

**AGENDA**  
**PROFESSIONAL EDUCATION COUNCIL**  
**3:30 - Wednesday, October 10, 2012**  
**GRH 3073**

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

II. New Business

**A. Office of Teacher Services-CEBS**

- Presentation of Candidates Completing Requirements for Admission to the Professional Education Unit September 1 to October 10
- List of Student Teacher Candidates for Spring 2013

**B. College of Education and Behavioral Sciences**

From the School of Teacher Education

1. Revise Course Prerequisites – LME 592, Internship in LME
2. Create a New Course – LME 589, Field Experience in Library Media Education
3. Create a New Course – SPED 595, Advanced Preparation Capstone
4. Revise a Program – 083, Library Media Education
5. Revise a Program – 103, Alternate Route to Teacher Certification: Secondary Education
6. Revise a Program – 139, Alternate Route to Teacher Certification: Middle Grades Education

**C. College of Health and Human Services**

From the Department of Family and Consumer Sciences

1. Revise Course Catalog Listing – FACS 380, Professional Presentation Techniques in Family and Consumer Sciences
2. Revise Course Catalog Listing – FAC 493, Family Life Education
3. Create a New Course – FACS 281, Design Foundations for Family and Consumer Sciences Education
4. Create a New Course – FACS 382, Teaching Common Core in CTE Content
5. Revise a Program – 563, Family and Consumer Sciences Education

From the Department of Kinesiology, Recreation and Sport

1. Program Revision – Master of Science in Kinesiology

III. Other Business

Unit-Wide Assessment Report

**CANDIDATES COMPLETING REQUIREMENTS FOR  
ADMISSION TO PROFESSIONAL EDUCATION UNIT**

**September 1, 2012 – October 10, 2012**

**ELEMENTARY P-5**

**MIDDLE GRADES**

**5-12**

**P-12**

Prues, Alexandra T.      German

**SECONDARY**

**MASTERS**

Edwards, Sarah      LME

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

**STUDENT TEACHER CANDIDATES FOR SPRING 2013  
 QUALIFIED  
 \*\*\*STUDENT TEACHING APPLICATION ACCEPTED\*\*\*10/10/12**

WKU ID	FIRST	LAST	D	MAJOR
	JESSICA	PUCKETT		5-12/AGRICULTURE
	JODY	BOOTH		5-12/BUSINESS & MKTG
	BRIAN	DYER		5-12/BUSINESS & MKTG
	KRISTEN	HUGHSON		5-12/BUSINESS & MKTG
	ANN- KATHRYN	LANDERS		5-12/BUSINESS & MKTG
	JENNIFER	MICHAEL		5-12/BUSINESS & MKTG
	LAUREN	WEBB		5-12/BUSINESS & MKTG
	ALEXA	POOLE		5-12/FCS
	KATIE	ALLEN		ELEMENTARY
	APRIL	AUGUST		ELEMENTARY
	JOY	BARFIELD- WESTERBECK		ELEMENTARY
	HANNAH	BARKER		ELEMENTARY
	KATLYN	BARNES		ELEMENTARY
	AMBER	BARRICK		ELEMENTARY
	AMY	BARTLEY		ELEMENTARY
	ANNA	BEWLEY		ELEMENTARY
	JACLYNE	BRADLEY		ELEMENTARY
	KACEY	BRANSFORD		ELEMENTARY
	DEVIN	BROWN		ELEMENTARY
	ELIZABETH	BROWN		ELEMENTARY
	ABBY	BROWNING		ELEMENTARY
	KAYLYN	CARDWELL		ELEMENTARY
	DANNELLA	CARDWELL		ELEMENTARY
	KERRIE	CAVENDER		ELEMENTARY
	SARAH	CHANEY		ELEMENTARY
	LAURA	CLAYTON		ELEMENTARY
	JESSICA	COLLINS		ELEMENTARY
	EMILY	CONNER		ELEMENTARY
	CAITLIN	COOLIDGE		ELEMENTARY
	HAYLI	DAVIS		ELEMENTARY
	ALICIA	DiTOMMASO		ELEMENTARY

	KIKI	DREXLER		ELEMENTARY
	TESSA	DUBRE		ELEMENTARY
	NICHOLE	DWYER		ELEMENTARY
	M. GRACE	EDWARDS		ELEMENTARY
	ARLENE	ESTELLE		ELEMENTARY
	CHRISTINE	FOOTE		ELEMENTARY
	KARA	FREEMAN		ELEMENTARY
	CHELSEA	GADDIS		ELEMENTARY
	ASHLIE	GLENN		ELEMENTARY
	CASEY	GOODSON		ELEMENTARY
	TAYLER	GRABLE		ELEMENTARY
	M. ANN- MICHAEL	HOBGOOD		ELEMENTARY
	STACEY	HUGHES		ELEMENTARY
	JAMES	HUNDLEY		ELEMENTARY
	CHARLOTTE	HUNT		ELEMENTARY
	JORDAN	JOHNSON		ELEMENTARY
	KEVIN	JOHNSTON		ELEMENTARY
	JULIA	JONES		ELEMENTARY
	KAYLA	JONES		ELEMENTARY
	EMILY-ANN	KING		ELEMENTARY
	MORGAN	KING		ELEMENTARY
	TIFFANY	KIPLING		ELEMENTARY
	JESSICA	KIRKHART		ELEMENTARY
	KATHRYN	KNIPP		ELEMENTARY
	BRITTANY	LaFOLLETTE		ELEMENTARY
	WHITLEY	LAWLESS		ELEMENTARY
	TOSHA	LICH		ELEMENTARY
	ANNA	LINK		ELEMENTARY
	KELLI	LUTZ		ELEMENTARY
	REBECCA	LYLES		ELEMENTARY
	JESSICA	LYNE		ELEMENTARY
	KALI	LYONS		ELEMENTARY
	MADDIE	MANLEY		ELEMENTARY
	MARIAH	McDAVITT		ELEMENTARY
	RHANDA	McKINNEY		ELEMENTARY
	DANIELLE	MILLER		ELEMENTARY
	HEATHER	MILLER		ELEMENTARY
	ALLIE	MORRIS		ELEMENTARY
	KATISHA	MORRIS		ELEMENTARY
	JESSICA	MOSGROVE		ELEMENTARY

	BETHANY	OGBURN		ELEMENTARY
	REECE	PEERCE		ELEMENTARY
	BRIANA	POWELL		ELEMENTARY
	STEPHANIE	RIDDLE		ELEMENTARY
	NIKKI	ROBINSON		ELEMENTARY
	LAUREN	ROGERS		ELEMENTARY
	STACY	SALTSMAN		ELEMENTARY
	JENNA	SAUER		ELEMENTARY
	JACKIE	SAUJON		ELEMENTARY
	AMBER	SCOTT		ELEMENTARY
	HANNAH	SCOTT		ELEMENTARY
	ADRA	SKAGGS		ELEMENTARY
	AMELIA	SPINKS		ELEMENTARY
	ALISON	STAHLKE		ELEMENTARY
	JENNY	STILES		ELEMENTARY
	KAREN	TERRY		ELEMENTARY
	JENNIFER	THOMASON		ELEMENTARY
	SHANNON	THOMPSON		ELEMENTARY
	SARAH	TUTTLE		ELEMENTARY
	KARA	VEACH		ELEMENTARY
	CHRISTY	VIOLETTE		ELEMENTARY
	MEGAN	WARDER		ELEMENTARY
	BLAKE	WEAVER		ELEMENTARY
	JENNIFER	WEBB		ELEMENTARY
	CARLY	WEBER		ELEMENTARY
	AMANDA	WHITE		ELEMENTARY
	JAMES	WHITED		ELEMENTARY
	KORI	WILLOUGHBY		ELEMENTARY
	JORDAN	WIMSATT		ELEMENTARY
	SAMANTHA	WISE		ELEMENTARY
	MARY	WITSIEPE		ELEMENTARY
	EVAN	WOLFE		ELEMENTARY
	CAROLINE	YANDELL		ELEMENTARY
	MAGGIE	ARNOLD		IECE
	JANET	POYNTER		IECE
	RACHAEL	STAYER		IECE
	JACOB	BRYANT		MGE/LA/S.STUDIES
	MARY	COLLINS		MGE/LA/S.STUDIES
	ALEX	EMBRY		MGE/LA/S.STUDIES

