



College of Education and Human Services



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DEPARTMENTS

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PROGRAMS

UNDERGRADUATE

Associate

Career and Technical Education

Baccalaureate

- Career and Technical Education
- Communication Disorders
- Criminal Justice
- Elementary School Education
- Health and Physical Education
- Interdisciplinary Early Childhood Education
- Learning and Behavior Disorders
- Middle School Education
- Nonprofit Leadership Studies
- Secondary School Certification
- Social Work

Minor

- Adventure Leadership
- Athletic Coaching
- Community Recreation
- Criminal Justice
- Family and Consumer Studies
- General Special Education
- Gerontology
- Health and Physical Education
- Juvenile Justice
- Nonprofit Leadership Studies
- Social Science
- Social Welfare

Certificate

- Faith-Based Social Work
- Gerontology
- Substance-Related and Addictive Disorders

GRADUATE

Master's

- Career and Technical Education
- Elementary Teacher Leader
- Education Administration
- Human Development and Leadership
- Interdisciplinary Early Childhood Education
- Library Media
- Middle School Teacher Leader
- Nonprofit Leadership Studies
- Postsecondary Education Administration
- Reading and Writing
- School Counseling
- Secondary Teacher Leader
- Special Education
- Speech-Language Pathology

Specialist

- Counseling
- Education Administration
- Teacher Education and Professional Development

Doctorate

- P-20 and Community Leadership

Certificate

- College Advising
- Human Development and Leadership
- Interdisciplinary Brain Injury Studies
- Nonprofit Leadership Studies

College of Education and Human Services

The mission of the Murray State University 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 is comprised of four departments which offer associate, baccalaureate, masters, post-masters, specialist in education, certifications, and doctorate degrees for teachers and other school personnel.

Adolescent, Career and Special Education. This department offers certification preparation programs for middle and secondary school teachers in a variety of disciplines. Areas are offered in business and marketing education, family and consumer sciences education, health and physical education, industrial education, engineering/technology education, learning and behavior disorders (elementary school and middle school), and middle school education. A non-certification degree in health and physical education is also available.

A student may complete a Master of Arts in Education in middle school education, secondary education, and special education. A Master of Science in Career and Technical Education is also offered.

Community Leadership and Human Services. This department offers a Bachelor of Social Work (B.S.W.), and baccalaureate degrees in nonprofit leadership studies and criminal justice. Students in the degree programs gain hands-on experience by working in a variety of settings in regional and state agencies.

Early Childhood and Elementary Education. This department offers baccalaureate degrees in interdisciplinary early childhood education (birth through kindergarten) and in elementary education (kindergarten through fifth grade). Master of Arts in Education degrees are offered in elementary education teacher leadership, reading and writing (leading to a literacy specialist endorsement P-12), interdisciplinary early childhood education teacher leadership, and interdisciplinary early childhood education certification programs. This department's student-centered, field-based practices and department faculty's experiential and academic expertise prepare future teachers to become highly-qualified, effective educators.

Educational Studies, Leadership and Counseling. This department houses the Ed.D. in P-20 and Community Leadership and the Master of Arts in Postsecondary Education. Other post-baccalaureate programs are offered in school administration and leadership, school counseling, and school psychology, designed to prepare students to work in pre-school through high school educational environments. The human development and leadership degree prepares students from human services fields to work in administrative positions and take leadership roles in a variety of settings. A clinical mental health counseling concentration for non-school settings is also available with the Ed.S. in Counseling.

The **Center for Communication Disorders** offers a baccalaureate degree in Communication Disorders and a Master of Science in Speech-Language Pathology. In addition to exemplary academic programs, the center is home to the Murray State University Speech and Hearing Clinic, which offers comprehensive evaluations and therapy for a variety of communication disorders. The Speech and Hearing Clinic serves individuals across the lifespan.

Graduate certificates. The College of Education and Human Services offers numerous programs toward Kentucky teacher certification at the post-baccalaureate, post-master's levels. In addition to degree and rank certification programs, the College of Education and Human Services also offers 12-15 hour endorsement programs in gifted education, environmental education, and instructional

computer technology. All offerings are described under the appropriate departments. Community Leadership and Human Services offers a graduate certificate in nonprofit leadership studies as well.

The College of Education and Human Services is a member of the American Association of Colleges for Teacher Education and Teacher Education Council of State Colleges and Universities. All professional education programs are accredited by the Council for the Accreditation of Educator Preparation and the Kentucky Education Professional Standards Board. Counseling programs are approved by the Council for the Accreditation of Counseling and Related Programs.

Additional Services

Special centers within the college focus resources in areas important to community service, educational reform, and the health and wellness of individuals, communities and school districts.

The **Center for Assessment and Counseling's** mission is two-fold—to provide high quality, low cost psychoeducational assessment, counseling, and consultation services to schools, adults, children and their parents in the community, and to provide school psychology, special education, and counseling graduate students a venue to practice with close supervision, the skills acquired through their graduate preparation.

The **Center for Gifted Studies** serves as a resource to support excellence in gifted education. Special professional development programs for teachers and enrichment opportunities for gifted students are available during the academic year and the summer. The William O. Price Gifted Resource Collection contains books and other educational materials that are available for loan.

The **Center for Environmental Education** serves pre-service and in-service teachers and other interested persons in the Murray State University service region. Materials and consulting services are available through the center.

The **Teacher Quality Institute** coordinates instructional and direct service activities to support pre-service teacher preparation, teacher recruitment and in-service teacher professional development.

Teacher Education Services

The Office of Teacher Education Services, located in 2101 Alexander Hall, is responsible for the coordination of all admission to teacher education processes, for teacher certification and rank change applications, and for a variety of data processing functions, and certification recommendations.

The office provides students enrolled in teacher education programs with a wide variety of clinical and field experiences/placements, including opportunities to observe and participate in regular public school classrooms.

Teacher Education and Student Teaching Admission Requirements

Students shall not enroll in any educator preparation courses restricted to admitted candidates (16 KAR 5:020).

In order to be admitted to Teacher Education students must:

- 1) Attend an admission to teacher education orientation and complete the following:
 - (a) Beginning September 1, 2014, Core Academic Skills for Educators (CASE) with established minimum scores for Math (150) Reading (156), and Writing (162).
 - (b) Have completed a minimum of 24 credit hours with a minimum 2.75 GPA to include the following:
 - (1) ENG 104 or ENG 105 with grade of *B* or higher
 - (2) MAT 117 (or higher level math) with a grade of *B* or better
 - (3) COM 161 or HON 165 with a grade of *B* or better
 - (4) EDU 103 with a grade of *B* or better
- 2) An interview with major academic advisor or chair (or advisor may opt to write a letter of recommendation in lieu of an interview).

3) Complete review of the Professional Code of Ethics for Kentucky School Personnel and a Declaration of Eligibility for Certification signed by the candidate affirming a commitment to upholding the code and acknowledging awareness of information required for state certification. If answers on the Declaration of Eligibility change during the time of participation in the teacher education program, the Director of Teacher Education Services must be notified immediately.

4) Have supplied TES with any other required information.

When all the above requirements have been met, the formal application can be submitted, accompanied by all required documentation. This includes official score report for the CASE requirement and a transcript showing all college work to date. Admission will only be granted following a successful review by the Admission to Teacher Education Committee. Students who have not been admitted to Teacher Education will not be eligible to enroll in specific upper level courses that specify admission to teacher education as a prerequisite.

Student Teaching

In order to be admitted to student teaching, students must:

- 1) Have been granted admission to the Teacher Education program.
- 2) Have attended an admission orientation two semesters prior to the term in which student teaching is anticipated.
- 3) Have minimum 2.75 GPA in major/area(s), professional education, and overall.
- 4) Have student teaching placement interview the semester prior to student teaching.
- 5) Have demonstrated teaching ability in field and clinical situations.
- 6) Have completed 200 hours of field experiences and required components.
- 7) Have senior, irregular, or graduate status and have completed all major/specialty areas and professional education courses (except student teaching.)
- 8) Have a current physical medical examination and TB risk assessment on file in Teacher Education Services.
- 9) Obtain a criminal records check.
- 10) Have supplied Teacher Education Services with any other required information.
- 11) Submit student teaching application.

After one (1) unsuccessful undergraduate student teaching placement (undergraduate placement) or graduate student teaching practicum placement (graduate placement) due to unsatisfactory performance, a plan for improvement may be deemed necessary (improvement plan) by the College of Education and Human Services. If an improvement plan is deemed necessary, a written plan will be prepared and reviewed with the student. No student may reapply for student teaching until the improvement plan has been successfully completed. Once the improvement plan has been successfully completed by the student, the student may reapply for admission to student teaching and, if admitted, a new placement will be selected. Successful completion of any plan of improvement does not guarantee readmission to student teaching.

Any student who has an unsuccessful undergraduate placement or graduate placement due to unsatisfactory performance may be refused readmittance to student teaching if it is determined that the student's performance/conduct during the placement was so egregious, unprofessional, or otherwise grossly incompetent as to render consideration of an improvement plan and/or a second placement inadvisable. A student who re-applies and is denied admission to student teaching on such grounds will be informed in writing by the Admission to Teacher Education Committee. The grounds stated here are not the exclusive reasons for denying readmission.

A student denied readmission to student teaching as per paragraphs 1 or 2 above may pursue an appeal as per the College of Education and Human Services Grievance Procedure.

Any student who has had two (2) unsuccessful undergraduate placements or graduate placements shall not be readmitted to student teaching. An unsuccessful placement includes, but is not limited to, termination of placement due to unsatisfactory performance or performance otherwise deemed to be unsatisfactory. An unsuccessful placement may exist regardless of any grade (e.g. I, W, or E) assigned.

General Requirements for Certification in the Commonwealth of Kentucky

Any person who wishes initial certification in the Commonwealth of Kentucky must have:

- completed a teacher education program (including student teaching);
- earned a passing score on all required Praxis II Specialty Exam(s) and the Principles of Learning and Teaching exam; and
- applied for a statement of eligibility.

Students seeking certification or to add additional certification to current Kentucky teaching certificates should:

- complete and have signed a CA-1 form;
- request transcript to be sent to EPSB;
- pay fee to EPSB;
- mail completed/signed CA-1 form and transcript request form to MSU Teacher Education Services, 2101 Alexander Hall, Murray, KY 42071.

Records and information on all the above standards and requirements are maintained in the Teacher Education Services Office, 2101 Alexander Hall, 270-809-2054.

NOTE: Requirements for teacher certification are established by the Kentucky Education Professional Standards Board (EPSB). Murray State University publishes these requirements as a service to students, but certification requirements outlined in this *Bulletin* may not reflect latest board policy. For up-to-date information, students should check with the chairs of the professional departments, the EPSB website at www.kyepsb.net, by calling EPSB at 888-598-7667, or by consulting *Kentucky Administrative Regulations* (available in the Legal Resources Library and the Kentucky Department of Education website www.kde.state.ky.us).

Initial Teaching Certification for Graduate Students

Graduate students who currently hold no teaching certificate may become eligible for certification if they enroll in an initial certification program, meet the criteria for admission to teacher education and student teaching, and fulfill the requirements for certification.

Master's Degree Programs

These requirements are in addition to the general requirements for all graduate students listed in *Graduate Admissions*.

Requirements for Admission

All students applying for admission to a master's degree program offered by the College of Education and Human Services must have completed a baccalaureate degree from a regionally accredited college or university. To see if the master's program requires a score on the general test (V + Q + A) of the Graduate Record Exam (GRE), please consult the departmental sections of this bulletin.

Unconditional

To qualify for unconditional admission, an applicant must have an appropriate undergraduate major and an overall undergraduate GPA of 3.0. In addition, some programs in the college require a Kentucky letter of eligibility for the beginning teacher internship program or a Kentucky provisional certificate or comparable docu-

mentation from another state department of education. Contact departmental chair for information. International students must meet TOEFL score requirements, listed in *Graduate Admissions*, as well as other requirements.

Conditional

Conditional admission may be granted to students who have an overall undergraduate GPA of at least 2.5 but less than 3.0 or who meet all unconditional admission requirements except coursework to meet requirements for appropriate major or certification.

Students without appropriate certification may be admitted upon departmental review by signing a waiver acknowledging non-certification.

Students who do not meet specified admissions criteria may be reviewed by the appropriate departmental graduate committee. Following a full review of all student records, that committee will

A. recommend conditional admission (permissible only when the student meets university graduate admission requirements), carefully specifying conditions; or

B. recommend remediation and reschedule the student for departmental graduate committee admission review once remediation is complete; or

C. deny admission.

Students admitted conditionally who successfully complete nine hours of graduate work will be reassigned to unconditional status. A student admitted conditionally who has a GPA of less than 3.0 will be dropped from the graduate program. A graduate student dropped for academic reasons may reapply after remaining out of the graduate program for one semester.

Additional Requirements

Per university regulations, students must complete all requirements for the degree within eight calendar years from beginning of first course.

Students may transfer up to 12 semester hours of credit from a regionally accredited institution, providing such credit is acceptable to the student's major department and approved by the student's advisor in advance. The grade in each transfer course must be *B* or better.

Some graduate programs in education have prerequisites that include teacher certification.

All candidates for the Master of Arts in Education degree should consult with appropriate program faculty for specific program course requirements.

Requirements for all master's programs include

- a grade average of *B* with no course accepted with a grade lower than *C*; and
- completion of all requirements for the degree within eight calendar years from beginning of first course (per university regulations).

Candidates may be required to pass a comprehensive examination developed and administered by the appropriate academic department and/or receive a *pass* on a professional portfolio or capstone project.

Upon admission to the program, an advisor will be assigned to guide the student's work. During the first semester of study, the student must submit a program of study that has been planned with the assigned advisor. The program of study must be approved by the student's advisor and the collegiate coordinator of graduate programs and filed in Teacher Education Services during the first semester of study.

Requirements for all post-master level programs include

- a grade average of *B* with no course accepted with a grade lower than *C*;
- a minimum of 15 hours earned at Murray State University; and

- completion of all requirements for the certification program with eight calendar years from beginning of first course or experience used in the program.

Admission of Non-Certified Applicants - MAEd in Elementary, Middle, or Secondary Teacher Leader

International applicants with teaching experience and others without a teaching certificate may be admitted to the Elementary Teacher Leader, Middle School Teacher Leader or Secondary Teacher Leader master's degree programs. These applicants must submit a resume and a letter of application identifying a program of choice and stating the reasons for interest in the program. NOTE: If admitted, the candidate's advisor will evaluate the candidate's academic and experiential record and professional interests to ensure appropriate course placements. **Completion of a Teacher Leader master's degree on this type of admission will not lead to initial teacher certification or an endorsement.**

Specialist in Education Degrees

The primary purpose of the specialist in education degree is to provide a plan of advanced study with greater depth of concentration than is possible at the master's level. Each candidate's plan of study is tailored to meet individual and career needs.

Programs leading to the specialist in education degree are offered in school counseling, mental health counseling, school administration, elementary education, middle school education, and secondary education.

Admission to graduate study. An individual seeking a specialist degree who is not already a graduate student at Murray State University must apply to Graduate Admissions for admission to graduate study. An individual who has completed requirements for a master's degree at Murray State University must apply for readmission before the individual can be accepted for the specialist in education degree program. In addition, official records of (1) all graduate work, (2) all undergraduate work, and (3) Graduate Record Examination scores, if applicable, must be sent to Graduate Admissions.

Requirements for Admission

In addition to Murray State University requirements (see *Graduate Admissions*), depending on the program, an applicant may need

- a master's degree or acceptable alternative from a regionally accredited college or university;
- basic graduate courses in the areas of educational research, educational foundations, and curriculum if applicable;
- one year of successful experience in a certified position in an educational setting;
- evidence of satisfactory scholarship;
- selected an appropriate concentration;
- a satisfactory score on the aptitude section of the Graduate Record Examination, if required by the program;
- approval by the graduate faculty in the concentration; and
- a valid teaching certificate (where required).

Other Degree Requirements

In addition to other Murray State University requirements (see *Academic Degree and Programs*), additional requirements for most post master's degree programs include a grade average of *B* with no course accepted with a grade lower than *C* and completion of all requirements for the degree within eight calendar years from beginning of first course (per university regulations).

Committee. The student's committee will be appointed by the collegiate coordinator of graduate programs during the first semester of work on the specialist in education degree. Until the committee is appointed, the chair of the department or a designated representative will act as the student's program advisor. This committee,

in consultation with the student, will develop a plan of study and will guide the student's specialty study.

Specialty study. Specialty study (3-6 hours of credit) must embody results of a study directly related to the candidate's area of concentration. The form and style requirements of the specialty are described in *Guidelines for the Preparation of Master's Thesis or Specialty Paper* available from the Office of Graduate Education.

The specialty study topic must be approved by the student's committee after which the student may enroll for ADM/CNS/EDU 798.

Doctor of Education Degree

Refer to the Department of Educational Studies, Leadership and Counseling for doctorate degree information, admission requirements, and program listings.

Note: L=literature; R=research; PT=professional training. See page 58.

Department of Adolescent, Career and Special Education

3200D Alexander Hall
270-809-2538

Chair: Barbara Washington. **Faculty:** Campoy, Clemson, DeBella, Duncan, Epperson, Gomez, Mahoney, Musselman, Parr, Umstead, Washington.

The Department of Adolescent, Career and Special Education offers certification preparation programs for middle and secondary school teachers in a variety of disciplines. Areas are offered in business and marketing education, family and consumer sciences education, health and physical education, industrial education, engineering/technology education, learning and behavior disorders (elementary school and middle school), and middle school education. The department provides minor programs in athletic coaching, family and consumer studies, general special education, health and physical education, and social science. Bachelor of Arts, Bachelor of Science, and Associate of Science undergraduate degrees are offered. A non-certification degree in health and physical education is also available.

A student may complete a Master of Arts in Education in career and technical education, middle school education, secondary education, and special education. Several endorsement specializations are offered to those seeking the M.A.Ed. in Secondary Education Teacher Leader and may be found in this section or listed later in this chapter. In addition to the master's programs, The specialist degree is offered at the middle school and secondary school levels.

The department's faculty have all gained recognition for their quality teaching, research, and service to the public schools. Most full-time faculty hold doctoral degrees and have extensive teaching experience. Several of the intercollegiate athletic coaches teach departmental courses related to the sports they coach.

Upon completion of the certification, major and/or area programs students are eligible for Kentucky teacher internship and certification. Programs support national standards within the various disciplines and are accredited by the Council for the Accreditation of Educator Preparation and the Kentucky Educational Professional Standards Board.

All programs are housed in Alexander Hall. As needed, other university facilities are used. The health and physical education program makes use of the Carr Health Building and athletic fields. The career and technical education program makes use of various technology classrooms outside of Alexander Hall. Meaningful field experiences are a part of each of the certification programs.

Adolescent Education

AREA:

Health and Physical Education/P-12 Certification Track

Bachelor of Arts/Bachelor of Science

CIP 13.1307

ACCREDITED BY: Council for the Accreditation of Educator Preparation (CAEP); Kentucky Education Professional Standards Board

University Studies Requirements 38-42 hrs
(See *Academic Degrees and Programs*.)

University Studies selections must include:

•**Scientific Inquiry, Methodologies, and Quantitative Skills**

BIO 101 Biological Concepts

•**Social and Self-Awareness and Responsible Citizenship**

EDU 103 Issues and Practices of American Education

•**University Studies Electives**

EDP 260 Psychology of Human Development

Note: Certification also requires a grade of *B* or better in one English composition course and a grade of *B* or better in a University Studies math course, public speaking, and EDU 103 or equivalent course. Additional requirements for admission to teacher education and student teaching must be met. See advisor or Office of Teacher Education Services for details.

Required Courses 47 hrs

HPE 175 Foundations of Health and Physical Education

HPE 360 Teaching Strategies in Sex Education

HPE 370 Teaching Substance Abuse Education

HPE 450 Teaching Strategies in Health Education

NTN 230 Nutrition

PHE 200 Health Implications for HPE Professionals

PHE 205 Lifetime Activities

PHE 206 Team Sports

PHE 306 Dance and Gymnastics

PHE 330 Movement Concepts and Skill Themes

PHE 375 Movement Analysis for Physical Educators

PHE 400 Teaching Physical Education in Elementary Schools

PHE 405 Physiology of Exercise and Fitness

PHE 459 Teaching Adolescent Physical Education

REA 427 Teaching Content Area Literacy in the
Secondary School¹

SOC 436 Sociology of Sport

Required for Teacher Certification 36 hrs

CSC 199 Introduction to Information Technology²

EDU 100T Transitions

EDU 303 Strategies of Teaching

EDU 403 Structures and Foundations of Education

EDU 405 Evaluation and Measurement in Education³

ELE 421 Student Teaching Elementary P-5, IECE

SEC 420 Practicum in Secondary Schools³

SEC 421 Student Teaching in the Secondary School

SEC 422 Extended Practicum⁴

SED 300 Educating Students with Disabilities

Total Curriculum Requirements 121-125 hrs

¹Must be taken concurrently with SEC 420.

²With a grade of *C* or better.

³EDU 405 and SEC 420 must be taken two semesters before student teaching.

⁴Must be taken one semester before student teaching.

AREA:**Health and Physical Education/Non-Certification Track**

Bachelor of Arts/Bachelor of Science

CIP 13.1307

University Studies Requirements 38-43 hrs
(See *Academic Degrees and Programs*.)

University Studies selections must include:

•Scientific Inquiry, Methodologies, and Quantitative Skills

BIO 101 Biological Concepts

•Social and Self-Awareness and Responsible Citizenship

EDU 103 Issues and Practices of American Education

•University Studies Electives

EDP 260 Psychology of Human Development

Required Courses 46 hrs

EXS 385 Sport and Exercise Psychology
HPE 175 Foundations of Health and Physical Education¹
HPE 360 Teaching Strategies in Sex Education
HPE 370 Teaching Substance Abuse Education
HPE 450 Teaching Strategies in Health Education
NTN 230 Nutrition
PHE 200 Health Implications for HPE Professionals
PHE 205 Lifetime Activities
PHE 206 Team Sports
PHE 306 Dance and Gymnastics
PHE 330 Movement Concepts and Skill Themes
PHE 375 Movement Analysis for Physical Educators
PHE 400 Teaching Physical Education in Elementary Schools
PHE 405 Physiology of Exercise and Fitness
PHE 459 Teaching Adolescent Physical Education
SOC 436 Sociology of Sport

Non-Certification Track 34 hrs

EDU 100T Transitions
EDU 330 Teaching Strategies for Non-Certification Majors
EDU 490 Internship I
EDU 491 Internship II
GUI 100 Self-Development and Career Exploration
HPE 409 Evaluation and Assessment in Health and Physical Education
NLS 290 Introduction to the Role of Service and the Nonprofit Sector²
PHE 304 Adapted Physical Education
PHE 310 Fundamentals of Athletic Coaching
PHE 475 Policy and Professional Practice in Athletic Settings

Choose one of the following:

SOC 231 Social Problems
SOC 331 The Family
SOC 332 Socialization of Youth

Restricted Electives 4 hrs

Choose two of the following:

PHE 285 Football and Basketball Officiating
PHE 312 Coaching Football I
PHE 314 Coaching Basketball I
PHE 316 Coaching Baseball I
PHE 318 Coaching Track and Field I
PHE 319 Coaching Soccer

Total Curriculum Requirements 122-127 hrs

¹With a grade of C or better.²May be counted as a University Studies requirement under the Social and Self-Awareness and Responsible Citizenship category.

