

**MASTERS OF ARTS IN EDUCATION**

**TEACHER LEADER**

**FOR**

**ELEMENTARY, IECE, LBD, MIDDLE, AND  
SECONDARY PROGRAMS**

**PROGRAM SUBMISSION**  
**SEPTEMBER 2015**

Murray State University Bulletin 2014-2015

[http://www.murraystate.edu/academics/RegistrarsOffice/catalog\\_1415.aspx](http://www.murraystate.edu/academics/RegistrarsOffice/catalog_1415.aspx)

16 KAR 8:010  
16 KAR 8:020

PRG Codes: 1246, 1247, and 3910

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

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

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

### ***Unique Features***

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

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

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

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

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

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

The Master of Arts in Education (MAED) Teacher Leader program is an interdepartmental program that spans three departments within the College of Education and Human Services (CoEHS). The program was developed in collaboration with public school partners in 2006 as part of a statewide redesign effort. The program is built upon the assumption that contemporary school settings at every level (elementary, middle, high) require of educators a common set of skills to lead peers and others through the collaborative processes and decision-making that define professional learning communities.

The MAED Teacher Leader program is a 30-credit hour program with a 15-hour core. Candidates may choose from a series of specializations, depending upon the grade level certification. For example, candidates may complete a 12- credit hour area in the gifted education to complete the required electives as a secondary teacher, or complete the elementary specialization area as an elementary teacher. Other options include endorsements in environmental education, instructional computer technology, English as a second language, school improvement leader, or school safety. Students must complete two leadership projects during their degree (a showcase/capstone and a research project). These leadership projects must address an issue or need in their classroom, school, or district. The showcase/capstone is presented to an audience as part of the exit seminar.

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

Continuous assessment procedures are used to document and systematically monitor candidate progress throughout the education program to ascertain candidates' proficiency in the Kentucky Teacher Standards and specialized standards associated with their program's focus. Checkpoints provide data to facilitate faculty's efforts to make recommendations for improvement,

remediation, or candidates' continuance in the program. To become admitted to a graduate teacher education program, candidates must meet these requirements:

- Hold a baccalaureate degree from a regionally accredited college or university.
- Submit official transcripts of all previous college credit to Graduate Admissions.
- Submit a formal application to enroll in a Murray State University graduate program.
- To qualify for unconditional admission, candidates must have an appropriate undergraduate degree and an overall undergraduate GPA > 3.0.
- Candidates must have a GPA > 2.75 and meet additional program requirements to gain conditional admission to MSU graduate school. They must earn a GPA > 3.0 during the first nine hours of graduate course work and address any additional missing requirements (e.g. letter of eligibility).
- Receive departmental approval to gain entry to the graduate teacher education program.

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

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

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

- Complete course work delineated on the planned program of study.
- Submit course substitutions as approved by an academic advisor.
- Finish course work within eight calendar years from the beginning of the very first course leading to the graduate degree.
- Maintain a GPA > 3.0 in all graduate course work.
- Earn a C or higher grade in every graduate course.
- Successfully complete a research-based and showcase leadership projects.
- Present both leadership projects at Capstones
- File a formal application to graduate from Murray State University.

**With Chair and Graduate Coordinator's approval, a candidate in the Option 6 Alternative Certification Program may take up to nine (9) hours of core coursework in the MAED Teacher Leader Program in conjunction with the coursework and experiences comprising the alternative certification track. When a candidate has completed his/her alternative certification contract, including KTIP, he or she will be formally admitted to the Teacher Leader Program.**

### ***Curriculum Change Requirements***

The MAED Teacher Leader meets requirements for rank change to Rank II or Rank I, depending upon whether prior graduate coursework is in place. In some instances, rank change may be recommended in advance of degree completion. If rank II status has already been awarded, the candidate will be recommended for Rank I.

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

Courses for the MAED Teacher Leader are offered in a variety of formats. All courses are available online for students from a distance or for whom this modality is most congruent to life circumstances. Face to face and hybridized modalities are also offered. Program faculty launched an open cohort model in 2015 using the Regional and Main Campus as cohort sites. Cohorts will rotate in order to best serve the region.

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

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

Teacher leadership is defined in many ways. The Murray State University MAED Teacher Leader program defines teacher leadership reflecting a community where adults within the organization become learners in order to improve instruction through the practice of inquiry, and who make a commitment to continuous improvement through reflective and collaborative action will result in schools where all children are supported to learn. The prevalence of professional learning communities and other teacher 'team' models as the life-blood of the instructional decision-making within the school community is illustrative of this view in practice. Reflection is key to accomplishing this end, as candidates enter the program with preconceived notions and experiences (good and bad) with instructional leadership. Faculty work to develop experiences that highlight best practices through research, but also through practical experience.

