CEBS CURRICULUM COMMITTEE
3:00 pm – June 2, 2009
Dean's Conference Room

I. Approval of Minutes of the April 7, 2009 CEBS Curriculum Committee
(Found on the CEBS Home Page-click on faculty and staff then meeting minutes and agendas.)

II. New Business

From the Department of Curriculum and Instruction

1. Create a New Course – EDU 491, Practicum for Teacher Candidates
2. Revise a Program – 579 – Middle Grades Education

III. Other Business

--Report from the Alternate Admission Subcommittee

Proposal Date: 04/15/2009

College of Education and Behavioral Sciences
Department of Curriculum & Instruction
Proposal to Create a New Course
(Action Item)

Contact Person: Kay Gandy, kay.gandy@wku.edu, 5-2991

1. Identification of proposed course:

1.1 Course prefix (subject area) and number: EDU 491
1.2 Course title: Practicum for Teacher Candidates
1.3 Abbreviated course title: Practicum for Teacher Candidates
1.4 Credit hours and contact hours: 1 hour
1.5 Type of course: (P) Supervised Practical Experience
1.6 Prerequisites: instructor permission
1.7 Course catalog listing: Development of knowledge and skills required of teacher candidates. Grading is pass/fail. Students must take EDU 491 in the term (Winter or May) immediately following the student teaching semester and EDU 489.

2. Rationale:

2.1 Reason for developing the proposed course: The Professional Education Council plan for matriculation of teacher candidates includes a requirement that students must earn a C or higher grade in EDU 489 with a holistic score of 2+ on the Teacher Work sample (TWS). The TWS is the capstone senior project for education majors. As yet there is no remediation plan in effect for teacher candidates who do not meet these requirements. This remedial course is designed for undergraduate students in education leading to initial certification. Presently no such course exists in this undergraduate program. This course is designed for students who score below a Level 2 on the Teacher Work Sample (TWS), who have extenuating circumstances preventing the completion of the TWS, who have extensive absences, or who have earned below a C average for EDU 489. Students who meet any of these criteria will receive a grade of X (incomplete) in EDU 489, pending satisfactory completion of the proposed EDU 491. Students who receive a passing grade in EDU 491 will receive in EDU 489 a grade of B or C, depending on the quality of work with the Teacher Work Sample. Students who do not pass EDU 491 will receive a grade of D in EDU 489 and will be required to repeat it.

2.2 Projected enrollment in the proposed course: It is estimated that two to five students will be required to enroll in this course during either the winter or May terms. At least two students each semester have not scored at the passing criterion on the TWS; however, up till now there has been no remediation plan in effect.

2.3 Relationship of the proposed course to courses now offered by the department: This course is directly related to EDU 489 Student Teaching Seminar. If students do not successfully complete their senior capstone project (TWS), then they will be required to take the proposed course. Students will be given a completely different school setting than the student teaching setting and must write a new TWS. The proposed course will meet the objectives of the Professional Education Council that teacher candidates complete satisfactory TWS projects as a condition for program completion and eligibility for a recommendation for teacher certification.

2.4 Relationship of the proposed course to courses offered in other departments: The proposed course is similar in intent to other courses designed to address skills deficits, facilitate program completion, and help students succeed academically. For example, "enhanced" sections of ENG 100 and MATH 116 have been developed to provide additional instruction for students identified as needing that additional instruction. However, there are several differences between the proposed course and the enhanced sections of ENG 100 and MATH 116. First, the proposed course provides remedial assistance for students at the end of their academic program rather than at the beginning. Second, although students who need the enhanced mathematics and English courses are identified prior to enrollment in those courses, students in EDU 491 will be identified at the completion of EDU 489 and the student teaching experience. The students will take EDU 491 following EDU 489, rather than concurrently. Third, students in EDU 491 will receive one hour of credit, which is not available to students in ENG 100 and MATH 116. However, the additional credit is justified by the fact that EDU 491 students will have to prepare new Teacher Work Samples (a significant amount of work) based on field experiences in different settings from their student teaching settings. Finally, EDU 491 is designed to be offered only in the three-week terms (Winter and May) following the fall and spring semesters when student teaching occurs. This design will allow students the opportunity to do remediation immediately and thus possibly complete requirements for graduation.