	JILL	ERWIN		MGE/LA/S.STUDIES
	SAMANTHA	ISENBERG		MGE/LA/S.STUDIES
	JESSICA	JURY		MGE/LA/S.STUDIES
	LAUREN	LOWE		MGE/LA/S.STUDIES
	ERICA	PEARSON		MGE/LA/S.STUDIES
	ALLI	SPRINGER		MGE/LA/S.STUDIES
	BRYAN	WILSON		MGE/LA/S.STUDIES
	STEPHEN	ALLEN		MGE/MATH
	EMILEE	BASHAM		MGE/MATH
	KIMBERLEY	BELL		MGE/MATH
	TAYLOR	BENNETT		MGE/MATH
	MOLLY	GIBSON		MGE/MATH
	ANNIE	GOODRUM		MGE/MATH
	MALLORY	HARMON		MGE/MATH
	BRANDON	HAYES		MGE/MATH
	KATIE	McDUFFEE		MGE/MATH
	KATHERINE	RILEY		MGE/MATH
	STEPHANIE	SMITH		MGE/MATH
	HANNAH	SNEED		MGE/MATH
	STEPHANIE	ROEMER		MGE/MATH/S.STUDIES
	JOSHUA M.	SMITH		MGE/S. STUDIES/LA
	DAVID	BROOKS		MGE/S.STUDIES/LA
	RAY LAUREN	HALL		MGE/S.STUDIES/LA
	LAWSON	LAMBERT		MGE/S.STUDIES/LA
	JONATHON	LYNN		MGE/S.STUDIES/LA
	W. BEN	MALLORY		MGE/S.STUDIES/LA
	AMANDA	ROWLETT		MGE/S.STUDIES/LA
	RYAN	LUTZ		MGE/S.STUDIES/MATH
	J. BRYAN	HURST		MGE/SCIENCE
	KELSIE	LEDFORD		MGE/SCIENCE
	ERIN	PHARIS		MGE/SCIENCE
	CHRISTY	RAGLE-STINSON		MGE/SCIENCE
	CHELSEA	HART		P-12/ART
	GABI	SIMIC		P-12/ART

	JAMES	ADAMCHIK	P-12/MUSIC
	TAYLOR	AKIN	P-12/MUSIC
	ALYNA	BLOECHER	P-12/MUSIC
	SARAH	CAPITO	P-12/MUSIC
	AMBER	JOCHIM	P-12/MUSIC
	CATE	KILGORE	P-12/MUSIC
	RYAN	MEFFORD	P-12/MUSIC
	CHANDEL	SHANKLIN	P-12/MUSIC
	LEAH	SHARP	P-12/MUSIC
	J. MATTHEW	SHEPHERD	P-12/MUSIC
	KELSI	SHIPLEY	P-12/MUSIC
	JOSHUA D.	SMITH	P-12/MUSIC
	CARA	STEVENS	P-12/MUSIC
	SARAH	TEITLOFF	P-12/MUSIC
	ANDREW	TUCKER	P-12/MUSIC
	JOHN	DOYLE	P-12/PE
	LEVI	HARDIN	P-12/PE
	ERIC	HENRICKSON	P-12/PE
	KELSEY	NAPPER	P-12/PE
	DANA	NATHANSON	P-12/PE
	CLAYTON	ROBISON	P-12/PE
	DUSTIN	SCOTT	P-12/PE
	SETH	WHITE	P-12/PE
	CIERA	GARY	SEC/BIOLOGY
	ERICA	HOOVER	SEC/BIOLOGY
	JACLYN	MORGUELAN	SEC/BIOLOGY
	AMANDA	COOK	SEC/CHEMISTRY
	SHELBY	OVERSTREET	SEC/CHEMISTRY
	JESS	STEVENS	SEC/CHEMISTRY
	ASHLEY	BROWN	SEC/ENGLISH
	JESSICA	BURNS	SEC/ENGLISH
	ERICA	CASSADY	SEC/ENGLISH
	JACQUELINE	COTTON	SEC/ENGLISH
	AMELIAH	GIVEN	SEC/ENGLISH
	SAMANTHA	McMAHAN	SEC/ENGLISH
	JESSICA	NAJAR	SEC/ENGLISH
	ABIGAIL	TRACY	SEC/ENGLISH

	LAUREN	WHITE		SEC/ENGLISH
	MALLORY	WRIGHT		SEC/ENGLISH
	KASSY	ANDERSON		SEC/MATH
	BRADLEY	BOAZ		SEC/MATH
	JOHNATHAN	CONATSER		SEC/MATH
	LIESEL	GARDNER		SEC/MATH
	KATELYN	GENSLER		SEC/MATH
	TYLER	GHEE		SEC/MATH
	TIMOTHY	STOLTZ		SEC/MATH
	JOSHUA	VAUGHN		SEC/MATH
	STEPHEN	WHITCOMB		SEC/MATH
	AARON	YOUNG		SEC/MATH
	CHLOE	CESLER		SEC/SOCIAL STUDIES
	CHRIS	DRAKE		SEC/SOCIAL STUDIES
	AMANDA	DURAND		SEC/SOCIAL STUDIES
	PATRICK	HITTON		SEC/SOCIAL STUDIES
	JAMES	HOOK		SEC/SOCIAL STUDIES
	CARLA	HOOSIER		SEC/SOCIAL STUDIES
	ANDREW	McLEAN		SEC/SOCIAL STUDIES
	ALANA	O'BRYAN		SEC/SOCIAL STUDIES
	HANNAH	PAGE		SEC/SOCIAL STUDIES
	KALA	ROBINSON		SEC/SOCIAL STUDIES
	ADAM	SPINKS		SEC/SOCIAL STUDIES
	ABIGAIL	STEELE		SEC/SOCIAL STUDIES
	SVETLANA	TER-GRIGORYAN		SEC/SOCIAL STUDIES
	ZACHARY	TINSLEY		SEC/SOCIAL STUDIES
	ALEX	WATERS		SEC/SOCIAL STUDIES
	KELSEY	BEACH		SPECIAL EDUCATION
	ELIZABETH	BEAN		SPECIAL EDUCATION
	KATIE	BRADSHAW		SPECIAL EDUCATION
	STACIE	BRATCHER		SPECIAL EDUCATION
	MACKENZIE	CABLE		SPECIAL EDUCATION
	SCOTLYND	CAMPBELL		SPECIAL EDUCATION
	HANNAH	CHRISTIAN		SPECIAL EDUCATION
	MEGAN	COPASS		SPECIAL EDUCATION
	BRANDON	CROGHAN		SPECIAL EDUCATION
	TYLER	DeBERNARDI		SPECIAL EDUCATION
	MARGARET	HAYDON		SPECIAL EDUCATION



	BRITTANY	MAHLER		SPECIAL EDUCATION
	KATELYN	PACE		SPECIAL EDUCATION
	F. GARRETT	STONE		SPECIAL EDUCATION
	CHRISTOPHER	THRASH		SPECIAL EDUCATION
	JENNIFER	TIMBERLAKE		SPECIAL EDUCATION
	SUE ELLEN	YEISER		SPECIAL EDUCATION

**STUDENT TEACHER CANDIDATES FOR SPRING 2013  
NOT QUALIFIED**

**\*\*\*STUDENT TEACHING APPLICATION PENDING\*\*\*10/10/12  
(THESE STUDENTS HAVE S.T. REQUIREMENTS IN PROCESS)**

WKU ID	FIRST	LAST	D	MAJOR
	COURTNEY	ANDERSON	X	ELEMENTARY
	RACHEL	BOWEN	CP,X	ELEMENTARY
	ERIC	BURRELL	CP	ELEMENTARY
	CHRISTEN	BUTLER	CP	ELEMENTARY
	APRIL	CABANISS	CP	ELEMENTARY
	BRITTANY	CARR	CP	ELEMENTARY
	DONNA	CAUSEY	CP	ELEMENTARY
	JONATHAN	COATES	CP	ELEMENTARY
	TIERNEY	COMAN	CP	ELEMENTARY
	KELLEY	COVERT	CP	ELEMENTARY
	SEM HAR	GHEBRESLASIE	CP	ELEMENTARY
	KARI	HARP	X	ELEMENTARY
	PAUL	HOUSER	CP	ELEMENTARY
	PAMELA	LORSCH	CP	ELEMENTARY
	RACHEL	LOVAN	CP	ELEMENTARY
	D. NIKKI	MEYER	X	ELEMENTARY
	MELINDA	ROBINSON	CP,X	ELEMENTARY
	BRITTANY	TAYLOR	CP,X	ELEMENTARY
	JOSHUA	BEWLEY	CP	SPECIAL EDUCATION
	LAURA	BLANFORD	CP	SPECIAL EDUCATION
	ALLEN	EHREDT	CP	SPECIAL EDUCATION
	ALEXANDER	MILLER	CP	SPECIAL EDUCATION
	REBEKAH	PRIBULA	CP	SPECIAL EDUCATION
	KORY	RAY	CP	SPECIAL EDUCATION
	HANNAH	EMBRY	X	MGE/LA/S.STUDIES

