



MURRAY
STATE UNIVERSITY

**College of Education
and Human Services**

**MASTERS OF ARTS IN EDUCATION INTERDISCIPLINARY
EARLY CHILDHOOD EDUCATION
INITIAL AND OPTION 6 ALTERNATIVE CERTIFICATION
PROGRAMS**

**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. Murray State University graduate candidates will be educators who are inclusive, responsible, enthusiastic, caring, confident, and ethical. Candidates demonstrate professional dispositions throughout their course work and action research projects 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.

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 and specialized standards associated with their program's focus. Checkpoints provide data to facilitate faculty's efforts to make recommendations for improvement, remediation, or candidates' continuance in the program.

Candidates who are seeking initial certification must be admitted to the teacher education program by meeting 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.

To become admitted to a graduate teacher education program, candidates must meet these requirements:

- Hold a baccalaureate degree from a regionally accredited college or university.
- Have a valid teaching certificate.
- Submit official transcripts of all previous college credit to Graduate Admissions.
- Submit a formal application to enroll in a Murray State University graduate program.
- To qualify for unconditional admission, candidates must have an appropriate undergraduate degree and an overall undergraduate GPA ≥ 3.0 .
- Candidates must have a GPA ≥ 2.50 and meet additional program requirements to gain conditional admission to MSU graduate school. They must earn a GPA ≥ 3.0 during the first nine hours of graduate course work and address any additional missing requirements (e.g. letter of eligibility).
- Receive departmental approval to gain entry to the graduate teacher education program.

To continue in the graduate teacher education program, candidates must meet these requirements:

- Within the first semester of course work, consult with an academic advisor to complete a planned program of study detailing required course work toward completion of the degree. This form must be approved by the academic advisor and collegiate coordinator of graduate programs and filed in Teacher Education Services.
- With the department's and adviser's approval, candidates may transfer up to 12 semester hours of relevant graduate credit from a regionally accredited institution. The grade in each transfer course must be a B or better.
- Maintain enrollment at Murray State University.
- Submit additional documentation identified as part of conditional admission.
- Maintain a GPA ≥ 3.0 in all graduate course work.
- Earn a C or higher grade in every graduate course.

To exit the graduate teacher education program, candidates must meet these requirements:

- Complete course work delineated on the planned program of study.
- Submit course substitutions as approved by an academic advisor.
- Finish course work within eight calendar years from the beginning of the very first course leading to the graduate degree.
- Maintain a GPA ≥ 3.0 in all graduate course work.
- Earn a C or higher grade in every graduate course.
- File a formal application to graduate from Murray State University.

Alternative Certification

Candidates may receive temporary provisional certification for Interdisciplinary Early Childhood Education through the Option 6 Alternative Routes to Teacher Certification in conjunction with this degree. To be eligible for Temporary Provisional Certification, applicants must pass the GRE or CASE in accordance with 16 KAR 5:020 and offered a teaching position and meet admission requirements (see application:

<http://www.murraystate.edu/academics/CollegesDepartments/CollegeOfEducationandHumanServices/TeacherEducationServices/AlternativeCertification/APPLICATIONFORADMISSION1-16%202.pdf>). If hired, candidates are recommended for Temporary Provisional Certification and have three years to complete all coursework, Praxis II exam, and KTIP requirements. Students also complete a Character and Fitness form as part of the CA-TP.

Modes of Delivery

Course work is delivered through multiple venues: traditional (face-to-face), hybrid (part traditional, part online), interactive television, and online. Depending upon the graduate program, candidates may participate in a cohort model of systematic delivery.

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

The Master of Arts (MA) Interdisciplinary Early Childhood Education (IECE) initial and Option 6 Alternative Certification programs support the College of Education and Human Services focus on the teacher as a reflective decision-maker. Reflection is the focus of course activities and one of the tools by which students integrate course experiences with the Kentucky performance standards, College of Education and Human Services Dispositions, and the students' own experiences, values, and beliefs about early childhood education. Throughout the program, course work is designed to help students increase skills in the areas of planning, instruction, assessing, and reflecting at increasing levels of expertise. Evaluation rubrics for many of the courses are posted in LiveText. Students submit assignments for these courses and assignments are scored by faculty in LiveText as

part of continuous assessment. Each semester faculty analyze continuous assessment data and review results. Based on continuous assessment analysis, faculty make program changes as needed.

