



**MURRAY**

**STATE UNIVERSITY**

**College of Education  
and Human Services**

**ENGLISH EDUCATION CERTIFICATION  
(GRADES 8-12)  
BACHELORS OF ARTS**

**PROGRAM SUBMISSION  
SEPTEMBER 2015**

Murray State University Academic Bulletin 2015-2016

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

16 KAR 2:010

PGM Codes: 16 and 3891

The content courses in this program are used for transcript reviews for entrance into our  
Alternative Certification Option 6 Program. PGM Code: 1840

## **Executive Summary**

### ***Theme of the Unit***

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

### ***Unique Features***

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

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

positive about their overall education as well as their chosen major in teacher education at Murray State. The Southern Association of Colleges and Schools (SACS) has continuously accredited Murray State since 1928.

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

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

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

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

According to the U.S. Department of Labor, job prospects are best for teachers in high-demand fields, such as mathematics, sciences, languages, and bilingual education. Locations in urban or rural school districts are also considered to be high need areas for content area teachers. Teachers who are geographically mobile and who obtain licensure in more than one subject are likely to have a distinct advantage in finding a job. The Secondary Education program includes University Studies courses, professional education courses and subject-matter content majors or areas. Students can choose from three certification levels: grades 8-12, grades 5-12, and grades P-12. These programs will prepare students in the specified grade ranges in curriculum content areas. The programs range from approximately 120 credit hours to 130 credit hours in content areas as well as professional education coursework. The programs provide access to current best practices and research through practicum experiences and field-based learning activities. The culminating experience is a semester-long teaching

experience in the appropriate content area in a public school. Students in these programs are assigned dual advisors: a faculty member in the subject-matter department and one in the Department of Adolescent, Career and Special Education.

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

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

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

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

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

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

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

To be recommended for initial certification, candidates must successfully complete student teaching and program requirements. They must earn passing scores on relevant *PRAXIS* specialty area tests and the *Principles of Learning and Teaching* exam. Because teacher

certification requirements are subject to change, students who are registering for the tests need to refer to the Education Professional Standards (EPSB) website at [www.kyepsb.net](http://www.kyepsb.net) for current requirements.

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

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

### **Conceptual Framework**

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

### **Continuous Assessment**

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

### **Program Experiences**

#### **A. Courses and Experiences**

The English 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 integrate course experiences with Kentucky performance Standards (KTS), College of Education and Human Services Dispositions, and the candidates' own experiences, values, and beliefs about education. At the program's beginning, candidates are asked to reflect upon their own values and beliefs about education and seek integration of those with the COEHS Dispositions through assignments such as philosophy statements, growth plans, practicum work, and other reflective assignments. This process continues as candidates develop portfolio items to reflect their growth and understanding of educational principles leading to the program's end with the eligibility portfolio as a summative evaluation of their knowledge and demonstration of their skills according to Kentucky performance standards. Throughout, program coursework is designed to require planning and reflecting at increasing levels of expertise. Secondary education program faculty collaborate with content area faculty to teach concepts, principles, theories, standards, and research related to evidence-based practices in secondary curriculum, and assessment. The pedagogy coursework models the use of active instructional methods, real-life applications, and cognitive strategies to stimulate learning and provide motivation for the secondary learner. Along with a strong component of content knowledge in the areas of certification, the program is designed to integrate theory into practice with field experiences scheduled as an integral part of methods courses. As program policy, candidates follow curriculum guidesheets and RACR audits (a university advising program tool), and confer with advisors

to help them to monitor their personal progress and prepare them for the continuous self-assessment required of professional educators.

At admission to teacher education, candidates are interviewed by faculty and asked to respond to the COEHS dispositions and the Kentucky Code of Ethics. The *Professional Code of Ethics for Kentucky School Personnel* is presented at three additional times to candidates - during orientations to teacher education and student teaching and during the student teaching interview. The Kentucky teacher performance standards are integrated throughout core courses and secondary methods courses as demonstrated in the table below. Candidates are introduced to the standards in early coursework where they gain knowledge (K) of the role performance standards play in becoming reflective decision-makers. As coursework progresses, the standards are applied (A) in lesson plans and other instructional activities. At the end of the program, during extended practicum and student teaching, candidates are evaluated (E) for each standard in an eligibility portfolio. The portfolio is independently scored by two faculty members with content and instructional knowledge in the discipline. In addition, the Murray program allows for post-baccalaureate students to return and earn certification in a content area.

