



MURRAY

STATE UNIVERSITY

**College of Education
and Human Services**

**ELEMENTARY EDUCATION CERTIFICATION
(GRADES P-5)
BACHELORS OF SCIENCE & BACHELORS OF ARTS
PROGRAM SUBMISSION
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Executive Summary

Theme of the Unit

The mission of the College of Education and Human Services is the preparation of leaders for successful careers that positively impact communities as advocates and practitioners, through student-centered, authentic, and engaging academic programs. The college envisions being recognized for producing graduates who foster excellence in their communities. The college's education programs support that mission and vision by ensuring candidates exemplify the knowledge, skills, dispositions, leadership qualities, and decision-making skills necessary to serve as effective educators in their communities. The goal of the college's educator preparation program is to produce candidates who demonstrate the characteristics of a Murray State University graduate, the proficiencies delineated by Kentucky Teacher Standards and the knowledge required by learned societies. "Educator as a reflective decision-maker" is the unit's theme. Undergraduate candidates demonstrate professional dispositions throughout their course work, field experiences, and student teaching. Murray State University candidates will become educators who are inclusive, responsible, enthusiastic, caring, confident, and ethical. Graduate candidates exhibit the same dispositions while developing their capacity as teacher leaders who foster excellence in their classrooms, schools, districts, and communities.

Unique Features

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

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

Until July 2014, the College of Education departments were: Adolescent, Career and Special Education; Early Childhood and Elementary Education; and Educational Studies, Leadership and Counseling. During a summer 2014 university-wide academic reconfiguration, the College of Education transformed into the College of Education and Human Services (COEHS). The Department of Community Leadership and Human Services and the Center for Communication Disorders joined the unit. Please reference the COEHS organizational flowchart at <http://coekate.murraystate.edu/ncate/st/general.htm>.

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

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

Admission and Exit Requirements

Continuous assessment procedures are used to document and systematically monitor candidate progress throughout the education program to ascertain candidates' proficiency in the Kentucky Teacher Standards. Checkpoints provide data to facilitate faculty's efforts to make recommendations for improvement, remediation, or candidates' continuance in the program. To become admitted to the teacher education program, candidates must meet these requirements:

- Attend an admission to teacher education orientation.
- Pass all portions of the CASE exam.
- Earn an overall undergraduate GPA ≥ 2.75 on a 4.0 point scale.
- Complete a minimum of 24 credit hours with a GPA ≥ 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 ≥ 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 ≥ 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 for current requirements.

Modes of Delivery

Course work is delivered through multiple venues: traditional (face-to-face), hybrid (part traditional, part online), interactive television, and online. Candidates can earn undergraduate teacher education degrees at Murray State University or one of the four MSU regional campuses in Henderson, Hopkinsville, Madisonville, or Paducah.

Conceptual Framework

All teacher certification programs at Murray State University share the same conceptual framework. This document is available at http://coehsnet.murraystate.edu/program_submissions/.

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/.

Program Experiences

A. Courses and Experiences

The Elementary Education Program supports the unit's theme by nurturing individuals to become reflective decision-makers. Reflection is the focus of course activities and is the primary means by which candidates assimilate course experiences with Kentucky Teacher Standards (KTS), College of Education and Human Services Dispositions and the candidates' own experiences, values, and beliefs about education. At the program's beginning, candidates are asked to reflect upon their own values and beliefs about education and seek integration of those with the COEHS Dispositions through assignments such as philosophy statements, growth plans, field experience and other reflective assignments. This process continues as candidates develop artifacts to reflect their growth and understanding of educational principles, leading to the program's end with the eligibility portfolio as a summative evaluation. The portfolio serves as evidence of their knowledge of educational pedagogy and its application to KTS Standards. Throughout, program course work is designed to require planning, instruction, assessing and reflecting at increasing levels of expertise. At admission to teacher education, candidates are interviewed by faculty and asked to respond about the unit's Dispositions and the Kentucky Code of Ethics. Students are also exposed to the Kentucky Code of Ethics during teacher education orientations, student teaching orientations, and during the student teaching interview process.

The Elementary Education Program prepares candidates to teach in elementary schools (P-5). The four-year preparation program is accredited by the Council for the Accreditation of Educator Preparation (CAEP) and the Kentucky Education Professional Standards Board (EPSB). Candidates completing the P-5 Elementary Education Certification Program may choose to complete a Bachelor of Science or Bachelor of Arts degree.

Candidates develop content knowledge through the *University Studies* (41-45 cr. hrs.) courses. Moreover, they gain additional academic content through the *Multidisciplinary Track* (12 cr. Hrs.) in which students choose one additional course in four of the following areas: Oral, Global, Scientific, Social or World. All courses have been aligned with and are assessed through the Core Academic Skills for Education (CASE) test. Students must sections covering mathematics, reading and writing

with a set minimum score in order to gain admission to the Teacher Education Program. A common foundation of knowledge related to the field of education comprises the *Professional Education* (29 cr. hrs.) section. Candidates develop pedagogical proficiency in teaching elementary-level content during the *Elementary Program Required Education* (44 cr. hrs.) courses. The Professional Education and Elementary Education courses have been aligned with and are assessed by the Principles of Learning and Teaching Exam (K-6), and the Elementary Education Multi-Subjects Test (reading/language arts, mathematics, social studies, and science).

Candidates progress through multiple checkpoints, including admission to teacher education, admission to student teaching, and successful completion of student teaching and portfolio submissions. The checkpoints ensure that candidates have acquired the necessary professional and pedagogical content knowledge, instructional skills, and educator dispositions to become high-quality teachers and leaders. Specific guidelines are shared with candidates during mandatory orientations at each checkpoint. Guidelines are also delineated on program guide sheets and further detailed in the Unit's continuous assessment plan. As program policy states, candidates follow curriculum guidesheets, Racer Academic Completion Reports, and confer with advisors to help them to monitor their own progress and prepare for the continuous self-assessment as required of professional educators.

In fall 2000, Murray State established an extended campus, called the 2+2 Elementary Education Program, at four regional sites: Henderson, Hopkinsville, Madisonville and Paducah. Upper division courses are delivered at the extended campus sites in a rotating sequence. Coordinating positions at the Murray campus and at each of the extended campuses assure quality and coordination among the programs.

The elementary education program responds to standards established by Kentucky EPSB and by National Specialty Professional Association Standards (SPA) in the curriculum areas of language arts, mathematics, social studies, science, and special education (Table 3). Kentucky Core Academic Standards (KCAS), the Association for Childhood Education International Standards (ACEI), EPSB themes, Kentucky KTS, and CAEP themes influence the design, organization, and delivery of the curriculum concepts and learning experiences of the program. This alignment is reflected on common course syllabi, as well as tables found in this document (Table 1, 2, 3, 4, and 5). The program is organized so that the above mentioned governing standards and themes are introduced in the core courses, and extended in the upper division courses as instructional activities are implemented through university classroom experiences and authentic elementary school settings through field experiences.

The elementary education faculty (Table 6) reference multiple educational theorists (e.g. Piaget, Vygotsky, Maslow, Krathwohl, Gardner, and Erikson) in course and instructional design. Faculty understand the major concepts, principles, theories, standards, and research related to developmentally appropriate practices, elementary curriculum and assessment. In keeping with the Unit's Conceptual Framework, the constructivist learning theory is emphasized. As a result, the program models the use of active instructional methods, real-life applications, and cognitive strategies to stimulate learning and provide motivation for the elementary learner.

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. Furthermore, candidates demonstrate writing proficiency by passing the writing portion of the *Core Academic Skills for Educators* exam. With these literacy skills in place, candidates are trained how to develop the reading and writing skills of students in their future classrooms.

Field Experiences

As per 16 KAR 5:040 legislation, Kentucky teacher candidates are required to complete a minimum of 200 clock hours of field experiences prior to student teaching. Candidates participate in varied activities in P12 school settings. Activities include engaging a diverse student population, observing in schools and related agencies (e.g. Family Resource Centers or Youth Service Centers), tutoring, interacting with families of students, attending school board and school-based council meetings, participating in a school-based professional learning community, and assisting teachers or other school professionals. Candidates record field experience hours and activities on the *LiveText Field Experience Module* system and the *Kentucky Field Experience Tracking System*. Course instructors, cooperating teachers, and university supervisors confirm candidates' participation. The unit provides training, video clips, and step-by-step directions to facilitate candidates', instructors' and cooperating teachers' recording efforts. The *Elementary Education Field Experiences Table* delineates this program's field experiences.

Elementary Education Field Experiences Table

| Course | FE Hours | Course | FE Hours |
|---------|----------|---------|----------|
| EDU 103 | 7 hrs. | ELE 307 | 21 hrs. |
| EDU 222 | 3 hrs. | ELE 311 | 5 hrs. |
| EDP 260 | 6 hrs. | ELE 390 | 6 hrs. |
| SED 300 | 7 hrs. | ELE 400 | 20 hrs. |
| EDU 403 | 3 hrs. | ELE 401 | 15 hrs. |
| ELE 383 | 2 hrs. | ELE 402 | 15 hrs. |
| ELE 304 | 21 hrs. | REA 306 | 21 hrs. |
| ELE 305 | 21 hrs. | REA 412 | 20 hrs. |

EPSB Themes

Effective educators need to be equipped with the knowledge, skills, dispositions, and decision-making skills necessary to address the needs of a diverse student population. Therefore, the Kentucky Education Professional Standards Board has identified four important themes (diversity, assessment, literacy, closing the achievement gap) to be integrated throughout candidates' academic course work. Coded according to categories in Bloom's Taxonomy, the Themes may be discussed at the knowledge level (K), they may be applied (A) as part the design of course assignments, or they may be evaluated (E) as a critical design element in the development course assignments. Furthermore, the unit's theme of *Educator as a Reflective Decision-Maker* is emphasized throughout candidates' program preparation. The following table depicts the degree to which these themes are addressed in multiple courses.