2.5 Relationship of the proposed course to courses offered in other institutions: Other universities that use the Teacher Work Sample as a senior capstone project were contacted about remediation plans for students who score holistically below a Level 2.

California State University: Students must score a Level 2 in each of the seven sections of the TWS and redo each section that does not meet that level.

University of Northern Iowa: Student must write an entirely new TWS the second eight weeks of student teaching if they score below a Level 2.

Idaho State: Student must repeat a minimum of an 8 week block of student-teaching and score a level 2+.

Of the other partners in the Renaissance Project, although each required a Level 2+ score on the TWS, none responded with a formal plan in effect for remediation.

3. Discussion of proposed course:

3.1 Course objectives:

To develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, integrate knowledge and improve personal teaching skills, the candidate will:

- Design/plan viable instruction and learning climates
- Create a dynamic learning climate
- Introduce/implement/manage efficient instruction
- Assess learning and communicate results to students and others
- Reflect on and evaluate specific teaching/learning situations and or programs
- Collaborate with colleagues and others to design, implement, and support learning programs
- Evaluate his/her own performance with respect to modeling and teaching Kentucky's learning goals and implements a personal professional growth plan
- Demonstrate a current and sufficient knowledge of certified content areas
- Use technology to support instruction, access and manage data, enhance professional growth and productivity, communicate with colleagues and others, and conduct research

3.2 Content outline:

This course will include content from the Teacher Work Sample, including, Assessment Plan, Contextual Factors, Design for Instruction, Learning Goals, Instructional Decision Making, Analysis of Student Learning, Reflection and Evaluation

3.3 Student expectations and requirements: Student will be place in a new school setting and will be required to collect data relevant to that setting. Students will be expected to have a minimum of 100 field hours. Student will successfully complete a Teacher Work Sample by scoring a Level 2+.

3.4 Tentative texts and course materials: none

4. Resources:

4.1 Library resources: none required beyond what is required for EDU 489.
4.2 Computer resources: none required beyond what is required for EDU 489.

5. Budget implications:

5.1 Proposed method of staffing: The course will be taught by faculty in the Department of Curriculum and Instruction. Students will be expected to pay a $100 fee to compensate their supervising classroom teachers.
5.2 Special equipment needed: none

5.3 Expendable materials needed: none
5.4 Laboratory materials needed: none

6. Proposed term for implementation: Winter 2010

7. Dates of prior committee approvals:

Department of Curriculum & Instruction	April 17, 2009
Special Instructional Programs	May 13, 2009
CEBS Curriculum Committee	_____
Professional Education Council	_____
University Curriculum Committee	_____
University Senate	_____

Attachment: Course Inventory Form

Proposal Date: 5/13/2009

College of Education & Behavioral Sciences
Department of Curriculum and Instruction
Proposal to Revise A Program
(Action Item)

Contact Person: Dr. Tabitha Daniel, tabitha.daniel@wku.edu, 745-2615

1. Identification of program:

1.1 Current program reference number: 579
1.2 Current program title: Middle Grades Education
1.3 Credit hours: 76-81

2. Identification of the proposed program changes:

- Allow students to take LTCY 444 Reading in the Secondary School as an alternative to LYCY 421 Reading in the Middle Grades.
- Delete Mathematics and Science Content Areas from the Middle Grades Program.

