

**SPECIALIST IN EDUCATION  
RANK I**

**PROGRAM SUBMISSION**

**SEPTEMBER 2015**

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## **I. Executive Summary: Serving our communities through excellence**

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. Our programs are designed to provide authentic professional experience to candidates with structured reflective activities to support professional growth and development. Education programs collaborate with our public school partners to enhance candidates' experiences.

Our graduate programs in education are developed to build upon candidates' skills and abilities and to allow for opportunities to grow professionally within the context of research-informed practice. The Specialist in Education in Teacher Education and Professional Development is a 30- hour program of study that allows for targeted professional growth through an advisor-guided program that culminates in a capstone project. Candidates develop a program of study around a 12-hour core that addresses the psychology of learning, curriculum design, and candidates' philosophies of teaching.

### *Admission Requirements*

Applicants to the program must hold a masters degree in education and show evidence of a valid Kentucky teaching certificate. Certified teachers from out of state must sign a waiver.

### *Exit Criteria*

Candidates must defend a specialty study as a capstone experience. The specialty study topics must be approved by the candidate's committee and should focus on a classroom-based problem. Candidates must also have a 3.0 cumulative GPA.

### *Rank Change Requirements*

The Specialist in Education is a Rank I program. In some instances, rank change may be recommended in advance of or in lieu of degree completion. This may occur when there are contextual factors related to institutional time limits or transfer issues.

### *Modes of Delivery*

Courses for the Specialist in Education are offered face-to-face, online, and hybridized (online and face-to-face).

## **II. Relationship to College Conceptual Framework**

The ultimate goal of Murray State University's programs is to educate individuals who will become Reflective Decision-Makers. The conceptualization of the educator as reflective decision-maker is at the heart of the western academic tradition. John Dewey and more recent educational leaders view reflection as a process of inquiry based on prior understanding where difficult and complex problems are resolved for an immediate purpose as well as generalized to principles in order to solve future problems. Therefore, the theme that provides a shared vision and guides our programs in preparing individuals to work within the educational community is the Educator as Reflective Decision-maker.

The program experiences of graduate-level programs are aligned with the Kentucky Teacher Standards and EPSB themes to ensure that the standards and themes are carefully addressed in a variety of courses and through a variety of assignments and course experiences (see tables within this document). These programs support the College's theme by nurturing individuals to become reflective decision-makers. Reflection is the focus of course activities and is the primary means by which graduate candidates integrate their own teaching experiences with course experiences, Kentucky performance standards, and the College Dispositions. This reflection leads to a richer, more in-depth understanding of students, curriculum, instruction, assessment, and the schooling process. The Kentucky Code of Ethics is also revisited, and related to teachers' increased level of responsibility and involvement with students, the school, district, community and profession.

### **III. Continuous Assessment**

Signature assessments in the core of the program are aligned to the appropriate standards and are used to support the continuous assessment of the program and of the students. The Kentucky Teaching Standards are used to anchor the program, which is designed around personal, professional growth. Teacher self-assessment in terms of the KTS through portfolio assessment comprises the primary basis for formative assessment, with the final portfolio and specialty study providing opportunity for summative assessment.

*Continuous assessment of the program.* Livetext is used to capture the formative portfolio and signature assessments. The program faculty to identify areas of strength and areas of growth reviews data from these. The specialty study results provide further data for program improvement.

*Continuous assessment of students.*

The formative portfolio and signature assessment results are key for student advisement as the program of study is developed. Professional growth is the objective of the program, as ultimately evidenced by the portfolio.

### **IV. Program Experiences**

The Specialist in Education program is designed to fulfill course requirements for a Rank I classification. The 30 credit hour program is pre-planned with a graduate advisor based upon candidates' professional interests and needs. Candidates may select state-approved endorsements in environmental education, gifted education, instructional computer technology, or school safety as part of their programs. All candidates must complete a specialty study, which additionally demonstrates candidate competencies.

The Graduate faculty recognize that as teachers gain experience during their careers, they are able to elaborate on their understanding of how to make the most thoughtful educational decisions for their students. Experienced teachers realize that a wide variety of considerations come to play in making instructional decisions, including, foremost, the instructional needs of the learner, state and national standards, content considerations, community values, and the teacher's own professional strengths, values and beliefs. The capacity of the Specialist in Education degree to support this exploration is a chief strength of the program.

The core of the program focused on the students as learners through advanced educational psychology, instructional design through a graduate curriculum experience, and on the candidates themselves as teachers through a philosophy of teaching course. Remaining coursework is designed as professional growth to bridge the gap between ‘teaching’ and ‘learning’. For example, a candidate and his/her advisor may choose a course of study that focused on the needs of the gifted, and may choose the 12-hour endorsement as part of the coursework, supported by additional courses that address other exceptionalities. The program would culminate with the capstone specialty study that would examine the instruction of or learning by gifted students.

