**CEBS CURRICULUM COMMITTEE**
**3:00 pm – November 3, 2009**
**Dean's Conference Room**


I.    Approval of Minutes of the October 6, 2009 CEBS Curriculum Committee, Minutes of the October 13, 2009 called meeting (Found on the CEBS Home Page-click on faculty and staff then meeting minutes and agendas.)


II.   New Business

      From the School of Teacher Education

         1.  Proposal to Revise Teacher Admission Policy
         2.  Proposal to Create a New Course – LTCY 199, Reading Power


III.  Other Business

      -Report from the Alternate Admission Subcommittee

**College of Education and Behavioral Sciences**
**School of Teacher Education**
**Proposal to Revise Program Policy**
**(Action Item)**

Contact Person:  Retta Poe, retta.poe@wku.edu, 745-4662

1.  **Identification of programs:**
    1.1 Current program reference number: (various); the revised policy will apply to students in all undergraduate and graduate programs leading to initial teacher certification.
    1.2 Current program title: (various); the revised policy will apply to students in all undergraduate and graduate programs leading to initial teacher certification.
    1.3 Credit hours: varies by program.

2.  **Identification of proposed policy revision:**
    - Modifies requirements for admission to professional education. All individuals seeking initial teacher certification, though admitted to their respective academic programs, must be separately admitted to the professional education unit.

3.  **Detailed program description:**

    *Existing policy:* Formal application for admission to professional education must be made while students are enrolled in EDU 250 or MGE 275 or IECE 321, generally during the second semester sophomore year. Transfer students with junior standing must apply during the first semester of enrollment. To be eligible for admission to professional education, the student must:
    - attend a Teacher Admissions Orientation;
    - achieve and maintain a minimum overall GPA of 2.5;
    - complete 30 semester hours of course work outside of teacher education;
    - demonstrate writing proficiency by attaining a GPA of 2.5 in ENG 100 and ENG 300 or equivalent courses, with neither grade lower than a "C" (English credit earned with an Advanced Placement score of 3 or higher, ACT English score of 29, SAT Verbal score of 620, or CLEP proficiency will be accepted as equivalent to a "B");
    - demonstrate proficiency in the use of oral language by attaining a grade of "C" or higher in an approved general education speech course for education majors or by attaining an overall GPA of at least 2.5 (4.0 scale) on an undergraduate degree from an accredited institution;
    - submit documentation of a completed physical exam, TB screening, and thumb print criminal background check, none of which can be more than one year old at the time of submission;
    - receive a passing score on a specified standardized instrument (Enhanced ACT with a minimum composite score of 21; the SAT with a minimum composite score of 1500; or the PreProfessional Skills Test with minimums of 173 in Mathematics, 173 in Reading, and 172 in Writing; or the GRE with a minimum score of 800 overall and writing assessment of 3.5 or a **2000** GAP score (undergraduate GPA x GRE) for a completed baccalaureate degree);

- submit all required forms, including application for admission, statement indicating no conviction or pending charges on a felony or sexual misconduct misdemeanor, statement of commitment to uphold the Professional Code of Ethics for Kentucky School Personnel, commitment to abide by teacher education policies and procedures, and other forms provided by the Office of Teacher Services;
- arrange for recommendations to be completed by three faculty members; and
- submit an appropriate photo.

*Proposed policy*:

**The following are required of all students seeking admission to professional education:**

1. File an application for admission to professional education.
2. File a statement indicating no convictions or pending charges on a felony or a sexual misconduct misdemeanor.
3. Submit documentation of a completed physical exam, TB test, and thumbprint criminal background check, all dated within one year prior to admission to teacher education.
4. Submit an appropriate photograph for the teacher admission file.
5. File a statement indicating a commitment to uphold the Professional Code of Ethics for Kentucky School Personnel.
6. Complete teacher admission standardized testing requirement for demonstration of basic skills:
    - The Enhanced American College Test (ACT) with a minimum composite score of 21
    - The Scholastic Aptitude Test (SAT) with a minimum composite score of 1500
    - The Pre-Professional Skills Test (PPST) with minimums of 173 in Mathematics, 173 in Reading, and 172 in Writing
    - The Graduate Record Exam (GRE) with a minimum Verbal + Quantitative total of 800 and an Analytical Writing score of at least 3.5, or a minimum GAP score (undergraduate GPA multiplied by GRE V+Q) of **2200 and an Analytical Writing score of at least 3.5**

**Required of undergraduate students** *(in addition to the requirements for all students)***:**

1. Attend a Teacher Education Admissions Orientation session.
2. Achieve the required minimum GPA of 2.5 overall.
3. Demonstrate proficiency in oral communication by attaining a minimum grade of "C" in COMM 145 or 161 (or approved equivalent course).
4. Demonstrate proficiency in written communication by attaining a GPA of at least 2.5 in ENG 100 and ENG 300 (or approved equivalent courses), with neither grade lower than a C.
5. Obtain three favorable faculty recommendations.
6. If not on iCAP, submit a copy of an approved written degree program for a program leading to initial certification.