EPSB Themes for Elementary School Education

| Course | EPSB THEMES | | | | COEHS Reflective Decision-Maker |
|---------|-------------|------------|----------|-----|---------------------------------|
| | Diversity | Assessment | Literacy | Gap | |
| EDP 260 | A | | | | A |
| EDU 103 | A | K | | A | E |
| EDU 303 | K | K | K | K | A |
| EDU 403 | A | A | | A | A |
| EDU 404 | K | | K | K | K |
| ELE 304 | A | K | A | K | A |
| ELE 305 | A | K | K | K | A |
| ELE 307 | A | A | K | A | A |
| ELE 311 | | | | | K |
| ELE 383 | A | E | | K | A |
| ELE 390 | K | K | A | K | E |
| ELE 400 | A | A | A | A | A |
| ELE 401 | A | A | E | A | A |
| ELE 402 | K | K | K | K | A |
| ELE 421 | E | E | E | E | E |
| REA 306 | K | | E | K | A |
| REA 412 | E | E | E | E | E |
| SED 300 | K | K | K | K | A |

Course Descriptions

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

BIO 101 Biological Concepts (4). Biological principles are examined in an active learning mode. This course relates the significance of biology to individuals and society and establishes that this body of knowledge underpins agriculture, medicine, and environmental management. Laboratory required.

CIV 201 World Civilizations I (3). An interdisciplinary survey of the history of world civilizations from the origins of humankind to the 15th century. This will be a lecture/discussion course following a chronological outline and, within this framework, will focus on traditions, change, and diversity in the development of social hierarchies (e.g., gender or class), power systems, religion, technology, and warfare. Prerequisites: ENG 101 and 102; or ENG 105 or 150.

CIV 202 World Civilizations II (3). An interdisciplinary survey of the history of world civilizations from the 15th century to the present. This will be a lecture/ discussion course following a chronological outline and, within this framework, will focus on traditions, change, and diversity in the development of social hierarchies (e.g., gender or class), power systems, religion, technology, and warfare. Prerequisites: ENG 101 and 102; or ENG 105 or 150.

COM 161 Introduction to Public Speaking (3). Organization and presentation of ideas through participation in frequent speech activities. Students present speeches to inform, solve problems and persuade. Communication needs of the individual students are considered and guidance is given by the instructor.

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).

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

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.

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

EDU 104 Exploration of Teaching (3). An elective course for high school students interested in pursuing a career in teacher education which will serve as a bridge class between EDU 103 and collegiate level teacher education courses. The course will include an exploration of the professional qualities and expectations of the teacher/educator. Roles, responsibilities, and challenges in the field of education will be examined. The course will include a minimum of 22 hours of field experiences.

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.

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

EDU 404 Teaching Environmental Education (K-12) (1). A residential experience at Land Between the Lakes that entails the study of environmental education and its interdisciplinary nature including the materials and methods. Field experiences required including participation in a 24-hour Friday overnight environmental education retreat at LBL. Graded pass/fail. Corequisites: ELE 401 and 402 or MID 307.

ELE 304 Teaching Elementary Mathematics (3). A study of the structure of mathematics, materials, and methods which build insight and skill in the area of teaching mathematics to elementary students. Field experiences required. Prerequisites: EDU 303, MAT 115 and 215.

ELE 305 Children's Literature for Early and Developing Readers (3). A critical study of the quality literature in a variety of genres for early and developing readers in grades P-5. This course is designed to help further teachers' knowledge of the importance of books and reading in the life of the young child and to develop a knowledge and appreciation of the wide variety and scope of recreational and information materials available for primary through grade 5. Field experiences required. Prerequisite: EDU 303.

ELE 307 Teaching Elementary Language Arts (3). An exploration of the content, methods, and materials for teaching the language arts at the elementary level. Emphasis is on integrating the language arts across the curriculum. Field experiences required. Corequisite: REA 306. Prerequisite: EDU 303.

ELE 311 Health, Wellness and Movement (3). This course explores how a mixture of content and pedagogy in physical education relate to the elementary classroom teacher. Emphasis is placed on teaching future teachers how to teach health, wellness, and movement concepts to children in the classroom. Field experiences required. Prerequisite: EDP 260.

ELE 383 Evaluation and Measurement in Elementary Education (3). The development, application, and analysis of educational evaluation and measurement approaches in elementary school classrooms. Emphasis is placed on the design and use of formative assessments to facilitate continual student learning and summative assessments to ensure accurate reporting of student progress. Field experiences required. Prerequisite: EDU 303.

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

ELE 400 Strategies and Assessment for Teaching Mathematics in the Elementary School (3). A practicum that involves field and classroom learning experiences in implementing methods and materials of teaching and assessing mathematics in a public school classroom. Prerequisites: admission to Teacher Education, ELE 304, MAT 115 and 215

ELE 401 Teaching Elementary Social Studies (3). An exploration of the content, methods, and materials for the teaching of social studies at the elementary level. Topics include the integration of subject areas, technology, thinking skills, and citizenship education. Field experiences required. Participation in a 24-hour Friday overnight environmental education retreat at LBL. Field experiences required. Prerequisites: EDU 303 and admission to Teacher Education. Corequisites: EDU 404 and ELE 402.

ELE 402 Teaching Elementary Science (3). An exploration of content, materials, and methods of teaching science at the elementary level with an emphasis on discovery, inquiry, and STEM integration. Field experiences required. Participation in a 24-hour Friday overnight environmental education retreat at LBL required. Prerequisites: EDU 303 and admission to Teacher Education. Corequisites: EDU 404 and ELE 401.

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

ENG 105 Critical Reading, Writing, and Inquiry (4). Instruction and practice in close reading, research, and critical thinking as applied to academic writing, with emphasis on analysis, synthesis, and argument. ENG 101 in combination with ENG 102 will substitute for ENG 105. International students admitted unconditionally may take ENG 105. Prerequisites: ENG 100 or English ACT of at least 18 and Reading ACT score of at least 20 or successful completion of REA 100 and 120.

GSC 110 World Geography (3). A course designed to introduce students to the geographic distribution of major regions of the world. Attention will be focused on the delicate interrelationships between the natural landscapes of the earth and corresponding major cultural activities.

HUM 211 The Western Humanities Tradition (3). An exploration and analysis of the major ideas and questions in the humanities, as these have been expressed in works from the ancient past to the modern world. A student cannot have credit for both this course and HON 251. Prerequisite: ENG 105 or 150 or equivalent.

MAT 115 Mathematics for Middle and Elementary Teachers I (3). Development of the real number system with arithmetic and basic ideas of algebra. A course specifically designed for the needs

of future elementary and middle school teachers. Cannot be used for University Studies requirements. Prerequisite: Math ACT score of at least 20 or KYOTE score of at least 22 or a COMPASS algebra score of at least 41 or MAT 097.

MAT 117 Mathematical Concepts (3). Provides students with problem-solving skills and literacy related to the mathematics which is commonly encountered in our society. Topics can include descriptive statistics, personal finance, voting methods, elementary probability, and graph theory. This course is especially appropriate for students whose degree programs do not otherwise require a course in mathematics. It is not an adequate preparation for any other mathematics course. Prerequisite: ACT math standard score of at least 19 or MAT 096.

MAT 140 College Algebra (4). Course develops and extends the student's basic algebra concepts and problem-solving skills in the context of functions, models, and applications. Topics include exponents and radicals, graphing, setting up and solving equations in linear, quadratic, and other forms, systems of equations, and operations on functions. Properties and applications of linear, quadratic, polynomial, rational, exponential, and logarithmic functions are studied. Prerequisite: ACT math standard score of at least 21 or MAT 097. A student may not receive credit for MAT 140 and 130 or 150. (MAT 140 in combination with MAT 145 will substitute for MAT 150.)

MAT 215 Mathematics for Middle and Elementary Teachers II (3). Geometry, measurements, probability and statistics for elementary and middle school teachers. Cannot be used for University Studies requirements. Prerequisite: Math ACT score of at least 20 or KYOTE score of at least 22 or a COMPASS algebra score of at least 41 or MAT 097

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

MUS 300 Public School Music II (2). Methods and materials for teaching music in the elementary classroom with an emphasis on integrating music across the curriculum. Prerequisite: MUS 200.

REA 306 Literacy Development in the Elementary School (3). An introduction to the teaching of reading and writing in the elementary school. Emphasizes the role of children's literature in reading and writing development. Field experiences required. Corequisite: ELE 307. Prerequisite: EDU 303.

REA 412 Assessment and Strategies for Struggling Readers (3). A practicum providing classroom experiences in applying current assessments, methods, and materials in teaching reading to individuals and/or groups who are struggling with reading. This course addresses the use of reading assessments to determine classroom intervention and instructional strategies. It provides foundational information about stages of reading acquisition, factors that impact reading success or failure, and the nature of reading difficulties. Instructional strategies focus on building vocabulary skills, phonics, phonemic awareness, fluency, using teacher modeling, and building comprehension monitoring skills. Prerequisites: REA 306 and 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.