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>.

## **III. Continuous Assessment**

As an interdepartmental program, candidates benefit from the diversity of instruction that emerges from a diversity of perspective. The common, signature assessments that faculty develop for the program are used to anchor the program and provide candidate data for program and candidate continuous assessment. The leadership exercises are particularly important to this process.

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>.

### ***Continuous assessment of the program.***

LiveText is used to assess student work and archive data for analysis. Faculty review this data on an annual basis and share outcomes with an advisory group comprised of regional educators. Graduates are surveyed at the time of graduation regarding program experiences and this data is additionally shared with the advisory group and faculty. Results of the capstone project provide a key indicator of the impact of the program on candidates' skills and abilities.

### ***Continuous assessment of students.***

Candidates must take EDU 600 in the first semester and EDU 640 in the last semester. This forced sequence provides the program with a natural checkpoint for assessment at the beginning and end of the program. Midpoint assessment occurs through the first leadership project, which is a research project in EDU 639. Candidate performance on that project is a strong indicator of satisfactory progress in the program.

## **IV. Program Experiences**

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

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

Graduate faculty use a variety of instructional technology (e.g. *Canvas*, Internet, *LiveText*), and keep current about today's educational issues (as evidenced through faculty vitae—presentations, publications, service). Some faculty have designed web-based courses, which are taught totally online using *Canvas*, *LiveText*, and the Internet. Graduate faculty make sure candidates are actively involved in authentic learning activities. For example, in EDU 633 (online version), candidate teams interview public school and community constituents, complete weekly team tasks, and reflect upon other teams' submissions. The MAED Teacher Leader program provides opportunities for teachers to continue their growth and development as reflective decision-makers to become teacher leaders. This graduate program allows teachers to evaluate their current classroom practices and provides them opportunities to continuously improve their professional practices as reflective decision-makers.

The table below illustrates the alignment of coursework with relevant standards and the EPSB themes.

Table 1.

Alignment of the Kentucky Teacher Standards with the MAED Teacher Leader Core

Course	KTS 1	KTS 2	KTS 3	KTS 4	KTS 5	KTS 6	KTS 7	KTS 8	KTS 9	KTS 10
<b>EDU 600</b> Intro	A	A	A	A			A	A	A	A
<b>EDU 631</b> Motivation	A	A	A	A		A	A	A	A	A
<b>EDU 633</b> Curriculum	E	E	E	E	A	A	A	A	A	A
<b>EDU 637</b> Diverse Learners	A	A	A	A	A				A	A
<b>EDU 639</b> Research					E	E	E	E	E	E
<b>EDU 640</b> Exit						E	E		E	E
<b>K – Knowledge, A – Application, E – Evaluation</b>										

Table 2.

Alignment of Model Teacher Leader Standards with the MAED Teacher Leader Core

Course	MTLS I	MTLS II	MTLS III	MTLS IV	MTLS V	MTLS VI	MTLS VII
<b>EDU 600</b> Intro	A	A	A			A	A
<b>EDU 631</b> Motivation		A	A	E	A	E	A
<b>EDU 633</b> Curriculum	A	A	A	A	A		A
<b>EDU 637</b> Diverse Learners				A	A		A
<b>EDU 639</b> Research	E	E	E		E		
<b>EDU 640</b> Exit	E		E		E		E
<b>K – Knowledge, A – Application, E – Evaluation</b>							

Table 3.

## EPSB Theme Alignment for MAED Teacher Leader Program

Course	EPSB Themes				Ethics
	Diversity	Assessment	Literacy	Gap	
<i>Core Courses for Masters</i>					
<b>EDU 600</b> Intro	<b>A</b> Human Diversity Project			<b>A</b> Research project	professional ethics and leadership
<b>EDU 631</b> Motivation	<b>A</b> Class Activities			<b>A</b> Class Activities	
<b>EDU 633</b> Curriculum	<b>E</b> Curriculum project			<b>E</b> Curriculum project	professional ethics and leadership
<b>EDU 637</b> Diverse Learners	<b>E</b> Differentiated Instruction Project	<b>E</b> Differentiated Instruction Project			
<b>EDU 639</b> Research		<b>E</b> Research project	<b>E</b> Research project	<b>E</b> Research project	research ethics
<b>EDU 640</b> Exit		<b>E</b> Research project		<b>E</b> Research project	
<b>K – Knowledge, A – Application, E – Evaluation</b>					

