

**BACHELORS OF LEARNING AND  
BEHAVIOR DISORDERS  
CERTIFICATION (P-12)  
MASTERS OF ARTS IN SPECIAL EDUCATION  
MILD LEARNING AND BEHAVIOR DISORDERS  
CERTIFICATION/RANK I (P-12)  
ALTERNATIVE CERTIFICATION MILD LEARNING  
AND BEHAVIOR DISORDERS (P-12)**

**PROGRAM SUBMISSION  
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## **Executive Summary**

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

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

### ***Unique Features***

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

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

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

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

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

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

The number of special education teachers is expected to increase by 17 percent from 2008 to 2018, which is faster than the average for all occupations. Although student enrollments in general are expected to grow more slowly than in the past, continued increases in the number of special education students needing services will generate a greater need for special education teachers. Murray State University supplies the majority of the teachers in our 18 county service region. Feedback from our advisory board made up of current students, former students that are teaching, and directors of special education in our region, the learning and behavior disorders program is responding to the needs of the schools to appropriately prepare undergraduate, graduate and alternative certification candidates to become effective special educators.

***Undergraduate Learning and Behavior Disorders Program:*** The Special Education Learning and Behavior Disorders Program (LBD) is a Bachelor of Science degree program in Adolescent, Career, and Special Education Department. The program offers dual certification in special education/elementary education and special education/middle school. This program prepares students to become certified special education teachers in primary through grade 12, certified in elementary education primary through grade 5, or certified in middle school education grades 5-9. As a special education teacher, preservice teachers work with students identified as having a learning disability, mild intellectual disabilities, or behavior disorder.

The Special Education Learning and Behavior Disorders 2 +2 Program is also located at two Murray State University regional sites – Madisonville and Paducah. The program offers dual certification in special education/elementary education and special education/middle school. This program prepares students to become a certified special education teacher in primary through grade 12 in learning and behavior disorders and primary through grade 5 or grades 5-9. The program consists of approximately 128 hours, including university studies coursework, professional education courses, and special education courses. Students will be introduced to a wide range of theoretical systems and education systems in their course work and are able to apply this knowledge to P-12 students in real classrooms. Observations, assisting classroom teachers, and teaching experiences in public schools are incorporated into university classes. The culminating experience is a semester-long student teaching experience in both a special education classroom setting and a general education classroom setting in a public school.

***Master of Arts in Education, Mild Learning and Behavior Disorders (LBD) Program:*** The Masters of Arts in Education LBD program leads to Rank II certification in LBD, provided the student already possesses initial certification in regular education. Individuals certified in LBD are trained to work with students with learning disabilities, behavior disorders, mild intellectual disabilities, and other high incidence disabilities. This program requires 31 precise credit hours, the passing of an exit portfolio, and a minimum 3.0 GPA.

***Alternative Certification Mild Learning and Behavior Disorders (LBD) Program***

Students that do not have certification, but hold a bachelors degree and meet the admission requirements are accepted into the alternate certification program also complete this program. Their experience is supplemented with six weekend twelve-hour seminar trainings for the two years they are allowed to complete the certification process. During these seminar sessions, students are provided information in specific special education and methods core training. Topics include reading/language arts, mathematics, differentiated instruction, science and technology, environmental education, social studies, effective individual education programs, special education strategies, positive behavior interventions, Praxis II preparation, and research-based interventions. These alternate certification graduate students are also required to attend the state level special education conference each year and receive a mandatory twelve hours of instruction in special education.

Alternative Certification LBD students are observed a minimum of fifteen hours. Ten hours are provided by their district-based mentor. The school district-based mentor will observe the candidate practicing instruction in the classroom. Other mentoring activities will be determined based on the needs of the candidate. A mentor provided by Murray State University will conduct two on-site 2.5 hours of observation for a total of five hours. The MSU mentor conduct a pre and post-observation conference with the candidate. Suggested activities for improvement will be discussed.

Alternative Certification LBD students are advised by the faculty program coordinator that plans and attends the training topics for the on-campus weekends. Candidates are provided with a resource library of materials to assist in strategies, lesson planning and classroom management.

In addition, candidates can participate in online discussion boards with special education faculty and other candidates in the alternative certification program.

***Admission and Exit Requirements for Initial Certification (Bachelor's degree)***

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

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

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

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

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

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

To enter the alternative certification program, candidates must meet these requirements:

- File an application with Teacher Education Services prior to admission (See application: <http://www.murraystate.edu/academics/CollegesDepartments/CollegeOfEducationandHumanServices/TeacherEducationServices/AlternativeCertification/index.aspx>)
- Submit transcripts from all colleges/universities attended
- Current resume
- Earn an overall GPA of 2.75 or higher on a 4.0 scale

- Take and pass one of the following:
  - CORE with a minimum score: Math 150, Reading 156, Writing 162, OR
  - GRE with a minimum verbal score 450/150, quantitative 490/143, and writing 4.0
- TC-TP signed by superintendent
- Signed mentoring plan signed by the principal , candidate, school mentor, and MSU representative (See mentoring plan at: <http://www.murraystate.edu/academics/CollegesDepartments/CollegeOfEducationandHumanServices/TeacherEducationServices/AlternativeCertification/index.aspx>)

To be recommended for initial certification, candidates must successfully complete student teaching and/or 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), interactive television, and online. Candidates can earn undergraduate teacher education degrees at Murray State University or one of the four MSU regional campuses in Henderson, Hopkinsville, Madisonville, or Paducah.

### **Conceptual Framework**

All teacher certification programs at Murray State University share the same conceptual framework. This document is available at <http://coekate.murraystate.edu/ncate/st/general.htm>.

### **Continuous Assessment**

All teacher certification programs at Murray State University share a continuous assessment plan. This document is available at <http://coekate.murraystate.edu/ncate/st/general.htm>.

### **Program Experiences**

***Undergraduate Program:*** The Special Education Learning and Behavior Disorders program supports the College of Education and Human Services' 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 Teacher Standards, College of Education and Human Services (COEHS) Dispositions, Educational Professional Standards Board (EPSB) requirements, and the candidates' own experiences, values, and beliefs about education. In the undergraduate program beginning candidates are asked to reflect upon their own values and beliefs about education and seek integration of those with the COEHS Dispositions through assignments such as philosophy statements, growth plans, field 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 Teaching standards. Throughout, program course work is

designed to require planning, instruction, assessing and reflecting at increasing levels of expertise. At admission to teacher education, candidates are interviewed by faculty and asked to respond about the COEHS Dispositions and the Kentucky Code of Ethics. The Kentucky Code of Ethics is presented three additional times to candidates: orientations to teacher education, student teaching interview, and student teaching.

The Kentucky Teacher Standards are integrated throughout core courses and methods courses as demonstrated in the tables to follow. Coursework is designed to require planning, instruction, assessing and reflecting at increasing levels of expertise. 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 the completion of 200 hours of field experiences prior to student teaching. Additional common course assignments for courses are placed in *LiveText* for evaluation (E) by faculty. At the end of the program, during student teaching, candidates are evaluated (E) for each standard in their eligibility portfolio. The portfolio is independently scored by two faculty members with content and instructional skill in the appropriate content area.

The special education faculty in the undergraduate program reference the learning theory constructivism in the design of courses and instruction. Faculty use the major theories, standards, and research related to student development, Kentucky core curriculum and assessment to model the use of active instructional methods, real-life applications, and cognitive strategies to stimulate learning and provide motivation for the special needs learner.

The Kentucky Teacher Standards (KTS) are integrated throughout core and methods courses as demonstrated by the tables on the pages that follow. Coursework is designed as the program integrates planning, instruction, assessing and reflecting at increasing levels of pedagogical expertise. Reflection is the focus of course activities and is the primary means by which candidates integrate their teaching experiences with course activities. This reflection leads to a richer more complex understanding of students with special needs, curriculum, instruction, assessment, the community and the schooling process.

The undergraduate initial certification degree with either Bachelors of Science or Bachelors of Arts provide the option of either elementary or middle school content specialization. The middle school specializations include a choice of English, mathematics, science, or social studies.

***Graduate Program:*** For programs at the graduate level, faculty continue to provide course experiences to integrate constructivist learning theories, student development, Kentucky core curriculum and assessment to develop the graduate candidates' increasingly sophisticated schema to provide evidence-based instructional strategies for students with disabilities.

The 31 hour Master's program and the 31-34 hour Rank I program are pre-planned with a graduate advisor. Each candidate's progress is assessed continuously using course assignments and evaluations addressing the Kentucky Teacher Standards and the Council for Exceptional Children Standards. The Master's program is designed for teachers who currently hold a certification and want to add learning and behavior disorder certification. Individuals may also

use this program for a Rank I certification. As program policy, candidates follow curriculum guide sheets, develop a planned program with a graduate advisor and monitor their progress by completing a program portfolio to prepare for the continuous self-assessment required of professional educators. Instructors use web-based programs such as *Canvas* and *LiveText*. Interactive Television (ITV) is utilized for the convenience of distance learners.

This program is available to candidates who seek alternative certification. To become eligible, a candidate must first be employed by a school district, meet teacher education admission requirements, and a program of courses and experiences designed to meet certification requirements. Students in alternative certification route must attend a series of weekend seminars that expose students to instruction in teaching methods in science, social studies, mathematics, language arts, reading, special education strategies and research based interventions.