Health and Physical Education Minor 21 hrs
HPE 175; PHE 205, 206, 310, 375, 405 and three hours of HPE, PHE or other pre-approved 300-400 level electives. Cannot take courses that require admission to Teacher Education.

AREA:**Middle School Education/5-9 Certification Track**

Bachelor of Science/Bachelor of Arts

CIP 13.1203

ACCREDITED BY: Council for the Accreditation of Educator Preparation (CAEP); Kentucky Education Professional Standards Board

Note: Students are advised requirements may change after publication of this bulletin. Students should check with an advisor in this department.

-ONE ACADEMIC TRACK-

University Studies Requirements 38-44 hrs
(See *Academic Degrees and Programs*.)

University Studies selections must include:

•University Studies ElectivesCSC 199 Introduction to Information Technology¹

EDP 260 Psychology of Human Development

Note: Certification requires a grade of B or better in one English composition course and a B or better in a University Studies math course and public speaking. Additional requirements for admission to teacher education and student teaching must be met. See advisor and/or Office of Teacher Education Services for details.

Required Courses for Certification 39 hrs

EDU 100T Transitions
EDU 103 Issues and Practices of American Education
EDU 403 Structures and Foundations of Education
MID 307 Middle School Language Arts
MID 342 Middle Level Teaching Strategies
MID 395 Advanced Strategies of Teaching in the Middle Grades²
MID 421 Middle School Student Teaching
MID 422 Extended Practicum³
REA 407 Middle School Reading
SED 300 Educating Students with Disabilities

Students must select and complete 30 hours in one academic specialization field from the following:^{4,5}

English and Communication⁵

ENG 221 Introduction to English Studies
ENG 228 Standard English Usage
ENG 310 Introduction to English Linguistics
ENG 425 Teaching Literature, Writing and Grammar in Middle Schools

and

One of the following:

ENG 204 Advanced Expository Writing
ENG 214 Introduction to Creative Writing
ENG 224 Writing in the Profession

Three courses as listed below:

One of the following:

ENG 303 British Literature to 1760
ENG 304 British Literature, 1760 to the Present

One of the following:

ENG 307 World Literature to 1830
ENG 308 World Literature 1830 to the Present

One of the following:

ENG 311 American Literature to 1890
ENG 312 American Literature, 1890 to the Present

and

Two approved 300-400 level English electives

Mathematics⁵

- MAT 115 Mathematics for Middle and Elementary Teachers I
- MAT 117 Mathematical Concepts
- MAT 140 College Algebra
- MAT 145 Trigonometry
- MAT 215 Mathematics for Middle and Elementary Teachers II
- MAT 250 Calculus and Analytical Geometry I
- MAT 305 Intermediate Geometry
- MAT 399 Sets, Logic and Functions
- STA 135 Introduction to Probability and Statistics

Science⁴

- AST 115/116 Introductory Astronomy/Laboratory
- BIO 101 Biological Concepts
- BIO 216 Biological Inquiry and Analysis
- CHE 105 Introductory Chemistry
- GSC 101 The Earth and the Environment
- GSC 125 Weather and Climate
- PHY 125/126 Brief Introductory Physics/Laboratory
and

One approved science elective

Social Studies⁵

- CIV 201 World Civilizations I
- CIV 202 World Civilizations II
- ECO 230 Principles of Macroeconomics
- ECO 231 Principles of Microeconomics
- GSC 110 World Geography
- HIS 221 American Experience to 1865
- HIS 222 American Experience since 1865
- POL 140 American National Government
- SOC 133 Introduction to Sociology

and three hours from the following:

- HIS 301 Ancient History to the Fall of Rome
- HIS 302 Medieval Europe
- HIS 305 Irish Diaspora
- HIS 306 Europe in Renaissance and Reformation
- HIS 309 Survey of World Religions
- HIS 316 Women and Gender in World History
- HIS 340 Modern East Asia
- HIS 350 History of Latin America
- HIS 354 Ancient Near East
- HIS 355 Islamic Middle East
- HIS 356 Modern Middle East
- HIS 359 Early India
- HIS 360 Modern India
- HIS 362 Ancient Egypt
- HIS 363 Ancient Greece
- HIS 364 Ancient Rome
- HIS 370 History of Africa

and three hours from the following:

- HIS 407 Modern Imperialism and Colonialism
- HIS 415 Women in History
- HIS 421 U.S. Social and Cultural History to 1865
- HIS 422 U.S. Social and Cultural History Since 1865
- HIS 430 Colonial America to 1763
- HIS 446 History of Kentucky
- HIS 449 Islam in the Modern World
- HIS 450 Modern Africa
- HIS 451 Slavery and Africa
- HIS 459 Genocide in World History

Restricted Content Electives 1-20 hrs

Must have prior approval of advisor and may include or enhance academic track.

Total Curriculum Requirements 120-123 hrs

- ¹With a grade of C or better.
- ²Must be taken two semesters before student teaching.
- ³Must be taken one semester before student teaching.
- ⁴Substitutions can only be made with prior approval by advisor in the department concerned.
- ⁵Academic specialization coursework may include University Studies requirements.

AREA:

Middle School Education/5-9 Certification Track

Bachelor of Science/Bachelor of Arts

CIP 13.1203

ACCREDITED BY: Council for the Accreditation of Educator Preparation (CAEP); Kentucky Education Professional Standards Board

Note: *Students are advised requirements may change after publication of this bulletin. Students should check with an advisor in this department.*

-TWO ACADEMIC TRACKS-

University Studies Requirements 38-44 hrs

(See Academic Degrees and Programs.)

University Studies selections must include:

•University Studies Electives

- CSC 199 Introduction to Information Technology¹
- EDP 260 Psychology of Human Development

Note: Certification requires a grade of B or better in one English composition course and a B or better in a University Studies math course and public speaking. Additional requirements for admission to teacher education and student teaching must be met. See advisor and/or Office of Teacher Education Services for details.

Required Courses for Certification 39 hrs

- EDU 100T Transitions
- EDU 103 Issues and Practices of American Education
- EDU 403 Structures and Foundations of Education
- MID 307 Middle School Language Arts
- MID 342 Middle Level Teaching Strategies
- MID 395 Advanced Strategies of Teaching in the Middle Grades²
- MID 421 Middle School Student Teaching
- MID 422 Extended Practicum³
- REA 407 Middle School Reading
- SED 300 Educating Students with Disabilities

Students must select and complete 24 hours in two academic specialization fields from the following:^{4,5}

English and Communication

- ENG 221 Introduction to English Studies
- ENG 228 Standard English Usage
- ENG 310 Introduction to English Linguistics
- ENG 425 Teaching Literature, Writing and Grammar in Middle Schools

and

One of the following:

- ENG 204 Advanced Expository Writing
- ENG 214 Introduction to Creative Writing
- ENG 224 Writing in the Professions

Three courses as listed below:

One of the following:

- ENG 303 British Literature to 1760
- ENG 304 British Literature, 1760 to the Present

One of the following:

- ENG 305 Survey of World Literature, 1700-1945
 ENG 306 Contemporary Literature
 ENG 307 World Literature to 1830
 ENG 308 World Literature, 1830 to the Present
 ENG 320 Survey in African-American Literature

One of the following:

- ENG 311 American Literature to 1890
 ENG 312 American Literature, 1890 to the Present

Mathematics⁵

- MAT 115 Mathematics for Middle and Elementary Teachers I
 MAT 215 Mathematics for Middle and Elementary Teachers II
 MAT 250 Calculus and Analytical Geometry I
 MAT 305 Intermediate Geometry
 MAT 399 Sets, Logic and Functions
 STA 135 Introduction to Probability and Statistics

Choose between the following:

- MAT 140 College Algebra

and

- MAT 145 Trigonometry

or

- MAT 150 Algebra and Trigonometry

Science⁴

- AST 115/116 Introductory Astronomy/Laboratory
 BIO 101 Biological Concepts
 BIO 216 Biological Inquiry and Analysis
 CHE 105 Introductory Chemistry
 GSC 199 Earth Science
 PHY 125/126 Brief Introductory Physics/Laboratory

Social Studies⁵

- CIV 201 World Civilizations I
 CIV 202 World Civilizations II
 ECO 140 Contemporary Economics
 GSC 110 World Geography
 HIS 221 American Experience to 1865
 HIS 222 American Experience since 1865
 POL 140 American National Government
 and three hours from the following:
 HIS 301 Ancient History to the Fall of Rome
 HIS 302 Medieval Europe
 HIS 305 Irish Diaspora
 HIS 306 Europe in Renaissance and Reformation
 HIS 309 Survey of World Religions
 HIS 316 Women and Gender in World History
 HIS 340 Modern East Asia
 HIS 350 History of Latin America
 HIS 354 Ancient Near East
 HIS 355 Islamic Middle East
 HIS 356 Modern Middle East
 HIS 359 Early India
 HIS 360 Modern India
 HIS 362 Ancient Egypt
 HIS 363 Ancient Greece
 HIS 364 Ancient Rome
 HIS 370 History of Africa

and three hours from the following:

- HIS 407 Modern Imperialism and Colonialism
 HIS 415 Women in History
 HIS 421 U.S. Social and Cultural History to 1865
 HIS 422 U.S. Social and Cultural History Since 1865
 HIS 430 Colonial America to 1763
 HIS 446 History of Kentucky

- HIS 449 Islam in the Modern World
 HIS 450 Modern Africa
 HIS 451 Slavery and Africa
 HIS 459 Genocide in World History

Total Curriculum Requirements 125 hrs

¹With a grade of C or better.

²Must be taken two semesters before student teaching.

³Must be taken one semester before student teaching.

⁴Academic track coursework may include University Studies requirements.

⁵Substitutions can only be made with prior approval by advisor in the department concerned.

CERTIFICATION:

Secondary School Teacher (8-12)

ACCREDITED BY: Council for the Accreditation of Educator Preparation (CAEP); Kentucky Education Professional Standards Board

University Studies Requirements 38-44 hrs

(See *Academic Degrees and Programs*.)

University Studies selections must include:

•University Studies Approved Elective:

- CSC 199 Introduction to Information Technology¹

Note: Certification requires a grade of B or better in one English composition course and a B or better in a University Studies math course, public speaking, and EDU 103 or equivalent course. Additional requirements for admission to teacher education and student teaching must be met. See advisor and/or Office of Teacher Education Services for details.

Required Courses for Certification 39 hrs

- EDP 260 Psychology of Human Development²
 EDU 103 Issues and Practices of American Education²
 EDU 303 Strategies of Teaching³
 EDU 403 Structures and Foundations of Education
 EDU 405 Evaluation and Measurement in Education⁴
 REA 427 Teaching Content Area Literacy in the
 Secondary School⁵
 SEC 420 Practicum in Secondary Schools⁴
 SEC 421 Student Teaching in the Secondary School
 SEC 422 Extended Practicum⁶
 SED 300 Educating Students with Disabilities

Area/Major/Minor/Unrestricted Electives

See *individual programs for specific requirements*.

Total Curriculum Requirements 120 hrs

See *individual programs for specific requirements*. A minimum of 120 hours is required.

¹With a grade of C or better.

²These courses may be used for University Studies Requirements.

³Students in some teaching fields may be required to take a methods course in that discipline instead of EDU 303. Check with advisor or consult with department chair for specific information.

⁴EDU 405 and SEC 420 must be taken two semesters before student teaching.

⁵Must be taken concurrently with SEC 420; some programs may address content area literacy within content method courses.

⁶Must be taken one semester before student teaching.

Note: The Kentucky Education Professional Standards Board has restrictions on the combinations of majors one may select for certification to teach in high school. Students should check with their education advisors to ensure their selections are certifiable by the state. Teachers may no longer use a minor to get additional certifications.

Athletic Coaching Minor 22 hrs
 EXS 385 or PSY 222 or SOC 436; PHE 310, 375 and 405; and 10 hours from the following: PHE 285, 289, 312, 314, 316, 318, 319, 414, 416. Six hours must be upper-level courses.

Social Science Minor (recommended) 24 hrs
Open only to majors in economics, geography, history, or political science who seek secondary certification in social studies. ECO 231, GSC 110, HIS 221, 222, POL 140, SOC 133; and six hours of upper level courses (300 or above) from the social science disciplines with approval of advisor. Courses required for a major may not be counted toward the minor; substitutions must be from a social science discipline other than the major and be approved by the advisor; and requirements for certification for teaching secondary school social studies, grades 8 through 12 through the College of Education and Human Services must also be met.

Middle and Secondary Graduate Programs

Master of Arts in Education Middle School Teacher Leader CIP 13.1203

ACCREDITED BY: Council for the Accreditation of Educator Preparation (CAEP).

Total Course Requirements 30 hours

- EDU 600 Introduction to Teacher Leadership
- EDU 631 Classroom Management and Student Motivation
- EDU 633 Curriculum Development
- EDU 637 Instruction for Diverse Learners
- EDU 639 Research to Improve Student Learning^R
- EDU 640 Exit Seminar in Teacher Leadership¹

Other Course Requirements

EDP 675 Advanced Educational Psychology
 Advisor approved courses supporting the teaching field or an educational endorsement specialization. (12 hrs)

Other Degree Requirements

Students must complete EDU 600 before enrolling in EDU 639.

ALTERNATIVE CERTIFICATION¹

Total Course Requirements 30 hours

- EDU 600 Introduction to Teacher Leadership
- EDU 631 Classroom Management and Student Motivation
- EDU 633 Curriculum Development
- EDU 637 Instruction for Diverse Learners
- EDU 639 Research to Improve Student Learning^R
- EDU 640 Exit Seminar in Teacher Leadership¹

Other Course Requirements

- ADM 627 School Law and Finance for Teachers
- EDP 675 Advanced Educational Psychology
- EDU 626 Integration of Educational Technology
- EDU 650 Workshop in Education
- SED 606 Procedures for Classroom Management and Discipline

Other Degree Requirements

Students must complete EDU 600 before enrolling in EDU 639.

¹Requires dean and chair approval.

Master of Arts in Education Secondary Teacher Leader

CIP 13.1205

ACCREDITED BY: Council for the Accreditation of Educator Preparation (CAEP).

Total Course Requirements 30 hours

- EDU 600 Introduction to Teacher Leadership
- EDU 631 Classroom Management and Student Motivation
- EDU 633 Curriculum Development
- EDU 637 Instruction for Diverse Learners
- EDU 639 Research to Improve Student Learning^R
- EDU 640 Exit Seminar in Teacher Leadership¹

Other Course Requirements

EDU 621 Advanced Methods of Teaching
 Advisor approved courses supporting the teaching field or an educational endorsement. (12 hrs)

Other Degree Requirements

Students must complete EDU 600 before enrolling in EDU 639.

ALTERNATIVE CERTIFICATION¹

Total Course Requirements 30 hours

- EDU 600 Introduction to Teacher Leadership
- EDU 631 Classroom Management and Student Motivation
- EDU 633 Curriculum Development
- EDU 637 Instruction for Diverse Learners
- EDU 639 Research to Improve Student Learning^R
- EDU 640 Exit Seminar in Teacher Leadership¹

Other Course Requirements

- ADM 627 School Law and Finance for Teachers
- EDU 621 Advanced Methods of Teaching
- EDU 626 Integration of Educational Technology
- EDU 650 Workshop in Education
- SED 606 Procedures for Classroom Management and Discipline

Other Degree Requirements

Students must complete EDU 600 before enrolling in EDU 639.

¹Requires dean and chair approval.

Secondary Education Academic Concentrations

The following academic concentrations for the M.A.Ed. in Secondary Teacher Leader are offered in collaboration with the academic concentration host department. Admission for all M.A.Ed. programs is determined by the College of Education and Human Services in conjunction with the concentration program director.

- | | |
|-----------|----------------------------|
| Biology | French, German, or Spanish |
| Chemistry | History |
| Economics | Mathematics |
| English | Studio Art |

Specialist in Education Teacher Education and Professional Development

CIP 13.1206

Total Course Requirements 30 hours

EDP	675	Advanced Educational Psychology
EDU	622	Philosophy of Education
EDU	798	Specialty Study ^{L, R}
ELE	647	Curriculum in the Elementary School
		<i>or</i>
MID	640	Middle School Curriculum
		<i>or</i>
SEC	641	Building the Curriculum of the Secondary School

Courses approved in advance by the student's specialist committee (15 hrs)

Other Degree Requirements

Defense of specialty study. See MSU/COE requirements.

Career Education

Career and Technical Education

Associate of Science Degree CIP 13.1320

University Studies Requirements 19-21 hrs

(See *Academic Degrees and Programs*.)

•Social and Self-Awareness and Responsible Citizenship

EDP 260 Psychology of Human Development

Required Courses 15 hrs

CTE	270	Basic Structures and Foundations of CTE
CTE	272	Organizing and Managing School Learning Facilities
CTE	274	Basic Assessment and Curricula for Career and Technical Education
CTE	312	Teaching Content Area Literacy in Career and Technical Education
CTE	371	Methods of Instruction in Career and Technical Education

Required Electives 27 hrs

CTE	201	Introduction to Career and Technical Education for Initial Certification
CTE	381	Career and Technical Experiences

Other Degree Requirement

Current First Aid and Safety Certification required for graduation.

Total Curriculum Requirements 61-63 hrs

AREA:

**Career and Technical Education/
Business and Marketing Education/5-12 Certification Track**
Bachelor of Arts/Bachelor of Science CIP 13.1399

ACCREDITED BY: Council for the Accreditation of Educator Preparation (CAEP); Kentucky Education Professional Standards Board

University Studies Requirements 40-50 hrs

(See *Academic Degrees and Programs*.)

University Studies selections must include:

•Global Awareness, Cultural Diversity, and the World's Artistic Traditions

ANT 140 Cultural Anthropology

•Scientific Inquiry, Methodologies, and Quantitative Skills

MAT 140 College Algebra

STA 135 Introduction to Probability and Statistics

•Social and Self-Awareness and Responsible Citizenship

EDP 260 Psychology of Human Development

•University Studies Approved Electives

ECO 230 Principles of Macroeconomics

ECO 231 Principles of Microeconomics

Note: Certification requires a grade of *B* or better in one English composition course and a *B* or better in a University Studies math course, public speaking, and EDU 103 or the CTE equivalent course, CTE 200. Additional requirements for admission to teacher education and student teaching must be met. See advisor and/or Office of Teacher Education Services for details.

Professional Education Courses 50 hrs

EDU	303	Strategies of Teaching
CSC	199	Introduction to Information Technology ¹
CTE	200	Introduction to Career and Technical Education
CTE	501	Structures and Foundations of CTE
CTE	502	Assessment and Curricula in Career and Technical Education
CTE	503	Planning and Implementing Instruction in CTE
EDU	100T	Transitions
EDU	405	Evaluation and Measurement in Education ²
MID	270	Teaching and Learning in the Middle Grades
REA	427	Teaching Content Area Literacy in the Secondary School ³
SEC	420	Practicum in Secondary Schools ²
SEC	421	Student Teaching in the Secondary School
SEC	422	Extended Practicum ⁴
SED	300	Educating Students with Disabilities

Support Courses 33 hrs

ACC	200	Principles of Financial Accounting
ACC	201	Principles of Managerial Accounting
BUS	140	Foundations of Business
BUS	215	Business Communications
CSC	125	Internet and Web Page Design
FIN	330	Principles of Finance
LST	240	Legal Environment of Business
MGT	350	Fundamentals of Management
MKT	285	Emerging Technologies in Marketing
MKT	360	Principles of Marketing
MKT	463	Consumer Behavior

Other Degree Requirement

Current First Aid and Safety Certification required for student teaching.

Total Curriculum Requirements 123 hrs

¹With a grade of *C* or better.

²EDU 405 and SEC 420 must be taken two semesters before student teaching.

³Must be taken concurrently with SEC 420.

⁴Must be taken one semester before student teaching.

AREA:

**Career and Technical Education/
Engineering and Technology Education/5-12 Certification Track**
Bachelor of Science CIP 13.1399

ACCREDITED BY: Council for the Accreditation of Educator Preparation (CAEP); Kentucky Education Professional Standards Board

University Studies Requirements 40-42 hrs
(See *Academic Degrees and Programs*.)

University Studies selections must include:

•Scientific Inquiry, Methodologies, and Quantitative Skills

MAT 150 Algebra and Trigonometry

PHY 130 General Physics I

PHY 131 General Physics I Laboratory

•Social and Self-Awareness and Responsible Citizenship

EDP 260 Psychology of Human Development

Note: Certification requires a grade of *B* or better in one English composition course and a *B* or better in a University Studies math course, public speaking, and EDU 103 or the CTE equivalent course, CTE 200. Additional requirements for admission to teacher education and student teaching must be met. See advisor and/or Office of Teacher Education Services for details.

Professional Education Courses 50 hrs

CSC 199 Introduction to Information Technology¹

CTE 200 Introduction to Career and Technical Education

CTE 501 Structures and Foundations of CTE

CTE 502 Assessment and Curricula in Career and Technical Education

CTE 503 Planning and Implementing Instruction in CTE

EDU 100T Transitions

EDU 405 Evaluation and Measurement in Education²

MID 270 Teaching and Learning in the Middle Grades

REA 427 Teaching Content Area Literacy in the Secondary School³

SEC 420 Practicum in Secondary Schools²

SEC 421 Student Teaching in the Secondary School

SEC 422 Extended Practicum⁴

SED 300 Educating Students with Disabilities

TTE 554 Teaching in the Modular and Systems Environment

Support Courses 37 hrs

EMT 110 Electrical Systems I

EMT 261 Introduction to Fluid Power Systems

EMT 262 Introduction to Fluid Power Systems Laboratory

ITD 101 Introduction to Design and Graphic Communications

ITD 104 Computer Aided Design

ITD 130 Manufacturing Processes and Materials

ITD 301 Architectural Design I

ITD 330 Machine Tool Processes

ITD 350 Construction Systems

TSM 133 Telecommunications Technology and Methods

TSM 241 Networking Fundamentals

Other Degree Requirement

Current First Aid and Safety Certification required for student teaching.

