



**MURRAY**  
STATE UNIVERSITY

**College of Education  
and Human Services**

**SOCIAL STUDIES CERTIFICATION  
(GRADES 8-12)  
BACHELORS OF SCIENCE  
BACHELORS OF ARTS  
PROGRAM SUBMISSION  
SEPTEMBER 2015**

Murray State University Academic Bulletin 2015-2016  
[http://www.murraystate.edu/academics/RegistrarsOffice/catalog\\_1516.aspx](http://www.murraystate.edu/academics/RegistrarsOffice/catalog_1516.aspx)  
16 KAR 2:010  
PGM Code: 56 and 3908

The content courses in this program are used for transcript reviews for entrance into our  
Alternative Certification Option 6 Program. PGM Code: 168

## **Executive Summary**

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

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

### ***Unique Features***

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

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

*Public Colleges.* Senior Surveys indicate that students are positive about their overall education as well as their chosen major in teacher education at Murray State. The Southern Association of Colleges and Schools (SACS) has continuously accredited Murray State since 1928.

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

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

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

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

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

subject-matter department and one in the Department of Adolescent, Career and Special Education.

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

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

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

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

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

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

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

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

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

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

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

### **Conceptual Framework**

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

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

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

To ensure a strong content knowledge base, students in the secondary social studies program must major in History or Government, Law, and International Studies or Economics. Advisors recommend strongly that students also pursue a Social Science minor. Students may therefore pursue a B.A. degree in History; or a B.A. or B.S. degree in Government, Law, or International Studies, and Economics. Many of our students pursue B.A. degrees that require four semesters of foreign languages. Students may also take a rigorous discipline-based methods course (HIS 361 Teaching History) specific to the Social Studies.

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

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

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

attest they have abided and will continue to adhere to the *Professional Code of Ethics for Kentucky School Personnel*.

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

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

### ***Field Experiences***

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

**Secondary Education Field Experiences Table**

<b>Course</b>	<b>Field Hours</b>
<b>EDU 103</b>	<b>7 hours</b>
<b>EDP 260</b>	<b>7 hours</b>
<b>EDU 303</b>	<b>6 hours</b>
<b>EDU 403</b>	<b>3 hours</b>
<b>EDU 405</b>	<b>2 hours</b>

<b>SED 300</b>	<b>7 hours</b>
<b>SEC 420</b>	<b>57 hours</b>
<b>SEC 422</b>	<b>118 hours</b>

### ***EPSB Themes***

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

The following matrix demonstrates the integration of the Education Professional Standards Board Themes throughout the social studies education program. Coded according to categories in Bloom's Taxonomy, in courses such as SED 300, the Themes are discussed at the knowledge level (K), while in courses such as EDU 303 the Themes are applied (A) as part the design of course assignments. Often in methods courses, the Themes are evaluated (E) in the design and implementation of instructional materials.

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

<b>Course</b>	<b>EPSB THEMES</b>				<b>UNIT THEME</b>
	<b>Diversity</b>	<b>Assessment</b>	<b>Literacy</b>	<b>Gap</b>	<b>Reflective Decision-Maker</b>
<b>EDP 260</b>	<b>A</b>				<b>A</b>
<b>EDU 103</b>	<b>A</b>	<b>K</b>		<b>A</b>	<b>E</b>
<b>EDU 303</b>	<b>K</b>	<b>K</b>	<b>K</b>	<b>K</b>	<b>A</b>
<b>EDU 403</b>	<b>A</b>	<b>A</b>		<b>A</b>	<b>A</b>
<b>ELE 421</b>	<b>E</b>	<b>E</b>	<b>E</b>	<b>E</b>	<b>E</b>
<b>SED 300</b>	<b>K</b>	<b>K</b>	<b>K</b>	<b>K</b>	<b>A</b>
<b>HIS 361</b>	<b>A</b>	<b>A</b>	<b>A</b>	<b>A</b>	

<b>SEC 420</b>	<b>E</b>	<b>E</b>	<b>K</b>	<b>K</b>	
<b>SEC 422</b>	<b>E</b>	<b>E</b>	<b>E</b>	<b>E</b>	
<b>SEC 421</b>	<b>E</b>	<b>E</b>	<b>E</b>	<b>E</b>	
<b>K – Knowledge, A – Application, E – Evaluation</b>					

***Social Studies Content Course Descriptions***

**CIV 190** Special Topics in World Civilizations (3). An in-depth look at world history through the lens of a specific theme. The thematic focus of the course will vary depending on instructor and student interest. The course will explore differences and similarities in the human experience from ancient times to the contemporary world, and encompass several different global regions. May be repeated up to six hours.

**CIV 201** World Civilizations I (3). An interdisciplinary survey of the history of world civilizations from the origins of humankind to the 15th century. This will be a lecture/discussion course following a chronological outline and, within this framework, will focus on traditions, change, and diversity in the development of social hierarchies (e.g., gender or class), power systems, religion, technology, and warfare. Prerequisites: ENS 101 and 102; or ENS 105 or 150.

**CIV 202** World Civilizations II (3). An interdisciplinary survey of the history of world civilizations from the 15th century to the present. This will be a lecture/discussion course following a chronological outline and within this framework, will focus on traditions, change, and diversity in the development of social hierarchies (e.g., gender or class), power systems, religion, technology, and warfare. Prerequisites: ENS 101 and 102; or ENS 105 or 150.

**HIS 100T (099)** Transitions (1). Course is designed to assist students in their transition to Murray State University. Content includes orientation to the specific area or major(s) and minor(s) within the academic program; university procedures, policies, and resources; strategies for personal and academic success, and extracurricular opportunities. Only one transitions course will count toward graduation. Introductory seminar for all first semester history majors. Graded pass/fail.

**HIS 110** Special Topics in History for Study Abroad (3). Designed for students enrolled in a study abroad program, HIS 110 is an academic course involving both traditional classroom learning and experiential learning opportunities in an international setting. This course will cover a particular historical topic, period, personality or problem. Specific subject matter will vary according to student and faculty interest and in relation to study abroad locations and opportunities. Does not count toward history major or minor.

**HIS 176** History of the United States Constitution (3). This course will analyze the historical development of the U.S. Constitution from its inception in the late seventeenth century to the present day.

**HIS 201** Modern Europe (3). A study of major political, economic, social and intellectual forces in European history, tracing their development through the past five centuries. This course is designed both to provide history majors and minors with background for work in upper-level courses and to acquaint students in other fields of study with the persons, forces and values that have created modern Western civilization.

**HIS 202** Understanding Global History (3). A study of major themes and methods of exploring global history. The course focuses on approaches to understanding the world and is designed to provide background for upper-level courses as well as to acquaint students with the forces and ideas that have shaped global history.

**HIS 221** American Experience to 1865 (3). A thematic approach to the history of the U.S. to 1865, designed as a University Studies social science elective. Three basic themes will be included: the transplantation of European and African cultures to America and their interaction with the cultures of native American Indians; the emergence of distinctive American values and institutions and the establishment of the American nation; and the stresses that culminated in the Civil War.

**HIS 222** American Experience Since 1865 (3). A thematic approach to the history of the U.S. since 1865, designed as a University Studies social science elective. Students will examine three themes: the forces that transformed America from a predominantly rural, agricultural society to a predominantly urban, industrial one; the rising political consciousness of various American groups and the expanding regulatory role of the federal government; and the emergence of America as a world power.

**HIS 300** Introduction to Historical Studies (3). Introduction to the methods by which historians study the past and present their conclusions to the public. Students will be expected to write a research paper in which the emphasis will be placed on developing research skills, organizing the results in a coherent form, and developing an effective writing style. Required for history majors as a prerequisite for 400-level courses and recommended for anyone interested in developing research and writing skills, Prerequisites: ENG 101 and 102 or ENG 105 or 150; two of the following or transfer equivalents: HIS 201, 221, or 222.

**HIS 301** Ancient History to the Fall of Rome (3). A study of the Near East, Greece and Rome with particular emphasis on the influences of these civilizations on modern Western civilization. Particular attention will be paid to the development of democratic and republican forms of government.

**HIS 302** Medieval Europe (3). A survey of the major events in Western history from the Fall of Rome to the Renaissance, with special emphasis on those political, economic, social and cultural-intellectual forces and institutions that helped form the modern world outlook, (Same as RGS 302.)

**HIS 303** The Making of Britain (3). This course surveys primarily the political and constitutional history of England from the period of Roman Conquest to the victory of Henry VII in the War of the Roses. The development of the theme of united government will be its main emphasis.

**HIS 304** The History of Ireland (3). A systematic investigation of the history of Ireland from first human habitation, with an emphasis on the period since 1500. The course will look at the development of, and interactions among, the various cultural/religious traditions of Ireland and the long struggle of the Irish people to attain self government.

**HIS 305** The Irish Diaspora (3). A systematic study of the dispersal of Irish people around the world, focusing on their interaction with the various host cultures they have encountered both as settlers and in other roles. Particular attention will be given to the Irish on the European continent and in Britain, the United States, Canada, Australia, South Africa, and South America, especially Argentina.

