

AGENDA
PROFESSIONAL EDUCATION COUNCIL
3:30 - Wednesday, February 13, 2013
GRH 3073

I. Consideration of the Minutes from the December 12, 2012, meeting
(Minutes can be found on the CEBS Main Web Page – click on Faculty & Staff and then Meetings
Minutes and Agendas).

II. Old Business

A. Ogden College of Science and Engineering

Department of Mathematics

1. Proposal to Revise a Program – 049, Master of Arts in Mathematics

III. New Business

A. Office of Teacher Services - CEBS

- Candidates Completing Requirements for Admission to the Professional Education Unit
December 13, 2012 to February 13, 2012
- Student Teacher Candidates List for Spring 2013

B. College of Education and Behavioral Sciences

Dean's Office – CEBS

1. Proposal to Revise a Certification Policy (Policy on Expiration of Courses and Programs
Leading to Professional Education Certification)

School of Teacher Education

1. Revise Course Prerequisites – SEC 351, Teaching Strategies for Secondary Schools
2. Revise Course Prerequisites – SEC 352, Planning for Student Diversity
3. Revise a Program – 044, MAE Literacy Education

C. College of Health and Human Services

Department of Family and Consumer Sciences

1. Revise Course Number – HMD 111, Human Nutrition

IV. Other Business

Recommendation for dismissal of a teacher candidate from Professional Education

**Ogden College of Science & Engineering
 Department of Mathematics
 Proposal to Revise a Program
 (Action Item)**

Contact Person: Hope Marchionda, hope.marchionda@wku.edu, 745-2961

1. Identification of program:

- 1.1 Current program reference number: 049
- 1.2 Current program title: Master of Arts in Mathematics
- 1.3 Credit hours: 30-34

2. Identification of the proposed program changes:

- A change of the admission requirements for the program using the new GRE scoring system and the new system adopted for the GAP score.
- Streamlining admission requirements so that candidates do not have to wade through requirements for mathematics and secondary education.
- Revised the list of core mathematics courses.

3. Detailed program description:

Old Program	New Program
<p>(1.) This program is intended for students who are secondary teachers in Kentucky who already hold teacher certification and are seeking rank change through attainment of a Master's degree. This degree does not give a student initial teacher certification, nor is it intended to prepare a student for doctoral studies in mathematics.</p> <p>(2.) Admission Requirements:</p> <p>Either (1) a bachelor's degree in mathematics or (2) completion of the following undergraduate courses: (a) a calculus sequence through multivariable calculus, (b) linear algebra, (c) discrete mathematics, (d) probability or calculus-based statistics, (e) abstract algebra, and (f) geometry. Applicants without a bachelor's degree in mathematics may be admitted with at most one deficiency in the undergraduate courses listed above.</p>	<p>(1.) This program is intended for students who are secondary teachers in Kentucky who already hold teacher certification and are seeking rank change through attainment of a Master's degree. This degree does not give a student initial teacher certification, nor is it intended to prepare a student for doctoral studies in mathematics.</p> <p>(2.) Admission Requirements:</p> <p>Either (1) a bachelor's degree in mathematics or (2) completion of the following undergraduate courses: (a) a calculus sequence through multivariable calculus, (b) linear algebra, (c) discrete mathematics, (d) probability or calculus-based statistics, (e) abstract algebra, and (f) geometry. Applicants without a bachelor's degree in mathematics may be admitted with at most one deficiency in the undergraduate courses listed above.</p>

(3.) Applicants must have a 2.75 GPA in all required undergraduate mathematics courses or a GAP score of 3000.

(3.) Applicants must have one of the following:

**(a) A GAP score of 600.
(GAP = GRE score (verbal+ quantitative only) + 100* GPA)**

(b) A GRE score of at least 300

Note that for the above two options WKU requires a minimum score of 139 for both the verbal and the quantitative parts on the GRE.

(c) For students that graduate from WKU with a mathematics major, a GPA of at least 3.3 in their mathematics major.

Applicants must also have or be eligible for a teaching certificate* for Secondary Mathematics (Grades 8-12). A copy of the certificate or statement of eligibility must be submitted with the application.

***Kentucky teachers whose certificates have expired may be admitted into the program, but they may enroll in no more than six hours before they must apply to the Kentucky Education Professional Standards Board for re-issued certificates. After completion of six hours, a student admitted with an expired certificate must submit a copy of the re-issued certificate before being allowed to register for any additional courses.**

Applicants from out-of-state with expired certificates must complete the requirements for their respective states to renew their certificates and submit a copy of the re-issued certificate.