B. Specialty Professional Association (SPA) Standards

ACEI- Association for Childhood Education International Standards

| ACEI Standard | Courses/Activities/Experiences |
|--|--|
| 1. Development, Learning, and Motivation | REA 306- field experiences REA 412- 20 hour field experience |
| 2. Curriculum | |
| 2.1 English Language Arts | EDU 404- Poetree- Project Learning Tree ELE 401 – ELL instruction for social studies ELE 307- lecture, discussion, all class activities ELE 305- read from and become familiar with quality literature in a variety of genres ELE 390- lecture, discussion, reading/writing poetry REA 306- interactive writing; learning logs REA 412- course activities |
| 2.2 Science | EDU 404- Birds and Worms; Sound Off activities ELE 402- methods of teaching science (lab development and practice for classroom) ELE 401 – integration of science and its effects on society REA 412- content lesson plan |
| 2.3 Mathematics | MAT 115, MAT 215- course activities EDU 404- estimation, problem-solving, measurement ELE 304- designing lesson plans ELE 390- discussion, lecture, video, constructivist math activity REA 412- content lesson plan |
| 2.4 Social Studies | EDU 404- activities exploring scarcity, economics, populations ELE 401- various teaching methods that integrate social studies with language arts, math, science, reading as well as teaching teachers to use diverse instructional strategies REA 412- content lesson plan |
| 2.5 The Arts | EDU 404- music, visual arts, sketching ELE 401 – creative mapping ELE 307- emphasis on visual representation activities throughout language arts instruction ELE 390- lecture, discussion, partner square dance, music, art activities REA 306- story mapping charts |
| 2.6 Health Education | ELE 390- nutrition lecture and discussion REA 412- incorporating movement with shared reading and spelling activities |
| 2.7 Physical Education | EDU 404- exercise indoors/outdoors ELE 390- cooperative game |
| 2.8 Connections Across Curriculum | EDU 403- class discussions ELE 401 – integrated units of instruction EDU 404- group activities across disciplines ELE 305- reflect on the attributes of good children’s nonfiction books for early and developing readers, demonstration of lessons using literature across the curriculum ELE 307- integrating six modes of language arts across the curriculum REA 306- read aloud materials that cross content areas |
| 3. Instruction | |
| 3.1 Integrating and applying knowledge for instruction– Candidates plan and implement instruction based on knowledge of students, learning theory, subject matter, curricular goals, and community | EDU 403- class discussions ELE 304- designing classroom lesson plans ELE 305- utilize children’s books for developing reading skills, apply knowledge as the read-aloud to children in the practicum ELE 307- create multiple lesson plans including reflections during field experiences ELE 390- field experience in kindergarten setting; seven times; complete KTIP lesson plan |

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| | <p>ELE 401- units of study that include differentiation ELE 402- practicum experiences REA 306- KTIP lesson plans; field experiences REA 412- create/teach 20 lesson plans including reflections during field experiences</p> |
| 3.2 Adaptation to diverse students | <p>EDU 404- discussion, group activities ELE 304- designing diverse classroom lesson plans ELE 305 – read and select literature appropriate for diverse cultural settings ELE 307- field experiences; CHAMPS assignment, ELL Presentation ELE 390- scavenger hunt website on public laws for special needs including GT; guest speaker- GT ELE 401- accommodations on lesson plans ELE 402- practicum experiences REA 306- instructional accommodations for students with IEPs REA 412- create/teach 20 lesson plans including reflections during field experiences</p> |
| 3.3 Development of critical thinking, problem solving, and performance skills | <p>EDU 403- class discussions; written work EDU 404- all course activities; challenge course; field study ELE 390- field experience ELE 401- a focus on inquiry learning in units of instruction ELE 402- develop age-appropriate labs using process skills and scientific method MAT 115, MAT 215- course activities REA 412- create/teach 20 lesson plans including reflections during field experiences</p> |
| 3.4 Active engagement in learning | <p>EDU 404- multiple group activities ELE 304- resource notebook, practicum ELE 305 – practicum, in-class activities ELE 307- team presentations, team-teaching, team projects ELE 390-team presentation from field experience ELE 401- practicum; in-class activities, inquiry in the field ELE 402- implementation and discovery labs REA 306- group work; projects with shared reading REA 412- create/teach 20 lesson plans including reflections during field experiences</p> |
| 3.5 Communication to foster collaboration | <p>EDU 404- reflection and interaction in group activity ELE 307- team projects and presentations, co-teaching ELE 390-student teams collaborate on a graded portfolio ELE 401- inquiry involving sharing of results with audiences ELE 402- cooperative group development of units; practicum teacher/student lesson plans REA 306- field experiences; in-class group work REA 412- work with cooperating teacher and co-teach 1 lesson</p> |
| 4. Assessment: Assessment for instruction–Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student. | <p>ELE 304- practicum ELE 305 - practicum ELE 307- writing lesson plans including assessments during field experiences ELE 390- field experience; lecture; discussion; samples of a variety of DAP instruments; impact/refinement on KTIP lesson plans ELE 401- unit plan ELE 402- develop lesson plans for unit of study which include assessment (formative and informal) and integrate all levels of learning REA 412- create/teach 20 lessons with assessments required for each objective; required assessments: attitude/interest survey, retelling, anecdotal records, and running records ELE 383 – course focusing on assessment, all classroom activities are assessment related – building assessments, formative & summative assessments, state assessments, best-</p> |

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| | practices assessment strategies, etc. |
| 5. Professionalism | |
| 5.1 Practices behaviors of developing career teachers | EDU 403- class discussions EDU 404- group interactions; reflections; team-building activities ELE 304- practicum ELE 307- field experiences requirements; team presentations ELE 390- attendance from field experiences ELE 401- essay on teacher dispositions ELE 402- practicum experiences and actual class instruction REA 306- field experience requirements; class attendance disposition monitoring REA 412- required professional development plan with reflection and work with cooperating teacher and co-teach 1 lesson |
| 5.2 Reflection and evaluation | EDU 403- class discussions ELE 304- practicum, journals ELE 305- students reflect societal influences on children's literature, reflect upon tutoring sessions ELE 307- 4 lesson plans impact/refinements ELE 390- KTIP lesson plan impact/refinements ELE 401- unit plan and dispositions essay ELE 402- practicum reflections REA 306- field experience reflections REA 412- required professional development plan with reflection |
| 5.3 Collaboration with families | ELE 390- faux parent letter SED 300 – parent experience |
| 5.4 Collaboration with colleagues | EDU 404- collaboration with peers and public school teachers ELE 304- practicum ELE 307- team-teaching; team projects and co-teaching ELE 390- team teaching during field experiences ELE 401- co-teaching, and planning REA 412- work with cooperating teacher and co-teach 1 lesson |

National Specialty Professional Association Standards for Applicable Courses

| Course | Specialty Professional Association | Standards |
|----------------|--|--|
| EDU 404 | North American Association for Environmental Education and the Environmental Education Standards | NAAEE Themes: 1-5 |
| ELE 304 | National Council of Teachers of Mathematics | NCTM: 1-7, 9 |
| ELE 305 | International Literacy Association | ILA: 1-6 |
| ELE 307 | National Council of Teachers of English | ILA: 1-6 |
| ELE 390 | Kentucky Interdisciplinary Early Childhood Education | IECE: 1-9 |
| ELE 400 | National Council of Teachers of Mathematics | NCTM: 1-6 |
| ELE 401 | National Council of Social Studies | NCSS: 1-10 |
| ELE 402 | National Science Teachers Association | NSTA: 4, 5, 7, 10 |
| REA 306 | International Literacy Association and National Council of Teachers of English | ILA: 1.1,1.5,5.2,5.7, 6.1,6.2,6.3,6.5,6.6, 7.1-7.6, 13,16,16,2 NCTE: 1,3,12 |
| REA 412 | International Literacy Association | ILA: 1.1,1.3-1.5,2.1-2.3, 3.1-3.4, 4.1-4.4,5.1,5.2 |
| SED 300 | Council for Exceptional Children | CEC: 1 -7 |

C. Kentucky Teacher Standards (KTS)

The Kentucky Teacher Standards are integrated throughout core courses, and elementary instructional methods courses as demonstrated in Table 1. 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 and upper level required elementary education courses, candidates are evaluated (E) for each standard in an eligibility portfolio. Student teaching/eligibility portfolios are scored by the university coordinator and also scored by a second reader that is an elementary program faculty member. Regarding instructional technology, instructors use web-based programs such as *Canvas* and *Live Text* to supplement and enhance face-to-face instruction. Beyond the required technology-intensive course, candidates are often required to use technology during course activities. Evidence of technology proficiency is expected during upper level courses and student teaching.

Kentucky Teacher Standards

| Course | KTS 1 | KTS 2 | KTS 3 | KTS 4 | KTS 5 | KTS 6 | KTS 7 | KTS 8 | KTS 9 | KTS10 |
|---------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| ART 343 | K | K | | K | | | | | | |
| CSC 199 | K | | | | | A | | | | |
| EDP 260 | | K | K | A | | A | A | A | | |
| EDU 103 | A | K | A | K | K | K | A | K | K | K |
| EDU 303 | | A* | A | A | A | A | A | A | K | |
| EDU 403 | A | K | A | K | K | K | A | K | K | A |
| EDU 404 | K | A | K | A | | | | | K | |
| ELE 304 | K | A* | A* | A* | A* | A* | A* | A | K | |
| ELE 305 | K | A* | A | A | A | A | A | | | |
| ELE 307 | K | A | A* | A | K | K | A | A | | K |
| ELE 311 | A | A | | A | | | A | | | |
| ELE 383 | K | A | | | E* | | A* | | | |
| ELE 390 | A | A* | A* | A* | A* | K | A | A | K | |
| ELE 400 | A* | A* | A* | A* | A* | A* | A* | K | K | K |
| ELE 401 | A | E* | A | E* | E* | A | E* | E | E* | E* |
| ELE 402 | A | A* | A | A | A | A | A | A | | |
| ELE 421 | E* | E* | E* | E* | E* | E* | E* | E* | E* | E* |
| MUS 200 | A | A | | A | | | | | K | |
| MUS 300 | K | A | | A | | | A | | | |
| REA 306 | A | A | K | A | | | K | | | |
| REA 412 | A | A | A | A | A | A | A | A | A* | K |
| SED 300 | A | K | K | | | K | K | A | K | |

K – Knowledge, A – Application, E – Evaluation, * - Signature Assignment

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| <ul style="list-style-type: none"> • KTS 1: Content Knowledge • KTS 2: Design Instruction • KTS 3: Learning Climate • KTS 4: Implements Instruction • KTS 5: Assessment | <ul style="list-style-type: none"> • KTS 6: Technology • KTS 7: Reflection • KTS 8: Collaboration • KTS 9: Professional Development • KTS 10: Leadership |
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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 EDU 103 *Issues and Practices of American Education*. This course is designed to provide students with an overview of the field of education. The instructor of this course introduces the KCAS to raise candidates' initial awareness of KCAS as a framework for standards-based instruction. In EDU 303 *Strategies of Teaching*, the instructor spends several class sessions acquainting candidates with the KCAS. In this course, candidates develop 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 ELE 383 *Evaluation and Measurement in Elementary 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 elementary 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 these professional education methods courses.