Students seeking initial certification at the graduate level must meet the requirements for admission to teacher education and student teaching. At admission to teacher education, students are interviewed by faculty and asked to respond to questions about the College of Education and Human Services dispositions. The Kentucky Code of Ethics is presented to students for review during orientation to teacher education. Admission to Teacher Education and Student Teaching requires that students attend an orientation to Teacher Education during ELE 605, have a 2.75 grade point average or higher and complete the following courses with a grade of “B” or higher: ELE 605, ENG 105, COM 161 and MAT 117 or approved higher level math course. In addition, students complete an interview with their academic advisor, and complete a Declaration of Eligibility for Certification. Admission requirements are aligned to Kentucky regulation 16 KAR 5:020.

Courses in the MA in Interdisciplinary Early Childhood Education program focus on working with young children and their families birth through kindergarten across a range of abilities and disabilities. The performance standards used in the Interdisciplinary Early Childhood Education (IECE) Program are the Kentucky IECE Teacher Standards. The program includes courses from the fields of early childhood, early childhood special education, and special education. Center-based early childhood programs, public school early childhood classrooms, and early intervention environments provide field and clinical experiences for students.

A. Courses and Experiences

The Interdisciplinary Early Childhood Education program prepares graduates to provide early intervention services and to teach infants, toddlers, preschoolers, and kindergarten children with and without disabilities.

Appropriate undergraduate majors for students applying for admission to the Master of Art graduate program are interdisciplinary early childhood education, elementary education, special education, communication disorders, or other related majors..

Students certified in some field of education other than IECE can complete the MA in Interdisciplinary Early Childhood Education certification track to add IECE certification. Students are required to pass a supervised practicum (SED 640) and pass the IECE graduate portfolio. In order to be recommended for IECE certification, students must pass the IECE Praxis 5023.

Students may complete initial certification requirements as part of the MA in Interdisciplinary Early Childhood Education initial certification track. Students who are seeking initial certification must meet requirements to be admitted to Teacher Education and Student Teaching, pass supervised field experience ELE 612 Infant-Toddler Practicum, pass clinical experience ELE 613 Clinical Experiences in IECE (14 weeks/70 days of supervised clinical experiences), and receive a pass on the graduate portfolio. Students seeking IECE certification must pass the IECE Praxis 5023 to be

recommended for certification. Graduate students seeking initial certification receive a letter of eligibility and must successfully pass the KTIP internship to be certified in IECE in Kentucky.

A graduate portfolio is submitted by students seeking certification in Interdisciplinary Early Childhood Education during their final semester in the program. This portfolio serves as an exit assessment. Students must receive a pass on the graduate portfolio in order to successfully complete the program. Students completing the MA in Interdisciplinary Early Childhood Education Teacher Leader program complete a capstone research project that is presented to faculty and graduate students near the end of their final semester in the program.

Coursework provides opportunities for students to develop skills in collaboration, curriculum development and implementation, and assessment. Active learning experiences are emphasized, as are real-world connections through completion of field experiences. Students seeking initial certification through master's degree program complete at least 200 hours of field experience prior to participating in clinical experiences. Throughout the program, students are encouraged to consider their current knowledge and skills and make plans for improvement through development and implementation of professional growth plans. Student self-assessment prepares students for the continuous self-assessment required of practicing early childhood professionals. During field and clinical experiences, students are provided the opportunity to complete ongoing assessment of children's development and to use this assessment in planning and implementing effective instruction. Students are required to reflect as they write lessons and to provide reflective summaries of lesson plans that have been taught to children. Students are provided time and resources to revise and improve curricular materials they develop within the courses.

The standards and expectations of several academic organizations guide the program. Kentucky's IECE Teacher Standards provide the framework for general professional expectations. Kentucky's IECE Teacher Standards include high expectations for embedded knowledge of content as well as working with families. The professional organizations that guide the content areas are the National Association for the Education of Young Children (NAEYC), Division of Early Childhood (DEC), Council for Exceptional Children (CEC), Council for the Accreditation of Educator Preparation (CAPE)/Kentucky Educational Professional Standards Board (EPSB) Themes, and Interstate Teacher Assessment and Support Continuum (InTASC) Standards. These standards provide detailed guidelines about what students are expected to know, understand, and to be able to do when working with young children and are used to guide curriculum in the Interdisciplinary Early Childhood Education program.

The Kentucky Early Childhood Standards (birth-kindergarten) and Kentucky Core Academic Standards for kindergarten are used by students for planning, teaching, and assessment during field experiences with young children. Students are introduced to these documents in course work, and they use them as they plan curriculum and implement instruction with young children and develop IEP's as part of course activities.

Code of Ethics

This program requires all entrants to hold a valid Kentucky teaching certificate. Once they 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, graduates attest they have abided and will continue to adhere to the *Professional Code of Ethics for Kentucky School Personnel*.