The area in English Education is aligned with the Kentucky New Teacher Standards and the teacher preparation guidelines of the National Council of Teachers of English to ensure that each of the standards is addressed within our program through a variety of assignments and experiences. It is also aligned with the professional standards for the Middle and High School Reading Classroom Teacher designed by the International Literacy Association. A wide range of content and theory is addressed in the courses. Reading, writing, language and literacy are examined from many view-points. Among other things, students read young adult and multicultural literature, study and practice a variety of rhetorical traditions, practice teaching, and consider the importance of grammar instruction within the context of reading, writing, and speaking. Professors in the English Education program understand that students must learn to move easily among the various linguistic codes and literacies utilized in academic and community life, and the program is designed to help facilitate that movement.

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

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

Once the *Declaration of Eligibility* has been completed and signed, if the attestation changes during the time of participation in the teacher education program the Director of Teacher

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

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

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

### ***Field Experiences***

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

### Secondary Education Field Experiences Table

Course	Field Hours
<b>EDU 103</b>	<b>7 hours</b>
<b>EDP 260</b>	<b>7 hours</b>
<b>EDU 303</b>	<b>6 hours</b>
<b>EDU 403</b>	<b>3 hours</b>
<b>EDU 405</b>	<b>2 hours</b>
<b>SED 300</b>	<b>7 hours</b>
<b>SEC 420</b>	<b>57 hours</b>
<b>SEC 422</b>	<b>118 hours</b>

#### *EPSB Themes*

Effective educators need to be equipped with the knowledge, skills, dispositions, and decision-making skills necessary to address the needs of a diverse student population. Therefore, the Kentucky Education Professional Standards Board has identified four important themes (diversity, assessment, literacy, closing the achievement gap) to be integrated throughout candidates' academic course work. Furthermore, the unit's theme of *Educator as a Reflective Decision-Maker* is emphasized throughout candidates' program preparation. The *EPSB Themes for Secondary Education Core Education Courses* table depicts the degree to which these themes are addressed in multiple courses.

#### EPSB Themes for Secondary Education Core Education Courses

Course	EPSB THEMES				UNIT THEME
	Diversity	Assessment	Literacy	Gap	Reflective Decision-Maker
<b>EDP 260</b>	<b>A</b>				<b>A</b>
<b>EDU 103</b>	<b>A</b>	<b>K</b>		<b>A</b>	<b>E</b>
<b>EDU 303</b>	<b>K</b>	<b>K</b>	<b>K</b>	<b>K</b>	<b>A</b>
<b>EDU 403</b>	<b>A</b>	<b>A</b>		<b>A</b>	<b>A</b>
<b>ENG 329</b>	<b>A</b>	<b>A</b>	<b>A</b>	<b>A</b>	
<b>ENG 435</b>	<b>K</b>	<b>A</b>	<b>A</b>	<b>A</b>	
<b>ENG 445</b>	<b>A</b>	<b>A</b>	<b>A</b>	<b>A</b>	

<b>ELE 421</b>	<b>E</b>	<b>E</b>	<b>E</b>	<b>E</b>	<b>E</b>
<b>SED 300</b>	<b>K</b>	<b>K</b>	<b>K</b>	<b>K</b>	<b>A</b>
<b>K – Knowledge, A – Application, E – Evaluation</b>					

### *Content Course Descriptions*

#### **English Education Content Course Descriptions**

**ENG 221** Introduction to English Studies (3). An introductory course for English majors and minors designed to familiarize students with a range of literary and writing genres, as well as the discourses, practices, and major theories of English studies. Prerequisites: ENG 105.

**ENG 334** Shakespeare (3). A study of selected Shakespearean histories, comedies, and tragedies.

**ENG 303** British Literature to 1760 (3). A study of the development of British literature from the Old English through the Early Modern English periods, with emphasis on key texts, figures, genres, and trends, including critical approaches. Prerequisites: ENG 105 and ENG 221.