(4.) Mathematics --18 hours

The following courses are required:

Core Mathematics Courses:

MATH 501 Introduction to Probability and Statistics I

MATH 503 Introduction to Analysis

(5.) MATH 423G Geometry II or MATH 523 Topics from Geometry

MATH 514 Applications and Modeling for Teachers

(6.) Elective Mathematics Courses (6 hours required):

MATH 405G, 406G, 409G, 415G, 417G,

(4.) Mathematics --18 hours

The following courses are required:

Core Mathematics Courses:

MATH 501 Introduction to Probability and Statistics I

MATH 503 Introduction to Analysis

(5.) MATH 511 Algebra from an Advanced Perspective

MATH 512 Geometry from an Advanced Perspective

(6.) Elective Mathematics Courses (6 hours required):

421G, 423G, 431G, 432G, 435G, 439G, 450G, 470G, 475G, 500, 504, 509, 510, **511, 512**, 517, 523, 529, 531, 532, 535, 536, 539, 540, 541, 542, 550, 560, 570, 590, 599, STAT 549.

(7.) A maximum of 9 hours at the 400G level may be included in the entire program. Comprehensive exams in mathematics are required. A student who chooses to do a thesis is required to complete 6 hours of MATH 599 Thesis Research and Writing and to give an oral defense of the thesis.

(8.) Secondary Education (12-16 hours)

This program is designed to develop Teacher Leaders who can positively impact student learning in their classrooms and schools. Courses and experiences include Professional Learning Communities in which students interact with other graduate students from various content areas and grade levels to discuss and work on real world challenges and promising practices they encounter in schools. An Action Research Project for Teacher Leaders focusing on a classroom, school, or district issue is the capstone for the completion of the Secondary Education portion of the degree.

During the first course in the program, TCHL 500 *Foundations of Teacher Leadership*, students will complete an assessment process that will be used in determining which TCHL core courses they must take (see *Important Note* below). All students must either complete TCHL 540, 544, 548, 550, 554, and 558 or pass proficiency evaluations for these courses. TCHL 500, 530, and 560 are required for all students, and there are no proficiency evaluations that may be substituted for these courses.

(9.) Secondary Education Admission Requirements

(Criteria vary, depending on the student's

MATH 405G, 406G, 409G, 415G, 417G, 421G, 423G, 431G, 432G, 435G, 439G, 450G, 470G, 475G, 500, 504, 509, 510, **514**, 517, 523, 529, 531, 532, 535, 536, 539, 540, 541, 542, 550, 560, 570, 590, 599, STAT 549.

(7.) A maximum of 9 hours at the 400G level may be included in the entire program. Comprehensive exams in mathematics are required. A student who chooses to do a thesis is required to complete 6 hours of MATH 599 Thesis Research and Writing and to give an oral defense of the thesis.

(8.) Secondary Education (12-16 hours)

This program is designed to develop Teacher Leaders who can positively impact student learning in their classrooms and schools. Courses and experiences include Professional Learning Communities in which students interact with other graduate students from various content areas and grade levels to discuss and work on real world challenges and promising practices they encounter in schools. An Action Research Project for Teacher Leaders focusing on a classroom, school, or district issue is the capstone for the completion of the Secondary Education portion of the degree.

During the first course in the program, TCHL 500 *Foundations of Teacher Leadership*, students will complete an assessment process that will be used in determining which TCHL core courses they must take (see *Important Note* below). All students must either complete TCHL 540, 544, 548, 550, 554, and 558 or pass proficiency evaluations for these courses. TCHL 500, 530, and 560 are required for all students, and there are no proficiency evaluations that may be substituted for these courses.

(9.) This entire section deleted in the new program.

undergraduate institution and GPA):

1. WKU Graduate: Admission

No qualifying GAP** score will be required for graduates of the WKU B.A. in Mathematics program, as long as they have or are eligible for a teaching certificate for Secondary Mathematics (Grades 8-12). A copy of the certificate or statement of eligibility must be submitted with the application.

2. Graduate of a Kentucky Higher Education

Institute other than WKU:

Applicants with undergraduate degrees from Kentucky higher education accredited universities must have a 2.75 GPA for all previous undergraduate coursework or a qualifying GAP** score and must have or be eligible for a teaching certificate* for Secondary Mathematics (Grades 8-12). A copy of the certificate or statement of eligibility must be submitted with the application.

3. Graduate of an Out-of-State Institution of Higher Education

Applicants with undergraduate degrees from all other higher education accredited universities must have a 2.75 GPA for all previous undergraduate coursework or a qualifying GRE/GAP** score and must have or be eligible for a teaching certificate* for Secondary Mathematics (Grades 8-12). A copy of the certificate or statement of eligibility must be submitted with the application.

