College of Education
and Human Services

David C. Whaley, Dean
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DEPARTMENTS

Adolescent, Career and Special Education 91
Community Leadership and Human Services 101
Early Childhood and Elementary Education 110

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 twofold—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 F) 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, 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 em-
body 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 require-
ments, 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 second-
ary 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 educa-
tion. 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 edu-
cation, 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 pro-
grams students are eligible for Kentucky teacher internship and cer-
tification. 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.
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
(CACEP); 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 Electives
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 Grades
MID 421 Middle School Student Teaching
MID 422 Extended Practicum
REA 407 Middle School Reading
SED 300 Educating Students with Disabilities

Students must select and complete 30 hours in one academic spe-
cialization field from the following:4,5

English and Communication
ENG 211 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

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

Two approved 300-400 level English electives

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15 University Studies requirements 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 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 Physiological 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 Sector
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

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

Science
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

One approved science elective

Social Studies
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

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
### Required Courses for Certification

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<th>Course Code</th>
<th>Course Title</th>
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| EDU 103 | Issues and Practices of American Education
| EPU 260 | Psychology of Human Development
| EDU 303 | Strategies of Teaching
| EDU 403 | Structures and Foundations of Education
| EDU 405 | Evaluation and Measurement in Education
| ELE 413 | Teaching Content Area Literacy in the Secondary School
| ELE 420 | Practicum in Secondary Schools
| ELE 421 | Student Teaching in the Secondary School
| SEC 422 | Extended Practicum
| SED 424 | Practicum in Secondary Schools
| SED 300 | Educating Students with Disabilities
| SED 301 | Educating Students with Disabilities

### Area/Major/Minor/Unrestricted Electives

See individual programs for specific requirements.

### Total Curriculum Requirements

215 hrs

### Certification: Secondary School Teacher (8-12)

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### University Studies Requirements

35-44 hrs

### University Studies selections must include:

• **University Studies Approved Elective:**

CSC 199 Introduction to Information Technology

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

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| EDU 103 | Issues and Practices of American Education
| EPU 260 | Psychology of Human Development
| EDU 303 | Strategies of Teaching
| EDU 403 | Structures and Foundations of Education
| EDU 405 | Evaluation and Measurement in Education
| ELE 413 | Teaching Content Area Literacy in the Secondary School
| ELE 420 | Practicum in Secondary Schools
| ELE 421 | Student Teaching in the Secondary School
| SEC 422 | Extended Practicum

### Area/Major/Minor/Unrestricted Electives

See individual programs for specific requirements.

### Total Curriculum Requirements

125 hrs

### 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
EDU 640 Exit Seminar in Teacher Leadership

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 CERTIFICATION

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
EDU 640 Exit Seminar in Teacher Leadership

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.

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

1Requires dean and chair approval.
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\(^1\)
ELE 647 Curriculum in the Elementary School
or
MID 640 Middle School Curriculum
or
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\(^4\)
SEC 421 Student Teaching in the Secondary School
SEC 422 Extended Practicum\(^5\)
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

\(^1\)With a grade of C or better.
\(^2\)EDU 405 and SEC 420 must be taken two semesters before student teaching.
\(^3\)Must be taken concurrently with SEC 420.
\(^4\)Must be taken one semester before student teaching.
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 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.

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
  PHY 131 General Physics I
  PHY 131 General Physics I Laboratory

Other Degree Requirement
Current 1) adult first aid and safety and 2) food safety certifications
are required for student teaching.
Total Curriculum Requirements ........................................ 125 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.

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
• Education and Human Services
• Technical Education
• Other Degree Requirements

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
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 bachelor’s 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 Education2
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
1 With a grade of C or better.
2 With 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 Studies2
ELE 402 Teaching Elementary Science3
MAT 115 Mathematics for Middle and Elementary Teachers I
MAT 215 Mathematics for Middle and Elementary Teachers II
MID 307 Middle School Language Arts4
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 Education5
MID 421 Middle School Student Teaching
SED 300 Educating Students with Disabilities
SED 421 Student Teaching in Special Education

Academic Track ................................................................. 24 hrs
Students must select one of the following academic tracks.\footnote{7}

English and Communication\footnote{7}
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

Mathematics\footnote{7}
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

Science\footnote{7}
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 Studies\footnote{7}
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

Total Curriculum Requirements ........................................... 123-128 hrs
\footnote{1}{With a grade of C or better.}
\footnote{2}{Not required in Social Studies Track.}
\footnote{3}{Not required in Science Track.}
\footnote{4}{Not required in English Track.}
\footnote{5}{With a grade of B or better.}
\footnote{6}{Substitutions can only be made with prior approval by advisor in the department concerned.}
\footnote{7}{Academic 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\footnote{8}{.}

or
EDU 639 Research to Improve Student Learning\footnote{8}{.}
CDI 635 Graduate Seminar in Communication Disorders
SED 606 Procedures for Classroom Management and Discipline
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. 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 .................................... 30 hours
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 designed for individuals certified in learning and behavior disorders. The program can also be used as a basis for developing a Rank I program.