Field Experiences

As per 16 KAR 5:040 legislation, Kentucky teacher candidates who are seeking initial teacher certification 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 following table delineates this program’s field experiences.

Course	Field Experience Requirements	Required Components
ELE 604	10 hours Observe and teach in kindergarten	Elementary observation
ELE 605	23 hours Assist teachers in early childhood classrooms, collaboration activity	Attend school board meeting, school based council meeting and assist teachers
FCS 625	12 hours Observation in a culturally diverse classroom, interview with Family Resource and Youth Services Center	Cultural diversity and Family Resources Center and Youth Services Center
SED 604	10 hours Interaction with families and child with disabilities	Students with disabilities and interaction with families
SED 626	10 hours Interaction with families and child with disabilities	Students with disabilities and interaction with families
SED 652	25 hours Interaction with families, assessment and developmental screening,	Students with disabilities, interaction with families, socio-economic diversity

	program evaluation	
SED 653	7 hours Teach young children, student tutoring, observe ELL learner in an educational setting and participate in PLC	Tutor students, observe ELL, and participate in PLC
ELE 612	105 hours Infant-Toddler practicum, cultural diversity, children with disabilities, assist teacher	Observe Middle school and secondary school, cultural diversity, students with disabilities, assist teachers

Furthermore, students enrolled in the certification or initial certification track choose one elective from the recommended courses. Students enrolled in the MA in Interdisciplinary Early Childhood Education Teacher Leader track choose two electives from recommended courses.

Recommended Elective Courses

SED 602	5 hours Interaction with family	Interaction with family
ELE 606	15 hours observe and work with child, interact with parents, assist teacher	Assist teacher, interact with parents
ELE 620	No field experiences required	
SED 645	4 hours observe and work with child with severe disabilities	Student with disabilities

EPSB Themes

The following matrix demonstrates the integration of the Education Professional Standards Board Themes throughout the graduate Interdisciplinary Early Childhood Program. 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 demonstrate (D) mastery of standards in course assignments.

EPSB Themes For IECE Graduate Courses

K – Knowledge, A – Application, D – Demonstrate

EPSB Themes	Diversity	Assessment	Literacy/ Read	Closing Gap
ELE 605 Intro to IECE	K			K

FCS 625 Advanced Child Development Programs	K			K
SED 626 Education of Young Children w/ Severe Disabilities	K			A
SED 640 Practicum	D	D	D	D
ELE 612 Infant- Toddler Practicum	D	D	D	D
ELE 613 Clinical Experience in IECE	D	D	D	D
ELE 604 Advanced Studies in Kindergarten	A	A	A	A
SED 604 Special Education Procedures & Strategies for IECE		A		A
SED 602 Family- Professional Partnerships				A
SED 652 Assessment & Program Planning Infants, Toddlers & Preschoolers	A	D		A
SED 653 Methods, Materials Infants, Toddlers & Preschoolers	K	A		K
SED 645 Strategies for Students with Autism				
ELE 606 Strategies for Children with	K	A		A

Challenging Behavior				
ELE 620 Introduction to the Reggio Approach for Teaching and Learning				
K – Knowledge, A – Application, D – Demonstrate				

IECE Course Descriptions

ELE 605 Introduction Interdisciplinary Early Childhood Education (3). A course designed for students entering the field of early intervention and educare services for children birth to primary school and students preparing for Kentucky Interdisciplinary Early Childhood Education (IECE) teacher licensure. It addresses the philosophy of early childhood education, teacher performance, professional development and licensure.

ELE 612 Infant-Toddler Practicum (2) Course is designed to provide opportunities for students seeking initial certification to participate in activities carried out by early childhood educators working with infants and toddlers with and without disabilities in early childhood settings. A university instructor will provide supervision throughout the required field experiences. Graded pass/fail. Prerequisite: instructor permission.

ELE 613 Clinical Experiences in IECE (4) Students seeking initial certification in early childhood will participate in a supervised clinical experience. Graded pass/fail. Prerequisite: Admission to teacher education and student teaching.

FCS 625 Advanced Child Development Programs (3). In-depth study of theories of child development and an examination of current problems and critical issues.

SED 626 Education of Young Children with Disabilities (3). Study of young children with disabilities or who are at risk for disability in terms of their personal, family and educational needs. Field experience required.

SED 640 Practicum (4-6). Makes provisions for students to participate in all activities and duties generally expected of an interdisciplinary early childhood education teacher or an educator working with students with disabilities. Supervision by the faculty member teaching the course will be provided. The university supervisor will observe students to evaluate their performance based on the appropriate program standards. A graduate portfolio is submitted at the end of practicum. Graded pass/fail.