*Endorsements and Specializations*

The 15-hour core of Teacher Leader coursework represents part of the degree requirements for several tracks including IECE, Elementary, Middle School, Secondary, Advanced LBD, and Alternative Certification for Middle School or Secondary. IECE, and Advanced LBD all have a remaining 15-18 hours of coursework for their programs. The Elementary Teacher Leader program allows students to choose an Elementary Specialization (consisting of 15 hours of courses), a Literacy Concentration (consisting of 15 hours of courses), or they can choose an area of endorsement (consisting of 12 hours of courses plus a 3-credit hour elective). Middle School Teacher Leader Candidates take the 15-hour Teacher Leader core, a 3-credit hour EDP 675 Advanced Adolescent Psychology, and a 12-hour endorsement or specialization. Secondary Teacher Leader Candidates take the 15-hour Teacher Leader core, a 3-credit hour EDU 621 Advanced Instructional Methods, and a 12-hour endorsement or specialization. Those in the Middle and Secondary Alternative Certification Specialization Track complete 15 hours (includes one core class EDU 631) of this program and other requirements to receive initial certification prior to completing the remaining core classes for Teacher Leader. Alternative certification candidate may choose to complete EDU 600 while completing the alternative certification track and EDU 631.

12-hour Endorsement Options for Elementary, Middle, and Secondary:

- Gifted and Talented
- School Safety
- Instructional Computer Technology
- Environmental Education
- English as a Second Language



12-hour Specialization Options for Middle and Secondary:

- School Improvement Leader
- Content Area
- Alternative Certification
- Career & Technical Education

**Course Descriptions for Teacher Leader Graduate Programs**

**EDU 600** Introduction to Teacher Leadership (2). This course is an introduction to the Teacher Leader Masters Degree. It provides an overview of the teacher leader concept and how the teacher can be a powerful force for improving schools. It examines the influences that affect students, teachers, and schools including socio-economic, cultural, language, historic, and political influences. Teachers will examine and reflect on their experiences in the classroom in relation to the teacher leader model. Teachers will research their own schools and community and develop a plan to meet the individual student needs in their classrooms.

**EDU 631** Classroom Management and Student Motivation (3). An analysis of the theoretical and practical aspects of selected systems of classroom management and motivation. This course includes the study of several approaches that can assist teachers in establishing and maintaining a healthy and productive system of classroom operation.

**EDU 633** Curriculum Development (3). A comprehensive analysis of the process of curriculum development within schools and the larger community. The process includes consideration of the teacher leader model according to current theory, school goals, instructional planning, student achievement and curriculum evaluation leading to reflective decision-making and teacher development.

**EDU 637** Instruction for Diverse Learners (3). Examines the needs of a wide range of diverse learners with the goal of matching instruction and accommodations to improve student learning.

**EDU 639** Research to Improve Student Learning (3). A course designed to develop educator capacities regarding the collection, analysis and interpretation of data for decision-making, including the design and implementation of basic action research to improve classrooms, schools, and districts.

**EDU 640** Exit Seminar in Teacher Leadership (1). This course provides culminating experiences for the Teacher Leadership Masters Degree and Endorsement program. Students will reflect on their program experiences and document their professional growth and transformation as teacher leaders.

**D. Program Faculty**

NAME	HIGHEST DEGREE, FIELD, & UNIVERSITY	ASSIGNMENT	FACULTY RANK	SCHOLARSHIP, LEADERSHIP IN PROFESSIONAL ASSOCIATIONS, AND SERVICE	STATUS
Brown, Cory	Ph.D, Multicultural and Equity Studies in Education, Ohio State University	Assistant Professor Teaches foundation courses	Assistant Professor	<ul style="list-style-type: none"> <li>• High School English – 2 years, Full-Time Academic Advisor, University of Cincinnati – 5 years, University</li> </ul>	Full-time to institution Full-time to unit Part-time to program