	SARAH	GREENWOOD	X	MGE/LA/S.STUDIES
	ASHLEY	HUGHES	X	MGE/S.STUDIES/LA
	JORDAN	MATTINGLY	X	MGE/S.STUDIES/LA
	ANDREA	McCARTHY	CP	MGE/MATH
	HEATHER	LEDOUX	X	MGE/MATH/S.STUDIES
	CURTIS	WILSON	X	MGE/MATH/S.STUDIES
	SHANNON	SEXTON	X	MGE/SCIENCE/S.STUDIE S
	ADAM	WOODRUFF	X	MGE/SOCIAL STUDIES
	QUINTON	OWENS	CP	SEC/ENGLISH
	NICHOLAS	CARTER	X	SEC/MATH
	EMILY	EVANKO	CP	SEC/MATH
	LANCE	PAULEY	X	SEC/PHYSICS
	DUSTIN	SEABOLT	X	P-12/MUSIC
	T. PAUL	SHIRLEY	CP	P-12/SPANISH

CP = Critical Performance Score Deficiency or Disposition Score Deficiency Pending  
X = Deficient GPA and/or other Student Teaching Requirement Deficiency

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

Contact Person: Cynthia Houston, Cynthia.houston@wku.edu, 270.745.6501

**1. Identification of course:**

- 1.1 Course prefix (subject area) and number: LME 592
- 1.2 Course title: Internship in LME
- 1.3 Credit hours: 3 hours

**2. Current prerequisites:**

Permission of the instructor; completion of 24 hours of course work including LME 501, 512, 535, and 537; admission to candidacy; and admission to professional education

**3. Proposed prerequisites:**

Permission of the instructor; completion of 24 hours of course work including LME 501, 512, 535, 537, and 589; admission to candidacy; and admission to professional education

**4. Rationale for the revision of prerequisites/corequisites/special requirements:**

LME 589 Field Experience in Library Media Education is being added to the program for students seeking initial teaching certification. LME 589 meets the new state requirements for 200 hours of field work prior to the LME 592 Internship in LME course. For this reason, it is necessary to add LME 589 to the pre-requisites for LME 592.

**5. Effect on completion of major/minor sequence:**

The course does not add hours to the program. Students requiring LME 589 course will take it as one of their program electives. Students seeking initial certification in LME are already required to take LME 592, which is their capstone course.

**6. Proposed term for implementation : Summer 2013**

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

School of Teacher Education: 09/14/2012

CEBS Curriculum Committee 10/02/2012

Professional Education Council \_\_\_\_\_

Graduate Council \_\_\_\_\_

University Senate \_\_\_\_\_

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

Contact Person: Cynthia Houston, [Cynthia.houston@wku.edu](mailto:Cynthia.houston@wku.edu), 270.745.6501

**1. Identification of proposed course:**

- 1.1 Course prefix (subject area) and number: LME 589
- 1.2 Course title: Field Experience in Library Media Education
- 1.3 Abbreviated course title: Field Exp LME
- 1.4 Credit hours and contact hours: 3.0
- 1.5 Type of course: P
- 1.6 Prerequisites: Permission of the instructor; admission to professional education
- 1.7 Course catalog listing: Field experience in an appropriate setting under supervision of a certified library media specialist for LME students seeking initial Kentucky teaching certification in school library media at the graduate level.

**2. Rationale:**

- 2.1 Reason for developing the proposed course: Students who seek school library certification but do not have prior teaching certification must complete 200 field experience hours prior to student teaching. The proposed LME 589 course will allow the Library Media Education (LME) faculty to better meet the needs of initial certification students and provide the required field hours mandated by the Education Professional Standards Board (EPSB). The EPSB has recently increased the number of required field hours prior to the student teaching experience, so the proposed course is an effort to address and document this new requirement. This course will be a requirement for students who do not have teacher certification and who are seeking initial certification in LME.
- 2.2 Projected enrollment in the proposed course: Based on past enrollments of students seeking initial certification via the LME Master's degree, we expect less than 5 students per academic year. These students will be managed by existing staff and school partners in manner similar to the LME practicum class.
- 2.3 Relationship of the proposed course to courses now offered by the department: This course will resemble the LME 590 Practicum course, but will not be the capstone course. The course design will allow for an extended experience in the field meeting the requirements of the Commonwealth of Kentucky for a 200-hour field experience prior to the LME 592 Internship in LME course. While Exceptional Education (EXED 590), Interdisciplinary Early Childhood Education (IECE 524), Literacy (LTCY 695), and Middle Grades Education (EDU 590) are practicum courses at the graduate level, they are specific to a professional area, and none requires completion of 200 hours of field experience.
- 2.4 Relationship of the proposed course to courses offered in other departments: Programs in Educational Administration and Leadership (EDAD 598), Counseling and Student

Affairs (CNS 590, CNS 591), Psychology (PSY 662), and many other disciplines offer practicum courses specific to a professional area. However, these courses do not provide an option for the initial certification of Library Media Education students and do not require completion of 200 hours of field experience.

- 2.5 Relationship of the proposed course to courses offered in other institutions: Murray State University (LIB 621), and Eastern Kentucky University (LIB 870) offer practicum courses for students in Library Media Education graduate degree or Rank I programs, but not as part of initial certification at the master's degree level and do not include 200 hours of field experience required by the Commonwealth of Kentucky for initial certification. It is necessary for the LME program to develop this course because currently it is the only program in the state providing initial certification in LME to students without prior teacher certification.

### 3. Discussion of proposed course:

- 3.1 Course objectives: At the conclusion of the course, students will be able to
- Apply knowledge and skills in library media education to experiences in a supervised internship setting,
  - Demonstrate teaching and student management competencies expected of a beginning teacher,
  - Plan and carry out activities in each of the five standards areas of the American Association of School Librarians standards (AASL).
  - Apply knowledge of the Library Media Education field to develop a Professional Planning Document based on AASL standards
- 3.2 Content outline:
- Overview of the Field Hour Experience
    - Expectations of Internship activities
    - Expectations of cooperating media specialists
  - Completion of required forms and field reflections
  - Overview of Instructional Practices in the Library
  - Overview of Models of Student Behavior Management in the Library
  - Overview of the Professional Planning Document Process
    - Overview of Professional Planning Document and Concept of Reflective Practice
    - Review of AASL Professional Standards
    - Review of Portfolio Planning Document Instructions and Rubric
- 3.3 Student expectations and requirements:
- Complete and pass course assignments
  - Document a minimum of 200 hours of field experience activity
  - Complete other assignments related to AASL program standards, instruction in the library, and student behavior management
- 3.4 Tentative texts and course materials:
- American Association of School Librarians. (2009). *Empowering learners: Guidelines for school library media programs*. Chicago, IL: American Association of School Librarians. American Library Association.
- Intellectual freedom statements and policies*. Retrieved from <http://www.ala.org/ala/aboutala/offices/oif/statementspols/statementspolicies.cfm>
- American Association of School Librarians (2009). *Position statements*. Retrieved from

<http://www.ala.org/ala/mgrps/divs/aasl/aaslissues/positionstatements/positionstatements.cfm>

- Callison, D. (2009). Instructional trends from AASL journals: 1972-2007--part 2: From Library-focused to information-focused. *School Library Media Activities Monthly*. 25(9), 22-26.
- Callison, D. (2009). Instructional trends from AASL journals: 1972-2007--part 3: From access measured to evaluation-measured. *School Library Media Activities Monthly*. 25(10), 25-28.
- Erikson, R. & Markuson, C. (2009). *Designing a school library media center for the future*. (2<sup>nd</sup> Ed.). Chicago: ALA Editions.
- Wiggins, G., & McTighe, J. (2008). Put understanding first. *Educational Leadership*. 65(8), 36-41.
- Zmuda, A., & Harada, V. (2008). Reframing the library media specialist as a learning specialist. *School Library Media Activities Monthly*. 24(8), 42-47.

**4. Resources:**

- 4.1 Library resources: No additional library resources required
- 4.2 Computer resources: No additional computer resources required

**5. Budget implications:**

- 5.1 Proposed method of staffing: As enrollment will be minimal, students will be managed by existing staff and school partners in manner similar to the LME practicum class.
- 5.2 Special equipment needed: None needed
- 5.3 Expendable materials needed: None needed
- 5.4 Laboratory materials needed: None needed

**6. Proposed term for implementation: Fall 2013**

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

School of Teacher Education:	09/14/2012
CEBS Curriculum Committee	<u>10/02/2012</u>
Professional Education Council	_____
Graduate Council	_____
University Senate	_____

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

Contact Person: Gail Kirby [gail.kirby@wku.edu](mailto:gail.kirby@wku.edu) 745-3746

**1. Identification of proposed course**

- 1.1 Course prefix (subject area) and number: SPED 595
- 1.2 Course title: Advanced Preparation Capstone for Special Education
- 1.3 Abbreviated course title: Advanced Prep Cap SPED
- 1.4 Credit hours: 3
- 1.5 Schedule type: N
- 1.6 Prerequisites: Passing score on required Praxis II exams for Kentucky LBD or MSD certification (appropriate to student's program) prior to enrolling; and instructor permission.
- 1.7 Course description:  
A capstone course in Special Education for advanced candidates seeking an additional teacher certification area. Practice in implementing instructional skills and procedures. Field observation hours required. Fee may apply.