### **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*.

### **Code of Ethics for Alternative Certification Program**

Upon admission to the program, candidates submit a CA-TP 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*.

### **Code of Ethics for MAED and Certification Programs**

Candidates admitted to the MAED and Certification program 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*.



### Teaching Reading and Writing Skills

Undergraduate candidates enhance their personal literacy skills by successfully completing two *Oral and Written Communication* university studies courses, ENG 105 *Critical Reading, Writing, and Inquiry* and COM 161 *Introduction to Public Speaking*. Furthermore, they complete six hours of Historical, Literary, and Philosophical university studies courses, CIV 201/202 *World Civilizations I/II* and HUM 211 *The Western Humanities Tradition*. They further refine their writing skills by completing the unit’s writing-intensive student teaching semester. LBD/elementary students are required to complete a total of four courses focusing on reading and writing skills. These four courses require a total of seventy-five field experience hours in reading and literacy instruction. LBD/middle students are required to complete two courses focusing on reading and literacy instruction. They complete twenty hours of field experience in conjunction with these two courses. If the student chooses an English/communication 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 examination in elementary education for reading/language arts is required for certification. The Praxis examination in middle school English/language arts is required for certification for students completing the English/communication content area. With these literacy skills in place, candidates are trained how to develop the reading and writing skills of students in their future classrooms.

Graduate students that enter the LBD Master’s program are previously certified in their field with the requirement of teaching reading and writing pertinent to their initial degree program. Students that enter the program through the alternate certification route receive instruction in reading and writing skills through two 12 hour seminar training sessions during the program. They are also required to complete a three credit hour reading/literacy course – REA 612 – *Foundations of Literacy*.

### Learning and Behavior Disorders Undergraduate Field Experiences:

Course	Field Hours	Grade Levels
EDU 103	7 hours	Elementary, Middle, Secondary
EDU 303 (LBD/Elem)	6 hours	Elementary
EDP 260	7 hours	Elementary, Middle, Secondary
MID 342 (LBD/Mid)	17 hours	Middle School
MID 270 (LBD/Elem)	8 hours	Middle School
MID 395 (LBD/Mid)	24 hours	Middle School content area
MID 421 (LBD Mid)	Student teaching	5-9 setting
MID 422 (LBD/Mid)	116 hours	Middle School
ELE 304 (LBD/Elem)	21 hours	Elementary Math
ELE 305 (LBD/Elem)	21 hours	Elementary Literacy
ELE 307 (LBD/Elem)	21 hours	Elementary Language Arts
ELE 390 (LBD/Elem)	6 hours	Kindergarten

<b>ELE 401</b>	<b>15 hours</b>	<b>Elementary Social Studies</b>
<b>ELE 402</b>	<b>15 hours</b>	<b>Elementary Science</b>
<b>ELE 421 (LBD/Elem)</b>	<b>Student teaching</b>	<b>K-5 setting</b>
<b>REA 306 (LBD/Elem)</b>	<b>21 hours</b>	<b>Elementary Reading</b>
<b>EDU 405 (LBD/Mid)</b>	<b>2 hours</b>	<b>Middle/Secondary</b>
<b>REA 407 (LBD/Mid)</b>	<b>10 hours</b>	<b>Middle School reading</b>
<b>MID 307 (LBD/Mid)</b>	<b>10 hours</b>	<b>Middle School literacy</b>
<b>SED 300</b>	<b>7 hours</b>	<b>K-12 Special Education</b>
<b>SED 350</b>	<b>2 hours</b>	<b>K-12 Special Education</b>
<b>SED 408</b>	<b>2 hours</b>	<b>K-12 Special Education</b>
<b>SED 409</b>	<b>2 hours</b>	<b>K-12 Special Education</b>
<b>SED 410</b>	<b>4 hours</b>	<b>Choice of K-12</b>
<b>SED 425</b>	<b>12 hours</b>	<b>K-12 Reading</b>
<b>SED 455</b>	<b>40 hours</b>	<b>K-12 Special Education</b>
<b>SED 537</b>	<b>10 hours</b>	<b>K-12 Spec Ed assessment</b>
<b>SED 421</b>	<b>Student teaching</b>	<b>K-12 Special Education setting</b>

### EPSB Themes for LBD Core Courses - Undergraduate

EPSB Themes	Diversity	Assessment	Literacy/ Read	Closing Gap
<b>Core Courses</b>				
EDU 103 Introduction	A			A
EDU 303 Strategies	K	K	K	K
MID 342 Strategies	K	K	K	K
EDP 260 Development	A			
MID 307 Language Arts	A	A	A	
REA 407 Reading		A	A	
MID 395 Strategies	A	A		A
ELE 304 Mathematics	A	K	A	K
ELE 305 Reading	A	K	K	K
ELE 307 Language Arts	A	A	K	A
ELE 390 Kindergarten	K	K	A	K

REA 306 Reading	K		E	K
ELE 401 Social Studies	A	A	E	E
ELE 402 Science	K	K	K	K
SED 300 Characteristics	K	K	K	K
SED 350 Law	K			K
SED 408 Behavior		K		K
SED 409 Strategies	A	A		A
SED 410 Strategies		A		A
SED 425 Reading	A	A	A	A
SED 455 Practicum	A	E		E
SED 537 Assessment	A			A
MID 422 Extended Practicum	E	E	A	E
SED 421 Student Tchg.	E	E	A	E
ELE 421 Student Tchg.	E	E	A	E
K – Knowledge, A – Application, E – Evaluation				

**EPSB Themes for LBD Core Courses – Graduate and Alternative Certification**

EPSB Themes	Diversity	Assessment	Literacy/ Read	Closing Gap
Core Courses				
EDU 639 or ADM 630 Research	A			A
CDI 635 Speech/Lang.		K		K
SED 606 Classroom Mgmt.	A	A		
SED 608 Behavior	A	E		A

SED 602 Partnerships	A			A
SED 603 Law	K	K	K	K
SED 605 Characteristics		K		K
SED 615 Collaboration	A	A		A
SED 625 Strategies	A		A	A
SED 637 Assessment	A	E	E	A
SED 690 Portfolio	E	E	E	E
REA 612 Literacy	A	A	E	A
K – Knowledge, A – Application, E – Evaluation				

### Modes of Delivery for Program Content Courses - Undergraduate

Course Number	Face to Face	Web	Hybrid	Interactive TV	On-Campus
EDU 100T	X				X
EDU 103	X	X			X
MID 342	X			X	X Satellite Campuses
MID 270	X				X
MID 395	X			X	X Satellite Campuses
MID 421	X				Student Teaching Sites
MID 307	X				X
REA 407	X				X
SED 300	X				X
SED 350	X				X
SED 408	X			X	X Satellite Campuses
SED 409	X	X			Satellite Campuses
SED 410	X				

				<b>X</b>	<b>Satellite Campuses</b>
SED 425	<b>X</b>				
SED 455	<b>X</b>				
SED 537	<b>X</b>				
SED 421	<b>X</b>				<b>Student Teaching Sites</b>
ELE 304	<b>X</b>				
ELE 305	<b>X</b>				
ELE 307	<b>X</b>				
ELE 390	<b>X</b>				
ELE 401	<b>X</b>				
ELE 402	<b>X</b>				
REA 306	<b>X</b>				
ELE 421	<b>X</b>				<b>Student Teaching Sites</b>

**Modes of Delivery for Program Content Courses – Graduate and Alternative Certification**

<b>Course Number</b>	<b>Face to Face</b>	<b>Web</b>	<b>Hybrid</b>	<b>Interactive TV</b>	<b>On-Campus</b>
EDU 639 or ADM 630	<b>X</b>	<b>X</b>			<b>X</b>
CDI 635		<b>X</b>			
SED 606	<b>X</b>				<b>X</b>
SED 608	<b>X</b>				<b>X</b>
SED 602		<b>X</b>			
SED 603		<b>X</b>			
SED 605		<b>X</b>			
SED 615	<b>X</b>				<b>X</b>
SED 625	<b>X</b>				<b>X</b>
SED 637	<b>X</b>				<b>X</b>
SED 690			<b>X</b>		<b>X</b>
REA 612	<b>X</b>	<b>X</b>			<b>X</b>

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

*Bachelors of Science in Learning and Behavior Disorders*

***Council for Exceptional Children (CEC) Standards***

<b>CEC STANDARD</b>	<b>Courses/Activities/Assessments</b>
<b>1. Learner Development and Individual Learning Differences</b>	SED 300 History of special education, diversity experience, laws and characteristics SED 350 Individual educational program process and development, reflections SED 400 Learner characteristics SED 408 Cultural aspects project and reflection SED 409 Learner characteristics
<b>2. Learning Environments</b>	SED 300 Accommodations and modifications SED 408 Classroom observation, positive behavioral interventions and supports, functional behavior assessment SED 409 Accommodations and modifications and instructional interventions SED 443 Classroom arrangement and explanation SED 537 Instructional interventions
<b>3. Curricular Content Knowledge</b>	SED 350 Individual educational program development SED 409 Systematic instructional strategies SED 425 Lesson plans, strategy notebook SED 443 Evidence based instructional strategies
<b>4. Assessment</b>	SED 408 Classroom observation, positive behavioral interventions and supports, functional behavior assessment SED 409 Person centered planning SED 455 Classroom observations SED 537 Readings, test administration; achievement testing, comprehensive reports, curriculum based assessments, reflection, case studies
<b>5. Instructional Planning and Strategies</b>	SED 409 Evidence based instructional strategies SED 425 Lesson plans, strategy notebook SED 443 Evidence based instructional strategies SED 455 Lesson plan development and implementation
<b>6. Professional Learning and Practice</b>	SED 300 History of special education, diversity experience, laws and characteristics SED 350 Individual educational program process and development, reflections SED 408 Cultural aspects project and reflection SED 455 Lesson plan development, observations
<b>7. Collaboration</b>	SED 300 Co-teaching SED 400 Co-teaching observation, family collaboration SED 409 Parent interaction, collaboration with service providers SED 443 Co-teaching