				<p>Appointments, Education – 10 years.</p> <ul style="list-style-type: none"> <li>• Dixon, A. D., Dodo-Seriki, V. and Brown, C. T. (2014). Culturally relevant pedagogy at the intersections of race, gender, and class. Paper presented at the biennial meeting of the International Conference on Urban Education, Montego Bay, Jamaica.</li> <li>• Dodo-Seriki, V., Brown, C. T., and Fasching-Varner, K. (Accepted and in preparation, 2015). The permanence of racism in teacher education. In J. K. Donnor, R. Reynolds, M. Lynn, and A. D. Dixon (Eds.). <i>Is the post-racial still racial?: Understanding the relationship between race and education</i>. NSSE Yearbook, Teachers College Record.</li> <li>▪ National Council of Teachers for English Assembly of Research - Program Reviewer and Planning Committee, 2015 (New Orleans, Louisiana)</li> </ul>	
<b>Edington, Susan</b>	Ed.D., Educational Policies Studies, Curriculum and Instruction, University of Kentucky	Education Coordinator at Madisonville site, Teaches graduate courses	Assistant Professor	<ul style="list-style-type: none"> <li>▪ Published article in <i>Kentucky Teacher</i></li> <li>▪ Conducts annual Praxis Prep workshops yearly for MSU students; serves on Hopkins County P-16 Council; trains reading tutors in Hopkins County for the Renaissance in Reading program</li> <li>▪ School improvement state evaluation team (2005)</li> </ul>	Full-time to Institution, Full-time to Unit, Part-time to Program
<b>Jacobs, Martin</b>	Ed.D., Curriculum & Instruction, Florida International University	Teaches graduate & undergraduate curriculum courses	Professor	<ul style="list-style-type: none"> <li>• Scholarship focused upon Teacher Leadership, with presentation and publication outcomes</li> <li>• Faculty Representative: Murray State Board of Regents</li> </ul>	Full-time to Institution, Full-time to Unit, Part-time to Program
<b>Musselman, Meagan</b>	Ph.D. Curriculum & Instruction, Southern Illinois University	Teacher Leader Program Coordinator, Teaches middle level undergraduate education courses and graduate courses	Associate Professor	<ul style="list-style-type: none"> <li>• National Board Certification, Middle School Science</li> <li>• Presentations at national, regional, state and local conferences; and</li> <li>• President of Kentucky Association of Teacher Educators</li> </ul>	Full-time to Institution, Full-time to Unit, Part-time to Program

		across multiple levels			
<b>Patterson, Lynn</b>	Ed.D, Administration and Supervision, Tennessee State University	Associate Professor, Elementary School Program Co-Coordinator	Associate Professor	<ul style="list-style-type: none"> <li>• National Board Certification, Middle Childhood Generalist, TN School Administration Certification, TN Elem. Teacher (1-8). School administrator, elementary and middle – 5 years, elementary classroom – 26 years, speech and hearing – 3 years.</li> <li>• Problem Solve with the President (2014). Mathematics Teaching in Middle School</li> <li>• Response to Interventions in Middle &amp; High School (2015). Book Chapter.</li> <li>• Panel reviewer for NSF Presidential Awarding in Mathematics.</li> <li>• 2015 KDE MSP Grant</li> </ul>	Full-time to institution Full-time to unit Part-time to program
<b>Stormer, Kimberly</b>	Ph.D. Instructional Leadership Academic and Curriculum, University of Oklahoma	Middle Level Education Program Coordinator, Teaches middle level education courses and graduate curriculum course	Assistant Professor	<ul style="list-style-type: none"> <li>• Author, peer-reviewed journal article;</li> <li>• Presentations at national and statewide conferences;</li> <li>• Diversity Chair Kentucky</li> <li>• Council Teachers of English; and</li> <li>• Advisor Murray State Middle Level Association</li> </ul>	Full-time to institution Full-time to unit Part-time to program
<b>Wu, Echo</b>	Ph.D. Educational Psychology, (Gifted Education) University of Virginia	Full time instructor, Director, Center for Gifted Studies	Assistant Professor	<ul style="list-style-type: none"> <li>• Wu, E. H. (2013). The path leading to differentiation: An interview with Carol Tomlinson. <i>Journal of Advanced Academics</i>, 24(2), 125-133. (May 2013) DOI: 10.1177/1932202X13483472.</li> <li>• Wu, E. H. (2013). Enrichment and acceleration: Best practice for the gifted and talented. <i>Gifted Education Press Quarterly</i>, 27(2), 2-8.</li> <li>• David, H., &amp; Wu, E. H. (2012). Gifted education in Hong Kong and Israel: A Comparative study. <i>Australasian Journal of Gifted Education</i>, 21(2), 81-89.</li> </ul>	Full-time to institution Full-time to unit Part-time to program