Total Curriculum Requirements 127-129 hrs

¹With a grade of *C* or better.

²EDU 405 and SEC 420 must be taken two semesters before student teaching.

³Must be taken concurrently with SEC 420.

⁴Must be taken one semester before student teaching.

AREA:

**Career and Technical Education/
Family and Consumer Sciences Education/ 5-12 Certification Track**
Bachelor of Science CIP 13.1399

ACCREDITED BY: Council for the Accreditation of Educator Preparation (CAEP); Kentucky Education Professional Standards Board

University Studies Requirements 39 hrs
(See *Academic Degrees and Programs*.)

University Studies selections must include:

•Global Awareness, Cultural Diversity and the World's Artistic Traditions

GDS 201 Introduction to Gender and Diversity

•Scientific Inquiry, Methodologies, and Quantitative Skills

BIO 101 Biological Concepts

CHE 101 Consumer Chemistry

MAT 117 Mathematical Concepts

•Social and Self-Awareness and Responsible Citizenship

EDP 260 Psychology of Human Development

•University Studies Approved Electives

CSC 199 Introduction to Information Technology¹

Note: Certification requires a grade of *B* or better in one English composition course and a *B* or better in a University Studies math course, public speaking, and EDU 103 or the CTE equivalent course, CTE 200. Additional requirements for admission to teacher education and student teaching must be met. See advisor and/or Office of Teacher Education Services for details.

Professional Education Courses 47 hrs

CTE 200 Introduction to Career and Technical Education

CTE 501 Structures and Foundations of CTE

CTE 502 Assessment and Curricula in Career and Technical Education

CTE 503 Planning and Implementing Instruction in CTE

EDU 100T Transitions

EDU 405 Evaluation and Measurement in Education²

FCS 359 Methods of Teaching Family and Consumer Sciences

MID 270 Teaching and Learning in the Middle Grades

REA 427 Teaching Content Area Literacy in the Secondary School³

SEC 420 Practicum in Secondary Schools²

SEC 421 Student Teaching in the Secondary School

SEC 422 Extended Practicum⁴

SED 300 Education of Students with Disabilities

Support Courses 39 hrs

FCS 111 Family and Its Environment

FCS 241 Family Economics

FCS 250 Early Childhood Development

FCS 330 Housing and the Family

FCS 342 Consumer Decision Making

FCS 413 Marriage and Family Relationships

FCS 442 Family Resource Management

FCS 469 Curriculum in Family and Consumer Sciences

GSC 305 Introduction to Cartography

HEA 201 Introduction to Public and Community Health

NTN 230 Nutrition

NTN 231 Principles of Food Science and Preparation

SWK 371 Biopsychosocial Aspects of Aging

Other Degree Requirement

Current 1) adult first aid and safety and 2) food safety certifications are required for student teaching.

Total Curriculum Requirements 125 hrs¹With a grade of C or better.²EDU 405 and SEC 420 must be taken two semesters before student teaching.³Must be taken concurrently with SEC 420.⁴Must be taken one semester before student teaching.**Family and Consumer Studies Minor 21 hrs**

A student must complete 21 hours in family and consumer studies in consultation with a faculty advisor in the area of interest. Six hours must be upper-level courses.

AREA:
**Career and Technical Education/
Industrial Education/5-12 Certification Track**

Bachelor of Science CIP 13.1399

ACCREDITED BY: Council for the Accreditation of Educator Preparation (CAEP); Kentucky Education Professional Standards Board

University Studies Requirements 38-43 hrs
 (See *Academic Degrees and Programs*.)

University Studies selections must include:

•Social and Self-Awareness and Responsible Citizenship

EDP 260 Psychology of Human Development

Note: Certification requires a grade of B or better in one English composition course and a C or better in a University Studies math course, public speaking, and EDU 103 or the CTE equivalent course, CTE 200. Additional requirements for admission to teacher education and student teaching must be met. See advisor and/or Office of Teacher Education Services for details.

Professional Education Courses 33 hrs

CSC	199	Introduction to Information Technology ¹
CTE	201	Introduction to Career and Technical Education for Initial Certification
CTE	501	Structures and Foundations of CTE
CTE	502	Assessment and Curricula in Career and Technical Education
CTE	503	Planning and Implementing Instruction in CTE
EDU	100T	Transitions
SEC	421	Student Teaching in the Secondary School ²
SED	300	Educating Students with Disabilities

Limited Technical Electives 36 hrs
Approved by advisor.
Support Courses 15 hrs
 CTE 312 Teaching Content Area Literacy in Career and Technical Education
and 12 hours approved by advisor
Other Degree Requirement

Current First Aid and Safety Certification required for student teaching.

Total Curriculum Requirements 122-127 hrs
¹With a grade of C or better.

²Teacher certification allows substitution of CTE 463 and 10 hours advisor-approved teacher education support courses for in-service teachers with four years teaching experience who are seeking certification in-service.

Note: Teacher certification allows substitution of CTE 463 and 10 hours advisor approved teacher education support courses for in-service teachers with four years teaching experience who are seeking certification in-service.

Master of Science**Career and Technical Education**

CIP 13.1309

ACCREDITED BY: Council for the Accreditation of Educator Preparation (CAEP).

This Master of Science in Career and Technical Leadership Education is appropriate for teachers concentrating in agriculture, business and marketing, family and consumer sciences, technology education, and industrial education.

TRACK A

This degree may be used to achieve Rank II classification for certified teachers in the career and technical education disciplines.

Total Course Requirements 30 hours
Core Requirements

EDU	631	Classroom Management and Student Motivation
CTE	665	Program Planning and Evaluation
CTE	667	Emerging Trends in Instructional Technology
CTE	672	Managing Career and Technical Learning Facilities
CTE	676	Organization and Administration of Career and Technical Education

Other Course Requirements

EDU	600	Introduction to Teacher Leadership
EDU	633	Curriculum Development
EDU	639	Research to Improve Student Learning
EDU	640	Exit Seminar in Teacher Leadership
CTE	671	Philosophy of Career and Technical Education

Other Degree Requirements

Successful completion of capstone project is required. Students must complete EDU 600 before enrolling in EDU 639.

TRACK B

This degree may be used to become eligible for initial certification in career and technical education (grades 5-12) when combined with an appropriate technical bachelor's degree and/or other needed technical courses.

Admission Requirements for Initial Certification

To become eligible for initial certification in career and technical education (grades 5-12), students must

- hold an appropriate technical bachelor's degree and/or other needed technical courses;
- be employed by a school district in the area where certification is required;
- attend mandatory state training for certification;
- maintain a minimum graduate GPA of 3.0 as detailed in the *MSU Bulletin*; and
- have successful completion of program portfolio .

Total Course Requirements 31 hours
Core Requirements

EDU	631	Classroom Management and Student Motivation
CTE	665	Program Planning and Evaluation
CTE	667	Emerging Trends in Instructional Technology
CTE	672	Managing Career and Technical Learning Facilities
CTE	676	Organization and Administration of Career and Technical Education

Other Requirements

CTE	601	Introduction to Career and Technical Education for Initial Certification
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CTE 678	Review of Professional Literature in Career and Technical Education
CTE 680	Exit Seminar in Career and Technical Education
EDP 675	Advanced Educational Psychology
REA 612	Foundations of Literacy
SED 605	Characteristics and Needs of Child/Youth with Mild Disabilities

Other Degree Requirements

Current First Aid and Safety certification required at graduation. Successful completion of program portfolio is required.

Additional Requirements

Contact Teacher Education Services for details on admission to student teaching.

Note: Teacher certification requires a bachelors degree with major or area in approved technical discipline; additional prerequisite courses may be required; students must successfully complete all required assessments as identified in 704 KAR 20:305; additional requirements for admission to teacher education and student teaching must be met. See advisor for details. To become certified students must successfully complete the internship program identified in 704 KAR 10:690.

Special Education

AREA:

Learning and Behavior Disorders/Elementary Track

Bachelor of Science/Bachelor of Arts CIP 13.1001

ACCREDITED BY: Council for the Accreditation of Educator Preparation (CAEP); Kentucky Education Professional Standards Board

Note: Students must be admitted to Teacher Education by the time they complete nine semester hours of professional education.

University Studies Requirements 38-43 hrs
(See *Academic Degrees and Programs.*)

University Studies selections must include:

•Social and Self-Awareness and Responsible Citizenship

PSY 180 General Psychology

•University Studies Electives

CSC 199 Introduction to Information Technology¹

EDP 260 Psychology of Human Development

Note: Certification requires a grade of *B* or better in one English composition course and a *B* or better in a University Studies math course, public speaking, and EDU 103 or EDU 104. Additional requirements for admission to teacher education and student teaching must be met. See advisor and/or Office of Teacher Education Services for details.

Required Courses 58 hrs

ART 343	Art Materials and Techniques for the Classroom Teacher
CDI 205	Introduction to Communication Disorders
ELE 304	Teaching Elementary Mathematics
ELE 305	Children’s Literature for Early and Developing Readers
ELE 307	Teaching Elementary Language Arts
ELE 390	Introduction to Kindergarten
ELE 401	Teaching Elementary Social Studies
ELE 402	Teaching Elementary Science
MAT 115	Mathematics for Middle and Elementary Teachers I
MAT 215	Mathematics for Middle and Elementary Teachers II
MID 270	Teaching and Learning in the Middle Grades
REA 306	Literacy Development in the Elementary School
REA 427	Teaching Content Area Literacy in the Secondary School
SED 350	Roles and Procedures in Special Education
SED 408	Functional Behavior Analysis

SED 409	Instructional Procedures-Students with MSD
SED 410	Characteristics of and Strategies for Teaching Students with Mild Disabilities
SED 425	Specialized Reading for Students with Mild Disabilities
SED 455	Practicum
SED 537	Diagnostic Methods

Professional Education Courses 24 hrs

EDU 100T	Transitions
EDU 103	Issues and Practices of American Education ²
EDU 303	Strategies of Teaching
ELE 421	Student Teaching Elementary P-5, IECE
SED 300	Educating Students with Disabilities
SED 421	Student Teaching in Special Education

Total Curriculum Requirements 120-125 hrs

¹With a grade of *C* or better.

²With a grade of *B* or better.

AREA:

Learning and Behavior Disorders/Middle School Track

Bachelor of Science/Bachelor of Arts CIP 13.1001

ACCREDITED BY: Council for the Accreditation of Educator Preparation (CAEP); Kentucky Education Professional Standards Board

University Studies Requirements 38-43 hrs
(See *Academic Degrees and Programs.*)

University Studies selections must include:

•Social and Self-Awareness and Responsible Citizenship

PSY 180 General Psychology

•University Studies Electives

CSC 199 Introduction to Information Technology¹

EDP 260 Psychology of Human Development

Note: Certification requires a grade of *B* or better in one English composition course and a *B* or better in a University Studies math course, public speaking, and EDU 103 or EDU 104. Additional requirements for admission to teacher education and student teaching must be met. See advisor and/or Office of Teacher Education Services for details.

Required Courses 51 hrs

CDI 205	Introduction to Communication Disorders
ELE 304	Teaching Elementary Mathematics
ELE 401	Teaching Elementary Social Studies ²
ELE 402	Teaching Elementary Science ³
MAT 115	Mathematics for Middle and Elementary Teachers I
MAT 215	Mathematics for Middle and Elementary Teachers II
MID 307	Middle School Language Arts ⁴
MID 342	Middle Level Teaching Strategies
MID 395	Advanced Strategies of Teaching in the Middle Grades
REA 407	Middle School Reading
SED 350	Roles and Procedures in Special Education
SED 408	Functional Behavior Analysis
SED 409	Instructional Procedures-Students with MSD
SED 410	Characteristics of and Strategies for Teaching Students with Mild Disabilities
SED 425	Specialized Reading for Students with Mild Disabilities
SED 455	Practicum
SED 537	Diagnostic Methods

Professional Education Courses 21 hrs

EDU 100T	Transitions
EDU 103	Issues and Practices of American Education ⁵
MID 421	Middle School Student Teaching

- SED 300 Educating Students with Disabilities
 SED 421 Student Teaching in Special Education

Academic Track 24 hrs⁶
 Students must select one of the following academic tracks.⁷

English and Communication⁷

- ENG 221 Introduction to English Studies
 ENG 228 Standard English Usage
 ENG 310 Introduction to English Linguistics
 ENG 425 Teaching Literature, Writing and Grammar in
 Middle Schools

and

One of the following:

- ENG 204 Advanced Expository Writing
 ENG 214 Introduction to Creative Writing
 ENG 224 Writing in the Professions

Three courses as listed below:

One of the following:

- ENG 303 British Literature to 1760
 ENG 304 British Literature, 1760 to the Present

One of the following:

- ENG 305 Survey of World Literature, 1700-1945
 ENG 306 Contemporary Literature
 ENG 307 World Literature to 1830
 ENG 308 World Literature 1830 to the Present
 ENG 320 Survey in African-American Literature

One of the following:

- ENG 311 American Literature to 1890
 ENG 312 American Literature, 1890 to the Present

Mathematics⁷

- MAT 115 Mathematics for Middle and Elementary Teachers I
 MAT 215 Mathematics for Middle and Elementary Teachers II
 MAT 250 Calculus and Analytical Geometry I
 MAT 305 Intermediate Geometry
 MAT 399 Sets, Logic and Functions
 STA 135 Introduction to Probability and Statistics

Choose between the following:

- MAT 140 College Algebra

and

- MAT 145 Trigonometry

or

- MAT 150 Algebra and Trigonometry

Science⁷

- AST 115/116 Introductory Astronomy/Laboratory
 BIO 101 Biological Concepts
 BIO 216 Biological Inquiry and Analysis
 CHE 105 Introductory Chemistry
 GSC 199 Earth Science
 PHY 125/126 Brief Introductory Physics/Laboratory

Social Studies⁷

- CIV 201 World Civilizations I
 CIV 202 World Civilizations II
 ECO 140 Contemporary Economics
 GSC 110 World Geography
 HIS 221 American Experience to 1865
 HIS 222 American Experience since 1865
 POL 140 American National Government
 and three hours from the following:
 HIS 301 Ancient History to the Fall of Rome
 HIS 302 Medieval Europe

- HIS 305 Irish Diaspora
 HIS 306 Europe in Renaissance and Reformation
 HIS 309 Survey of World Religions
 HIS 316 Women and Gender in World History
 HIS 340 Modern East Asia
 HIS 350 History of Latin America
 HIS 354 Ancient Near East
 HIS 355 Islamic Middle East
 HIS 356 Modern Middle East
 HIS 359 Early India
 HIS 360 Modern India
 HIS 362 Ancient Egypt
 HIS 364 Ancient Rome
 HIS 370 History of Africa

and three hours from the following:

- HIS 407 Modern Imperialism and Colonialism
 HIS 415 Women in History
 HIS 421 U.S. Social and Cultural History to 1865
 HIS 422 U.S. Social and Cultural History Since 1865
 HIS 430 Colonial America to 1763
 HIS 446 History of Kentucky
 HIS 449 Islam in the Modern World
 HIS 450 Modern Africa
 HIS 451 Slavery and Africa
 HIS 459 Genocide in World History

Total Curriculum Requirements 123-128 hrs

¹With a grade of C or better.

²Not required in Social Studies Track.

³Not required in Science Track.

⁴Not required in English Track.

⁵With a grade of B or better.

⁶Substitutions can only be made with prior approval by advisor in the department concerned.

⁷Academic track coursework may include University Studies requirements.

General Special Education Minor 21 hrs

Non-teaching minor. Minors are individualized. Please see your advisor. Six hours of the minor must be upper-level courses.

Master of Arts in Education

**Special Education/Mild Learning and Behavior Disorders
 P-12 Certification Concentration**

CIP 13.1001

ACCREDITED BY: Council for the Accreditation of Educator Preparation (CAEP).

This program is designed for individuals certified in general education who want certification in learning and behavior disorders. This program is also for individuals who hold a categorical special education certificate in one or more areas and want learning and behavior disorders certification. Individuals participating in the alternative route to learning and behavior disorders certification program may also apply for admission to this program once they have received their temporary provisional certificate. Admission to the Teacher Education Program must be obtained. This program can also be used by students with a Rank II status to obtain Rank I status.

Total Course Requirements 31 hours

- ADM 630 Methods of Research^{L,R}

or

- EDU 639 Research to Improve Student Learning^{L,R}

- CDI 635 Graduate Seminar in Communication Disorders

- SED 606 Procedures for Classroom Management and Discipline

- SED 608 Functional Behavior Analysis
- SED 602 Family-Professional Partnerships
- SED 603 Special Education Law and Procedures
- SED 605 Characteristics and Needs of Children and Youth with Mild Disabilities
- SED 615 Collaboration Skills for Educators
- SED 625 Instructional Techniques for Children and Youth with Mild Disabilities
- SED 637 Advanced Diagnostic Procedures
- SED 690 Exit Seminar in Special Education

Undergraduate Certification Deficiencies

- REA 618 Content Area Literacy K-12
(Must be taken to satisfy undergraduate deficiencies or an approved reading course.)

**Master of Arts in Education
Special Education/Moderate to Severe Disabilities
P-12 Certification Concentration** CIP 13.1001

ACCREDITED BY: Council for the Accreditation of Educator Preparation (CAEP).

This program is for individuals with any elementary, middle, secondary, special education, or IECE certification who wish to obtain a P-12 certificate in moderate to severe disabilities. This program can also be used by students with a Rank II status to obtain Rank I status.

Total Course Requirements..... 31 hours

- ADM 630 Methods of Research^{L, R}
or
- EDU 639 Research to Improve Student Learning^{L, R}
- SED 602 Family-Professional Partnerships
- SED 603 Special Education Law and Procedures
- SED 607 Transdisciplinary Assessment of Individuals with Moderate to Severe Disabilities
- SED 608 Functional Behavior Analysis
- SED 609 Instructional Procedures - Students with MSD
- SED 614 Advanced Instructional Technology
- SED 631 Nature and Needs of Individuals with Moderate to Severe Disabilities
- SED 645 Strategies for Students with Autism
- SED 655 Special Education Transition
- SED 690 Exit Seminar in Special Education

Note: If any of the above courses were completed for initial certification, other SED courses will be utilized to complete this program.

**Master of Arts in Education
Special Education/Advanced Studies in Learning and Behavior Disorders Teacher Leader Concentration**
CIP 13.1001

ACCREDITED BY: Council for the Accreditation of Educator Preparation (CAEP).

This program is designed for individuals certified in learning and behavior disorders. The program can also be used as a basis for developing a Rank I program.

TEACHER LEADERSHIP

Total Course Requirements..... 30 hours

- EDU 600 Introduction to Teacher Leadership
- EDU 631 Classroom Management and Student Motivation
- EDU 633 Curriculum Development
- EDU 637 Instruction for Diverse Learners
- EDU 639 Research to Improve Student Learning^{L, R}
- EDU 640 Exit Seminar in Teacher Leadership^{L, R}

Additional Courses 15 hrs

- SED 613 Advanced Behavior Support
- SED 614 Advanced Instructional Technology
- SED 651 Social Competence for Safe Environments
- SED 655 Special Education Transition
- SED elective (3 hrs) approved by advisor.

Other Degree Requirements

Students must complete EDU 600 before enrolling in EDU 639.

Moderate to Severe Disabilities

This program is designed for teachers certified in learning and behavior disorders who wish to obtain a P-12 certification in moderate to severe disabilities. A valid learning and behavioral teaching certificate is required for entrance. The student's progress will be continuously assessed throughout the program using established program checkpoints and portfolio entries addressing Kentucky teacher standards.

Total Course Requirements..... 19 hours

- SED 607 Transdisciplinary Assessment of Individuals with Moderate to Severe Disabilities
- SED 609 Instructional Procedures - Students with MSD
- SED 614 Advanced Instructional Technology
- SED 631 Nature and Needs of Individuals with Moderate to Severe Disabilities
- SED 645 Strategies for Students with Autism
- SED 655 Special Education Transition
- SED 690 Exit Seminar in Special Education

**Department of Community
Leadership and Human Services**

108 Carr Health Building
270-809-6802

Chair: Paul Lucko. **Faculty:** Brookhiser, Chakradhar, Esau, Ferreira, Gowen, Hancock, Hepworth, Meriedeth, Pittman-Munke, Rogers, Simon, Weber, Weis, Wylie.

The Department of Community Leadership and Human Services offers areas in criminal justice and social work, majors in criminal justice, nonprofit leadership studies, and minors in adventure leadership, community recreation, criminal justice, gerontology, juvenile justice, nonprofit leadership studies, and social welfare.

Criminal Justice - The criminal justice program affords students a broad-based overview of the criminal justice system and its components as well as the ability to specialize in an area of the student's interest. Through the choice of electives, students can emphasize policing, corrections, the nature of crime, and crime causation. Criminal justice graduates are prepared for a variety of professional careers as well as graduate studies in criminal justice or law.

Social Work - The primary purpose of the social work program is to prepare students for entry-level professional generalist practice as social workers in a variety of social service agencies and organizations. To accomplish this purpose, a well-developed curriculum is offered

that is responsive to the social problems and issues confronting society today, and which provides students a stimulating and provocative approach to preparing themselves for a social work career.

Nonprofit Leadership Studies - The Nonprofit Leadership Studies program is designed to develop the next generation of nonprofit sector leaders, prepared to engage as highly effective and dedicated professionals committed to improving the quality of life for people around the world. Undergraduate and graduate programs of study are offered. The undergraduate program has two tracks: nonprofit management and outdoor recreation. Graduates from the Outdoor Recreation track are eligible to take the national examination to become Certified Park and Recreation Professionals (CRRP).

Criminal Justice

The criminal justice program offers students a broad-based overview of the criminal justice system and its components as well as the opportunity to focus in an area of the student's interest by taking specific elective courses. Criminal justice graduates are prepared for a variety of professional careers as well as criminal justice graduate study or law school.

This program leads to a Bachelor of Arts or a Bachelor of Science in criminal justice. The University Studies component provides the necessary liberal arts education, while the criminal justice area or major further develops the individual student's oral, written, analytical, leadership, and problem-solving skills. Internship experiences in a variety of agencies are available during the junior and senior years and are an excellent way to find employment in federal or state agencies.

The faculty encourages all students to be actively involved in student organizations, which provide opportunities for students to network with criminal justice practitioners and gain valuable leadership experiences. Available is a criminal justice student organization, the Criminal Justice Society.

Requirements for Admission

Students should declare criminal justice as their intended area, major, or minor as early as possible so that they can be properly advised. In order to enroll in any upper-level CRJ course, a student must 1) have a minimum GPA of 2.50; and 2) have completed CRJ 140 with a *C* or higher grade. Any student, regardless of major or minor, in addition to meeting course prerequisites, must have a minimum GPA of 2.50 in order to enroll in any 300-level or higher CRJ course.