**HIS 306** Europe in Renaissance and Reformation (3). A survey of the development of Western Europe, emphasizing the Protestant and Catholic Reformations, the Crisis of the seventeenth century, the Scientific Revolution, the English Revolutions of the seventeenth century, and France under Louis XIII and XIV. (Same as RGS 306.)

**HIS 307** Imperial Russia (3). An exploration of Russia's history beginning with the establishment of an empire in the sixteenth century, to the reigns of Peter the Great and Catherine the Great, and the revolutions of 1917. Six themes will be stressed: the state's exercise of power, dissent and rebellion, social/gender relationships, intellectual thought, cultural production, and daily life,

**HIS 354** Ancient Near East (3). A survey of Near Eastern history from prehistoric times to the end of the Persian Empire. Included are the emergence and development of civilizations in Mesopotamia, Asia Minor, Syria, and the Levant; the origins and influence of Near Eastern religions including polytheistic cults, Judaism, and Zoroastrianism; and the development of societies from city-states to large territorial empires. Special attention will be given to the art, literature, philosophy, and material culture of the civilizations within the region. (Same as RGS 354.)

**HIS 355** Islamic Middle East (3). History of the Middle East from the 7th century to the 19th century. The course will examine the apostleship of Muhammad, the question of succession and the Sunni-Shi'ah schism, the government, society, and culture of the High Caliphate, the decline of Arab power and the rise of the Turks, the Islamic perspective of the Crusades, the revival of

Islamic power under the Gunpowder Empires, and the decline of Islamic civilization in the face of Western expansion. (Same as RGS 355.)

**HIS 356** Modern Middle East (3). History of the Middle East from 1700 to present, emphasizing political, social, and economic development of the region. Topics include the decentralization of empires, European imperialism, nationalism, constitutionalism, secularism, and state building. (Same as POL 356.)

**HIS 357** Modern Iraq and Iran (3). Course compares the histories of Iran and Iraq from 1500 to the present. The two neighbor states share a majority Shi'1 Muslim population, but have also developed bitter rivalries, Topics include economic, social, and political developments of the two nations.

**HIS 359** Early India (3). The course examines the formation of India's traditions, cultures, and identities from c. 2500 B.C.E. to c. 1500 CE. and analyzes the various approaches and perspectives that have contributed to our knowledge of this ancient past. An interdisciplinary approach is emphasized to better appreciate the rich diversity in art, literature, religions, and languages that accompanies the political, economic, and social changes of this period in India's distinctive regions and locales. Prerequisite: CIV 201 or 202.

**HIS 360** Modern India (3). Course surveys the historical development of the peoples, nations and cultures of the Indian subcontinent since the seventeenth century. The course begins with the Mughal period, then examines British colonial rule, independence movements and Partition, and concludes with an analysis of the problems of post-colonial nation-state building. The major themes and topics considered include representations of tradition and modernity in identity, culture and community, tensions between political and economic centralization and regionalism, and continuity and change in the organization of state, society and economy in imperial, colonial and post-colonial India. Prerequisite: CIV 201 or CIV 202.

**HIS 361** Teaching History (3). A course offering practical approaches for teaching history in the public schools using a concepts-and-problems approach. The course will focus on either the history of the United States or world history, and therefore could be taken twice for credit if the focus is different the second time, Does not count toward the major in history. Consult the department chair.

**HIS 362** Ancient Egypt (3). A survey of Egyptian history from prehistoric times to the Late Period. Included are developments during the pre- and proto-dynastic periods, the formation and general history of the Old, Middle, and New Kingdoms, and the collapse of Egyptian society leading to the Persian conquest. Topics covered will include Egyptian religious beliefs, organization, daily life, and contributions to world culture. (Same as RGS 362.)

**HIS 363** Ancient Greece (3). A survey of Greek history from prehistoric times to Alexander the Great. Included are developments during the Bronze Age Minoan Special attention will be given

to Greek art, literature, and philosophy, as well as the impact of Greek culture on later civilizations. (Same as RGS 363.)

**HIS 364** Ancient Rome (3). A survey of Roman history from prehistoric times to the Third Century Crisis. Included are the origins of the city of Rome; the Roman monarchy; the origin and formation of the Roman Republic; Republican society and philosophy; the transition from Republic to Empire; and the Impact of Rome on the territories and peoples it conquered. Special attention will be given to Roman artistic, literary, and philosophical influences, as well as the impact of Roman culture on later civilizations. (Same as RGS 364.)

**HIS 370** History of Africa (3). A survey of the main trends in African history from the origins of man through the successes of African nationalism in the mid-twentieth century. Emphasis will be placed on the development of African civilizations, their interaction with Islamic and European civilizations, and the adaptations resulting from those contacts.

**HIS 380** Introduction to Public History (3). An introduction to the various areas in which historians work outside academe, including museums, historic preservation programs, archives and special collections libraries, and oral history programs, among others.

**HIS 390** Special Topics (3). A course designed as an elective for the general student; it will cover a particular topic, period, personality or problem of the past. Specific subject matter varies from semester to semester, according to student and faculty interest. Open to history majors and minors with approval of the instructor. May be repeated for a maximum of nine credit hours with permission.

**HIS 400** Professional Engagement Senior Seminar (3). An applied learning capstone course for history majors based on research, writing, oral forum presentation and evaluation of a senior research project, in which the student will work at least twenty-five hours on an approved project utilizing skills related to the study of history. Required for all history majors. Prerequisites: HIS 300 and senior standing or permission of the instructor or department chair.

**HIS 401** The French Revolution (3). This course has three main areas of emphasis: eighteenth-century French society and culture, the causes of the French Revolution, and the career of Napoleon Bonaparte. The course's main theme is that the Revolution was a watershed in history.

**HIS 402** Nineteenth-Century Europe (3). A social, political and cultural history of Europe's great age, the period from the French Revolution and Napoleon to the outbreak of the First World War.

**HIS 403** Europe Since 1914 (3). A study of consequences of World War I, the emergence of bolshevism and fascism, the impact of the depression and World War II, and the transformation of Europe since 1945, together with some consideration of European thought in the twentieth century.

**HIS 406** Europe Since 1945 (3). An advanced survey of the history, politics, and culture of post-WWII Europe. Particular attention will be given to the Cold War, the rise of the European welfare state, the formation of the European Union, and the challenges faced by an increasingly cosmopolitan Europe in the twenty-first century.

**HIS 634** Civil War and Reconstruction (3). Covers the period from the beginning of the Civil War to the presidential election of 1877. If the course has a distinguishing emphasis, it is on political history, but the course gives due attention to military, economic and social history.

**HIS 435** Transformation of America 1877-1929 (3). A study of the transformation of the United States from an agricultural to a modern industrial nation. Topics included within this broad theme are the rise of big business and labor unions, urbanization, immigration, the closing of the frontier, reform movements, the struggles of blacks and women for equal rights, national politics, and cultural changes.

**HIS 436** Recent America (3). A study of the Great Depression, the New Deal, World War II, and the subsequent forces that have shaped contemporary American life. Emphasis is placed on the role of the United States in international relations, the civil rights movement, and domestic economic developments.

**HIS 441** History of the Old South (3). A survey of southern history from colonial times through the Civil War. Emphasis is placed on examining slavery, social life, the emergence of southern nationalism, and the South during the Civil War.

**HIS 442** History of the New South (3). A survey of southern history from the end of the Civil War to the present. Emphasis is placed on the enduring characteristics of the South as well as the process of change since World War II.

**HIS 445** History of Race Relations In the United States (3). An examination of the social, political and economic influences upon race relations in the United States from the colonial era to the present. Emphasis will be placed on the sources of change in race relations, the various forms of racial discrimination, and the responses to discrimination in American history.

**HIS 446** History of Kentucky (3). The process of political, economic and social evolution in Kentucky is traced from early settlement to the modern era. Geographical influences upon the patterns of Kentucky development, Kentucky's changing role within an expanding union, and the Commonwealth's participation in national movements and events are stressed.

**HIS449** Islam in the Modern World (3). Beginning with the 18th century, the course will cover reform movements, then look at Muslim responses to Western and modern influence in the Islamic world, Finally, the course will examine the rise of radical and moderate trends In Islam. The geographical reach of this course is Eurasia and Africa. Special attention will be paid to political Islam and Islamic terrorist organizations. (Same as RGS 449.)

**HIS 450** Modern Africa (3). A study of Africa since about 1880, including the transformation of African societies in contact with other cultures, the growth of nationalism and nationalist movements, and the questions of African unity and neocolonialism, (Same as POL 450.)

**HIS 451** Slavery and Africa (3). An advanced survey of the history of slavery in Africa and the African diaspora. This course closely examines the period from 1400 to 1800, as well as slavery in Africa in the nineteenth and twentieth centuries. Particular emphasis will be given to the effects of slavery on the social and political fabric of Africa and the world beyond.