Kentucky Core Academic Standards Course Alignment

| Course | KCAS Content Area | Activities |
|---------|---|--|
| EDU 303 | Reading/Language Arts, Mathematics, Social Studies, Science | Lesson Plans, Micro-Teaching Activities, mock classroom situations |
| ELE 304 | Mathematics | Mathematics Elementary Lesson Plans, Course Artifacts, Observations during P-5 Field Experiences in mathematics |
| ELE 305 | Reading/Language Arts | Literacy Assessment, Course Artifacts, Language Arts Lesson Plans, Observations during P-5 Field Experiences in Language Arts |
| ELE 306 | Reading/Language Arts | Lesson plans, field experiences, strategies list, diverse learning strategies |
| ELE 307 | Reading/Language Arts | Reading Lesson Plans, Course Artifacts, Observations during P-5 Field Experiences in reading classrooms |
| ELE 383 | Reading/Language Arts, Mathematics, Social Studies, Science | Building assessments for academic content areas, micro-teaching activities |
| ELE 400 | Mathematics | Assessment and Strategies for Struggling Mathematics Students, Mathematics Elementary Lesson Plans, Course Artifacts, Observations during P-5 Field Experiences in mathematics |
| ELE 401 | Social Studies | Unit Plans and Lessons Plans in Social Studies and a Dispositions Essay |
| ELE 402 | Science | Student Composed Science Lesson Plans, Course Artifacts, and Observation of Field Experiences in Science |
| ELE 404 | Science, Social Studies | Multi-content, environmental education integrated activities, overnight retreat |
| REA 421 | Reading/Language Arts | Assessment and Strategies for Struggling Readers, Reading |

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|---------|---|---|
| | | Lesson Plans, Course Artifacts, Observations during P-5 Field Experiences in Reading Classrooms |
| ELE 421 | Reading/Language Arts, Mathematics, Social Studies, Science | Student teaching experience across all content areas |

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

Elementary School Program, Faculty/Instructor Profiles

| NAME | HIGHEST DEGREE, FIELD, & UNIVERSITY | ASSIGNMENT | FACULTY RANK | CERTIFICATIONS, EXPERIENCE, SCHOLARSHIP, LEADERSHIP IN PROFESSIONAL ASSOCIATIONS, AND SERVICE | STATUS |
|---------------------|--|--|---------------------|---|---|
| Allen, David | 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"> Educational Testing Services, Assessment Specialist – 10 years, Middle School Science – 6 years, High School Science – 3 years Allen, D. (August 2015). Project Learning Tree survey of use. Annual conference of the Japanese Society of Environmental Education, Nagoya, Japan. 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. Waite, D., & Allen, D. (2003). Corruption and abuse of power in educational administration. Urban Review, 35(4), 281-296 | Full-time to institution Full-time to unit Full-time to program |
| Brown, Cory | Ph.D, Multicultural and Equity Studies in | Assistant Professor Teaches | Assistant Professor | <ul style="list-style-type: none"> High School English – 2 years, Full-Time Academic Advisor, University of Cincinnati – 5 | Full-time to institution Full-time to |

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|------------------------|--|---|---------------------|--|---|
| | Education, Ohio State University | foundation courses | | <p>years, University Appointments, Education – 10 years.</p> <ul style="list-style-type: none"> • Dixon, 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. • 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. Dixon (Eds.). <i>Is the post-racial still racial?: Understanding the relationship between race and education</i>. NSSE Yearbook, Teachers College Record. • National Council of Teachers for English Assembly of Research - Program Reviewer and Planning Committee, 2015 (New Orleans, Louisiana) | unit Full-time to program |
| Erickson, Debra | 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"> • Certifications & Experience: IL Teaching Lic., Endorsement in GT, 24 years experience – elementary and middle schools • Lesson submission in <i>Notable Books, Notable Lessons: Putting Social Studies in the K-8 Curriculum</i>, National Council of Social Studies (2016) • <i>The Practices of Critically Conscious Teachers in Marginalized Schools</i>, American Education Research Association, 2015 • CAEP Assessor, 2013-present | Full-time to institution Full-time to unit Full-time to program |
| Gierhart, Greg | MA, Education, Murray State University | Hart Residential College Head Teaches instructional strategies and math methods courses | Lecturer | <ul style="list-style-type: none"> • Certifications & Experience: KY Teaching Lic., Middle school Spanish, Science, and Math, endorsement for teaching early elementary, DPP, School Administration. 10 years experience – middle school. • Murray Lion’s Club, National Council of Teachers of Mathematics, National | Full-time to institution Part-time to unit Part-time to program |

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|---------------------------|--|---|---------------------|--|--|
| | | | | <p>Science Teachers Association, Association of Supervisors and Curriculum Development, International Literacy Association, Association for Middle Level Education, Phi Delta Kappan, Phi Kappa Phi</p> <ul style="list-style-type: none"> • KY Department of Education, Math & Science Leadership Networks | |
| Gill, Sharon | Ed.D, Literacy, University of Cincinnati | Reading Program Co-Coordinator Teaches reading courses | Professor | <ul style="list-style-type: none"> • KY Teacher Certificate (1-8), reading specialist endorsement. Elementary School – 6 years experience. • Gill, S. R. (2015). Learning the language of picture books. <i>Young Children</i>, 70 (4), 32-37. • Gill, S. R., & Islam, C. (2011). Shared Reading Goes High-Tech. <i>Reading Teacher</i>, 65, 3, 224-227. • Gill, S. R. (2009). What Teachers Need to Know About the "New" Nonfiction. <i>The Reading Teacher</i>, 138, 4, 260-267. | <p>Full-time to institution Full-time to unit Part-time to program</p> |
| Grant, Christina | Ph.D, Reading Education, Ball State University | Teaches reading courses | Assistant Professor | <ul style="list-style-type: none"> • Certifications & Experience: IA Lic., elementary and middle grades – 5 years. • Jones, R.E., Yssel, N., & Grant, C.E. (2012). Reading instruction in Tier 1: Bridging the gaps by nesting evidence-based interventions within differentiated instruction. <i>Psychology In The Schools</i>, 49(3), 210-218. • Murray Area Council of the International Literacy Association undergraduate committee – Faculty President • Grant, C.E. (February 2015). Best Practices in K-5 Literacy. Session presented at the • Kentucky Council of Teachers of English Conference, Lexington, KY. | <p>Full-time to institution Full-time to unit Part-time to program</p> |
| Hansen, Jacqueline | Ed.D. Education Administration, University of Nebraska | ECE Department Chair COEHS Director of Assessment Teaches reading courses | Professor | <ul style="list-style-type: none"> • Elementary Classroom Teaching Experience- 23 years • Moore, K.D. & Hansen, J. (2012). Effective strategies for teaching in K-8 classrooms. Sage Publications. (textbook) • Hansen, J. (2010). Teaching without Talking. <i>Phi Delta Kappan</i>, 92 (1), 35-40. • Education writer for United | <p>Full-time to institution Full-time to unit Part-time to program</p> |

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|-----------------------|---|--|---------------------|---|---|
| | | | | States Postal Service for ten years. Developed education kits distributed twice yearly to 250,000 teachers. | |
| Islam, Chhanda | Ph.D, Reading and Writing, Jackson State University | Reading Program Co-Coordinator Teaches reading courses | Professor | <ul style="list-style-type: none"> • Early Childhood Experience – 7 years, University Appointments – 11 years • Islam, C (2015). Literacy Tutors and Striving Readers: Enhancing Literacy through a Graduate Reading Methods Course. <i>International Journal of Humanities and Social Science</i>, 5 (7), 21-51 • Islam, C. (2015, July). Literacy Tutors to Support Striving Readers: Graduate Students in Literacy Making a Difference. <i>The Organization of Teacher Educators in Reading (OTER) Special Interest Group. The 60th International Literacy Association Annual Convention, July 18-20, St. Louis, Missouri</i> • 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 | Full-time to institution Full-time to unit Part-time to program |
| King, Brandi | Ed.D, University of West Florida | Teaches science methods courses. Organizes and teaches robotics camps. | Assistant Professor | <ul style="list-style-type: none"> • Experience: 4 years experience, Head Start, elem. Math and science coach, elementary classroom teacher. • <i>Middle School Students' Perceptions of Behavioral Functioning: Validation Pilot for Measuring Perceptions of One's Own Behavior</i> (2014), <i>Journal of Social Science Research</i>. • <i>Applying the Theory of Planned Behavior and Professional Development</i> (2013), <i>International Organization of Social Science and Behavioral</i> | Full-time to institution Full-time to unit Full-time to program |