ELE 604 Advanced Studies in Kindergarten (3). Course provides philosophical, theoretical, historical, and empirical bases of the early childhood field, including current practices, various content areas, environments for learning, and approaches to teaching kindergarten. This course includes an overview of the historical roots of the field, development of the young child and resources for curriculum and professional development. Field experiences required.

SED 604 Special Education Procedures and Strategies for IECE (3). Students will develop skills in writing Individual Education Programs and Individualized Family Service Plans. Students will be introduced to relevant special education legislation, laws and policies. Students will develop skills in matching

intervention strategies to the strengths and needs of young children with disabilities and their families. Students will acquire skills in the development and implementation of the Individual Education Program and the Individualized Family Service Plan in a variety of settings. Field experiences required.

SED 602 Family-Professional Partnerships (3). The course content will focus on the family as an aid in the program or education of their child. Family characteristics will be investigated and related to the implications for meaningful inclusion of the family in the education of a child with a disability. Differential programs for families will be overviewed. Field hours are required.

SED 652 Assessment and Program Planning for Infants, Toddlers and Preschoolers and Families (3). Students will develop skills in formal and informal assessment practices for young children birth through preschool. They will develop knowledge and skills in developmental screening, curriculum-based assessment, program evaluation, and evaluation for determining eligibility for special education services. Field experiences required.

SED 653 Methods and Materials for Infants, Toddlers and Preschoolers (3). This course explores the importance of understanding the nature of young children (birth to five years) and how they learn. The course will emphasize adaptation of curriculum and intervention approaches. The course includes teaching strategies and materials selection and use. Field experiences required.

SED 645 Strategies for Students with Autism (3). Study of the techniques and methods necessary for the organization and operation of educational programs for individuals with autism spectrum disorders. Emphasis will be placed on research-based strategies to enhance communication, learning, and methods for teaching more conventional behaviors.

ELE 606 Supporting Children with Challenging Behavior (3). This course provides knowledge and skills for supporting the development of appropriate social and emotional skills in young children with challenging behaviors. Strategies that support positive interactions include collaboration with families, classroom prevention practices, and social-emotional teaching strategies.

ELE 620 Introduction to the Reggio Approach to Teaching and Learning (3). This course will provide students with an overview of the principles and classroom applications of the Reggio Approach in the early childhood classroom. The roles of the teacher, children, parents, and the community in daily implementation of the approach will be explored.

SED 640 Practicum (4-6) This course generally expected of an interdisciplinary early childhood education teacher or an educator working. Makes provisions for students to participate in all activities and duties with students with disabilities. Supervision by the faculty member teaching the course will be provided. The university supervisor will observe students to evaluate their performance based on the appropriate program standards. A graduate portfolio is submitted at the end of practicum. Graded pass/fail.

Modes of Delivery and Regional Campuses

Most of the graduate courses are web-based and use Canvas for instruction. A few of the courses are taught face to face and use Canvas to supplement and enhance face-to-face instruction. Courses

taught face to face are offered on campus and at an off campus site, providing accessibility for students.

B. Specialty Professional Association (SPA) Standards

The National Association for the Education of Young Children (NAEYC) is one of the professional organizations that guides practices in interdisciplinary early childhood education. The table below depicts how the NAEYC standards and InTASC standards are embedded into graduate coursework.

Content Standards

NAEYC – National Association for the Education of Young Children, and InTASC Standards

InTASC Standards	NAEYC STANDARD (Initial Teacher Preparation)	Courses	Activities	Assessments
<p>Standard # 4. Content Knowledge</p>	<p>1. Promoting Child Development and Learning. Candidates prepared in early childhood degree programs are grounded in a child development knowledge base. They use their understanding of young children’s characteristics and needs, and of multiple interacting influences on children’s development and learning, to create environments that are healthy, respectful, supportive, and challenging for each child.</p>	<p>FCS 625</p> <p>ELE 605</p> <p>ELE 604</p> <p>SED 653</p>	<p>Observation of infants or toddlers, preschoolers and kindergarten children</p>	<p>Observation and analysis of child development theories</p> <p>Report connecting observations to Developmentally Appropriate Practices</p> <p>Design and implement standards based unit</p> <p>Design and implement standards based unit</p>