**HIS 456** The Arab-Israeli Conflict (3). Study of the historical background to the conflict between the state of Israel and the Arab states, Examines the origins of Zionism and of Arab nationalism in the 19th century, the phases of Jewish settlement in Palestine, the consequences of the First World War for Zionist and Arab nationalist movements, the British Mandate in Palestine, the Israeli war for independence in 1948, Nasserism, the Suez War, the Six-Day War, the Invasion of Lebanon, the Intifada, and the possibilities for peace.

**HIS 459** Genocide in World History (3). An advanced survey of the causes, course, and consequences of genocide throughout world history from the ancient world to the present. This course will explore case studies from different areas of the world across time, Special attention will also be given to the issues of memory, recollection, and justice. Prerequisites: HIS 300 or permission of instructor. (Same as RGS 459.)

**HIS 472** Modern China (3). A study of the political, economic, social and intellectual forces in modern China from 1850 to the present. This course is designed to provide the student with an in-depth knowledge of the major civilization of East Asia.

**HIS 474** China In Revolution (3). A study of the last decade and collapse of the Qing dynasty and China's subsequent search for unity and political form, beginning with the Republic, proclaimed in 1912, and ending with the Tiananmen massacre of 1989.

**HIS 475** Modern Japan (3). The cultural and political history of Japan from its unification under the Tokugawa Shogunate to the present. Major topics examined include the Japanese success in meeting the challenge of Western imperialism in the nineteenth century, Japan's own venture into imperialism on the Asian mainland in the twentieth century, and the Japanese economic phoenix in the postwar era.

**HIS476** The World Since 1945(3). A survey of new directions in modern history, particularly the rise of the USA and the USSR as world powers and the end of the colonial empires of Asia and Africa, This course will discuss the Cold War through international relations, the escalation of wars In Southeast Asia, Africa, Latin America, and the Middle East, as well as rival strategies for economic and cultural development in the post-war world.

**HIS 477** Hollywood History (3). A critical, analytical examination of the portrayal of the past in films and how movies shape popular perceptions of history.

**HIS 478** Comparative Civilizations after 1500 (3), Comparative analysis of civilizations after 1500. The course will introduce comparative methodology and analyze values and institutions across cultural boundaries. Particular attention will be given to comparative change within Asian, African, and Western civilizations during the era of Western expansion. Prerequisites: Civ 201 and 202 or equivalent world history survey.

**HIS 479** Comparative History Topics (3). This course is designed to provide upper-class students with specialized studies of topics (such as racism, Industrialism, nationalism and revolution) that cross national, class and chronological boundaries. Topics offered will vary with interests of students and instructors. May be repeated for a maximum of nine credit hours with permission of chair and instructor.

**HIS 481** Revolutionary Mexico 1810 to the Present (3). An in-depth examination of Mexico's history since 1810. Emphasis will be given to economic development and diplomacy during the Diaz regime, the role of culture and North American influence in Mexico's development, and the coming of the 1910 revolution and the one-party state.

**HIS 608** The Rise and Fall of the Soviet Union (3). A course beginning with the aftermath of the Revolution of 1905, which also covers the rise of the Soviet Union during World War I, after the abdication of Nicholas II. The Bolshevik Revolution and the Civil War receive close attention, as does the New Economic Policy and the rise of Stalin in the 1930s, World War II, its impact on the USSR, Stalin's last years, the Cold War, and the decline of the Soviet Union are also covered.

**HIS 609** Tudor and Stuart England (3). A study of the molding of the British monarchy and off the eclipse of its authority by the social and political groups which came to dominate Parliament by the seventeenth century.

**HIS 610** Modern Britain (3). A study of Britain since the Stuarts, including its age of greatness in the nineteenth century and its decline in the twentieth century. Political and cultural history are emphasized at an advanced, graduate level.

**HIS 611** Modern French History, 1789-Present (3). An advanced survey of modern French history from the French Revolution of 1789 to the present. The course will describe and analyze the major events in French history from the time of the Revolution to the twenty-first century, covering social, political, economic, intellectual, and cultural developments of this era.

**HIS 612** Modern Germany (3). A review of the political, socioeconomic, and intellectual history of Germany from 1789 to the present, with particular attention to how the history of Germany

differed from that of other Western European nations until 1945, and to Germany's new role in Europe since 1945.

**HIS 613** Revolution and Soviet Society (3). A study of the Russian revolutions and first decade of communist power. This course examines the February and October revolutions of 1917, civil war, NEP era, and the turn to Stalinism. Emphasis will be placed on the Bolsheviks' need to balance ideology and practical realities, their campaigns to transform social, economic, and cultural life, the population's responses to these campaigns, and experimentation in the arts.

**HIS 614** Europe from WWI through WWII. Course provides a survey of European history from about 1914 to about 1945. It will describe and analyze the events leading to both World Wars as well as some of the consequences of those wars, delineating the major military figures and the military history of the World Wars.

**HIS 615** Women in History (3). This advanced course examines the position and contributions of women in history. Topics will vary, but the major themes and issues relevant to the field of Women's history will be covered, and the main historiographical traditions in the field will be examined.

**HIS 618** World War II in Asia and the Pacific (3). The course will examine the origins and course of the war that began in Manchuria in 1931, expanded to China south of the Great Wall in July of 1937, from there to Pearl Harbor, South east and South Asia and the Pacific Islands by late 1941, and ended at Hiroshima and Nagasaki.

**HIS 619** The Third Reich (3). An advanced survey of the history, politics, and culture of the Third Reich in Germany (1933-1945). This course will cover the rise, fall, and aftermath of the Nazi regime with a particular emphasis on the Holocaust and the Second World War.

**HIS 621** Studies In U.S. Social History to 1865 (3). This course is a systematic exploration of the social history of the United States from the first settlement by Europeans through the Civil War.

**HIS 622** Readings In United States History (3). A systematic reading of major works on selected topics in United States history from colonial times to the present. May be taken more than once for credit; consult the department chair.

**HIS 624** United States Foreign Relations Since 1898 (3). An analysis of U.S. relations with other nations since 1898, placing special emphasis on the interplay of ideals and self-interest in foreign relations.

**HIS 625** Studies In U.S. Social History Since 1865 (3). A systematic, exploration of the social history of the United States from the end of the Civil War to the present.

**HIS 630** Studies in American Colonial History (3). A systematic exploration of the United States from the first European settlement to the beginning of the American Revolution.

**HIS 631** Seminar In United States History to 1865 (3). A critical examination of a major problem in United States history to 1865 using primary sources. Topics vary and the course may be taken more than once for credit; consult the department chair.

**HIS 632** Studies in the Era of the American Revolution (3). A systematic exploration of the events that led to the Independence of the United States and the establishment of the Constitution.

**HIS 633** Seminar In United States History since 1865(3). A critical examination of a major problem in United States history since 1865, using primary sources. Topics vary and the course may be taken more than once for credit; consult the department chair.

**HIS 634** Civil War and Reconstruction (3). This offering covers the period from 1815 to the presidential election of 1877, with emphasis on political, military, social, and economic conditions as they related to the sectional controversy raging during this part of the nineteenth century.

**HIS 635** The Transformation of America 1877 to 1929 (3). An advanced study of the transformation of the United States from an agricultural to a modern industrial nation. Topics included within this broad theme are the rise of big business and labor unions, urbanization, immigration, the closing of the frontier, reform movements, the struggles of blacks and women for equal rights, national politics, and cultural changes.

**HIS 636** Recent America (3). A study of the Great Depression, the New Deal, World War II, and the subsequent forces that have shaped contemporary American life. Emphasis is placed on the role of the United States in international relations, the civil rights movement, and domestic economic developments.

**HIS 677** Hollywood History (3). A critical, analytical examination of how the past is depicted in films and how films shape popular perceptions of history.

**HIS 681** Revolutionary Mexico, 1810-Present (3). An in-depth examination of Mexico's history from 1810 to the present, with emphasis on economic development and diplomacy in the era of Porfirio Diaz (1876-1911), the role of culture and North American influence in the Revolution of 1910-1920, the emergence and seventy-five-year rule of the Party of the Institutional Revolution (PHI), and the post-NAFTA resurgence of revolutionary activity.

**HIS 690** Directed Study and Research (3). Supervised independent or group study of a topic or topics in European, United States, or non-Western history May be taken more than once for credit. Prerequisite: permission of department chair.

**HIS 691** Directed Studies in Public History (3). Supervised independent or group study in one or more of the following public history fields: historic preservation, historic interpretation, museum studies, and oral history. May be taken more than once for credit.