**ENG 304** British Literature, 1760 to the Present (3). A study of British literature from the late 18th century to the present, with emphasis on key texts, figures, genres, and trends, including critical approaches. Prerequisites: ENG 105 and ENG 221.

**ENG 311** American Literature to 1865 (3). A study of the development of American literature from its origins through the nation's beginnings to 1865, with emphasis on major works and writers, including critical approaches. Prerequisites: ENG 104 or 105 or the equivalent, and ENG 221 or consent of instructor.

**ENG 312** American Literature 1865 to present (3). A study of U.S. literature and its developing ethnic and cultural traditions from 1890 to the present, including critical approaches. Prerequisites: ENG 104 or 105 or the equivalent and ENG 221 or permission of instructor.

**ENG 214** Introduction to Creative Writing (3). An introduction to the forms of poetry and fiction, combining the careful reading of the works of established writers and original student writing. Designed for majors and non-majors. Prerequisites: ENG 105 (or ENG 104).

**ENG 309** History of the English Language (3). A survey of the English language from Old to Middle to Modern English.

**ENG 310** Linguistics and English Grammars (3). A survey of modern studies in the English language, with emphasis placed upon its impact on the theory and practice of several grammatical systems.

**ENG 328** Standard English Usage (3). The traditional or prescriptive approach to a comprehensive study of standard English grammar and the conventions of punctuation and capitalization.

Students are also required to take two electives in literature. One must be considered a pre-1800 course

***Modes of Delivery***

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

**Modes of Delivery for Education Courses**

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

## B. Specialty Professional Association (SPA) Standards

### NCTE - National Council of Teachers of English

NCTE STANDARD	Courses/Activities/Assessments
<b>1.0 Structure of the Basic Program</b>	
Candidates follow a specific curriculum and are expected to meet appropriate performance assessments for preservice English language arts teachers.	<i>Information is provided in Section I, Contextual Information.</i>
<b>2.0 Attitudes for English Language Arts</b>	
Through modeling, advisement, instruction, field experiences, assessment of performance, and involvement in professional organizations, candidates adopt and strengthen professional attitudes needed by English language arts teachers.	
<b>2.1</b> Candidates create an inclusive and supportive learning environment in which all students can engage in learning.	ENG 221, ENG 303, ENG 311, ENG 334, ENG 329, ENG 435, ENG 445  Papers, lesson plans, lesson units, exams, quizzes
<b>2.2</b> Candidates use ELA to help their students become familiar with their own and others' cultures.	ENG 303, ENG 304, ENG 311, ENG 307, ENG 435  Papers, lesson plans, lesson units, exams, quizzes
<b>2.3</b> Candidates demonstrate reflective practice, involvement in professional organizations, and collaboration with both faculty and other candidates	ENG 329, ENG 435, ENG 445
<b>2.4</b> Candidate use practices designed to assist students in developing habits of critical thinking and judgment.	ENG 334, , ENG 307, ENG 308, ENG 311, ENG 312, ENG 321  Lesson plans, lesson units, exams, quizzes, reflective statements, philosophy of education, learning log
<b>2.5</b> Candidates make meaningful connections between the ELA curriculum and developments in culture, society, and education.	ENG 329, ENG 445, ENG 334
<b>2.6</b> Candidates engage their students in activities that demonstrate the role of arts and humanities in learning	HUM 211, ENG 334  Papers, exams, quizzes
<b>3.0 Knowledge of English Language Arts</b>	
Candidates are knowledgeable about language; literature; oral, visual, and written literacy; print and nonprint media; technology; and research theory and findings.	