*Kentucky teachers whose certificates have expired may be admitted, but they may enroll for only six hours before they must apply to the Kentucky Education Professional Standards Board for re-issued certificates. After completion of six hours, a

student admitted with an expired certificate must submit a copy of the re-issued certificate before being allowed to register for any additional courses. Applicants from out-of-state with expired certificates must complete the requirements for their respective states to renew their certificates and submit a copy of the re-issued certificate.

****Qualifying GAP Score: 2200 or higher (GRE score multiplied by the undergraduate GPA) and a GRE Analytical Writing score of 3.5 or higher**

(10.) *Important Note:*

While enrolled in TCHL 500, master's candidates will use several documents, including their KTIP assessments or in-kind examples, dispositions self-surveys, referrals from school personnel, and their respective School Improvement Plan, to develop with their respective program advisors individualized programs of study of 30-34 hours related to Kentucky Teacher Standards and professional goals. Each student's program of study will include some or all of the TCHL courses, at least one content course specific to their initial teaching certification areas, plus additional education-related or content courses.

(11.) Courses denoted with an asterisk below are required.

Secondary Education

Students must complete a total of at least 12 hours in education course work, including the following:

Professional Education Core—9-16 hours

*TCHL 500 – Foundations of Teacher Leadership (3 hours)

*TCHL 530 – Curriculum Development (3 hours)

TCHL 540 – Classroom Instruction: Instructional Strategies (1 hour)

(10.) *Important Note:*

While enrolled in TCHL 500, master's candidates will use several documents, including their KTIP assessments or in-kind examples, dispositions self-surveys, referrals from school personnel, and their respective School Improvement Plan, to develop with their respective program advisors individualized programs of study of 30-34 hours related to Kentucky Teacher Standards and professional goals. Each student's program of study will include some or all of the TCHL courses, at least one content course specific to their initial teaching certification areas, plus additional education-related or content courses.

(11.) Courses denoted with an asterisk below are required.

Secondary Education

Students must complete a total of at least 12 hours in education course work, including the following:

Professional Education Core—9-16 hours

*TCHL 500 – Foundations of Teacher Leadership (3 hours)

*TCHL 530 – Curriculum Development (3 hours)

TCHL 540 – Classroom Instruction: Instructional Strategies (1 hour)

TCHL 544 – Classroom Instruction: Equitable School and Community Partnerships (1 hour)
TCHL 548 – Classroom Instruction: Managing the Learning Environment (1 hour)
TCHL 550 – Student Assessment I: Fundamentals of Student Assessment (1 hour)
TCHL 554 – Student Assessment II: Standardized Testing (1 hour)
TCHL 558 – Student Assessment III: Classroom Tests and Instruments (2 hours)
*TCHL 560 – Action Research Capstone for Teacher Leaders (3 hours)

(12.) Education Electives—0-3 hours

Students who successfully complete the proficiency examinations for TCHL 540, TCHL 544, TCHL 548, TCHL 550, TCHL 554, and/or TCHL 558 may substitute another education course with advisor approval. TCHL 520 *Principles of Action Research for Teacher Leaders* is strongly recommended.

Secondary Education Mid-Point Assessment Requirements:

To ensure that all master’s candidates are proficient on Advanced Level Kentucky Teacher Standards, all *Critical Performances* associated with the above TCHL courses must be completed, *even if a candidate’s program of studies does not include the courses*. Except for TCHL 560, which should be taken toward the end of their program, candidates may only complete 6 hours in their Specialization Component before they have taken all TCHL courses and/or uploaded all Critical Performances and have achieved an average score of 3.0 on all performances and an average score of 3 on dispositions. Additional course work may be required based on the assessment results.

Secondary Education Completion Requirements:

1. Successfully complete TCHL 560 (Course grade of C or higher).
 2. Give acceptable presentation of action research in approved venue.
 3. Achieve a minimum 3.0 GPA overall and in secondary education course work.
- The total number of program hours for the MA in Mathematics is 30-34 hours.

TCHL 544 – Classroom Instruction: Equitable School and Community Partnerships (1 hour)
TCHL 548 – Classroom Instruction: Managing the Learning Environment (1 hour)
TCHL 550 – Student Assessment I: Fundamentals of Student Assessment (1 hour)
TCHL 554 – Student Assessment II: Standardized Testing (1 hour)
TCHL 558 – Student Assessment III: Classroom Tests and Instruments (2 hours)
*TCHL 560 – Action Research Capstone for Teacher Leaders (3 hours)

(12.) Education Electives—0-3 hours

Students who successfully complete the proficiency examinations for TCHL 540, TCHL 544, TCHL 548, TCHL 550, TCHL 554, and/or TCHL 558 may substitute another education course with advisor approval. TCHL 520 *Principles of Action Research for Teacher Leaders* is strongly recommended.