Requirements to Graduate: To graduate with a criminal justice area, major, or minor, all students must: 1) have a GPA of 2.50 overall; and 2) must earn a grade of *C* or higher in all CRJ courses counting towards the area, major, or minor, including CRJ electives needed to graduate.

Note to Auditors: Students who desire to take a CRJ course without a grade (for no credit) may do so if such an audit is approved by the course professor in writing by the last day to add a course. If a student is having trouble with a course and is expecting to fail the course, it should be dropped before the drop or withdrawal deadline to secure a *W* grade. If a student changes from normal grade to audit after the first week of class, all course work must still be completed and full attendance is expected. The audit will turn into an *E* (failing final grade) if the student receives less than a *D* as the final grade.

AREA:

Criminal Justice¹

Bachelor of Arts/Bachelor of Science

CIP 43.0104

University Studies Requirements 39-46 hrs
(See *Academic Degrees and Programs*.)

University Studies selections must include:

• **Oral and Written Communication**

COM 161 Introduction to Public Speaking

• **Scientific Inquiry, Methodologies, and Quantitative Skills**

STA 135 Introduction to Probability and Statistics²

• **Social and Self-Awareness and Responsible Citizenship**

POL 140 American National Government

PSY 180 General Psychology

• **University Studies Electives**

CSC 199 Introduction to Information Technology

SOC 133 Introduction to Sociology

or

SOC 231 Social Problems

Required Courses 35 hrs

CRJ 100T Transitions

CRJ 140 Introduction to Criminal Justice

CRJ 220 Law Enforcement

CRJ 240 Corrections

CRJ 300 Crime and Criminals³

CRJ 320 Juvenile Justice

CRJ 325 Criminal Justice Ethics

CRJ 385 Violent Crime

CRJ 400 Applied Criminal Justice Research

CRJ 445 Criminal Justice Diversity

CRJ 499 Senior Seminar in Criminal Justice

CRJ 544 Constitutional and Legal Issues in Criminal Justice

and one of the following:

ENG 204 Advanced Expository Writing

ENG 205 Writing for the Social Science

ENG 224 Writing in the Professions

ENG 324 Technical Writing

Required 300-level and above CRJ Electives 15 hrs

Note: Only six hours of credit toward the area may be received from CRJ 305, 488, or 489. CRJ 448 may be repeated as long as the topic differs.

Collateral/Support Courses 12 hrs

Business

Choose one course from the following:

ACC 200 Principles of Financial Accounting

BUS 140 Foundations of Business

BUS 215 Business Communication

ECO 140 Contemporary Economics

ECO 190 Consumer Economics

ECO 200 Economics and Politics

FIN 230 Personal Financial Planning

MGT 350 Fundamentals of Management

MKT 360 Principles of Marketing

Critical Thinking, Computers and Technology

Choose one course from the following:

COM 261 Debate and Advocacy

COM 367 Communication and Critical Thought

COM 422 Communication and Technology

CSC 101 Introduction to Problem Solving Using Computers

CSC 125 Internet and Web Page design

- EGR 140 Introduction to computing Applications in Science and Engineering
- ENG 226 Argument and Discourse
- MKT 285 Emerging Technologies in Marketing
- PHI 103 Critical Thinking
- PHI 203 Symbolic Logic
- PSY 327 Problem-Solving and Decision-Making
- REC 410 Application of Technology to Recreation Decision Making
- TSM 132 Network Technical Support

Communications

Choose one course from the following:

- COM 131 Introduction to Interpersonal Communication
- COM 331 Interpersonal Communication
- COM 353 Team Communication and Leadership
- COM 361 Career Presentations
- COM 380 Organizational Communication
- COM 384 Communication Skills for Professionals
- COM 439 Conflict and Communication
- COM 461 Persuasive Communication

Psychology

Choose one course from the following:

- PSY 245 Law and Psychology
- PSY 322 Motivation and Emotion
- PSY 325 Introduction to Clinical Psychology
- PSY 404 Drugs, Alcohol and Behavior
- PSY 405 Industrial and Organizational Psychology
- PSY 406 Personality
- PSY 407 Abnormal Psychology
- PSY 471 Behavior Modification

Career-Focused Electives 12-19 hrs

Total Curriculum Requirements 120 hrs

¹No substitutions and/or alterations in the above curriculum shall be made without the recommendation of a criminal justice advisor and the written approval of a criminal justice program director in accordance with criminal justice program policies.

²Students may receive credit for another statistics course of at least three credit hours, such as PSY 300.

³CRJ 300 is **not** the same as the MSU course SOC 338. CRJ 300 cannot be substituted with any course from another institution if it was called "Criminology" and/or offered as a sociology course.

MAJOR:

Criminal Justice¹

Bachelor of Arts/Bachelor of Science

CIP 43.0104

University Studies Requirements 39-46 hrs

(See *Academic Degrees and Programs*.)

University Studies selections must include:

- **Oral and Written Communication**
- COM 161 Introduction to Public Speaking
- **Scientific Inquiry, Methodologies, and Quantitative Skills**
- STA 135 Introduction to Probability and Statistics²
- **Social and Self-Awareness and Responsible Citizenship**
- POL 140 American National Government
- PSY 180 General Psychology
- **University Studies Electives**
- CSC 199 Introduction to Information Technology
- SOC 133 Introduction to Sociology
- or
- SOC 231 Social Problems

Required Courses 26 hrs

- CRJ 100T Transitions
- CRJ 140 Introduction to Criminal Justice
- CRJ 220 Law Enforcement
- CRJ 240 Corrections
- CRJ 300 Crime and Criminals³
- CRJ 400 Applied Criminal Justice Research
- CRJ 499 Senior Seminar in Criminal Justice

and two of the following:

- CRJ 320 Juvenile Justice
- CRJ 325 Criminal Justice Ethics
- CRJ 385 Violent Crime
- CRJ 445 Criminal Justice Diversity
- CRJ 544 Constitutional and Legal Issues in Criminal Justice

and one of the following:

- ENG 204 Advanced Expository Writing
- ENG 205 Writing for the Social Science
- ENG 224 Writing in the Professions
- ENG 324 Technical Writing

Required 300-level and above CRJ Electives 12 hrs

Note: Only six hours of credit toward the major may be received from CRJ 305, 488, or 489. CRJ 448 may be repeated as long as the topic differs.

Career-Focused Electives 12-22 hrs

Required Minor⁴ 21-24 hrs

Total Curriculum Requirements 120 hrs

¹No substitutions and/or alterations in the above curriculum shall be made without the recommendation of a criminal justice advisor and the written approval of a criminal justice program director in accordance with criminal justice program policies.

²Students may receive credit for another statistics course of at least three credit hours, such as PSY 300.

³CRJ 300 is **not** the same as the MSU course SOC 338. CRJ 300 cannot be substituted with any course from another institution if it was called "Criminology" and/or offered as a sociology course.

⁴A second major can replace the required minor.

Criminal Justice Minor 21 hrs

CRJ 140 and CRJ 300³; two courses from CRJ 220, 240, 320, or 355; and nine hours of CRJ electives. Only three hours are allowed from CRJ 305, 488, or 489. At least 12 hours must be completed at the upper-level. Students must maintain a 2.50 overall GPA and can only apply courses in which they earned a C or higher toward the minor. Students are expected to take the necessary prerequisites listed under CRJ course descriptions. No substitutions and/or alterations in the above curriculum shall be made without written approval of the criminal justice program director. A minimum 2.50 overall GPA is required for admission and retention in the criminal justice minor.

Juvenile Justice Minor 21 hrs

CRJ 140 and CRJ 320; one course from CRJ 533, 537, or 573; two courses from EDP 260, PSY 260, 261, 262, SOC 441, SWK 336, 395, or 405; and two courses from CRJ 220, 240, 300³, 325, 455, 470, 505, 533, 537, or 573. At least 12 hours must be completed at the upper-level. Students must maintain a 2.50 overall GPA and can only apply courses in which they earned a C or higher toward the minor. Students are expected to take the necessary prerequisites listed under course descriptions. No substitutions and/or alterations in the above curriculum shall be made without written approval of the criminal justice program director. A minimum 2.50 overall GPA is required for admission and retention in the juvenile justice minor. This minor cannot be taken by students in the CRJ major or area.

Social Work

The primary purpose of the social work program is to prepare students for entry-level professional generalist practice as social workers in a variety of social service agencies and organizations. To accomplish this purpose, a well-developed curriculum is offered that is responsive to the social problems and issues confronting society today, providing students with a stimulating and provocative approach to preparing themselves for a social work career. The undergraduate social work program is has been accredited by the Council on Social Work Education since 1974.

The social work program is designed to meet the career interests of students in such fields as family and children's services, health, substance abuse, mental health, aging, education and corrections.

Undergraduate social work practitioners work in such settings as: recreational programs for children; group homes; public and private child welfare programs; public assistance programs; public housing programs; domestic violence shelters; hospitals; nursing homes; home health agencies; programs serving the chronically mentally ill; alcohol/drug rehabilitation and prevention programs; programs serving persons with physical and/or developmental disabilities; senior citizens programs; preschools; elementary and secondary schools; probation and parole; prisons and other court-related programs. Another important function of the program is to provide a sound academic foundation for students entering graduate study in social work or related fields of human service.

Students must earn a grade of C or better in all social work course work. Any social work course with a grade of less than C must be repeated. Students must have a GPA of at least 2.5 in social work program courses, and a minimum overall GPA of 2.5 in order to be graduated.

Requirements for Admission

In order to be admitted to the social work program, a student must 1) have completed 60 semester hours of course work with a minimum GPA of 2.50; 2) have completed SWK 190, 201, 225, and 301 or 302 with a minimum GPA of 2.50 and no grades in a SWK class below C; 3) complete an application for admission to the program; 4) be successfully reviewed by the social work program admissions committee; 5) complete any other requirements or testing that the social work program admissions committee members deem necessary for admission; and 6) sign a statement indicating that he/she has read and will follow the Code of Ethics of the National Association of Social Workers.

Field Practicum

In order to be admitted to SWK 499 Field Practicum, a student must 1) have been formally admitted to the social work program; 2) have completed SWK 310, 311, 312, 313, and 498; and 3) be successfully reviewed by the social work field education review committee, and 4) must have completed all other course work needed for graduation. No student is guaranteed a field placement since agencies have final authority to accept or reject a potential student.

AREA:

Social Work

Bachelor of Social Work Degree

CIP 44.0701

ACCREDITED BY: Council on Social Work Education (CSWE)

University Studies Requirements 38-41 hrs

University Studies selections must include:

•Global Awareness, Cultural Diversity, and the World's Artistic Traditions

One University Studies elective in this category

•Scientific Inquiry, Methodologies, and Quantitative Skills

One University Studies BIO course in this category

STA 135 Introduction to Probability and Statistics

One University Studies math or science elective in this category

•Social and Self-Awareness and Responsible Citizenship

POL 140 American National Government

SOC 133 Introduction to Sociology

•University Studies Electives

CSC 199 Introduction to Information Technology

PSY 180 General Psychology

Required Courses 52 hrs

SWK 100T Transitions

SWK 190 Introduction to Social Work

SWK 201 Social Work and Social Welfare

SWK 225 Human Diversity

SWK 301 Human Behavior and the Social Environment I

SWK 302 Human Behavior and the Social Environment II

SWK 303 Principles and Methods of Research

SWK 310 Social Work Practice I

SWK 311 Social Work Practice Skills

SWK 312 Social Work Practice II

SWK 313 Social Work Practice III

SWK 350 Social Welfare Policies and Services

SWK 385 Social Work in Mental Health Settings

SWK 498 Senior Seminar

SWK 499 Field Practicum

Social Work Electives 15 hrs

Choose two upper division social work (SWK) classes with exception of SWK 500. The other nine hours may be chosen from any SWK courses.

Co-Requirements for Area 15 hrs

Any ECO course or one of the following: FCS 241 or FIN 230, any statistics course, and nine hours from the following prefixes: ANT, CRJ, NTN, PHI, PSY, RGS, SOC, SWK, or any foreign language course.

Unrestricted Electives 0-3 hrs

Total Curriculum Requirements 120 hrs

Social Welfare Minor 21 hrs

SWK 102, 201, 225, and SWK 350. Choose three of the following: SWK 202, 230, 303, 305, 336, 426, 427, 428, or 429. Social welfare minors are not permitted to take SWK 301, 302, 310, or any class that requires SWK 310 as a pre- or corequisite. No substitutions/alterations in the above curriculum will be permitted without written prior approval of the program director. Six hours must be upper-level courses.

**CERTIFICATE:
Faith-Based Social Work**

CIP 44.0701

The undergraduate certificate in faith-based social work is designed to complement the desire of many social work students in undergraduate professional areas and in social science majors such as sociology and psychology to volunteer effectively in a faith-based setting. The certificate program's objectives are to provide students with an enhanced knowledge base in the area of church volunteer work, skills for working in mission fields and with congregations, and to acquaint students with best practices in faith based settings. The certificate program is offered through interactive television and online through the course management system at Murray State University.

Requirements for Admission

Students who are enrolled in an undergraduate degree program at Murray State University may be enrolled in the program upon permission of either the Program Coordinator or the major advisor upon the completion of 60 hours or junior status. Post-baccalaureate degree students are also eligible for this program upon permission of the Program Coordinator.

Total Course Requirements 18 hours

SWK 338 Faith-Based Social Work

Choose 12 hours from the following:

- SWK 102 Introduction to the Human Services
- SWK 190 Introduction to Social Work
- SWK 202 Interviewing in the Human Services
- SWK 315 Addiction: Treatment and Society
- SWK 336 Family Violence
- SWK 370 Gerontological Social Work Practice
- SWK 426 Spirituality and Social Work Practice
- SWK 488 Cooperative Education/Internship
- SWK 489 Cooperative Education/Internship

Choose three hours from the following:

- BIS 399 Seminar in Integrated Studies¹
- PSY 180 General Psychology
- RGS 200 Introduction to Religious Studies
- RGS 300 Foundations of Judaism and Christianity
- RGS 309 Survey of World Religions
- RGS 322 History of Religion in the United States
- SOC 133 Introduction to Sociology

¹May be taken by Bachelor of Integrated Studies declared major students only.

**CERTIFICATE:
Substance-Related and Addictive Disorders** CIP 51.1501

The undergraduate certificate in substance-related and addictive disorders is designed to complement two undergraduate professional areas, social work and criminal justice. It will also add value to the nonprofit leadership studies major, to traditional discipline areas such as sociology and psychology, and will enhance the management/human resources track and organizational communication degrees. The certificate program's objectives are to provide students with an enhanced knowledge base in the area of substance abuse, acquaint students with current trends in substance abuse research, and to acquaint students with best practices in working with substance abuse issues. The certificate program is offered through interactive television and online through the course management system at Murray State University.

Requirements for Admission

Students who are enrolled in an undergraduate degree program at Murray State University may be enrolled in the program upon permission of either the Program Coordinator or the major advisor upon the completion of 60 hours or junior status. Post-baccalaureate degree students are also eligible for this program upon permission of the Program Coordinator.

Total Course Requirements 15 hours

Choose 12 hours from the following:

- HEA 470 Education for Drug Abuse Prevention
- HPE 370 Teaching Substance Abuse Education
- PSY 404 Drugs, Alcohol and Behavior
- SWK 315 Addiction Treatment and Society
- SWK 395 Substance Abuse Prevention
- SWK 427 Professional Practice in Drug Court
- SWK 428 History and Philosophy of Drug Court
- SWK 429 Behavioral Issues in Drug Court
- SWK 488 Cooperative Education/Internship
- SWK 489 Cooperative Education/Internship

Choose three hours from the following:

- BIS 399 Seminar in Integrated Studies¹
- CRJ 140 Introduction to Criminal Justice
- PSY 180 General Psychology
- SOC 133 Introduction to Sociology
- SWK 190 Introduction to Social Work

¹May be taken by Bachelor of Integrated Studies declared major students only.

Gerontology

Through this minor, students learn about the aging process, services for the elderly, and the techniques for working with the elderly. The 21-hour minor in social gerontology combines course work in several disciplines including sociology, social work, psychology and therapeutic recreation. A minor in gerontology provides students with the background they need to provide services to older people.

Gerontology Minor 21 hrs

GTU 264, 305, 341, 520, plus nine hours of limited electives. Six hours must be upper-level courses.

**CERTIFICATE:
Gerontology**

CIP 30.1101

The undergraduate certificate in gerontology is designed to complement three undergraduate professional areas, social work, recreation, and nonprofit leadership. It will also add value to traditional social science discipline areas such as sociology and psychology, and will enhance the management/human resources track and organizational communication degrees. The certificate program's objectives are to provide students with an enhanced knowledge base in the area of gerontology, acquaint students with current trends in gerontological research, and to acquaint students with best practices in working with older clients and in agencies serving older adults. The certificate program is offered through interactive television and online through the course management system at Murray State University.

Requirements for Admission

Students who are enrolled in an undergraduate degree program at Murray State University may be enrolled in the program upon permission of either the Program Coordinator or the major advisor upon the completion of 60 hours or junior status. Post-baccalaureate

degree students are also eligible for this program upon permission of the Program Coordinator.

Total Course Requirements 15 hours

Choose three hours from the following:

BIS	399	Seminar in Integrated Studies ¹
PSY	180	General Psychology
REC	101	Introduction to Recreation and Leisure Services
SOC	133	Introduction to Sociology
SWK	190	Introduction to Social Work

Choose 12 hours from the following:

GTY	207	Inclusive Recreation
GTY	264	Psychology of Aging
GTY	265	Psychology of Death
GTY	303	Community Leisure Organizations
GTY	330	Death and Dying: Issues for Caregivers
GTY	342	Sociology of Retirement
GTY	521	Issues in Social Gerontology
GTY	596	The Minority Elderly
REC	306	Leisure and Aging
SWK	305	Sociology of Retirement
SWK	370	Gerontological Social Work Theory
SWK	488	Cooperative Education/Internship
SWK	489	Eating Disorders and Body Image Counseling

¹May be taken by Bachelor of Integrated Studies declared major students only.

Nonprofit Leadership Studies

The Nonprofit Leadership Studies program is designed to develop the next generation of nonprofit sector leaders, prepared to engage as highly effective and dedicated professionals committed to improving the quality of life for people around the world. The nonprofit sector is highly diverse, addressing issues and needs related to health services, education, social and legal services, civic and environmental advocacy, international relations and development, arts and culture, youth development and human services. Example organizations include the American Red Cross, Boy and Girl Scouts of America, Feeding America, Habitat for Humanity, Humane Society, National Urban League, United Way, World Vision, YMCA, 4-H and a range of institutions in the healthcare, higher education, and faith-based institutions.

The undergraduate program has two tracks: nonprofit management and outdoor recreation. Both tracks provide students with knowledge and skills in the areas of program development, marketing and public relations, financial resource development and management, cultural competency and diversity, volunteer and human resource management, as well as many other competencies needed to work in and lead nonprofit organizations. The Program integrates teaching, research, and service to develop the skills, provide the experiences, and nurture the spirit and passion required of effective leadership. Graduates from the Outdoor Recreation track are eligible to take the national examination to become Certified Park and Recreation Professionals (CRRP).

Note: With the exception of first semester freshmen, all students must have a cumulative GPA of 2.0 or higher and have completed all developmental courses prior to declaring Nonprofit Leadership Studies as a major. The major is offered as a B.A. or B.S. and requires a minor. (A second major can replace the required minor.)

MAJOR:

Nonprofit Leadership Studies/Nonprofit Management Track

Bachelor of Arts/Bachelor of Science

CIP 44.0702

University Studies Requirements 38-44 hrs

(See *Academic Degrees and Programs*.)

University Studies selections must include:

•Social and Self-Awareness and Responsible Citizenship

NLS 290 Community Engagement and the Nonprofit Sector

Required Courses 29-32 hrs

NLS	100T	Transitions
NLS	300	Introduction to Philanthropy and the Nonprofit Sector
NLS	302	Special Event Management
NLS	306	Aging in American Society
NLS	350	Program Development
NLS	351	Leadership, Governance, and Board Development
NLS	352	Human Resource and Volunteer Development
NLS	400	Professional Internship
NLS	402	Financial Resource Management and Fund Development
NLS	410	Technology Skill for Community Organizations
NLS	450	Senior Seminar

Nonprofit Management Track 24 hrs

Choose fifteen hours from the following:

NLS	207	Diversity and Inclusion in a Global Society
NLS	290	Community Engagement and the Nonprofit Sector
NLS	305	Grant-making and Philanthropic Foundations
NLS	370	Philanthropy, NGOs and International Development
NLS	380	The Nonprofit Sector in Comparative Perspective: Study Abroad Experience
NLS	430	NPOs and Community Development: Comprehensive Strategies for Impact
NLS	465	Policy, Legal Issues, and Advocacy for Social Change in Nonprofit Organizations
NLS	475	Social Entrepreneurship
NLS	485	Seminar on Leadership Development

Career Related Electives 9 hrs

With the support of the academic advisor, students select courses that align their professional and career goals.

Required Minor 21 hrs

Unrestricted Electives 2-8 hrs

Total Curriculum Requirements 120 hrs

Additional Degree Requirements

- 2.00 cumulative grade point average
- 2.00 grade point average in courses taken at Murray State University
- 2.50 grade point average in major

MAJOR:**Nonprofit Leadership Studies/Outdoor Recreation Track**

Bachelor of Arts/Bachelor of Science CIP 44.0702

University Studies Requirements 38-44 hrs
(See *Academic Degrees and Programs*.)