**2. Rationale**

- 2.1 Reason for developing the proposed course:  
Previously, all graduate students in Learning and Behavior Disorders (LBD) programs, both initial certification and advanced certification, took EXED 590- Advanced Internship in Special Education. Beginning September, 2012, Kentucky's Education Professional Standards Board (EPSB) set new guidelines for initial certification teacher education programs. These guidelines include specific demands for initial certification students in a supervised field placement with specific parameters that are appropriate for the current course, SPED 590. Those parameters are not appropriate for the advanced certification student who has completed a teacher education program including student teaching and holds a valid teaching certificate. The needs of these two groups of students are significantly different enough to warrant separation of the two. To meet advanced certification students' needs, the proposed course, SPED 595-Advanced Preparation Capstone, has been developed as a temporary course, which allowed faculty to meet the EPSB effective dates of Fall 2012. The purpose of this proposal is to make the official program change in the advanced certification program. The proposed course is designed to be taken by students in both the LBD program and the Moderate/Severe Disabilities (MSD) program.
- 2.2 Projected enrollment in the proposed course: 25 per offering, based on average program enrollment of last four years.
- 2.3 Relationship of the proposed course to courses offered by the department:  
Other programs have capstone courses (TCHL 560: Action Research Capstone for Teacher Leaders; GTE 538: Practicum for Teachers of Gifted Students; LTCY 695:

Internship in Literacy Supervision), but none will meet the needs of advanced certification students in the content areas of Learning and Behavior Disorders (LBD) or Moderate and Severe (MSD) with the skills and knowledge in the respective content areas. This course is planned to be the capstone course for teachers who already hold a valid teaching certificate and are completing their course of study for certification to teach P-12 LBD or P-12, MSD students.

- 2.4 Relationship of the proposed course to courses offered in other departments: Several programs offer capstone courses; some examples are: CD 590: Clinical Internship; PSY 592: Psychology Internship; PSY 662: Practicum-Field Placement; CNS 590 or 591: Practicum in Counseling; and CNS 595: Internship in Career Counseling. No courses in other departments focus specifically on a field-based experience for previously certified P-12 teachers in need of advanced skills and knowledge in the area of LBD or MSD content.
- 2.5 Relationship of the proposed course to courses offered in other institutions: A special education capstone course is a typical offering found in both benchmark universities as well as other Kentucky universities. Field-based experience is a necessary component of similar programs; this is apparent as indicated by the examples below.

<b>Benchmark Universities</b>	<b>SPED LBD Language Intervention</b>
Northern Kentucky University	EDS 588: Professional Laboratory Experiences
Towson University	SPED 741: Internship & Portfolio Development
Indiana State University	ELED 678: Teacher as Reflective Practitioner
Northern Arizona University	DIS 608: Fieldwork Experience
<b>Kentucky Universities</b>	
EKU	ETL 804: Teacher Leader Capstone
UK	EDS 632: Advanced Practicum in Moderate and Severe Disabilities
Morehead	EDTL 690: Teacher Leader Capstone

### 3. Discussion of proposed course

- 3.1 Course objectives: This course is designed as a capstone experience through field observations for previously certified teachers who are adding LBD or MSD certification. At the conclusion of this course, students will be able to exhibit the following learning outcomes:
- Plan and execute lesson plans for students with disabilities; reflect on those practices
  - Link K-12 LBD or MSD student outcomes to instructional practice using WKU Teacher Work Sample.



- Reflect on skills and knowledge mastered in course work while observing/teaching in a special education setting.
- Develop a Professional Growth Plan (PGP) citing areas of strength and creating goals for professional development in order to strengthen skills for teaching students with LBD or MSD.

3.2 Content outline:

- Teacher roles, dispositions, practices, program descriptions, and evaluations for both general education and special education.
- Universal Design for Learning Framework to lesson development and use with the WKU Teacher Work Sample
- Theory supporting inclusion practices including co-teaching models
- Professional Development Plan encompassing the CEC Standard 5: Advance their knowledge and skills regarding the education of individuals with exceptionalities
- The grading process for exceptional learners (the fair, accurate, and legal way to adapt current practices)
- IDEA requirements for an Individual Educational Plan (IEP).

3.3 Student expectations and requirements: Student learning will be evaluated based on a combination of papers, projects, and performance in supervised field experiences.

3.4 Tentative text(s)

McCarney, S. B. (1993). *The pre-referral intervention manual*. Columbia, MO: Hawthorne.

**4. Resources:**

- 4.1 Library resources: Existing library resources are sufficient.
- 4.2 Computer resources: Existing electronic resources are sufficient.

**5. Budget Implications:**

- 5.1 Proposed method of staffing: Current staffing is adequate at the present time. There will be no additional students for this course. The same students who will take this course would have previously taken SPED 590 and the same instructor and practitioners who teach and supervise in SPED 590 will teach and supervise in SPED 595. Therefore, no additional staffing is required for this course.
- 5.2 Special equipment needed: Current equipment offered by the College of Education and Behavioral Sciences will be appropriate.
- 5.3 Expendable materials needed: Current resources are adequate.
- 5.4 Laboratory materials needed: Current resources are adequate.

**6. Proposed term for implementation:** Spring 2013

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

School of Teacher Education                      9/14/2012

CEBS Curriculum Committee                      10/02/2012

Professional Education Council                      \_\_\_\_\_

Graduate Council

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University Senate

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**Attachment: Course Inventory Form**

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

Contact Person: Cynthia Houston, [Cynthia.houston@wku.edu](mailto:Cynthia.houston@wku.edu), 270.745.6501

**1. Identification of program:**

- 1.1 Current program reference number: 083
- 1.2 Current program title: Library Media Education
- 1.3 Credit hours: 30 (plus research tool)

**2. Identification of the proposed program changes:**

- Add LME 589 Field Hours in Library Media Education for initial teaching certification
- Revise program admission requirements to reflect new GRE scores
- Revise wording for clarity and alignment with catalog description

**3. Detailed program description:**

<b>Current Program</b>	<b>Proposed Program</b>
<p>The Master of Science with a major in LME is a dual concentration program in information services (LMS) and educational technology (EDTECH). It prepares persons for service as library media specialists, training development specialists, educational technology specialists, and information service specialists in schools, colleges, public libraries, and private organizations.</p> <p>Program Description: The Master of Science degree is a 30-33 hour program. A fifteen-hour core of courses is required plus a research tool. Students who seek teacher certification in school library media or educational technology must follow the requirements for teacher certification. Both may be used for the Kentucky Rank II or Rank I salary levels.</p> <p>Library Media Specialist Concentration: The LMS concentration prepares professionals for work in information service organizations like public libraries, library media centers in P-12 schools, and positions as library assistants in</p>	<p><b>Current program information (e.g., admission requirements, required curriculum, etc.) may be found on the program website: <a href="http://www.wku.edu/lme">http://www.wku.edu/lme</a>.</b></p> <p>The Master of Science with a major in LME is a dual concentration program in information services (LMS) and educational technology (EDTECH). It prepares persons for service as library media specialists, training development specialists, educational technology specialists, and information service specialists in schools, colleges, public libraries, and private organizations.</p> <p><b>The Master of Science degree is a 30-hour program with a research tool requirement. A fifteen-hour core of courses, a program concentration, plus a research tool are required. Students who seek teacher certification in school library media or educational technology must follow the requirements for teacher certification. Both</b></p>

college and university libraries. A program of study in information services can be planned to meet the certification requirements for school library media specialists in Kentucky and other states. It also meets the Kentucky Department of Library and Archives requirements for certification for the Professional Certificate II for public librarians.

Requirements for the MS Degree in LME LMS Concentration:

The Master of Science in Library Media Education LMS Concentration requires a minimum of 30 semester hours of core courses, professional specialization courses, and a research course/tool for a total of 30-33 hours. Eighteen hours of Library Media Education coursework is required with 15-hours in core courses. Courses on a student's approved program of study must be completed within a period of six years from the date of enrollment in the first course(s).

Master of Science Core Courses:

Fifteen semester hours are specified core courses:

LME 501 Program Organization and Administration (3 hours)

LME 512 Issues in Library Media Education (3 hours)

LME 535 Survey of Educational Technology Practices (3 hours) (Note: Prerequisite for LME 537)

LME 537 Principles of Educational Technology

Applications (3 hours) (Prerequisite: Completion of LME 535.)