Total Course Requirements ..................................... 36 hours
ADM 630 Methods of Research1, R
EDU 639 Research to Improve Student Learning1, 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.

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 Learning1, R
EDU 640 Exit Seminar in Teacher Leadership1, R

Additional Courses ................................................ 15 hrs
SED 613 Advanced Behavior Support
SED 614 Advanced Instructional Technology
SED 631 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


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.

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**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  
231 Social Problems

**Required Courses**  
35 hrs

**Required Courses**  

**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
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

No 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.

CRI 300 is not the same as the MSU course SOC 338. CRI 300 cannot be substituted with any course from another institution if it was called “Criminal Justice” and/or offered as a sociology course.

MAJOR: Criminal Justice
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 Statistics
•  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 Criminals
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 CRI 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 Minor ..................................................... 21-24 hrs

Total Curriculum Requirements ...................................... 120 hrs

No 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.

A second major can replace the required minor.

Criminal Justice Minor ................................................ 21 hrs
CRJ 140 and CRJ 300; 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, 300, 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 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 workers 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 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

• 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 coursework 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

GTY 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
- 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

*May 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

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 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
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.

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
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 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

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

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
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
- 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
Choose two of the following:
- EDU 615 Introduction to Environmental Education
- EDU 644 Techniques of Teaching 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 Special Education, early childhood, child development, and professional education.

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 ........................................... 45hrs
(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 .................................................. 29hrs
EDU 100T Transitions
EDU 222 Instructional Technology
EDU 303 Strategies of Teaching
EDU 403 Structures and Foundations of Education
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 ....................................... 30hrs
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 School
ELE 401 Teaching Elementary Social Studies
ELE 402 Teaching Elementary Science
REA 306 Literacy Development in the Elementary School
REA 412 Assessment and Strategies for Struggling Readers

Related Education Courses ............................................. 15hrs
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 ........................................... 6-8hrs
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 .................................... 125-127hrs
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 .................................... 39-41hrs
(See Academic Degrees and Programs.)

University Studies selections must include:
• Global Awareness, Cultural Diversity and the World’s Artistic Traditions
  GSC 110 World Geography
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

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 Learning⁴, ¹
EDU 640 Exit Seminar in Teacher Leadership¹

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

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 Study¹, ⁸
ELE 647 Curriculum in the Elementary School
or
MID 640 Middle School Curriculum
or

¹Students must complete EDU 600 before enrolling in EDU 639.
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 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 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 Early Childhood
ELE 439  Early Childhood Assessment and Program Development
ELE 455  Curriculum and Methods for Infants and Toddlers
ELE 474  IECE Practicum PT
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
#Admission 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 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
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 Learning1
EDU 640 Exit Seminar in Teacher Leadership1
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.

1Students 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.

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 Learning1
EDU 640 Exit Seminar in Teacher Leadership1
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.

1Students 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.

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 Learning1
EDU 640 Exit Seminar in Teacher Leadership1
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.

1Students 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.

ENDORSEMENT: Instructional Computer Technology

ACCREDITED BY: Kentucky Education Professional Standards Board

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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.

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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.
• 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 pro-
gram 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 Edu-
cational Studies, Leadership and Counseling website for each ad-
mission 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 fol-
lowing:
• 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 ac-
ademic 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 Commu-
nity 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 I
ADM 930 Dissertation Seminar II
ADM 940 Dissertation Seminar III
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

Students must pass Qualifying Exam before enrolling in ADM 920.
All ADM 920 course requirements must be met to continue to ADM
930.
Students must maintain enrollment in ADM 940 until successful de-

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 Leadership
ADM 920 Dissertation Seminar I
ADM 930 Dissertation Seminar II
ADM 940 Dissertation Seminar III
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 Educa-
tion

Nine hours of approved electives

Students must pass Qualifying Exam before enrolling in ADM 920.
All course requirements must be met to continue to ADM 930.
Students 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 Leadership
ADM 920 Dissertation Seminar I
ADM 930 Dissertation Seminar II
ADM 940 Dissertation Seminar III
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