**HIS 692** History Study Abroad (1-3). Offers students a direct experience of history through a study abroad program linked to a standard, semester-long corequisite graduate level history course- This course will give graduate students opportunities to travel abroad in a structured program to historic sites and museums related to the subject matter of the corequisite course. The instructor reserves the right to admit students who have completed the corequisite course as well as MSU faculty/staff, Instructors will also drop students who have dropped the corequisite course. May be repeated for up to six hours. Prerequisite: permission of instructor

**HIS 693** Domestic Travel History (1-3). Will offer students a direct experiences of history through a focused travel program linked to a standard, semester-long graduate level course This course will supplement normal classroom learning activities by giving students opportunities to travel to historic sites and museums related to the topic or time period of the corequisite course as well as MSU faculty/staff. To receive credit, the student must remain in the corequisite course for the duration of the semester. Prerequisite: permission of instructor

**HIS 695** Special Topics (3). A course designed as an elective for the graduate student; it will cover a particular topic, period, personality, or problem of the past. Specific subject matter varies from semester to semester, according to student and faculty interest. Repeatable with permission of the chair for a total of six hours.

**HIS 698** Thesis (3).

**HIS 699** Thesis (3).

Note: Courses with an HON prefix are open only to Honors Program students.

**HON 100T(099)** Transitions for Undeclared Incoming Honors Students (1). Course is designed to assist students in their transition to Murray State University. Content includes orientation to the specific area or major(s) and minor(s) within the academic program; university procedures, policies, and resources, strate gies for personal and academic success, and extracurricular opportunities. Only one transitions course will count toward graduation. A one-hour semester course designed for incoming Honors Program students with an undeclared major. Graded pass/fail. Prerequisite: Must be admitted to the Honors Program.

**HON 100** Interdisciplinary Humanities and Fine Ads (3). Introduction to ways of knowing, issues, and practices in selected humanities and fine arts disciplines, including philosophy, literature, history, art, music, and theater. The course is open only to students in the Commonwealth Honors Academy. The work of the various disciplines (and different sections)

will be rotated and organized around a general theme each time the course is offered.  
Prerequisite: acceptance into the Commonwealth Honors Academy.

**HON 101** Topics in Business and Public Affairs (3). Introductory course treating topics or issues in one or more of the following areas of study: economics, management, marketing, finance, accounting, or computer science. Prerequisite: admission to the Commonwealth Honors Academy.

**HON 102** Topics In Communication (3). Introductory course treating topics or issues in one or more of the following areas of study: organizational communication, radio-television, print journalism, advertising, or public relations. Cannot count as a JMC course (minor or major) or as a liberal arts limited elective for JMC students. Prerequisite: admission to the Commonwealth Honors Academy.

**HON 106** Topics In Science, Engineering and Technology (3). Introductory course treating topics or issues in any of the following areas of study: biology, physics, chemistry, engineering technology, geosciences, geology or mathematics. Open only to students enrolled in the Commonwealth Honors Academy.

**HON 107** Topics in Agriculture and Animal Science (3). An introductory course treating topics or issues in any of the following area of study: agriculture, animal science, or animal health. Prerequisite: admission to the Commonwealth Honors Academy

**HON 110** Special Honors Topics (3). A special topics elective course that will introduce students to concepts, issues, and practices in one of the academic & disciplines. Prerequisite: admission to the Commonwealth Honors Academy

**HON 133** Honors Seminar in Sociology (3). Course will introduce students to sociology and the sociological perspective by focusing upon contemporary societies. Through a study of key concepts such as cultures, society, group behavior, population, family, stratification, community, social institutions and change, students will be given the tools by which to understand better their society and others around the world. Open only to students in the Honors Program. Fulfills three hours of University Studies requirement in place of SOC 133. A student may not receive credit for both HON 133 and SOC 133.

**HON 150** Honors Seminar in Archaeology (3). A survey of archaeology's contribution to humankind's knowledge of prehistoric and historic development on a worldwide basis with emphasis placed upon discoveries rather than methods or archaeology. Open only to students in the Honors Program. Fulfills three hours of the University Studies requirement in place of ARC 150. A student may not receive credit for both HON 150 and ARC 150.

**POL 140** American National Government (3). The American political system, its constitution, institutions and processes. An approved social science University Studies elective.

**SOC 133** Introduction to Sociology (3). This course will introduce students to sociology and the sociological perspective by focusing upon contemporary societies. Through a study of key concepts such as culture, society, group behavior, population, family,, stratification, community, social institutions and change, students will be given the tools by which to understand better their society and others around the world.

**GSC 110** World Geography (3). A course designed to introduce students to the geographic distribution of major regions of the world. Attention will be focused on the delicate interrelationships between the natural landscapes of the earth and corresponding major cultural activities.

**ECO 231** Principles of Microeconomics (3). An introduction to the application of the basic principles of supply and demand to the behavior of individual economic agents such as consumers, households, business and nonprofit firms, industries, and resource owners. Real world examples are used to demonstrate the application of microeconomics to everyday situations, including an analysis of the effects of government policies on individual markets and income distribution. Prerequisites: MAT 117, 120, 140 or 150; or an ACT math standard score of at least 23; or consent of instructor.

***Modes of Delivery***

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

**Modes of Delivery for Program Content Courses**

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

EDP 260	X	X	X
SED 300	X		X

## B. Specialty Professional Association (SPA) Standards

### NCSS - National Council for the Social Studies Themes

NCSS THEMES	Courses/Activities/Assessments
<b>CULTURE</b>	
<b>Human beings create, learn, share and adapt to culture.</b>	CIV 201, CIV 202, HIS 202 Lecture, Readings, Group Work, Quizzes, Tests, Writing Assignments
<b>Cultures are dynamic and change over time.</b>	CIV 201, CIV 202, HIS 202 Lecture, Readings, Group Work, Quizzes, Tests, Writing Assignments
<b>Through experience, observation, and reflection, students will identify elements of culture as well as similarities and differences among cultural groups across time and place.</b>	CIV 201, HIS 490 Readings, Observations, History Study Abroad, Tests, Writing Assignments
<b>In schools, this theme typically appears in units and courses dealing with geography, history, sociology, and anthropology, as well as multicultural topics across the curriculum.</b>	HIS 350, HIS 370 Readings, Lectures, Power Point Presentations, Quizzes, Tests
<b>TIME, CONTINUITY, AND CHANGE</b>	
<b>Studying the past makes it possible for us to understand the human story across time.</b>	HIS 301, HIS 201 Readings, Lectures, Tests, Writing Assignments, Use of primary sources
<b>Knowledge and understanding of the past enable us to analyze the causes and consequences of events and developments, and to place these in the context of the institutions, values and beliefs of the periods in which they took place.</b>	HIS 221, HIS 222 Readings, Lectures, Tests, Writing Assignments, Use of primary sources
<b>Knowing how to read, reconstruct and interpret the past allows us to answer questions about the past.</b>	HIS 300, HIS 400, Analysis of primary sources, Discussion of historical issues, Lengthy research paper

<b>Children in early grades learn to locate themselves in time and space.</b>	N/A to high school students
<b>Through a more formal study of history, students in the middle grades continue to expand their understanding of the past and are increasingly able to apply the research methods associated with historical inquiry.</b>	HIS 300, HIS 400 Analysis of sources, Research in historical sources, Lengthy research paper
<b>PEOPLE, PLACES, AND ENVIRONMENTS</b>	
<b>The study of people, places, and environments enables us to understand the relationship between human populations and the physical world.</b>	CIV 201, CIV 202 Lectures, Readings, Group Work, Quizzes, Tests, Writing Assignments
<b>During their studies, learners develop an understanding of spatial perspectives, and examine changes in the relationship between peoples, places and environments.</b>	CIV 201, CIV 202 Lectures, Readings, Group Work, Quizzes, Tests, Writing Assignments
<b>Today's social, cultural, economic and civic issues demand that students apply knowledge, skills, and understandings as they address questions about people, places and environments.</b>	HIS 221, HIS 222 Map Study, Readings, Map Tests, Writing Assignments
<b>In schools, this theme typically appears in units and courses dealing with geography, regional studies, and world cultures.</b>	CIV 201, CIV 202, HIS 221 Map Study, Readings, Map Tests, Writing Assignments
<b>INDIVIDUAL DEVELOPMENT AND IDENTITY</b>	
<b>Personal identity is shaped by an individual's culture, by groups, by institutional influences, and by lived experiences shared with people inside and outside the individual's own culture throughout her or his development.</b>	HIS 490 Observation of another culture, Writing Assignments
<b>Questions related to identity and development, which are important in psychology, sociology, and anthropology, are central to the understanding of who we are.</b>	CIV 201, CIV 202 Readings, Analysis of primary sources, Quizzes, Tests, Writing Assignments