LME 590 Practicum (3 hours) (for students with prior Kentucky teaching certification) OR LME 592 Internship in LME (3 hours) (for students without prior Kentucky teaching certification.)

(Prerequisites for LME 590 and LME 592: Permission of the instructor; completion of 24 hours of course work including LME 501, 512,

may be used for the Kentucky Rank II or Rank I salary levels.

**Admission Requirements:**

**Admission to the program does not require prior teacher certification, and students may complete the program without seeking any teacher certification. Students who seek initial or advanced teacher certification must follow the requirements for one of the program concentrations.**

**Admission requirements:**

- **Submission of graduate application to Graduate Studies**
- **\*GAP (GRE V+Q score PLUS the undergraduate GPA multiplied by 100) score of 600 or higher and 139 minimum scores on both the Verbal and Quantitative sections. \*GRE Analytical Writing score of 3.5 or higher**
- **Submission of official transcripts of all college work**
- **Submission of copy of teaching certificate for students seeking advanced certification or Rank change**

**\*Applicants with an earned master's degree AND a teaching certificate may be admitted without a qualifying GRE/GAP score.**

**Additional Admission Requirements for Students Seeking Initial Certification:**

**Students who do not have teacher certification and are seeking initial certification in LME must meet all admission requirements and have a 2.75 overall GPA or a 3.0 in the last 30 hours of coursework. Students are expected to apply for admission to professional education within the first semester of admission to the LME program and complete all professional education admission requirements, including a qualifying score on the GRE or PPST.**

**Information regarding the requirements for**

535, and 537; admission to candidacy; and admission to professional education.)

**Research Tool:** The research tool requirement is met by successful completion (grade A or B) of EDFN 500-Research Methods, LME 519 Research in LME, EXED 534 Research in Exceptional Education, or advisor-approved equivalent.

**LME 590 Practicum:** The LME 590 Practicum course is the capstone experience required for students with prior Kentucky teaching certification.

**LME 592 Internship in LME:** The LME 592 Internship course is the capstone experience required for students without prior Kentucky teaching certification.

**Transfer Credit:** No more than 12 hours of previous equivalent graduate coursework, whether transferred from another institution or from a previous master's degree from WKU (or a combination of the two), or as a non-degree seeking student at WKU may be used to fulfill program and research tool requirements. Transferred courses cannot be older than 6 years by the time the requirements for the degree are completed. Transfer credit cannot be used in place of LME 537 Principles of Educational Technology Applications because it requires development and implementation of an instructional design project that is a foundational component of the Practicum.

**Library Media Specialist Certification:** In addition to completion of the 15-hour core and the research tool for the MS degree, the requirements for certification as a school library media specialist in most states and as a School Media Librarian P-12 in Kentucky include the following:

**Library Media Specialist Professional Specialization (12 hrs. required):**

**admission to Professional Education may be found at**

<http://www.wku.edu/teacherservices/>.

**Degree Requirements--30 hours plus a research tool**

**The Master of Science in Library Media Education requires a minimum of 30 hours, including the required core and program concentration, plus a research tool.**

**Required Core--15 hours**

LME 501 Program Organization and Administration (3 hours)

LME 512 Issues in Library Media Education (3 hours)

\*LME 535 Survey of Educational Technology Practices (3 hours)

\*\*LME 537 Principles of Educational Technology Applications (3 hours)

\*\*\*LME 590 Practicum (3 hours) (for students with prior teaching certification)

OR

\*\*\*\*LME 592 Internship in LME (3 hours) (for students without prior teaching certification.)

\* Prerequisite for LME 537

\*\*Prerequisite: LME 535. Transfer credit is not accepted for LME 537.

\*\*\*Prerequisites: Permission of the instructor; completion of 24 hours of course work including LME 501, 512, 535, and 537; admission to candidacy

\*\*\*\*Prerequisites: Permission of the instructor; completion of 24 hours of course work including LME 501, 512, 535, 537, **and 589**; admission to candidacy; **admission to professional education**

**Research Tool**

The research tool requirement is met by successful completion (grade A or B) of EDFN 500 Research Methods, LME 519 Research in LME, EXED 534 Research in Exceptional Education, or advisor-approved equivalent.

LME 502 Collection Management (3 hours)  
LME 506 Classification and Cataloging (3 hours)  
LME 508 Information Sources and Services (3 hours)  
Select one of the following courses  
LME 518 Advanced Children's Literature (3 hours)  
OR  
LME 527 Advanced Young Adult Literature (3 hours)  
Elective Courses (Minimum of 3 hrs.):  
Appropriate LME courses or courses outside of LME may be selected with advisor approval.

Certification Examination (PRAXIS II):  
While a certification examination is not a requirement for the Master of Science in LME, Kentucky does require a passing score on the PRAXIS II Subject Assessments-Library Media Specialist for certification as a school media librarian. Students outside of Kentucky are responsible for determining the requirements for certification in their states.

Educational Technology Concentration: The Educational Technology Concentration prepares professionals who work with training and development specialists to incorporate technology into instruction/training, who serve as trainers of employees in the use of technology, and who are certified teachers that are educational technology specialists in P-12 settings. Certified teachers may obtain the Instructional Computer Technology Endorsement P-12 through the Educational Technology Concentration.

The Educational Technology Concentration of the Master of Science in Library Media Education prepares professionals who work with training and development specialists to incorporate technology into instruction or training, who serve as trainers of employees in the use of technology, or who are certified

**The remaining courses beyond the required core and research tool are selected with the approval of the graduate advisor based on an applicant's prior experience, previous academic work, and career goals.**

#### **Capstone Courses**

**The professional portfolio is the capstone requirement for the program. Students complete the portfolio as part of the practicum or internship courses. There are two capstone courses: LME 590 for students with prior teaching certification and LME 592 for students without prior teaching certification.**

#### **Transfer Credit**

Transfer credit cannot be used in place of LME 537 Principles of Educational Technology Applications because it requires development and implementation of an instructional design project that is a foundational component of the Practicum.

#### **Concentrations**

**For students who have an earned teaching certificate, the concentrations in the MS in LME degree may fulfill the requirements for a change in Kentucky teacher rank (Rank II or Rank I and the following Kentucky state certifications in library media and/or educational technology:**

- **Library Media- Certification as a P-12 school media librarian in Kentucky and/or change in Kentucky teaching rank.**
- **Educational Technology- P-12 Instructional Computer Technology Endorsement and change in Kentucky teaching rank.**

#### **Concentration in Library Media (LMLM)**

**The Library Media (LMLM) concentration**

teachers who wish to be educational technology specialists in P-12 settings. Certified teachers may obtain the Instructional Computer Technology Endorsement P-12 through the Educational Technology Concentration. The Kentucky P-12 Instructional Computer Technology Endorsement requires a teaching certificate. Students in the Educational Technology Concentration who are not seeking certification may obtain the Educational Technology Certificate, which is listed on the university transcript.

Students in the Educational Technology Concentration must meet the requirements for the Master of Science in Library Media Education, including a minimum of 30 semester hours plus a research tool. Eighteen hours are required in Library Media Education courses, including 15-hours in core courses.

Courses on a student's approved program of study must be completed within a period of six years from the date of enrollment in the first course(s).

Core Courses: Fifteen semester hours are specified core courses:  
LME 501 Program Organization and Administration (3 hours)  
LME 512 Issues in Library Media Education (3 hours)  
LME 535 Survey of Educational Technology Practices (3 hours) ( Prerequisite for LME 537)  
LME 537 Principles of Educational Technology Applications (3 hours) (Prerequisite: Completion of LME 535.)  
LME 590 Practicum (3 hours) (Prerequisites: Course Capstone requirement; Permission of the instructor; completion of 24 hours of course work including LME 501, 512, 535, and 537; and admission to candidacy.)

**prepares professionals for work in information service organizations like public libraries, library media centers in P-12 schools, and positions as library assistants in college and university libraries. A program of study in information services can be planned to meet the certification requirements for school library media specialists in Kentucky and other states. It also meets the Kentucky Department of Library and Archives requirements for certification for the Professional Certificate II for public librarians.**

**The Library Media (LMLM) Concentration requires a minimum of 30 semester hours of core courses, program specialization courses, and completion of a research tool requirement.**

**Professional specialization – 15 hours  
In addition to completion of the 15-hour core and the research tool for the MS degree, the requirements for certification as a school library media specialist in most states and as a School Media Librarian P-12 in Kentucky include the following:**

Library Media Specialist Professional Specialization--12 hours  
LME 502 Collection Management  
LME 506 Classification and Cataloging  
LME 508 Information Sources and Services  
Select one of the following courses:  
LME 518 Advanced Children's Literature (3 hours)  
LME 527 Advanced Young Adult Literature (3 hours)  
Electives--3 hours

Appropriate LME courses or courses outside of LME may be selected with advisor approval.