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|------------------------|--|--|---------------------|--|---|
| | | | | <p>Research</p> <ul style="list-style-type: none"> • Murray State University, Robotics Camp, Director (2010-present) | |
| Patterson, Lynn | Ed.D, Administration and Supervision, Tennessee State University | Associate Professor, Elementary School Program Co-Coordinator | Associate Professor | <ul style="list-style-type: none"> • 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 years, speech and hearing – 3 years. • <i>Problem Solve with the President</i> (2014). Mathematics Teaching in Middle School • <i>Response to Interventions in Middle & High School</i> (2015). Book Chapter. • Panel reviewer for NSF Presidential Awarding in Mathematics. • 2015 KDE MSP Grant | Full-time to institution Full-time to unit Full-time to program |
| Reed, Dusty | Ed.D, Leadership and Professional Practice, Specialization in Educational Technology and Professional Development, Trevecca Nazarene University. | Assistant Professor, Elementary School Program Co-Coordinator, Instructional Computer Technology Program Coordinator | Assistant Professor | <ul style="list-style-type: none"> • Certifications: KY Teacher (K-5), KY Administrator. Experience: Elementary School Classroom Teacher – 7 years, School Administrator – 3 years. • Reed, D. (July, 2015) Technology PD for Free. Snapshot Presentation. International Society of Technology in Education, International Conference; Philadelphia, Pennsylvania. • 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. • KY Education Professional Standards Board – Content Area Program Reviewer – Information Computer Technology Endorsement Program | Full-time to institution Full-time to unit Full-time to program |
| Park, Mi-Hwa | Ph.D. Department of Curriculum and Instruction Specialization in Early Childhood | Teaches ELE 390 for the program | Assistant Professor | <ul style="list-style-type: none"> • Park, M. (2014). Increasing English language learners' engagement in instruction. Multicultural Education • Park, M. (2014). Creating | Full-time to institution Full-time to unit Full-time to program |

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|----------------------------|---|---------------------------------------|------------------------|---|--|
| | Education The University of Texas at Austin | | | relationship-based classroom management strategies. Presentation at American Educational Research Association, Philadelphia, PA. • Park, M. (2013). Characteristics of supporting children’s emotions in early childhood classrooms. Presentation at American Educational Research Association, San Francisco, CA. | |
| Riley, Jeanetta | Ph.D. Curriculum & Instruction with emphasis in elementary education with specialization in Early Childhood Education The University of Southern Mississippi | Teaches ELE 390 for the program | Associate Professor | <ul style="list-style-type: none"> • Boyce, J. S., Riley, J. G., & Patterson, L. G. (2015). Adult-child communication: A goldmine of learning experience. <i>Childhood Education: Infancy through Early Adolescence</i>, 91(3), 169-173. • Riley, J. G., & Robertson, J. (2014). The Reggio Approach to learning and the right of education for all young children. Paper presentation at 10th Annual Critical Questions in Education Conference, Louisville, KY: Academy for Educational Studies. • Gichuru, M., Riley, J. G., Robertson, J., & Park, M. (2015). Perceptions of Head Start teachers about culturally relevant practice. <i>Multicultural Education</i>, 22(2), 46-50. | Full-time to institution Full-time to unit Full-time to program |

Candidates may earn BA/BS Elementary Education degrees by attending courses at our four regional campus sites in Henderson, Hopkinsville, Madisonville, and Paducah. Adjunct instructors work with course team leaders to cooperatively create a common vision for the course, including textbook selection, common course assignments, and assessment practices.

Elementary Program Adjunct Instructors

| NAME | HIGHEST DEGREE, FIELD, & UNIVERSITY | ASSIGNMENT | FACULTY RANK | SCHOLARSHIP, LEADERSHIP IN PROFESSIONAL ASSOCIATIONS, AND SERVICE | STATUS |
|---------------------|--|--------------------|--------------------|---|---|
| Ahart, Susan | MA+30 School Administration and Library Media Education, Western Kentucky University | REA 306 REA 412 | Adjunct Instructor | National Distinguished Principal (National Association of Elementary School Principals) DoDEA National Distinguished Principal of the Year University Supervisor of Student Teachers for Austin Peay State University | Part-time to institution Part-time to unit Part-time to program |

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|---------------------------|--|------------------------------------|--------------------|---|---|
| Belt, Lori | M.A. Reading Specialist Endorsement WKU | REA 306 REA 412 | Adjunct instructor | Literacy Professional Learning Committees – Morgan Elementary Ongoing Professional Development offered through Paducah City Schools Curriculum Development Representative for Kindergarten on District Committees | Part-time to institution Part-time to unit Part-time to program |
| Cummins, Phyll Ann | Rk. 1 Library Science M.A. Reading Western Kentucky University | REA 306 REA 412 | Adjunct instructor | Reading intervention teacher 23 years Henderson County Schools volunteer coordinator Holy Name Catholic School Parent Council | Part-time to institution Part-time to unit Part-time to program |
| Finchum, Kyle | M.S. Physical Education Western Kentucky University | ELE 311 | Adjunct instructor | Elementary Physical Education teacher 10 years Certified K-12 Physical Education | Part-time to institution Part-time to unit Part-time to program |
| Finley, Alexa | M.A. Western Kentucky University | | | Currently teachers kindergarten (20 years) K-5 Certification Citizens Police Academy Graduate (Fall 2013) PBIS (promoting positive behavior in schools) member Kindergarten Team Leader PLC Chairperson (2014) | Part-time to institution Part-time to unit Part-time to program |
| Flener, Rachel | M.A. Murray State University | SED 300 | Adjunct instructor | Teacher of Exceptional Children Hanson Elementary School • LBD Certification P-12 Working on National Board Certification Peer Observer for TPEGS Writing PLC Member | Part-time to institution Part-time to unit Part-time to program |
| Godwin, Jan | M.A. Physical Education Murray State University | ELE 311 | Adjunct instructor | Assistant Tennis Coach Paducah Tilghman High Director Rightway Basketball for Elementary Students Substitute Teacher Paducah City Schools | Part-time to institution Part-time to unit Part-time to program |
| Hale, Kristi | M.A. Guidance 7 Counseling and Special Education Murray State University | SED 300 | Adjunct instructor | LBD teacher 8 years School District RtI Coordinator 3 years School Psychologist 1 year | Part-time to institution Part-time to unit Part-time to program |
| Hendricks, Donna | M.A. Education University of Dayton Ohio | ELE 304 (Spring) ELE 401 (Fall) | Adjunct instructor | National Board Certification (2004) Held SS seminars for Praxis Prep Participation in Practicum placements as a liaison 5 th Grade Hanson Elementary Rank 1 | Part-time to institution Part-time to unit Part-time to program |

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|------------------------|---|--------------------|--------------------|--|---|
| | | | | Elementary Certified with Middle School Math and Social Studies endorsements | |
| Hyde, Lori | M.A. Elementary Education and Reading Murray State University | REA 407 | Adjunct instructor | Faculty Sponsor Beta Club Teacher Gifted and Talented Student Performance Teacher Super Saturday's Site Base Member McCracken County High School | Part-time to institution Part-time to unit Part-time to program |
| Jones, Mary | M.A. Guidance and Endorsement for Individual Intellectual Assessment Murray State University | SED 455 | Adjunct instructor | Evaluator for Hopkins County School District Member of Admission and Release Committee providing evaluation results Member of School Support Team for Kentucky System of Interventions at Browning Springs Middle School and West Hopkins School | Part-time to institution Part-time to unit Part-time to program |
| Lutrell, Cheryl | M.A. Educational Administration Murray State University Defending doctoral dissertation in educational leadership December 2015 Western Kentucky University | SED 350 | Adjunct instructor | Director of Elementary Instruction, Title I and Early Childhood 3 years Director of Special Education and Early Childhood 4 years Early Childhood Consultant 2 years | Part-time to institution Part-time to unit Part-time to program |
| Lykins, Cheryl | Rk. 1 Education Murray State University | ELE 402 | Adjunct Instructor | Elementary teacher 27 years Lifetime certificate in elementary education Director for Family court class on parenting Substitute Teacher for Hopkins County | Part-time to institution Part-time to unit Part-time to program |
| Lynn, Christy | Rank 1 Murray State University | ELL 311 | Adjunct instructor | Kentucky Shape- Coordinated School Health Committee (March, 2015) Bronze Award from the Alliance for a Healthier Generation Pride Elementary received Project Fit America Grant | Part-time to institution Part-time to unit Part-time to program |
| Mackey, Karen | Rank 1 Counseling, Administration Certifications Doctorate in process WKU | ELE 304 ELE 400 | Adjunct instructor | Principal at Elementary Level Serve as coordinator for Hopkins County School Administrator Association Develop and Implement School Culture Professional Developments | Part-time to institution Part-time to unit Part-time to program |
| Moore, Griffin | M.A.T. Austin Peay State University | ART 343 | Adjunct instructor | Helping Hands Award from Sanctuary, Inc. 2015 Quality Service Award from | Part-time to institution Part-time to |