Secondary Education Mid-Point Assessment Requirements:

To ensure that all master’s candidates are proficient on Advanced Level Kentucky Teacher Standards, all *Critical Performances* associated with the above TCHL courses must be completed, *even if a candidate’s program of studies does not include the courses*. Except for TCHL 560, which should be taken toward the end of their program, candidates may only complete 6 hours in their Specialization Component before they have taken all TCHL courses and/or uploaded all Critical Performances and have achieved an average score of 3.0 on all performances and an average score of 3 on dispositions. Additional course work may be required based on the assessment results.

Secondary Education Completion Requirements:

1. Successfully complete TCHL 560 (Course grade of C or higher).
 2. Give acceptable presentation of action research in approved venue.
 3. Achieve a minimum 3.0 GPA overall and in secondary education course work.
- The total number of program hours for the MA in Mathematics is 30-34 hours.

4. Rationale for the proposed program change:

One change of the admission requirements for the program is needed because of the new GRE scoring system and the new system adopted for the GAP score by WKU. In addition, changes were made to the mathematics admission requirements so that the secondary teaching admission requirements could be deleted. This was done to make the process more understandable for applicants. The last proposed change is aligning the core mathematics courses with the content secondary teachers are most likely to teach so that they can gain the depth of knowledge that they need to be effective at preparing high school students for college.

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

Summer 2013

6. Dates of prior committee approvals:

Mathematics Department:	<u>10/26/12</u>
OCSE Graduate Committee	<u>11/16/12</u>
Professional Education Council	_____
Graduate Curriculum Committee	_____
University Senate	_____

**COMPLETING REQUIREMENTS CANDIDATES FOR ADMISSION TO
PROFESSIONAL EDUCATION UNIT
December 13, 2012- February 13, 2013**

ELEMENTARY P-5

Baize, David S.
Craig, Samantha R.
Cummins, Haley M.
Jose-Tomas, Maria
Martin, Allison
Neff, Joy
Skinner, Jordyn R.
Westfall, Brittany N.
Witcher, Corey

P-12

Kirby, Justin	Music Vocal
Lucas, Casandra	Music Vocal

IECE

MIDDLE GRADES

Hagedorn, Rachael D.	LA/SS
Houchens, Timothy	Social Studies
Ottaway, Kiersten	LA/SS
Smith, Rodney	LA/SS

SECONDARY

Booker, Sara M.	Social Studies
Gardner, William	Social Studies
Parr, Albert	Biology

MASTERS

Clements, Elizabeth H.	Math
Froedge, Lori	Math
Hans, Gayle	CD
Hooks, India	SPED
Kinard, Tabitha D.	Chemistry
Lett, Kacee D.	Chemistry
O'Dell, Tyler S.	Chemistry
Parocai, Melissa	SPED
Robertson, Mollie E.	Math

If there are any questions or concerns about the status of any candidates, the person with the question or concern should contact Dr. Fred Carter, Teacher Services (745-4611 or fred.carter@wku.edu) prior to the PEC meeting.

**STUDENT TEACHER CANDIDATES FOR SPRING 2013
QUALIFIED**

*****STUDENT TEACHING APPLICATION ACCEPTED***2/13/13**

WKU ID	FIRST	LAST	D	MAJOR
	COURTNEY	ANDERSON		ELEMENTARY
	RACHEL	BOWEN		ELEMENTARY
	DONNA	CAUSEY		ELEMENTARY
	MELINDA	ROBINSON		ELEMENTARY
	HANNAH	EMBRY		MGE/LA/S.STUDIES
	SARAH	GREENWOOD		MGE/LA/S.STUDIES
	ASHLEY	HUGHES		MGE/S.STUDIES/LA
	JOSHUA	McOWEN		MGE/MATH
	MARIANNE	WESSLING		MGE/MATH
	CURTIS	WILSON		MGE/MATH/S.STUDIES
	MEGAN	VINCENT		SEC/SOCIAL STUDIES
	JUSTIN	KIRBY		P-12/MUSIC
	DUSTIN	SEABOLT		P-12/MUSIC
	KORY	RAY		SPECIAL EDUCATION

STUDENT TEACHER CANDIDATES FOR SPRING 2013

*****STUDENT TEACHING APPLICATION WITHDRAWN*****

WKU ID	FIRST	LAST	MAJOR	DATE
	KARI	HARP	ELEMENTARY	1/24/13
	BRITTANY	TAYLOR	ELEMENTARY	1/18/13
	JAMES	WHITED	ELEMENTARY	12/6/12
	RAY LAUREN	HALL	MGE/S.STUIES/LA	12/20/12
	ADAM	WOODRUFF	MGE/SOCIAL STUDIES	12/20/12
	NICHOLAS	CARTER	SEC/MATH	12/26/12
	LANCE	PAULEY	SEC/PHYSICS	12/20/12
	ALEXA	POOLE	5-12/FCS	12/11/12
	KARL	WEIHE	P-12/SPANISH	12/26/12
	JOHN	DOYLE	P-12/PE	1/3/13