Students must pass Qualifying Exam before enrolling in ADM 920.
All ADM 920 course requirements must be met to continue to ADM
930.
Students must maintain enrollment in ADM 940 until successful de-

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 Leadership
ADM 920 Dissertation Seminar I
ADM 930 Dissertation Seminar II
ADM 940 Dissertation Seminar III
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 Educa-
tion

Nine hours of approved electives

Students must pass Qualifying Exam before enrolling in ADM 920.
All course requirements must be met to continue to ADM 930.
Students must maintain enrollment in ADM 940 until successful defense.
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/ethical 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.
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
or SED 650  Administration of Special Education Programs
ADM 669  Seminar in School Administration
ADM 677  Crisis Management in Educational Settings
ADM 739  Roles and Responsibilities of the School Superintendent
ADM 749  School District Management
ADM 759  Instructional Planning in Education
ADM 779  The Superintendent Capstone
or ADM 798  Specialty Study

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 3:50, 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 Culture
ADM 602 Socio-Political Dimensions of School Leadership
ADM 611 School-wide Instructional Leadership
ADM 612 Development of School Personnel
ADM 631 Organization and Operation of Schools
ADM 632 Principal Internship I
ADM 671 Legal and Ethical Issues in Schools
ADM 672 Legal and Ethical Issues in Schools
ADM 681 Instructional Leadership for Diverse Learners
ADM 682 Principal Internship III

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 Culture
ADM 602 Socio-Political Dimensions of School Leadership
ADM 611 School-wide Instructional Leadership
ADM 612 Development of School Personnel
ADM 671 Principal Internship II
ADM 672 Legal and Ethical Issues in Schools
ADM 681 Instructional Leadership for Diverse Learners
ADM 682 Principal Internship III
CTE 672 Managing CTE Learning Facilities
CTE 676 Organization and Administration of Career and Technical Education

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 Teachers  
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  
Concentration ........................................................................ 12 hours
LIB 600  Libraries and Education  
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  
CERTIFIED TEACHER TO ADD LIBRARY MEDIA CERTIFICATION
Clinical Experience ............................................................. 3 hours
Choose three of the following four courses:
LIB 626  Administration Practicum in Library Media  
LIB 636  Cataloging Practicum in Library Media  
LIB 646  21st Century Skills Practicum in Library Media  
LIB 656  Technology Practicum in Library Media
Electives ............................................................................ 6 hours
ELE 616  Research in Children’s Literature  
LIB 604  Library in the School Curriculum  
LIB 617  Research Young Adult Literature  
LIB 601  Learning and Libraries  
LIB 610  Collection Management  
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 Media  
Electives ............................................................................ 9 hours
ELE 616  Research in Children’s Literature  
LIB 604  Library in the School Curriculum  
LIB 617  Research Young Adult Literature  
LIB 601  Learning and Libraries  
LIB 610  Collection Management
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 Student1
GTE 692 Methods and Materials for Teaching Gifted Students
GTE 694 Supervised Practicum in Gifted Education2
Choose one of the following:
EDU 621 Advanced Methods of Teaching1
EDU 637 Instruction for Diverse Learners1
GTE 693 Educational Programs for Gifted Students
1 This 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 valid Kentucky Professional Certificate;
• evidence of a minimum of three years of teaching experience at time of application;
• 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 Superintendent1
ADM 749 School District Management
ADM 759 Instructional Planning in Education
ADM 779 The Superintendent’s Capstone3
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

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
or
COM 639 Seminar in Conflict Resolution
or
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 Research
CNS 617 Introduction to Counseling
CNS 618 Issues in Mental Health Counseling
CNS 619 Foundational Counseling Techniques
CNS 624 Theories of Counseling
CNS 625 Legal and Ethical Issues
CNS 633 Introduction to 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 735 Trauma and Crisis Counseling
CNS 790 Practicum
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

*A 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\(^{a}\)
ADM 725 Advanced Methods of Quantitative Research in Education
CNS 619 Foundational Counseling Techniques\(^{1}\)
CNS 624 Theories of Counseling\(^{b}\)
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 hrs\(^{3}\)
CNS 794 Internship I\(^{PT}\)
CNS 795 Internship II

\(^{1}\)Allows individual to do internship.
\(^{2}\)Candidates must take PRAXIS specialty area examination in school psychology and obtain a minimum score of 161 before provisional school psychology certification can be awarded.
\(^{3}\)A grade of A or B must be received in CNS 619 to continue in program.
\(^{4}\)Practicum in school psychology.
\(^{5}\)Candidate must have valid provisional certification in school psychology before internship can be contracted.