<b>The study of individual development and identity will help students to describe factors important to the development of personal identity.</b>	HIS 300, HIS 400 Research in primary and secondary sources, Lengthy research paper
<b>In the early grades, young learners develop their personal identities in the context of families, peers, schools, and communities.</b>	CIV 201, CIV 202 Readings, Analysis of primary sources, Tests, Writing Assignments
<b>INDIVIDUALS, GROUPS, AND INSTITUTIONS</b>	
<b>Institutions are the formal and informal political, economic, and social organizations that help us carry out, organize, and manage our daily affairs.</b>	HIS 221, HIS 222 Readings, Analysis of primary sources, Tests, Writing Assignment
<b>It is important that students know how institutions are formed, what controls and influences them, how they control and influence individuals and culture, and how institutions can be maintained or changed.</b>	HIS 222, HIS 476 Readings, Analysis of primary sources, Tests, Writing Assignments
<b>Students identify those institutions that they encounter.</b>	HIS 476 Analysis of primary sources, Group Work, Quizzes, Writing Assignments
<b>In schools, this theme typically appears in units and courses dealing with sociology, anthropology, psychology, political science, and history.</b>	HIS 221, HIS 222 Readings, Group Work, Tests, Quizzes
<b>POWER, AUTHORITY, AND GOVERNANCE.</b>	
<b>The development of civic competence requires an understanding of the foundations of political thought, and the historical development of various structures of power, authority, and governance. It also requires knowledge of the evolving functions of these structures in contemporary U.S. society, as well as in other parts of the world.</b>	HIS 221, CIV 201 Analysis of primary sources, Readings, Tests, Writing Assignments
<b>Students confront questions such as government's functions/purposes while exploring this theme.</b>	HIS 222, HIS 201 Readings, Group Work, Quizzes, Book Reviews

<b>Through study of the dynamic relationships between individual rights and responsibilities, the needs of social groups, and concepts of a just society, learners become more effective problem-solvers and decision-makers when addressing the persistent issues and social problems encountered in public life.</b>	HIS 222, HIS 406 Readings, Group Work, Tests, Class Discussions
<b>In schools, this theme typically appears in units and courses dealing with government, politics, political science, civics, history, law, and other social sciences.</b>	HIS 221, HIS 221 ? Analysis of primary sources, Group Work, Tests, Class Discussions
<b>PRODUCTION, DISTRIBUTION, AND CONSUMPTION</b>	
<b>People have wants that often exceed the limited resources available to them.</b>	HIS 222, HIS 476 Analysis of primary sources, Quizzes, Book Reviews
<b>Students confront such questions as decision-making on issues of the production, distribution and consumption of goods while exploring this theme.</b>	HIS 222, HIS 352 Readings, Analysis of primary sources, Quizzes, Book reviews
<b>Students will gather and analyze data, as well as use critical thinking skills to determine how best to deal with scarcity of resources.</b>	HIS 222, HIS 352 Readings, Primary source analysis, Tests, Quizzes
<b>In schools, this theme typically appears in units and courses dealing with concepts, principles, and issues drawn from the discipline of economics</b>	HIS 352, CIV 202 Analysis of primary sources, Readings, Book Reviews, Tests
<b>SCIENCE, TECHNOLOGY, AND SOCIETY</b>	
<b>Science, and its practical application, technology, have had a major influence on social and cultural change, and on the ways people interact with the world</b>	CIV 201, CIV 202 Readings, Primary source analysis, Tests, Quizzes
<b>There are many questions about the role that science and technology play in our lives and in our cultures.</b>	CIV 202, HIS 325 Readings, Group Work, Tests, Writing Assignments
<b>This theme appears in units or courses dealing with history, geography, economics, and civics and government.</b>	CIV 202, HIS 325 Readings, Group Work, Tests, Writing Assignments
<b>Young children learn how science and technologies influence beliefs, knowledge, and their daily lives.</b>	CIV 202, HIS 325 Readings, Group Work, Tests, Writing Assignments

<b>GLOBAL CONNECTIONS</b>	
<b>Global connections have intensified and accelerated the changes faced at the local, national, and international levels.</b>	CIV 201, CIV 202 Readings, Map Study, Quizzes, Tests
<b>Students confront questions on the study of global connections and interdependence in exploring this theme.</b>	CIV 201, HIS 352 Readings, Map Study, Quizzes, Tests
<b>Analyses of the costs and benefits of increased global connections, and evaluations of the tensions between national interests and global priorities, contribute to the development of possible solutions to persistent and emerging global issues.</b>	CIV 202, HIS 352 Readings, Primary source analysis, Quizzes, Writing assignments
<b>This theme typically appears in units or courses dealing with geography, culture, economics, history, political science, government, and technology but may also draw upon the natural and physical sciences and the humanities, including literature, the arts, and languages.</b>	CIV 202, HIS 407 Primary source analysis, Readings, Quizzes, Book reviews
<b>CIVIC IDEALS AND PRACTICES</b>	
<b>An understanding of civic ideals and practices is critical to full participation in society and is an essential component of education for citizenship, which is the central purpose of social studies.</b>	HIS 403, HIS 370 Readings, Group Sork, Quizzes, Tests
<b>Learning how to apply civic ideals as part of citizen action is essential to the exercise of democratic freedoms and the pursuit of the common good.</b>	CIV 201, CIV 202 Readings, Primary source analysis, Quizzes, Tests
<b>Students studying this theme might be faced with the study of the ideals, principles, and practices of citizenship in a democratic republic.</b>	HIS 222, CIV 202 Readings, Primary source analysis, Quizzes, Tests
<b>In schools, this theme typically appears in units or courses dealing with civics, history, political science, cultural anthropology, and fields such as global studies and law-related education, while also drawing upon content from the humanities.</b>	HIS 221, HIS 222 Readings, Primary source analysis, Quizzes, Writing Assignments

### C. Kentucky Teacher Standards

The Kentucky Teacher Performance Standards are integrated throughout core courses and secondary education methods courses as demonstrated in the table below. Candidates are introduced to the standards in early coursework where they gain knowledge 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 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 skill in the appropriate content area. Secondary and content area instructors use web-based learning platforms such as *Canvas* to supplement and enhance face-to-face instruction. The *Kentucky Teacher Standards* matrix demonstrates the integration of Kentucky Teacher Standards throughout secondary education coursework.

#### Kentucky Teacher Standards

	KTS 1	KTS 2	KTS 3	KTS 4	KTS 5	KTS 6	KTS 7	KTS 8	KTS 9	KTS 10
Core Courses										
CSC 199 Technology	A					A				
EDU 103 Introduction	A	K	A	K	K	K	A	K	K	K
EDU 303 Strategies		A*	A	A	A	A	A	A	K	
EDP 260 Development		K*	K	A		A	A	A		
SED 300 Special Needs	A	K	K			K	K	A	K	
EDU 403 Foundations	A	K	A	K	K	K	A	K	K	A
EDU 405 Assessment	A		A	E	A					
HIS 361 Strategies	A	A	A	A	A	A	A		A	
SEC 420 Practicum	K	A	K	A					K	
SEC 422 Extended Practicum	E*	E*								
SEC 421 Student Teaching	E*	E*	E*							
Content Courses										
HIS 221								E PRAXIS		

HIS 222								E PRAXIS		
SOC 133								E PRAXIS		
POL140								E PRAXIS		
GSC 110								E PRAXIS		
ECO 231								E PRAXIS		
K – Knowledge, A – Application, E – Evaluation * = Signature Assessment										

- KTS 1: Content Knowledge
- KTS 2: Design Instruction
- KTS 3: Learning Climate
- KTS 4: Implements Instruction
- KTS 5: Assessment
- KTS 6: Technology
- KTS 7: Reflection
- KTS 8: Collaboration
- KTS 9: Professional Development
- KTS 10: Leadership

#### D. Kentucky Core Academic Standards

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

In the secondary education program, candidates apply what they have learned about designing KCAS standards-based instruction and assessment instruments during the field and practicum experiences associated with these professional education methods courses.

### Kentucky Core Academic Standards

Course	KCAS Content Area	Activity
EDU 303	Specific to content area	Lesson plans, micro-teaching activities, mock classroom situations
SEC 420	Specific to content area	Lesson plans, unit plans, field experiences
SEC 422	Specific to content area	Lesson plans, unit plans, field experiences
SEC 421	Specific to content area	Student teaching experience -Designing and implementing instruction

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

#### E. Social Studies Program Faculty

Name	Highest Degree, Field, & University	Assignment: Indicate the role(s) of the faculty member (1)	Faculty Rank (2)	Scholarship (3), Leadership in Professional Associations, and Service (4); List up to 3 major contributions in the past 3 years (5)	(FT/PT to institution, unit, and program)
Beahan, Charlotte	Ph. D China, Japan Columbia University	Faculty	Professor	1. Co-author with Bonnie Higginson and N. Stall of <i>A Comparative Analysis of Middle Level Literacy Texts and Pedagogical Practices in China and the United States</i> , a presentation made at the annual meeting of the College Reading Association in Pittsburgh, PA, (2006) 2. Presentations on Japanese History to JPN 105: <i>The Culture of Japan</i> course each semester; faculty sponsor of the Clark College Honor Society (2004-06) 3. Member, Executive Committee, Southeast Conference of the Association for Asian Studies, and member of the Council on [Regional] Conferences of the Association for Asian Studies.	Full-time Institution part-time unit part-time program

