



**BACHELORS OF SCIENCE  
MIDDLE SCHOOL EDUCATION  
CERTIFICATION (5-9)  
SINGLE AND DUAL CERTIFICATION TRACKS**

**PROGRAM SUBMISSION  
SEPTEMBER 2015**

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

16 KAR 8:010  
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PGM Codes: 2192, 2288, 2384, 2480, **3903**, 3902, 3901, and 3904

The content courses in this program are used for determining the equivalent of a major or area, addressing and assessing SPA and Kentucky Academic Standards through a transcript review for entrance into our Alternative Certification Option 6 Program. PGM Codes: 2242, 2246, 2342, 2534

## 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) and the 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***

According to the U.S. Department of Labor, there will be a shortage of middle school teachers through 2018. Critical need areas are in mathematics and science. Teaching middle school can be an exciting and challenging journey. Teaching young adolescents gives pre-service teachers the opportunity to be a positive influence during a very formative period of a student's life. The Middle School Education Program is a Bachelor of Science degree program. The program prepares students to become certified teachers for middle school students in grades 5-9 in their choice of one or two curriculum content areas (English/Communications, Mathematics, Science, and Social Studies). The program is approximately 128 credit hours, including University Studies courses, professional education courses, and content area courses. The degree program focus is on specific course content and teaching methods appropriate for the middle school student. Coursework and practicum experiences (field-based learning activities) provide access to current best practices and research in the middle school education field. The culminating experience is a semester-long student teaching experience in two classroom settings in a public middle school.

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

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

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

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

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

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

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

To be recommended for initial certification, candidates must successfully complete student teaching and program requirements. They must earn passing scores on relevant *PRAXIS* specialty area tests and the *Principles of Learning and Teaching* exam. Because teacher certification requirements are subject to change, students who are registering for the tests need to refer to the Education Professional Standards (EPSB) website at [www.kyepsb.net](http://www.kyepsb.net) for current requirements.

## ***Modes of Delivery***

Course work is delivered through multiple venues: traditional (face-to-face), interactive television, and online. Candidates can earn undergraduate teacher education degrees at Murray State University or **at the Madisonville MSU regional campus.**

## **Conceptual Framework**

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

## **Continuous Assessment**

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

## **Program Experiences**

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

The Middle School Education program supports the College of Education and Human Services (COEHS) 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 Performance Standards (KTS), College of Education and Human Services Dispositions, and the candidates' own experiences, values, and beliefs about education. At the program's beginning, candidates are asked to reflect upon their own values and beliefs about education and seek integration of those with the COEHS Dispositions through assignments such as philosophy statements, growth plans, practicum experiences, 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 Teacher Performance Standards. Throughout, program coursework is designed to require planning and reflecting at increasing levels of expertise. The middle school program faculty reference *This We Believe* published by the Association for Middle Level Education and other middle school philosophies in course and instruction design. They understand the major concepts, principles, theories, standards, and research related to adolescent development, middle level curriculum and assessment, and as a result, the program models the use of active instructional methods, real-life applications, and cognitive strategies to stimulate learning and provide motivation for the middle level learner. Along with a strong component of content knowledge in one or two areas of certification, the program is designed to integrate theory into practice with field experiences scheduled as an integral part of methods courses. As program policy, candidates follow curriculum guidesheets and RACR audits (a university advising program tool), and confer with advisors to help them to monitor their personal progress and prepare them for the continuous self-assessment required of professional educators.

At admission to teacher education, candidates are interviewed by faculty and asked to respond about the COEHS dispositions and the Kentucky Code of Ethics. The Kentucky Code of Ethics is presented three additional times to candidates - during orientations to teacher education and student teaching and during the student teaching interview. The Kentucky teacher performance standards are integrated throughout core courses and middle school methods courses. Candidates are introduced to the standards in early coursework where they gain knowledge of the role performance standards play in becoming reflective decision-makers. As coursework progresses, the standards are applied in lesson plans and other instructional activities. At the end of the program, during extended practicum and student teaching, candidates are evaluated for each standard in an eligibility portfolio. The portfolio is independently scored by two faculty members with content and instructional knowledge in the discipline. At the Murray campus, the students can choose between one or two of the following contents: science, mathematics, social studies, and English/communication. The program has expanded to two satellite campuses in Madisonville and Paducah. In these 2+2 middle school programs, students earn certification in science and mathematics. In addition, the Murray program allows for post-baccalaureate students to return and earn certification in one or two content areas. Regarding instructional technology, middle school instructors use web-based programs such as Canvas and LiveText to supplement and enhance face-to-face instruction.

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

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

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

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

Candidates enhance their personal literacy skills by successfully completing two *Oral and Written Communication* university studies courses, ENG 105 *Critical Reading, Writing, and Inquiry* and COM 161 *Introduction to Public Speaking*. Furthermore, they complete six hours of Historical, Literary, and Philosophical university studies courses, CIV 201/202 *World Civilizations I/II* and HUM 211 *The Western Humanities Tradition*. They further refine their

writing skills by completing the unit's writing-intensive student teaching semester. Middle school students complete two courses in reading and language arts instruction. There are twenty hours of field experiences included in these courses to provide students with hands on planning, teaching, and tutoring instruction with middle school public school students. 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 middle school English/language arts is required for certification for students completing the English/communication content area. In REA 407, candidates are trained to use best practices in teaching literacy. They apply this knowledge during their practicum and clinical experiences.

### ***Field Experiences***

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

Please see field experience audit sheets for a description of the activities associated with the field/clinical experiences at the link below:

<http://www.murraystate.edu/academics/CollegesDepartments/CollegeOfEducationandHumanServices/TeacherEducationServices/componentauditsheets.aspx>

### ***EPSB Themes***

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

### EPSB Themes for Middle Level Education Core Courses

EPSB Themes	Diversity	Assessment	Literacy/ Read	Closing Gap
Core Courses				
EDU 103 Introduction	A	K		A
MID 342 Strategies	K	K	K	
EDP 260 Development	A			
EDU 403 Foundations	A	A		
MID 307 Language Arts	A	A	A	
REA 407 Reading		A	A	
SED 300 Special Edu.	K	K	K	K
MID 395 Strategies	A	A		A
MID 421/422 Student Teaching	E	E	E	E
K – Knowledge, A – Application, E – Evaluation				

#### *Course Descriptions for Undergraduate Middle School Education*

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

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

**SED 300** Educating Students with Disabilities (3). This course introduces students to state and federal laws impacting the education of students with disabilities, prepares them to work collaboratively with other professionals and parents, and teaches them a variety of effective instructional techniques/strategies. It also increases their awareness of the special organizations, associations, and other resources that will assist them in meeting their professional needs, the needs of families, and the needs of students with disabilities. Field experience required.



**MID 342** Middle Level Teaching Strategies (3). This course is an investigation of the skills of teaching that are applicable in the middle grades. The course will focus on understanding middle school concepts as specified by the American Middle Level Association; application of middle level teaching strategies through demonstrations and microteaching presentations; and coverage of classroom management strategies, discipline techniques, Charlotte Danielson Framework for Teachers, and formative/summative assessments appropriate for the middle level. Field experiences required.

**MID 307** Middle School Language Arts (3). This course focuses on teaching communication skills – listening, speaking, reading and writing within the subject matter fields- to middle school children. Field experiences required.