University Studies selections must include:

•Social and Self-Awareness and Responsible Citizenship

NLS 290 Community Engagement and the Nonprofit Sector

Required Courses 29-32 hrs

NLS 100T Transitions
 NLS 300 Introduction to Philanthropy and the Nonprofit Sector
 NLS 302 Special Event Management
 NLS 306 Aging in American Society
 NLS 350 Program Development
 NLS 351 Leadership, Governance, and Board Development
 NLS 352 Human Resource and Volunteer Development
 NLS 400 Professional Internship
 NLS 402 Financial Resource Management and Fund Development
 NLS 410 Technology Skill for Community Organizations
 NLS 450 Senior Seminar

Outdoor Recreation Track 24 hrs*Choose fifteen hours from the following:*

NLS 101 Introduction to Recreation and Leisure Services
 NLS 295 Wilderness and Remote First Aid
 NLS 301 Outdoor Adventure Skills
 NLS 311 Leadership of Adventure Education
 NLS 403 Managing Recreation Areas and Facilities
 NLS 405 Organization and Administration of Recreation
 NLS 460 Recreational Use of Natural Resources
 NLS 470 Interpretation of Cultural and Natural Resources

Career Related Electives 2-8 hrs*Chosen from the following:*

NLS 207 Diversity and Inclusion in a Global Society
 NLS 445 Research and Evaluation in Recreation
 NLS 480 Special Problems in Nonprofit Organizations
 REC 102 Camp Leadership and Campcraft
 REC 104 Rural Tourism
 REC 129 Basic Canoeing
 REC 150 Recreation Activity Leadership
 REC 161 Outdoor Cooking and Menu Planning
 REC 162 Backpacking and Outdoor Living
 REC 163 Caving
 REC 164 Rock Climbing
 REC 264 Intermediate Rock Climbing
 REC 304 Community Recreation Service Learning
 REC 350 Extended Backcountry Travel
 REC 490 National Recreation Sites and Rural Tourism Traveling Workshop

Required Minor 21 hrs**Total Curriculum Requirements** 120 hrs**Additional Degree Requirements**

- 2.00 cumulative grade point average
- 2.00 grade point average in courses taken at Murray State University
- 2.50 grade point average in major

Adventure Leadership Minor 21 hrs
 NLS 101, 295, 301, 311, and 460. Choose six hours from the following (three hours must be upper-level courses):
 NLS 104, 129, 150, 161, 162, 164, 340, 350, 410, 470, or 490.

Community Recreation Minor 22 hrs
 NLS 101, 207, 302, 306, 350, and 405. Choose three hours of electives from the following: NLS 104, 352, 403, 410, 470, or 490.

Nonprofit Leadership Studies Minor 21 hrs
 NLS 300, 350, 351, 402, 465, and six hours of limited electives. Six hours must be upper-level courses.

Graduate Program

The Master of Science in Nonprofit Leadership Studies is designed to prepare individuals for leadership roles and functions in mission-driven nonprofit sector organizations dedicated to improving the quality of life at the local, regional, national, and global levels. Commitment to innovation, social entrepreneurship, social change, engagement, and advocacy guide the curriculum. The core course content focuses on the full range of organizational leadership roles and management functions central to the successful pursuit of the public good missions across the nonprofit sector. They include but are not limited to organizational development and strategic planning, human resource development (staff and volunteer), financial resource development, legal issues and advocacy, and innovation and social change strategies. The 21 core course credit hours provide a dynamic foundation of information and skills for anyone aspiring to more effective nonprofit sector leadership. Twelve hours of elective courses will be chosen as a concentration area to deepen the individual's knowledge and skills in a focused area of nonprofit organization leadership and development. With approval of the academic advisor, a customized concentration area can be developed with a set of electives selected to complement specific career goals. All courses are available to be taken in person, via the Internet, or a combination of the two approaches. During the final semester of coursework, a comprehensive examination will be required to complete the program of study. The M.S. in Nonprofit Leadership Studies program started admitting students in the Spring of 2015.

Unconditional Admission

Admission is based on a combination of the applicant's academic record, career goals, and ability to communicate in both written and oral forms. Applicants for the M.S. in Nonprofit Leadership Studies must submit both the MSU Graduate Application and a letter of application to the academic program that explains in detail the reasons for interest in the degree, related career goals, and leadership and management expertise, along with a current resume and three letters of reference. An interview with faculty in the program of study is required, based on established department criteria.

Conditional Admission

Conditional admission may be granted to applicants who do not meet University GPA requirements of a 3.0 GPA (based on A equals 4.0), but who demonstrate capacity to succeed as evidenced through the academic program application process. A student who is admitted conditionally must maintain a GPA of 3.0. Failure to do so results in academic probation or academic suspension, per University policy.

Master of Science Nonprofit Leadership Studies

CIP 44.0702

NON-THESIS TRACK ONLY

Total Course Requirements..... 36 hours

Core Courses 24 hours

NLS	600	The Nonprofit Sector and Civil Society
NLS	601	Seminar on Nonprofit Organizations
NLS	602	Financial Resource Management and Development for Nonprofit Organizations
NLS	625	Nonprofit Organization Development, Management, and Leadership
NLS	665	Policy, Legal Issues, and Advocacy for Social Change in Nonprofit Organizations
NLS	675	Social Entrepreneurship
NLS	685	Seminar on Leadership Development
ADM	630	Methods of Research

Concentration Electives 12 hours

Students select one of the following concentrations:

Customized Concentration

Students select 12 hours from the following with the approval of the advisor to complete the Customized Concentration. [No more than two courses (six credit hours) of the 12 hours of electives can be chosen with following prefixes: BUS, CIS, MGT or MKT.]

ADM	624	School and Community Relations
ADM	657	Educational Policy and Ethics
CIS	653	Managerial Decision-Making
CNS	635	Human Development
HDL	655	Social Intelligence: Interpersonal Processes
HDL	660	Developing Human Potential
HDL	675	Assessment of Human Potential
HDL	681	Leading and Developing Others
HDL	682	Leading Organizations—Critical Thinking, Problem Solving and Decision Making
HDL	683	Assessment and Application of Leadership Research
HDL	684	Contemporary Issues in Leadership Development Seminar
HDL	670	Multicultural and Diversity Issues in Leadership
HDL	692	Individual, Group and Team Dynamics
MGT	651	Seminar in Organizational Development
MGT	654	Seminar in Human Resource Management
MGT	657	Seminar in International Management

Human Development and Leadership Concentration

HDL	681	Leading and Developing Others
HDL	682	Leading Organizations: Processes of Critical Thinking and Problem Solving
HDL	683	Assessment and Application of Leadership Research
HDL	684	Contemporary Issues in Leadership Development Seminar

Dual Degree Program

The Master of Science in Nonprofit Leadership Studies offers two dual master's degree programs that allow students to complete two master's degrees by taking fewer credit hours. This alternative is practical in terms of both time and cost savings. Additionally, dual master's students will have a unique educational training making them more competitive in the job market.

The MS in Nonprofit and Leadership Studies can be paired with 1) the MA/MS in General Experimental Psychology (GEPsy) or 2) the MS in Human Development and Leadership (HDL).

Application and Admission

Applicants must hold a bachelor's degree from an accredited

institution of higher education and must declare at the time of application the intention to pursue a dual degree in NLS/GEPsy or NLS/HDL. The normal criteria for admission to each program apply. If a student only meets the admission criteria of one program, the applicant must apply separately to that single degree program and is then required to meet the graduation requirements of that program.

GEPsy - Applicants must be accepted for unconditional admission by the NLS program as well as accepted for admission by the GEPsy program.

HDL - Applicants may be conditionally accepted in one or both programs of the dual degree, per individual programs' policies. Conditionally admitted students will have to adhere to the policies set in place by the program(s) that granted the conditional admission.

Academic standing

Grade point averages (GPA) in the two programs are computed separately. To continue with the dual degrees, students must meet the academic standards in each program. Students failing in one program but meeting academic standards in the other may reapply for admission to the degree program in which the student is able to meet the academic standards and may transfer in completed course work that is applicable to that program.

Course Progression

Students are required to work consistently toward both degrees. Students will be assigned one advisor from each program to support students' successful course progression, and students are expected to meet with each advisor at least once each semester to ensure both programs are being completed in a timely manner.

Graduation Criteria

General Experimental Psychology - Students in the NLS/GEPsy program must complete the thesis required for the GEPsy program. The thesis committee will be chaired by a member of the graduate faculty from the psychology department. One member of the thesis committee will be from the graduate faculty of the NLS program. The choice of thesis topic should be a collaborative decision between the student and the thesis committee and should be a topic relevant to both psychology and nonprofit leadership. Successful completion of the GEPsy thesis will fulfill the comprehensive examination requirement for the NLS degree. The degrees in NLS and GEPsy must be awarded at the same time.

Human Development and Leadership - Students in the NLS/HDL program meet graduation criteria of each program. The final capstone course will fulfill the comprehensive examinations requirement of both programs. The degrees in NLS and HDL must be awarded at the same time.

MS in Nonprofit Leadership Studies and MA/MS in General Experimental Psychology

Total Course Requirements..... 51 hours

Nonprofit Leadership Core Courses..... 24 hours

NLS	600	The Nonprofit Sector and Civil Society
NLS	601	Seminar on Nonprofit Organizations
NLS	602	Financial Resource Management and Development for Nonprofit Organizations
NLS	625	Nonprofit Organization Development, Management, and Leadership
NLS	665	Policy, Legal Issues, and Advocacy for Social Change in Nonprofit Organizations
NLS	675	Social Entrepreneurship
NLS	685	Seminar on Leadership Development
ADM	630	Methods of Research

General Experimental Psychology Core Courses..... 27 hours
Foundations of Behavior

PSY	610	Graduate Seminar in General Experimental Psychology
PSY	621	Biological Bases of Behavior
PSY	622	Cognitive Bases of Behavior
PSY	623	Social Bases of Behavior
PSY	624	Developmental Bases of Behavior ^L

Research Foundations

PSY	651	Correlational Research Design and Statistics
PSY	652	Univariate Research Design and Statistics

Thesis

PSY	698	Thesis ^R
PSY	699	Thesis ^R

Other Degree Requirements

Oral defense and examination of the thesis.
Competency in an approved foreign language (M.A. only).

**MS in Nonprofit Leadership Studies and
MS in Human Development and Leadership**

Total Course Requirements..... 48 hours**Nonprofit Leadership Core Courses..... 21 hours**

NLS	600	The Nonprofit Sector and Civil Society
NLS	601	Seminar on Nonprofit Organizations
NLS	602	Financial Resource Management and Development for Nonprofit Organizations
NLS	625	Nonprofit Organization Development, Management, and Leadership
NLS	665	Policy, Legal Issues, and Advocacy for Social Change in Nonprofit Organizations
NLS	675	Social Entrepreneurship
NLS	685	Seminar on Leadership Development

Human Development and Leadership Core Courses..... 21 hours

CNS	635	Human Development ^L
HDL	625	Legal and Ethical Issues
HDL	655	Social Intelligence: Interpersonal Processes
HDL	660	Developing Human Potential Seminar ^{PT}
HDL	670	Multicultural and Diversity Issues in Leadership
HDL	675	Assessment of Human Potential
HDL	692	Individual, Group and Team Dynamics

Research Methods Course 3 hours

ADM	630	Methods of Research
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Capstone Course..... 3 hours

Select one of the following:

HDL	683	Assessment and Application of Leadership Research
NLS	680	Special Problems in Nonprofit Organizations

CERTIFICATE:**Nonprofit Leadership Studies**CIP 44.0702

The Nonprofit Leadership Studies Certificate program is designed to support professionals working in leadership roles and those seeking to advance into leadership roles in the nonprofit sector. In addition, it supports those wanting to transition from government or business into the nonprofit sector. The certificate will help ensure a quality understanding of the role of the nonprofit sector in strengthening civil society. In addition, students will customize the set of courses taken to align with career interests across the field

of practice. This program leads to a non-practice credential and is not approved by the Kentucky Educational Professional Standards Board.

Requirements for Admission

Admission is based on applicants holding an undergraduate degree from an accredited higher education institution.

Applicants must comply with the Murray State University requirements (see *Graduate Admissions*). Additional requirements for unconditional admission are as follows:

- unconditional admission is based on an undergraduate GPA of 3.0 or higher;
- conditional admission for applicants with an undergraduate GPA below 3.0 requires a letter of application to the Program Director of the Nonprofit Leadership Studies Program describing the interest in the program. A student who is admitted conditionally must maintain a GPA of 3.0. Failure to do so results in academic probation or academic suspension, per University policy.

Total Course Requirements..... 12 hours

Required for the first semester:

NLS 600 The Nonprofit Sector and Civil Society
With academic advisor support, select three of the following courses:

NLS	601	Seminar on Nonprofit Organizations
NLS	602	Financial Resource Management and Development
NLS	625	Nonprofit Organization Development, Management, and Leadership
NLS	665	Policy, Legal Issues, and Advocacy for Social Change in Nonprofit Organizations
NLS	675	Social Entrepreneurship
NLS	685	Seminar on Leadership Development

ENDORSEMENT: Environmental Education

ACCREDITED BY: Kentucky Education Professional Standards Board

Students enrolled in a M.A.Ed. in elementary, middle, or secondary education may complete a 12-hour environmental education endorsement. Certified teachers are also eligible. This endorsement may be sought in any degree-seeking or planned teacher education program.

Requirements..... 12 hours

EDU	615	Introduction to Environmental Education
EDU	664	Techniques of Teaching Environmental Education
<i>Choose two of the following:</i>		
EDU	620	Internship in Environmental Education
EDU	660	Special Problems in Environmental Education
EDU	663	Workshops in Environmental Education
EDU	665	Field Experiences in Environmental Education
EDU	667	International Environmental Education
EDU	668	Agriculture and the Environment in the Classroom
EDU	669	Investigation and Evaluation of Issues in Environmental Education

Department of Early Childhood and Elementary Education

3201 Alexander Hall

270-809-2500

Chair: Jacqueline Hansen. **Faculty:** Branch, Brown, Edington, Erikson, Fort, Gierhart, Gill, Grant, Hansen, Islam, Park, Patterson, Reed, Riley.

The Department of Early Childhood and Elementary Education prepares early childhood and elementary school teachers. Students completing one of the programs of study will be certified to apply to teach in an early childhood setting or in an elementary school. The programs are accredited by the Council for the Accreditation of Educator Preparation (CAEP) and the Kentucky Education Professional Standards Board.

The interdisciplinary early childhood education program prepares graduates to provide early intervention, care and educational services for infants, toddlers, preschool, and kindergarten children with and without disabilities and their families. The program includes courses in special education, early childhood, child development, and professional education. Center-based programs and public schools provide field and clinical experiences for majors.

The elementary education program prepares students to teach in elementary schools, kindergarten through fifth grade. Students are certified to teach all regular content areas to K-5 children. The four-year preparation program includes courses in University Studies, professional education, and elementary teaching methods. Students interact with children in local schools during the professional education courses taken each year of the program.

In addition to undergraduate degrees, the Department of Early Childhood and Elementary Education offers several Master of Arts in Education programs in teacher leader, interdisciplinary early childhood education, and reading and writing: literary specialist endorsement P-12. Students may also earn a Specialist in Education degree or endorsements in Instructional Computer Technology or in Environmental Education (housed in the Department of Community Leadership and Human Services).

Each of the master's programs provides for the renewal of the provisional teaching certificate and advancement to Rank I or Rank II classification. Interdisciplinary Early Childhood Education majors may seek initial certification at the graduate level by meeting all teacher education admission and student teaching requirements.

AREA:

Elementary School Education (P-5)

Bachelor of Arts

CIP 13.1202

ACCREDITED BY: Council for the Accreditation of Educator Preparation (CAEP); Kentucky Education Professional Standards Board

University Studies Requirements 45 hrs
(See *Academic Degrees and Programs*.)

University Studies selections must include:

•**Global Awareness, Cultural Diversity and the World's Artistic Traditions**

GSC 110 World Geography

•**Scientific Inquiry, Methodologies, and Quantitative Skills**

BIO 101 Biological Concepts

MAT 140 College Algebra

•**Social and Self-Awareness and Responsible Citizenship**

EDP 260 Psychology of Human Development

•University Studies Electives

EDU 103 Issues and Practices of American Education

One advisor approved University Studies course

Note: Admission to the teacher education program also requires a grade of B or better in one English composition course, a University Studies math course, COM 161 and EDU 103 or EDU 104. Additional requirements for admission to teacher education and student teaching must be met. See advisor and/or Office of Teacher Education Services for details.

Professional Education 29 hrs

EDU 100T Transitions¹

EDU 222 Instructional Technology

EDU 303 Strategies of Teaching

EDU 403 Structures and Foundations of Education²

ELE 383 Evaluation and Measurement in Elementary Education

ELE 421 Student Teaching in Elementary P-5, IECE²

SED 300 Educating Students with Disabilities

Elementary Education Courses..... 30 hrs

ELE 304 Teaching Elementary Mathematics

ELE 305 Children's Literature for Early and Developing Readers

ELE 307 Teaching Elementary Language Arts

ELE 310 Classroom Environment and Student Engagement for Elementary Teachers

ELE 390 Introduction to Kindergarten

ELE 400 Strategies and Assessment for Teaching Mathematics in the Elementary School²

ELE 401 Teaching Elementary Social Studies²

ELE 402 Teaching Elementary Science²

REA 306 Literacy Development in the Elementary School

REA 412 Assessment and Strategies for Struggling Readers²

Related Education Courses..... 15 hrs

ART 343 Art Materials and Techniques for the Classroom Teacher

ELE 311 Health, Wellness, and Movement

MAT 115 Mathematics for Middle and Elementary Teachers I

MAT 215 Mathematics for Middle and Elementary Teachers II

MUS 246 Music for Elementary Classroom Teachers

Advisor Approved Electives 6-8 hrs

Each student must complete two, advisor-approved university studies electives. These two courses should not replicate those used to meet university studies requirements.

Total Curriculum Requirements 125-127 hrs

¹Students may be required to take GUI 100 to support their academic efforts.

²Admission to Teacher Education required for all 400-level courses. Students shall not enroll in any educator preparation courses restricted to admitted candidates. (16 KAR 5:020)

AREA:

Elementary School Education (P-5)

Bachelor of Science

CIP 13.1202

ACCREDITED BY: Council for the Accreditation of Educator Preparation (CAEP); Kentucky Education Professional Standards Board

University Studies Requirements 39-41 hrs
(See *Academic Degrees and Programs*.)

University Studies selections must include:

•**Global Awareness, Cultural Diversity and the World's Artistic Traditions**

GSC 110 World Geography

•Scientific Inquiry, Methodologies, and Quantitative Skills

- BIO 101 Biological Concepts
- MAT 140 College Algebra
- one approved AST, CHE, GSC, or PHY elective

•University Studies Electives

- EDP 260 Psychology of Human Development
 - EDU 103 Issues and Practices of American Education
- Note:** Admission to the teacher education program also requires a grade of B or better in one English composition course, a University Studies math course, COM 161 and EDU 103 or EDU 104. Additional requirements for admission to teacher education and student teaching must be met. See advisor and/or Office of Teacher Education Services for details.

Professional Education 29 hrs

- EDU 100T Transitions¹
- EDU 222 Instructional Technology
- EDU 303 Strategies of Teaching
- EDU 403 Structures and Foundations of Education²
- ELE 383 Evaluation and Measurement in Elementary Education
- ELE 421 Student Teaching in Elementary P-5, IECE
- SED 300 Educating Students with Disabilities

Elementary Education Courses..... 30 hrs

- ELE 304 Teaching Elementary Mathematics
- ELE 305 Children’s Literature for Early and Developing Readers
- ELE 307 Teaching Elementary Language Arts
- ELE 310 Classroom Environment and Student Engagement for Elementary Teachers
- ELE 390 Introduction to Kindergarten
- ELE 400 Strategies and Assessment for Teaching Mathematics in the Elementary School²
- ELE 401 Teaching Elementary Social Studies²
- ELE 402 Teaching Elementary Science²
- REA 306 Literacy Development in the Elementary School
- REA 412 Assessment and Strategies for Struggling Readers²

Related Education Courses..... 15 hrs

- ART 343 Art Materials and Techniques for the Classroom Teacher
- ELE 311 Health, Wellness, and Movement
- MAT 115 Mathematics for Middle and Elementary Teachers I
- MAT 215 Mathematics for Middle and Elementary Teachers II
- MUS 246 Music for Elementary Classroom Teachers

Advisor Approved Electives 9-12 hrs

Each student must complete three, advisor-approved university studies electives. These three courses should not replicate those taken to meet university studies requirements.

Total Curriculum Requirements 122-127 hrs

¹Students may be required to take GUI 100 to support their academic efforts.

²Admission to Teacher Education required for all 400-level courses. Students shall not enroll in any educator preparation courses restricted to admitted candidates. (16 KAR 5:020)

Graduate Programs

**Master of Arts in Education
Elementary Teacher Leader**

CIP 13.1202

ACCREDITED BY: Council for the Accreditation of Educator Preparation (CAEP); Kentucky Education Professional Standards Board.

Total Course Requirements 30 hours

- EDU 600 Introduction to Teacher Leadership
- EDU 631 Classroom Management and Student Motivation
- EDU 633 Curriculum Development
- EDU 637 Instruction for Diverse Learners
- EDU 639 Research to Improve Student Learning^{R, 1}
- EDU 640 Exit Seminar in Teacher Leadership^t

Academic Emphasis

Choose either the elementary emphasis courses or the literacy emphasis courses listed below:

Elementary

Students may choose elementary concentration supporting the teaching field or an educational endorsement concentration.

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

¹Students must complete EDU 600 before enrolling in EDU 639.

Literacy

Please note that this program does not lead to endorsement as a literacy specialist. Students interested in pursuing a Literacy Specialist Endorsement should complete the Master of Arts in Education: Reading and Writing program.

- REA 612 Foundations of Literacy
 - REA 618 Content Area Literacy K-12
 - REA 626 Word Study: Phonics, Spelling and Vocabulary
- and choose three credit hours from the following or other literacy electives approved by advisor:*

- ELE 602 Integrating Language Arts in the Curriculum
- ELE 616 Research in Children’s Literature
- ENG 604 Purchase Area Writing Project I
- ENG 605 Purchase Area Writing Project II
- LIB 617 Research in Young Adult Literature
- REA 624 Kentucky Reading Project

¹Students must complete EDU 600 before enrolling in EDU 639.

**Specialist in Education
Teacher Education and Professional Development**

CIP 13.1206

ACCREDITED BY: Council for the Accreditation of Educator Preparation (CAEP); Kentucky Education Professional Standards Board.

Total Course Requirements 30 hours

- EDP 675 Advanced Educational Psychology
- EDU 622 Philosophy of Education
- EDU 798 Specialty Study^{L, R}
- ELE 647 Curriculum in the Elementary School
- or*
- MID 640 Middle School Curriculum
- or*

SEC 641 Building the Curriculum of the Secondary School Electives (15 hrs)

Approved in advance by the student's specialist committee.

Other Degree Requirements

Defense of specialty study. See MSU/COEHS requirements.

Master of Arts in Education

Reading and Writing

CIP 13.1315

ACCREDITED BY: Council for the Accreditation of Educator Preparation (CAEP); Kentucky Education Professional Standards Board.

NON-THESIS TRACK ONLY

Total Course Requirements 30 hours

EDU 631 Classroom Management and Student Motivation

EDU 637 Instruction for Diverse Learners

EDU 639 Research to Improve Student Learning^{L, R}

Reading Concentration

REA 612 Foundations of Literacy

REA 618 Content Area Literacy K-12

REA 628 Literacy Assessment

REA 638 Assessment and Instruction of Children with Reading Difficulties

REA 639 Supervised Practicum in Reading^{PT}

Limited reading/writing electives approved in advance by the student's education advisor (6 hrs)

At least one course with a major emphasis on writing (e.g. ENG 604/605, ELE 602, REA 626) MUST be included.