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|------------------------|---|--------------------------------|--------------------|--|---|
| | | | | Christian County Chamber of Commerce 2014 Arts and Humanities Department Head, Christian County High School 2012-13 | unit Part-time to program |
| Myers, Hannah | M.A. Education and M.A. Education Administration Murray State University | MID 307 | Adjunct instructor | Magistrate for Hopkins County Co-chair for Build Smart Murray Campaign Chairman of the City Council Cardinal Garden Club President | Part-time to institution Part-time to unit Part-time to program |
| Powless, Nancy | M.A. +30 Elementary Education, Gifted, Guidance and Counseling Murray State University | ELE 390 ELE 305 (2000-2015) | Adjunct instructor | McCracken Co Schools Prof Development: Math in Focus and Accelerated Reading McCracken Co Professional Development: Gifted and Talented Education Murray State University Professional Development: Co-Teaching and KTIP Training | Part-time to institution Part-time to unit Part-time to program |
| Rickard, Debra | Rank One in Education Indiana Wesleyan University | ELE 307 | Adjunct instructor | Cedar West Coal Education Grant Program Director (Current beginning 2012) Hopkins County Literacy Committee (Current beginning 2013) Madisonville Glema Mahr Fine Arts Center Volunteer/Docent (Current beginning 2012) | Part-time to institution Part-time to unit Part-time to program |
| Rudolph, Becky | M.A. Elementary Education Eastern Kentucky University M.A. Guidance and Counseling Murray State University | EDU 303 EDU 403 | Adjunct instructor | Attended 11 Adjunct Professional Training Meetings at Murray State Scholarship Donor Undergraduate Programs Volunteer St. Jude's Children's Hospital Fundraising | Part-time to institution Part-time to unit Part-time to program |
| Shelby, Heather | M.A. Elementary Education Murray State University | ELE 305 | Adjunct instructor | National Board Certified Teacher KTIP Supervising Teacher Presenter Thoughtful Education Strategies Marshall County Schools Trainer Project Based Learning (PBL) Marshall County School Representative | Part-time to institution Part-time to unit Part-time to program |
| Smith, Karen | M.A. Elementary Education with Gifted Reading Endorsement M.A. Reading and Writing Murray State University | ELE 307 | Adjunct instructor | Presenter Kentucky Reading Project Vice President Murray Council of International Reading Association Presenter/Trainer: United Way Reading Pals Impact Poverty Program | Part-time to institution Part-time to unit Part-time to program |
| Smith, Roy | M.A. Secondary Art Education M.A. School Administration | ART 343 | Adjunct instructor | Illustrator "It's Christmas Again" Children's Book- Author: Gayon Hayden Co-Host/Planner | Part-time to institution Part-time to unit |

| | | | | | |
|-------------------------|---|---|--------------------|--|---|
| | Murray State University | | | Kentucky Art Education Association 2014 Conference Representative Pennyrile District Kentucky Art Education Association | Part-time to program |
| Stinson, Brook | M.A. Early Elementary Education Georgetown College | ELE 383 EDU 303 | Adjunct instructor | Educational leadership certificate from MSU Principal 2 years, Assistant principal 1 year Trigg County instructional supervisor 5 years | Part-time to institution Part-time to unit Part-time to program |
| Stirsmann, Peggy | Rank 1 WKU | REA 412 ELE 306 | Adjunct instructor | 2013-15 Chairman of the Hopkins Co. Literacy Committee 2014 Kentucky Reading Association Conference Chair 2015-16 Kentucky Reading Association President | Part-time to institution Part-time to unit Part-time to program |
| Thomison, Misty | M.A. Special Education Murray State University | SED 425 | Adjunct instructor | Middle school reading teacher Resource teacher for Kentucky Interns National Board Certification: Literacy, Reading, and Language arts | Part-time to institution Part-time to unit Part-time to program |
| Thompson, Betty | M.A. Elementary Education | ELE 304 ELE 400 | Adjunct instructor | Training Technology- Mimio Teach, Vote, and View Coordinator Math Out of the Bag Program at Paducah, McCracken, and Ballard State Delegate/ Treasurer- Chapter P of P.E.O. (Women Helping Women Reach for the Stars) | Part-time to institution Part-time to unit Part-time to program |
| Warmack, Cathy | M.A. +30 Special Education Murray State University | SED 443 SED 400 | Adjunct instructor | Participant KTIP Training and University Supervision Vice-President Volunteer Lourdes Hospital Auxiliary Board Member WKCTC Seniors Learning for Fun | Part-time to institution Part-time to unit Part-time to program |
| Wathen, Shirley | Rank 1 in Curriculum Supervision of Elementary and Secondary Education Western Kentucky University | ELE 305 EDU 403 University supervisor of student teachers | Adjunct instructor | School Library Media Specialist 37 years Immediate Past President of the Henderson County Retired Teachers Association Rotary Colonels 2 College Foundation board | Part-time to institution Part-time to unit Part-time to program |
| Werner, Lynn | M.A. Elementary Education Murray State University | ELE 401 | Adjunct instructor | Volunteer Coordinator American Red Cross McCracken County Participant Co-Teaching Training Kentucky's St. Cloud Model Participant Professional Growth in Effectiveness System (PGES) Training Kentucky Education Association | Part-time to institution Part-time to unit Part-time to program |

| | | | | | |
|---------------------------|---|--------------------|--------------------|---|---|
| West, Sara | | EDU 383 EDU 403 | Adjunct instructor | Elementary school principal | Part-time to institution Part-time to unit Part-time to program |
| Wheatley, Eric | Rank 1 in Educational Administration Murray State University | ELE 311 | Adjunct instructor | Elementary principal Certified health and physical education teacher Center for Creative Leadership-Leadership Institute for School Principals Kentucky Leadership Academy Instructional Supervisors Instructional Network | Part-time to institution Part-time to unit Part-time to program |
| Wilson, Jacqueline | Rank 1 National Board Certified Teacher Masters University of Alabama | ELE 390 | Adjunct instructor | Kindergarten teacher Early Learning Leadership Network 4 years Facilitator for Born Learning Academy | Part-time to institution Part-time to unit Part-time to program |
| Withrow, Carol | M.A. Reading and Writing Murray State University | ELE 307 REA 412 | Adjunct instructor | Vice President KCTE/LA (Kentucky Council of Teachers of English/Language Arts) District Representative Curriculum Development in Literacy (Grades 2 and 4) Presenter, Purchase Area Writing Project | Part-time to institution Part-time to unit Part-time to program |

F. Curriculum Contracts/Guidesheets

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

**Murray State University
ELEMENTARY EDUCATION
Bachelor of Science, Provisional Classroom Teaching Certification (P-5)**

Student _____ **M#** _____ **Advisor** _____

UNIVERSITY STUDIES FOR B.S. DEGREE (41-45 HOURS)

| | Hours | Semester | Grade |
|--|-------|----------|-------|
| Oral and Written Communication (7 Hours) | | | |
| COM 161 Introduction to Public Speaking | 3 | _____ | _____ |
| ENG 105 Critical Reading, Writing, and Inquiry | 4 | _____ | _____ |
| Global Awareness, Cultural Diversity, & the World's Artistic Traditions (3 Hours) | | | |
| GSC 110 World Geography | 3 | _____ | _____ |
| Scientific Inquiry, Methodologies, and Quantitative Skills (10-14 Hours) | | | |
| BIO 101 Biological Concepts | 4 | _____ | _____ |
| MAT 117 or MAT 140 | 3-5 | _____ | _____ |
| One Approved CHE, GSC, AST, PHY U.S. Elective _____ | 3-5 | _____ | _____ |
| Social and Self-Awareness and Responsible Citizenship (6 Hours) | | | |
| One Eth., Soc. Resp., and Civ. Engage. Approved Course _____ | 3 | _____ | _____ |
| One Social Science Approved Course _____ | 3 | _____ | _____ |
| 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 | _____ | _____ |
| University Studies Approved Electives (9 Hours) | | | |

| | | | | |
|--------------------|--|---|-------|-------|
| CSC 199 | Introduction to Information Technology | 3 | _____ | _____ |
| EDP 260 | Psychology of Human Development | 3 | _____ | _____ |
| EDU 103 or EDU 104 | | 3 | _____ | _____ |

Note: EDU 103/104 and EDP 260 are also "professional education" courses.

PROFESSIONAL EDUCATION COURSES (29 HOURS)

| | | | | |
|----------|--|----|-------|-------|
| EDU 100T | Transitions | 1 | _____ | _____ |
| EDU 303 | Strategies of Teaching | 3 | _____ | _____ |
| ELE 383 | Evaluation and Measurement in Elementary Education | 3 | _____ | _____ |
| SED 300 | Educating Students with Disabilities | 3 | _____ | _____ |
| EDU 403 | Structures/Foundations of Education* | 2 | _____ | _____ |
| ELE 421 | Student Teaching in Elementary P-5* | 14 | _____ | _____ |

REQUIRED COURSES (44 HOURS)

| | | | | |
|---------|--|---|-------|-------|
| ELE 304 | Teaching Elementary Mathematics | 3 | _____ | _____ |
| ELE 390 | Introduction to Kindergarten | 3 | _____ | _____ |
| ELE 305 | Children's Literature | 3 | _____ | _____ |
| REA 306 | Literacy Development in the Elementary School | 3 | _____ | _____ |
| ELE 307 | Teaching Elementary Language Arts | 3 | _____ | _____ |
| ELE 400 | Strat. & Asst. for Tchng. Math. in the Elem. School* | 3 | _____ | _____ |
| REA 412 | Assessment and Strategies in Elementary Literacy* | 3 | _____ | _____ |
| ELE 401 | Teaching Elementary Social Studies* | 3 | _____ | _____ |
| ELE 402 | Teaching Elementary Science* | 3 | _____ | _____ |
| EDU 404 | Teaching Environmental Ed* | 1 | _____ | _____ |
| ELE 311 | Health, Wellness and Movement | 3 | _____ | _____ |
| MAT 115 | Mathematics for Middle and Elementary Teachers I | 3 | _____ | _____ |
| MAT 215 | Mathematics for Middle and Elementary Teachers II | 3 | _____ | _____ |
| MUS 200 | Public School Music I | 2 | _____ | _____ |
| MUS 300 | Public School Music II | 2 | _____ | _____ |
| ART 343 | Art Materials and Techniques for the Classroom Teacher | 3 | _____ | _____ |