<b>3.1</b> Candidates demonstrate knowledge of, and skills in the use of, the English language.	ENG 309, ENG 310, ENG 329, ENG 228, ENG 321
<b>3.2</b> Candidates demonstrate knowledge of the practices of oral, visual, and written literacy.	ENG 445, ENG 214, ENG 311, ENG 312, ENG 307, ENG 303, ENG 304, ENG 321
<b>3.3</b> Candidates demonstrate their knowledge of reading processes.	ENG 445, ENG 435, ENG 303, ENG 304, ENG 311, ENG 312, ENG 334
<b>3.4</b> Candidates demonstrate knowledge of different composing processes.	ENG 105, ENG 321, ENG 445
<b>3.5</b> Candidates demonstrate knowledge of, and uses for, an extensive range of literature.	ENG 334, ENG 303, ENG 304, ENG 311, ENG 312, two additional literature electives above 300 level
<b>3.6</b> Candidates demonstrate knowledge of the range and influence of print and nonprint media and technology in contemporary culture.	ENG 329, ENG 445
<b>3.7</b> Candidates demonstrate knowledge of research theory and findings in English language arts.	ENG 329, ENG 435, ENG 445, ENG 321
<b>4.0 Pedagogy for English Language Arts</b>	
Candidates acquire and demonstrate the dispositions and skills needed to integrate knowledge of English language arts, students, and teaching.	
<b>4.1</b> Candidates examine and select resources for instruction such as textbooks, other print materials, videos, films, records, and software, appropriate for supporting the teaching of English language arts.	ENG 329, ENG 435, ENG 445
<b>4.2</b> Candidates align curriculum goals and teaching strategies with the organization of classroom environments and learning experiences to promote whole-class, small-group, and individual work.	ENG 329, ENG 435, ENG 445, SEC 420  Book talks
<b>4.3</b> Candidates integrate interdisciplinary teaching strategies and materials into the teaching and learning process for students.	ENG 329, ENG 435, ENG 445, SEC 420
<b>4.4</b> Candidates create and sustain learning environments that promote respect for, and support of, individual differences of ethnicity, race, language, culture, gender, and ability.	ENG 329, ENG 435, ENG 445, SEC 420

<p><b>4.5</b> Candidates engage students often in meaningful discussions for the purposes of interpreting and evaluating ideas presented through oral, written, and/or visual forms.</p>	<p>ENG 329, ENG 435, ENG 445, SEC 420</p>
<p><b>4.6</b> Candidates engage students in critical analysis of different media and communications technologies.</p>	<p>ENG 329, ENG 445</p>
<p><b>4.7</b> Candidates engage students in learning experiences that consistently emphasize varied uses and purposes for language in communication.</p>	<p>ENG 329, ENG 435, ENG 445, SEC 420</p>
<p><b>4.8</b> Candidates engage students in making meaning of texts through personal response.</p>	<p>ENG 435, ENG 445</p> <p>Book talks</p>
<p><b>4.9</b> Candidates demonstrate that their students can select appropriate reading strategies that permit access to, and understanding of, a wide range of print and nonprint texts.</p>	<p>ENG 435, ENG 445</p>
<p>Candidates integrate assessment consistently into instruction by using a variety of formal and informal assessment activities and instruments to evaluate processes and products, and creating regular opportunities to use a variety of ways to interpret and report assessment methods and results to students, parents, administrators, and other audiences.</p>	<p>ENG 329, ENG 435, ENG 445, EDU 405</p> <p>Assessment plans, lesson units, lesson plans with assessments analyzed for student results</p>

### C. Kentucky Teacher Standards

The Kentucky Teacher Performance Standards are integrated throughout core courses and secondary education methods courses as demonstrated in the table below. Candidates are introduced to the standards in early coursework where they gain knowledge (K) of the role performance standards play in becoming reflective decision-makers. As coursework progresses, the standards are applied (A) in lesson plans and other instructional activities. At the end of the program, during student teaching, candidates are evaluated (E) for each standard in an eligibility portfolio. The portfolio is independently scored by two faculty members with content and instructional skill in the appropriate content area. Secondary and content area instructors use web-based learning platforms such as *Canvas* to supplement and enhance face-to-face instruction. The *Kentucky Teacher Standards* matrix demonstrates the integration of Kentucky Teacher Standards throughout secondary education coursework. Please note that candidates' content knowledge (KTS 1) is assessed through the *PRAXIS* exam as well as in these courses: ENG 221, ENG 303, 3NG 311, ENG 321 and ENG 334.