**MID 395** Advanced Strategies of Teaching in the Middle Grades. This course is an advanced application of the skills of teaching that are applicable in the middle grades. Emphasis placed on unit, lesson, and assessment design; and the application of teaching strategies in classroom settings. The course will also include in-depth coverage of classroom management strategies, discipline techniques, and curriculum development as a function of instruction. Field experiences required. Prerequisite(s): EDU 303, MID 270, and Admission to Teacher Education.

**REA 407** Middle School Reading (3). Course provides an overview of research-based literacy practices appropriate for teaching students in the middle grades. Emphasis is placed on teaching strategies designed to enhance comprehension and vocabulary development for students across the curriculum. Field experiences required.

**MID 422** Extended Practicum (4). Course will provide opportunities for supervised direct involvement with classrooms in the public school setting. Students will implement strategies and procedures used in the education of middle grades learners. Field experiences required.

Course descriptions for the content-area courses in all subject areas are located in the MSU *Bulletin* at this link: [http://www.murraystate.edu/academics/RegistrarsOffice/catalog\\_1516.aspx](http://www.murraystate.edu/academics/RegistrarsOffice/catalog_1516.aspx).

***Modes of Delivery for Program Content Courses***

<b>Course Number</b>	<b>Face to Face</b>	<b>Web</b>	<b>Interactive TV</b>	<b>On-Campus</b>
EDU 100T	<b>X</b>			<b>X</b>
EDU 103	<b>X</b>	<b>X</b>		<b>X</b>
MID 342	<b>X</b>		<b>X</b>	<b>X</b> <b>Regional Campuses</b>
MID 395	<b>X</b>		<b>X</b>	<b>X</b> <b>Regional Campuses</b>
MID 421	<b>X</b>			<b>Student Teaching Sites</b>
MID 422	<b>X</b>			<b>X</b>
REA 407	<b>X</b>			<b>X</b>

MID 307	X			X
SED 300	X			X

## B. Specialty Professional Association (SPA) Standards

### Association for Middle Level Education (AMLE) Standards

**Note: Course activities and assignments are completed during practicum and clinical experiences. Assignments are posted and graded on LiveText.**

AMLE STANDARD	Courses/Activities/Assessments
<p><b>1. Young Adolescent Development</b> Middle level candidates understand the major concepts, principles, theories, and research related to young adolescent development, and they provide opportunities that support student development and learning.</p>	<p>MID 342- Micro-Teaching Experience MID 307- Content Literacy Strategies Notebook MID 395- Assessment Plan REA 407- Field Documentation—Evaluation MID 422- Field Evaluation by Instructor</p>
<p><b>2. Middle Level Curriculum</b> Middle level candidates understand the use of central concepts, tools of inquiry, standards, research and structures of content to plan and implement curriculum that develops all young adolescents' competence in subject matter.</p>	<p>MID 342- Formative and Summative Assessment Plan MID 307- Peer-Reviewed Presentation Proposal MID 395- Common Core Standards Analysis REA 407- Reader Response Literature Task MID 422- TPA Lesson Plans</p>
<p><b>3. Middle Level Philosophy and School Organization</b> Middle level candidates understand the major concepts, principles, theories, and research underlying the philosophical foundations of developmentally responsive middle level programs and schools, and they work successfully within these organizational components.</p>	<p>MID 342- Classroom Management Plan MID 395- Practicum Experience REA 407- Field Documentation—Evaluation MID 422- TPA Lesson Plans</p>
<p><b>4. Middle Level Instruction and Assessment</b> Middle level candidates understand, use, and reflect on the major concepts, principles, theories, and research related to data-informed instruction and assessment, and they employ a variety of strategies for a developmentally appropriate climate to meet the varying abilities and learning styles of all young adolescents.</p>	<p>MID 342- Lesson Plan Technology Implementation MID 307- Co-Taught Practicum Experience MID 395- Unit Plan REA 407- Co-Taught Practicum Experience MID 422- Action Research Project</p>
<p><b>5. Middle Level Professional Roles</b> Middle level candidates understand the Complexity of teaching young adolescents, and they engage in practices and behaviors that develop competence as professionals.</p>	<p>MID 342- Practicum Experience and Notebook MID 307- COEHS Disposition Essays MID 395- Peer-Reviewed Article Submission REA 407- Field Documentation--Evaluation MID 422- Professional Growth Plan and Reflection</p>

### Association for Middle Level Education (AMLE) Standards



Middle School Language Arts	A	A	A	A	A	A	E	A (LT)	A	E (LT)
MID 395 Advanced Teaching Strategies	A (LT)	A (LT)	A	A (LT)	A (LT)	A (LT)	A (LT)	K	K (LT)	
REA 407 Middle School Reading	E	E	A	A (LT)	A	A	A	A (LT)	A	
MID 422 Extended Practicum	E	E	E	E	E	E	E (LT)	E	E (LT)	E (PA)
<b>Student Teaching Semester</b>										
MID 421 Student Teaching	E (PA)	E (PA)	E (PA)	E (PA)	E (PA)	E (PA)	E (PA)	E PRAXIS	E (PA)	
<b>Content Courses- Math</b>										
MAT 115	E PRAXIS							E PRAXIS		
MAT 117 (1 Track)	E PRAXIS							E PRAXIS		
MAT 135	E PRAXIS							E PRAXIS		
MAT 140	E PRAXIS							E PRAXIS		
MAT 145	E PRAXIS							E PRAXIS		
MAT 140 and MAT 145 or MAT 150 (2 Tracks)	E PRAXIS							E PRAXIS		
MAT 215	E PRAXIS							E PRAXIS		
MAT 250	E PRAXIS							E PRAXIS		
MAT 305	E PRAXIS							E PRAXIS		
MAT 399	E PRAXIS							E PRAXIS		
<b>Content Courses- Science</b>										
AST 115/116	E PRAXIS							E PRAXIS		
BIO 101	E PRAXIS							E PRAXIS		
BIO 216	E PRAXIS							E PRAXIS		
CHE 105	E PRAXIS							E PRAXIS		
GSC 101 (1 Track)	E PRAXIS							E PRAXIS		
GSC 125 (1 Track)	E PRAXIS							E PRAXIS		
GSC 199 (2 Tracks)	E PRAXIS							E PRAXIS		
PHY 125/126	E PRAXIS							E PRAXIS		

<b>Content Courses- Social Studies</b>										
CIV 201	E PRAXIS							E PRAXIS		
CIV 202	E PRAXIS							E PRAXIS		
ECO 230 (1 Track)	E PRAXIS							E PRAXIS		
ECO 231 (1 Track)	E PRAXIS							E PRAXIS		
ECO 140 (2 Tracks)	E PRAXIS							E PRAXIS		
GSC 110	E PRAXIS							E PRAXIS		
HIS 221	E PRAXIS							E PRAXIS		
HIS 222	E PRAXIS							E PRAXIS		
POL 140	E PRAXIS							E PRAXIS		
SOC 133 (1 Track)	E PRAXIS							E PRAXIS		
<b>3 hours from the following</b>										
HIS 301	E PRAXIS							E PRAXIS		
HIS 302	E PRAXIS							E PRAXIS		
HIS 305	E PRAXIS							E PRAXIS		
HIS 302	E PRAXIS							E PRAXIS		
HIS 306	E PRAXIS							E PRAXIS		
HIS 309	E PRAXIS							E PRAXIS		
HIS 316	E PRAXIS							E PRAXIS		
HIS 340	E PRAXIS							E PRAXIS		
HIS 350	E PRAXIS							E PRAXIS		
HIS 354	E PRAXIS							E PRAXIS		
HIS 355	E PRAXIS							E PRAXIS		
HIS 356	E PRAXIS							E PRAXIS		
HIS 359	E PRAXIS							E PRAXIS		
HIS 360	E PRAXIS							E PRAXIS		
HIS 362	E PRAXIS							E PRAXIS		
HIS 363	E PRAXIS							E PRAXIS		
HIS 364	E PRAXIS							E PRAXIS		
HIS 370	E PRAXIS							E PRAXIS		
<b>3 hours from the following</b>										