3. Detailed program description:

Current Program	Revised Program
The middle grades education program (reference number 579) leads to the Bachelor of Science degree and the Kentucky Middle Grades Education (grades 5-9) certificate. The program requires 44 semester hours of general education that should include a biological science course and a physical science course; 37-40 semester hours of professional education courses (MGE 275, PSY 310, EXED 330, PSY 421/422 and LTCY 421, MGE 385, 490, EDU 489, one or two courses selected from MGE 475-481, and a computer literacy course which must be CS 145, CIS 141, or LME 448) and 24-27 hours in each of two teaching fields selected from English/communications, mathematics, science or social studies. Students may choose a single concentrated area of emphasis	The middle grades education program (reference number 579) leads to the Bachelor of Science degree and the Kentucky Middle Grades Education (grades 5-9) certificate for teaching English/communications and social studies. The program requires 44 semester hours of general education that should include a biological science course and a physical science course; 40 semester hours of professional education courses (MGE 275, PSY 310, EXED 330, PSY 421 or 422, and LTCY 444 or LTCY 421, MGE 385, 475, 481, 490, EDU 489, and a computer literacy course which must be CS 145, CIS 141, or LME 448); and 24-30 hours in each of two teaching fields: English/communications and social studies. Students are required to have 150 clock hours of field experiences in addition to the coursework. Middle Grades Education

in mathematics or science rather than completing two areas of emphasis. Students are required to have 150 clock hours of field experiences in addition to the coursework. Middle Grades Education candidates may receive academic advising in the Office of Teacher Services, TPH 408, (270)745-4896. Refer to the middle grades education web site http://edtech.wku.edu/%7eteached/ for additional information.		candidates may receive academic advising in the Office of Teacher Services, TPH 408, (270) 745-4896. Refer to the School of Teacher Education website for additional information.	
MGE 275- Foundations of Middle Grades Instruction	3	MGE 275- Foundations of Middle Grades Instruction	3
PSY 310- Educational Psychology: Development and Learning	3	PSY 310- Educational Psychology: Development and Learning	3
CS 145- Introduction to Computing OR CIS 141-Basic Computer Literacy OR LME 448- Technology Applications in Education	3	CS 145- Introduction to Computing OR CIS 141-Basic Computer Literacy OR LME 448- Technology Applications in Education	3
EXED 330- Introduction to Exceptional Education: Diversity in Learning	3	EXED 330- Introduction to Exceptional Education: Diversity in Learning	3
PSY 421- Psychology of Early Adolescence OR PSY 422- Adolescent Psychology	3	PSY 421- Psychology of Early Adolescence OR PSY 422- Adolescent Psychology	3
LTCY 421- Reading in the Middle School	3	**LTCY 421- Reading in the Middle School** **OR** **LTCY 444- Reading in the Secondary Grades**	3
One or Two courses: MGE 475-481- Teaching Methods	3-6	MGE 475 Teaching Language Arts 3 MGE 481 Teaching Social Studies 3	
MGE 385- Middle Grades Teaching Strategies	3	MGE 385- Middle Grades Teaching Strategies	3
EDU 489- Student Teaching Seminar	3	EDU 489- Student Teaching Seminar	3
MGE 490- Student Teaching	10	MGE 490- Student Teaching	10
English/Communications (2 fields)		**English/Communications**	
ENG 100- Introduction to College	3	ENG 100- Introduction to College	3

Writing		Writing	
ENG 300- Writing in the Disciplines	3	ENG 300- Writing in the Disciplines	3
ENG 302- Language & Communication	3	ENG 302- Language & Communication	3
ENG 390-Masterpieces of American Literature	3	ENG 390-Masterpieces of American Literature	3
COMM 145- Fundamentals of Public Speaking OR COMM 161- Business and Professional Speaking	3	COMM 145- Fundamentals of Speech Communications OR COMM 161- Business and Professional Speaking	**3**
LME 407- Literature for Young Adults	3	LME 407- Literature for Young Adults	3
Electives(6 hours) ENG 301- Argument and Analysis in Written Discourse ENG 401- Advanced Composition ENG 410- Theories of Rhetoric & Composition	6	*Electives(6 hours)* ENG 301- Argument and Analysis ENG 401- Advanced Composition ENG 410- Comp Theory/Practice in Writing (Prerequisite: ENG 304)	6
Mathematics (2 fields)			
MATH 116- College Algebra **OR** **MATH 118- College Algebra and Trigonometry**	**3 - 5**		
MATH 119- Fundamentals of Calculus **OR** **MATH 126- Calculus and Analytical Geometry I**	**4 – 4.5**		
MATH 203- Statistics	**3**		
MATH 205- Number Systems and Number Theory for Teachers	**3**		
MATH 206- Fundamentals of Geometry for Teachers	**3**		
MATH 308- Rational Numbers and Data Analysis for Teachers	**3**		
MATH 403- Geometry for Elementary/Middle School Teachers	**3**		
MATH 411- Problem Solving for Elementary/Middle School Teachers	**3**		
CS 230- Introduction to Programming	**3**		
Electives (3 hours)	**3**		