Belue, Ted	Ph. D China, Japan Columbia University	Faculty	Senior Lecturer		Full-time Institution part-time unit part-time
Bolin, Duane	Ph.D Late 19 <sup>th</sup> and 20 <sup>th</sup> century U.S. University of Kentucky	Faculty	Professor	1. Editorial Board Member, University Press of Kentucky 2. Teacher Education Liaison, Department of History and College of Education 3. Editor for Sports, <i>Kentucky African American Encyclopedia</i> (forthcoming, University Press of Kentucky)	Full-time Institution part-time unit part-time program
Callahan, Kathy	Ph.D British History	Faculty	Associate Professor	1. "Women, Crime, and Economic Hardship in London at the End of the Long Eighteenth Century," <i>Journal for the Study of British Culture</i> ;  "Women Who Kill: An Analysis of Cases in Late Eighteenth- and Early Nineteenth-Century London," <i>The Journal of Social History</i>  2. Member of History Department's Executive Committee \\  Founder of Scotland's Study Abroad Program (Experience Scotland Program)  Member of MSU's LGBT Advisory Committee  3. Named Chair of History Department	Full-time Institution

				Exam Leader of Advanced Placement World History Exam for Educational Testing Service	
Clardy, Brian	Ph.D Foreign Policy since 1900, US Political, Social Protest Movements, World Religions	Faculty	Associate Professor	<p>1. "A Fear and Loathing of Detente: Perspectives on Criticisms of Henry Kissinger in <i>The New Republic</i> and <i>The National Review</i>," <i>The Flinders Journal of History and Politics</i>, vol. 29, 2013, 113-136</p> <p>"Deconstructing a Theology of Defiance: Black Preaching and the Politics of Racial Identity," <i>The Journal of Church and State</i>, vol. 53 (2), Spring 2011, 203-221</p> <p>2. Member, Master of Public Administration Advisory Committee, Murray State University</p> <p>Member, President's Committee on Diversity and Inclusion, Murray State University</p> <p>3. Completed "Education for Ministry" program sponsored by Sewanee School</p>	Full-time Institution part-time unit part-time program
Engineer, Urmi	Ph.D World History/Atlantic World/Early Americas/Environmental & Disease History	Faculty	Assistant Professor	<p>1. "Sugar Revisited: Sweetness and the Environment in the Early Modern World," in <i>The Global Lives of Things: Materiality, Material Culture and Commodities in the First Global Age</i> (Cambridge University Press, forthcoming)</p> <p>"India: Unit Overview" in Joseph Stuart, ed., <i>World History to 1500</i> (Milestone Documents)</p> <p>2. Member of World History Association</p> <p>Member of American Historical Association</p> <p>Assistant Administrator of University of California at Santa Clara's Center for World History</p> <p>3. Recipient of Global Academic</p>	Full-time Institution

				Partnership Grant from the University of Pittsburgh  Recipient of a Postdoctoral Fellowship in World History from the University of Pittsburgh	
Heern	Ph.D. Middle East History	Faculty	Assistant Professor	<b>Heern left Murray State in the summer of 2015 to take a job at Idaho State.</b>	<b>No Longer Here</b>
Hilton, Marjorie L.	Ph.D History of Russia, Modern Europe, & Comparative Gender	Faculty	Associate Professor	1. <i>Selling to the Masses: Retailing in Russia, 1880-1930</i> (Pittsburgh: University of Pittsburgh Press, 2012)  2. Elected member of Faculty Senate  Member of History Department's Executive Committee  Advisor to Murray State University's chapter of Amnesty International  Member of Professional Development Committee  3. The "Advertisement-Constructor" and Invention of Soviet Advertising" presented at the University of North Carolina at Chapel Hill; <i>Selling to the Masses: Retailing in Russia, 1880-1930</i> (Pittsburgh: University of Pittsburgh Press, 2012)  Make-Over," <i>Studies in Ru</i> "Gender and Ideological Rivalry in Ninotchko and Circus: The Capitalist and Communist Russia and Soviet Cinema.	Full-time Institution
Humphreys, James S.	Ph.D US History and the History of the American South	Faculty	Associate Professor	1. <i>Francis Butler Simkins: A Life</i> (Gainesville: University Press of Florida, 2008).  2. History Department's Liaison to the Education Department; Advisor to History Education Majors  Organizer of the Annual James W. Hammack, Jr. Memorial Scholarship Banquet  Member of Faculty Senate for	Full-time Institution

				<p>two years</p> <p>3. “An Idea That Will Not Die: Historians Debate the Enduring Relevance of the Dunning School of Reconstruction,” presented at Intellectual Hinterlands: Conference of the International Society for Intellectual History at Victoria College, University of Toronto, Toronto, Canada</p> <p>“William Archibald Dunning: Flawed Colossus of American Letters” in <i>The Dunning School: Historians, Race, and the Meaning of Reconstruction</i>, edited by John David Smith and J. Vincent Lowery</p> <p>“Reconstruction Revisionist: Francis Butler Simkins and the Origins of Progressive Thought toward Race and Reconstruction in the Early Twentieth Century” delivered at the Anne T. Moore Humanities Lecture at Campbell University</p>	
Irvin, Aaron	Ph.D Ancient History	Faculty	Assistant Professor	<p>1. “The Empire of Friends and the House of the Father: Celtic and Canaanite Elite under Imperial Rule,” in <i>Conference Proceedings: Imperialism and Identities at the Edges of the Roman World</i>. M. Jankovic and V.D. Mihajlovic, eds. (Cambridge: Cambridge Scholars Publishing, 2014)</p> <p>“A Critique and Synthesis of Commentaries and Interpretations of Aristophanes’ <i>Birds</i>” Coreopsis: <i>A Journal of Myth and Theater</i>. (October 10, 2009)</p> <p>“The Romanization and Development of Gallo-Roman Religion in the Three Gauls” (December 2-4th, 2013). <i>Oxford Symposium on Religious Studies</i>. Oxford, England. 2013</p>	Full-time Institution

				<p>2. Member of World Civilization Committee</p> <p>Member of History Department's Executive Committee</p> <p>Member of Religious Studies Committee</p> <p>3. Advisor to Phi Alpha Theta, a history honor society</p> <p>"The Romanization and Development of Gallo-Roman Religion in the Three Gauls" (December 2-4th, 2013). <i>Oxford Symposium on Religious Studies</i>. Oxford, England. 2013</p> <p>"Rome in Gaul?: An Examination of the Romanization of Government in the Three Gauls" (April 4th-5th, 2013). <i>Theoretical Roman Archaeology Conference (TRAC 2013)</i>. King's College, London, England</p>	
Mulligan, William	Ph.D Public, colonial America, Ireland Clark	Faculty	Professor	<p>1. 'The Merchant Prince' of the Copper Country: One Immigrant's American Success Story," <i>Tipperary Historical Journal</i> (2004).</p> <p>2. Completing the Ethnic Mosaic: Irish Miners in the Upper Peninsula," Keynote Address, Historical Society of Michigan, Upper Peninsula History Conference, Iron Mountain, MI June 19-20, 2004 published in: <i>Chronicle (The Historical Society of Michigan)</i> 27 #2 (2004).</p> <p>3. <i>New Hibernia Review</i> Advisory Editor, <i>Migration Studies</i>, 2005 – present.</p>	Full-time Institution part-time unit part-time program
Pizzo, David	Ph.D German History/ Modern Europe/ Imperialism	Faculty	Associate Professor	<p>1. <i>To Devour the Land of Mkwawa?: Colonial Violence and the German-Hehe War in East Africa, c. 1884-1914</i> (Lambert Academic Publishing)</p> <p>2. Member of History</p>	Full-time Institution

				<p>Department's Tenure Committee</p> <p>Member of Job Search Committee in the History Department</p> <p>Leader of numerous study abroad programs to such countries as Greece, Germany, England, and Tanzania</p> <p>3. Coordinator of MA Program in History</p> <p>Recipient of Tenure</p> <p>Chair of the International Student Advisory Committee</p>	
Schell, William	Ph.D. Latin America, Iberia, World History North Carolina at Chapel Hill	Faculty	Professor		Full-time Institution part-time unit part-time program
Beck, Ann (Retiring end of 2015 Spring Semester)	Ph.D. Political Science Washington State University	Faculty	Associate Professor	<p>Publications: "Teaching Out of Time: (2006)</p> <p>Presentations at Professional Conf." "Teaching Across Multiple Approaches" (2006)</p> <p>"The Continuing Debate About Profligacy or Prudence: The Case of Wage &amp; Health Benefit Compensation Convergence Between public &amp; Private Employees"</p>	Full-time Institution part-time unit part-time program
Clinger, James	Ph.D. Political Science Washington University, St. Louis	Faculty	Assistant Professor	<p>Publications: "Asset Forfeiture &amp; Policy Priority (2005)</p> <p>"Heresthetics &amp; Happenstance: Intentional &amp; Unintentional Impacts of the Zoning Decision Making Process," "Turnover among City Administrators: The Role of Political &amp; Economic Change," "Turnover, Transaction Costs &amp; Time Horizons: An Examination of Municipal Debt Financing" (2006)</p>	Full-time Institution part-time unit part-time program
Rose, Winfield	Ph.D. Political Science,	Faculty	Professor	University faculty Senate KY Abraham Lincoln	Full-time Institution