***Council for Exceptional Children (CEC) Special Education Advanced Preparation Standards for Mild Learning and Behavior Disorders Graduate and Alternative Certification***

<b>CEC STANDARD</b>	<b>Courses/Activities/Assessments</b>
<b>1. Assessment</b>	<p>SED 603 Readings and discussion of current and past law; case law review</p> <p>SED 637 Readings, test administration; achievement testing, comprehensive reports, curriculum based assessments, reflection, case studies</p>
<b>2. Curricular Content Knowledge</b>	<p>SED 603 Class discussion; reflections, Individual Educational Program</p> <p>SED 605 Readings, reflections, case study, position paper</p> <p>SED 606 Readings, discussion, videos; classroom management plan, lesson plans for teaching management, classroom design, monitoring plan</p> <p>SED 608 Readings, cultural aspects project and reflection, discussion, positive behavior interventions and supports, functional behavior assessment and behavior intervention plan, video</p> <p>SED 613 Evidence based behavior interventions</p> <p>SED 614 Readings, demonstrations</p> <p>SED 625 Readings; unit plans, strategy notebook, case studies</p> <p>SED 651 Social skill strategies, severe behavior intervention</p> <p>SED 655 Post school program and service identification</p> <p>SED 690 Portfolio artifacts</p> <p>CDI 635 Readings and discussion; reflection and tests</p>
<b>3. Programs, Services and Outcomes</b>	<p>SED 602 Readings, reflections, family interview, family resource file</p> <p>SED 625 Readings; unit plans, strategy notebook, case studies</p> <p>SED 637 Readings, test administration; achievement testing, comprehensive reports, curriculum based assessments, reflection, case studies</p> <p>SED 655 Readings, reflections</p>
<b>4. Research and Inquiry</b>	<p>SED 603 Case Study</p> <p>SED 608 Research report</p> <p>SED 615 Research paper, reflection</p> <p>SED 637 Research report</p> <p>SED 690 Portfolio artifacts</p>
<b>5. Leadership and Policy</b>	<p>SED 606 Readings, discussion, videos; classroom management plan, lesson plans for teaching management, classroom design, monitoring plan</p> <p>SED 608 Readings, videos, discussion; Functional Behavior Assessment and Behavior Intervention Plan</p>
<b>6. Professional and Ethical Practice</b>	<p>SED 602 Readings, reflections, family interview</p> <p>SED 608 Readings, videos, discussion; Functional Behavior Assessment and Behavior Intervention Plan, classroom observation and reflection</p> <p>SED 690 Portfolio artifacts</p>
<b>7. Collaboration</b>	<p>SED 602 Readings, reflections, family interview, family resource file</p> <p>SED 615 Co-Teaching observation and reflection, research paper</p>

***Council for Exceptional Children (CEC) Special Education Advanced Preparation Standards for Mild Learning and Behavior Disorders Graduate and Alternative Certification***

<b>Courses</b>	<b>CEC 1</b>	<b>CEC 2</b>	<b>CEC 3</b>	<b>CEC 4</b>	<b>CEC 5</b>	<b>CEC 6</b>	<b>CEC 7</b>
SED 602 Family-Professional Partnerships			X			X	X
SED 603 Special Education Law & Procedures	X	X		X			
SED 605 Characteristics of Mild Disabilities		X					
SED 606 Classroom Management		X			X		
SED 608 Behavior Analysis		X		X	X	X	
SED 613 Advanced Behavior Management		X					
SED 614 Assistive Technology		X					
SED 615 Collaboration				X			X
SED 625 Curriculum and Instruction		X	X				
SED 637 Assessment	X		X	X			
SED 651 Social Competence		X					
SED 655 Transition		X	X				
SED 690 Exit Seminar in Special Education		X		X		X	



Council for Exceptional Children (CEC) Standards and Sub-Standards												
		SED										CDI
Undergraduate Courses in Special Education		300	350	400	408	409	421	425	443	455	537	205
<b>1. Learner Development and Individual Learning Differences</b>												
1.1	Beginning special education professionals understand how language, culture, and family background influence the learning of individual with exceptionalities.	X		X	X	X						
1.2	Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.	X				X	X		X	X	X	
<b>2. Learning Environments</b>		300	350	400	408	409	421	425	443	455	537	205
2.1	Beginning special education professionals through collaboration with general educators and other colleagues create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions.	X		X	X	X			X	X		X
2.2	Beginning special education professionals use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments.	X			X	X		X			X	
2.3	Beginning special education professionals know how to intervene safely and appropriately with individuals with exceptionalities in crisis.	X			X	X				X		
<b>3. Curricular Content Knowledge</b>		300	350	400	408	409	421	425	443	455	537	205
3.1	Beginning special education professionals understand the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities.	X	X		X	X		X	X	X		X
3.2	Beginning special education professionals understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities.		X			X	X	X	X	X		
3.3	Beginning special education professionals modify general and specialized curricula to make them accessible to individuals with exceptionalities.			X		X	X		X	X	X	

<b>4. Assessment</b>		300	350	400	408	409	421	425	443	455	537	205
4.1	Beginning special education professionals select and use technically sound formal and informal assessments that minimize bias.				X		X			X	X	
4.2	Beginning special education professionals use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities.				X		X				X	
4.3	Beginning special education professionals in collaboration with colleagues and families use multiple types of assessment information in making decisions about individuals with exceptionalities.		X		X		X				X	
4.4	Beginning special education professionals engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them.				X	X	X			X	X	
<b>5. Instructional Planning and Strategies</b>		300	350	400	408	409	421	425	443	455	537	205
5.1	Beginning special education professionals consider an individual's abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individual with exceptionalities.		X	X	X	X			X			
5.2	Beginning special education professionals use technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities.		X			X	X		X	X		
5.3	Beginning special education professionals are familiar with augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of individuals with exceptionalities.	X				X			X			X
5.4	Beginning special education professionals use strategies to enhance language development and communication skills of individuals with exceptionalities.					X			X			X
5.5	Beginning special education professionals develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams.	X	X			X						
5.6	Beginning special education professionals teach to mastery and promote generalization of learning.					X	X			X		
5.7	Beginning special education professionals teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities.					X	X			X		

<b>6. Professional Learning and Ethical Practice</b>		300	350	400	408	409	421	425	443	455	537	205
6.1	Beginning special education professionals use professional Ethical Principles and Professional Practice Standards to guide their practice.	X	X			X	X			X		
6.2	Beginning special education professionals understand how foundational knowledge and current issues influence professional practice.	X	X			X					X	
6.3	Beginning special education professionals understand that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services.	X			X	X	X			X		
6.4	Beginning special education professionals understand the significance of lifelong learning and participate in professional activities and learning communities.						X			X		
6.5	Beginning special education professionals advance the profession by engaging in activities such as advocacy and mentoring.					X	X			X		
6.6	Beginning special education professionals provide guidance and direction to para-educators, tutors, and volunteers.	X				X	X		X	X		
<b>7. Collaboration</b>		300	350	400	408	409	421	425	443	455	537	205
7.1	Beginning special education professionals use the theory and elements of effective collaboration.	X		X		X	X		X	X		
7.2	Beginning special education professionals serve as a collaborative resource to colleagues.					X	X			X		
7.3	Beginning special education professionals use collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators.					X	X			X		

***Council for Exceptional Children (CEC) Special Education Advanced Preparation Standards for Mild Learning and Behavior Disorders Graduate Certificate and Alternative Certification Mild Learning and Behavior Disorders***

<b>Council for Exceptional Children (CEC) Standards and Sub-Standards</b>											
		<b>SED</b>									<b>CDI</b>
<b>Graduate Courses in Special Education</b>		<b>602</b>	<b>603</b>	<b>605</b>	<b>606</b>	<b>608</b>	<b>615</b>	<b>625</b>	<b>637</b>	<b>690</b>	<b>635</b>
<b>1. Assessment</b>											
1.1	Special education specialists minimize bias in assessment					X			X		
1.2	Special education specialists design and implement assessments to evaluate the effectiveness of practices and programs					X			X		
<b>2. Curricular Content Knowledge</b>		<b>602</b>	<b>603</b>	<b>605</b>	<b>606</b>	<b>608</b>	<b>615</b>	<b>625</b>	<b>637</b>	<b>690</b>	<b>635</b>
2.1	Special education specialists align educational standards to provide access to challenging curriculum to meet the needs individuals with exceptionalities.							X			X
2.2	Special educators continuously broaden and deepen professional knowledge, and expand expertise with instructional technologies, curriculum standards, effective teaching strategies, and assistive technologies to support access to and learning of challenging content.							X	X		
2.3	Special education specialists use understanding of diversity and individual learning differences to inform the selection, development, and implementation of comprehensive curricula for individuals with exceptionalities.					X		X			