<p>Standard # 4. Content Knowledge</p>	<p>2. Building Family and Community Relationships. Candidates prepared in early childhood degree programs understand that successful early childhood education depends on partnerships with children’s families and communities. They know about, understand, and value the importance and complex characteristics of children’s families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve families in their children’s development and learning.</p>	<p>SED 626</p> <p>FCS 625</p> <p>ELE 604</p>	<p>Parent of child with disabilities tells family story</p>	<p>Observation and interview with Family resource center director</p> <p>Parent/guardian letter developed as part of standards based unit</p>
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<p>Standard # 1. Learner Development</p> <p>Standard # 2. Learning Difference</p> <p>Standard # 3. Learning Environments</p> <p>Standard # 4. Assessment</p>	<p>3. Observing, Documenting, and Assessing to Support Young Children and Families. Candidates prepared in early childhood degree programs understand that child observation, documentation, and other forms of assessment are central to the practice of all early childhood professionals. They know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence the development of every child.</p>	<p>SED 652</p> <p>SED 626</p> <p>ELE 604</p> <p>SED 653</p> <p>SED 653</p>	<p>Development of IEP from play based assessment</p>	<p>Curriculum based assessment, developmental screening, comprehensive evaluation report and program evaluation</p> <p>Ecological assessment of child with developmental delays includes parent interview and observations</p> <p>Informal child assessment shared with family</p> <p>Assessment collected as part of standards based unit</p> <p>Develop and teach lesson plans to infants and toddlers or develop and teach standards based unit</p>
<p>Standard # 7. Planning for Instruction</p>	<p>4. Using Developmentally Effective Approaches</p>	<p>FCS 625</p>	<p>Reflection of learning theories and implications for teaching young children</p>	

				based unit to preschoolers
Standard # 4 Content Knowledge Standard # 5. Application of Content	5. Using Content Knowledge to Build Meaningful Curriculum Candidates prepared in early childhood degree programs use their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for each and every young child. Candidates understand the importance of developmental domains and academic disciplines in early childhood curriculum. They know the essential concepts, inquiry tools, and structure of content areas, including academic subjects, and can identify resources to deepen their understanding. Candidates use challenging curriculum that promotes comprehensive	ELE 604 SED 653		Design and implement a standards based unit Develop and teach lesson plans to infants or toddlers or develop and implement standards based unit

	developmental and learning outcomes for every young child.			
Standard #9. Professional Learning and Ethical Practice Standard # 10 Leadership and Collaboration	6. Becoming a Professional Candidates prepared in early childhood degree programs identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective and critical perspectives on their work, making informed decisions that integrate knowledge from a	FCS 625 SED 626 SED 604 ELE 605 SED 653	Observation and interview Director of Family Resource Center Review of Head Start child outcomes and Kentucky Early Childhood Standards Develop a resume Examine Kentucky Early Childhood Standards	Complete self -assessment and professional growth plan Professional growth plan, philosophy of education of young children, analyze NAEYC Code of Ethical Conduct

	variety of sources. They are informed advocates for sound educational practices and policies.			
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The Council for Exceptional Children is one of the professional organizations that guides practices in interdisciplinary early childhood education.

CEC Initial Level Special Educator Preparation Standards, InTASC Standards, and CEC Beginning Special Education Teachers of Early Childhood Students Standards

CEC Early Childhood	InTasc	CEC Content Standards	Course	Activities	Assessments
		Content Standards			
Standard 2. Development and characteristics of learners Standard 3 Individual Learning Differences	Standard 1 Learner Development, Standard 2 Learning Differences	1. Learner Development and Individual Learner Differences Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities	SED 604 SED 652 ELE 604	Review research based teaching strategies Discuss curriculum and embedding IEP goals into curriculum	Observe and interview a kindergarten teacher in an inclusive kindergarten classroom
Standard 5. Learning environments/social interactions	Standard 3 Learning Environment	2. Learning Environments Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well being, positive social interactions, and self esteem.	SED 626 SED 652	Review assistive technology devices and discuss adapting learning activities and environment	Complete ECERS or ITERS which include items related to children with disabilities

Standard 7. Instructional planning	Standard 4 Content Knowledge, Application of Knowledge	3. Curricular Content Knowledge Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.	SED 653 ELE 604		Lesson plans include accommodation and differentiated and strategies Lesson plans include accommodation and differentiated strategies
Standard 6. Assessment	Standard 6 Assessment	4. Assessment Beginning special education professionals use multiple methods of assessment and data-sources in making educational decisions.	SED 652 SED 653		Comprehensive evaluation report and curriculum based assessment, parent interview, play based assessment and IEP development Assessment for standards based unit and lesson plans
Standard 7. Instructional planning	Standard 7 Planning for Instruction	5. Instructional Planning and Strategies Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance	ELE 604	Review evidence-based instructional strategies for young children with disabilities	

				SED 652		Play based assessment including parents as part of the assessment
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C. Kentucky IECE Performance Teacher Standards

The Kentucky IECE performance standards are integrated throughout the IECE courses. Students are introduced to the standards in 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 graduate practicum, students demonstrate mastery (D) for each standard in their graduate portfolio. The matrix shown below shows the integration of Kentucky Interdisciplinary Early Childhood Education Teacher Standards into IECE graduate coursework.