	Duke University			Bicentennial Commission	part-time unit part-time program
Brown, Barry	M.S. in Economics, Murray State University	Serve on the International Business Degree Program committee (2004 to present) Lecturer in Economics and Finance Director for MSU Center for Economic Education	Lecturer	Served as Co-Director for the Bregenz, Austria program for KIIS. (2003) Served on KDE Content Advisory Committee for CATS test writing (2003-2004) Test Writer FBLA (2005) Test Validator FBLA (2004)	Full-time Institution part-time unit part-time program

### Education Faculty

NAME	HIGHEST DEGREE, FIELD, & UNIVERSITY	ASSIGNMENT	FACULTY RANK	CERTIFICATIONS, EXPERIENCE, SCHOLARSHIP, LEADERSHIP IN PROFESSIONAL ASSOCIATIONS, AND SERVICE	STATUS
Allen, David	Ph.D, Education-School Improvement, Text State University-San Marcos	Director of Center for Environmental Education Teaches assessment and environmental education courses	Assistant Professor	<ul style="list-style-type: none"> <li>• <i>Educational Testing Services, Assessment Specialist – 10 years, Middle School Science – 6 years, High School Science – 3 years</i></li> <li>• <i>Allen, D. (August 2015). Project Learning Tree survey of use. Annual conference of the Japanese Society of Environmental Education, Nagoya, Japan.</i></li> <li>• <i>Allen, D. (October 2014). Perceptions of environmental education from across a university campus. Annual conference of the North American Association for Environmental Education. Ottawa, Ontario, Canada.</i></li> <li>• <i>Waite, D., &amp; Allen, D. (2003). Corruption and abuse of power in educational administration.</i></li> </ul>	Full-time to institution Part-time to unit Part-time to program

				<i>Urban Review, 35(4), 281-296</i>	
Brown, Cory	Ph.D, Multicultural and Equity Studies in Education, Ohio State University	Assistant Professor Teaches foundation courses	Assistant Professor	<ul style="list-style-type: none"> <li>• <i>High School English – 2 years, Full-Time Academic Advisor, University of Cincinnati – 5 years, University Appointments, Education – 10 years.</i></li> <li>• <i>Dixson, A. D., Dodo-Seriki, V. and Brown, C. T. (2014). Culturally relevant pedagogy at the intersections of race, gender, and class. Paper presented at the biennial meeting of the International Conference on Urban Education, Montego Bay, Jamaica.</i></li> <li>• <i>Dodo-Seriki, V., Brown, C. T., and Fasching-Varner, K. (Accepted and in preparation, 2015). The permanence of racism in teacher education. In J. K. Donnor, R. Reynolds, M. Lynn, and A. D. Dixson (Eds.). Is the post-racial still racial?: Understanding the relationship between race and education. NSSE Yearbook, Teachers College Record.</i></li> <li>• <i>National Council of Teachers for English Assembly of Research - Program Reviewer and Planning Committee, 2015 (New Orleans, Louisiana)</i></li> </ul>	Full-time to institution Part-time to unit Part-time to program
Campoy, Renee	Ed.D. Curriculum & Instruction University of Missouri-St. Louis	Assistant Dean (Part-time) Teaches EDU 405 (part-time) NCATE Coordinator	Professor	<ul style="list-style-type: none"> <li>• Book: (2004) Case study analysis in the classroom</li> <li>• Presentation: (2006) AERA</li> <li>• BOE Team member: (2005-present)</li> </ul>	Full-time to Institution, Full-time to Unit, Part-time to Program
Gierhart, Greg	MA, Education, Murray State University	Hart Residential College Head Teaches instructional strategies and	Lecturer	<ul style="list-style-type: none"> <li>• <i>Certifications &amp; Experience: KY Teaching Lic., Middle school Spanish, Science, and Math, endorsement for teaching early elementary, DPP, School</i></li> </ul>	Full-time to institution Part-time to unit Part-time to program

		math methods courses		<p><i>Administration. 10 years experience – middle school.</i></p> <ul style="list-style-type: none"> <li><i>Murray Lion's Club, National Council of Teachers of Mathematics, National Science Teachers Association, Association of Supervisors and Curriculum Development, International Literacy Association, Association for Middle Level Education, Phi Delta Kappan, Phi Kappa Phi</i></li> <li><i>KY Department of Education, Math &amp; Science Leadership Networks</i></li> </ul>	
Matlock, Pam	MA Special Education, Murray State University	Paducah Campus 2+2 Education Coordinator Teaches special education courses	Lecturer	First Book, Chapter Advisor - Monthly distribution of new books to low socioeconomic students in public schools, KEA - SP, Chapter Advisor - Global Education Outreach Committee, Chairperson	Full-time to institution Part-time to unit Part-time to program
Stormer, Kimberly	Ph.D. Instructional Leadership Academic and Curriculum University of Oklahoma	Middle Level Education Program Coordinator, Teaches middle level education courses.	Assistant Professor	Taught for 7.5 years in large urban school district; and Worked as a School Improvement Specialist for the Oklahoma State Department of Education Diversity Chair Kentucky Council Teachers of English Advisor Murray State Middle Level Association	Full-time to institution Part-time to unit Part-time to program
Jacobs, Martin	Ed.D. Curriculum and Instruction, Florida International University	Part-time to Program: Middle School Reading	Professor	Scholarship focused upon Teacher Leadership, with presentation and publication outcomes Faculty Representative: Murray State Board of Regents 11 years P12 teacher; 5 years elementary assistant principal	Full-time to institution Part-time to unit Part-time to program
Musselman, Meagan	Ph.D. Curriculum & Instruction Southern Illinois University	Teacher Leader Program Coordinator, Teaches middle level undergraduate education courses and graduate	Associate Professor	Taught math and science in public middle schools; and Education consultant to area schools President of Kentucky Association of Teacher Educators	Full-time to institution Part-time to unit Part-time to program

		courses across multiple levels			
Gierhart, Greg	MA-Murray State University Pursuing PhD Southern Illinois University-Carbondale	Early Childhood and Elementary Education Teach mathematics to IECE and elementary education majors.	Lecturer	Taught 10 years in a rural school district Provisional Certificate For Teaching In The Middle Grades 5-8 Mathematics Field: Science Professional Certificate for Middle School Teaching	Part-time to institution Part-time to unit Part-time to program
Hyde ,Lori	MA- Murray State University in Reading and Writing	REA 407 at the Paducah Campus	Adjunct Instructor	6 <sup>th</sup> grade Reading and Writing at Lone Oak Middle School Certified Elementary Education Certified Reading and Writing Literacy Specialist K-12 Super Saturdays Instructor	Part-time to institution Part-time to unit Part-time to program
Myers, Hannah	MA- Murray State University in Education and Education Administration	MID 307	Adjunct Instructor	Magistrate for Hopkins County- Co-Chair of Build Smart Murray Campaign Chairman of the City Council	Part-time to institution Part-time to unit Part-time to program

## F. Curriculum Contracts/Guidesheets

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

**Murray State University  
Department of History**

Revised Fall 2015

**BA – History/Social Studies Certification (Grades 8-12)**

**2015-2016 Undergraduate Bulletin**

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

**UNIVERSITY STUDIES FOR B.A. DEGREE (41-48 HOURS)**

<b>Oral and Written Communication (7 Hours)</b>	<b>Hours</b>	<b>Semester</b>	<b>Grade</b>
ENG 105 Critical Reading, Writing, and Inquiry	4	_____	_____
COM 161 Introduction to Public Speaking	3	_____	_____
<b>Scientific Inquiry, Methodologies, and Quantitative Skills (7-10 Hours)</b>			
Science with Lab	4	_____	_____
Math Course	3	_____	_____
<b>World's Historical, Literary, and Philosophical Traditions (9 Hours)</b>			
CIV 201 or 202 World Civilization I or II	3	_____	_____
HUM 211 The Western Humanities Tradition	3	_____	_____
Elective (See Approved List)	3	_____	_____
<b>Global Awareness, Cultural Diversity, and the World's Artistic Traditions (9 Hours)</b>			
Minimum 6 hours in a single foreign language (101 and 102 may		_____	_____