<b>3. Programs, Services, and Outcomes</b>		602	603	605	606	608	615	625	637	690	635
3.1	Special education specialists design and implement evaluation activities to improve programs, supports, and services for individuals with exceptionalities.		X		X	X		X	X		
3.2	Special education specialists use understanding of cultural, social, and economic diversity and individual learner differences to inform the development and improvement of programs, supports, and services for individuals with exceptionalities.	X				X					
3.3	Special education specialists apply knowledge of theories, evidence-based practices, and relevant laws to advocate for programs, supports, and services for individuals with exceptionalities.		X					X		X	
3.4	Special education specialists use instructional and assistive technologies to improve programs, supports, and services for individuals with exceptionalities.							X			
3.5	Special education specialists evaluate progress toward achieving the vision, mission, and goals of programs, services, and supports for individuals with exceptionalities.									X	
<b>4. Research &amp; Inquiry</b>		602	603	605	606	608	615	625	637	690	635
4.1	Special education specialists evaluate research and inquiry to identify effective practices.		X	X		X	X		X	X	
4.2	Special education specialists use knowledge of the professional literature to improve practices with individuals with exceptionalities and their families.	X		X			X	X			
4.3	Special education specialists foster an environment that is supportive of continuous instructional improvement and engage in the design and implementation of research and inquiry.					X			X		

<b>5. Leadership and Policy</b>		602	603	605	606	608	615	625	637	690	635
5.1	Special education specialists model respect for and ethical practice for all individuals and encourage challenging expectations for individuals with expectations.		X		X	X				X	
5.2	Special education specialists support and use linguistically and culturally responsive practices.	X				X					
5.3	Special education specialists advocate for policies and practices that improve programs, services, and outcomes for individuals with exceptionalities.		X			X		X		X	
5.4	Special education specialists advocate for policies and practices that improve programs, services, and outcomes for individuals with exceptionalities.		X			X					
5.5	Special education specialists advocate for the allocation of appropriate resources for the preparation and professional development of all personnel who serve individuals with exceptionalities.		X			X	X			X	
<b>6. Professional and Ethical Practice</b>		602	603	605	606	608	615	625	637	690	635
6.1	A comprehensive understanding of the history of special education, legal policies, ethical standards, and emerging issues informs special education specialist leadership.		X	X							
6.2	Special education specialists model high professional expectations and ethical practice, and create supportive environments that safeguard the legal rights and improve outcomes for individuals with exceptionalities and their families.	X	X			X				X	
6.3	Special education specialists model and promote respect for all individuals and facilitate ethical professional practice.		X								X
6.4	Special education specialists actively participate in professional development and learning communities to increase professional knowledge and expertise.									X	

6.5	Special education specialists plan, present, and evaluate professional development focusing on effective and ethical practice at all organizational levels.								X		
6.6	Special education specialists actively facilitate and participate in the preparation and introduction of prospective special educators.						X		X		
6.7	Special education specialists actively promote the advancement of the profession.									X	
<b>7. Collaboration</b>		602	603	605	606	608	615	625	637	690	635
7.1	Special education specialists use culturally responsive practices to enhance collaboration.	X				X	X			X	
7.2	Special education specialists use collaborative skills to improve programs, services, and outcomes for individuals with exceptionalities.		X				X			X	
7.3	Special education specialists collaborate to promote understanding, resolve conflicts, and build consensus for improving program, services and outcomes for individuals with exceptionalities.		X		X	X	X				

**B. Kentucky Teacher Standards**

The Kentucky Teacher Performance Standards are integrated throughout core courses and learning and behavior disorders education methods courses as demonstrated in the tables below. Candidates are introduced to the standards in early coursework where they gain knowledge (K) of the role performance standards play in becoming reflective decision-makers. As coursework progresses, the standards are applied (A) in lesson plans and other instructional activities. At the end of the program, during student teaching, candidates are evaluated (E) for each standard in an eligibility portfolio. The portfolio is independently scored by two faculty members with content and instructional skill in the appropriate content area. Regarding instructional technology, middle school education instructors use web-based program such as Canvas to supplement and enhance face-to-face instruction.

Following are matrices to demonstrate the integration of Kentucky Teacher Standards for the undergraduate program and for the graduate program into special education coursework:

***Bachelors of Science in Learning and Behavior Disorders with Elementary Emphasis  
Kentucky Teacher Standards***

	KTS 1	KTS 2	KTS 3	KTS 4	KTS 5	KTS 6	KTS 7	KTS 8	KTS 9	KTS 10
<b>Elementary Education Courses</b>										
EDU 103 Introduction		K (PA)	K		A		A	K	K	
EDU 303 Strategies	A (PA)	A (L)	A	A	A	A	A		A	
EDP 260 Development		A (PA)			A	A			A	
ELE 305 Child Lit.		A			A	A		A	A	
ELE 307 Teach L.A.	E	A	A	K	E	A	E	E	A	
ELE 304 Teach Math	A	A	A	A	A	A	A	A	A	
ELE 390 Kindergarten	E	K	E	E	K	A		E	E	
MAT 115 Math								A		
MAT 215 Math								A		
ELE 401 Teach SS	E	A	A			A		E	A	
ELE 402 Teach Science	E	A	A	A	A	A	A	A	A	
MID 270 Teach Mid School	K	K	K	K	K	K	K	K	K	K
ART 343 Teach Art	E	E	E					E		
REA 306 Teach Read	E	A					A	E		
<b>Special Education Courses</b>										



SED 300 Educ. of Students W/ Disabilities	K	K	K (PA)	K	K	K	A (L)	A (L)		
CDI 205 Communication Disorders				K		K		K		
SED 350 Procedures	K (L)	K (L)					A (L)	K		
SED 400 Characteristics	K						A	A (L)		
SED 408 Functional Behavior Analysis	K (L)	A (L)	E		E (L)			A	E	
SED 409 Moderate/Severe	K	K		A	A	E (L)	E (L)	A (L)		
SED 425 Reading	K	A (L)	K	A (L)	K	K	E (L)	A	A	A
SED 443 Curriculum	K	K	A (PA) (L)	K	K	A		A (L)		
SED 455 Practicum	E (PA) (L)	E (PA) (L)	E (PA) (L)	E (PA) (L)	E (PA) (L)	E (PA) (L)	E (PA) (L)	E (PA) (L)	E (PA) (L)	E (PA) (L)
SED 537 Diagnostic Assess.	A	K		A (L)	E (PA) (L)		A			
<b>Student Teaching Semester</b>										
SED 421 ELE 421 Student Teaching	E (PA)	E (PA)	E (PA)	E (PA)		E (PA)	E (PA)	E PRAXIS	E (PA)	E
K – Knowledge, A – Application, E – Evaluation (PA) = Portfolio Artifact (L) = LiveText Assignment										

***Bachelors of Science in Learning and Behavior Disorders with Middle School Emphasis  
Kentucky Teacher Standards***

	<b>KTS 1</b>	<b>KTS 2</b>	<b>KTS 3</b>	<b>KTS 4</b>	<b>KTS 5</b>	<b>KTS 6</b>	<b>KTS 7</b>	<b>KTS 8</b>	<b>KTS 9</b>	<b>KTS 10</b>
<b>Middle School Education Courses</b>										
EDU 103 Introduction		K (PA)	K		A		A	K	K	
EDU 303 Strategies	A (PA)	A	A	A	A	A	A		A	
EDP 260 Development		A (PA)			A	A			A	
ELE 304 Teach Math	A	A	A	A	A	A	A	A	A	
ELE 401 Teach SS	E	A	A			A		E	A	
ELE 402 Teach Science	E	A	A	A	A	A	A	A	A	
MAT 115 Math								A		
MAT 215 Math								A		
MID 270 Teach Mid School	K	K	K	K	K	K	K	K	K	K
MID 307 Teach Lang Arts	A	A	A	A	A	A	A	E	A	E
REA 407 Teach Read	E	E	A	A	A	A	A	A	A	A
<b>Special Education Courses</b>										
SED 300 Students W/ Disabilities	K	K	K (PA)	K	K	K	A (L)	A (L)		
CDI 205 Communication Disorders				K		K		K		

SED 350 Procedures	K (L)	K (L)					A (L)	K		
SED 400 Characteristics	K						A	A (L)		
SED 408 Functional Behavior Analysis	K (L)	A (L)	E		E (L)			A	E	
SED 409 Moderate/Severe	K	K		A	A	E (L)	E (L)	A (L)		
SED 425 Reading	K	A (L)	K	A (L)	K	K	E (L)	A	A	A
SED 443 Curriculum	K	K	A (PA) (L)	K	K	A		A (L)		
SED 455 Practicum	E (PA) (L)	E (PA) (L)	E (PA) (L)	E (PA) (L)	E (PA) (L)	E (PA) (L)	E (PA) (L)	E (PA) (L)	E (PA) (L)	E (PA) (L)
SED 537 Diagnostic Assess.	A	K		A (L)	E (PA) (L)		A			
<b>Middle School Course Specialization</b>										
MID 370 Specialization English & Comm.	K	K	K	K	K	K	K	K	K	K
MID 371 Specialization Math	A	A	A	A	A	A	A	E	A	E
MID 372 Specialization Science	A	A	A	A	A	A	A	A	A	K
MID 373 Specialization Social Studies	E	E	A	A	A	A	A	A	A	A
<b>Student Teaching Semester</b>										
SED 421 EDU 422 Student Teaching	E (PA)	E (PA)	E (PA)	E (PA)	E (PA)	E (PA)	E (PA)	E (PA)	E PRAX IS	E (PA)
K – Knowledge, A – Application, E – Evaluation PA = Portfolio Artifact										