Kentucky IECE Teacher Standards

Knowledge- students gain knowledge related to the standard

Application- students apply information in assignments/projects

Demonstrate- student demonstrates mastery of standards

Courses	IECE 1	IECE 2	IECE 3	IECE 4	IECE 5	IECE 6	IECE 7	IECE 8	IECE 9	IECE 10
ELE 605 Intro to IECE						K	A		K	
ELE 604 Advanced Studies in Kindergarten	A	A	A	A	A	A		A	A	
FCS 625 Advanced Child Development Programs	K	A	A		A	A		K		
SED 604 Special Education Procedures and Strategies for IECE	A	A	A	A		A		A	A	
SED 626	A		A	A	A		A	A	D	

Education of Young Children w/ Disabilities										
SED 652 Assessment & Program Planning Infants, Toddlers and Preschoolers	A	D	D	D		D		D	D	
SED 653 Methods, Materials Infants, Toddlers & Preschoolers	A		A	A	A	K				
SED 640 Practicum	D	D	D	D	D	D	D	D	D	D
ELE 612 Infant-Toddler Practicum	D	D	D	D	D	D	D	D	D	
ELE 613 Clinical Experiences in IECE	D	D	D	D	D	D	D	D	D	D
Elective Courses										
SED 602 Family-Professional Partnerships								D	D	
SED 645 Strategies for Students with Autism										
ELE 606 Supporting Children with Challenging Behavior		K	A	A			A	A		
ELE 620 Intro to Reggio Approach to Teaching and Learning	K	K	K			K	K	K		

D. Kentucky Core Academic Standards (KCAS) and Kentucky Early Childhood Standards (KECS)

Students use the Kentucky Core Academic Standards (KCAS) when designing and implementing lesson plans in kindergarten and when developing IEP goals and benchmarks/ short term objectives for kindergarten children. Candidates use the Kentucky Early Childhood (KECS) Standards when they design and implement lesson plans for infants, toddlers, and preschoolers. In addition, students use the Kentucky Early Childhood Standards when developing IEP goals and benchmarks/short term objectives for preschool children.

E. Program Faculty

Name	Highest Degree, Field, & University	Role	Faculty Rank	Scholarship, Leadership in Professional Associations, and Service	Status
Mi-Hwa Park	Ph.D. Department of Curriculum and Instruction Specialization in Early Childhood Education The University of Texas at Austin	Teaches undergraduate and graduate IECE courses	Assistant Professor	<p>Park, M. (2014). Increasing English language learners' engagement in instruction. <i>Multicultural Education</i></p> <p>Park, M. (2014). <i>Creating relationship-based classroom management strategies</i>. Presentation at American Educational Research Association, Philadelphia, PA.</p> <p>Park, M. (2013). <i>Characteristics of supporting children's emotions in early childhood classrooms</i>. Presentation at American Educational Research Association, San Francisco, CA.</p>	Full-time to institution Full-time to unit Full-time to program
Jeanetta Riley	Ph.D. Curriculum & Instruction with emphasis in elementary education with specialization in Early Childhood Education The University of Southern Mississippi	Teaches undergraduate and graduate IECE courses	Associate Professor	<p>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.</p> <p>Riley, J. G., & Robertson, J. (2014). <i>The Reggio Approach to learning and the right of education for all young children</i>. Paper presentation at 10th Annual Critical Questions in Education Conference,</p>	Full-time to institution Full-time to unit Full-time to program

				<p>Louisville, KY: Academy for Educational Studies.</p> <p>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.</p>	
Chhanda, Islam	Ed. D. Curriculum and Instruction Jackson State University	Reading Program Coordinator Teaches ELE 301 for IECE program	Professor	<p>Islam, C. (2012). School based coaching. <i>The Montana State Reading Journal</i>, 3 (1), 16-26.</p> <p>Islam, C. (2012). Using literacy bags. <i>Journal for the Liberal Arts and Sciences</i>, 16(2), 60-68.</p> <p>Member of International Reading Association (IRA), Past President of the Murray Association of the International Reading Association.</p>	<p>Full-time to institution</p> <p>Full-time to unit</p> <p>Part-time to program</p>
Ajay Singh	Ph.D. Early Intervention, Special Education & School Leadership University of Oregon	Teaches IECE courses	Visiting Assistant Professor	<p>Singh, A., Yeh, C. J., Singh, Y. P., Agarwal, A., & Tiwari, A. (2015). Best practices for designing practicum in special education programs. <i>European Academic Research</i>.</p> <p>Singh, A. (2015). Validity, reliability, and utility of the 6-year Ages and Stages Questionnaire. <i>Journal of Special Education and Rehabilitation</i>.</p> <p>Singh, A., Yeh, C. J., & Tiwari, A. (2015). <i>The role of field-based experiences in special education programs</i>. 26th International Conference Organized by the Society for Information Technology & Teacher Education, Las Vegas, NV</p>	<p>Full-time to institution</p> <p>Full-time to unit</p> <p>Part-time to program</p>

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.