AREA:

Interdisciplinary Early Childhood Education (Birth to Primary)

Bachelor of Science/Bachelor of Arts

CIP 13.1210

ACCREDITED BY: Council for the Accreditation of Educator Preparation (CAEP); Kentucky Education Professional Standards Board

University Studies Requirements 38-41 hrs

(See *Academic Degrees and Programs*.)

University Studies selections must include:

•Scientific Inquiry, Methodologies, and Quantitative Skills

BIO 101 Biological Concepts

MAT 117 Mathematical Concepts (or higher)

Math or Science elective (B.S. only)

•Global Awareness, Cultural Diversity and the World's Artistic Traditions

THD 104 The Theatrical Experience

Foreign Language (B.A. only 6 hours)

•Social and Self-Awareness and Responsible Citizenship

SOC 133 Introduction to Sociology

•World's Historical, Literary, and Philosophical Traditions

Literature, Philosophy, or Fine Arts elective (B.A. only)

•University Studies Electives

CSC 199 Introduction to Information Technology

PSY 180 General Psychology (B.S. only)

Note: Certification requires a grade of *B* or better in one English composition course and a *B* or better in a University Studies math course, COM 161, and EDU 103 or EDU 104. Additional requirements for admission to teacher education and student teaching must be met. See advisor and/or Office of Teacher Education Services for details.

Professional Studies 26 hrs

ART 343 Art Materials and Techniques for the Classroom Teacher

EDP 260 Psychology of Human Development

EDU 100T Transitions

EDU 103 Issues and Practices of American Education

EDU 403 Structures and Foundations of Education

ELE 421 Student Teaching in Elementary P-5, IECE

Interdisciplinary Early Childhood Courses 51 hrs

CDI 340 Speech and Language Development

ELE 301 Language and Early Literacy for Early Childhood

ELE 302 Music and Movement for Young Children

ELE 308 Teaching Mathematics and Science in Early Childhood

ELE 390 Introduction to Kindergarten

ELE 410 Collaboration and Communication in IECE Environments

ELE 439 Early Childhood Assessment and Program Development

ELE 455 Curriculum and Methods for Infants and Toddlers

ELE 474 IECE Practicum¹

FCS 250 Early Childhood Development

FCS 310 Program Planning for Preschool Children

FCS 311 Child Guidance

SED 300 Educating Students with Disabilities

SED 404 Special Education Procedures and Strategies for IECE

SED 409 Instructional Procedures-Students with MSD

SED 526 Education of Young Children with Disabilities

SWK 405 Child Abuse and Neglect

Advisor Approved Electives 2-5 hrs

Total Curriculum Requirements 120 hrs

¹Admission to Teacher Education required. Students shall not enroll in any educator preparation courses restricted to admitted candidates. (16 KAR 5:020)

Graduate Program

Master of Arts in Education

Interdisciplinary Early Childhood Education CIP 13.1210

ACCREDITED BY: Council for the Accreditation of Educator Preparation (CAEP); Kentucky Education Professional Standards Board.

This program leads to eligibility for certification in interdisciplinary early childhood education (birth to primary). Appropriate undergraduate majors for program entry are child development, early childhood education, special education, communication disorders, or other human service fields.

IECE CERTIFICATION

Total Course Requirements 33 hours

EDU 639 Research to Improve Student Learning^{L, R}

ELE 604 Advanced Studies in Kindergarten

ELE 605 Introduction to Interdisciplinary Early Childhood Education

FCS 625 Advanced Child Development Programs

SED 604 Special Education Procedures and Strategies for IECE

SED 626 Education of Young Children with Disabilities

SED 640 Practicum (1 hr)^{PT, 1}

or

ELE 612 Infant-Toddler Practicum^{PT}

and

ELE 613 Clinical Experiences IECE^{PT}

- SED 652 Assessment and Program Planning - Infants, Toddlers, Preschoolers and Families
- SED 653 Methods and Materials for Infants, Toddlers and Preschoolers
- Elective (3 hrs) with early childhood emphasis chosen with advisor approval. SED 602, 645, ELE 606 or ELE 620 are recommended.

IECE TEACHER LEADERSHIP

Minimum Course Requirements 30 hours

Teacher Leadership Core Courses 15 hrs

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

IECE Concentration 9 hrs

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

Electives 6 hrs

IECE elective courses chosen with advisor approval.

SED 602, 645, ELE 606 or ELE 620 are recommended.

^RStudents seeking initial certification in education (not currently certified in any educational area) must meet all requirements for admission to Teacher Education and Student Teaching. In order to meet these requirements, students may be required to complete additional undergraduate coursework. Students seeking initial certification in education must complete ELE 612 and 613 and should consult with their advisor and the Director of Teacher Education for additional requirements. Students certified in any education area must take SED 640 to add IECE certification.

Other Degree Requirements

Students must receive a “pass” on the graduate portfolio. Students seeking initial certification must meet all requirements for admission to Teacher Education and Student Teaching. Teacher certification requirements are subject to change. Please refer to the Education Professional Standards Board (EPSB) website at www.kyepsb.net for current requirements or contact 502-564-4606 or 888-598-7667.

ENDORSEMENT: Instructional Computer Technology

ACCREDITED BY: Kentucky Education Professional Standards Board

Students seeking the M.A.Ed. in elementary, middle, or secondary education may complete a 12-hour instructional computer technology endorsement. Students may seek certificate endorsement in instructional computer technology by completing any combination of 12 hours in the following courses.

Requirements 12 hours

- EDU 606 Preparation of Curriculum Materials
- EDU 626 Integration Educational Technology
- Choose two courses from the following:*
- ADM 670 Topics in Educational Technology
- CTE 667 Emerging Trends in Instructional Technology
- SED 614 Advanced Instructional Technology

An instructional computer technology endorsement also requires one year of successful teaching experience. The endorsement is valid for grades P-12.

**Department of Educational Studies,
Leadership and Counseling**

3201 Alexander Hall

270-809-6471

Chair: Susana Bloomdahl. **Faculty:** Bakes, L. Clark, T. Clark, Dodson, Dunham, Koren, Littlepage, Patel, Pender Baum, Pharis, Wilson, Wu, Xu.

The Department of Educational Studies, Leadership and Counseling offers a full range of graduate programs in leadership and counseling. The programs, which range from a Master’s degree to a Doctor of Education, are fully-accredited and designed to provide candidates with the highest quality experiences. Program areas are: (1) postsecondary education administration; (2) school administration, including school principal, supervisor of instruction, director of special education, director of pupil personnel, and superintendent; (3) school counseling, (4) school psychology, including individual intellectual assessment endorsement; (5) clinical mental health counseling; (6) human development and leadership; (7) gifted and talented education; and (8) library media.

Education Programs

Program Director: Randy Wilson

Location: 3201 Alexander Hall

**Doctor of Education in
P-20 and Community Leadership**

The Doctor of Education in P-20 and Community Leadership is designed to foster innovation and creative leadership for experienced educational and community leaders through advanced degree experiences. There are four areas of specialization for the Doctorate of Education in P-20 and Community Leadership: (1) pK-12 Leadership, (2) Postsecondary Leadership, (3) Science, Technology, Engineering, and Mathematics Leadership, and (4) Agriculture Education Leadership.

Requirements for Admission

The program is designed for candidates who have both the academic requirements and sufficient professional preparation and experiences to suggest success at the doctoral level, as well as success as P-20 leaders. The minimum requirements articulated below qualify applicants for consideration, but do not guarantee admission. Admission is granted on a competitive basis.

Unconditional

Admission requirements to the Ed.D. program are as follows:

- An earned master’s degree from a regionally accredited institution of higher education with a GPA of 3.0 or above.
- Note:** STEM Specialization requires a Masters degree in a STEM area;
- a recent (less than five years) Graduate Record Examination (GRE) score detailing Verbal Reasoning, Quantitative Reasoning and Analytical Writing categories;
- a professional resume;
- three confidential professional letters of recommendation and a completed recommendation form attesting to leadership ability and scholarship of the applicant;
- a minimum of three years of successful leadership experience in a pK-12, postsecondary or related community setting;
- a letter of application that addresses applicant’s qualifications and purpose for pursuing the doctorate;
- samples of professional and/or academic writing; and

- a statement of support from the applicant’s employer or a written plan for how the applicant will meet the demands of the program and maintain professional responsibilities; and
- an interview with the program faculty.

Admission is not based on any sole factor but on a combination of the applicant’s academic record and application materials, which describe professional and leadership experiences and academic abilities. Finalists for admission will complete an interview with program faculty to ensure a match between applicant’s abilities and the program’s goals and objectives.

Application deadlines will be posted on the Department of Educational Studies, Leadership and Counseling website for each admission cycle. Applicants should obtain a Program Application by contacting the program at www.murraystate.edu/p20 or 270-809-2793.

Other Degree Requirements

Satisfactory progress through the Ed.D. program requires the following:

- maintenance of a 3.0 overall GPA,
- completion of the early program qualifying exam with a passing score,
- completion of the written and oral qualifying comprehensive examination with a passing score,
- completion of the requirements for clinical field experiences,
- successful defense of the Dissertation Proposal, and
- successful defense of the Dissertation.

Detailed information about these and other policies, such as academic honesty, dissertation guidelines and comprehensive exams, is available from the Department of Educational Studies, Leadership and Counseling and in the Doctor of Education in P-20 and Community Leadership Program Handbook.

Exit Criteria

- Candidates must have a 3.0 overall GPA to qualify for graduation.
- Verification of required clinical experience.
- Successful defense of dissertation.

**Doctor of Education
P-20 and Community Leadership/pK-12 Specialization**
CIP 13.0401

Total Course Requirements..... 60 hours

Core Courses 42 hrs

- ADM 725 Advanced Methods of Quantitative Research in Education
- ADM 730 Advanced Educational Research
- ADM 735 Institutional Research, Assessment and Accreditation
- ADM 800 Seminar in Individual Leadership Development
- ADM 810 Leadership and Ethics in a Diverse Society
- ADM 820 Foundations of P-20 Education
- ADM 830 Development of P-20 Learners
- ADM 900 Clinical Practice I: P-20 Leadership
- ADM 910 Clinical Practice II: P-20 Leadership
- ADM 920 Dissertation Seminar I¹
- ADM 930 Dissertation Seminar II²
- ADM 940 Dissertation Seminar III³
- COM 887 Seminar in Organizational Leadership
- MGT 801 Educational Entrepreneurism

Specialization Area 18 hrs

- ADM 750 Philanthropy and Community Engagement: Institutional Advancement in Education
- ADM 755 The Role of Community Partnerships and Outreach in Education

ADM 760 Executive Leadership
Nine (9) hours of approved electives

¹Students must pass Qualifying Exam before enrolling in ADM 920.

²All ADM 920 course requirements must be met to continue to ADM 930.

³Students must maintain enrollment in ADM 940 until successful defense.

**Doctor of Education
P-20 and Community Leadership/Postsecondary Specialization**
CIP 13.0401

Total Course Requirements..... 60 hours

Core Courses 42 hrs

- ADM 725 Advanced Methods of Quantitative Research in Education
- ADM 730 Advanced Educational Research
- ADM 735 Institutional Research, Assessment and Accreditation
- ADM 800 Seminar in Individual Leadership Development
- ADM 810 Leadership and Ethics in a Diverse Society
- ADM 820 Foundations of P-20 Education
- ADM 830 Development of P-20 Learners
- ADM 900 Clinical Practice I: P-20 Leadership
- ADM 910 Clinical Practice II: P-20 Learner
- ADM 920 Dissertation Seminar I¹
- ADM 930 Dissertation Seminar II²
- ADM 940 Dissertation Seminar III³
- COM 887 Seminar in Organizational Leadership
- MGT 801 Educational Entrepreneurism

Specialization Area 18 hrs

- PSE 750 Academic Program Management and Evaluation
- PSE 755 Postsecondary Instructional Support Systems
- PSE 760 Organization and Operations in Postsecondary Education

Nine hours of approved electives

¹Students must pass Qualifying Exam before enrolling in ADM 920.

²All course requirements must be met to continue to ADM 930.

³Students must maintain enrollment in ADM 940 until successful defense.

**Doctor of Education
P-20 and Community Leadership/STEM Specialization**
CIP 13.0401

Total Course Requirements..... 60 hours

Core Courses 42 hrs

- ADM 725 Advanced Methods of Quantitative Research in Education
- ADM 730 Advanced Educational Research
- ADM 735 Institutional Research, Assessment and Accreditation
- ADM 800 Seminar in Individual Leadership Development
- ADM 810 Leadership and Ethics in a Diverse Society
- ADM 820 Foundations of P-20 Education
- ADM 830 Development of P-20 Learners
- ADM 900 Clinical Practice I: P-20 Leadership
- ADM 910 Clinical Practice II: P-20 Learner
- ADM 920 Dissertation Seminar I¹
- ADM 930 Dissertation Seminar II²
- ADM 940 Dissertation Seminar III³
- COM 887 Seminar in Organizational Leadership
- MGT 801 Educational Entrepreneurism

Specialization Area 18 hrs

- STM 901 Professional Studies in STEM Education I
 - STM 902 Professional Studies in STEM Education II
 - STM 904 Contemporary Issues in STEM Policy and Education
- Nine hours of approved STEM area electives in the student's area.

¹ Students must pass Qualifying Exam before enrolling in ADM 920.

² All course requirements must be met to continue to ADM 930.

³ Students must maintain enrollment in ADM 940 until successful defense.

Doctor of Education

P-20 and Community Leadership/Agricultural Education Leadership Specialization

CIP 13.0401

Total Course Requirements 60 hours

Core Courses 42 hrs

- ADM 725 Advanced Methods of Quantitative Research in Education
- ADM 730 Advanced Educational Research
- ADM 735 Institutional Research, Assessment and Accreditation
- ADM 800 Seminar in Individual Leadership Development
- ADM 810 Leadership and Ethics in a Diverse Society
- ADM 820 Foundations of P-20 Education
- ADM 830 Development of P-20 Learners
- ADM 900 Clinical Practice I: P-20 Leadership
- ADM 910 Clinical Practice II: P-20 Learner
- ADM 920 Dissertation Seminar I¹
- ADM 930 Dissertation Seminar II²
- ADM 940 Dissertation Seminar III³
- COM 887 Seminar in Organizational Leadership
- MGT 801 Educational Entrepreneurism

Specialization Area 18 hrs

- AED 900 Trends and Advocacy in Agricultural Leadership
 - AED 910 Agricultural Education Stewardship in Practice
 - AED 920 Seminar in Agricultural Education Leadership
 - AED 930 Training and Presentation Development Strategies for Agricultural Audiences
 - AED 940 Agricultural Education Supervision in Practice
- AED/AGR elective (3 hrs)

¹ Students must pass Qualifying Exam before enrolling in ADM 920.

² All course requirements must be met to continue to ADM 930.

³ Students must maintain enrollment in ADM 940 until successful defense.

Postsecondary Education Administration

Program Coordinator: Ben Littlepage

Location: 3201 Alexander Hall

The Master of Arts in Postsecondary Education Administration prepares individuals for careers in 2-year and 4-year postsecondary institutions and fields related to higher education through the service regionally, nationally, and internationally. The curriculum provides students with a foundation of research, administration, leadership, development theory, multicultural and diversity issues, group/team dynamics, and legal/ethic issues. One 150-clock hour internship provides the depth of experience needed for careers in postsecondary education and related fields.

Requirements for Admission

The program is designed for candidates who have a desire to move into leadership positions within a 2-year or 4-year postsecondary institution. The program allows for full-time or part-time study. If a student desires to complete the degree on a part-time basis, it is

strongly recommended that the student be employed in a postsecondary setting to facilitate the completion of internship requirements. The minimum requirements articulated below qualify applicants for consideration, but do not guarantee admission. Admission is granted on a competitive basis.

Unconditional

Admission requirements are as follows:

- an earned bachelor's degree from a regionally accredited institution of higher education with a GPA of 3.0 or above;
- application for admission to the MSU Graduate School;
- application for admission to the Master of Arts in Postsecondary Education Administration program;
- three confidential professional letters of recommendation attesting to leadership ability and scholarship of the applicant;
- two writing samples as defined by the criteria on the application for admission to the Master of Arts in Postsecondary Education Administration program; and
- a successful interview with the graduate faculty (if necessary).

Admission is not based on any sole factor but on a combination of the applicant's academic record and application materials, which describe professional and leadership experiences and academic abilities. Finalists for admission will complete an interview with program faculty to ensure a match between applicant's abilities and the program's goals and objectives.

Application deadlines will be posted on the Department of Educational Studies, Leadership and Counseling website for each admission cycle. Applicants should obtain a Program Application by contacting the department at www.murraystate.edu/pse or 270-809-2793.

Exit Criteria

Candidates must have a 3.0 overall GPA to qualify for graduation.

Verification of required Internship experiences.

Successful completion of the capstone research project or case study analysis.

Detailed information about these and other policies, internship guidelines, and the capstone research project, is available at the Postsecondary Education Administration Program website, www.murraystate.edu/pse.

Master of Arts

Postsecondary Education Administration

CIP 13.0406

Total Course Requirements 36 hours

- ADM 630 Methods of Research
- ADM 735 Institutional Research, Assessment and Accreditation
- CNS 635 Human Development
- PSE 615 Introduction to Student Affairs in Higher Education
- PSE 616 College Students in the United States
- PSE 630 Globalization and Internalization of Higher Education
- PSE 700 History and Foundations of American Higher Education
- PSE 710 Higher Education and the Law
- PSE 740 Contemporary Issues in Postsecondary Education
- PSE 755 Postsecondary Instructional Support Systems
- PSE 760 Organization and Operations in Postsecondary Education
- PSE 720 Internship I

CERTIFICATE:**College Advising**

CIP 13.1102

The Certificate in College Advising equips individuals with counseling-based advising skills and an organizational understanding for postsecondary education. Although the certificate program is open to individuals who meet the admissions criteria, ideal candidates are those who work or desire to work in the counseling or postsecondary education administration field, workforce development, or career centers.

Requirements for Admission

Students who hold an undergraduate degree, graduate degree, or those currently enrolled in a graduate program may apply for the Certificate in College Advising.

Applicants must comply with Murray State University requirements (see *Graduate Admissions*). Additional requirements for unconditional admission are as follows:

- a recent (less than five years) Graduate Record Examination (GRE) score; or an earned master's degree in Postsecondary Education Administration, Higher Education Administration, or related field, from a regionally accredited college or university;
- a written statement of intent for admission into the Certificate for College Advising program;
- a current resume; and
- three letters of recommendation from people able to address the applicant's potential to be successful in college advising.

Conditional admission will be determined by the Coordinator of the Certificate in College Advising.

Total Course Requirements 12 hours

CNS 619	Foundational Counseling Techniques
CNS 686	Career Counseling
PSE 616	College Students in the United States
PSE 740	Contemporary Issues in Postsecondary Education

Other Degree Requirements

Students must complete the 12 credit-hour curriculum and a culminating project to successfully complete the certificate program. Through the culminating project, students will integrate disparate concepts from each of the certificate courses in the form of a synthesized case study. In the culminating project, the student will craft a detailed story of a college student, develop a plan of action that reflects key concepts from the core curriculum, and identify an appropriate theory that would be used to guide a professional in working with the case study subject. Students will discuss the basis for their culminating project with the certificate coordinator.

pK-12 School Administration Programs

Program Coordinator: Richard Dodson
Location: 3201 Alexander Hall

**Specialist in Education
Education Administration**

CIP 13.0499

ACCREDITED BY: Council for the Accreditation of Educator Preparation (CAEP).

The Specialist in Education: Education Administration is designed for individuals pursuing district-level certification in K-12 education. This is a 21-hour program in addition to a 30-hour Master of Arts in Education: Education Administration degree. Upon completion of the 30-hour education administration master's degree, the student may reapply to the Education Administration Specialist program and complete the remaining 21 hours.

NOTE: Total program hours must equal or exceed 60 hours beyond the bachelor's degree. Additional advisor-approved elective(s) may be required with chair approval, curriculum may be used for only certification or rank change.

Requirements for Admission

Admission requirements are as follows:

- earned Master of Arts in Education: Education Administration degree;
- a valid Kentucky Teaching Certificate; and
- a minimum of five (5) years of experience as a professional educator at time of application.

Total Course Requirements 21-30 hours

ADM 667	Pupil Personnel Accounting ¹
	or
SED 650	Administration of Special Education Programs
ADM 669	Seminar in School Administration ^R
ADM 677	Crisis Management in Educational Settings ¹
ADM 739	Roles and Responsibilities of the School Superintendent ^L
ADM 749	School District Management
ADM 759	Instructional Planning in Education
ADM 779	The Superintendency Capstone ^{PT, 2}
	or
ADM 798	Specialty Study ³

Advisor approved electives as needed (0-9 hrs)

Exit Criteria

Verification of field experiences.
Successful defense of specialty study or capstone project.

¹ Field experience required

² Capstone project embedded in final course.

³ Students not admitted to superintendent program must take ADM 798.

**Master of Arts in Education
Education Administration**

CIP 13.0499

ACCREDITED BY: Council for the Accreditation of Educator Preparation (CAEP).

The Master of Arts in Education Administration is designed for individuals seeking initial professional certification for Kentucky Instructional Leadership-School Principal (Level 1), and/or certification as a Career and Technical Education principal. This degree is required for admission to other Kentucky Professional Administrative Certificate programs. Coursework is aligned with the Interstate School Leader Licensure Consortium (ISLLC) standards, the Technology Standards for School Administrator (TSSA), and the Kentucky Dispositions, Dimensions and Functions for School Leaders (KDF). There are over 500 hours of documented field experience required, which occur with a diversity of students in different contexts (elementary, secondary) and at different levels of engagement (observing, participating, leading). Admission to the program is competitive, selective, and collaborative. Pursuant to 16 KAR 3:050, Murray State University and partner school districts collaborate to co-select candidates, co-design program experiences, and coordinate resources to support candidate field-experience (i.e., release time, access to data, mentoring). Applicants must be affiliated with a partner school district through employment or through a Statement of Sponsorship. For certification as Kentucky Instructional Leadership-School Principal (Level 1) applicants must possess a master's degree, making this a second master's degree. Career and Technical Education applicants with initial certification at the associate degree level, may enter the program as a first master's degree and are restricted to the CTE Principal certificate with an earned bachelor's degree.

Admission Requirements

- an earned master’s degree from a regionally accredited college or university;
- documented affiliation with a partner school district;
- a minimum of three (3) years of teaching experience at time of application; and
- a valid Kentucky Teaching Certificate or an approved waiver of Kentucky certification.