College of Education and Behavioral Sciences

**Proposal to Revise a Certification Policy
(Action Item)**

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

1. Identification of policy: Policy on Expiration of Courses and Programs Leading to Professional Education Certification

2. Current policy:

For undergraduate certification-only programs:

A student who entered WKU as a beginning freshman or transfer student Fall 2005 and thereafter (i.e., iCAP-eligible students) will be allowed seven consecutive years from the student's catalog term (initial term of entry) to complete teacher certification requirements. The Dean of the College of Education and Behavioral Sciences may grant an extension to this deadline.

For undergraduate courses used to satisfy requirements in programs leading to teacher certification:

Approved courses for programs leading to teacher certification must be aligned with current standards. Some older courses are not aligned with current standards, and thus it may not be appropriate to count them in a student's program. Generally speaking, professional education and "content" courses used to satisfy program requirements in programs leading to professional education certification should be no more than 10 years old. Decisions about whether older courses may be used will be made on a case-by-case basis by the department head of the student's major. Students who wish to use courses older than 10 years to satisfy program requirements may be required to demonstrate proficiency related to current course content and learning outcomes.

For graduate certification-only programs, endorsement programs, Planned Fifth-Year (Rank II) programs, and Planned Sixth-Year (Rank I) programs:

All requirements for graduate certification-only, endorsement, Planned Fifth-Year, and Planned Sixth-Year programs must be completed within ten years from the date the first course was taken. Students may request an extension, which must be approved by the Dean of the College of Education and Behavioral Sciences on recommendation of the advisor and department head.

3. Proposed policy:

For undergraduate certification-only programs:

A student who entered WKU as a beginning freshman or transfer student Fall 2005 and thereafter (i.e., iCAP-eligible students) will be allowed seven consecutive years from the student's catalog term (initial term of entry) to complete teacher certification requirements. The Dean of the College of Education and Behavioral Sciences may grant an extension to this deadline.

For undergraduate courses used to satisfy requirements in programs leading to teacher certification:

Consistent with NCATE Standard 1 (Candidate Knowledge, Skills, and Professional Dispositions), approved courses for programs leading to teacher certification must be aligned with current standards. Some older courses **may not be** aligned with current standards, and thus it may not be appropriate to count them in a student's program. Generally speaking, professional education and "content" courses used to satisfy program requirements in programs leading to professional education certification should be no more than 10 years old. Decisions about whether older **content** courses may be used will be made on a case-by-case basis by the department head of the student's major. **For students in programs leading to secondary certification (Grades P-12, 5-12, and 8-12), decisions about whether older pedagogy courses may be used will be made by the Director of the School of Teacher Education.** Students who wish to use courses older than 10 years to satisfy program requirements may be required to demonstrate proficiency related to current course content and learning outcomes.

For graduate certification-only programs, endorsement programs, Planned Fifth-Year (Rank II) programs, and Planned Sixth-Year (Rank I) programs:

All requirements for graduate certification-only, endorsement, Planned Fifth-Year, and Planned Sixth-Year programs must be completed within ten years from the date the first course was taken. Students may request an extension, which must be approved by the Dean of the College of Education and Behavioral Sciences on recommendation of the advisor and department head.

4. **Rationale for revision:** The current policy is ambiguous with respect to the appropriate unit head responsible for approving inclusion of older pedagogy courses when the student is pursuing a major outside of the STE, so the proposed revision is an effort to provide clarity on that point. Evaluation of whether students meet current standards with regard to their content-area knowledge and skills is most appropriately made by faculty in the content area. However, faculty in the School of Teacher Education (STE) should make decisions about the currency of pedagogical knowledge, skills, and dispositions. NCATE Standard 1 states: "Candidates preparing to work in schools as teachers or other school professionals know and demonstrate the content knowledge, pedagogical content knowledge and skills, pedagogical and professional knowledge and skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards." In the supporting explanation accompanying the delineation of the standard in the NCATE manual, it is noted, "Educator licensure standards adopted by most states require that educators demonstrate knowledge, skills, and professional dispositions that enable them to address the needs of all learners. Therefore, candidates preparing to teach or work as other professional educators in P-12 schools are expected to demonstrate the candidate learning proficiencies identified in the unit's conceptual framework, in the standards of national professional organizations which should be aligned with standards for P-12 students, and in state licensing standards." To ensure that teacher candidates meet current teacher standards with respect to pedagogy, appropriate evaluation of whether a student's pedagogical knowledge and skills developed in older courses are nonetheless consistent with current teacher standards should be conducted in the School of Teacher Education.
5. **Impact of proposed policy on existing academic or non-academic policies:** None anticipated.
6. **Proposed date of implementation:** The proposed revision will be implemented immediately upon approval by appropriate committees.