MATH 409- History of Mathematics **MATH 413- Algebra and Technology for Middle Grades Teachers**			
Science (2 fields)			
BIOL 120- Biological Concepts: Cells, Metabolism, Genetics **AND** **BIOL 121- Biological Concepts: Cells, Metabolism, and Genetics Labs**	**3/ 1**		
BIOL 122- Biological Concepts: Evolution, Diversity and Ecology **AND** **BIOL 123- Biological Concepts: Evolution, Diversity and Ecology Lab**	**3/ 1**		
GEOL 111- Earth History **AND** **GEOL 113- The Earth Laboratory**	**3/ 1**		
GEOL 112- Earth History **AND** **GEOL 114- Earth History Lab**	**3/ 1**		
ASTR 104- Astronomy of the Solar System **OR** **ASTR 106- Astronomy of Stella Systems** **OR** **ASTR 108- Descriptive Astronomy** **OR** **ASTR 214- General Astronomy** **OR** **ASTR 405- Astronomy for Teachers**	**3**		
PHYS 105- Concepts of the Physical World	**3**		
CHEM 101- Introduction to Chemistry **AND** **CHEM 102- Introduction to Chemistry Laboratory** **OR**	**3/ 1**		

CHEM 105- Fundamentals of General Chemistry **AND** **CHEM 106- Fundamentals of General Chemistry Laboratory**			
Social Studies (2 fields)		**Social Studies**	
HIST 119- Western Civilization to 1648 OR HIST 120- Western Civilization since 1648	3	HIST 119- Western Civilization to 1648 OR HIST 120- Western Civilization since 1648	3
HIST 240- The United States to 1865	3	HIST 240- The United States to 1865	3
HIST 241- The United States since 1865	3	HIST 241- The United States since 1865	3
GEOG 110- World Regional Geography	3	GEOG 110- World Regional Geography	3
GEOG 360- Geography of North America	3	GEOG 360- Geography of North America	3
ECON 150- Introduction to Economics OR ECON 202- Principles of Economics (Micro) AND ECON 203- Principles of Economics (Macro)	3	ECON 150- Introduction to Economics OR ECON 202- Principles of Economics (Micro) AND ECON 203- Principles of Economics (Macro)	3
PS 110- American National Government	3	PS 110- American National Government	3
SOCL 100- Introduction to Sociology OR ANTH 120- Introduction to Cultural Anthropology	3	SOCL 100- Introduction to Sociology OR ANTH 120- Introduction to Cultural Anthropology	3
Electives (3 hours) An upper division non-US, non-European history course.	3	*Electives (3 hours)* An upper division non-US, non-European history course.	3
Mathematics (single field)			
MATH 117- Trigonometry **OR** **MATH 118- College Algebra and Trigonometry**	**3 - 5**		
MATH 122- Calculus of a Single Variable I **AND**	**6**		

MATH 132- Calculus of a Single Variable II **OR** **MATH 126- Calculus and Analytical Geometry I AND** **MATH 227- Calculus and Analytical Geometry II**			
MATH 205- Number Systems and Number Theory for Elementary Teachers	**3**		
MATH 206- Fundamentals of Geometry for Elementary Teachers	**3**		
MATH 308- Rational Numbers and Data Analysis for Elementary Teachers	**3**		
STAT 301- Introductory Probability and Statistics **OR** **MATH 203- Statistics**	**3**		
MATH 307- Introduction to Linear Algebra	**3**		
MATH 403- Geometry for Elementary/Middle School Teachers **OR** **MATH 323- Geometry I**	**3**		
MATH 411- Problem Solving for Elementary/Middle School Teachers **MATH 409- History of Mathematics**	**3**		
Science (single field)			
BIOL 120- Biological Concepts: Cells, Metabolism, Genetics AND **BIOL 121- Biological Concepts: Cells, Metabolism, and Genetics Labs**	**3/ 1**		
BIOL 122- Biological Concepts: Evolution, Diversity and Ecology AND **BIOL 123- Biological Concepts: Evolution, Diversity and Ecology Lab**	**3/ 1**		