Procedures for Admission

This program is organized and delivered through a regional cohort model. Applicants should contact the Department of Educational Studies, Leadership and Counseling to obtain a schedule of cohorts, application deadline dates, and a departmental application. All application materials must be submitted by the advertised deadline for consideration for the cohort. These materials include:

- completed departmental and university graduate applications;
- current professional resume reflecting leadership experiences;
- requested letters of reference and completed rating sheets; and
- requested essays.

All application materials will be screened and interviews schedule by a selection committee for each cohort. Following the interviews, applicants will be notified of the admission decision by the department.

Total Course Requirements 30 hrs

MA and Level 1 Certification

- ADM 601 School Leadership and Culture¹
- ADM 602 Socio-Political Dimensions of School Leadership¹
- ADM 611 School-wide Instructional Leadership¹
- ADM 612 Development of School Personnel¹
- ADM 631 Organization and Operation of Schools
- ADM 632 Principal Internship I^{PT,1}
- ADM 671 Principal Internship II^{R,1}
- ADM 672 Legal and Ethical Issues in Schools
- ADM 681 Instructional Leadership for Diverse Learners
- ADM 682 Principal Internship III¹

Exit Criteria

- Verification of internship and field experience hours.
- Successful defense of capstone project.
- Must have at least a 3.00 cumulative GPA.

¹ Field experience required.

Certification Procedures

For certification as Instructional Leadership-School Principal Level 1, the candidate must show proof of an earned Master of Arts in Education: Education Administration and passing scores of the following tests: 1) School Leader Licensure Assessment (#1494) and 2) the Kentucky Principal test with chair approval, a program may be developed only for certification and rank change purposes.

Within five years of receipt of the Level 1 certificate, the program for Level 2 must be completed.

Level II Principal Certification 6 hrs

- ADM 669 Seminar in School Administration
- Advisor approved elective based upon candidate needs (3 hrs)

Career and Technical Education Principal Concentration Requirements for Admission

- an earned master’s degree from a regionally accredited college or university;

- NOTE:** Occupation-based candidates: earned bachelor’s degree in appropriate area from a regionally accredited college or university;
- documented affiliation with a partner school district or technical center;
 - a minimum of three (3) years of teaching experience at time of application; and
 - a valid Kentucky Teaching Certificate in CTE area or an approved waiver of Kentucky certification.

Procedures for Admission

This program is organized and delivered through a regional cohort model. Applicants should contact the Department of Educational Studies, Leadership and Counseling to obtain a schedule of cohorts, application deadline dates, and a departmental application. All application materials must be submitted by the advertised deadline for consideration for the cohort. These materials include:

- completed departmental and university graduate applications;
- current professional resume reflecting leadership experiences;
- requested letters of reference and completed rating sheets; and
- requested essays.

All application materials will be screened and interviews schedule by a selection committee for each cohort. Following the interviews, applicants will be notified of the admission decision by the department.

Total Course Requirements 30 hrs

MA and Career and Technical Education Certification

- ADM 601 School Leadership and Culture¹
- ADM 602 Socio-Political Dimensions of School Leadership¹
- ADM 611 School-wide Instructional Leadership¹
- ADM 612 Development of School Personnel¹
- ADM 671 Principal Internship II^{R,1}
- ADM 672 Legal and Ethical Issues in Schools
- ADM 681 Instructional Leadership for Diverse Learners
- ADM 682 Principal Internship III^{PT,1}
- CTE 672 Managing CTE Learning Facilities¹
- CTE 676 Organization and Administration of Career and Technical Education¹

¹ Field experience required.

Exit Criteria

- Verification of internship and field experience hours.
- Successful defense of capstone project.

Certification Procedures

For certification as a Career and Technical Education Principal, the candidate must show proof of an earned master’s in education administration and passing scores of the following tests: 1) School Leader Licensure Assessment (#1494) and 2) the Kentucky Principal test. With chair approval, a program may be developed for certification and rank change only.

Note: Candidates completing the program as a second master’s may also earn certification as School Principal Level 1 by completing ADM 631.

Master of Arts in Education (Middle or Secondary Education) with School Improvement Leader Concentration

Students seeking a middle or secondary M.A.Ed. or +30 program in middle or secondary education, may complete a 12-hour school improvement leader concentration as part of the program requirements. Course experiences within the concentration are designed to support teachers as they serve in leadership roles such as School-Based Decision Making councils. This concentration does not lead to administrative certification or endorsement.

Total Course Requirements 12 hours

ADM 627 School Law and Finance for Teachers¹
ADM 656 School Improvement Processes for Teachers
ADM 657 Educational Policy and Ethics
Advisor approved ADM elective (3 hrs)

Master of Arts in Education Library Media

CIP 13.1334

The Master of Arts in Education in Library Media offers two areas of emphasis. The certified teacher course of study is offered for students with a teaching certificate that would like certification as a school media librarian. The initial certification course of study is appropriate for students with no teaching certificate that would like to begin an education career as a school media librarian.

Requirements for Admission

All applicants to the library media program should meet the minimum requirements outlined below.

- an earned bachelor's degree from a regionally accredited institution with a minimum GPA of 2.75;
- application for admission to the MSU Graduate School; and
- application for admission to the library media program.

Admission is not based on any sole factor, but a combination of the applicant's academic record and application materials.

Total Course Requirements 33 hours

Profession Education 9 hours

EDU 626 Integrating Educational Technology
EDU 633 Curriculum Development
EDU 639 Research to Improve Student Learning^R

Concentration 12 hours

LIB 600 Libraries and Education¹
LIB 620 Library Administration
LIB 630 Organizing and Managing Library Collections
LIB 640 21st Century Skills and Services
LIB 699 Exit Seminar in Library Media Education^{L,2}

CERTIFIED TEACHER TO ADD LIBRARY MEDIA CERTIFICATION

Clinical Experience 3 hours

Choose three of the four following courses:

LIB 626 Administration Practicum in Library Media^{PT}
LIB 636 Cataloging Practicum in Library Media^{PT}
LIB 646 21st Century Skills Practicum in Library Media^{PT}
LIB 656 Technology Practicum in Library Media^{PT}

Electives 9 hours

(Limited to library media or library media related courses approved in advance by the student's advisor.)

ELE 616 Research in Children's Literature

or

LIB 617 Research Young Adult Literature
LIB 601 Learning and Libraries

or

LIB 604 Library in the School Curriculum
LIB 610 Collection Management

¹ LIB 600 must be taken during the first semester of the program.

² LIB 699 must be taken in the last semester of the program.

INITIAL CERTIFICATION

Students seeking initial certification in education (not currently certified in any educational area) must pass the Praxis Core Academic Skills Test for Educators (CASE) and attend an on-campus *Admission to Teacher Education* orientation before admission to the program. During the first few semesters of the program, the student must meet all requirements for admission to Teacher Education (16 KAR 5:020), including but not limited to, completing 200 hours of field experience, in compliance with 16 KAR 5:040 (3). Fifty of these hours will come from LIB 600 and the remaining 150 hours of field experience will come from three of the four practicum classes. In order to meet the requirements for admission to Teacher Education, students may be required to complete additional graduate or undergraduate coursework. Students seeking initial certification in education should consult with their advisor and the Director of Teacher Education for requirements.

Clinical Experience 3 hours

Choose three of the following four courses:

LIB 626 Administration Practicum in Library Media
LIB 636 Collections Practicum in Library Media
LIB 646 21st Century Skills Practicum in Library Media
LIB 656 Technology Practicum in Library Media

Student Teaching Experience 3 hours

LIB 613 Clinical Experience in Library Media¹

Electives 6 hours

ELE 616 Research in Children's Literature
or
LIB 617 Research Young Adult Literature
LIB 601 Learning and Libraries

or

LIB 604 Library in the School Curriculum

¹ Requires admission to Teacher Education and admission to Student Teaching.

Other Degree Requirements

Students must maintain a minimum GPA of 3.0 and successfully complete the program portfolio. Students must achieve a passing score on the Praxis II for Library Media Specialist (5311), and if the candidate is going for initial certification, a passing score on the Principles of Learning and Teaching Test (5622, 5623, 5624).

Student Teaching Requirements

Requirements for student teaching are described in the introductory section of the College of Education and Human Services. Questions should be directed to the office of Teacher Education Services, 270-809-2054.

ENDORSEMENT: Gifted Education

Students enrolled in M.A.Ed. or +30 program in elementary, middle, or secondary education may complete a 12-hour gifted education endorsement. Certified teachers are also eligible. The courses for the certificate include:

Total Course Requirements 12 hours

GTE 691	Nature and Needs of the Gifted Student ^L
GTE 692	Methods and Materials for Teaching Gifted Students
GTE 694	Supervised Practicum in Gifted Education ^{PT}

Choose one of the following:

EDU 621	Advanced Methods of Teaching ¹
EDU 637	Instruction for Diverse Learners ¹
GTE 693	Educational Programs for Gifted Students

¹This course may not be used as an elective when required within a graduate level program.

A gifted education endorsement also requires one year of successful teaching experience. The endorsement is valid for grades K-12; however, assignment to a full-time self-contained gifted education class shall be restricted to the level of the base certificate. The endorsement shall have the same duration as the base certificate.

Exit Assessment: GPA of 3.0 or higher in endorsement courses, with completed GTE 694, and a portfolio score of 82 or above. Individuals applying for this endorsement September 1, 2009 or after, must successfully complete Praxis II Gifted Education (5358).

Kentucky Administrator Professional Endorsements

There are four Kentucky administrative endorsements that may be obtained at the post-master's degree level. These endorsements are a) Instructional Leadership-School Superintendent, b) Instructional Leadership-Supervisor of Instruction c) Director of Pupil Personnel, and d) Director of Special Education. All programs are aligned to the Interstate School Leader Licensure Standards and the Technology Standards for School Administrators.

Requirements for Admission

Applicants to these programs must have the following:

- earned Master of Arts in Education: Education Administration degree;
- a valid Kentucky Teaching Certificate;
- a minimum of three (3) years of teaching experience at time of application; and
- additional requirements as listed with each endorsement as appropriate.

ENDORSEMENT:

Instructional Leadership-School Superintendent

Applicants should apply to the MSU Graduate School and obtain a program application from www.murraystate.edu/elc.

Requirements for Admission

Pursuant to 16 KAR 3:010, applicants must submit the following:

- a) a valid Kentucky Professional Certificate;
- b) evidence of a minimum of three years of teaching experience at time of application;
- c) evidence of at least two years of experience in a position of school principal, supervisor of instruction, guidance counselor, director of pupil personnel; director of special education, school business administrator, local district coordinator of vocational education, or a coordinator, administrator, or supervisor of district-wide services. Other administrative experience may be substituted for this require-

ment with the approval of the Education Professional Standards Board.

d) an admission portfolio that includes a written statement from a supervisor or education agency representative attesting to the skills and evidence of the applicant's suitability in the following areas:

1. The ability to improve student achievement;
2. Knowledge of school laws related to school finance, school operations, and personnel matters;
3. The ability to implement curriculum, instruction, and assessment;
4. A commitment to ongoing professional growth;
5. Effective communication skills; and
6. The ability to build relationships, foster teamwork, and develop networks.

e) Proof the applicant completed a master's degree program.

Total Course Requirements 12 hours

ADM 739	Roles and Responsibilities of the School Superintendent ^L
ADM 749	School District Management
ADM 759	Instructional Planning in Education
ADM 779	The Superintendency Capstone ^{PT, 1}

¹ Must be unconditionally admitted to superintendent program to enroll.

Exit Criteria

- Successful defense of the Capstone Project.
- Verification of all field experience and mentor hours.

ENDORSEMENT:

Instructional Leadership-Supervisor of Instruction

Level I Total Course Requirements 6 hours

ADM 669	Seminar in School Administration
ADM 749	School District Management

Level II Total Course Requirements 3 hours

ADM 759	Instructional Planning in Education
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ENDORSEMENT: Director of Pupil Personnel

Level I Total Course Requirements 6 hours

ADM 667	Pupil Personnel Accounting
ADM 669	Seminar in School Administration

Level II Total Course Requirements 6 hours

ADM 677	Crisis Management in Educational Settings
	<i>or</i>
COM 639	Seminar in Conflict Resolution
	<i>or</i>
HDL 692	Group Processes and Team Development

ENDORSEMENT: Director of Special Education

In addition to the requirements listed for all Kentucky Administrator Professional Endorsements, applicants must:

- qualify for a Kentucky teaching certificate or a school psychology certificate **and**
- provide evidence of three years of experience as a teacher or school psychologist, with at least one year as a teacher of exceptional children or school psychologist.

Level I Total Course Requirements 6 hours

SED 603	Special Education Law and Procedures
SED 650	Administration of Special Education Program

Level II Total Course Requirements 3 hours

ADM 749 School District Management

or

ADM 759 Instructional Planning in Education

Counseling Programs

Programs Coordinator: Samir Patel

Location: 3201 Alexander Hall

The department offers the Specialist in Education degree, the Master of Arts in Education degree, and a Master of Science in Human Development and Leadership. The department also offers non-degree programs leading to post-master's certification endorsements in school counseling and a sixth-year school psychology program.

Specialist in Education Counseling

CIP 13.1101

ACCREDITED BY: Council for the Accreditation of Educator Preparation (CAEP)

There are three concentrations for the Ed.S. in Counseling: school counseling, clinical mental health counseling, and school psychology.

Students completing the Ed.S. in School Counseling are eligible for rank change (Rank I). Students who have completed the 48 hour M.A.Ed. in School Counseling and who are interested in obtaining mental health licensure will need to complete the Clinical Mental Health Counseling concentration. *Note:* Applicants holding a master's degree that is less than 48 hours or is from another institution will undergo a transcript evaluation and may be required to take additional coursework to ensure equivalence to the current degree requirements.

Requirements for Admission

Admission is not based on any one factor but on a combination of the applicant's academic record, work experience, potential for becoming an effective and ethical mental health professional and the match between the program training objectives and the applicant's professional goals.

Applicants must meet Murray State requirements listed in *Graduate Admissions* as well as submit:

- a MSU Graduate School application;
- an application to the counseling program. The program application may be obtained by contacting the Department of Educational Studies, Leadership and Counseling or through the department's website;
- a written statement of intent reflecting graduate level writing ability;
- three letters of recommendation from people able to address the applicant's potential as a counseling professional;
- a current resume; and
- have an interview with the Counseling Program Admissions Committee.

Note: Admission to the program does not guarantee graduation, certification, or licensure. The following nonacademic conditions may result in dismissal if they are observed to impair the student's ability to work in class, practicum, or internship settings: 1) personal concerns, 2) interpersonal relationship problems, 3) personal attitudes or values that conflict with effective counseling relationships, and 4) unethical behavior.

Conditional Admission

Conditional admission may be granted to applicants deficient in a single area as space permits. Exceptions will be made on a case-by-case basis. Students admitted conditionally must obtain a B or better

grade in each of their first nine credit hours of program study to gain unconditional status.

SCHOOL COUNSELING CONCENTRATION

Upon successful completion of the 48-hour Masters of Arts in Education in School Counseling program, students can complete an additional 12 credit hours to earn the Specialist in Education Degree (Ed.S.) in School Counseling.

Students who complete this program are eligible for a rank change (Rank I). *Note:* This is a non-mental health licensure concentration.

Exit Criteria

Students must successfully complete the Ed.S. School Counseling concentration courses with no more than two C's or below within the Master's and Ed.S. coursework and maintain a 3.0 GPA.

Total Course Requirements 60 hours

48 credit hours transferred from M.A. in School Counseling, plus the following courses:

- CNS 625 Legal and Ethical Issues
- CNS 694 Advanced Counseling and Supervision
- CNS 722 Substance Use and Addictions Counseling
- CNS 734 Marriage, Couples and Family Counseling

CLINICAL MENTAL HEALTH COUNSELING CONCENTRATION

ACCREDITED BY: Council for Accreditation of Counseling and Related Education Professions (CACREP)

The curriculum of the Clinical Mental Health Counseling concentration consists of 60 credit hours. Graduates of this program will be eligible to take the National Counselor Exam (NCE). In addition graduates will also become eligible for the Licensed Professional Counselor Associate status (LPCA) in the state of Kentucky.

Exit Criteria

Students must successfully complete the Ed.S. Clinical Mental Health Counseling concentration courses with no more than two C's or below, maintain a 3.0 GPA, pass the Midpoint Clinical Application Exam taken after 33 credit hours, complete an oral defense, and pass the exit exam.

Total Course Requirements 60 hours

- ADM 630 Methods of Research⁸
- CNS 617 Introduction to Counseling
- CNS 618 Issues in Mental Health Counseling
- CNS 619 Foundational Counseling Techniques¹
- CNS 624 Theories of Counseling^L
- CNS 625 Legal and Ethical Issues
- CNS 635 Human Development
- CNS 671 Multicultural Counseling
- CNS 676 Clinical Diagnosis and Treatment Planning
- CNS 683 Tests and Measurements
- CNS 686 Career Counseling
- CNS 692 Group Counseling
- CNS 694 Advanced Counseling and Supervision
- CNS 722 Substance Use and Addictions Counseling
- CNS 734 Marriage, Couples and Family Counseling
- CNS 752 Trauma and Crisis Counseling
- CNS 790 Practicum^{PT}
- CNS 794 Internship I
- CNS 795 Internship II

Approved Electives (3 hrs)

Chosen from the following:

- CNS 746 Wellness and Prevention Approaches
- CNS 748 Expressive Activities Counseling
- CNS 760 Eating Disorders and Body Image Counseling

¹A grade of A or B must be received in CNS 619 to continue in program.

SCHOOL PSYCHOLOGY CONCENTRATION

The Ed.S. in School Psychology concentration is a 66 credit hour program which leads to Standard Kentucky Certification in School Psychology and Rank I. Applicants should have a bachelor's degree in psychology, special education, or other mental health related fields.

Prerequisites:

- Master's degree in a related field (e.g., counseling, psychology, communication disorders, or special education) from a regionally accredited institution;
- three letters of recommendation;
- a written goals statement;
- personal interview;
- GRE (V=146, Q=140; V+Q=286 minimum).

Total Course Requirements 66 hours

Provisional Certification 60 hrs^{1,2}

ADM	630	Methods of Research ^R
ADM	725	Advanced Methods of Quantitative Research in Education
CNS	619	Foundational Counseling Techniques ³
CNS	624	Theories of Counseling ^L
CNS	635	Human Development
CNS	671	Multicultural Counseling
CNS	676	Clinical Diagnosis and Treatment Planning
CNS	677	Psycho-Educational Assessment
CNS	683	Tests and Measurements
CNS	688	Professional School Psychology
CNS	689	Individual Testing
CNS	690	Advanced Individual Testing
CNS	692	Group Counseling
CNS	694	Advanced Counseling and Supervision
CNS	790	Practicum ⁴
CNS	798	Specialty Study
SED	603	Special Education Law and Procedures
SED	608	Functional Behavior Analysis
SED	613	Advanced Behavior Support
		or
SED	645	Strategies for Students with Autism
SED	625	Instructional Techniques for Children and Youth with Mild Disabilities

Standard Certification..... 6 hrs⁵

CNS 794 Internship I^P^T

CNS 795 Internship II

¹Allows individual to do internship.

²Candidates must take PRAXIS specialty area examination in school psychology and obtain a minimum score of 161 before provisional school psychology certification can be awarded.

³A grade of A or B must be received in CNS 619 to continue in program.

⁴Practicum in school psychology.

⁵Candidate must have valid provisional certification in school psychology before internship can be contracted.

Master of Arts in Education School Counseling

CIP 13.1101

ACCREDITED BY: Council for the Accreditation of Educator Preparation (CAEP); Council for Accreditation of Counseling and Related Education Professions (CACREP)

The Master of Arts in Education in School Counseling is a 48 credit hour program designed to prepare individuals to work in mental health, consultative, and leadership positions in P-12 school settings.

Requirements for Admission

Admission is not based on any sole factor but on a combination of the applicant's academic record, work experience, potential for becoming an effective and ethical counselor and the match between the program training objectives and the applicant's professional goals.

Applicants must meet Murray State requirements listed in *Graduate Admissions* as well as submit:

- a MSU Graduate School application;
- an application to the counseling program. The program application may be obtained by contacting the Department of Educational Studies, Leadership and Counseling or on the department's website;
- a written statement of intent reflecting graduate level writing ability;
- three letters of recommendation from people able to address the applicant's potential as a counseling professional;
- a current resume; and
- have an interview with the Counseling Program Admissions Committee.

Note: Admission to the program does not guarantee graduation or certification. The following nonacademic conditions may result in dismissal if they are observed to impair the student's ability to work in class, practicum, or internship settings: 1) personal concerns, 2) interpersonal relationship problems, 3) personal attitudes or values that conflict with effective counseling relationships, and 4) unethical behavior.

Conditional Admission

Conditional admission may be granted to applicants deficient in a single area as space permits. Exceptions will be made on a case-by-case basis. Students admitted conditionally must obtain a B or better grade in each of their first nine credit hours of program study to gain unconditional status.

Exit Criteria

Students must successfully complete the 48-credit hour M.A.Ed. in School Counseling courses with no more than two C's or below and a 3.0 GPA, pass the Midpoint Clinical Application Exam taken after 33 credit hours, pass the oral defense, and pass the exit exam.

Requirements for School Counseling Certificate

The following is required to be recommended for a Provisional School Counseling Certificate (grades P-12).

1. Hold a baccalaureate degree from a regionally accredited college or university.
2. Satisfactorily complete M.A.Ed. in School Counseling requirements with a minimum 3.0 GPA.
3. Satisfactorily complete practicum and internship experiences in school counseling as prescribed by state regulations.
4. Pass Midpoint Clinical Application Exam after the candidate has completed 30 credit hours with a minimum GPA of 3.0. Eligible for rank change with passing score and 33 credit hours of school counseling coursework.
5. Pass exit exam.

Total Course Requirements48 hours

ADM 630	Methods of Research ^R
CNS 617	Introduction to Counseling
CNS 619	Foundational Counseling Techniques ¹
CNS 624	Theories of Counseling ^L
CNS 635	Human Development
CNS 671	Multicultural Counseling
CNS 676	Clinical Diagnosis and Treatment Planning
CNS 683	Tests and Measurements
CNS 686	Career Counseling
CNS 689	Individual Testing
CNS 692	Group Counseling
CNS 720	Elementary School Counseling
CNS 725	Middle/Secondary School Counseling
CNS 790	Practicum ^{PT}
CNS 794	Internship I
CNS 795	Internship II

¹A grade of A or B must be received in CNS 619 to continue in program.

ENDORSEMENT:**Standard Certification in School Counseling**

ACCREDITED BY: Council for the Accreditation of Educator Preparation (CAEP).