#### Kentucky Teacher Standards

Course	KTS 1	KTS 2	KTS 3	KTS 4	KTS 5	KTS 6	KTS 7	KTS 8	KTS 9	KTS10
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
ENG 435	A	A	A	A	A	A	A		A	
ENG 445	E	E	A	A	A	E	A	A	A	A
SEC 420	K	A	K	A					K	
SEC 422	E*									
SED 300	A	K	K			K	K	A	K	
<b>K – Knowledge, A – Application, E – Evaluation, * - Signature Assignment</b>										

- KTS 1: Content Knowledge
- KTS 2: Design Instruction
- KTS 3: Learning Climate
- KTS 4: Implements Instruction
- KTS 5: Assessment

- KTS 6: Technology
- KTS 7: Reflection
- KTS 8: Collaboration
- KTS 9: Professional Development
- KTS 10: Leadership

#### D. Kentucky Core Academic Standards

All teacher certification candidates in the Murray State University education program become familiar with the Kentucky Core Academic Standards (KCAS) in EDU 103 *Issues and Practices of American Education* or the equivalent course specific to their discipline. This course is designed to provide students with an overview of the field of education. The instructor of this course introduces the KCAS to raise candidates' initial awareness of KCAS as a framework for standards-based instruction. In EDU 303 *Strategies of Teaching*, the instructor spends several class sessions acquainting candidates with the KCAS. In this course, candidates develop lesson planning. All lesson plans, instructional, activities, and assessments must be aligned to the KCAS standards in the appropriate content area. Additionally, candidates take EDU 405 *Evaluation and Measurement in Education*. Candidates develop proficiency in designing standards-based assessment instruments and interpreting the results to inform future instruction. This course's key assessment provides an introduction to the Teacher Performance Assessment (TPA) candidates complete during their student teaching experience.

In the secondary 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	KCAS Content Area	Activity
EDU 303	Specific to content area	Lesson plans, micro-teaching activities, mock classroom situations
ENG 329	Specific to English content	Strategies for teaching content
ENG 435	Specific to English content	Strategies for teaching content
ENG 445	Specific to English content	Writing and literacy strategies
SEC 420	Specific to content area	Lesson plans, unit plans, field experiences
SEC 422	Specific to content area	Lesson plans, unit plans, field experiences
SEC 421	Specific to content area	Student teaching experience -Designing and implementing instruction

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

### E. English Program Faculty

Name	Highest Degree, Field, & University	Assignment: Indicate the role(s) of the faculty member (1)	Faculty Rank (2)	Scholarship (3), Leadership in Professional Associations, and Service (4); List up to 3 major contributions in the past 3 years (5)*	Status (FT/PT to institution, unit, and program)
Bell, Deborah	Ph.D. in Curriculum and Instruction with a concentration in Reading and Writing, Southern Illinois University	Co-Coordinator of English Education, Teaches English methods courses	Assistant Professor	Purchase Area Writing Project Co-Dir., Validation Panel for new teacher licensure assessments (Praxis Series), Purchase Area Literacy Academy Director, KCTE President Edit/The Reading Teacher CCLD Advisory Board State Writing Advisory Board	Full-time to Institution, Part-time to unit, Full-time to Program
Morgan, Michael	Ph.D. in Education University of Massachusetts	Co-Coordinator of English Education, Teaches English methods and TESOL courses	Associate Professor	Grant - Middle East Partnership Initiatives (MEPI) 2003-2005	Full-time to Institution, Part-time to unit, Part-time to Program

### Education Faculty

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	Director of Center for Environmental Education Teaches assessment	Assistant Professor	<ul style="list-style-type: none"> <li><i>Educational Testing Services, Assessment Specialist – 10 years, Middle School Science – 6 years, High School Science – 3 years</i></li> </ul>	Full-time to institution Part-time to unit Part-time to program