GEOL 111- Earth History **AND** **GEOL 113- The Earth Laboratory**	**3/ 1**	
GEOL 112- Earth History **AND** **GEOL 114- Earth History Lab**	**3/ 1**	
GEOG 121- Meteorology	**3**	
ASTR 405- Astronomy for Teachers	**3**	
PHYS 105- Concepts of the Physical World	**3**	
PHYS 410- Physics for Teachers	**3**	
CHEM 101- Introduction to Chemistry **AND** **CHEM 102- Introduction to Chemistry Laboratory**	**3/ 1**	
CHEM 105- Fundamentals of General Chemistry **AND** **CHEM 106- Fundamentals of General Chemistry Laboratory**	**3/ 1**	
ASTR 104- Astronomy of the Solar System **OR** **ASTR 106- Astronomy of Stella Systems** **OR** **ASTR 108- Descriptive Astronomy** **OR** **ASTR 214- General Astronomy**	**3**	
PHYS 475- Selected Topics in Physics	**1-3**	

4. Rationale for the proposed program change:

- Faculty reviewed the content of LTCY 421- Reading in the Middle Grades and LTCY 444 Reading in the Secondary School and determined both are appropriate courses to fill the criteria.

- WKU has received a grant from Exxon/Mobile Foundation through the Mathematics Science Initiative to improve preparation of middle school and secondary mathematics and science teachers. The grant requires replication of a very successful program at the University of Texas, Austin. At WKU the Science

Mathematics Education major (SKyTeach) has been approved and students will earn a double major in science or math and education.

5. Proposed term for implementation and special provisions (if applicable): Fall 2009

6. Dates of prior committee approvals:

Department of Curriculum & Instruction: ___5/27/2009_

CEBS Curriculum Committee _____

Professional Education Council _____

Undergraduate Curriculum Committee _____

University Senate _____

Attachment: Program Inventory Form

MEMO TO: CEBS Curriculum Committee

FROM: Retta Poe

DATE: 05/15/09

SUBJECT: Report from the Alternate Admission Subcommittee

In recent weeks members of the Alternate Admission Subcommittee of the CEBS Curriculum Committee have conducted individual reviews of several applications for alternate admission. The students' initials, the programs for which admission was sought, the decisions, and the dates of the decisions are indicated below:

MAE Instructional Leader – School Principal
J. H.S. sought admission. Admission was recommended unconditionally 5/1/09.

MAE: Exceptional Education, LBD
K. K. sought admission; admission recommended unconditionally 5/5/09.

D. W. resubmitted a revised portfolio after having been offered the opportunity to do so (the student's first portfolio had been returned 2/13/09 with a recommendation that admission be denied. However, the student was offered the opportunity to revise the portfolio and re-submit). The committee reviewed the revised portfolio and recommended that admission be denied 5/14/09.

MAE: Interdisciplinary Early Childhood Education
B.M. sought admission; admission recommended unconditionally 4/22/09.

MS: Library Media Education
M.W. sought admission; admission recommended unconditionally 5/14/09.

MAE: Counseling (MFT)
A.S. sought admission; admission recommended unconditionally 4/7/09.

A. K. sought admission; admission recommended unconditionally 5/14/09.

MAE: School Counseling
B.S. sought admission; admission recommended unconditionally 4/15/09.

MAE: Student Affairs
J. W. sought admission; admission recommended unconditionally 4/15/09.

Subcommittee members reviewed the applications using the ***Checklist for Alternate Admissions Subcommittee***, which was developed based on the college's policy for alternate admission applications. I have returned the alternate admission applications to Graduate Studies with the recommendations indicated.