***Masters of Arts/Certificate/ Rank I in Education in Special Education / Mild Learning and Behavior Disorders P-12 Certification  
Kentucky Teacher Standards***

	KTS 1	KTS 2	KTS 3	KTS 4	KTS 5	KTS 6	KTS 7	KTS 8	KTS 9	KTS 10
CDI 635 Seminar in Communication Disorders	K	K				K		K		K
ADM 630 Methods of Research	A	E		A	A	A	K	E		
SED 602 Family-Professional Partnership			A	K	A			(PA) (L)		
SED 603 SED Law & Procedures	K (L)	K (L)					A (L)	K	K (L)	K (L)
SED 605 Characteristics	A (PA) (L)						A			
SED 606 Classroom Mgt. & Discipline	K, A	K, A	K, A	K, A			K, A			
SED 608 Behavior Analysis	K (L)	A (L)	E		E (L)			A	E	
SED 613 Advanced Behavior										
SED 614 Assistive Technology	K	K				K, A				
SED 615 Collaboration Skills for Educators	A						E	E (PA) (L)	E	
SED 625 Instructional Techniques	K	K	A (PA) (L)	K	K	A		A (L)		
SED 637 Diagnostic Assess.	A	K		A (L)	E (PA) (L)		A			
SED 690 Exit Seminar in SED	A	E	E	E	E	E	E	E	A	E
K – Knowledge, A – Application, E – Evaluation PA = Portfolio Artifact										

**D. Kentucky Core Academic Standards  
Undergraduate Programs**

All teacher certification candidates in the Murray State University education program become familiar with the Kentucky Core Academic Standards (KCAS) in EDU 103 *Issues and Practices of American Education*. This course is designed to provide students with an overview of the field of education. The instructor of this course introduces the KCAS to raise candidates’ initial awareness of KCAS as a framework for standards-based instruction. In EDU 303 *Strategies of Teaching* (LBD/Elementary) and MID 342 *Middle School Teaching Strategies* (LBD/Middle), the instructor spends several class sessions acquainting candidates with the KCAS. In these courses, candidates develop an instructional unit which includes a sequence of lesson plans based on a particular topic or theme. All unit lesson plans, instructional, activities, and assessments must be aligned to the KCAS standards in the appropriate content area. Additionally, candidates take SED 537 *Diagnostic Methods* where they learn to align curriculum based measurements and assessments to the KCAS standards. 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 Undergraduate Learning and Behavior Disorders 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. The following courses address the Kentucky Common Core Academic Standards in Language Arts, Math, Reading, and Science as well as state adopted social studies, literacy and environmental education standards.

<b>Environmental Education</b>	<b>Language Arts</b>	<b>Literacy</b>	<b>Math</b>	<b>Science</b>	<b>Social Studies</b>
EDU 404	ELE 305	REA 306	MAT 115	ELE 402	ELE 401
	ELE 307	SED 425	MAT 215	EDU	
	SED 443	SED 443	ELE 304		
	SED 409	SED 409	SED 443		
			SED 409		

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. Learning and Behavior Disorders Program Faculty**

<b>Name</b>	<b>Highest Degree, Field and University</b>	<b>Assignment: Role(s) of the Faculty Member</b>	<b>Faculty Rank</b>	<b>Status (FT/PT to institution, unit, and program)</b>	<b>Tenure Track</b>	<b>Scholarship, Leadership to Professional Organizations, and Service</b>	<b>Teaching or other professional experience in P-12 schools</b>
Dr. Barbara Washington	Ph.D. Special Education, Vanderbilt University	Teaches special education courses	Associate Professor	Full time to institution, full time to unit, full time to program	Tenured	--Author of chapters in two textbooks and a number of peer-reviewed journal articles -Presentation at national and international conferences. -President of Kentucky chapter of CEC 2014-15 -Chair of the ACS department	Taught for 22 years in several large urban public school districts -Supervision of student teachers and practicum students -Member of Autism Cadre in West Kentucky Region
Dr. Eric Umstead	Ed.D. Educational Administration and Supervision Tennessee State University	Faculty Head of Hester Residential College, Teaches special education courses	Assistant Professor	Full time to institution, half time to unit, half time to program	Tenured	-Author, Textbook, Technology -Faculty Head Hester College -Advisor	Supervision of Intern teachers, Kentucky Internship Program Supervision student teachers -Roads Scholars team captain
Ms. Pam Matlock	MA Special Education, Murray State University	Paducah Campus 2+2 Coordinator, Teaches special education courses	Lecturer	Full time to institution, full time to unit, part time to program	No	-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	-Presentation to Faculty and Staff, RtI -Inservice Presentations, "Reading First," P-12 -Supervision of Intern teachers, Kentucky Internship Program. - Roads Scholars team captain

Dr. Ajay Das	Ph.D. Special Education, The University of Melbourne	Teaches special education courses	Assistant Professor	Full time to institution, full time to unit, full time to program	Yes	<ul style="list-style-type: none"> <li>- Published 10 peer reviewed journal articles</li> <li>- received university-wide and college-wide competitive grants to conduct research</li> <li>- presented at national and international conferences</li> </ul>	<ul style="list-style-type: none"> <li>- 11 years in K-12 classrooms</li> <li>- Chair, special education department at a public school</li> <li>- Principal at an international school in Tokyo</li> </ul>
Dr. Jamie Mahoney	Ed.D. Educational Leadership, University of Phoenix	Teaches special education courses	Assistant Professor	Full time to institution, full time to unit, full time to program	Yes	<ul style="list-style-type: none"> <li>Faculty advisor to Best Buddies</li> <li>Technology committee member</li> <li>Murray State University ILA member/ chairman</li> <li>CEC member</li> </ul>	<ul style="list-style-type: none"> <li>23 years in K-12 public school settings in various special education classroom settings.</li> <li>Leading the Learning Cadre I, II, and III to the LLCs School Leadership Teams: January 2014, April 2014, June 2014.</li> <li>District Wide Training All day training to ESE teachers August 2012</li> <li>ESY Teacher Training All day training to ESY ESE teachers June 14, 15 2012</li> <li>ESY Site Coordinator Summer 2012</li> <li>ESY program chairperson 2011-2012</li> <li>Lexia Teacher presentations- district wide offerings, school staff based, 2011-2012; 2012-2013 multiple presentations and trainings</li> <li>Fast Forward Teacher presentations- district wide offerings, school, individualized, 2011-2012,2012-2013 multiple presentations and trainings.</li> <li>Progress monitoring presentations 2012-2013</li> <li>Ipads in the Classroom presentation- District wide training- multiple locations August 2011</li> </ul>

Dr. Cindy Clemson	Ed.D Educational Leadership Western Kentucky University	Teaches special education courses	Assistant Professor	Full time to institution, full time to unit, full time to program	Yes	-Student disabilities services coordinator and student advisor at Murray State University for 22 years	-Previous Special education teacher in Buffalo, NY schools -Previous special education teacher in Calloway County KY Schools
Misty P. Thomison	MAED LBD Murray State University	SED 425 at Madisonville Campus	Adjunct	Part time to institution, part time to unit, part time to program	No	-National Board certified -Resource teacher for Kentucky Internship Program -ELA Professional Learning Community Leader	-6 <sup>th</sup> grade reading teacher at James Madison Middle School - teaches Literacy, Reading, and Language arts
Jennifer W. Luttrell	Ed.D candidate at Western Kentucky University MAED Education Studies Murray State University MAED Early Childhood Education Murray State University BS LBD Murray State University	SED 350 at Madisonville Campus	Adjunct	Part time to institution, part time to unit, part time to program	No	-Directory of Elementary instruction, Title I and Early Childhood -Previous Director of Special Education and Early Childhood -Early Childhood consultant	-Three years experience as Itinerant Preschool Resource Teacher -Two years as Special Education teacher in Hopkins County, KY -Two years as Homebound and Extended School Year Instructor for Hopkins County
Stacey R. Keown	Current Ed.D candidate in P20 Leadership at Murray State University MAED in Special Education Murray State University	SED 300 at Henderson Campus	Adjunct	Part time to institution, part time to unit, part time to program	No	-2014 graduate of Henderson Leadership Initiative -Top special Education teachers in Kentucky -Member of the District Special Education Committee in Henderson, KY	- Director of After School Academic programs in Henderson, KY -Special educator teacher in Henderson, KY



Rachel M. Flener	MAED in Special Education Murray State University	Teacher SED 300 at Madisonville Campus	Adjunct	Part time to institution, part time to unit, part time to program	No	-Currently pursuing National Board Certification -Peer Observer for Teacher Evaluation Team in Hopkins County Schools -Member of the Writing Professional Learning Community in Hopkins County Schools	LBD teacher at Hanson Elementary School in Hopkins County Schools.
Kristin N. Hale	MAED in Guidance Counseling Murray State University MAED in LBD Murray State University	Teaches SED 300 at Hopkinsville Campus	Adjunct	Part time to institution, part time to unit, part time to program	No	- Certified guidance counselor	Taught LBD for 8 years in Marshall County Schools  Marshall County School District RTI Coordinator for 3 years  School Psychologist in Marshall County School