**Admission to Teacher Education required for all 400-level courses. Students shall not enroll in any educator preparation courses restricted to admitted candidates. (16 KAR 5:020)*

MULTIDISCIPLINARY TRACK (12-14 HOURS)

Complete ONE course from FOUR different categories: Oral & written Communication; Global Awareness, Cultural Diversity, and the World's Artistic Traditions; Scientific Inquiry, Methodologies, and Quantitative Skills; Social and Self-Awareness and Responsible Citizenship; and/or World's Historical, Literacy, and Philosophical Traditions. Courses may not replicate those taken to meet university studies requirements. Refer to approved University Studies courses in the MSU Undergraduate Bulletin.

| U.S. Category (circle one) | Course | Hrs. | Sem. | Grade |
|---|--------|------|------|-------|
| Oral – Global – Scientific – Social - World | | | | |
| Oral – Global – Scientific – Social - World | | | | |
| Oral – Global – Scientific – Social - World | | | | |
| Oral – Global – Scientific – Social - World | | | | |

Total Curriculum Requirements: minimum of 123 hours

Suggested Course Sequence

Below is listed the suggested course sequence for all courses to be taken by elementary school majors throughout all four years of the program. Significant variance from this may result in an extra semester or year of study for the student. **Please be sure to check for prerequisites when scheduling.** Please note that CLEP exams are available for some courses.

FRESHMAN

First Semester:

| | |
|------------------------------------|------------|
| CSC 199: Intro to Info Technology | 3 |
| EDU 100T Freshman Orientation | 1 |
| EDU 103 or EDU 104 | 3 |
| MAT 117 or MAT 140 | 3-4 |
| One Social Science category course | 3 |
| One AST, CHE, GSC, or PHY course | <u>4-5</u> |
| Total | 17-19 |

Second Semester:

| | |
|---|----------|
| ENG 105 Critical Rdg, Writing, Inquiry | 4 |
| BIO 101 Biological Concepts | 4 |
| COM 161 Intro to Public Speaking | 3 |
| EDP 260 Psych of Human Dev | 3 |
| One Ethics, Social Resp, Civic Eng Course | <u>3</u> |
| Total | 17 |

SOPHOMORE

First Semester:

| | |
|--------------------------------|------------|
| CIV 201 or CIV 202 | 3 |
| MAT 115 Math Middle and Elem I | 3 |
| MUS 200 Public School Music I | 2 |
| GSC 110 World Geography | 3 |
| Multidisciplinary Track course | <u>3-4</u> |
| Total | 14-15 |

Second Semester:

| | |
|---------------------------------------|------------|
| ART 343 Art Materials/ Tech for Class | 3 |
| EDU 303 Strategies of Teaching | 3 |
| HUM 211 West Humanities Traditions | 3 |
| MAT 215 Math-Mid/ELEM Teachers II | 3 |
| Multidisciplinary Track course | <u>3-4</u> |
| Total | 16-17 |

JUNIOR

First Semester:

| | |
|---------------------------------------|------------|
| ELE 305 Children's Literature | 3 |
| REA 306 Literacy Dev. in Elem. School | 3 |
| ELE 307 Tchng. Elem. L.A. | 3 |
| MUS 300 Public School Music II | 2 |
| SED 300 Educ. Students w/Disabilities | 3 |
| Multidisciplinary Track course | <u>3-4</u> |
| Total | 17-18 |

Second Semester:

| | |
|--------------------------------------|------------|
| EDU 403 Structures/Found of Ed | 2 |
| ELE 383 Eval. & Measurement in Educ. | 3 |
| ELE 304 Teaching Elementary Math. | 3 |
| ELE 311 Health, Wellness, & Movement | 3 |
| ELE 390 Intro Kndgrtn/Primary Sch | 3 |
| Multidisciplinary Track course | <u>3-4</u> |
| Total | 17-18 |

SENIOR

First Semester:

| | |
|--|----------|
| EDU 400 Strat/. 7 Asst. for Tchng. Math. | 3 |
| ELE 401 Teaching Elem. Soc. Studies | 3 |
| ELE 402 Teaching Elem. Science | 3 |
| EDU 404 Tchng Environmental Ed | 1 |
| REA 412 Asst. & Strat. In Elem. Literacy | <u>3</u> |
| Total | 13 |

Second Semester:

| | |
|-----------------------------------|-----------|
| ELE 421 Student Teaching Elem P-5 | <u>14</u> |
| Total | 17 |

Shading indicates that classes should be taken together during the same semester.

Murray State University
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Elementary Education Program Requirements

Continuous assessment procedures will be used to document and systematically monitor student progress through the education program in order to determine the degree to which students have internalized and can demonstrate proficiency in the Kentucky Teacher Standards. The eligibility portfolio will be assessed during the student teaching semester. Check Points are designed to facilitate student progress through the education program, provide students with information for completion of the portfolio at designated stages and serve as a means for making recommendations for improvement or remediation when needed, to be reviewed at the next check point.

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 > 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 > 2.75 to include the following coursework:
 - a. ENG 101, 102, 104 or 105 with a “B” or higher
 - b. MAT 117 (or higher level math) with a “B” or higher
 - c. COM 161 or HON 165 with a “B” or higher
 - d. 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
 - a. Declaration of Eligibility (pink sheet) affirming a commitment to uphold the code and
 - b. 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;

Murray State University
ELEMENTARY EDUCATION
Bachelor of Arts, Provisional Classroom Teaching Certification (P-5)

- 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 ≥ 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,
- 9) EDU 303, SED 300 and EDU 403, etc. – see specific requirements by major or area) with a GPA > 2.75 GPA;
- 10) filed a valid and current medical examination, which includes a TB risk assessment (to begin student teaching within six months of exam);
- 11) obtained a criminal records background check; and
- 12) 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.

Examinations Leading to Teacher Certification

By the end of your program, you will need to achieve designated scores required on PRAXIS specialty area tests and the appropriate Principles of Learning and Teaching Test (PLT):

- Praxis Test One: Principles of Learning and Teaching (0622): Score ≥ 160
- Praxis Test Two: Elementary Education Multiple Subjects Exam (5031): This is a group of four, separately timed subtests measuring core content areas. If a student is unsuccessful on any subtest, that subtest may be retaken.

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- Reading/Language Arts (5032): Score \geq 165
- Mathematics (5033): Score \geq 164
- Social Studies (5034): Score \geq 155
- Science (5035): Score \geq 159

Student _____ Advisor _____

Date _____ Date _____

**Murray State University
ELEMENTARY EDUCATION
Bachelor of Arts, Provisional Classroom Teaching Certification (P-5)**

Student _____ M# _____ Advisor _____

UNIVERSITY STUDIES FOR B.A. DEGREE (44-46 HOURS)

| Oral and Written Communication (7 Hours) | Hours | Semester | Grade |
|--|--------------|-----------------|--------------|
| COM 161 Introduction to Public Speaking | 3 | _____ | _____ |
| ENG 105 Critical Reading, Writing, and Inquiry | 4 | _____ | _____ |
| Global Awareness, Cultural Diversity, & the World's Artistic Traditions (9 Hours) | | | |
| Single Foreign Language, 202 level or above _____ | 3 | _____ | _____ |
| Single Foreign Language, 202 level or above _____ | 3 | _____ | _____ |
| GSC 110 World Geography | 3 | _____ | _____ |
| Scientific Inquiry, Methodologies, and Quantitative Skills (7-9 Hours) | | | |
| BIO 101 Biological Concepts | 4 | _____ | _____ |
| MAT 117 or MAT 140 | 3-5 | _____ | _____ |
| Social and Self-Awareness and Responsible Citizenship (6 Hours) | | | |
| One Eth., Soc. Resp., and Civ. Engage. Approved Course _____ | 3 | _____ | _____ |
| EDP 260 Psychology of Human Development | 3 | _____ | _____ |
| World's Historical, Literary, and Philosophical Traditions (9 Hours) | | | |
| CIV 201 or CIV 202 World Civilization I or II | 3 | _____ | _____ |
| HUM 211 The Western Humanities Tradition | 3 | _____ | _____ |
| One University Studies Elective in this Category | 3 | _____ | _____ |
| University Studies Approved Electives (6 Hours) | | | |
| CSC 199 Introduction to Information Technology | 3 | _____ | _____ |
| EDU 103 or EDU 104 | 3 | _____ | _____ |

PROFESSIONAL EDUCATION COURSES (26 HOURS)

| | | | |
|--|----|-------|-------|
| EDU 100T Transitions | 1 | _____ | _____ |
| EDU 303 Strategies of Teaching | 3 | _____ | _____ |
| ELE 383 Evaluation and Measurement in Elementary Education | 3 | _____ | _____ |
| SED 300 Educating Students with Disabilities | 3 | _____ | _____ |
| EDU 403 Structures/Foundations of Education* | 2 | _____ | _____ |
| ELE 421 Student Teaching in Elementary P-5* | 14 | _____ | _____ |

