Education <sup>1</sup>	3	_____	_____
SED 300 Educating Students with Disabilities	3	_____	_____
SEC 422 Extended Practicum <sup>2</sup>	4	_____	_____
SEC 421 Student Teaching in the Secondary School	14	_____	_____
			*Writing-Intensive Course
<b>SUPPORT COURSES (39 HOURS)</b>			
FCS 210 Child Development I	3	_____	_____
FCS 211 Child Development II	3	_____	_____
FCS 361 Programs in Family & Consumer Sciences	3	_____	_____
NTN 231 Principles of Food Science & Preparation	3	_____	_____
FCS 121 Basic Clothing Construction	3	_____	_____
ITD 351 Textiles for Interior Design	3	_____	_____
<i>Six hours from the following:</i>			
FCS 111 The Family and Its Environment	3	_____	_____
FCS 413 Marriage and Family Relationships	3	_____	_____
FCS 527 Parenting	3	_____	_____
<i>Six hours from the following:</i>			
FCS 241 Family Economics	3	_____	_____
FCS 342 Consumer Decision Making	3	_____	_____
FCS 441 Family Resource Management	3	_____	_____
FIN 230 Personal Financial Planning	3	_____	_____
MGT 350 Fundamentals of Management	3	_____	_____

**Six hours from the following:**

NTN 230	Nutrition	3	_____	_____
NTN 412	Community Nutrition and Health	3	_____	_____
HEA 191	Personal Health Issues	3	_____	_____

**Three hours from the following:**

ITD 221	Design in the Near Environment	3	_____	_____
ITD 251	Equipment	3	_____	_____
ITD 253	Interior Design Studio	3	_____	_____

**Other Degree Requirement:**

Current First Aid & Safety Certification required for student teaching

**Total Curriculum Requirements – 124 hours**

<sup>1</sup>SEC 420 and EDU 405 must be two semesters before student teaching

<sup>2</sup>SEC 422 must be taken one semester before student teaching

**PRAXIS TEST:**

The following scores on the Specialty Exams are required to be eligible for a teaching certificate:

Family & Consumer Science (5122) – Passing Score of 153

Principles of Learning and Teaching (either 5623 or 5624) – Passing Score of 160

Teacher certification requirements are subject to change. Before registering for the test(s), please refer to the

Education Professional Standards Board (EPSB) website at [www.epsb.ky.gov](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.

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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

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- 7) **been admitted to Teacher Education;**
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- 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.**

Student \_\_\_\_\_

Advisor \_\_\_\_\_

Date \_\_\_\_\_

Date \_\_\_\_\_

### ***Alternative Certification***

Murray State University is an Approved Program for the Kentucky Education Professional Standards Board (EPSB) Option 6 which was provided in 2004 by House Bill 52. A candidate must have a bachelor's or master's degree; and meet university admission standards. More detail may be found at:  
<http://www.epsb.ky.gov/certification/universitybasedcert.asp>

### **F. 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/>.

## **CTE CORE COURSES**

**CTE 200**

**CTE 501**

**CTE 502**

**CTE 503**

## **CTE CONTENT COURSES**

**BUS 215**

**FCS 210**

**FCS 462**

**NTN 230**

**MKT 285**

**MGT 350**  
**MKT 360**  
**MKT 361**  
**MKT 369**  
**TTE 554**