HIS 407	E PRAXIS							E PRAXIS		
HIS 415	E PRAXIS							E PRAXIS		
HIS 421	E PRAXIS							E PRAXIS		
HIS 422	E PRAXIS							E PRAXIS		
HIS 430	E PRAXIS							E PRAXIS		
HIS 446	E PRAXIS							E PRAXIS		
HIS 449	E PRAXIS							E PRAXIS		
HIS 450	E PRAXIS							E PRAXIS		
HIS 451	E PRAXIS							E PRAXIS		
HIS 459	E PRAXIS							E PRAXIS		
<b>Content Courses- English and Communication</b>										
ENG 221	E PRAXIS							E PRAXIS		
ENG 228	E PRAXIS							E PRAXIS		
ENG 310	E PRAXIS							E PRAXIS		
ENG 425	E PRAXIS							E PRAXIS		
<b>1 of the following 3</b>										
ENG 204	E PRAXIS							E PRAXIS		
ENG 214	E PRAXIS							E PRAXIS		
ENG 224	E PRAXIS							E PRAXIS		
<b>1 of the following 2</b>										
ENG 303	E PRAXIS							E PRAXIS		
ENG 304	E PRAXIS							E PRAXIS		
<b>1 of the following 2: (1 Track)</b>										
ENG 307	E PRAXIS							E PRAXIS		
ENG 308	E PRAXIS							E PRAXIS		
<b>1 of the following 5: (2 Tracks)</b>										
ENG 305	E PRAXIS							E PRAXIS		
ENG 306	E PRAXIS							E PRAXIS		
ENG 307	E PRAXIS							E PRAXIS		
ENG 308	E PRAXIS							E PRAXIS		
ENG 320	E PRAXIS							E PRAXIS		

<b>1 of the following 2</b>										
ENG 311	E PRAXIS								E PRAXIS	
ENG 312	E PRAXIS								E PRAXIS	
<b>2 approved 300-400 level ENG electives (1 track)</b>	E PRAXIS								E PRAXIS	

K – Knowledge, A – Application, E – Evaluation (PA) = Portfolio Artifact (LT) = LiveText Assignment

#### D. Kentucky Core Academic Standards

All teacher certification candidates in the Murray State University education program become familiar with the Kentucky Core Academic Standards (KCAS) in EDU 103 *Issues and Practices of American Education*. 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 MID 342 *Middle School Teaching Strategies*, the instructor spends several class sessions acquainting candidates with the KCAS. In this course, candidates develop lesson planning. All lesson plans, instructional, activities, and assessments must be aligned to the KCAS standards in the appropriate content area. Additionally, candidates take MID 395 *Advanced Teaching Strategies*. 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 Middle School 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>Reading/Literacy</b>	<b>Math</b>	<b>Science</b>	<b>Social Studies</b>
EDU 404	MID 307	MID 307	MAT 115	AST 115/116	CIV 201
	ENG 221	REA 407	MAT 117 (1 Track)	BIO 101	CIV 202
	ENG 228		MAT 135	BIO 216	ECO 230 (1 Track)
	ENG 310		MAT 140	CHE 105	ECO 231 (1 Track)
	ENG 425		MAT 145	GSC 101 (1 Track)	ECO 140 (2 Tracks)
	ENG 204		MAT 140 and MAT 145 or MAT 150 (2 Tracks)	GSC 125 (1 Track)	GSC 110
	ENG 214		MAT 215		HIS 221

				GSC 199 (2 Tracks)	
	ENG 224		MAT 250	PHY 125/126	HIS 222
	ENG 303		MAT 305		POL 140
	ENG 304		MAT 399		SOC 133 (1 Track)
	ENG 307				HIS 301
	ENG 308				HIS 302
	ENG 305				HIS 305
	ENG 306				HIS 302
	ENG 307				HIS 306
	ENG 308				HIS 309
	ENG 320				HIS 316
	ENG 311				HIS 340
	ENG 312				HIS 350
	2 approved 300-400 level ENG electives (1 track)				HIS 354

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. Middle School Education Program Faculty

Name	Highest Degree, Field and University	Assignment: Role(s) of the Faculty Member	Faculty Rank	Status (FT/PT to institution, unit, and program)	Tenure Track	Scholarship, Leadership to Professional Organizations, and Service	Teaching or other professional experience in P-12 schools
Dr. Kimberly J. Stormer	Ph.D. Instructional Leadership Academic and Curriculum University of Oklahoma	Middle Level Education Program Coordinator, Teaches middle level education courses. MID 342, MID 307, MID 395, MID 422	Assistant Professor	Full time to institution, full time to unit, full time to program	Yes	-Author, peer-reviewed journal article; - Presentations at national and statewide conferences; -Diversity Chair Kentucky Council Teachers of English; and -Advisor Murray State Middle Level Association	Taught for 7.5 years in large urban school district; and -Worked as a School Improvement Specialist for the Oklahoma State Department of Education.
Dr. Martin Jacobs	Ed.D. Curriculum and Instruction, Florida International University	Part-time to Program: Middle School Reading – REA 407	Professor	Full time to institution, Full time to unit, part-time to program	Tenured	Scholarship focused upon Teacher Leadership, with presentation and publication outcomes  Faculty Representative: Murray State Board of Regents	11 years of P-12 Teaching  5 years as an Elementary Assistant Principal
Dr. Meagan Musselman	Ph.D. Curriculum & Instruction Southern Illinois University	Teacher Leader Program Coordinator, Teaches middle level undergraduate education courses and graduate courses across multiple levels MID 395, MID 422	Associate Professor	Full time to institution, full time to unit, part time to program	Tenured	-Author, peer-reviewed journal articles; - Presentations at national, regional, state and local conferences; and - President of Kentucky Association of Teacher Educators	-Taught math and science in public middle schools; and - Education consultant to area schools

Greg Gierhart	MA-Murray State University Pursuing PhD Southern Illinois University-Carbondale	Early Childhood and Elementary Education Teach IECE and elementary mathematics and MID 342	Lecturer	Full time to institution, 1/2 time to unit, 1/2 time to program College Head of Hart College other 1/2 appointment, 1/4 time to program	No	-author, peer-reviewed journal article, -workshop presenter in several national, state, and local agencies -membership in NCTM, NSTA, ILA, Phi Delta Kappan, Phi Kappa Phi, MSU Lions Club	Taught 10 years in a rural school district Certification: KY—Rank I V Endorsement For Teaching In The Early Elementary, Grades K-4 (And Self-Contained Grades 5-6) Middle Grade Teaching Field: Spanish Middle School Teaching Middle School Teaching Field: Mathematics Field: Science Professional Certificate For Director Of Pupil Personnel, Level II Professional Certificate For Instructional Leadership Supervisor Of Instruction, Level 2 Provisional Certificate For Teaching In The Middle Grades 5-8
Lori Hyde	MA- Murray State University in Reading and Writing	REA 407 at the Paducah Campus	Adjunct Instructor	Part time to institution, part time to unit	No	-Lone Oak Middle School Beta Club Sponsor -Camp Invention Instructor -Super Saturdays Instructor (program for gifted & talented P-5 students at MSU)	6 <sup>th</sup> grade Reading and Writing at Lone Oak Middle School  Certified Elementary Education K-5 Certified Reading and Writing Literacy Specialist K-12
Hannah Myers	MA- Murray State University in Education and Education Administration	MID 307	Adjunct Instructor	Part time to institution, part time to unit	No	-Magistrate for Hopkins County -Co-Chair of Build Smart Murray Campaign -Chairman of the City Council	

**F. Curriculum Contracts/Guidesheets Middle School Education (1 and 2 Track)**

Program coordinators ensure current guidesheets are available for advisors and students. These may be accessed at <http://coekate.murraystate.edu/coecms/ncate/manager/advsheet/>.