7. Dates of approval:

CEBS Curriculum Committee	<u>02-05-2013</u>
Professional Education Council	_____
Undergraduate Curriculum Committee	_____
Graduate Council (for information)	_____
University Senate	_____

**College of Education and Behavioral Sciences
School of Teacher Education
Proposal to Revise Course Prerequisites
(Consent Item)**

Contact Person: Judy Davison, judy.davison@wku.edu, 745-3551

- 1. Identification of course:**
 - 1.1 Course prefix (subject area) and number: SEC 351
 - 1.2 Course title: Teaching Strategies for Secondary Schools
 - 1.3 Credit hours: 3

- 2. Current prerequisites:** EDU 250, PSY 310.

- 3. Proposed prerequisites:** EDU 250 or MGE 275, and PSY 310.

- 4. Rationale for the revision of prerequisites/corequisites/special requirements:** The change is being made to allow students in programs leading to certification for Grades 5-12 to use either EDU 250 or MGE 275 as their introductory course in the Teacher Education program, depending on the focus of their intended final program and certification.

- 5. Effect on completion of major/minor sequence:** The proposed change should benefit students, as it will allow students in 5-12 programs (that have previously required both EDU250 and MGE275) to matriculate through their program sequence in the same time frame despite program revisions increasing EPSB required fieldwork hours.

- 6. Proposed term for implementation: Spring 2014**

- 7. Dates of prior committee approvals:**

School of Teacher Education:	January 12, 2013
CEBS Curriculum Committee	February 5, 2013
Professional Education Council	_____
Undergraduate Curriculum Committee	_____
University Senate	_____

**College of Education and Behavioral Sciences
School of Teacher Education
Proposal to Revise Course Prerequisites
(Consent Item)**

Contact Person: Judy Davison, judy.davison@wku.edu, 745-3551

1. Identification of course:

- 1.1 Course prefix (subject area) and number: SEC 352
- 1.2 Course title: Planning for Student Diversity
- 1.3 Credit hours: 3

2. Current prerequisites/corequisites: EDU 250, PSY 310 (SEC 351 pre- or corequisite).

3. Proposed prerequisites/corequisites: EDU 250 or MGE 275, and PSY 310 (SEC 351 pre- or corequisite). (Note that no change is proposed to SEC 351 as a pre- or corequisite.)

4. Rationale for the revision of prerequisites: The change is being made to allow students in programs leading to certification for Grades 5-12 to use either EDU 250 or MGE 275 as their introductory course in the Teacher Education program, depending on the focus of their intended final program and certification.

5. Effect on completion of major/minor sequence: The proposed change should benefit students, as it will allow students in 5-12 programs (that have previously required both EDU250 and MGE275) to matriculate through their program sequence in the same time frame despite program revisions increasing EPSB required fieldwork hours.

6. Proposed term for implementation: Spring 2014

7. Dates of prior committee approvals:

School of Teacher Education: January 12, 2013

CEBS Curriculum Committee February 5, 2013

Professional Education Council _____
Undergraduate Curriculum Committee _____

University Senate _____

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

Contact Person: Dr. Cassie Zippay, cassie.zippay@wku.edu, 270.745.2679

- 1. Identification of program:**
 - 1.1 Current program reference number: 044
 - 1.2 Current program title: Literacy Education
 - 1.3 Credit hours: 36

- 2. Identification of the proposed program changes:**
 - Revision of the catalog description
 - Revision of the admission policy
 - Revision of the “Notes”

3. Detailed program description:

Current Program Master of Arts in Education – Literacy	Proposed Program Master of Arts in Education – Literacy (Reading Endorsement P-12)
<p>Admission Requirements Admission to the Master of Arts in Education-Literacy program requires a GAP score (undergraduate GPA x GRE score) of 2300 and a minimum GRE analytical writing score of 3.5. Applicants with a GAP score between</p>	<p>Master of Arts in Education: Literacy Education, Ref. #044 Current program information (e.g., admission requirements, required curriculum, etc.) may be found on the program website. The Literacy Education, which leads to the Master of Arts in Education, is tailored to upgrade literacy instruction at all grade levels and is open to teachers in regular classrooms, special education classrooms, special reading classes, basic adult education classes, and community college reading instructors. Thesis and non-thesis options are available to students. Students in the non-thesis option complete a comprehensive literacy project.</p> <p>Admission to the Literacy Education program requires:</p> <p>GRE scores (converted with undergraduate GPA to a GAP score)</p>