According to the Kentucky Education Professional Standards Board (EPSB), standard certification requires: 1) current provisional certification in school counseling (received upon successful completion of an approved master's degree in school counseling); 2) one year of full time employment as a certified school counselor with a valid Kentucky teaching certificate or two years work experience as a certified school counselor who does not hold a valid Kentucky teaching certificate; and 3) complete an additional six credit hours of approved course work in school counseling. Courses used toward provisional certification cannot be counted toward standard certification.

Requirements for Admission

Submit a copy of provisional certification and a letter from current or past supervisor verifying employment as a school counselor with a graduate application form to Murray State University Graduate Admissions.

Total Course Requirements 6 hours

CNS 625	Legal and Ethical Issues
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Choose one of the following:

CNS 676	Clinical Diagnosis and Treatment Planning
CNS 694	Advanced Counseling and Supervision
CNS 722	Substance Use and Addictions Counseling
CNS 734	Marriage, Couples and Family Counseling
CNS 746	Wellness and Prevention Approaches
CNS 748	Expressive Activities Counseling
CNS 752	Trauma and Crisis Counseling
CNS 760	Eating Disorders and Body Image Counseling

Note: Courses taken for standard certification may be applied towards the specialist degree in education or other future certifications if listed in the curriculum.

ENDORSEMENT:**Individual Intellectual Assessment for the School Counselor**

This program endorsement is designed to meet state certification requirements for a practicing school counselor to perform district-wide assessments.

Prerequisites

- School counselor certification: provisional or standard.
- Experience as a certified and practicing school counselor.

Note: Courses taken toward this certification must be current (within five years) before the practicum can be scheduled.

Total Course Requirements 15 hours

CNS 677	Psycho-Educational Assessment
CNS 683	Tests and Measurements
CNS 689	Individual Testing
CNS 690	Advanced Individual Testing
CNS 790	Practicum ¹

¹Practicum in school psychology.

CERTIFICATION: School Psychology - 6th year program

This program leads to a standard certificate in school psychology. Prerequisites are:

- master's degree in a related field (e.g., counseling, psychology, communication disorders, special education) from a regionally accredited institution;
- completion of CNS 619 or equivalent;
- three letters of recommendation;
- written goals statement;
- personal interview;
- GRE (V=146, Q=140; V+Q=286 minimum)

Note: Courses taken in the master's degree may be utilized where appropriate with the approval of the student's advisor.

Total Curriculum Requirements 60 hours**Provisional Certification^{1,2} 54 hours**

ADM 630	Methods of Research ^R
ADM 725	Advanced Methods of Quantitative Research in Education
CNS 624	Theories of Counseling ^L
CNS 635	Human Development
CNS 671	Multicultural Counseling
CNS 676	Clinical Diagnosis and Treatment Planning
CNS 677	Psycho-Educational Assessment
CNS 683	Tests and Measurements
CNS 688	Professional School Psychology
CNS 689	Individual Testing
CNS 690	Advanced Individual Testing
CNS 692	Group Counseling
CNS 694	Advanced Counseling and Supervision
CNS 790	Practicum ^{PT, 3}
SED 603	Special Education Law and Procedures
SED 608	Functional Behavior Analysis
SED 613	Advanced Behavior Support

or

SED 645	Strategies for Students with Autism
SED 625	Instructional Techniques for Children and Youth with Mild Disabilities

Note: Rank I or Rank II will be recommended with the provisional certification depending on the individual's entire academic record.

Standard Certification⁴ 6 hours

CNS 794 Internship I

CNS 795 Internship II

¹Allows individual to do internship.

²Candidates must take PRAXIS speciality area examination in school psychology and obtain a minimum score of 161 before provisional school psychology certification can be awarded.

³Practicum in school psychology.

⁴Candidate must have valid provisional certification in school psychology before internship can be contracted.

Master of Science

Human Development and Leadership

CIP 44.0201

The Master of Science in Human Development and Leadership will prepare individuals for leadership roles and functions to successfully work with individuals, groups, and teams in for-profit and non-profit businesses and organizations at the local, regional, national, and global levels. The 21 core course hours will provide a solid foundation of information and skills for anyone with leadership responsibilities in organizations. Twelve hours of concentration area courses expand the individual's knowledge and skill base to focus on his/her career path. The transdisciplinary approach of Human Development and Leadership provides a broad base of leadership development courses with depth achieved through application of core course assignments to the concentration area and current/future career goals. The M.S. in Human Development and Leadership program totals 33 semester hours.

Requirements for Admission

•Unconditional Admission

Admission is not based on any sole factor, but on a combination of the applicant's academic record, career goals, and ability to communicate through writing. Applicants to the M.S. in Human Development and Leadership should submit both the MSU Graduate Application and a departmental application. A 3.0 GPA must be maintained to remain in the program. Failure to do so results in academic probation or academic suspension, per University policy.

•Conditional Admission

Conditional admission may be granted to applicants who do not meet University GPA requirements of a 3.0 GPA (based on A equals 4.0), but who demonstrate his/her capacity to succeed as evidenced through the department application. A student who is admitted conditionally must maintain a GPA of 3.0. Failure to do so results in academic probation or academic suspension, per University policy.

Required Core Curriculum 21 hours

ADM 630 Methods of Research^R

or

POL 660 Research

COM 639 Seminar in Conflict Resolution

or

HDL 655 Social Intelligence: Interpersonal Processes

CNS 635 Human Development^L

HDL 625 Legal and Ethical Issues

HDL 660 Developing Human Potential Seminar^{PT}

HDL 670 Multicultural and Diversity Issues in Leadership

HDL 692 Individual, Group and Team Dynamics

Emphasis/Electives 12 hours

Choose 12 hours from any **one** of the following areas or with the approval of advisor, design 12 hours to meet specific career goals.

These courses must be approved when filing student's program.

Criminal Justice

Choose any four approved CRJ courses such as:

CRJ 605 Seminar in Administration of Justice

CRJ 610 Seminar in Criminal Justice Issues

CRJ 620 Mass and Serial Murder

CRJ 622 Issues in Policing

CRJ 633 Juvenile Delinquency

CRJ 637 Juvenile Justice Procedures

CRJ 644 Graduate Cooperative Education

CRJ 645 Graduate Internship

CRJ 650 Constitutional and Legal Issues in Criminal Justice

CRJ 655 Crime Prevention

CRJ 673 Victimology

CRJ 675 Comparative Criminal Justice Systems

CRJ 695 Special Problems

Educational Administration

ADM 600 Introduction to Educational Leadership

ADM 624 School and Community Relations

ADM 645 Educational Resource Management

ADM 664 School Principal

Educational Data Management and Analytics

HDL 631 Educational Data Management Techniques

HDL 632 Advanced Statistical Analyses of Educational Data

HDL 633 Educational Data Mining

HDL 634 Observation and Interview Data Assessment

Environmental Education

EDU 615 Introduction to Environmental Education

EDU 664 Techniques of Teaching Environmental Education

and two of the following:

EDU 660 Special Problems in Environmental Education

EDU 663 Workshops in Environmental Education

EDU 665 Field Experiences in Environmental Education

EDU 667 International Environmental Education

EDU 669 Investigating and Evaluating Issues in Environmental Education

Industrial Supervision

IET 684 Engineering Economic Analysis

IET 691 Industrial Operations

IET 693 Systems Management Technology

IET 695 Industrial Supervision

Instructional Development

EDU 606 Preparation of Curriculum Materials

EDU 622 Philosophy of Education

EDU 625 Theory and Practice in Classroom Management

EDU 626 Integration of Educational Technology

Intercultural Communications

CNS 684 Problems

COM 640 Seminar in Intercultural Communication

JMC 600 Seminar in International Mass Communication

JMC 601 Media, Culture, Gender and Race

Leadership Development

NLS 685 Seminar on Leadership Development

HDL 681 Leading and Developing Others

HDL 682 Leadership Processes: Critical Thinking, Problem Solving and Decision Making

and one of the following courses:

HDL 683 Assessment and Application of Leadership Research

HDL 684 Contemporary Issues in Leadership Development Seminar

Non-Profit Leadership

NLS 600 The Nonprofit Sector and Civil Society

Choose any three of the six listed below:

NLS 601 Seminar on Nonprofit Organizations

NLS 602 Financial Resource Management and Development

NLS 625 Nonprofit Organization Development, Management and Leadership

NLS 665 Policy, Legal Issues and Advocacy for Social Change in Nonprofit Organizations

NLS 675 Social Entrepreneurship

NLS 685 Seminar on Leadership Development

Public Administration

Choose any four of the five listed below:

POL 670 Foundations of Public Administration

POL 671 Public Policy Analysis

POL 673 Public Budgeting and Finance

POL 674 Public Organizations

POL 681 Human Resource Administration

Other Degree Requirements

Successful completion of the program with a 3.0 GPA is required. Students must also pass the comprehensive exam, to be taken during the final semester of courses.

NOTE: The HDL program (including the emphasis areas) leads to a non-practice credential and is not EPSB approved.

CERTIFICATE:**Human Development and Leadership** CIP 44.0201

The Human Development and Leadership Certificate program is designed for individuals working in positions such as administrative, program development, or direct information and provides skills for those with leadership responsibilities or for those wanting to move toward assuming a greater leadership role. The four courses focus on the self, working with diverse individuals and cultures, developing an understanding of and how to utilize assessments in non-clinical settings, and understanding the process of working in and with groups. The successful completion of the Human Development and Leadership Certificate is indicated on the student's transcript.

Requirements for Admission

Students with an undergraduate degree or those currently enrolled in a graduate or professional degree program may apply for the Human Development and Leadership Certificate program. Persons who already hold a graduate degree may also apply for the certificate program.

Applicants to the HDL Certificate Program should submit both the MSU Graduate Application and a Departmental application. Admission is not based on any sole factor but on a combination of the applicant's academic record, career goals, and ability to communicate through writing. Students must maintain a GPA of 3.0. Failure to do so results in Academic Probation or Academic Suspension, per University policy.

Total Course Requirements 12 hours

HDL 660 Developing Human Potential Seminar^{PT}

HDL 670 Multicultural and Diversity Issues in Leadership

HDL 675 Assessment of Human Potential

HDL 692 Individual, Group and Team Dynamics

Other Degree Requirements

Successful completion (with a GPA of 3.0) of twelve hours of graduate-level coursework to include the four courses listed above. Students may transfer up to six credit hours of similar graduate study. This program leads to a non-practice credential and is not approved by the EPSB.

Center for Communication Disorders

125 Alexander Hall

270-809-2446

Academic Director: Robert Lyons. **Faculty:** Branson, A. Brown, S. Brown, Coulter, Hart, Kleinhans, Schaaf, Smetana, Young.

The Center for Communication Disorders is comprised of pre-professional undergraduate and professional graduate training and programs. Degrees offered in this program include a Bachelor of Arts and Bachelor of Science in Communication Disorders and a Master of Science in Speech-Language Pathology. Students in the undergraduate communication disorders program are encouraged to study abroad.

The Master of Science in Speech-Language Pathology at Murray State University is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language Hearing Association, 2200 Research Boulevard, #310, Rockville, MD 20850, 800-498-2071 or 301-296-5700. The graduate program leads to certification by the American Speech-Language-Hearing Association and to Kentucky state licensure in speech-language pathology.

Requirements for Admission

Students may not enroll in CDI 325, 345, or 400-level CDI classes until they have been admitted to the undergraduate communication disorders program. All student who have an overall grade point average of 3.0 or better will be admitted once they have completed 40 semester hours.

Once admitted to the program, the student must maintain an overall GPA of 3.00 and an area GPA of 3.00. Any student whose GPA falls below this minimum may not continue in the area until the GPA requirements are met.

AREA:**Communication Disorders**

Bachelor of Science/Bachelor of Arts

CIP 51.0204

University Studies Requirements39-43 hrs

(See *Academic Degrees and Programs.*)

University Studies selections must include:

•**Scientific Inquiry, Methodologies, and Quantitative Skills**

One biological science course

CHE 105 Introductory Chemistry (or higher)

or

PHY 105 The Science of Sound (or higher)

•**Social and Self-Awareness and Responsible Citizenship**

PSY 180 General Psychology

Required Courses 48 hrs

CDI 100T Transitions

CDI 205 Introduction to Communication Disorders

CDI 215 Clinical Phonetics

CDI 310 Anatomy and Physiology

CDI 315 Speech Science

CDI 325 Pediatric Speech Disorders I¹

CDI 340 Speech and Language Development

CDI 345 Pediatric Language Disorders II¹

CDI 405 Audiology¹

CDI 440 Neurogenic Communication Disorders¹

CDI 451 Aural Rehabilitation¹

CDI	465	Neuroanatomy and Physiology for Applied Health Sciences ¹
CDI	470	Pediatric Speech Disorders II ¹
CDI	472	Pediatric Language Disorders II ¹
CDI	474	Elementary Clinical Skills (2 semesters) ¹
CDI	480	School Services for Communication Disorders ¹
CDI	482	Augmentative Alternative Communication ¹

Required Support Courses 9-10 hrs

EDP	260	Psychology of Human Development
		<i>or</i>
PSY	260	Lifespan Development
STA	135	Introduction to Probability and Statistics
		<i>or</i>
PSY	300	Principles and Methods of Statistical Analysis
SED	300	Educating Students with Disabilities

Required Limited Electives..... 12 hrs

Choose from the following. Six hours must be upper-level electives.

BIO	120	Scientific Etymology
BIO	220	Clinical Terminology
COM	131	Introduction to Interpersonal Communication
COM	331	Interpersonal Communication
COM	340	Intercultural Communication
COM	353	Team Communication and Leadership
COM	367	Communication and Critical Thought
COM	384	Communication Skills for Professionals
ENG	228	Standard English Usage
ENG	310	Introduction to English Linguistics
GTY	305	Services to Older Americans
HCA	301	Overview of the Health Care Delivery System
HEA	195	First Aid and Safety
HEA	415	Communication Techniques for Health Care Providers
PSY	261	Child Psychology
PSY	264	Psychology of Aging
PSY	265	Psychology of Death
PSY	310	Health Psychology
PSY	326	Psychology of Language
PSY	471	Behavior Modification
REC	306	Leisure and Aging
SED	408	Functional Behavior Analysis
SED	526	Education of Young Children with Severe Disabilities
SOC	343	Minorities in the United States
		One course offered through Study Abroad
		Other advisor approved elective

Required Toward K-12 Certification² 12 hrs

CDI	480	School Services for Communication Disorders
COM	161	Introduction to Public Speaking
CSC	199	Introduction to Information Technology ³
EDP	260	Psychology of Human Development ³

Note: A teaching certificate is required to obtain a tenured position as an SLP in Kentucky schools. Specific undergraduate courses must be taken and grade requirements met before a student can meet qualifications for admission to teacher education. Students should meet with academic advisors to ensure they meet these requirements.

Total Curriculum Requirements 120 hrs

¹Students must be admitted to the Communication Disorders program and maintain an overall and area GPAs of at least 3.00.

²These courses are required only for students pursuing public school certification. Although these courses are taken at the bachelor's level, requirements for certification are completed at the master's level.

³May be taken as a University Studies elective.

Graduate Program

The accredited graduate program in speech-language pathology emphasizes an evidenced-based approach to human communication disorders. Master's degree graduates meet academic and practicum requirements for ASHA certification (except for the Clinical Fellowship and Praxis in Speech-Language Pathology) and Kentucky state licensure in speech-language pathology. Practicum experiences at the MSU Speech-Language and Hearing Clinic and off campus provide opportunities to develop skills in the prevention, evaluation and treatment of communication disorders in relation to the broader biopsychosocial aspects of the human condition.

Requirements for Admission

Applicants must meet the Murray State University requirements (see *Graduate Admissions*). Additional requirements for unconditional admission are as follows.

- Complete application for admission to Murray State University Graduate School by deadline;
- Complete application to the graduate program in speech-language pathology by the deadline issued by the Center for Communication Disorders;
- A baccalaureate degree in communication disorders or equivalent from a regionally accredited institution;
- At least a 3.0 undergraduate grade point average.
- Submission of official Graduate Record Examination scores by program application deadline.
- Successful completion of courses in biology, physics or chemistry, and statistics.
- Successful completion of the following prerequisite courses (or their equivalents) at time of application.

CDI	215	Clinical Phonetics
CDI	310	Anatomy and Physiology
CDI	315	Speech Science
CDI	325	Pediatric Speech Disorders I
CDI	340	Speech and Language Development
CDI	345	Pediatric Language Disorders I
CDI	405	Audiology
CDI	451	Aural Rehabilitation
CDI	465	Neuroanatomy and Physiology for Applied Health Sciences
CDI	470	Pediatric Speech Disorders II
CDI	472	Pediatric Language Disorders II

Additional courses may be required to meet certification and/or graduate degree requirements.

Additional course work completed prior to graduate study must be approved by the student's advisor and the academic director in order to be used for certification and/or licensure requirements.

Students who are not native speakers of English must demonstrate competence in written and spoken English. This can be done by submitting a satisfactory score on the GRE as well as the TOEFL or IELTS, taken within two years of the date of application. The Graduate Program in Speech-Language Pathology requires a minimum score of 114 on the internet-based TOEFL (ibT) with no band less than 22 on Reading and Listening, 26 on Speaking, and 24 on Writing. An overall score of 8 is required on the IELTS with no band less than 7.0. The TOEFL or IELTS scores must be on file in the Graduate School prior to receipt of the application for graduate study.

Master of Science Speech-Language Pathology

CIP 51.0204

ACCREDITED BY: Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language Hearing Association; Council for the Accreditation of Educator Preparation (CAEP)

THESIS REQUIREMENTS

Total Course Requirements 62 hours

CDI 611	Seminar: Current Trends and Issues (2 hrs)
CDI 620	Phonological Disorders ^L
CDI 624	Disorders of Voice
CDI 625	Fluency Disorders
CDI 646	Research Methods for Speech-Language Pathologists ^R
CDI 647	Early Language Development and Disorders
CDI 648	School-Age Language Disorders
CDI 660	Motor Speech Disorders
CDI 664	Introduction to Clinical Practicum
CDI 670	Practicum Seminar ^{PT}
CDI 672	Diagnostic Methods
CDI 674	Clinical Practicum (4 hrs)
CDI 680	Adult Neurogenic Communication Disorders
CDI 686	Swallowing Disorders
CDI 698	Thesis
CDI 699	Thesis
Optional Approved Elective	

Professional Semester(s):

CDI 601	Professional Issues
CDI 676	Medical/Clinical Placement
<i>and</i>	
CDI 621	Student Teaching in Speech-Language Pathology
<i>or</i>	
CDI 640	Individualized School Placement
<i>or</i>	
CDI 694	Advanced Clinical Practicum

Under unusual circumstances, the graduate advisor may substitute CDI 695 or appropriate related coursework for a required course.

Other Degree Requirements

Four hundred (400) clock hours of supervised clinical experiences in practice of speech-language pathology, one of CAA's certification requirements.

Oral defense and examination of the thesis.

NON-THESIS REQUIREMENTS

Total Course Requirements 61 hours

Same as above with the following substitution for thesis:

CDI 611	Seminar: Current Trends and Issues (4 hrs)
CDI 674	Clinical Practicum (7 hrs)

Other Degree Requirements

The Certificate of Clinical Competence (CCC), a nationally recognized credential, requires an applicant for certification to complete a minimum of 400 clock hours of supervised clinical experience in the practice of speech-language pathology (Standard V-C). Twenty-five hours must be spent in clinical observation, and 375 hours must be spent in direct client/patient contact.

Successful completion of a Written Comprehensive Examination.

Graduate students in speech-language pathology or graduates of the program interested in teacher certification need to contact the Director of Teacher Education Services (TES). The individual will work with TES to determine how they can meet teacher certification requirements. Additional coursework is required.

CERTIFICATE: Interdisciplinary Brain Injury Studies

CIP 51.0201

The purpose of this certificate is to prepare professionals from a broad range of disciplines to play a leadership role in providing services and support to individuals who have acquired brain injury and their caregivers. The curriculum emphasizes an interdisciplinary perspective of the cognitive impairments and concomitant behavioral issues facing individuals and their families as well as a biopsychosocial approach to neurorehabilitation. This certificate program benefits speech-language pathologists, occupational therapists, physical therapists, special educators, classroom teachers, nurses, psychologists, counselors, social workers, and personnel in vocational rehabilitation.

Requirements for Admission

Graduate degree candidates preparing for careers in public service and program administration that relate to understanding and meeting the needs of this population or are in an allied health profession are eligible to apply for this certificate. Applicants must comply with Murray State University requirements (see *Graduate Admissions*).

Additional requirements for unconditional admission are as follows:

- an earned master's degree in an appropriate discipline from a regionally accredited college or university with an overall GPA of 3.0; or
- acceptance into a graduate program at Murray State University in one of the following programs: speech-language pathology, special education, education, nursing, psychology or counseling with an undergraduate overall GPA of 3.0;
- a written statement of intent for admission into the Interdisciplinary Brain Injury Studies Certificate program, that includes a) description of discipline relevant experiences with this population and b) description of interdisciplinary experiences with this population;
- a current resume;
- applicants who are not native speakers of English must demonstrate competence in written and spoken English. This can be done by submitting a satisfactory score on the IELTS with an overall score of 7 with no band less than 6.

Accepted students must maintain a GPA of 3.0. Failure to do so results in academic probation or academic suspension per University policy.

Total Course Requirements 12 hours

CDI 611	Seminar on Current Trends and Issues (two semesters/two credits per semester)
CDI 665	Neuroanatomy for Allied Health Professions
CDI 690	Interdisciplinary Leadership Project
Approved elective (3 hrs)	

Other Degree Requirements

Students must complete the 12 credit-hour curriculum and the individualized interdisciplinary brain injury leadership project to successfully complete the certificate program. Through the culminating project, students will integrate the knowledge and skills obtained from the certificate courses in the form of an artifact that represents key functions for those who would assume leadership roles in to providing specialized services and supports to individuals across the lifespan with acquired brain injuries and their families. This leadership project may address any of the concepts from the core curriculum in the form of an evidence-based literature review or case study, research proposal or grant project, or development and delivery of in-service training.

Note: Admission to this certificate program does not guarantee the awarding of the certificate. The following nonacademic conditions may result in dismissal from the certificate program if they are observed to impair the student's ability to work in class or collaborate with others: 1) personal concerns, 2) interpersonal relationship problems, 3) personal attitudes or values that conflict with effective interdisciplinary collaborative relationships, and 4) unethical behavior. At the time the student enrolls in CDI 690 Leadership Project, the student must have a 3.0 GPA and have completed CDI 665 and four credits of CDI 611 or they may be dropped from the certificate program. When a student enrolled in the certificate program has completed five or more semester hours of graduate course work with a grade point average of less than 3.00, they are subject to dismissal from the certificate program.