## E. Curriculum Contract/Guidesheets

Revised 8/14

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

MSU # \_\_\_\_\_

**ELE – MA ED**  
**Murray State University**  
**Master of Arts in Education and Teacher Leader Endorsement**  
**Teacher Leader Elementary Education**  
(Grades K-4, P-5, 1-8)  
*2014-2015 MSU Bulletin*  
**Program Guidesheet**

This MA ED degree program is designed to fulfill course requirements for Rank II classification. This **PREPLANNED\*** program shall consist of 30 semester hours of graduate level course work. Applicants must hold an Early Elementary (K-4, P-5, 1-8) Provisional Certificate or its equivalent. EDU 600 Introduction to Teacher Leadership must be taken as the first course in the core sequence. The student may choose Elementary Specialization supporting the teaching field or an educational endorsement specialization. At least 21 semester hours must be earned at MSU, and the requirements for the program must be completed within **eight years** of the time a student initially enrolls in any course applicable to the program. The student's progress will be continuously assessed throughout the program using established program checkpoints. A minimum grade point average of 3.0 is required for graduation. Students must complete EDU 600 before enrolling in EDU 639. **Exit assessments: completion of two leadership projects.**

### Professional Education – Core Courses (15 Hours)

EDU 600	Introduction to Teacher Leadership	2 _____
EDU 631	Classroom Mgmt. and Student Motivation	3 _____
EDU 633	Curriculum Development	3 _____
EDU 637	Instruction for Diverse Learners	3 _____
EDU 639	Research to Improve Student Learning	3 _____
EDU 640	Exit Seminar in Teacher Leadership	1 _____

### Specialization – Elementary Education (15 Hours)

ELE 601	Integrating Social Studies in the Curriculum	3 _____
ELE 602	Integrating Language Arts in the Curriculum	3 _____
ELE 603	Integrating Mathematics in the Curriculum	3 _____
ELE 608	Integrating Science across the Curriculum	3 _____
REA 612	Foundations of Literacy	3 _____

The student and advisor have discussed this program and agree to the foregoing plan. \*During the first nine weeks of the first term, the student should complete the graduate program form and submit it to the specified advisor. The Program form is approved by a graduate advisor and the Collegiate Graduate Coordinator.

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Advisor's Signature

\_\_\_\_\_  
Date

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

MSU # \_\_\_\_\_

**ELE – MA ED**  
**Murray State University**  
**Master of Arts in Education and Teacher Leader Endorsement**  
**Teacher Leader Elementary Education**  
 (Grades K-4, P-5, 1-8)  
**Program Guidesheet**

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Professional Education – Core Courses (15 Hours)

EDU 600	Introduction to Teacher Leadership	2 _____
EDU 631	Classroom Mgmt. and Student Motivation	3 _____
EDU 633	Curriculum Development	3 _____
EDU 637	Instruction for Diverse Learners	3 _____
EDU 639	Research to Improve Student Learning	3 _____
EDU 640	Exit Seminar in Teacher Leadership	1 _____

**OPTION TWO: Area of Endorsement (15 Hours)**

Students complete an endorsement in Environmental Education, Gifted Education, Instructional Computer Technology, School Safety or English as a Second Language (ESL) plus one elective. Please see posting on <http://coekate.murraystate.edu/coecms/ncate/manager/advsheet/>.

_____	_____	3 _____
_____	_____	3 _____
_____	_____	3 _____
_____	_____	3 _____

Plus one elective:

_____	_____	3 _____
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The student and advisor have discussed this program and agree to the foregoing plan. \*During the first nine weeks of the first term, the student should complete the graduate program form and submit it to the specified advisor. The Program form is approved by a graduate advisor and the Collegiate Graduate Coordinator.

\_\_\_\_\_  
 Student’s Signature

\_\_\_\_\_  
 Advisor’s Signature

\_\_\_\_\_  
 Date

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

MSU # \_\_\_\_\_

**ELE – MA ED**  
**Murray State University**  
**Master of Arts in Education and Teacher Leader Endorsement**  
**Teacher Leader Elementary Education – Literacy Concentration**  
 (Grades K-4, P-5, 1-8)  
*Current MSU Bulletin*  
**Program Guidesheet**