<p>2200 and 2299 and at least a 3.5 Analytical Writing score may contact a member of the literacy faculty for information on documentation required under the alternate admissions policy of the program area. Applicants must have and submit a current teaching certificate when applying to the MAE: Literacy Education program. Thesis and non-thesis options are available to students.</p> <p>Degree Requirements <i>Required Professional Education Component-21 hours</i> LTCY 518 Literacy Education and technology (3 hours) LTCY 519 Foundations of Reading Instruction (3 hours) LTCY 520 Clinical Diagnosis of Reading Variability (3 hours) LTCY 521 Reading Intervention Practicum (3 hours) LTCY 524 Content Area Literacy (3 hours) LTCY 527 Literacy Learning & Cultural Differences (3 hours)</p>	<p>Scores after October 1, 2002 but prior to August 2011- The required GAP score based on the GRE is 2300 (GAP= GRE-V plus GRE-Q multiplied by undergraduate GPA). Applicants must also achieve an Analytical Writing score of 3.5 or higher. Students who took the GRE General Test prior to October 1, 2002 must have a GAP score of 3500 or higher.</p> <p>Scores after August 2011 - Minimum GAP score (undergraduate GPA X 100) + (GRE Verbal + Quantitative score) of 578 or higher, with a minimum verbal and quantitative score of 139 each. Applicants must also achieve an Analytical Writing score of 3.5 or higher.</p> <p>Applicants with a GAP score lower than required for admission and with at least a 3.5 Analytical Writing score may contact a member of the literacy faculty for information on documentation required under the alternate admissions policy of the program area.</p> <p>Applicants must submit a current teaching certificate or Statement of Eligibility valid for classroom teaching for IECE, Birth to Primary; Elementary Education, P-5; Middle Grades Education, 5-9; Secondary Education, 8-12, 5-12, or P-12; or Special Education, P-12 when applying to the MAE: Literacy Education program.</p> <p>Degree Requirements <i>Required Professional Education Component-21 hours</i> LTCY 518 Literacy Education and technology (3 hours) LTCY 519 Foundations of Reading Instruction (3 hours) LTCY 520 Clinical Diagnosis of Reading Variability (3 hours) LTCY 521 Reading Intervention Practicum (3 hours) LTCY 524 Content Area Literacy (3 hours) LTCY 527 Literacy Learning & Cultural Differences (3 hours) LTCY 528 Literacy Research Methods & Evaluation (3 hours)</p>
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<p>LTCY 528 Literacy Research Methods & Evaluation (3 hours)</p> <p><i>Specialization Component-6 hours</i> Choose one of the following (3 hours)</p> <p>LTCY 523 Diagnostic Reading Procedures for Classroom Teachers (3 hours)</p> <p>LTCY 624 Seminar in Literacy Issues and Trends (3 hours)</p> <p>LTCY 695 Internship in Literacy Supervision (3 hours)</p> <p>Restricted Electives: Choose one of the following (3 hours)</p> <p>PSY 510 Advanced Educational Psychology (3 hours)</p> <p>PSY 511 Psychology of Learning (3 hours)</p> <p>PSY 519 Psychological Perspectives on Classroom Behavior (3 hours)</p> <p>PSY 540 Behavior Problems of Childhood and Adolescence (3 hours)</p> <p>ELED 503 Organization of Elementary School Curriculum (3 hours)</p> <p>MGE 571 Middle School Curriculum (3 hours)</p> <p>SPED 516 Exceptional Child: Perspectives & Issues (3 hours)</p> <p>SEC 580 Curriculum (3 hours)</p> <p>ENG 596 Writing Project (3 hours)</p> <p>LME 518 Advanced Children's Literature (3 hours)</p> <p>LME 527 Literature for Young Adults (3 hours)</p> <p>SPED 523 Curriculum/Methods in Early Childhood Special Education (3 hours)</p> <p>IECE 591 Seminar in Interdisciplinary Early Childhood Education (3 hours)</p> <p><i>Research Foundations</i></p> <p>EDFN 500 Research Methods (3 hours)</p> <p><i>Thesis Option</i></p> <p>LTCY 599 Thesis (6 hours)</p> <p> </p> <p><i>Non-Thesis Option-6 hours</i></p> <p>LTCY 522 Investigations in Reading (3 hours)</p> <p>LTCY 624 Seminar in Literacy Issues and Trends (3 hours)</p> <p> </p> <p><i>Note: Hours above 30 may count toward Rank 1.</i></p>	<p><i>Specialization Component-6 hours</i> Choose one of the following (3 hours)</p> <p>LTCY 523 Diagnostic Reading Procedures for Classroom Teachers (3 hours)</p> <p>LTCY 624 Seminar in Literacy Issues and Trends (3 hours)</p> <p>LTCY 695 Internship in Literacy Supervision (3 hours)</p> <p>Restricted Electives: Choose one of the following (3 hours)</p> <p>PSY 510 Advanced Educational Psychology (3 hours)</p> <p>PSY 511 Psychology of Learning (3 hours)</p> <p>PSY 519 Psychological Perspectives on Classroom Behavior (3 hours)</p> <p>PSY 540 Behavior Problems of Childhood and Adolescence (3 hours)</p> <p>ELED 503 Organization of Elementary School Curriculum (3 hours)</p> <p>MGE 571 Middle School Curriculum (3 hours)</p> <p>SPED 516 Exceptional Child: Perspectives & Issues (3 hours)</p> <p>SEC 580 Curriculum (3 hours)</p> <p>ENG 596 Writing Project (3 hours)</p> <p>LME 518 Advanced Children's Literature (3 hours)</p> <p>LME 527 Literature for Young Adults (3 hours)</p> <p>SPED 523 Curriculum/Methods in Early Childhood Special Education (3 hours)</p> <p>IECE 591 Seminar in Interdisciplinary Early Childhood Education (3 hours)</p> <p><i>Research Foundations</i></p> <p>EDFN 500 Research Methods (3 hours)</p> <p><i>Thesis Option</i></p> <p>LTCY 599 Thesis (6 hours)</p> <p> </p> <p><i>Non-Thesis Option-6 hours</i></p> <p>LTCY 522 Investigations in Reading (3 hours)</p> <p>LTCY 624 Seminar in Literacy Issues and Trends (3 hours)</p> <p> </p> <p>Notes: Hours above 30 may count toward Rank 1. To be recommended for the Reading P-12 Endorsement, one must submit a</p>
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	<p><i>qualifying score on the PRAXIS II exam for Reading P-12. For current <u>PRAXIS II</u> information and exam codes, please consult the Kentucky page of the Educational Testing Service (ETS) website:</i></p> <p>http://www.ets.org/praxis/ky/requirements.</p>
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4. Rationale for the proposed program change:

- The catalog description changes proposed are for the purpose of clarification.
- Admission policy revisions regarding the GRE and GAP scores are being proposed to align with the Graduate Studies admissions policy.
- The “Notes” changes proposed are for the purpose of clarification.

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

Revised admission requirements will take effect for students admitted for Summer 2013 and thereafter. Other program changes will take effect in Fall 2013.

6. Dates of prior committee approvals:

School of Teacher Education	<u>12/12/12</u>
CEBS Curriculum Committee	<u>2/5/13</u>
Professional Education Council	_____
Graduate Council	_____
University Senate	_____

**College of Health and Human Services
Department of Family and Consumer Sciences
Proposal to Revise Course Number
(Consent Item)**

Contact Person: Dr. Heather Payne-Emerson, heather.payne-emerson@wku.edu, 5-6356

1. Identification of course:

- 1.1 Current course prefix and number: HMD 111
- 1.2 Title: Human Nutrition
- 1.3 Credit hours: 3

2. Proposed course number: 211

3. Rationale for the revision of course number: Fifteen benchmark institutions offer an introductory nutrition course comparable to HMD 111. Eleven of these universities offer the course as 200 level or above (e.g. AHS 221 Principles of Human Nutrition , Indiana State University; BMS 240 Introduction to Nutrition, Missouri State University; FCSFN 275 Personal Nutrition, Ball State; DTC 202 Principles of Human Nutrition, Eastern Michigan University) . Similarly, seven Kentucky universities offer a comparable course, four of which offer the course as 200 level or above (NFA 201 Essentials of Nutrition, EKU; NTN 230 Nutrition, Murray State University; NFS 212 Introductory Nutrition, UK; HSS 303 Human Nutrition, U of L). Changing the course number from 111 to 211 will better align the course with those taught at benchmark institutions and other Kentucky universities. In addition, adequately meeting current course objectives regarding the physiology of digestion, absorption and metabolism of nutrients requires the course to be taught at a higher level than is typical for a 100 level class. Revising the course number to a 200 level will better reflect the difficulty of the course and thus more appropriately set student expectations. No changes to course objectives are necessary to justify the change.

4. Proposed term for implementation: Fall 2013

5. Dates of prior committee approvals:

Family & Consumer Sciences Department	<u>November 16, 2012</u>
CHHS Undergraduate Curriculum Committee	<u>January 11, 2013</u>
Professional Education Council	_____
Undergraduate Curriculum Committee	_____
University Senate	_____