**Students seeking initial certification in Library Media Education must take LME 589 Field Experience in Library Media Education as their 3 hour elective to satisfy requirements set by the Kentucky Educational Professional Standards Board.**

Research Tool: The research tool requirement is met by successful completion (grade A or B) of EDFN 500-Research Methods, LME 519 Research in LME, EXED 534 Research in Exceptional Education, or equivalent with advisor approval.

Specialization: (12 hrs required):  
Select four of the following courses:  
LME 545 Educational Technology Production (3 hours)  
LME 547 Integration of Educational (3 hours)  
LME 550 Emerging Technology in Education (3 hours) (Prerequisite: LME 537)  
LME 737 Educational Technology Leadership (3 hours)  
LME 509 Investigations in Educational Technology (3 hours)  
and

Elective Courses (Minimum of 3 hrs.):  
Appropriate LME courses or courses outside of LME may be selected with advisor approval.

Transfer Credit: No more than 12 hours of previous graduate coursework, whether transferred from another institution or from a previous master's degree from WKU (or a combination of the two), or as a non-degree seeking student at WKU can be used to fulfill program and research tool requirements. Transferred courses cannot be older than 6 years by the time the requirements for the degree are completed.

Transfer credit cannot be used in place of LME 537 Principles of Educational Technology Applications because it requires development and implementation of an instructional design project that is a foundational component of the LME 590 Practicum.

The Capstone Courses  
The professional portfolio is the capstone requirement for the program. Students complete the portfolio as part of the

**Students must be admitted to professional education at WKU prior to enrolling in this course.**

#### Certification Examination

While a certification examination is not a requirement for the Master of Science in LME, Kentucky does require a passing score on the *PRAXIS II Subject Assessments-Library Media Specialist* for certification as a school media librarian. Students outside of Kentucky are responsible for determining the requirements for certification in their states.

#### **Requirements for Initial Certification with the Master of Science in Library Media Education**

**A person who does not hold a teaching certificate may obtain initial certification in Kentucky as a Library Media Specialist upon completion of the MS in LME Program, admission to Professional Education at WKU, a passing score on a required PRAXIS II PLT examination, and a passing score on the PRAXIS II Subject Assessment-Library Media Specialist. Information regarding the requirements for admission to Professional Education may be found at <http://www.wku.edu/st>. Students are expected to apply for admission to professional education within the first semester of admission to the LME program.**

#### **Concentration in Educational Technology (LMET)**

**The Educational Technology Concentration (LMET) prepares professionals who work with training and development specialists to incorporate technology into instruction/training, who serve as trainers of employees in the use of technology, and who are certified teachers serving as educational technology specialists in P-12 settings. Certified teachers may obtain the Instructional Computer Technology**



practicum or internship courses. There are two capstone courses. LME 590 for students with prior Kentucky teaching certification and LME 592 for students without prior KY teaching certification.

**Endorsement P-12 through the Educational Technology Concentration. The Kentucky P-12 Instructional Computer Technology Endorsement requires a teaching certificate. Students in the Educational Technology Concentration who are not seeking teacher certification may obtain the Educational Technology Certificate, which is listed on the university transcript. A separate application is required for this certificate.**

**Students in the Educational Technology Concentration (LMET) must meet the requirements for the Master of Science in Library Media Education, including a minimum of 30 semester hours, program specialization courses, plus a research tool.**

Educational Technology Professional Specialization--9 hours

Selected from the following courses:

LME 545 Educational Technology Production (Prerequisite: LME 537) (3 hours)

LME 547 Integration of Educational Technology (Prerequisite: LME 537) (3 hours)

LME 550 Emerging Technology in Education (Prerequisite: LME 535) (3 hours)

LME 519 Special Topics (3 hours)

Electives\_6 hours

Appropriate courses in LME or other related field may be selected with the approval of the student's advisor.

- 4. Rationale for the proposed program change:** The program revisions proposed are required by the Kentucky Educational Standards Board and WKU Graduate Studies and Research. The Kentucky Educational Standards Board requires a pre-practicum field experience of 200 hours. Graduate Studies and Research requires programs to revise their programs to reflect the new GRE exam.
- The proposal to add LME 589 Field Experience in Library Media Education for initial teaching certification meets the new state requirements for 200 hours of field experience prior to LME 592 Internship in LME.
  - The proposal to revise program admission requirements to reflect new GRE scores is required by WKU Graduate Studies and Research.

- Revision of wording in the program is for the purposes of adding clarity and aligning the official program description with the catalog description.

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

Fall 2013

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

School of Teacher Education:	09/14/2012
CEBS Curriculum Committee	<u>10/02/2012</u>
Professional Education Council	_____
Graduate Council	_____
University Senate	_____

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

Contact Person: Michael McDonald, [michael.mcdonald@wku.edu](mailto:michael.mcdonald@wku.edu), 5-3097; Martha Day, [Martha.day@wku.edu](mailto:Martha.day@wku.edu); Janet Applin, [janet.applin@wku.edu](mailto:janet.applin@wku.edu), 5-4014

**1. Identification of program:**

- 1.1 Current program reference number: 103
- 1.2 Current program title: Alternate Route to Teacher Certification/Master of Arts in Education: Secondary Education
- 1.3 Credit hours: 30 hours

**2. Identification of the proposed program changes:**

- Change the degree type from the Master of Arts in Education to the master of Arts in Teaching
- Change the program title: Secondary Education for Initial Certification
- Revise admission requirements
- Revise curriculum

**3. Detailed program description:**

<b>CURRENT PROGRAM</b> <b>Master of Arts in Education</b> <b>Middle Grades (Middle Grades Math &amp; Science) or Secondary Education</b>	<b>PROPOSED PROGRAM</b> <b>Master of Arts in Teaching: Secondary Education (grades P-12; 5-12; 8-12) for Initial Certification</b>
<p>The most current program information (e.g., admission requirements, required curriculum, etc.) may be found on the program website at <a href="http://edtech.wku.edu/~teachsvs/alternate_route/index.htm">http://edtech.wku.edu/~teachsvs/alternate_route/index.htm</a>.</p> <p>A recommendation for certification will be contingent upon successful completion of the Kentucky Teacher Internship Program (KTIP) and submission of qualifying scores on the Principles of Learning and Teaching. All requirements for certification must be completed within three years of the time of employment by a school district.</p>	<p>The MAT in Secondary Education for Initial Certification leads to initial teacher certification in Secondary Education (grades P-12, 5-12, and 8-12, depending on certification area) for qualified individuals with bachelor's degrees and content majors (or equivalent for those who qualify for temporary provisional certification in approved areas). Course work and experiences in the program provide students who have a deep knowledge of their respective disciplines, but no background in professional education, with the pedagogical knowledge and skills to become highly qualified educators in their fields. Upon completion of the program, graduates will be professional educators who possess the dispositions and skills to apply state-of-the-art,</p>

evidence-based, best teaching practices to increase student achievement.

There are three concentrations in this program:

1. Alternate Route to Certification  
Concentration for Agriculture, Art, Biology, Chemistry, Business and Marketing Education, Earth and Space Science, English/Language Arts, Family and Consumer Sciences, French, German, Mathematics, Music, Physics, Social Studies, and Spanish.
2. Standard Concentration for Agriculture, Art, Biology, Chemistry, Business and Marketing Education, Earth and Space Science, English/Language Arts, Family and Consumer Sciences, French, German, Mathematics, Music, Physical Education, Physics, Social Studies, and Spanish
3. Residency Concentration for Science and Mathematics (Secondary 8-12) (e.g. GSKyTeach)

Note that Concentrations 1 and 2 appear identical; however, the differences between these concentrations are characterized by students with and without a temporary provisional teaching certificate and those who must meet the equivalent of the state required student teaching requirements along with the specific content area in which students are seeking certification.