	Marcos	and environmental education courses		<ul style="list-style-type: none"> <li>• Allen, D. (August 2015). <i>Project Learning Tree survey of use. Annual conference of the Japanese Society of Environmental Education, Nagoya, Japan.</i></li> <li>• Allen, D. (October 2014). <i>Perceptions of environmental education from across a university campus. Annual conference of the North American Association for Environmental Education. Ottawa, Ontario, Canada.</i></li> <li>• Waite, D., &amp; Allen, D. (2003). <i>Corruption and abuse of power in educational administration. Urban Review, 35(4), 281-296</i></li> </ul>	
Brown, Cory	Ph.D, Multicultural and Equity Studies in Education, Ohio State University	Assistant Professor Teaches foundation courses	Assistant Professor	<ul style="list-style-type: none"> <li>• <i>High School English – 2 years, Full-Time Academic Advisor, University of Cincinnati – 5 years, University Appointments, Education – 10 years.</i></li> <li>• <i>Dixson, A. D., Dodo-Seriki, V. and Brown, C. T. (2014). Culturally relevant pedagogy at the intersections of race, gender, and class. Paper presented at the biennial meeting of the International Conference on Urban Education, Montego Bay, Jamaica.</i></li> <li>• <i>Dodo-Seriki, V., Brown, C. T., and Fasching-Varner, K. (Accepted and in preparation, 2015). The permanence of racism in teacher education. In J. K. Donnor, R. Reynolds, M. Lynn, and A. D. Dixson (Eds.). Is the post-racial still racial?: Understanding the relationship between race and education. NSSE Yearbook, Teachers College Record.</i></li> <li>• <i>National Council of</i></li> </ul>	Full-time to institution Part-time to unit Part-time to program

				<i>Teachers for English Assembly of Research - Program Reviewer and Planning Committee, 2015 (New Orleans, Louisiana)</i>	
Campoy, Renee	Ed.D. Curriculum & Instruction University of Missouri-St. Louis	Assistant Dean (Part-time) Teaches EDU 405 (part-time) NCATE Coordinator	Professor	<ul style="list-style-type: none"> <li>• Book: (2004) Case study analysis in the classroom</li> <li>• Presentation: (2006) AERA</li> <li>• BOE Team member: (2005-present)</li> </ul>	Full-time to Institution, Full-time to Unit, Part-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"> <li>• <i>Certifications &amp; Experience: KY Teaching Lic., Middle school Spanish, Science, and Math, endorsement for teaching early elementary, DPP, School Administration. 10 years experience – middle school.</i></li> <li>• <i>Murray Lion's Club, National Council of Teachers of Mathematics, National Science Teachers Association, Association of Supervisors and Curriculum Development, International Literacy Association, Association for Middle Level Education, Phi Delta Kappan, Phi Kappa Phi</i></li> <li>• <i>KY Department of Education, Math &amp; Science Leadership Networks</i></li> </ul>	Full-time to institution Part-time to unit Part-time to program
Matlock, Pam	MA Special Education, Murray State University	Paducah Campus 2+2 Education Coordinator Teaches special education courses	Lecturer	First Book, Chapter Advisor - Monthly distribution of new books to low socioeconomic students in public schools, KEA - SP, Chapter Advisor - Global Education Outreach Committee, Chairperson	Full-time to institution Part-time to unit Part-time to program
Stormer, Kimberly	Ph.D. Instructional Leadership Academic and Curriculum University of Oklahoma	Middle Level Education Program Coordinator, Teaches middle level education courses.	Assistant Professor	Taught for 7.5 years in large urban school district; and Worked as a School Improvement Specialist for the Oklahoma State Department of Education Diversity Chair Kentucky Council Teachers of English Advisor Murray State Middle Level Association	Full-time to institution Part-time to unit Part-time to program

Jacobs, Martin	Ed.D. Curriculum and Instruction, Florida International University	Part-time to Program: Middle School Reading	Professor	Scholarship focused upon Teacher Leadership, with presentation and publication outcomes Faculty Representative: Murray State Board of Regents 11 years P12 teacher; 5 years elementary assistant principal	Full-time to institution Part-time to unit Part-time to program
Musselman, Meagan	Ph.D. Curriculum & Instruction Southern Illinois University	Teacher Leader Program Coordinator, Teaches middle level undergraduate education courses and graduate courses across multiple levels	Associate Professor	Taught math and science in public middle schools; and Education consultant to area schools President of Kentucky Association of Teacher Educators	Full-time to institution Part-time to unit Part-time to program
Gierhart, Greg	MA-Murray State University Pursuing PhD Southern Illinois University-Carbondale	Early Childhood and Elementary Education Teach mathematics to IECE and elementary education majors.	Lecturer	Taught 10 years in a rural school district Provisional Certificate For Teaching In The Middle Grades 5-8 Mathematics Field: Science Professional Certificate for Middle School Teaching	Part-time to institution Part-time to unit Part-time to program
Hyde ,Lori	MA- Murray State University in Reading and Writing	REA 407 at the Paducah Campus	Adjunct Instructor	6 <sup>th</sup> grade Reading and Writing at Lone Oak Middle School Certified Elementary Education Certified Reading and Writing Literacy Specialist K-12 Super Saturdays Instructor	Part-time to institution Part-time to unit Part-time to program
Myers, Hannah	MA- Murray State University in Education and Education Administration	MID 307	Adjunct Instructor	Magistrate for Hopkins County- Co-Chair of Build Smart Murray Campaign Chairman of the City Council	Part-time to institution Part-time to unit Part-time to program