**Required of applicants seeking a second baccalaureate degree or certification-only for initial certification** *(in addition to the requirements for all students)*:

1. Document a minimum overall GPA of at least 2.5 (counting all course work completed at the time of admission to teacher education), or a minimum GPA of at least 3.0 in the last 60 hours.
2. Demonstrate proficiency in oral communication, either by attaining a minimum grade of "C" in COMM 145 or 161 (or approved equivalent course); OR by documenting a minimum undergraduate degree GPA of at least 2.5.
3. Demonstrate proficiency in written communication, either by attaining a GPA of at least 2.5 in ENG 100 and ENG 300 (or approved equivalent courses), with neither grade lower than a C; OR by documenting a minimum undergraduate degree GPA of at least 2.5.

4. Obtain three favorable faculty recommendations.
5. Submit a copy of an approved written degree program or certification-only program for a program leading to initial certification.

**Required of graduate students seeking initial certification** (*in addition to the requirements for all students*):
1. Document a minimum overall GPA of at least 2.5 (counting all course work completed at the time of admission to professional education), or a minimum GPA of at least 3.0 in the last 60 hours.
2. Submit a copy of an approved program of studies (Form B/C) for a program leading to initial certification.

4. **Rationale for proposed program policy revision:** The reason for revising the policy is to provide clarity regarding admission to professional education for students seeking a second baccalaureate degree, certification-only at the baccalaureate level, or initial certification at the graduate level. The original policy was written to apply to undergraduate students seeking a first baccalaureate degree. Over the past few years, as more students have sought admission to professional education in second baccalaureate programs, baccalaureate-level certification-only programs, and graduate programs, various pieces of the policy have been tweaked, but a thorough review and revision had not occurred. The proposed policy revision is an effort to remedy the lack of clarity in how the professional education admission policy applies to the other groups of students.

As this policy applies only to students seeking formal admission to professional education, it will not affect other policies related to students' academic programs. The proposed policy is expected to facilitate the professional education admission process for students in the various categories.

5. **Proposed term for implementation:** The policy will be effective upon approval.

7. **Dates of prior committee approvals:**

School of Teacher Education                                   10/02/09

CEBS Curriculum Committee                        _____

Professional Education Council                     _____

Undergraduate Curriculum Committee          _____

Graduate Council                                           _____

University Senate                                           _____

**College of Education and Behavioral Sciences**
**School of Teacher Education**
**Proposal to Create a New Course**
**(Action Item)**

Contact Person: Pam Petty, pamela.petty@wku.edu, 270-745-2922

1. **Identification of proposed course**
    1.1     Course prefix (subject area) and number:  LTCY 199
    1.2     Course title:  Reading Power
    1.3     Abbreviated course title:  Reading Power
    1.4     Credit hours: 3
    1.5     Schedule type:  L
    1.6     Prerequisites/corequisites: none
    1.7     Course catalog description:  Prepares students for reading college texts. Emphasis on developing higher level analysis of complex text including vocabulary and strategic approaches to deep comprehension. Required for incoming students with 18-19 scores on the reading portion of the ACT; open to all WKU students.

2. **Rationale**
    2.1     Reason for developing the course proposal:  This course is needed to meet a CPE mandate, as a component of Kentucky Senate Bill 1, for serving incoming freshmen who score between 18-19 on the reading portion of the ACT. Cox, Friesner, and Khayum (2003) cite several studies that emphasize the connection between underprepared students, retention, graduation rates and the effectiveness of reading skills courses.  They also present empirical evidence on the effectiveness of reading skills courses offered at a four-year Midwest university, reporting that "students who enter college underprepared to read at the college level and who take and pass a reading skills course experience significantly greater success in college over the long term compared to similarly underprepared students who either do not take, or do not pass, such a course" (p. 189).  Likewise, whereas several research-based and effective non-traditional remediation courses are represented in the literature, leaders in the field still push for more innovation in course design and delivery.  Newly custom-designed initiatives could be crafted more specifically to fit the specific student populations, more acutely meeting student needs, and enhancing retention and graduation.  The trend is for courses that are more "student or learning-centered" rather than "remedial" or developmental in nature (Flippo & Caverly, 2009, p. 371).  Cognitive-based models should replace the stigma-charged and outdated deficiency models that often do not improve underprepared students' skill and strategy development or do not improve dropout and graduation rates (Gourgey, 1999; Mt. San Antonio, 2008; Flippo & Caverly, 2009; Bohr, 1994; Adelman, 1996; Maxwell, 1997).  Students need to be in constant connectivity in engaged, inquiry-based, learning communities (Leu and Kinzer, 2000).  Paths include options for group learning sessions allowing for instruction couched within social interactions, trust-building frameworks, and electronic communications between learning sessions. Simpson, Stahl, and Francis (2004) indicate that any new initiatives must ensure that students know when, why, and how to apply any new