This MA ED degree program is designed to fulfill course requirements for Rank II classification. **This program does not prepare students for the Literacy Specialist Endorsement. Students interested in adding a Literacy Specialist Endorsement to their certificates should enroll in the MA in Education – Reading and Writing program.** This **PREPLANNED\*** program shall consist of 30 semester hours of graduate level course work. Applicants must hold an Early Elementary (K-4, P-5, 1-8) Provisional Certificate or its equivalent. EDU 600 Introduction to Teacher Leadership must be taken as the first course in the core sequence. At least 21 semester hours must be earned at MSU, and the requirements for the program must be completed within **eight years** of the time a student initially enrolls in any course applicable to the program. The student’s progress will be continuously assessed throughout the program using established program checkpoints. A minimum grade point average of 3.0 is required for graduation. Students must complete EDU 600 before enrolling in EDU 639. **Exit assessments: completion of two leadership projects.**

Professional Education – Core Courses (15 Hours)

EDU 600	Introduction to Teacher Leadership	2 _____
EDU 631	Classroom Mgmt. and Student Motivation	3 _____
EDU 633	Curriculum Development	3 _____
EDU 637	Instruction for Diverse Learners	3 _____
EDU 639	Research to Improve Student Learning	3 _____
EDU 640	Exit Seminar in Teacher Leadership	1 _____

Literacy Concentration (15 Hours)

REA 612	Foundations of Literacy	3 _____
REA 626	Word Study: Phonics, Spelling and Vocabulary	3 _____
REA 618	Content Area Reading/Writing K-12	3 _____

Literacy electives: Choose six (6) credit hours from the following or other literacy electives approved by advisor:

ELE 602	Integrating Language Arts in the Curriculum	3 _____
REA 624	Kentucky Reading Project	3 _____
(by application only. See <a href="http://www.kentuckyliteracy.org/elementary/krp">http://www.kentuckyliteracy.org/elementary/krp</a> )		
ENG 604	Purchase Area Writing Project I	3 _____
(by application only. See <a href="http://campus.murraystate.edu/pawp/">http://campus.murraystate.edu/pawp/</a> )		
ENG 605	Purchase Area Writing Project II	3 _____
(by application only. See <a href="http://campus.murraystate.edu/pawp/">http://campus.murraystate.edu/pawp/</a> )		
ELE 616	Research in Children’s Literature	3 _____
LIB 617	Research in Young Adult Literature	3 _____

The student and advisor have discussed this program and agree to the foregoing plan. \*During the first nine weeks of the first term, the student should complete the graduate program form and submit it to the specified advisor. The Program form is approved by a graduate advisor and the Collegiate Graduate Coordinator.

\_\_\_\_\_  
 Student’s Signature

\_\_\_\_\_  
 Advisor’s Signature

\_\_\_\_\_  
 Date



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

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

**SEC – MA ED**  
**Murray State University**  
**Master of Arts in Education and Teacher Leader Endorsement**  
**Secondary Teacher Leader Track**  
 (Grades P-12, 5-12, 7-12, 8-12, 9-12)  
*2014-2015 MSU Bulletin*  
**Program Guidesheet**

This MA ED degree program is designed to fulfill course requirements for Rank II classification. The program must be **PREPLANNED\*** with one’s advisor and shall consist of 30 semester hours of graduate level course work. Applicants must hold a Secondary Grades (P-12, 5-12, 7-12, 8-12, or 9-12) Provisional Certificate or its equivalent. EDU 600 Introduction to Teacher Leadership must be taken as the first course in the core sequence. Graduate courses for the specialization component must be selected from the same content area as the student’s undergraduate teaching major/area or an Educational Endorsement Specialization. At least 21 semester hours must be earned at MSU, and the requirements for the program must be completed within eight years of the time a student initially enrolls in any course applicable to the program. The student’s progress will be continuously assessed throughout the program using established program checkpoints. A minimum grade point average of 3.0 is required for graduation. **Exit assessments: Successful completion of capstone and two leadership projects.**

Professional Education – Core Courses (15 Hours)

EDU 600	Introduction to Teacher Leadership	2 _____
EDU 631	Classroom Mgmt. & Student Motivation	3 _____
EDU 633	Curriculum Development	3 _____
EDU 637	Instruction for Diverse Students	3 _____
EDU 639	Research to Improve Student Learning	3 _____
EDU 640	Exit Seminar in Teacher Leadership	1 _____

Other Course Requirements (3 Hours)

EDU 621	Advanced Methods of Teaching	3 _____
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Specialization - Teaching Field/Educational Endorsement (12 Hours)

Advisor approved courses supporting the teaching field or an educational endorsement.