## F. Curriculum Contract/ Guidesheet

Program coordinators work with faculty to ensure current guidesheets are available for course instructors and students. These may be accessed on the unit's intranet site at <http://coekate.murraystate.edu/coecms/ncate/manager/advsheet/>.

**Revised Fall 2015**  
**Murray State University**  
**Department of English and Philosophy**  
**BA – English Education - Grades 8-12 Certification**

**2015-2016 Undergraduate Bulletin**

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

**UNIVERSITY STUDIES FOR B.A. DEGREE (41-44 HOURS)**

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

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

**Scientific Inquiry, Methodologies, and Quantitative Skills (8 Hours)**

One Science Course with Lab		4	_____
One Math Course		4	_____

**World's Historical, Literary, and Philosophical Traditions (9 Hours)**

CIV 201 or 202	World Civilization I or II	3	_____
HUM 211	The Western Humanities Tradition	3	_____
One additional course in this category		3	_____

**Global Awareness, Cultural Diversity, and the World's Artistic Traditions (9 Hours)**

Single modern language*		6	_____
Once course in this category*		3	_____

**Social and Self-Awareness and Responsible Citizenship (6 Hours)**

Eth., Soc. Resp., or Civ. Engage. Approved Course _____		3	_____
Social Science Approved Course _____		3	_____

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

EDP 260	Psychology of Human Development	3	_____
EDU 103	Issues and Practices of American Education	3	_____

**Required Courses (25 hours)**

ENG 100T	Transitions	1	_____
ENG 221	Introduction to English Studies	3	_____
ENG 303	British Literature to 1760	3	_____
ENG 304	British Literature, 1760 to the Present	3	_____
ENG 311	American Literature to 1890	3	_____
ENG 312	American Literature, 1890 to the Present	3	_____
ENG 321	Research in Literary Studies	3	_____
ENG 334	Shakespeare	3	_____

*and one of the following:*

ENG 309	History of the English Language	3	_____
ENG 310	Introduction to English Linguistics	3	_____

**Required Limited Electives (21 hours)**

ENG 214	Introduction to Creative Writing	3	_____
ENG 228	Standard English Usage	3	_____
ENG 329	Teaching English in Secondary Schools	3	_____
ENG 435	Teaching Literature in Secondary Schools	3	_____
ENG 445	Teaching Reading & Writing in Secondary Schools	3	_____

*And*

Two 300-500 level ENG courses, both of which must be in literature, at least one covering writings prior to 1800.

**Required for Secondary Certification (29 hours)**

EDU 403	Structures and Foundations of Education	2	_____
EDU 405	Evaluation and Measurement in Education <sup>1</sup>	3	_____
SEC 420	Practicum in Secondary Schools <sup>1</sup>	3	_____

SEC 422	Extended Practicum <sup>2</sup>	4	_____
SEC 421	Student Teaching in the Secondary School <small>*Writing-Intensive Course</small>	14	_____
SED 300	Educating Students with Disabilities	3	_____

**Total Curriculum Requirements – 120-126\* hrs**

**\*6 additional hours may be required in a modern language in order to achieve 202 –level proficiency, and should be taken as electives as indicated.**

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

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

**PRAXIS TEST:**

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

English (5039) – Passing Score of 168

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

Teacher certification requirements are subject to change. Before registering for the test(s), please refer to the Education Professional Standards Board (EPSB) website at [www.epsb.ky.gov](http://www.epsb.ky.gov) for current requirements or contact the Division of Professional learning and Assessment at 502-564-4606 or 888-598-7667.