Students in all three concentrations are expected to become competent in theory, research, and application of best teaching practices in their respective fields and to exhibit appropriate teacher disposition behaviors as indicated by the College of Education and Behavioral Sciences Teacher Disposition Rating Form. All professional education courses in the program require satisfactory completion of critical performance indicators (CPIs); these must be submitted as directed before the final course grade is

	<p>recorded. Each course's CPIs become a part of the student's portfolio that is reviewed periodically throughout the program.</p> <p>Students who seek admission to the Alternate Route to Teacher Certification must meet additional requirements in order to qualify for temporary provisional certification, and they must complete all requirements for certification within three years of the time of employment by a school district. A recommendation for professional certification will be contingent upon successful completion of the Kentucky Teacher Internship Program (KTIP) and submission of qualifying scores on all required examinations for the desired area of certification. Additional information about the Alternate Route to Teacher Certification concentrations may be found on the website for the Office of Teacher Services.</p> <p>Upon successful completion of the MAT in Secondary Education for Initial Certification and satisfaction of all other certification requirements, students who do not participate in the Alternate Route to Certification concentrations but participate in the Standard Concentration will qualify for a Statement of Eligibility for Certification. The Internship course for these students must be a full semester or equivalent in length. Students in the residency (e.g. GSKyTeach) concentration must meet all expectations associated with that residency program.</p>
	<p><b>PROGRAM COURSE REQUIREMENTS FOR EACH CONCENTRATION 30-36 Hours</b></p>

**MAE Secondary Degree Requirements:**

Required Professional Education Course Components –21 hours

Professional Development Component—6 hours

EDU 501 Seminar: Designing Professional Development Plan (2 hrs.)

EDU 596 Portfolio Development and Professional Education Growth Plan (1 hr.)

EDU 590 Advanced Internship (3 hrs.)

Educational Psychology Component—3 hours

PSY 511 Psychology of Learning OR

PSY 510 Advanced Educational Psychology

Curriculum Component—3 hours

EDU 520 Planning for Instruction

Strategies Component—3 hours

EDU 521 Implementing an Instructional Plan

Exceptional Education Component—3 hours

EXED 516 Exceptional Child: Perspectives and Issues

Research/Assessment Component—3 hours

EDFN 500 Research Methods

Content Related Component –9 hours Courses will be selected from the teaching discipline.

The specific selection of courses will be based upon candidate pre-assessment. The course selections must be approved by the candidate's program advisory committee, which will include a representative from the candidate's teaching discipline.

**Total: 30 hours**

**Alternate Route to Certification**

**Concentration for Agriculture, Art, Biology, Chemistry, Business and Marketing Education, Earth and Space Science, English/Language Arts, Family and Consumer Sciences, French, German, Mathematics, Music, Physics, Social Studies, and Spanish:**

**Professional Education Component:**

EDU 589: Advanced Internship for the MAT (6 hrs.)

EDU 520: Planning for Instruction (3 hrs.)

(Must be taken in the first 6 hours)

**Program-Specific Curriculum Component:**

Program-specific content methods course approved by the advisor (3 hrs.)

**Strategies/Literacy Component:**

LTCY 510: Methods of Teaching Literacy to Adolescents (3 hrs.)

**Exceptional Education and Diversity Component:**

EDU 522: Fundamentals of Differentiated Instruction (3 hrs.)

**Research and Assessment Component:**

EDU 570: Educational Assessment for All Learners (3 hrs.)

TCHL 520: Principles of Action Research for Teacher Leaders (3 hrs.)

EDFN 500: Research Methods (3 hrs.)

**Educational Technology Component:**

LME 535: Survey of Educational Technology Practices (3 hrs.)

**Electives:**

Advisor approved content electives from the student's teaching discipline (6 hrs.)

**GSKYTEACH:**

SMED 501: Designing Instructional Sequences in Secondary Math and Science (3 hrs.)

SMED 510: Advanced Topics in Knowing and Learning in Mathematics and Science (3 hrs.)

SMED 520: Management for Positive Learning Environments (3 hrs.)

SMED 530: Literacy Support for Diverse Learners in Mathematics and Science (3 hrs.)

SMED 560: Developing Professional Learning Communities for Instructional Improvement (3 hrs.)

SMED 589: Science and Mathematics Education Internship Seminar (3 hrs.)

SMED 590: Teacher Internship (8 hrs.)

SMED 620: Collaborative Research to Improve Mathematics and Science Teaching (3 hrs.)

SMED 630: Action Research Seminar (1 hr.)

TOTAL: 30 hours

**Total Hours – 36 hours**

**Standard Concentration for Agriculture, Art, Biology, Chemistry, Business and Marketing Education, Earth and Space Science, Engineering and Technical Education,; English/Language Arts, Family and Consumer Sciences, French, German, Mathematics, Music, Physical Education, Physics, Social Studies, and Spanish**

**Professional Education Component:**

EDU 589: Advanced Internship for the MAT (6 hrs.)

EDU 520: Planning for Instruction (3 hrs.)  
(Must be taken in the first 6 hours)

**Program-Specific Curriculum Component:**

Program-specific content methods course approved by the advisor (3 hrs.)

**Strategies/Literacy Component:**

LTCY 510: Methods of Teaching Literacy to Adolescents (3 hrs.)

**Exceptional Education and Diversity Component:**

EDU 522: Fundamentals of Differentiated Instruction (3 hrs.)

**Research and Assessment Component:**

EDU 570: Educational Assessment for All Learners (3 hrs.)

TCHL 520: Principles of Action Research for Teacher Leaders (3 hrs.)

EDFN 500: Research Methods (3 hrs.)

**Educational Technology Component:**

LME 535: Survey of Educational Technology Practices (3 hrs.)

**Electives:**

Advisor approved content electives from the student's teaching discipline (6 hrs.)

	<p><b>Total Hours – 36 hours</b></p> <p><b>Residency Concentration for Science and Mathematics Education (e.g. GSKyTeach)</b></p> <p><b>Professional Education Component:</b>  SMED 590: Teacher Internship (8 hrs.)  SMED 501: Designing Instructional Sequences in Secondary Grades Math and Science (3 hrs.)</p> <p><b>Educational Psychology Component:</b>  SMED 510: Adv. Topics in Knowing and Learning in Math and Science (3 hrs.)</p> <p><b>Program-Specific Curriculum Component:</b>  SMED 589: Science and Mathematics Education Internship Seminar (3 hrs.)</p> <p><b>Strategies/Literacy Component:</b>  SMED 530: Literacy Support for Diverse Learners in Mathematics and Science (3 hrs.)</p> <p><b>Exceptional Education and Diversity Component:</b>  SMED 520: Management for Positive Learning Environments (3 hrs.)</p> <p><b>Research and Assessment Component:</b>  SMED 560: Developing Professional Learning Communities for Instructional Improvement (3 hrs.)</p> <p>SMED 620: Collaborative Research to Improve Mathematics and Science Teaching (3 hrs.)  AND  SMED 630: Action Research Seminar (1 hr.)</p> <p>Total Hours - 30</p>
<b>ADMISSION REQUIREMENTS</b>	<b>ADMISSION REQUIREMENTS</b>
<b>MAE Secondary Education (Alternate Route to Teacher Certification)</b>	Applicants must meet one of the following, depending upon chosen concentration:



1. Completion of content course work in the following: single subject for Secondary education mathematics and sciences or two of the following mathematics, science, language arts, or social studies. Completion of content course work for Secondary certification: art, biology, chemistry, history, music, English, French, German, Spanish, or physics.
2. Completion of a baccalaureate degree with an overall undergraduate GPA of 2.5 or higher;
3. Passing score on PRAXIS II exams on file before starting program;
4. Acceptable GAP score and GRE writing score on file in Graduate Studies before starting program;
5. Commitment of employment from a Kentucky school district before beginning program;
6. Meet the admission requirements identified by the respective content area;
7. Favorable recommendation based on interview by screening committee, which will include a faculty member from the identified content area.

**GSKyTeach Program Admission Requirements:**

Requirements to become a GSKyTeach Candidate include the following:

- A baccalaureate degree with a major in physics, chemistry, or mathematics with a 2.5 GPA in the major area of concentration.
- A minimum undergraduate GPA of 2.5.
- A GAP score of 2,200: This is based on the GRE score (verbal and quantitative) multiplied by the overall undergraduate GPA.
- A score of 3.5 on the Analytical

**Admission Requirements for the Standard Concentration and the Alternate Route to Certification Concentration:**

To be considered for admission, applicants must:

- Document completion of a bachelor's degree with a major, or equivalent (ARTC only), in an approved subject area and from an accredited institution.
- Be recommended for admission following a transcript review by an MAT advisor associated with the certification area sought (If deficiencies are cited the applicant may be required to take additional undergraduate courses).
- Present a letter of application (including professional goals).
- Document a cumulative overall grade point average (GPA) of 2.75 or above (counting all course work, undergraduate and graduate) OR a GPA of 3.0 in the last 30 hours of course work (counting all course work, undergraduate and graduate).
- Submit the following documentation prior to acceptance in to graduate studies: references, physical (including TB test), a successful criminal background check, a signed code of ethics, qualifying Praxis II scores, and qualifying PPST or GRE scores.