9-15

MURRAY STATE UNIVERSITY
Master of Arts in Education
Interdisciplinary Early Childhood Education (Birth – Primary)
Certification

Student Name: _____

The admission criteria for this program will be the same as for other programs in the College of Education (see MSU Graduate Catalog). Program completion leads to certification in IECE. Appropriate undergraduate majors are early elementary education, special education, communication disorders, or other human service majors. A minimum 3.0 GPA is required for completion of this program. Exit Assessment: Passing score on portfolio. Pass on IECE PRAXIS 5023 (computer based).

Required courses

ELE 605	Intro. to Graduate Studies for Interdisciplinary Early Childhood Education	3 hrs
FCS 625	Advanced Child Development	3 hrs
SED 626	Education of Young Children with Disabilities	3 hrs
SED 640	Practicum	6 hrs
EDU 639	Research to Improve Student Learning	3 hrs
SED 652	Assessment and Program Planning for Infants, Toddler and Preschoolers	3 hrs
SED 653	Methods and Materials for Infants, Toddlers and Preschoolers	3 hrs
SED 604	Special Education Procedures and Strategies for IECE	3 hrs
ELE 604	Advanced Studies in Kindergarten	3 hrs

Electives

3 hour elective with early childhood emphasis chosen with advisor approval 3 hrs
 Recommended: SED 602 (Family-Professional Partnerships), SED 645 (Strategies for Students with Autism), ELE 606 (Supporting Children with Challenging Behavior), or ELE 620 (Introduction to the Reggio Approach to Teaching and Learning).

Total hour requirements 33 hrs

Teacher certification requirements are subject to change. Pass on the IECE PRAXIS 5023 (computer based) is required. 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 for current requirements or the Division of Professional Learning at 502-564-4606 or 888-598-7667.

Continuous Assessment: Grades in ELE 605 (entry), FCS 625 (mid-point), SED 640 (exit) and pass on graduate electronic portfolio.

Student: _____ **Advisor:** _____

Date: _____

MURRAY STATE UNIVERSITY
Master of Arts in Education
Interdisciplinary Early Childhood Education (Birth – Primary)
Initial Certification

Student Name: _____

The admission criteria for this program will be the same as for other programs in the College of Education (see MSU Graduate Catalog). This program is designed for students seeking initial certification at the graduate level.**
A minimum 3.0 GPA is required for completion of this program. Exit Assessment: Pass on graduate portfolio. Pass on IECE PRAXIS 5023 (computer based) is required.

Required courses

ELE	605	Intro. to Graduate Studies for Interdisciplinary Early Childhood Education	3 hrs
FCS	625	Advanced Child Development	3 hrs
SED	626	Education of Young Children with Disabilities	3 hrs
EDU	639	Research to Improve Student Learning	3 hrs
*ELE	612	Infant and Toddler Practicum	2 hrs
*ELE	613	Clinical Experiences in Early Childhood	4 hrs
SED	652	Assessment and Program Planning for Infants, Toddler and Preschoolers	3 hrs
SED	653	Methods and Materials for Infants, Toddlers and Preschoolers	3 hrs
SED	604	Special Education Procedures and Strategies for IECE	3 hrs
ELE	604	Advanced Studies in Kindergarten	3 hrs

Electives

3 hour elective with early childhood emphasis chosen with advisor approval 3 hrs
 Recommended: SED 602 (Family-Professional Partnerships), SED 645 (Strategies for Students with Autism), ELE 606 (Supporting Children with Challenging Behavior), or ELE 620 (Introduction to the Reggio Approach to Teaching and Learning).

Total hour requirements 33 hrs

Pass on IECE PRAXIS or 5023 (computer based) is required. 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 for current requirements or the Division of Professional Learning at 502-564-4606 or 888-598-7667.

Continuous Assessment: Grades in ELE 605 (entry), FCS 625 (mid-point), ELE 612 and ELE 613 (exit) and pass on graduate electronic portfolio (exit) are used to measure student progress through this graduate program.