**4 Year Schedule- One Track: Social Studies**

Fall Freshmen Year EDU 103-3 MAT 117-3 COM 161-3 EDU 100T-1 CSC 199-3 GSC 110-3  Total Hours: 16	Spring Freshmen Year EDP 260-3 Science with a lab-4 ENG 105-4 SOC 133-3 POL 140-3  Total Hours: 17
Fall Sophomore Year Eth., Soc. Resp., or Civ. Engage. Approved Course-3 Global Awareness, Cultural Diversity, and the World’s Artistic Traditions-3 CIV 201-3 HIS 221-3 Science or Math elective-3  Total Hours: 15	Spring Sophomore Year SED 300-3 HUM 211-3 CIV 202-3 ECO 230-3 HIS 222-3  Total Hours: 15
Fall Junior Year MID 342-3 HIS 301 OR 302 OR 306 OR 350-3 ECO 231-3 Elective-3 Elective-3  Total Hours: 15	Spring Junior Year MID 395-3 EDU 403-2 HIS 430 OR 431 OR 446-3 Elective-3 Elective-3  Total Hours: 14
Fall Senior Year MID 422-4 EDU 404-1 MID 307-3 REA 407-3 Elective-3  Total: 14	Spring Senior Year MID 421 (Student Teaching)-14

**Total Program Hours: 120**

**Total 300-400 Level Hours: 42**

**Total Social Studies Hours: 33**

### **4 Year Schedule- One Track: Math**

Fall Freshmen Year EDU 103-3 MAT 117-3 COM 161-3 EDU 100T-1 CSC 199-3  Total Hours: 13	Spring Freshmen Year EDP 260-3 Science with a lab-4 ENG 105-4 MAT 140-4  Total Hours: 15
Fall Sophomore Year Eth., Soc. Resp., or Civ. Engage. Approved Course-3 Global Awareness, Cultural Diversity, and the World's Artistic Traditions-3 CIV 201-3 MAT 145-3 MAT 115-3  Total Hours: 15	Spring Sophomore Year HUM 211-3 SED 300-3 MAT 250-5 Social Science Approved-3  Total Hours: 14
Fall Junior Year MID 342-3 MAT 135-4 Elective-3 Elective-3 Elective-3  Total Hours: 17	Spring Junior Year MID 395-3 EDU 403-2 MAT 399-3 MAT 215-3 Elective-3 Elective-3  Total Hours: 17
Fall Senior Year MID 422-4 REA 407-3 MID 307-3 EDU 404-1 MAT 305-3 Elective-3  Total: 17	Spring Senior Year MID 421 (Student Teaching)-14

**Total Program Hours: 122**

**Total 300-400 Level Hours: 42**

**Total Math Hours: 31**

#### 4 Year Schedule-One Track: English

<p>Fall Freshmen Year            EDU 103-3            ENG 105-4            MAT 117-3            COM 161-3            EDU 100T-1</p> <p>Total Hours: 14</p>	<p>Spring Freshmen Year            EDP 260-3            Social Science Approved-3            ENG 221-3            Science with a lab-4            CSC 199-3</p> <p>Total Hours: 16</p>
<p>Fall Sophomore Year            Eth., Soc. Resp., or Civ. Engage. Approved Course-3            Global Awareness, Cultural Diversity, and the World's            Artistic Traditions-3            CIV 201-3            ENG 204 OR 214 OR 224-3            ENG 307 OR 308-3</p> <p>Total Hours: 15</p>	<p>Spring Sophomore Year            SED 300-3            HUM 211-3            Science/Math elective-3            ENG 228-3            ENG 311 OR 312-3</p> <p>Total Hours: 15</p>
<p>Fall Junior Year            MID 342-3            ENG 310-3            English Elective (3-400 level)-3            English Elective (3-400 level)-3            Elective-3</p> <p>Total Hours: 15</p>	<p>Spring Junior Year            MID 395-3            EDU 403            ENG 303 OR 304-3            ENG 425-3            Elective-3            Elective-3</p> <p>Total Hours: 18</p>
<p>Fall Senior Year            REA 407-3            MID 307-3            EDU 404-1            MID 422-4            Elective-3</p> <p>Total: 14</p>	<p>Spring Senior Year            MID 421 (Student Teaching)-14</p>

**Total Program Hours: 121**

**Total 300-400 Level Hours: 51**

**Total English Hours: 30**

#### 4 Year Schedule-One Track: Science

<p>Fall Freshmen Year            EDU 103-3            CSC 199-3            MAT 140-3            COM 161-3            EDU 100T-1            AST 115/116-4</p> <p>Total Hours: 17</p>	<p>Spring Freshmen Year            EDP 260-3            ENG 105-4            Social Science Approved-3            CHE 105-4</p> <p>Total Hours: 14</p>
<p>Fall Sophomore Year            Eth., Soc. Resp., or Civ. Engage. Approved Course-3            CIV 201-3            BIO 101-4            Global Awareness, Cultural Diversity, and the World's            Artistic Traditions-3            GSC 101-4</p> <p>Total Hours: 17</p>	<p>Spring Sophomore Year            HUM 211-3            SED 300-3            PHY 125/126-5            BIO 216-4</p> <p>Total Hours: 15</p>
<p>Fall Junior Year            MID 342-3            Science Elective-3            300-400 level elective -3            300-400 level elective -3            Elective-3</p> <p>Total Hours: 15</p>	<p>Spring Junior Year            MID 395-3            EDU 403-2            Elective-3            Elective-3            Elective-3</p> <p>Total Hours: 14</p>
<p>Fall Senior Year            MID 307-3            REA 407-3            EDU 404-1            MID 422-4            Elective-3</p> <p>Total: 14</p>	<p>Spring Senior Year            MID 421 (Student Teaching)-14</p>

**Total Program Hours: 120**

**Total 300-400 Level Hours: 42**

**Total Science Hours: 32**

#### 4 Year Schedule -Two Track: Math and Social Studies

Fall Freshmen Year EDU 103-3 MAT 150-5 COM 161-3 EDU 100T-1 CSC 199-3  Total Hours: 17	Spring Freshmen Year EDP 260-3 Science with a lab-4 ENG 105-4 GSC 110-3 ECO 140-3  Total Hours: 17
Fall Sophomore Year CIV 201-3 MAT 250-5 HIS 221-3 MAT 135-3  Total Hours: 14	Spring Sophomore Year SED 300-3 HUM 211-3 CIV 202-3 MAT 215-3  Total Hours: 12
Fall Junior Year MID 342-3 MAT 115-3 HIS 222-3 HIS 300 level- 3 Electives Total Hours: 12	Spring Junior Year MID 395-3 EDU 403-2 MAT 399-3 HIS 400 level-3 POL 140-3 Electives Total Hours: 14
Fall Senior Year MID 422-4 REA 407-3 MID 307-3 EDU 404-1 MAT 305-3  Total: 14	Spring Senior Year MID 421 (Student Teaching)-14