strategy; students must have time to apply new strategies; strategy instruction must be content embedded; and students must be metacognitive in their reflection and evaluation of their own learning. Furthermore, choice is another aspect of program planning that should be considered. Wink (2005) is one of many researchers who indicate that students need to take control over their own learning. Providing choice is one way to honor students as independent learners by allowing them to make decisions about what they want to learn and how they want to learn. LTCY 199 encompasses each of these best practices. LTCY 199 was offered this summer as a temporary course as part of a grant initiative from the Council on Postsecondary Education. A pre/post administration of the Nelson Denny Adult Reading Test revealed growth in reading comprehension and vocabulary development.

2.2     Projected enrollment in the proposed course: It is anticipated that 500 students will enroll in this course per semester (fall and spring), with an additional 150 students during the summer. All students entering WKU who score 18-19 on the Reading portion of the ACT will be mandated to take this course. The course is not restricted to that population only. Any WKU student will be allowed to self-select to enroll in the course.

2.3     Relationship of the proposed course to courses now offered by the department: Currently there are no offerings of reading courses to support learners at within the School of Teacher Education. The only other undergraduate courses offered with a LTCY prefix are reading methods courses for education majors (LTCY 320, LTCY 420, LTCY 444/421). LTCY 199 differs from those courses in that the focus of LTCY 199 is on the college student's personal literacy development, not preparation to teach literacy skills/strategies within an instructional setting.

2.4     Relationship of the proposed course to courses offered in other academic units: Currently there are no offerings of reading courses at WKU for this population of students. While there are developmental reading courses offered at the BGCC, those courses are not appropriate for students scoring over 17 on the reading portion of the ACT. LTCY 199 is specifically geared for college students scoring 18-19 or higher on the reading portion of the ACT. While there are components of LTCY 199 that include study skills necessary for college success, the focus of 90% of the course is reading comprehension, vocabulary development, and increasing reading rate to meet the demands of college reading. This includes deep and meaningful readings of complex text and critical responses to text.

2.5     Relationship of the proposed courses to courses offered at other institutions: All universities in Kentucky are under the same Senate Bill 1 mandate to serve students whose ACT reading scores fall within the 18-19 range of scores. The University of Louisville offers a comparable course (GEN 105) that provides an intervention for college reading. The content is similar but the structure is different in that "students who enroll in this course will receive 2 hours each week of supplemented instruction in college reading, critical thinking, and study strategies. Students receive 1 hour of college credit (elective credit only) for GEN 105. Students will receive 3 hours of college credit for successful completion of the general education course section linked to GEN 105"

(). Eastern Kentucky University offers ENR 116 Strategies for College Reading with course content very similar in content, but with less depth for one credit hour over a five week period.  Northern Kentucky University offers a similar course:  RDG 110: Critical Reading.  Benchmark universities offering similar courses include East Tennessee State University which offers DSPR 0800:  Fundamental Reading as a 3-hour course.  Eastern Illinois University offers GST1000:  Reading and Study Skill Improvement.  The proposed course will add a dimension of literacy support services currently not available on WKU's campus.

3.  **Description of proposed course**
    3.1    Course objectives:  Upon completion of LTCY 199, the student will be able to demonstrate:
- Growth and competency in synthesizing academic texts.
- Growth and competency in understanding underlying grammars of discourse in the disciplines.
- Growth and competency in interpretation of and critical thinking within academic texts.
- Growth and competency in vocabulary skills and strategies.
- Growth and competency in comprehension skills and strategies.
- Growth and competency in retention of learned material.
- Growth and competency in study skills including note-taking, test-taking preparation strategies, and organizing for learning

    3.2    Content outline:
Course content will focus heavily on reading comprehension, vocabulary development, reading rate, and critical thinking skills needed for successful reading of complex texts at the college level.  Additional topics include how thinking and reading are interrelated, and how learners target and develop desired literacy skills and strategies.