REQUIRED COURSES (44 HOURS)

| | | | |
|---|---|-------|-------|
| ELE 304 Teaching Elementary Mathematics | 3 | _____ | _____ |
| ELE 390 Introduction to Kindergarten | 3 | _____ | _____ |
| ELE 305 Children's Literature | 3 | _____ | _____ |
| REA 306 Literacy Development in the Elementary School | 3 | _____ | _____ |
| ELE 307 Teaching Elementary Language Arts | 3 | _____ | _____ |
| ELE 400 Strat. & Asst. for Tchg. Math. in the Elem. School* | 3 | _____ | _____ |
| REA 412 Assessment and Strategies in Elementary Literacy* | 3 | _____ | _____ |
| ELE 401 Teaching Elementary Social Studies* | 3 | _____ | _____ |
| ELE 402 Teaching Elementary Science* | 3 | _____ | _____ |
| EDU 404 Teaching Environmental Ed* | 1 | _____ | _____ |
| ELE 311 Health, Wellness and Movement | 3 | _____ | _____ |
| MAT 115 Mathematics for Middle and Elementary Teachers I | 3 | _____ | _____ |
| MAT 215 Mathematics for Middle and Elementary Teachers II | 3 | _____ | _____ |

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| | | | |
|--|---|-------|-------|
| MUS 200 Public School Music I | 2 | _____ | _____ |
| MUS 300 Public School Music II | 2 | _____ | _____ |
| ART 343 Art Materials and Techniques for the Classroom Teacher | 3 | _____ | _____ |

**Admission to Teacher Education required for all 400-level courses. Students shall not enroll in any educator preparation courses restricted to admitted candidates. (16 KAR 5:020)*

MULTIDISCIPLINARY TRACK (12-14 HOURS)

Complete ONE course from FOUR different categories: Oral & written Communication; Global Awareness, Cultural Diversity, and the World's Artistic Traditions; Scientific Inquiry, Methodologies, and Quantitative Skills; Social and Self-Awareness and Responsible Citizenship; and/or World's Historical, Literacy, and Philosophical Traditions. Courses may not replicate those taken to meet university studies requirements. Refer to approved University Studies courses in the MSU Undergraduate Bulletin.

| U.S. Category (circle one) | Course | Hrs. | Sem. | Grade |
|---|--------|------|------|-------|
| Oral – Global – Scientific – Social - World | | | | |
| Oral – Global – Scientific – Social - World | | | | |
| Oral – Global – Scientific – Social - World | | | | |
| Oral – Global – Scientific – Social - World | | | | |

Total Curriculum Requirements: minimum of 126 hours

Suggested Course Sequence

Below is listed the suggested course sequence for all courses to be taken by elementary school majors throughout all four years of the program. Significant variance from this may result in an extra semester or year of study for the student. **Please be sure to check for prerequisites when scheduling.** Please note that CLEP exams are available for some courses.

FRESHMAN

First Semester:

| | | | |
|---|----------|--|--|
| CSC 199: Intro to Info Technology | 3 | | |
| EDU 100T Freshman Orientation | 1 | | |
| EDU 103 or EDU 104 | 3 | | |
| MAT 117 or MAT 140 | 3-4 | | |
| One Foreign Language course | 3 | | |
| One Ethics, Social Resp, Civic Eng Course | <u>3</u> | | |
| Total | 16-17 | | |

Second Semester:

| | | | |
|--|----------|--|--|
| ENG 105 Critical Rdg, Writing, Inquiry | 4 | | |
| BIO 101 Biological Concepts | 4 | | |
| COM 161 Intro to Public Speaking | 3 | | |
| EDP 260 Psych of Human Dev | 3 | | |
| One Foreign Language course | <u>3</u> | | |
| Total | 17 | | |

SOPHOMORE

First Semester:

| | | | |
|---|----------|--|--|
| CIV 201 or CIV 202 | 3 | | |
| MAT 115 Math Middle and Elem I | 3 | | |
| MUS 200 Public School Music I | 2 | | |
| GSC 110 World Geography | 3 | | |
| Multidisciplinary Track course | 3-4 | | |
| One World's Hist., Lit., & Phil. Trad. Course | <u>3</u> | | |
| Total | 17-18 | | |

Second Semester:

| | | | |
|---------------------------------------|------------|--|--|
| ART 343 Art Materials/ Tech for Class | 3 | | |
| EDU 303 Strategies of Teaching | 3 | | |
| HUM 211 West Humanities Traditions | 3 | | |
| MAT 215 Math-Mid/ELEM Teachers II | <u>3</u> | | |
| Multidisciplinary Track course | <u>3-4</u> | | |

JUNIOR

First Semester:

| | | | |
|---------------------------------------|------------|--|--|
| ELE 305 Children's Literature | 3 | | |
| REA 306 Literacy Dev. in Elem. School | 3 | | |
| ELE 307 Tchng. Elem. L.A. | 3 | | |
| MUS 300 Public School Music II | 2 | | |
| SED 300 Educ. Students w/Disabilities | 3 | | |
| Multidisciplinary Track course | <u>3-4</u> | | |
| Total | 17-18 | | |

Second Semester:

| | | | |
|--------------------------------------|------------|--|--|
| EDU 403 Structures/Found of Ed | 2 | | |
| ELE 383 Eval. & Measurement in Educ. | 3 | | |
| ELE 304 Teaching Elementary Math. | 3 | | |
| ELE 311 Health, Wellness, & Movement | 3 | | |
| ELE 390 Intro Kndgrtn/Primary Sch | 3 | | |
| Multidisciplinary Track course | <u>3-4</u> | | |
| Total | 17-18 | | |

SENIOR

Murray State University
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First Semester:

| | |
|--|-------|
| ELE 400 Strat. & Asst. for Tchg. Math. | 3 |
| ELE 401 Teaching Elem. Soc. Studies | 3 |
| ELE 402 Teaching Elem. Science | 3 |
| EDU 404 Tchng Environmental Ed | 1 |
| REA 412 Asst. & Strat. In Elem. Literacy | 3 |
| Total | 16-17 |

Total 13

Second Semester:

| | |
|-----------------------------------|----|
| ELE 421 Student Teaching Elem P-5 | 14 |
| Total | 14 |

Shading indicates that classes should be taken together during the same semester.

Elementary Education Program Requirements

Continuous assessment procedures will be used to document and systematically monitor student progress through the education program in order to determine the degree to which students have internalized and can demonstrate proficiency in the Kentucky Teacher Standards. The eligibility portfolio will be assessed during the student teaching semester. Check Points are designed to facilitate student progress through the education program, provide students with information for completion of the portfolio at designated stages and serve as a means for making recommendations for improvement or remediation when needed, to be reviewed at the next check point.

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:

7. Attend an admission to teacher education orientation.
8. 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.
9. Earn an overall undergraduate GPA of > 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.
10. Complete a minimum of 24 credit hours with a GPA > 2.75 to include the following coursework:
 - a. ENG 101, 102, 104 or 105 with a “B” or higher
 - b. MAT 117 (or higher level math) with a “B” or higher
 - c. COM 161 or HON 165 with a “B” or higher
 - d. EDU 103 with a “B” or higher (or AED 380 or EDU 104 or CTE 200 or MSU 123 or ELE 605 [graduate students])
11. Participate in the admission to teacher education interview and receive their academic advisor’s recommendation to continue the program.
12. Review the Professional Code of Ethics for Kentucky School Personnel. Sign the
 - a. Declaration of Eligibility (pink sheet) affirming a commitment to uphold the code and
 - b. 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

- 13) been granted admission to Teacher Education;
- 14) 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.);
- 15) earned and maintained GPA ≥ 2.75 in major/areas, professional education, and overall;
- 16) demonstrated teaching ability in field and clinical situations;
- 17) documented completion of 200 or more field hours and components (beginning 9/1/2013);
- 18) senior, post-bac, or graduate status and have completed all major courses and specialty areas;
- 19) been admitted to Teacher Education;
- 20) completed all required professional teacher education courses (EDU 103, EDP 260,

- 21) EDU 303, SED 300 and EDU 403, etc. – see specific requirements by major or area) with a GPA > 2.75 GPA;
- 22) filed a valid and current medical examination, which includes a TB risk assessment (to begin student teaching within six months of exam);
- 23) obtained a criminal records background check; and
- 24) supplied TES with any other required information (transcripts, course substitution forms, etc.).

General Requirements for Kentucky Certification

Graduates who wish to be recommended by MSU for an initial Kentucky teaching certificate must have

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

In addition, in Kentucky, full certification requires the completion of the Kentucky Teacher Internship Program. To be recommended for certification in other states, all Kentucky requirements must be met.

NOTE: Requirements for teacher certification are established by the Kentucky Education Professional Standards Board (KEPSB). Students are cautioned that changes in these requirements may occur after publication of the current Murray State University *Bulletin*. For the most current information, students should check with an advisor in one of the departments in the College of Education.

Examinations Leading to Teacher Certification

By the end of your program, you will need to achieve designated scores required on PRAXIS specialty area tests and the appropriate Principles of Learning and Teaching Test (PLT):

- Praxis Test One: Principles of Learning and Teaching (0622): Score \geq 160
- Praxis Test Two: Elementary Education Multiple Subjects Exam (5031): This is a group of four, separately timed subtests measuring core content areas. If a student is unsuccessful on any subtest, that subtest may be retaken.
 - Reading/Language Arts (5032): Score \geq 165
 - Mathematics (5033): Score \geq 164
 - Social Studies (5034): Score \geq 155
 - Science (5035): Score \geq 159

Student _____ Advisor _____

Date _____ Date _____

G. Syllabi

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

Professional Education

EDU 100T
EDU 303
ELE 383
SED 300
EDU 403
ELE 421

Elementary Education

ELE 304
ELE 390
ELE 305
REA 306
ELE 307
ELE 400
REA 412
ELE 401
ELE 402
EDU 404
ELE 311
MAT 115
MAT 215
MUS 200
MUS 300
ART 343

Related Education Courses

CSC 199
EDP 260
EDU 103