**Total Program Hours: 120**

**Total 300-400 Level Hours: 48**

**Total Math Hours: 25**

**Total Social Studies 24**

### **4 Year Schedule- Two Track: English and Social Studies**

Fall Freshmen Year EDU 103-3 ENG 105-4 MAT 117-3	Spring Freshmen Year EDP 260-3 Science with a lab-4 ENG 221-3
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COM 161-3 EDU 100T-1 GSC 110-3  Total Hours: 17	CSC 199-3 ECO 140-3  Total Hours: 16
Fall Sophomore Year Global Awareness, Cultural Diversity, and the World's Artistic Traditions-3 Science or Math Elective-3 ENG 204 OR 214 OR 224-3 HIS 221-3 ENG 303 OR 304-3  Total Hours: 15	Spring Sophomore Year HUM 211-3 SED 300-3 ENG 228-3 ENG 311 OR 312-3 HIS 222-3  Total Hours: 15
Fall Junior Year MID 342-3 ENG 310-3 POL 140-3 CIV 201-3 ENG 307 OR 308-3  Total Hours: 15	Spring Junior Year MID 395-3 EDU 403-2 ENG 425-3 CIV 202-3 HIS 300 Level -3  Total Hours: 14
Fall Senior Year REA 407-3 MID 307-3 EDU 404-1 MID 422-4 HIS 400 level -3  Total: 14	Spring Senior Year MID 421 (Student Teaching)-14

**Total Program Hours: 120**

**Total 300-400 Level Hours: 54**

**Total English Hours: 24**

**Total Social Studies: 24**

**4 Year Schedule- Two Track: English and Math**

Fall Freshmen Year EDU 103-3 ENG 105-4 MAT 150-5 COM 161-3 EDU 100T-1  Total Hours: 16	Spring Freshmen Year EDP 260-3 ENG 221-3 MAT 250-5 Science with a lab-4 CSC 199-3  Total Hours: 16
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Fall Sophomore Year Eth., Soc. Resp., or Civ. Engage. Approved Course-3 Global Awareness, Cultural Diversity, and the World's Artistic Traditions-3 CIV 201-3 ENG 204 OR 214 OR 224-3 ENG 307 OR 308-3 MAT 115-3  Total Hours: 18	Spring Sophomore Year HUM 211-3 SED 300-3 Social Science Approved-3 ENG 228-3 MAT 215-3  Total Hours: 15
Fall Junior Year MID 342-3 ENG 310-3 ENG 311 OR 312-3 MAT 135-3 ENG 307 OR 308-3  Total Hours: 15	Spring Junior Year MID 395-3 EDU 403-2 ENG 425-3 MAT 399-3 ENG 303 OR 304-3  Total Hours: 14
Fall Senior Year MID 307-3 REA 407-3 EDU 404-1 MID 422-4 MAT 305-3  Total: 14	Spring Senior Year MID 421 (Student Teaching)-14

**Total Program Hours: 122**

**Total 300-400 Level Hours: 56**

**Total English Hours: 24**

**Total Math Hours: 25**

#### **4 Year Schedule- Two Track: Science and Social Studies**

Fall Freshmen Year EDU 103-3 CSC 199-3 MAT 140-3 COM 161-3 EDU 100T-1 GSC 110-3  Total Hours: 16	Spring Freshmen Year EDP 260-3 ENG 105-4 ECO 140-3 AST 115/116-4 POL 140-3  Total Hours: 17
Fall Sophomore Year	Spring Sophomore Year

Global Awareness, Cultural Diversity, and the World's Artistic Traditions-3 CIV 201-3 GSC 199-4 HIS 221-3  Total Hours: 13	HUM 211-3 SED 300-3 PHY 125/126-5 HIS 222-3  Total Hours: 14
Fall Junior Year MID 342-3 CIV 202-3 HIS 300 level-3 BIO 101-4 Science Elective  Total Hours: 16	Spring Junior Year MID 395-3 EDU 403-2 CHE 105-4 BIO 216-4 Elective-3  Total Hours: 16
Fall Senior Year MID 422-4 REA 407-3 MID 307-3 EDU 404-1 HIS 400 level-3  Total: 14	Spring Senior Year MID 421 (Student Teaching)-14

**Total Program Hours: 120**

**Total 300-400 Level Hours: 42**

**Total Science Hours: 25**

**Total Social Studies Hours: 24**

#### **4 Year Schedule- Two Track: English and Science**

Fall Freshmen Year EDU 103-3 ENG 105-4 MAT 140-3 EDU 100T-1 CSC 199-3  Total Hours: 14	Spring Freshmen Year EDP 260-3 Social Science Approved-3 ENG 221-3 CHE 105-4 COM 161-3  Total Hours: 16
Fall Sophomore Year Eth., Soc. Resp., or Civ. Engage. Approved Course-3	Spring Sophomore Year HUM 211-3

Global Awareness, Cultural Diversity, and the World's Artistic Traditions-3 CIV 201-3 ENG 204 OR 214 OR 224-3 GSC 199-4  Total Hours: 16	PHY 125/126-5 ENG 228-3 ENG 311 OR 312-3 SED 300-3  Total Hours: 17
Fall Junior Year MID 342-3 BIO 101-4 ENG 303 OR 304-3 AST 115/116-4  Total Hours: 14	Spring Junior Year MID 395-3 EDU 403-2 ENG 425-3 BIO 216-4 ENG 310-3  Total Hours: 15
Fall Senior Year MID 422-4 REA 407-3 MID 307-3 EDU 404-1 ENG 307 OR 308-3  Total: 14	Spring Senior Year MID 421 (Student Teaching)-14

**Total Program Hours: 120**

**Total 300-400 Level Hours: 51**

**Total English Hours: 24**

**Total Science Hours: 25**

**Murray State University**  
**Department of Adolescent, Career, and Special Education**  
**BS - Area in Middle School Education - Grades 5-9 Certification**  
**One Academic Track**

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

**UNIVERSITY STUDIES FOR B.S. DEGREE (38-44 HOURS)****Oral and Written Communication (7 Hours)**

	Hours	Semester	Grade
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 Traditions (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	_____	_____
Social Science Approved Course _____	3	_____	_____

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

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

**PROFESSIONAL EDUCATION (40 HOURS)**

EDU 100T Transitions	1	_____	_____
EDU 103 Issues and Practices of American Education	3	_____	_____
EDU 404 Teaching Environmental Education (with MID 307) <sup>1,4</sup>	1	_____	_____
MID 342 Middle School Teaching Strategies	3	_____	_____
MID 307 Middle School Language Arts (with EDU 404) <sup>1,4</sup>	3	_____	_____
SED 300 Educating Students with Disabilities	3	_____	_____
REA 407 Middle School Reading <sup>1,4</sup>	3	_____	_____
MID 395 Advanced Strategies of Teaching in the Middle Grades <sup>2,4</sup>	3	_____	_____
MID 422 Extended Practicum <sup>2,4</sup>	4	_____	_____
EDU 403 Structures and Foundations of Education <sup>4</sup>	2	_____	_____
MID 421 Middle School Student Teaching <small>*Writing-Intensive Course</small>	14	_____	_____

<sup>1</sup> EDU 404, MID 307, and REA 407 are fall only courses<sup>2</sup> MID 395 must be taken two semesters before student teaching<sup>3</sup> MID 422 must be taken one semester before student teaching<sup>4</sup> EDU 404, MID 307, REA 407, MID 395, and EDU 403 all require admittance into the Teacher Education Program.