*Students seeking initial certification must complete 14 week supervised clinical experiences in early childhood (ELE 613).

**Students seeking initial certification in education (not currently certified in any educational area) must meet all admission to Teacher Education. In order to meet these requirements, students may be required to complete additional undergraduate coursework. Students seeking initial certification in education should consult with their advisor and the Director of Teacher Education for requirements.

Student: _____

Advisor: _____

Date: _____

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

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

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

Student Teaching

To be admitted to student teaching, students must have

- 1) **been granted admission to Teacher Education;**
- 2) filed a **formal application in Teacher Education Services** two semesters prior to the term in which student teaching is desired (Applications are distributed at scheduled student teaching orientations only.);
- 3) **earned and maintained GPA ≥ 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 ≥ 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.

The student and advisor have discussed the Program Guide Sheet, requirements for Admission to Teacher Education, and course sequence recommendations.

Student

Advisor

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).

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 with the IECE 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. Students are required to pass IECE PRAXIS 5023 (computer-based). Passing PRAXIS is required for a student to be recommended for certification. 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 for current requirements or the Division of Professional Learning at 502-564-4606 or 888-598-7667.

Statement: Certification requires demonstration of computer competency to meet Kentucky IECE Teacher Standard IX. All teacher education students in Birth-Primary, P-5, 5-9, 8-12, or P-12 programs must demonstrate computer literacy prior to approval for student teaching and may do so through one of the plans described below:

Plan 1: Pass approved computer literacy challenge exam. Contact Department of Computer Science and Information Systems at 270-809-2094 for dates, times and fees. Passing this exam will be recorded on transcript as a 3 hour “CR” for CSC 199.

Plan 2: Successful completion, with grade of C or better, of CSC 199 (03 credit hours) or equivalent.

All students are expected to attend an orientation for Admission to Teacher Education. Students who do not attend the orientation in EDU 103 should attend an orientation for transfer and irregular

students scheduled by Teacher Education Services. Students must attend a Student Teaching Orientation 2 semesters prior to the Student Teaching semester. Attendance at an Admission to Student Teaching Orientation 2 semesters prior to student teaching is a prerequisite for student teaching placement. All placements for student teaching are made the semester prior to the professional semester. Only students fully admitted to Teacher Education and Student Teaching will be considered for placement. (See the Office of Teacher Education Services, 2101 Alexander Hall for admission forms and requirements.)

MURRAY STATE UNIVERSITY
Master of Arts in Education
Interdisciplinary Early Childhood Education (Birth – Primary)
Option 6 Alternative Certification

Student Name: _____

The admission criteria for this program will be the same as for other programs in the College of Education (see MSU Graduate Catalog). This program is designed for students seeking initial certification at the graduate level. A minimum 3.0 GPA is required for completion of this program. Exit Assessment: Completion of KTIP and Pass on graduate portfolio. Pass on IECE PRAXIS 5023 (computer based) is required.**

Required courses

ELE	605	Intro. to Graduate Studies for Interdisciplinary Early Childhood Education	3 hrs
FCS	625	Advanced Child Development	3 hrs
SED	626	Education of Young Children with Disabilities	3 hrs
EDU	639	Research to Improve Student Learning	3 hrs
SED	640	Practicum	6 hrs
SED	652	Assessment and Program Planning for Infants, Toddler and Preschoolers	3 hrs
SED	653	Methods and Materials for Infants, Toddlers and Preschoolers	3 hrs
SED	604	Special Education Procedures and Strategies for IECE	3 hrs
ELE	604	Studies in Kindergarten	3 hrs

Electives

3 hour elective with early childhood emphasis chosen with advisor approval 3 hrs
 Recommended: SED 602 (Family-Professional Partnerships), SED 645 (Strategies for Students with Autism), ELE 606 (Supporting Children with Challenging Behavior), or ELE 620 (Introduction to the Reggio Approach to Teaching and Learning).

Total hour requirements 33 hrs

Pass on IECE PRAXIS or 5023 (computer based) is required. 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 for current requirements or the Division of Professional Learning at 502-564-4606 or 888-598-7667.

Continuous Assessment: Grades in ELE 605 (entry), FCS 625 (mid-point), SED 640 (exit) and pass on graduate electronic portfolio (exit) are used to measure student progress through this graduate program. Students in the Alternative Route to Certification must meet all admission requirements. A mentoring plan is required.

Student: _____

Advisor: _____

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. Guidesheets are posted on <http://coekate.murraystate.edu/coecms/ncate/manager/advsheet/>.

EDU 640

ELE 604

ELE 605

ELE 612

ELE 613

FCS 625

SED 604

SED 626

SED 640

SED 652

SED 653