_____	_____	3 _____
_____	_____	3 _____
_____	_____	3 _____
_____	_____	3 _____

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

\_\_\_\_\_  
Student’s Signature

\_\_\_\_\_  
Advisor’s Signature

\_\_\_\_\_  
Date



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

MSU # \_\_\_\_\_

**IECE - MA ED**  
**Murray State University**  
**Master of Arts in Education and Teacher Leader Endorsement**  
**Interdisciplinary Early Childhood Education**  
**Teacher Leader Track**  
 (Birth-Primary)  
**Program Guidesheet**

This MA ED degree program is designed to fulfill course requirements for Rank I or Rank II classification. The program must be **PREPLANNED\*** with one’s advisor and shall consist of 30 semester hours of graduate level course work. Program completion leads to continuing certification and advanced studies in IECE. This track is designed for students who have certification in Interdisciplinary Early Childhood Education, have a GPA  $\geq$  3.0, and meet Murray State University guidelines for admission to graduate school. EDU 600 Introduction to Teacher Leadership must be taken as the first course in the core sequence. At least 21 semester hours must be earned at MSU, and the requirements for the program must be completed within eight years of the time a student initially enrolls in any course applicable to the program. Students’ progress will be continuously assessed throughout the program using established program checkpoints. A minimum grade point average of 3.0 is required for graduation. Students must complete EDU 600 before enrolling in EDU 639. **Exit assessments: completion of two leadership projects.**

Professional Education – Core Courses (15 Hours)

EDU 600	Introduction to Teacher Leadership	2 _____
EDU 631	Classroom Management and Student Motivation	3 _____
EDU 637	Instruction for Diverse Learners	3 _____
EDU 639	Research to Improve Student Learning	3 _____
SED 653	Methods and Materials for Infants, Toddlers, and Preschoolers	3 _____
EDU 640	Exit Seminar in Teacher Leadership	1 _____

IECE Specialization - (9 Hours)

SED 652	Assessment and Program Planning for Infants Toddlers, and Preschoolers and Families	3 _____
ELE 604	Advanced Studies in Kindergarten	3 _____
FCS 625	Advanced Child Development Programs	3 _____

Electives with IECE emphasis chosen with advisor approval – (6 Hours)

Recommended: SED 602 (Family-Professional Partnerships), SED 645 (Strategies for Students with Autism), ELE 606 (Supporting Children with Challenging Behavior), or ELE 620 (Introduction to the Reggio Approach to Teaching and Learning).

_____	_____	3 _____
_____	_____	3 _____

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

_____ Student’s Signature	_____ Advisor’s Signature	_____ Date
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**SED – MAED**  
**Murray State University**  
**Master of Arts in Education and Teacher Leader Endorsement**  
**Special Education - Advanced Studies in Learning and Behavior Disorders**  
**Teacher Leader Track**  
 (Grades P-12)  
*2015-2016 Graduate Bulletin*  
**Program Guidesheet**

This MA ED degree program is designed to fulfill course requirements for Rank II classification. The program must be **PREPLANNED\*** with one's advisor and shall consist of 30 semester hours of graduate level course work. This program is designed for teachers to continue their certification in special education learning and behavior disorders. EDU 600 Introduction to Teacher Leadership must be taken as the first course in the core sequence. At least 21 semester hours must be earned at MSU, and the requirements for the program must be completed within eight years of the time a student initially enrolls in any course applicable to the program. The student's progress will be continuously assessed throughout the program using established program checkpoints. A minimum grade point average of 3.0 is required for graduation. Exit assessments: leadership projects.

Professional Education – Core Courses (15 Hours)

EDU 600	Introduction to Teacher Leadership	2 _____
EDU 631	Classroom Mgmt. & Student Motivation	3 _____
EDU 633	Curriculum Development	3 _____
EDU 637	Instruction for Diverse Students	3 _____
EDU 639	Research to Improve Student Learning	3 _____
EDU 640	Exit Seminar in Teacher Leadership	1 _____

Other Degree Requirements - (15 Hours)

SED 613	Advanced Behavior Support	3 _____
SED 614	Advanced Instructional Technology	3 _____
SED 651	Social Competence for Safe Environments	3 _____
SED 655	Special Education Transition	3 _____

Advisor approved SED Elective – (3 Hours):

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

Student's Signature	Advisor's Signature	Date
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Name of Student \_\_\_\_\_