**F. Curriculum Contract/Guidesheet Learning and Behavior Disorders Education Programs  
LBD/Elementary**

Freshman (1 <sup>st</sup> ) Year		Sophomore (2 <sup>nd</sup> ) Year		Junior (3 <sup>rd</sup> ) Year		Senior (4 <sup>th</sup> ) Year	
Courses	C R E D	Courses	C R E D	Courses	C R E D	Courses	C R E D
<b>Fall</b>	<b>16</b>	<b>Fall</b>	<b>15</b>	<b>Fall</b>	<b>15</b>	<b>Fall</b>	<b>16</b>
COM 161	3	EDP 260	3	ELE 304	3	ELE 401	3
CSC 199	3	EDU 303	3	ELE 390	3	ELE 402	3
EDU 100T	1	GSC 110	3	SED 350	3	EDU 404	1
EDU 103	3	MAT 115	3	SED 400	3	SED 425	3
ENG 105	3	SED 300	3	SED 409	3	SED 455	3
MAT 117	3					SED 537	3
<b>Spring</b>	<b>16</b>	<b>Spring</b>	<b>15</b>	<b>Spring</b>	<b>15</b>	<b>Spring</b>	<b>17</b>
BIO 101	4	ART 343	3	ELE 305	3	SED 421	7
CIV 201 or 202	3	CDI 205	3	ELE 307	3	ELE 421	7
NLS 290	3	MAT or SCI elect.	3	REA 306	3	EDU 422	3
HUM 211	3	MAT 215	3	SED 408			
PSY 180	3	MID 270	3	SED 443	3		

**LBD/MIDDLE SCHOOL ADVISING SHEET**

Special Education LBD (P-12) & Middle School **English and Communications** Emphasis (5-9)

Courses	C R E D	Courses	C R E D	Courses	C R E D	Courses	C R E D
<b>Freshman - Year 1</b>		<b>Sophomore - Year 2</b>		<b>Junior - Year 3</b>		<b>Senior - Year 4</b>	
<b>Fall</b>	<b>17</b>	<b>Fall</b>	<b>18</b>	<b>Fall</b>	<b>21</b>	<b>Fall</b>	<b>18</b>
EDU 099	1	HUM 211	3	SED 350	3	SED 537	3
ENG 101	3	CDI 205	3	SED 400	3	ELE 401	3
CIV 101	3	MAT 115	3	SED 408	3	ELE 402	3
EDU 103	3	SED300	3	MID 307	3	SED 425	3
BIO-sci. w/ lab	4	EDU 303	3	REA 407	3	SED 455	3
COM 161	3	ENG A	3	ENG D	3	ENG F	
				ENG E	3		
<b>Spring</b>	<b>18</b>	<b>Spring</b>	<b>18</b>	<b>Spring</b>	<b>18</b>	<b>Spring</b>	<b>14</b>
ENG 102	3	HUM elective	3	ENG C	3	SED 421	7
MAT 117	3	ENG B	3	SED 409	3	MID 421	7
EDP260	3	MID 270	3	MID 370	3		
PSY 180	3	MAT 215	3	SED 443	3		
CIV 201 or 202	3	ELE304	3	ENG E	3		
MAT or SCI	3	CSC 199	3	ENG E	3		

**LBD/MIDDLE SCHOOL ADVISING SHEET**

Special Education LBD (P-12) & Middle School **Math** Emphasis (5-9)

<b>Courses</b>	<b>C R E D</b>	<b>Courses</b>	<b>C R E D</b>	<b>Courses</b>	<b>C R E D</b>	<b>Courses</b>	<b>C R E D</b>	<b>Y E A R</b>
<b>Freshman - Year 1</b>		<b>Sophomore - Year 2</b>		<b>Junior - Year 3</b>			<b>Senior - Year 4</b>	
<b>Fall</b>	<b>17</b>	<b>Fall</b>	<b>18</b>	<b>Fall</b>	<b>18</b>	<b>Fall</b>		<b>15</b>
EDU 099	1	HUM 211	3	SED 350	3	SED 408		3
ENG 101	3	CDI 205	3	SED 400	3	ELE 401		3
CIV 101	3	MAT 115	3	MID 371	3	ELE 402		3
EDU 103	3	SED300	3	MID 307	3	SED 425		3
MAT 140	4	EDU 303	3	REA 407	3	SED 455		3
COM 161	3	MAT 135	3	MAT 305	3			
<b>Spring</b>	<b>19</b>	<b>Spring</b>	<b>17</b>	<b>Spring</b>	<b>15</b>	<b>Spring</b>		<b>14</b>
ENG 102	3	MAT 250	5	MAT 399	3	SED 421		7
MAT 140	3	MID 270	3	SED 409	3	MID 421		7
EDP260	3	MAT 215	3	SED 537	3			
PSY 180	3	ELE304	3	SED 443	3			
CIV 201 or 202	3	CSC 199	3	HUM elective	3			
BIO-SCI. w/ lab	4							

**LBD/MIDDLE SCHOOL ADVISING SHEET**

Special Education LBD (P-12) & Middle School **Science** Emphasis (5-9)

<b>Courses</b>	<b>C R E D</b>	<b>Courses</b>	<b>C R E D</b>	<b>Courses</b>	<b>C R E D</b>	<b>Courses</b>	<b>C R E D</b>
<b>Fall</b>	<b>16</b>	<b>Fall</b>	<b>19</b>	<b>Fall</b>	<b>19</b>	<b>Fall</b>	<b>15</b>
EDU 099	1	HUM 211	3	SED 350	3	SED 408	3
ENG 101	3	CDI 205	3	SED 400	3	ELE 401	3
CIV 101	3	MAT 115	3	MID 372	3	ELE 402	3
EDU 103	3	SED300	3	MID 307	3	SED 425	3
MAT 117	3	EDU 303	3	REA 407	3	SED 455	3
COM 161	3	BIO 116	4	CHE 105	4		
<b>Spring</b>	<b>20</b>	<b>Spring</b>	<b>17</b>	<b>Spring</b>	<b>20</b>	<b>Spring</b>	<b>14</b>
ENG 102	3	PHY 125	4	GSC 101	4	SED 421	7
AST 115/116	4	PHY 126	1	SED 409	3	MID 421	7
EDP260	3	MID 270	3	SED 537	3		
PSY 180	3	MAT 215	3	SED 443	3		
CIV 201 or 202	3	ELE304	3	GSC 125	4		
BIO 101	4	CSC199	3	HUM elective	3		

**LBD/MIDDLE SCHOOL ADVISING SHEET**

Special Education LBD (P-12) & Middle School **Social Studies** Emphasis (5-9)

<b>Courses</b>	<b>C R E D</b>	<b>Courses</b>	<b>C R E D</b>	<b>Courses</b>	<b>C R E D</b>	<b>Courses</b>	<b>C R E D</b>
<b>Fall</b>	<b>17</b>	<b>Fall</b>	<b>21</b>	<b>Fall</b>	<b>18</b>	<b>Fall</b>	<b>15</b>
EDU 099	1	HUM 211	3	SED 350	3	SED 537	3
ENG 101	3	CDI 205	3	SED 400	3	ELE 401	3
CIV 101	3	MAT 115	3	SED 408	3	ELE 402	3
EDU 103	3	SED300	3	MID 307	3	SED 425	3
BIO-SCI. w/ lab	4	EDU 303	3	REA 407	3	SED 455	3
COM 161	3	HIS 221	3	ECO 231	3		
		GSC110	3				
<b>Spring</b>	<b>21</b>	<b>Spring</b>	<b>21</b>	<b>Spring</b>	<b>18</b>	<b>Spring</b>	<b>14</b>
ENG 102	3	HUM elective	3	SOC 133/ANT 140	3	SED 421	7
MAT 117	3	HIS 222	3	HIS-emph.	3	MID 421	7
EDP260	3	MID 270	3	SED 409			
PSY 180	3	MAT 215	3	MID 373	3		
CSC 199	3	ELE304	3	SED 443	3		
CIV 201 or 202	3	POL 140	3	HIS-emph.	3		
MAT or SCI	3	ECO 230	3				

**Murray State University**  
**Department of Adolescent, Career, and Special Education**  
**BS - Area in Learning and Behavior Disorders Grades P-12 Certification**  
**Elementary School Track Grades P-5 Certification**

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

**UNIVERSITY STUDIES FOR B.S. DEGREE (38-43 HOURS)**

<b>Oral and Written Communication (7 Hours)</b>	<b>Hours</b>	<b>Semester</b>	<b>Grade</b>
ENG 105 Critical Reading, Writing, and Inquiry	4	_____	_____
COM 161 Introduction to Public Speaking	3	_____	_____
<b>Scientific Inquiry, Methodologies, and Quantitative Skills (10-15 Hours)</b>			
One Science Course with Lab _____	4-5	_____	_____
One Math Course _____	3-5	_____	_____
Science or Math Elective _____	3-5	_____	_____
<b>World's Historical, Literary, and Philosophical Traditions (6 Hours)</b>			
CIV 201 or 202 World Civilization I or II	3	_____	_____
HUM 211 The Western Humanities Tradition	3	_____	_____
<b>Global Awareness, Cultural Diversity, and the World's Artistic Traditions (3 Hours)</b>			
Approved University Studies Course _____	3	_____	_____
<b>Social and Self-Awareness and Responsible Citizenship (6 Hours)</b>			
Eth., Soc. Resp., or Civ. Engage. Approved Course _____	3	_____	_____
PSY 180 General Psychology	3	_____	_____
<b>University Studies Approved Electives (6 Hours)</b>			
CSC 199 Introduction to Information Technology <small>*Technology-Intensive Course</small>	3	_____	_____
EDP 260 Psychology of Human Development	3	_____	_____