Table 1.

*Matrix of the Kentucky Teaching Standards and the Core Curriculum*

Course	KTS 1	KTS 2	KTS 3	KTS 4	KTS 5	KTS 6	KTS 7	KTS 8	KTS 9	KTS 10
<b>EDP 675</b> Adv Psy	A	A	A	A	A		A			A
<b>EDU 622</b> Philosophy		A	A	A	A		E	A		
<b>EDU 798</b> Spec Study	E	E								
<b>ELE 647</b> Or <b>MID 640</b> Or <b>SEC 641</b> Curriculum	E	E	E	E	E	E	E	E	E	E
<b>K – Knowledge, A – Application, E – Evaluation</b>										

Table 2 demonstrates the integration of the Education Professional Standards Board themes and the unit’s theme through the core of the Specialist degree.

Table 2.

*EPSB Themes for Specialist in Education*

Course	EPSB Themes				Professional Ethics
	Diversity	Assessment	Literacy	Gap	
<b>EDP 675</b> Adv Psy	E Readings/ Literature review			E Readings/ Literature review	professional ethics
<b>EDU 622</b> Philosophy	E Paper				discussion and readings
<b>EDU 798</b> Spec Study	E Project	E Project	E Project	E Project	research ethics
<b>ELE 647</b>	E	E			

<b>Or</b> <b>MID 640</b> <b>Or</b> <b>SEC 641</b> Curriculum	Curriculum project	Curriculum project			
<b>K – Knowledge, A – Application, E – Evaluation</b>					

## Course Descriptions for EdS Degree in Teacher Education and Professional Development

**EDP 675** Advanced Educational Psychology (3). A psychological perspective and research-based examination of the learner, the teacher, and the classroom interaction processes involved in effective educational processes.

**EDU 622** Philosophy of Education (3). A course designed to explore the various philosophies of education; the meaning of education to the individual and society; the nature of thinking; educational aims and values; character education; and the interpretation and evaluation of present day issues and problems in education.

**EDU 798** Specialty Study (3). Selection of problem, collection of data, and interpretation of data in preparation for writing a research paper. Second three hours culminating in a research paper to be approved by the student's committee. Repeatable to six hours.

**MID 640** Middle School Curriculum (3). A study of the educational program designed for the middle school. Emphasis will be placed on the basic assumptions underlying modern trends.

### D. Program Faculty

NAME	HIGHEST DEGREE, FIELD, & UNIVERSITY	ASSIGNMENT	FACULTY RANK	CERTIFICATIONS, EXPERIENCE, SCHOLARSHIP, LEADERSHIP IN PROFESSIONAL ASSOCIATIONS, AND SERVICE	STATUS
<b>Allen, David</b>	Ph.D, Education-School Improvement, Text State University-San Marcos	Director of Center for Environmental Education Teaches assessment and environmental education courses	Assistant Professor	<ul style="list-style-type: none"> <li>• <i>Educational Testing Services, Assessment Specialist – 10 years, Middle School Science – 6 years, High School Science – 3 years</i></li> <li>• <i>Allen, D. (August 2015). Project Learning Tree survey of use. Annual conference of the Japanese Society of Environmental Education, Nagoya, Japan.</i></li> <li>• <i>Allen, D. (October 2014). Perceptions of environmental education from across a university campus. Annual conference of the North American Association for Environmental Education. Ottawa, Ontario, Canada.</i></li> <li>• <i>Waite, D., &amp; Allen, D. (2003). Corruption and abuse of power in educational administration. Urban Review, 35(4), 281-296</i></li> </ul>	Full-time to institution Full-time to unit Full-time to program
<b>Brown, Cory</b>	Ph.D, Multicultural and Equity Studies in	Assistant Professor	Assistant Professor	<ul style="list-style-type: none"> <li>• <i>High School English – 2 years, Full-Time Academic Advisor, University of Cincinnati – 5 years, University</i></li> </ul>	Full-time to institution Full-time to unit