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

**MID – MA ED**  
**Murray State University**  
**Master of Arts in Education and Teacher Leader Endorsement**  
 Grades (5-8, 5-9)  
**Alternative Certification Track**  
*2014-2015 MSU Bulletin*  
**Program Guidesheet**

This MA ED degree program is designed to fulfill course requirements for Rank II or Rank I classification. The program must be **PREPLANNED\*** with one’s advisor and shall consist of 30 semester hours of graduate level course work. Applicants must hold a Middle School (5-8, 5-9) Professional Certificate for admission to this program. The Alternative Certification Specialization Track and KTIP must be successfully completed prior to being admitted to this program. Up to nine (9) hours of core coursework may be completed prior to admission to the program. At least 21 semester hours must be earned at MSU, and the requirements for the program must be completed within eight years of the time a student initially enrolls in any course applicable to the program. The student’s progress will be continuously assessed throughout the program using established program checkpoints. A minimum grade point average of 3.0 is required for graduation. **Exit assessments: Successful completion of capstone and two leadership projects.**

Professional Education – Core Courses (15 Hours)

EDU 600	Introduction to Teacher Leadership	2 _____
EDU 631	Classroom Mgmt. & Student Motivation	3 _____
EDU 633	Curriculum Development	3 _____
EDU 637	Instruction for Diverse Students	3 _____
EDU 639	Research to Improve Student Learning	3 _____
EDU 640	Exit Seminar in Teacher Leadership	1 _____

Other Course Requirements (3 Hours)

PSY 681	Advanced Adolescent Psychology	3 _____
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Specialization – Alternative Certification (12 Hours)

EDU 650	Workshop in Education	3 _____
SED 606	Procedures /Classroom Management	3 _____
EDU 626	Integration of Edu Technology	3 _____
ADM 627	School Law & Finance for Teachers	3 _____

The student and advisor have discussed this program and agree to the foregoing plan. \*An official MSU Graduate Program form must also be completed and submitted upon completion of the alternative certification curriculum contract and KTIP. The Program form is approved by a graduate advisor and the Collegiate Graduate Coordinator.

\_\_\_\_\_  
 Student’s Signature

\_\_\_\_\_  
 Advisor’s Signature

\_\_\_\_\_  
 Date

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

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

**SEC – MA ED**  
**Murray State University**  
**Master of Arts in Education and Teacher Leader Endorsement**  
**Alternative Certification Track**  
(Grades P-12, 5-12, 7-12, 8-12, 9-12)  
*2014-2015 MSU Bulletin*  
**Program Guidesheet**

This MA ED degree program is designed to fulfill course requirements for Rank II or Rank I classification. The program must be **PREPLANNED\*** with one’s advisor and shall consist of 30 semester hours of graduate level course work. The Alternative Certification Specialization Track and KTIP must be successfully completed prior to being admitted to this program. Up to nine (9) hours of core coursework may be completed prior to admission to the program. At least 21 semester hours must be earned at MSU, and the requirements for the program must be completed within eight years of the time a student initially enrolls in any course applicable to the program. The student’s progress will be continuously assessed throughout the program using established program checkpoints. A minimum grade point average of 3.0 is required for graduation. **Exit assessments: Successful completion of capstone and two leadership projects.**

Professional Education – Core Courses (15 Hours)

EDU 600	Introduction to Teacher Leadership	2 _____
EDU 631	Classroom Mgmt. & Student Motivation	3 _____
EDU 633	Curriculum Development	3 _____
EDU 637	Instruction for Diverse Students	3 _____
EDU 639	Research to Improve Student Learning	3 _____
EDU 640	Exit Seminar in Teacher Leadership	1 _____

Other Course Requirements (3 Hours)

EDU 621	Advanced Methods of Teaching	3 _____
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Specialization – Alternative Certification (12 Hours)

EDU 650	Workshop in Education	3 _____
SED 606	Procedures /Classroom Management	3 _____
EDU 626	Integration of Edu Technology	3 _____
ADM 627	School Law & Finance for Teachers	3 _____

The student and advisor have discussed this program and agree to the foregoing plan. \*An official MSU Graduate Program form must also be completed and submitted upon completion of the alternative certification curriculum contract and KTIP. The Program form is approved by a graduate advisor and the Collegiate Graduate Coordinator.

Student's Signature

Advisor's Signature

Date

## **F. Syllabi**

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

### **Core Courses for Masters in Teacher Leadership**

EDU 600

EDU 631

EDU 633

EDU 637

EDU 639

EDU 640