- Metacognitive strategies including identifying, creating and monitoring one's own understanding of what is read
- Knowing how texts are structured (college texts)
- Developing vocabulary
- Recognizing how ideas are connected
- Identifying and analyzing meaning
- Learning from print
- Demonstrating your own understanding of your ability to read
- Effective literacy habits
- Time management and organizational skills that facilitate learning
- Skills and strategies for pre/during/post reading
- Skills and strategies for pre/during/post class attendance
- Connecting textbooks to lectures
- Connecting content to assessment
- Critical thinking and comprehension

All major topics listed above will be taught through direct instruction, group work in and out of class, and through independent readings and modules from Pearson Publishing Company via Blackboard.

3.3     Student expectations and requirements:
Assessment of student learning will be based on multiple examples of student work both formative and summative.  Examples of assessments are as follows:
- In-class activities that use "authentic" reading materials from content courses in which students are currently enrolled
- Out-of-class assignments that allow students to practice skills and strategies that develop over a period of time (i.e., vocabulary development)
- Research project on some aspect learning
- Written reflections on metacognitive functions specific to each student
- Written demonstration of a "personal success plan" that incorporates surveys, checklists, and objectives students have self-identified as goals for continued literacy learning

3.4     Tentative texts and course materials:
Pearson Reading Modules Access Card - ISBN: 0558230512
Pearson Reading Modules allow student access to exercises in reading comprehension, vocabulary, and study skills.  Students access the modules through Blackboard.

## 4.  Resources
4.1     Library sources:  Present resources are adequate.
4.2     Technology resources:  Present resources are adequate.

## 5.  Budget implications:
5.1     Proposed method of staffing:  Literacy specialists will be hired as part-time employees.
5.2     Special equipment needed:  No special equipment is needed for this course.
5.3     Expendable materials needed:  The Nelson Denny Adult Reading Test (or similar assessment) is needed for pre/post assessment each semester:     $13 per student. Students will be responsible for the cost of the assessments.

## 6.  Proposed term for implementation:  Spring 2010

## 7.  Dates of review/approvals:

School of Teacher Education:              ____10/26/09_____

CEBS Curriculum Committee               _____

University Curriculum Committee          _____

University Senate                        _____


**Attachments:** Library Resources Form, Course Inventory Form

Bibliography:

Adleman, C. (1996). Point of view: The truth about remedial work: It's more complex than windy rhetoric and simple solutions suggest. *Chronicle of Higher Education*, 36.

Bohr, L. (1994). College classes that attract and generate good readers. *Journal of College Reading & Learning, 26*(2), 30-44.

Cox, S. R., Friesner, D. L., & Khayum, M. (2003). Do reading skills courses help underprepared readers achieve academic success in college? *Journal of Adolescent & Adult Literacy, 33* (2), 170-196.

Flippo, R. F., & Caverly, D. C., (2009). *Handbook of college reading and study strategy research, 2ed.* New York: Routledge.

Gourgey, A. F. (1999). Teaching reading from a metacognitive perspective: Theory and classroom experiences. *Journal of College Reading & Learning, 30* (1), 85-93.

Leu, D. J., & Kinzer, C. K. (2000). The convergence of literacy instruction with networked technologies for information and communication. *Reading Research Quarterly, 35*(1), 108-127.

Maxwell, M. (1997). *The dismal state of required developmental reading programs: Roots, causes and solutions.* (ERIC Document Reproduction Service No. ED415501).

Mt. San Antonio College (2008). *Learning assistance center reading philosophy*. Retrieved November 27, 2008, from http://www.mtsac.edu/instruction/learning/lac/courses/reading/philosophy.html

Simpson, M. L., Stahl, N. A., & Francis, M. A. (2004). Reading and learning strategies: Recommendations for the 21st century. *Journal of Developmental Education, 28* (2), p. 2-4, 6, 8, 10-12, 14-15.

Wink, J. (2005). *Critical pedagogy: Notes from the real world (3rd ed.).* New York: Pearson Education.

MEMO TO:   CEBS Curriculum Committee

FROM:        Retta Poe

DATE:         10/27/09

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: Student Affairs in Higher Education**
B. S. sought admission. Committee agreed to recommend conditional admission 10/20/09. Applicant must complete the nine hours of courses she is enrolled in for Fall 09 and make no less than a B in each course.

**MAE: Music Education (minor in Secondary Education)**
J. J. sought admission. A majority of the committee recommended that she be admitted unconditionally 10/20/09.

**MAE: Adult Education**
M. B. sought admission; admission recommended unconditionally 10/20/09.

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.