	Education, Ohio State University	Teaches foundation courses		<p><i>Appointments, Education – 10 years.</i></p> <ul style="list-style-type: none"> <li>• <i>Dixson, A. D., Dodo-Seriki, V. and Brown, C. T. (2014). Culturally relevant pedagogy at the intersections of race, gender, and class. Paper presented at the biennial meeting of the International Conference on Urban Education, Montego Bay, Jamaica.</i></li> <li>• <i>Dodo-Seriki, V., Brown, C. T., and Fasching-Varner, K. (Accepted and in preparation, 2015). The permanence of racism in teacher education. In J. K. Donnor, R. Reynolds, M. Lynn, and A. D. Dixson (Eds.). Is the post-racial still racial?: Understanding the relationship between race and education. NSSE Yearbook, Teachers College Record.</i></li> <li>• <i>National Council of Teachers for English Assembly of Research - Program Reviewer and Planning Committee, 2015 (New Orleans, Louisiana)</i></li> </ul>	Full-time to program
<b>Erickson, Debra</b>	Ph.D, Curriculum and Instruction, Specilization in Urban Education, University of Illinois	Teaches instructional strategy and social studies methods courses	Assistant Professor	<ul style="list-style-type: none"> <li>• <i>Certifications &amp; Experience: IL Teaching Lic., Endorsement in GT, 24 years experience – elementary and middle schools</i></li> <li>• <i>Lesson submission in Notable Books, Notable Lessons: Putting Social Studies in the K-8 Curriculum, National Council of Social Studies (2016)</i></li> <li>• <i>The Practices of Critically Conscious Teachers in Marginalized Schools, American Education Research Association, 2015</i></li> <li>• <i>CAEP Assessor, 2013-present</i></li> </ul>	Full-time to institution Full-time to unit Full-time to program
<b>Gill, Sharon</b>	Ed.D, Literacy, University of Cincinnati	Reading Program Co-Coordinator Teaches reading courses	Professor	<ul style="list-style-type: none"> <li>• <i>KY Teacher Certificate (1-8), reading specialist endorsement. Elementary School – 6 years experience.</i></li> <li>• <i>Gill, S. R. (2015). Learning the language of picture books. Young Children, 70 (4), 32-37.</i></li> <li>• <i>Gill, S. R., &amp; Islam, C. (2011). Shared Reading Goes High-</i></li> </ul>	Full-time to institution Full-time to unit Part-time to program

				<p>Tech. Reading Teacher, 65, 3, 224-227.</p> <ul style="list-style-type: none"> <li>Gill, S. R. (2009). What Teachers Need to Know About the "New" Nonfiction. <i>The Reading Teacher</i>, 138, 4, 260-267.</li> </ul>	
<b>Grant, Christina</b>	Ph.D, Reading Education, Ball State University	Teaches reading courses	Assistant Professor	<ul style="list-style-type: none"> <li><i>Certifications &amp; Experience: IA Lic., elementary and middle grades – 5 years.</i></li> <li><i>Jones, R.E., Yssel, N., &amp; Grant, C.E. (2012). Reading instruction in Tier 1: Bridging the gaps by nesting evidence-based interventions within differentiated instruction. Psychology In The Schools, 49(3), 210-218.</i></li> <li><i>Murray Area Council of the International Literacy Association undergraduate committee – Faculty President</i></li> <li><i>Grant, C.E. (February 2015). Best Practices in K-5 Literacy. Session presented at the</i></li> <li><i>Kentucky Council of Teachers of English Conference, Lexington, KY.</i></li> </ul>	<p>Full-time to institution Full-time to unit Part-time to program</p>
<b>Hansen, Jacqueline</b>	Ed.D. Education Administration, University of Nebraska	ECE Department Chair COEHS Director of Assessment Teaches reading courses	Professor	<ul style="list-style-type: none"> <li><i>Elementary Classroom Teaching Experience- 23 years</i></li> <li><i>Moore, K.D. &amp; Hansen, J. (2012). Effective strategies for teaching in K-8 classrooms. Sage Publications. (textbook)</i></li> <li><i>Hansen, J. (2010). Teaching without Talking. Phi Delta Kappan, 92 (1), 35-40.</i></li> <li><i>Education writer for United States Postal Service for ten years. Developed education kits distributed twice yearly to 250,000 teachers.</i></li> </ul>	<p>Full-time to institution Full-time to unit Part-time to program</p>
<b>Islam, Chhanda</b>	Ph.D, Reading and Writing, Jackson State University	Reading Program Co-Coordinator Teaches reading courses	Professor	<ul style="list-style-type: none"> <li><i>Early Childhood Experience – 7 years, University Appointments – 11 years</i></li> <li><i>Islam, C (2015). Literacy Tutors and Striving Readers: Enhancing Literacy through a Graduate Reading Methods Course. International Journal of Humanities and Social Science, 5 (7), 21-51</i></li> <li><i>Islam, C. (2015, July). Literacy Tutors to Support</i></li> </ul>	<p>Full-time to institution Full-time to unit Part-time to program</p>