**REQUIRED COURSES (58 HOURS)**

ART 343 Art Materials and Techniques for the Classroom Teacher	3	_____	_____
CDI 205 Introduction to Communication Disorders	3	_____	_____
EDU 404 Teaching Environmental Ed	1	_____	_____
ELE 304 Teaching Mathematics in Elementary P-5	3	_____	_____
ELE 305 Children's Literature	3	_____	_____
ELE 307 Teaching Language Arts in Elementary P-5	3	_____	_____
ELE 390 Introduction to Kindergarten	3	_____	_____
ELE 401 Teaching Social Studies in Elementary P-5	3	_____	_____
ELE 402 Teaching Science in Elementary P-5	3	_____	_____
MAT 115 Mathematics for Middle and Elementary Teachers I	3	_____	_____
MAT 215 Mathematics for Middle and Elementary Teachers II	3	_____	_____
MID 270 Teaching and Learning in the Middle Grades	3	_____	_____
REA 306 Teaching Reading in Elementary P-5	3	_____	_____
SED 350 Roles and Procedures in Special Education	3	_____	_____
SED 410 Charac. of & Strategies for Students w Mild Disabilities	3	_____	_____
SED 408 Functional Behavior Analysis	3	_____	_____
SED 409 Instructional Procedures-Students with MSD	3	_____	_____
SED 425 Specialized Reading for Students with Mild Disabilities	3	_____	_____
SED 455 Practicum	3	_____	_____
SED 537 Diagnostic Methods	3	_____	_____

**PROFESSIONAL EDUCATION COURSES (24 HOURS)**

EDU 100T Transitions	1	_____	_____
EDU 103 Issues and Practices of American Education	3	_____	_____
EDU 303 Strategies of Teaching	3	_____	_____
SED 300 Educating Students with Disabilities	3	_____	_____
ELE 421 Student Teaching in Elementary P-5 <small>*Writing-Intensive Course</small>	7	_____	_____
SED 421 Student Teaching in Special Education <small>*Writing-Intensive Course</small>	7	_____	_____

**Total Curriculum Requirements 120-125**

**PRAXIS TEST:**

LBD-Elementary School emphasis teacher applicants will take one elementary school and one LBD content tests based on the applicant's specialization areas. The following scores on the Specialty Exams are required to be eligible for a teaching certificate: Elementary Education (P-5) -5001-must have passing score on all parts: 5002-Reading/Language Arts (157 Passing Score), 5003-Math (157 Passing Score), 5004-Social Studies (155 Passing Score), and 5005-Science (159 Passing Score) LBD-5543 (158 Passing Score)

Principles of Learning and Teaching (5622) – Passing Score of 160

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

**GRADE POINT AVERAGE REQUIREMENTS:**

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

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

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

**Teacher Education**

To be admitted to teacher education, students must:

1. Attend an admission to teacher education orientation.
2. Earn passing scores on the Core Academic Skills for Educators (CASE) test with these subject scores – Reading 156, Writing 162, and Mathematics 150. Request ETS to send scores to Teacher Education Services electronically by using this code, R1494. If any of the PPST subject areas were passed prior to September 1, 2014, use these PPST scores - Reading 176, Writing 174, and Math 174.  
GRE (Graduate Records Exam) scores may be used for Graduate Students only with a minimum passing score of 150 in verbal, 143 in quantitative, and 4.0 in analytical writing.
3. Earn an overall undergraduate GPA of  $\geq 2.75$  on a 4.0 scale at the point of admission. This 2.75 minimum GPA remains a requirement throughout the teacher certification program. .
4. Complete a minimum of 24 credit hours with a GPA  $\geq 2.75$  to include the following coursework:
  - (1) ENG 101, 102, 104 or 105 with a “B” or higher
  - (2) MAT 117 (or higher level math) with a “B” or higher
  - (3) COM 161 or HON 165 with a “B” or higher
  - (4) EDU 103 with a “B” or higher (or AED 380 or EDU 104 or CTE 200 or MSU 123 or ELE 605 [graduate students]).
5. Participate in the admission to teacher education interview and receive their academic advisor's recommendation to continue the program.
6. Review the Professional Code of Ethics for Kentucky School Personnel. Sign the **Declaration of Eligibility** (pink sheet) affirming a commitment to uphold the code and acknowledging awareness of information required for state certification. If answers given on the Declaration of Eligibility change during the time of participation in the teacher education program, the Director of Teacher Education Services must be notified immediately.



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

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

## **Student Teaching**

To be admitted to student teaching, students must have

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

## **General Requirements for Kentucky Certification**

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

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

In addition, in Kentucky, full certification requires the completion of the Kentucky Teacher Internship Program.

To be recommended for certification in other states, all Kentucky requirements must be met.

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

Student \_\_\_\_\_

Advisor \_\_\_\_\_

Date \_\_\_\_\_

Date \_\_\_\_\_

**Murray State University**  
**Department of Adolescent, Career, and Special Education**  
**BS - Area in Learning and Behavior Disorders Grades P-12 Certification**  
**Middle School Track Grades 5-9 Certification**

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

**UNIVERSITY STUDIES FOR B.S. DEGREE (38-43 HOURS)**

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

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

**Scientific Inquiry, Methodologies, and Quantitative Skills (10-15 Hours)**

One Science Course with Lab _____	4-5	_____	_____
One Math Course _____	3-5	_____	_____
Science or Math Elective _____	3-5	_____	_____

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

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

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

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

Eth., Soc. Resp., or Civ. Engage. Approved Course _____	3	_____	_____
PSY 180 General Psychology	3	_____	_____

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

CSC 199 Introduction to Information Technology *Technology-Intensive Course	3	_____	_____
EDP 260 Psychology of Human Development	3	_____	_____

**REQUIRED COURSES (52 HOURS)**

CDI 205 Introduction to Communication Disorders	3	_____	_____
EDU 404 Teaching Environmental Ed (with MID 307)	1	_____	_____
ELE 304 Teaching Mathematics in Elementary P-5	3	_____	_____
ELE 401 Teaching Social Studies in Elementary P-5	3	_____	_____
ELE 402 Teaching Science in Elementary P-5	3	_____	_____
MAT 115 Mathematics for Middle and Elementary Teachers I	3	_____	_____
MAT 215 Mathematics for Middle and Elementary Teachers II	3	_____	_____
MID 342 Middle School Teaching Strategies	3	_____	_____
MID 307 Middle School Language Arts (with EDU 404)	3	_____	_____
MID 395 Advanced Strategies of Teaching in the Mid. Grades	3	_____	_____
REA 407 Middle School Reading	3	_____	_____
SED 350 Roles and Procedures in Special Education	3	_____	_____
SED 410 Charac. of & Strategies for Students w Mild Disabilities	3	_____	_____
SED 408 Functional Behavior Analysis	3	_____	_____
SED 409 Instructional Procedures-Students with MSD	3	_____	_____
SED 425 Specialized Reading for Students with Mild Disabilities	3	_____	_____
SED 455 Practicum	3	_____	_____
SED 537 Diagnostic Methods	3	_____	_____

**PROFESSIONAL EDUCATION COURSES (24 HOURS)**

EDU 100T Transitions	1	_____	_____
EDU 103 Issues and Practices of American Education	3	_____	_____
EDU 303 Strategies of Teaching	3	_____	_____
SED 300 Educating Students with Disabilities	3	_____	_____
MID 421 Middle School Student Teaching *Writing-Intensive Course	7	_____	_____
SED 421 Student Teaching in Special Education *Writing-Intensive Course	7	_____	_____