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

<b>Mathematics (31 Hours)</b>	<b>Hours</b>	<b>Semester</b>	<b>Grade</b>	<b>English &amp; Comm. (30 Hours)</b>	<b>Hours</b>	<b>Semester</b>	<b>Grade</b>
MAT 115 Math for Mid. & Elem Teach I	3	_____	_____	ENG 221 Introduction to English Studies	3	_____	_____
MAT 117 Mathematical Concepts	3	_____	_____	ENG 228 Standard English Usage	3	_____	_____
MAT 135 Intro to Probability and Stats	4	_____	_____	ENG 310 Intro to English Linguistics	3	_____	_____
MAT 215 Math for Mid. & Elem Teach II	3	_____	_____	ENG 425 Teach Lit, Writ. & Gram in MS	3	_____	_____
MAT 250 Calculus and Analytic Geom. I	5	_____	_____	<b>One course from:</b>			
MAT 305 Intermediate Geo. (Fall Only)	3	_____	_____	ENG 204 Adv. Expository Writing			
MAT 399 Sets, Logic. & Func. (Spring Only)	3	_____	_____	-or-			
MAT 140 College Algebra	4	_____	_____	ENG 214 Intro to Creative Writing	3	_____	_____
MAT 145 Trigonometry	3	_____	_____	-or-			

				ENG 224 Writing in the Profession			
				<b>One course from:</b>			
				ENG 303 British Lit to 1760			
				-or-			
				ENG 304 British Lit 1760 to the Present	3	_____	_____
				<b>One course from:</b>			
				ENG 307 World Lit to 1830			
				-or-			
				ENG 308 World Lit 1830 to the Present	3	_____	_____
				<b>One course from:</b>			
				ENG 311 American Lit to 1890			
				-or-			
				ENG 312 American Lit 1890 to the Present	3	_____	_____

<b>Science (30 Hours)</b>	<b>Hours</b>	<b>Semester</b>	<b>Grade</b>	<b>Approved English Electives (6 hours)</b>	<b>Hours</b>	<b>Semester</b>	<b>Grade</b>
AST 115 Intro. to Astronomy	3	_____	_____	_____	_____	_____	_____
AST 116 Astronomy Lab	1	_____	_____	_____	_____	_____	_____
BIO 101 Bio. Concepts	4	_____	_____	_____	_____	_____	_____
BIO 216 Bio. Inq. & Anal.	4	_____	_____	_____	_____	_____	_____
CHE 105 Intro. To Chem.	4	_____	_____	_____	_____	_____	_____
GSC 101 Earth & Environment	4	_____	_____	_____	_____	_____	_____
GSC 125 Weather & Climate	4	_____	_____	_____	_____	_____	_____
PHY 125 Brief Intro to Physics	4	_____	_____	_____	_____	_____	_____
PHY 126 Physics Lab.	1	_____	_____	_____	_____	_____	_____

**Approved Science Electives (1-3 hours)**

<b>Social Studies (33 Hours)</b>	<b>Hours</b>	<b>Semester</b>	<b>Grade</b>	<b>Advisor</b>	<b>Approved Electives (1-17 hrs.)</b>	<b>Hours</b>	<b>Semester</b>	<b>Grade</b>
CIV 201 World Civilization I	3	_____	_____	_____	_____	_____	_____	_____
CIV 202 World Civilization II	3	_____	_____	_____	_____	_____	_____	_____
HIS 221 American Experience to 1865	3	_____	_____	_____	_____	_____	_____	_____
HIS 222 American Experience since 1865	3	_____	_____	_____	_____	_____	_____	_____
GSC 110 World Geography	3	_____	_____	_____	_____	_____	_____	_____
POL 140 American National Government	3	_____	_____	_____	_____	_____	_____	_____
ECO 230 Principles of Macroeconomics	3	_____	_____	_____	_____	_____	_____	_____
ECO 231 Principles of Microeconomics	3	_____	_____	_____	_____	_____	_____	_____
SOC 133 Intro to Sociology	3	_____	_____	_____	_____	_____	_____	_____

*and three hours from the following:* \_\_\_\_\_ 3 \_\_\_\_\_

- HIS 301 Ancient History to the Fall of Rome
- HIS 302 Medieval Europe
- HIS 305 - Irish Diaspora
- HIS 306 Europe in Renaissance and Reformation
- 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

*and three hours from the following:* \_\_\_\_\_ 3 \_\_\_\_\_

- HIS 407 - Modern Imperialism and Colonialism

HIS 415 - Women in History  
HIS 421 - U.S. Social & Cultural History to 1865  
HIS 422 - U.S. Social & Cultural History Since 1865  
HIS 430 Colonial 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

**Electives: Must have prior approval of advisor and may include or enhance academic track - 1-17 hours – will vary by each academic track. Additional electives to bring total hours to 120 will not be included when calculating content specialty GPA\*\*  
Academic Specialization coursework may include University Studies requirements.  
Total Curriculum Requirements per one track will be at least 120-124 hours**

**Substitutions can only be made with prior approval by advisor in the department concerned.**

**PRAXIS TEST:**

Middle School teacher applicants will take one middle school content test based on the applicant's specialization areas. The following scores on the Specialty Exams are required to be eligible for a teaching certificate:

English-5047 (164 Passing Score), Math-5169 (165 Passing Score), Social Studies-5089 (149 Passing Score), Science-5440 (150 Passing Score)

Principles of Learning and Teaching (5623) – 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, **MID 342**, 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 Middle School Education - Grades 5-9 Certification**  
**Two Academic Tracks**

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

**UNIVERSITY STUDIES FOR B.S. DEGREE (38-44 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	_____	_____

**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 Traditions (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	_____	_____
Social Science Approved Course _____	3	_____	_____

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

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

**PROFESSIONAL EDUCATION (40 HOURS)**

EDU 100T Transitions	1	_____	_____
EDU 103 Issues and Practices of American Education	3	_____	_____
EDU 404 Teaching Environmental Education (with MID 307) <sup>1,4</sup>	1	_____	_____
MID 342 Middle School Teaching Strategies	3	_____	_____
MID 307 Middle School Language Arts (with EDU 404) <sup>1,4</sup>	3	_____	_____
SED 300 Educating Students with Disabilities	3	_____	_____
REA 407 Middle School Reading <sup>1,4</sup>	3	_____	_____
MID 395 Advanced Strategies of Teaching in the Middle Grades <sup>2,4</sup>	3	_____	_____
MID 422 Extended Practicum <sup>2,4</sup>	4	_____	_____
EDU 403 Structures and Foundations of Education <sup>4</sup>	2	_____	_____
MID 421 Middle School Student Teaching <small>*Writing-Intensive Course</small>	14	_____	_____

<sup>1</sup> EDU 404, MID 307, and REA 407 are fall only courses

<sup>2</sup> MID 395 must be taken two semesters before student teaching

<sup>3</sup> MID 422 must be taken one semester before student teaching

<sup>4</sup> EDU 404, MID 307, REA 407, MID 395, and EDU 403 all require admittance into the Teacher Education Program.