				<p>Striving Readers: Graduate Students in Literacy Making a Difference. The Organization of Teacher Educators in Reading (OTER) Special Interest Group. The 60<sup>th</sup> International Literacy Association Annual Convention, July 18-20, St. Louis, Missouri</p> <ul style="list-style-type: none"> <li>• President (2005- Present) - Murray Association of the International Reading Association, Responsibilities: Set goals for the chapter and for each member of the governing board, preside at all meetings and chapter activities, and provide supervision of chapter activities. MACIRA has been named ILA's 2010-2011-2012-2013-2014-2015 Honor Council recipient</li> </ul>	
<b>King, Brandi</b>	Ed.D, University of West Florida	Teaches science methods courses. Organizes and teaches robotics camps.	Assistant Professor	<ul style="list-style-type: none"> <li>• <i>Experience: 4 years experience, Head Start, elem. Math and science coach, elementary classroom teacher.</i></li> <li>• <i>Middle School Students' Perceptions of Behavioral Functioning: Validation Pilot for Measuring Perceptions of One's Own Behavior (2014), Journal of Social Science Research.</i></li> <li>• <i>Applying the Theory of Planned Behavior and Professional Development (2013), International Organization of Social Science and Behavioral Research</i></li> <li>• Murray State University, Robotics Camp, Director (2010-present)</li> </ul>	Full-time to institution Full-time to unit Full-time to program
<b>Patterson, Lynn</b>	Ed.D, Administration and Supervision, Tennessee State University	Associate Professor, Elementary School Program Co-Coordinator	Associate Professor	<ul style="list-style-type: none"> <li>• <i>National Board Certification, Middle Childhood Generalist, TN School Administration Certification, TN Elem. Teacher (1-8). School administrator, elementary and middle – 5 years, elementary classroom – 26</i></li> </ul>	Full-time to institution Full-time to unit Full-time to program

				<p><i>years, speech and hearing – 3 years.</i></p> <ul style="list-style-type: none"> <li>• <i>Problem Solve with the President (2014). Mathematics Teaching in Middle School</i></li> <li>• <i>Response to Interventions in Middle &amp; High School (2015). Book Chapter.</i></li> <li>• Panel reviewer for NSF Presidential Awarding in Mathematics.</li> <li>• 2015 KDE MSP Grant</li> </ul>	
<b>Reed, Dusty</b>	Ed.D, Leadership and Professional Practice, Specialization in Educational Technology and Professional Development, Trevecca Nazarene University.	Assistant Professor, Elementary School Program Co-Coordinator, Instructional Computer Technology Program Coordinator	Assistant Professor	<ul style="list-style-type: none"> <li>• Certifications: KY Teacher (K-5), KY Administrator. Experience: Elementary School Classroom Teacher – 7 years, School Administrator – 3 years.</li> <li>• Reed, D. (July, 2015) Technology PD for Free. Snapshot Presentation. International Society of Technology in Education, International Conference; Philadelphia, Pennsylvania.</li> <li>• Reed, D. (March, 2015). Digital Assessment in the P-12 Classroom. Lecture Presentation – Teacher Strand. Kentucky Society of Technology in Education (KySTE), Annual Regional/State Conference; Louisville, Kentucky.</li> <li>• KY Education Professional Standards Board – Content Area Program Reviewer – Information Computer Technology Endorsement Program</li> </ul>	Full-time to institution Full-time to unit Full-time to program

E. Curriculum Contract/Guidesheets

Revised 9/2015

Murray State University
Specialist in Education (Ed.S.) / Rank I
Teacher Education and Professional Development
Program Guide Sheet

The Ed.S. program is designed to fulfill course requirements for Rank I classification. Admission to the program requires a Masters Degree and a GPA of 3.0 or higher. The program must be PREPLANNED\* with a specialist committee which consists of three faculty members and includes 30 semester hours of graduate level course work. Courses for the specialization may be selected to enhance current certification or to work toward new certification or to address professional needs and interests. Applicants must hold a Rank II Certificate or its equivalent. The program must be completed within eight years from the time the student initially enrolls in any course applicable to the program. A minimum grade point average of 3.0 is required for completion of this program. Exit assessment: a GPA of 3.0 or higher and Specialty Study with oral defense.

Table with 2 columns: Course Name and Credit Hours. Rows include Professional Education - Core Courses (15 hours) with sub-rows for EDP 675, EDU 622, EDU 798, ELE 647, MID 640, and SEC 641. Specialization (12 hours) with 4 blank rows. Elective (6 hours) with 2 blank rows.

The student, the specialist committee, and the advisor have discussed this program and agree to the foregoing plan. \*An official MSU Graduate Program form must also be completed and submitted prior to completion of the first course taken. The Program form is approved by a graduate advisor and the Collegiate Graduate Coordinator.

Student's Signature, Advisor's Signature, Date

## **F. Syllabi**

Course syllabi are posted as a link on the College of Education home page: <http://coekate.murraystate.edu/coecms/manager/syllabi/>. Go to that site, then click on relevant course links to view the most current versions of these course syllabi:

### **Sample Core Courses for Specialist Degree**

EDP 675

EDU 622

ELE 647

MID 640

SEC 641

EDU 798