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Master of Arts in Education
School Counseling

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.
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 coursework 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
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

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 ............................................. 54 hours
ADM 630 Methods of Research
ADM 725 Advanced Methods of Quantitative Research in Education
CNS 624 Theories of Counseling
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
SED 603 Special Education Law and Procedures
SED 608 Functional Behavior Analysis
SED 613 Advanced Behavior Support
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 Certification
CNS 794 Internship I ................................................. 6 hours
CNS 795 Internship II
1 Allows individual to do internship.
2 Candidates must take PRAXIS speciality area examination in school psychology and obtain a minimum score of 161 before provisional school psychology certification can be awarded.
3 Candidate must have valid provisional certification in school psychology.

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 1
or
POL 660 Research
COM 639 Seminar in Conflict Resolution
or
HDL 655 Social Intelligence: Interpersonal Processes
CNS 635 Human Development 1
HDL 625 Legal and Ethical Issues
HDL 660 Developing Human Potential Seminar 1
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

Education and Human Services
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

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 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 3.0 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 3.0 or better will be admitted once they have completed 40 semester hours.

Requirements for Admission
Students may not enroll in CDI 325, 345, or 400-level CDI classes until they have been admitted to the graduate 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 3.0 or better will be admitted once they have completed 40 semester hours.

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.

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AREA:
Communication Disorders
Bachelor of Science/Bachelor of Arts

University Studies Requirements

(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

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 1
CDI 340 Speech and Language Development
CDI 345 Pediatric Language Disorders II
CDI 405 Audiology 1
CDI 440 Neurogenic Communication Disorders 3
CDI 451 Aural Rehabilitation 2
CDI 465 Neuroanatomy and Physiology for Applied Health Sciences
CDI 470 Pediatric Speech Disorders II
CDI 472 Pediatric Language Disorders II
CDI 474 Elementary Clinical Skills (2 semesters)
CDI 480 School Services for Communication Disorders
CDI 482 Augmentative Alternative Communication

Required Support Courses .................................................. 9-10 hrs
EDP 260 Psychology of Human Development
or
PSY 260 Lifespan Development
STA 135 Introduction to Probability and Statistics
or
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 Certification* ..................................... 12 hrs
CDI 480 School Services for Communication Disorders
COM 161 Introduction to Public Speaking
CSC 199 Introduction to Information Technology
EDP 260 Psychology of Human Development

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
*Students must be admitted to the Communication Disorders program and maintain an overall and area GPAs of at least 3.00.
**These 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.
*May 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 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 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.
Master of Science
Speech-Language Pathology

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**

<table>
<thead>
<tr>
<th>Total Course Requirements</th>
<th>62 hours</th>
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<tbody>
<tr>
<td>CDI 611 Seminar: Current Trends and Issues (2 hrs)</td>
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<tr>
<td>CDI 620 Phonological Disorders</td>
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<td>CDI 624 Disorders of Voice</td>
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<td>CDI 625 Fluency Disorders</td>
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<td>CDI 646 Research Methods for Speech-Language Pathologists</td>
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<td>CDI 647 Early Language Development and Disorders</td>
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<td>CDI 648 School-Age Language Disorders</td>
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<td>CDI 660 Motor Speech Disorders</td>
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<td>CDI 664 Introduction to Clinical Practicum</td>
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<td>CDI 670 Practicum Seminar</td>
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<td>CDI 672 Diagnostic Methods</td>
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<td>CDI 674 Clinical Practicum (4 hrs)</td>
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<td>CDI 680 Adult Neurogenic Communication Disorders</td>
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<td>CDI 686 Swallowing Disorders</td>
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<td>CDI 698 Thesis</td>
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<td>CDI 699 Thesis</td>
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<tr>
<td>Optional Approved Elective</td>
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**Professional Semester(s):**

| CDI 601 Professional Issues | |
| CDI 676 Medical/Clinical Placement | |
| CDI 621 Student Teaching in Speech-Language Pathology | |
| CDI 640 Individualized School Placement | |
| 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**

<table>
<thead>
<tr>
<th>Total Course Requirements</th>
<th>61 hours</th>
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<tbody>
<tr>
<td>CDI 611 Seminar: Current Trends and Issues (4 hrs)</td>
<td></td>
</tr>
<tr>
<td>CDI 674 Clinical Practicum (7 hrs)</td>
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</tbody>
</table>

**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**

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**

| 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 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.