**MIDDLE SCHOOL EDUCATION ACADEMIC TRACKS (choose two)**

<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 Introduction 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:</b>			
MAT 399 Sets, Logic. & Func. (Spring Only)	3	_____	_____	ENG 204 Adv. Expository Writing			
MAT 140 College Algebra	4	_____	_____				
MAT 145 Trigonometry	3	_____	_____	ENG 214 Intro to Creative Writing	3	_____	_____
-or-							
MAT 150 Algebra and Trigonometry	5	_____	_____	ENG 224 Writing in the Profession			
				<b>One course from:</b>			
				ENG 303 British Lit to 1760	3	_____	_____
				ENG 304 British Lit 1760 to the Present			
				<b>One course from:</b>			
				ENG 305 Survey of World Literature, 1700-1945			
				ENG 306 Contemporary Literature	3	_____	_____
				ENG 307 World Literature to 1830			
				ENG 308 World Literature, 1830 to the Present			
				ENG 320 Survey in African-American Literature			
				<b>One course from:</b>			
				ENG 311 American Lit to 1890	3	_____	_____
				ENG 312 American Lit 1890 to the Present			

<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.(Spring)	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	3	_____	_____	PHY 125 Brief Intro to Physics (Spring)	4	_____	_____
				PHY 126 Physics Lab.	1	_____	_____

and three hours from the following:

- \_\_\_\_\_ 3 \_\_\_\_\_
- HIS 301 Ancient History to the Fall of Rome
- HIS 302 Medieval Europe
- HIS 305 - Irish Diaspora
- HIS 306 Europe in Renaissance and Reformation
- 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

and three hours from the following:

- \_\_\_\_\_ 3 \_\_\_\_\_
- HIS 407 - Modern Imperialism and Colonialism
- HIS 415 - Women in History
- HIS 421 - U.S. Social & Cultural History to 1865
- HIS 422 - U.S. Social & Cultural History Since 1865
- HIS 430 Colonial 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

**Substitutions can only be made with prior approval by advisor in the department concerned.**

## **Total Curriculum Requirements 126**

### **PRAXIS TEST:**

Middle School teacher applicants will take one middle school content test based on the applicant's specialization areas. The following scores on the Specialty Exams are required to be eligible for a teaching certificate:

English-5047 (164 Passing Score), Math-5169 (165 Passing Score), Social Studies-5089 (149 Passing Score), Science-5440 (150 Passing Score)

Principles of Learning and Teaching (5623) – 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

- 3) **been granted admission to Teacher Education;**
- 4) 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.);
- 12) **earned and maintained GPA  $\geq$  2.75 in major/areas, professional education, and overall;**
- 13) **demonstrated teaching ability** in field and clinical situations;
- 14) **documented completion of 200 or more field hours and components (beginning 9/1/2013);**
- 15) senior, post-bac, or graduate status and have **completed all major courses and specialty areas;**
- 16) **been admitted to Teacher Education;**
- 17) **completed all required professional teacher education courses** (EDU 103, EDP 260, MID 342, SED 300 and EDU 403, etc. – see specific requirements by major or area) **with a GPA  $\geq$  2.75 GPA;**
- 18) filed a **valid and current medical examination**, which includes a TB risk assessment (to begin student teaching within six months of exam);
- 19) obtained a **criminal records background check;** and
- 20) supplied TES with **any other required information (transcripts, course substitution forms, etc.).**

**General Requirements for Kentucky Certification**

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

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

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

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

Student \_\_\_\_\_

Advisor \_\_\_\_\_

Date \_\_\_\_\_

Date \_\_\_\_\_

**Murray State University**  
**MIDDLE SCHOOL MATH/SCIENCE EDUCATION Grades 5-9**  
**MSU/ Madisonville CC 2 + 2 Program**  
 Bachelor of Science

**Fall 2015**

Name \_\_\_\_\_

Last

First

Middle

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

Address: \_\_\_\_\_ Phone: \_\_\_\_\_

E-Mail Address: \_\_\_\_\_

Where is the Course Offered?					You will be required to attend a week at Murray State Main Campus prior to Student Teaching.	
When	Hrs	MSU	CC	Grade	Community College Class	Comments
<b>Communications &amp; Basic Skills (9 hours)</b>						
	3	ENG 105	X		ENG 101 Writing I	Grade of A or B in one of these classes
	3		X		ENG 102 Writing II	
	3	COM161	X		COM 181 Basic Public Speaking	Grade of B or higher
<b>Science &amp; Math (60 hours)</b>						
	4	BIO101	X		BIO 112, plus lab (BIO 113) (F, Sp)	
	4	BIO 216	X		BIO 216 (F)	
	4	GSC101	X		GLY 101, plus lab (GLY 111) (F, SP)	
	4	AST 115, AST 116	X		AST 191, plus lab (AST195) (F, Sp)	
	4	CHE 105	X		CHE 140, plus lab (CHE 145) (F, Sp)	
Murray	4	GSC 125			GSC 125	Murray online class
	4	PHY 125, PHY 126	X		PHY 171, (internal lab) (F, Sp)	
	3	MAT 140	X		MAT 150 (College Algebra)	Grade of B or higher
	3	MAT 115	X		MAT 205 (Math for Ele. Teachers I) (F)	Pre-req: MAT 150 with B or better
	3	MAT 215	X		MAT 206 (Math for Ele. Teachers II) (Sp)	
	3	MAT 145	X		MAT 155 (Trig) (F, Sp)	
	5	MAT 250	X		MAT 175 (Calculus) (F, Sp)	
	3	MAT 135			STA 220 (Statistics)	Substitution form required
Murray	3	MAT 305			MAT 305 (Int. Geometry) (Sp)	Murray Class
Murray	3	MAT 399			MAT 399 (Sets, Logic, Function) (F)	Murray Class
<b>Humanities &amp; Fine Arts (3 hours)</b>						
	3		X		Humanities (ENG 161 recommended, but not required; OR ART 100, MUS 100, REL 130, PHI 100)	
<b>Social Interaction (9 hours)</b>						
	3	PSY 180	X		PSY 110 – General Psychology	
	3	GSC 110	X		GEO 152- (Cultural Studies Requirement)	
	3	POL 140	X		POL 101 -American Government	
<b>Heritage (3 hours)</b>						
	3	HIS 221 or 222	X		HIS 108 or HIS 109	
<b>Computer Literacy (3 hours)</b>						
	3	EDU222 CSC199	X		EDU204 or CIT105	Grade of C or higher
<b>Other Classes needed from CC:</b>						
	3	EDU 103	X		EDU 201—Introduction to Teaching	Pre-req: ENG 101 Grade of B or higher required in ED 201
	3	EDP 260	X		EDP 202—Human Dev. and Learning	

**Murray State University Courses**

<b>Note: Students must have met requirements to be admitted to teacher education to enroll in these courses.</b>						
When	Hrs	MSU	CC	Grade		Comments
Fall	3	X			MID 342 – Middle School Teaching Strategies (17)	Met requirements to be admitted to Teacher Ed.
Fall	3	X			SED 300 – Education of Children with Disabilities ((7)	Met requirements to be admitted to Teacher Ed.
Fall	3	X			MAT 399—Sets, Function, Logic	
Spring	4	X			GSC 125	
Spring	3	X			MAT 305—Intermediate Geometry	
Spring	3	X			MID 395 Advanced Teaching Strategies (24)	Adm. to tea. ed. req.
Fall	4	X			MID 422 Extended Practicum (116)	Adm. to tea. ed. req.
Fall	3	X			MID 307—Language Arts (10)	Adm. to tea. ed. req.
Fall	3	X			REA 407—Reading (10)	Adm. to tea. ed. req.
Fall	2	X			EDU 403 – Structures and Foundations (6)	Adm. to tea. ed. req.
Fall	1	X			EDU 404—Environmental Education	Adm. to tea. ed. req.
Spring	14	X			MID 421 – Student Teaching	Adm. to tea. ed. and student teaching req.