be taken as needed but must have 6 hours culminating in proficiency level 202 or above)	6	_____	_____
One course in foreign culture, multiculturalism, study abroad, International affairs, or fine arts			
Elective (See Approved List)	3	_____	_____
<b>Social and Self-Awareness and Responsible Citizenship (6 Hours)</b>			
EDU 103 Issues and Practices of American Education <sup>4</sup>	3	_____	_____
One course from ethics, social responsibility & civic engagement	3	_____	_____
<b>University Studies Approved Electives (6 Hours)</b>			
CSC 199 Introduction to Information Technology <sup>1,2</sup>	3	_____	_____
Elective	3	_____	_____
<b>REQUIRED COURSES FOR HISTORY MAJOR (19 HOURS)</b>			
HIS 100T Transitions	1	_____	_____
HIS 300 Introduction to Historical Studies <sup>3</sup>	3	_____	_____
HIS 361 Teaching History	3	_____	_____
HIS 400 Professional Engagement Senior Seminar <sup>4</sup>	3	_____	_____
<i>Three of the following:</i>			
HIS 201 Modern Europe	3	_____	_____
HIS 202 Understanding Global History	3	_____	_____
HIS 221 American Experience Before 1865	3	_____	_____
HIS 222 American Experience Since 1865	3	_____	_____
<b>REQUIRED SOCIAL SCIENCE COURSES (12 HOURS)</b>			
ECO 231 Microeconomics	3	_____	_____
GSC 110 World Geography	3	_____	_____
POL 140 American National Government	3	_____	_____
SOC 133 Introduction to Sociology	3	_____	_____
<b>REQUIRED LIMITED HISTORY ELECTIVES (18 HOURS)</b>			
HIS upper-level courses approved by advisor (not including HIS 361; at least two must be a 400-level course.			
_____	3	_____	_____
_____	3	_____	_____
_____	3	_____	_____
_____	3	_____	_____
_____	3	_____	_____
_____	3	_____	_____
<b>REQUIRED FOR SECONDARY CERTIFICATION (32 HOURS)</b>			
[CSC199 and EDU 103 should be taken as University Studies Courses.]			
CSC 199 Introduction to Information Technology	3	_____	_____
EDP 260 Psychology of Human Development	3	_____	_____
EDU 103 Issues and Practices of American Education	3	_____	_____
EDU 403 Structures and Foundations of Education	2	_____	_____
EDU 405 Evaluation and Measurement in Education <sup>5</sup>	3	_____	_____
SED 300 Educating Students with Disabilities	3	_____	_____
SEC 420 Practicum in Secondary Schools <sup>5</sup>	3	_____	_____
SEC 421 Student Teaching in the Secondary School	14	_____	_____
SEC 422 Extended Practicum <sup>6</sup>	4	_____	_____

<sup>1</sup> A grade of C or better. Check with advisor to see if this course can be waived.

<sup>2</sup> May be counted as a University Studies elective.

<sup>3</sup> Prerequisite for 400-level courses. May be waived with permission of department chair.

<sup>4</sup> A grade of C or better.

**Total Curriculum Requirements – 122 hours**

**HISTORY MINOR (21 HOURS)**

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

- <sup>1</sup> A grade of C or better. Check with advisor to see if this course can be waived.
- <sup>2</sup> May be counted as a University Studies elective.
- <sup>3</sup> Prerequisite for 400-level courses. May be waived with permission of department chair.
- <sup>4</sup> A grade of C or better.
- <sup>5</sup> To be taken two semesters before student teaching.
- <sup>6</sup> To be taken one semester before student teaching.

**PRAXIS TEST:**  
 The following scores on the Specialty Exams are required to be eligible for a teaching certificate:  
 Social Studies (5086) Passing Score of 153  
 Principles of Learning and Teaching (5624) Passing Score of 160  
 Teacher certification requirements are subject to change. Before registering for the test(s), please refer to the Education Professional Standards Board (EPSB) website at [www.epsb.ky.gov](http://www.epsb.ky.gov) for current requirements or contact the Division of Professional learning and Assessment at 502-564-4606 or 888-598-7667.

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

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

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

**Teacher Education**

To be admitted to teacher education, students must:

1. Attend an admission to teacher education orientation.
2. Earn passing scores on the Core Academic Skills for Educators (CASE) test with these subject scores – Reading 156, Writing 162, and Mathematics 150. Request ETS to send scores to Teacher Education Services electronically by using this code, R1494. If any of the PPST subject areas were passed prior to September 1, 2014, use these PPST scores - Reading 176, Writing 174, and Math 174.  
  
 GRE (Graduate Records Exam) scores may be used for Graduate Students only with a minimum passing score of 150 in verbal, 143 in quantitative, and 4.0 in analytical writing.
3. Earn an overall undergraduate GPA of  $\geq 2.75$  on a 4.0 scale at the point of admission. This 2.75 minimum GPA remains a requirement throughout the teacher certification program.
4. Complete a minimum of 24 credit hours with a GPA  $\geq 2.75$  to include the following coursework:

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

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

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

### **Student Teaching**

To be admitted to student teaching, students must have

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

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

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

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

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

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

Student \_\_\_\_\_

Advisor \_\_\_\_\_

Date \_\_\_\_\_

Date \_\_\_\_\_

Fall 2015

**Murray State University  
Department of Government, Law and International Affairs  
BS – Political Science/Social Studies - Grades 8-12 Certification**

**2015-2016 Undergraduate Bulletin**

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

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

<b>Oral and Written Communication (7 Hours)</b>	<b>Hours</b>	<b>Semester</b>	<b>Grade</b>
ENG 105 Critical Reading, Writing, and Inquiry	4	_____	_____
COM 161 Introduction to Public Speaking	3	_____	_____
<b>Scientific Inquiry, Methodologies, and Quantitative Skills (10-15 Hours)</b>			
MAT 135 Introduction to Probability and Statistics	4	_____	_____
Approved University Studies Science or Math	3-5	_____	_____
Approved University Studies Science with Lab _____	3-5	_____	_____
<b>World's Historical, Literary, and Philosophical Traditions (6 Hours)</b>			
CIV 201 or 202 World Civilization I or II	3	_____	_____
HUM 211 The Western Humanities Tradition	3	_____	_____
<b>Global Awareness, Cultural Diversity, and the World's Artistic Traditions (3 Hours)</b>			
Approved University Studies _____	3	_____	_____
<b>Social and Self-Awareness and Responsible Citizenship (6 Hours)</b>			
Eth., Soc. Resp., or Civ. Engage. Approved Course _____	3	_____	_____
EDP 260 Psychology of Human Development	3	_____	_____
<b>University Studies Approved Electives (6 Hours)</b>			
CSC 199 Introduction to Information Technology	3	_____	_____
*Technology-Intensive Course			
Approved University Studies Elective _____	3	_____	_____
<b>Required Courses (25 hours)</b>			
POL 100T Transitions	1	_____	_____
POL 140 American National Government	3	_____	_____
POL 240 State and Local Politics	3	_____	_____
POL 250 Introduction to International Relations	3	_____	_____
POL 252 Introduction to Comparative Politics	3	_____	_____
POL 261 Introduction to Political Theory	3	_____	_____
POL 359 Writing and Inquiry in the Social Sciences	3	_____	_____
POL 360 Research Methods	3	_____	_____
POL 499 Senior Seminar in Political Science	2	_____	_____
<b>Required Limited Electives (15 hours)</b>			
ECO 231 Principles of Microeconomics	3	_____	_____
GSC 110 World Geography	3	_____	_____

HIS 361	Teaching History	3	_____	_____
HIS 221	American Experience to 1865	3	_____	_____
Or				
HIS 222	American Experience since 1865	3	_____	_____
HIS 201	Modern Europe	3	_____	_____
Or				

CIV 201 or 202 (Whichever was not taken as a University Studies requirement)

**POL** electives approved by advisor. Note: At least 9 hours of the major must be at the 300-400-level.

**Required for Secondary Certification (32 hours)**

EDU 103	Issues and Practices of American Education	3	_____	_____
EDU 403	Structures and Foundations of Education	2	_____	_____
EDU 405	Evaluation and Measurement in Education <sup>1</sup>	3	_____	_____
SEC 420	Practicum in Secondary Schools <sup>1</sup>	3	_____	_____
SED 300	Educating Students with Disabilities	3	_____	_____
SEC 422	Extended Practicum <sup>2</sup>	4	_____	_____
SEC 421	Student Teaching in the Secondary School	14	_____	_____

\*Writing-Intensive Course

**Minor (21 hours)**

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

Choose either economics, geography, history, or social science minor. Social science minor is recommended

**Total Curriculum Requirements – 120-125 hrs**

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

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

**PRAXIS TEST:**

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

Social Studies (5086) – Passing Score of 153

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

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

**GRADE POINT AVERAGE REQUIREMENTS:**

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

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

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

### Teacher Education

To be admitted to teacher education, students must:

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

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

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

### Student Teaching

To be admitted to student teaching, students must have

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

**General Requirements for Kentucky Certification**

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

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

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

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

Student \_\_\_\_\_

Advisor \_\_\_\_\_

Date \_\_\_\_\_

Date \_\_\_\_\_

**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. These may be accessed at <http://coekate.murraystate.edu/coecms/ncate/manager/syllabi/>.

**EDUCATION CORE AND METHODS COURSES**

- EDU 103**
- EDU 303**
- EDP 260**
- SED 300**
- EDU 403**
- EDU 405**
- SEC 420**

**SOCIAL STUDIES METHODS COURSE**

- HIS 361**

**SOCIAL STUDIES CONTENT COURSES**

- HIS 222**
- HIS 221**
- ECO 231**