**MIDDLE SCHOOL EDUCATION ACADEMIC TRACK (CHOOSE ONE)**

<b>Mathematics (26 Hours)</b>	<b>Hours</b>	<b>Semester</b>	<b>Grade</b>	<b>English &amp; Comm. (24 Hours)</b>	<b>Hours</b>	<b>Semester</b>	<b>Grade</b>
MAT 115 Math for Mid. & Elem Teach I	3	_____	_____	ENG 221 Intro to English Studies	3	_____	_____
MAT 135 Intro to Probability and Stats	4	_____	_____	ENG 228 Standard English Usage	3	_____	_____
MAT 215 Math for Mid. & Elem Teach II	3	_____	_____	ENG 310 Intro to English Linguistics	3	_____	_____
MAT 250 Calculus and Analytic Geom. I	5	_____	_____	ENG 425 Teach Lit, Writ. & Gram in MS	3	_____	_____
MAT 305 Intermediate Geo. (Fall Only)	3	_____	_____	<b>One course from the following:</b>			
MAT 399 Sets, Logic.& Func. (Spring Only)	3	_____	_____	ENG 204 Adv Expository Writing			
MAT 140 College Algebra	4	_____	_____	-or-			
<i>and</i>				ENG 214 Intro to Creative Writing	3	_____	_____
MAT 145 Trigonometry	3	_____	_____	-or-			
or				ENG 224 Writing in the Profession			
MAT 150 Algebra and Trigonometry	5	_____	_____	<b>One course from the following:</b>			
				ENG 303 British Lit to 1760			
				-or-	3	_____	_____
				ENG 304 British Lit 1760 to Present			
				<b>One course from the following:</b>			
				ENG 305 Survey of World Literature (1700-1945)			
				-or-			
				ENG 306 Contemporary Literature			
				-or-			
				ENG 307 World Lit to 1830	3	_____	_____
				-or-			
				ENG 308 World Lit 1830 to Present			
				-or-			
				ENG 320 Survey in Af-Amer Lit			
				<b>One course from:</b>			
				ENG 311 American Lit to 1890			
				-or-			
				ENG 312 American Lit 1890 to present	3	_____	_____
<b>Social Studies (27 Hours)</b>	<b>Hours</b>	<b>Semester</b>	<b>Grade</b>	<b>Science (25 Hours)</b>	<b>Hours</b>	<b>Semester</b>	<b>Grade</b>
CIV 201 World Civilization I	3	_____	_____	AST 115 Intro. to Astronomy	3	_____	_____
CIV 202 World Civilization II	3	_____	_____	AST 116 Astronomy Lab	1	_____	_____
HIS 221 American Experience to 1865	3	_____	_____	BIO 101 Bio. Concepts	4	_____	_____
HIS 222 American Experience since 1865	3	_____	_____	BIO 216 Bio. Inq. & Anal.	4	_____	_____
GSC 110 World Geography	3	_____	_____	CHE 105 Intro. To Chem.	4	_____	_____
POL 140 American National Government	3	_____	_____	GSC 199 Earth Science	4	_____	_____
ECO 140 Contemporary Economics	3	_____	_____	PHY 125 Brief Intro to Physics	4	_____	_____
<b>Three Hours from the following:</b>				PHY 126 Physics Lab.	1	_____	_____
HIS 301 Ancient History to Fall of Rome							
HIS 302 Medieval Europe							
HIS 305 Irish Diaspora							
HIS 306 Europe to Renaissance and Ref							
HIS 309 Survey of World Religions							
HIS 316 Women and Gender in World History							
HIS 340 Modern East Asia							
HIS 350 History of Latin America							
HIS 354 Ancient Near East							
HIS 355 Islamic Middle East							
HIS 356 Modern Middle East							
HIS 359 Early India							
HIS 360 Modern India							
HIS 362 Ancient Egypt							
HIS 363 Ancient Greece							
HIS 364 Ancient Rome							
HIS 370 History of Africa	3	_____	_____				
<b>And Three Hours from the following:</b>							
HIS 407 Modern Imperialism and Colonialism							
HIS 415 Women in History							
HIS 421 U.S. Social and Cultural History to 1865							
HIS 422 U.S. Social and Cultural History Since 1865							
HIS 430 Col America to 1763							
HIS 446 History of Kentucky							
HIS 449 Islam in the Modern World							
HIS 450 Modern Africa							
HIS 451 Slavery and Africa							
HIS 459 Genocide in World History	3	_____	_____				

**Total Curriculum Requirements 123-128**

## NOTES

Academic track coursework may include University Studies requirements.  
Substitutions can only be made with prior approval by advisor in the department concerned

EDU 404 must be taken with MID 307

MID 307 is not required in English Track

ELE 402 is not required in Social Studies Track

ELE 401 is not required in Science Track

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

### Teacher Education

To be admitted to teacher education, students must:

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

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

3. Earn an overall undergraduate GPA of  $\geq 2.75$  on a 4.0 scale at the point of admission. This 2.75 minimum GPA remains a requirement throughout the teacher certification program. .
4. Complete a minimum of 24 credit hours with a GPA  $\geq 2.75$  to include the following coursework:
  - (1) ENG 101, 102, 104 or 105 with a “B” or higher
  - (2) MAT 117 (or higher level math) with a “B” or higher
  - (3) COM 161 or HON 165 with a “B” or higher
  - (4) EDU 103 with a “B” or higher (or AED 380 or EDU 104 or CTE 200 or MSU 123 or ELE 605 [graduate students]).
5. Participate in the admission to teacher education interview and receive their academic advisor’s recommendation to continue the program.
6. Review the Professional Code of Ethics for Kentucky School Personnel. Sign the **Declaration of Eligibility** (pink sheet) affirming a commitment to uphold the code and acknowledging awareness of information required for state certification. If answers given on the Declaration of Eligibility change during the time of participation in the teacher education program, the Director of Teacher Education Services must be notified immediately.

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

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

## Student Teaching

To be admitted to student teaching, students must have

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

### General Requirements for Kentucky Certification

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

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

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

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

Student \_\_\_\_\_

Advisor \_\_\_\_\_

Date \_\_\_\_\_

Date \_\_\_\_\_

Name of Student \_\_\_\_\_

M# \_\_\_\_\_

*SED-LBD MA ED*

Murray State University

Master of Arts in Education: Mild Learning and Behavior Disorders

Grades (P-12)

**2015-2016 MSU Bulletin**

**Program Guidesheet**

This program is for individuals certified in general education who desire certification in learning and behavior disorders. A valid teaching certificate is required for entrance. This program is also for individuals who hold a categorical special education certificate in one or more areas such as LD, BD, EMH, PH, etc., and desire LBD certification. The student’s progress will be continuously assessed throughout the program using established program checkpoints and portfolio entries addressing Kentucky Teacher Standards. A minimum 3.0 GPA is required for completion of this program. Individuals participating in the Alternative Route to LBD may apply for this program once they have their Provisional Certificate.

**Total Course Requirements . . . . . 31 hours**

ADM 630 (3) Methods of Research

or

EDU 639 (3) Research to Improve Student Learning

CDI 635 (3) Graduate Seminar in Communication Disorders

SED 606 (3) Procedures for Classroom Management and Discipline

SED 608 (3) Functional Behavior Analysis

SED 602 (3) Family-Professional Partnerships

SED 603 (3) Special Education Law and Procedures

SED 605 (3) Characteristics and Needs of Children and Youth with Mild Disabilities

SED 615 (3) Collaboration Skills for Educators

SED 625 (3) Instructional Techniques for Children and Youth with Mild Disabilities

SED 637 (3) Diagnostic Methods

SED 690 (1) Exit Seminar in Special Education

**Graduate Course to Satisfy Undergraduate Deficiencies**

REA 612 (3) Foundations of Literacy (or approved reading course for deficiency in reading)

Changes in the program may occur in accordance with the *MSU Bulletin*.

**Exit Requirement: Portfolio**

Student must receive a “pass” on the eligibility portfolio presented in SED 690 which is based on activities and assignments which demonstrate competency in the Kentucky Teacher Standards.

Specialty Exams Required for Certification  
Special Education: Core Knowledge and Mild to Moderate Applications (5543) (158 Passing Score)  
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 Division of Professional Learning at 502-564-4606 or 888-598-7667

**PRAXIS II TEST:**

\*See your advisor for more information

\_\_\_\_\_  
Student Date

\_\_\_\_\_  
Advisor Date

Name of Student \_\_\_\_\_

M# \_\_\_\_\_

*Murray State University*  
*Option 6 Alternative Certification*  
*Mild Learning and Behavior Disorders*  
*Grades (P-12)*  
**2015-2016 MSU Bulletin**  
**Program Guidesheet**

Degree: **None**

This program is designed for individuals in our Option 6 Alternative Route to Certification who are seeking certification in learning and behavior disorders. This program does not guarantee a Masters Degree but the coursework may be applied to one.

**Total Course Requirements . . . . . 25 hours**

- SED 603 (3) Special Education Law and Procedures
- \*SED 605 (3) Characteristics and Needs of Children and Youth with Mild Disabilities
- \*SED 606 (3) Procedures for Classroom Management and Discipline
- \*SED 608 (3) Functional Behavior Analysis
- \*SED 615 (3) Collaboration Skills for Educators
- \*SED 625 (3) Instructional Techniques for Children and Youth with Mild Disabilities
- \*SED 637 (3) Diagnostic Methods
- SED 690 (1) Exit Seminar in Special Education
- REA 612 (3) Foundations of Literacy (required beginning Fall 2016)

Changes in the program may occur in accordance with the *MSU Bulletin*.

**OTHER CERTIFICATION REQUIREMENTS**

**Exit Requirement: Portfolio**

Student must receive a “pass” on the eligibility portfolio presented in SED 690 which is based on activities and assignments which demonstrate competency in the Kentucky Teacher Standards.

**Praxis II Test:**

Special Exams Required for Certification: Special Education: Core Knowledge and Mild to Moderate Applications (5543) (158 Passing Score). 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 Division of Professional Learning at 502-564-4606 or 888-598-7667

\*Practicum component built into course

**GPA:** An overall GPA of 3.0 is required at completion of this program.

**Workshops:** Students must attend and participate in all Alternative Certification Workshops

\_\_\_\_\_  
Student

\_\_\_\_\_  
Date

\_\_\_\_\_  
Advisor

\_\_\_\_\_  
Date

## G. Syllabi

### SEE LINKS FOR:

<http://coekate.murraystate.edu/ncate/manager/syllabi/>

#### Undergraduate Courses

SED 300

CDI 205

SED 350

SED 400

SED 408

SED 409

SED 410

SED 421

SED 425

SED 443

SED 455

SED 537

#### Graduate Courses

CDI 635

SED 602

SED 603

SED 605

SED 606

SED 608

SED 615

SED 625

SED 637

SED 690