**Total Curriculum Requirements - 125 hours**

**\*\*With an approved AS or AA degree, it is assumed the General Education requirements on page 1 have been met.**

**\*\*\*Computer competency**

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

Plan 1: Pass approved computer literacy exam administered jointly by College of Education and College of Business and Public Affairs.

Plan 2: Successful completion, with grade of C or better, of CIS 100 (3 credit hours) or equivalent.

**NOTE:** If course was taken more than ten years ago and did not contain content equivalent to the current CIS 100, the course may be required again.

**NOTE:** Students may begin taking teacher education courses without being admitted to Teacher Education Program. **HOWEVER**, students who have **not** been admitted to Teacher Education will be blocked from enrolling in specific upper level courses.

Total hours transferred from Madisonville Community College – up to 74.

Students must earn 42 hours at the 300 or above course level.

Continuous assessment procedures will be used to document and systematically monitor student progress through the education program in order to determine the degree to which students have internalized and can demonstrate proficiency with the Kentucky Teacher Standards.

## **REQUIREMENTS FOR ADMISSION TO TEACHER EDUCATION AND STUDENT TEACHING AT MURRAY STATE UNIVERSITY Rev. (8/2014)**

### **Teacher Education**

1. In order to be admitted to teacher education, students must attend an admission to teacher education orientation and complete the following:
  - A. Admission **after September 1, 2014** will require passing scores on the Core Academic Skills for Educators (CASE) tests – Mathematics 150, Reading 156, and Writing 162. If any of the PPST subject areas were passed prior to September 1, 2014 these scores (Reading 176, Writing 174, and Math 174) may be used.
  - B. Have **earned an overall undergraduate GPA of 2.75 on a 4.0 scale at the point of admission**. This 2.75 minimum GPA remains a requirement throughout the teacher certification program.
  - C. Have **completed a minimum of 24 credit hours with a minimum 2.75 GPA to include** the following coursework:
    - (1) ENG 101 or 102 with a “B” or higher,
    - (2) MAT 150 or 146 (or higher level math) with a “B” or higher,
    - (3) COM 181, with a “B” or higher
    - (4) EDU 201 with a “B” or higher
2. An **interview with major academic advisor or chair**.
3. Complete a review of the Professional Code of Ethics for Kentucky School Personnel and a **Declaration of Eligibility** (pink sheet) signed by the candidate affirming a commitment to upholding 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.
4. Have supplied TES with any other required information.

When all the above requirements have been met, the **formal application** (green sheet) can be submitted, accompanied by all required documentation. This includes an official score report for the Core requirement and a transcript showing all college work to date. Admission will only be granted following a successful review by the Admission to Teacher Education Committee of your college.

**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

In order to be admitted to student teaching, students must

- 1) have **been granted admission to Teacher Education**,
- 2) file 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) have **minimum 2.75 GPA's in major/areas, professional education, and overall**,
- 4) have **demonstrated teaching ability** in field and clinical situations,
- 5) **document completion of 200 or more field hours and components (beginning 9/1/2013), and**
- 6) have **been successfully reviewed** by the Admission to Teacher Education Committee of their college.

In order to begin student teaching, students must

- 1) have senior, post-bac, or graduate status and have **completed all major courses and specialty areas**;
- 2) have **been admitted to Teacher Education prior to the student teaching interview**;
- 3) have **completed all required professional teacher education courses** (EDU 103, EDP 260, **MID 342**, SED 300 and EDU 403, etc. – see specific requirements by major or area) **with a minimum 2.75 GPA**;
- 4) file a **valid and current medical examination**, which includes a TB test (to begin student teaching within six months of exam);
- 5) obtain a **criminal records background check**;
- 6) **maintain a minimum 2.75 in major(s) or area**; and
- 7) have supplied TES with **any other required information (transcripts, course substitution forms, etc.)**.

## General Requirements for Kentucky Certification

Any person who wishes to be recommended by MSU for an initial Kentucky teaching certificate must have

- 15) successfully completed an approved teacher education program including student teaching;
- 16) filed an application for certification (TC-1/CA-1) with Teacher Education Services at MSU;
- 17) obtained at least minimal scores required on PRAXIS specialty area tests and the appropriate Principles of Learning and Teaching Test (PLT);
- 18) completed all applicable **computer literacy and applications** requirements;
- 19) earned a bachelor's degree;
- 20) mail a copy of criminal record check to EPSB; and
- 21) send 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 and Human Services.**

PLT 5623 – Pass 160

Math (5169) Pass 165; Science (5440) Pass 150

Teacher certification requirements are subject to change. Before registering for the test(s), please refer to the Education Professional Standards Boards (EPSB) website at [www.kyepsb.net](http://www.kyepsb.net) for current requirements or contact EPSB 502-564-4606 or 888-598-7667.

**The student and advisor have discussed the Program Guide Sheet, Requirements for Admission to Teacher Education, Academic Emphasis Areas, and Course Sequence recommendations.**



**Murray State University Middle School/ Math and Science Certification  
Madisonville Extended Campus/AS Degree**

**Freshman Fall:**

ENG 101(3)  
PSY 110 (3)  
AST 191, ASY 195 (4) (F & Sp)  
MAT 150 (3) (F, Sp, Su)  
CIT 105 (3)

**16 hours**

**Sophomore Fall:**

EDU 201 (3) (F)  
HIS 108 or HIS 109 (3)  
MAT 155 Trig (3) (F, Sp)  
MAT 205 (3) (F)  
BIO 216 (4) (F)

**16 hours**

**Junior Fall**

MID 342 (3)  
SED 300 (3)  
MAT 399 (3)  
GLY 101, + 111 (4) (F) (Sp)

**13 hours**

**Senior Fall**

MID 422 (3)  
EDU 403 (2)  
EDU 404 (1)  
MID 307 (3)  
REA 407 (3)

**12 hours**

**Freshman Spring:**

ENG 102 (3)  
BIO 112, 113 (4) (F and Sp)  
CHE 140, CHE 145 (4) (Sp)  
ENG 161 (3)  
COM 181 (3)

**17 hours**

**Sophomore Spring:**

EDP 202 (3) (Sp)  
POL 101 (3)  
MAT 175 Calculus I (4) (F, Sp)  
MAT 206 (3) (Sp)  
GEO 152 (3)

**16 hours**

**Junior Spring**

STA 220 (3)  
GSC 125 (4)  
MAT 305 (3)  
MID 395 (4)  
PHY 171 Applied Physics (4) (F, Sp)

**18 hours**

**Senior Spring**

MID 421 Student Teaching (14)

**14 hours**

**\*There are no substitutions made for the math and science classes.**

## G. Syllabi

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

### Undergraduate Courses

MID 342

MID 307

MID 395

REA 407

MID 422

MID 421