**GRADE POINT AVERAGE REQUIREMENTS:**

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

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

**REQUIREMENTS FOR ADMISSION TO TEACHER EDUCATION AND STUDENT TEACHING AT MURRAY STATE UNIVERSITY Rev. (9/2015)**

**Teacher Education**

To be admitted to teacher education, students must:

1. Attend an admission to teacher education orientation.
2. Earn passing scores on the Core Academic Skills for Educators (CASE) test with these subject scores – Reading 156, Writing 162, and Mathematics 150. Request ETS to send scores to Teacher Education Services electronically by using this code, R1494. If any of the PPST subject areas were passed prior to September 1, 2014, use these PPST scores - Reading 176, Writing 174, and Math 174.

GRE (Graduate Records Exam) scores may be used for Graduate Students only with a minimum passing score of 150 in verbal, 143 in quantitative, and 4.0 in analytical writing.

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

4. Complete a minimum of 24 credit hours with a GPA  $\geq 2.75$  to include the following coursework:
  - (1) ENG 101, 102, 104 or 105 with a “B” or higher
  - (2) MAT 117 (or higher level math) with a “B” or higher
  - (3) COM 161 or HON 165 with a “B” or higher
  - (4) EDU 103 with a “B” or higher (or AED 380 or EDU 104 or CTE 200 or MSU 123 or ELE 605 [graduate students]).
5. Participate in the admission to teacher education interview and receive their academic advisor’s recommendation to continue the program.
6. Review the Professional Code of Ethics for Kentucky School Personnel. Sign the **Declaration of Eligibility** (pink sheet) affirming a commitment to uphold the code and acknowledging awareness of information required for state certification. If answers given on the Declaration of Eligibility change during the time of participation in the teacher education program, the Director of Teacher Education must be notified immediately.

These requirements must be documented in *Recruiter*. CASE or GRE scores must be sent to MSU (R1494) via ETS. Admission will only be granted following a successful review by Teacher Education Services.

**NOTE: Students who have not been admitted to Teacher Education will not be eligible to enroll in upper level courses that specify admission to teacher education as a prerequisite.**

## **Student Teaching**

To be admitted to student teaching, students must have

- 1) **been granted admission to Teacher Education;**
- 2) filed a **formal application in Teacher Education Services** two semesters prior to the term in which student teaching is desired (Applications are distributed at scheduled student teaching orientations only.);
- 3) **earned and maintained GPA  $\geq 2.75$  in major/areas, professional education, and overall;**
- 4) **demonstrated teaching ability** in field and clinical situations;
- 5) **documented completion of 200 or more field hours and components (beginning 9/1/2013);**
- 6) senior, post-bac, or graduate status and have **completed all major courses and specialty areas;**
- 7) **been admitted to Teacher Education;**
- 8) **completed all required professional teacher education courses** (EDU 103, EDP 260, EDU 303, SED 300 and EDU 403, etc. – see specific requirements by major or area) **with a GPA  $\geq 2.75$  GPA;**
- 9) filed a **valid and current medical examination**, which includes a TB risk assessment (to begin student teaching within six months of exam);
- 10) obtained a **criminal records background check;** and

- 11) supplied TES with **any other required information (transcripts, course substitution forms, etc.)**.

### **General Requirements for Kentucky Certification**

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

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

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

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

Student \_\_\_\_\_

Advisor \_\_\_\_\_

Date \_\_\_\_\_

Date \_\_\_\_\_

### **G. Syllabi**

Common course syllabi, posted on the unit's intranet site, ensure all course instructors provide a consistent, quality delivery of each education course. Furthermore, these guidesheets also contain important Admission to Teacher Education information. Guidesheets are shared during advising sessions, aligned with candidates' MSU RACR audits, and posted on <http://coekate.murraystate.edu/coecms/ncate/manager/advsheet/>.

#### **ENGLISH EDUCATION METHODS**

##### **COURSES**

**ENG 329**

**ENG 435**

**ENG 445**

**ENG 425**

#### **ENGLISH CONTENT COURSES**

**ENG 334**

**ENG 321**

**ENG 311**

**ENG 221**

**ENG 303**