**Admission Requirements for the Residency Concentration for Science and Mathematics Educators:**

- A baccalaureate degree with a major in physics, chemistry, or mathematics with a 2.5 GPA in the major area of concentration.
- A minimum undergraduate GPA of 2.75.
- Satisfaction of state minimum requirements for GRE or PPST qualifying scores for admission to the professional education unit.
- A successful criminal background

<p>Writing portion of the GRE.</p> <ul style="list-style-type: none"> <li>• A successful background check.</li> <li>• A passing score on Praxis test in major area (This score may be submitted within the first year of the teacher residency).</li> <li>• A commitment to full attendance and participation in all GSKyTeach coursework and program-related activities.</li> </ul> <p>A willingness to teach three years in Jefferson County Schools after completion of the GSKyTeach residency year.</p>	<p>check.</p> <ul style="list-style-type: none"> <li>• A passing score on the PRAXIS II test in major area (This score must be submitted within the first semester of enrollment in the teacher residency program).</li> <li>• Documentation to demonstrate that applicant meets all expectations for employment with the partnership school districts.</li> </ul>
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**4. Rationale for the proposed program change:**

- With the recent development of the Teacher Leader MAE programs for advanced certification, a program revision is needed for initial certification at the master’s level. A new degree type, the Master of Arts in Teaching, has been developed for initial certification programs at the master’s level, so the present initial certification concentrations and cohort programs should be moved to the MAT degree. This change will clarify the focus and mission of the MAE programs as being for advanced certification and the MAT programs as being for initial certification.
- The current graduate programs that lead to initial certification are being moved to the new MAT. These include the current Secondary Education (P-12; 5-12; 8-12), Alternative Routes to Teacher Certification/Master of Arts in Education and the Residency Program (GSKyTeach). Secondary Education (P-12; 5-12; 8-12) will be moved and the name of the program under the MAT will be Secondary Education for Initial Certification.
- A review of similar MAT programs of WKU benchmark universities found admission requirements similar to those proposed here. Further, the proposed admission requirements were created considering the needs of possible candidates for initial certification at the master’s degree level.
- The current Master of Arts in Education (MAE) furthers the knowledge and skills of currently certified teachers. The students in the Master of Arts in Teaching (MAT) will be seeking initial certification. Although they presumably possess the content knowledge of their certification areas, they lack the pedagogical knowledge and skills. The proposed curriculum is intended to address the specific needs of these students.

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

- Fall 2013

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

School of Teacher Education:

10/01/2012

CEBS Curriculum Committee

10/02/2012

Professional Education Council

\_\_\_\_\_

Graduate Council

\_\_\_\_\_

University Senate

\_\_\_\_\_

**Attachment: Program Inventory Form**

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

Contact Person: Michael McDonald, [michael.mcdonald@wku.edu](mailto:michael.mcdonald@wku.edu), 5-3097; Martha Day, [Martha.day@wku.edu](mailto:Martha.day@wku.edu); Janet Applin, [janet.applin@wku.edu](mailto:janet.applin@wku.edu), 5-4014.

**1. Identification of program:**

- 1.1 Current program reference number: 139
- 1.2 Current program title: Alternate Route to Teacher Certification/Master of Arts in Education: Middle Grades Education
- 1.3 Credit hours: 30 hours

**2. Identification of the proposed program changes:**

- Change the degree type from the Master of Arts in Education to the Master of Arts in Teaching
- Change the program title: Middle Grades Education for Initial Certification
- Revise admission requirements
- Revise curriculum

**3. Detailed program description:**

<b>CURRENT PROGRAM</b> <b>Master of Arts in Education</b> <b>Middle Grades (Middle Grades Math &amp; Science) or Secondary Education</b>	<b>PROPOSED PROGRAM</b> <b>Master of Arts in Teaching: Middle Grades Education (5-9) for Initial Certification</b>
<p>The most current program information (e.g., admission requirements, required curriculum, etc.) may be found on the program website at <a href="http://edtech.wku.edu/~teachsvs/alternate_route/index.htm">http://edtech.wku.edu/~teachsvs/alternate_route/index.htm</a>.</p> <p>A recommendation for certification will be contingent upon successful completion of the Kentucky Teacher Internship Program (KTIP) and submission of qualifying scores on the Principles of Learning and Teaching. All requirements for certification must be completed within three years of the time of employment by a school district.</p>	<p>The MAT in Middle Grades Education for Initial Certification leads to initial teacher certification in Middle Grades Education (grades 5-9 depending on certification area) for qualified individuals with bachelor's degrees and content majors or equivalent. Course work and experiences in the program provide students who have a deep knowledge of their respective disciplines, but no background in professional education, with the pedagogical knowledge and skills to become highly qualified educators in their fields. Upon completion of the program, graduates will be professional educators who possess the dispositions and skills to apply state-of-the-art, evidence-based, best teaching practices to increase student achievement.</p>

There are three concentrations in this program:

3. Alternate Route to Certification  
Concentration for **English/Language Arts, Social Studies, Mathematics and Science.**
- Standard Concentration for **English/Language Arts, Social Studies, Mathematics and Science.**
3. Residency Concentration for Science and Mathematics (e.g. GSKyTeach)

Note that Concentrations 1 and 2 appear identical; however, the differences between these concentrations are characterized by students with and without a temporary provisional teaching certificate and those who must meet the equivalent of the state required student teaching requirements along with the specific content area in which students are seeking certification.

Students in all three concentrations are expected to become competent in theory, research, and application of best teaching practices in their respective fields and to exhibit appropriate teacher disposition behaviors as indicated by the College of Education and Behavioral Sciences Teacher Disposition Rating Form. All professional education courses in the program require satisfactory completion of critical performance indicators (CPIs); these must be submitted as directed before the final course grade is recorded. Each course's CPIs become a part of the student's portfolio that is reviewed periodically throughout the program.

Students who seek admission to the Alternate Route to Teacher Certification must meet additional requirements in order to qualify for temporary provisional certification, and they must complete all requirements for certification within three years of the time of employment by a school district. A recommendation for professional certification will be contingent upon successful completion of the Kentucky Teacher Internship Program (KTIP) and submission of qualifying scores on all required

	<p>examinations for the desired area of certification. Additional information about the Alternate Route to Teacher Certification concentrations may be found on the website for the Office of Teacher Services.</p> <p>Upon successful completion of the MAT in Middle Grades Education for Initial Certification and satisfaction of all other certification requirements, students who do not participate in the Alternate Route to Certification concentrations but participate in the Standard Concentration will qualify for a Statement of Eligibility for Certification. The Internship course, for these students must be a full semester or equivalent in length. Students in the residency (GSKyTeach) concentration must meet all expectations associated with that residency program.</p>
	<p><b>PROGRAM COURSE REQUIREMENTS FOR EACH CONCENTRATION</b> <b>30-36 Hours</b></p>
<p><b>MAE Secondary Degree Requirements:</b> Required Professional Education Course Components –21 hours</p> <p>Professional Development Component—6 hours EDU 501 Seminar: Designing Professional Development Plan (2 hrs.) EDU 596 Portfolio Development and Professional Education Growth Plan (1 hr.) EDU 590 Advanced Internship (3 hrs.)</p> <p>Educational Psychology Component—3 hours PSY 511 Psychology of Learning OR PSY 510 Advanced Educational Psychology</p> <p>Curriculum Component—3 hours EDU 520 Planning for Instruction</p> <p>Strategies Component—3 hours EDU 521 Implementing an Instructional Plan</p> <p>Exceptional Education Component—3 hours</p>	<p><b>Alternate Route to Certification Concentration for English/Language Arts, Social Studies, Mathematics and Science (Middle Grades 5-9)</b></p> <p><b>Professional Education Component:</b> EDU 589: Advanced Internship for the MAT (6 hrs.) EDU 520: Planning for Instruction (3 hrs.) (Must be taken in the first 6 hours)</p> <p><b>Program Specific Curriculum Component:</b> Program Specific content methods course approved by the advisor (3 hrs.)</p> <p><b>Strategies/Literacy Component:</b> LTCY 510: Methods of Teaching Literacy to Adolescents (3 hrs.)</p> <p><b>Exceptional Education and Diversity Component:</b> EDU 522: Fundamentals of Differentiated Instruction (3 hrs.)</p>

EXED 516 Exceptional Child: Perspectives and Issues

Research/Assessment Component—3 hours  
EDFN 500 Research Methods

Content Related Component –9 hours Courses will be selected from the teaching discipline. The specific selection of courses will be based upon candidate pre-assessment. The course selections must be approved by the candidate's program advisory committee, which will include a representative from the candidate's teaching discipline.

**Total: 30 hours**

**GSKYTEACH:**

SMED 501: Designing Instructional Sequences in Middle Grades Math and Science (3 hrs.)

SMED 510: Advanced Topics in Knowing and Learning in Mathematics and Science (3 hrs.)

SMED 520: Management for Positive Learning Environments (3 hrs.)

SMED 530: Literacy Support for Diverse Learners in Mathematics and Science (3 hrs.)

SMED 560: Developing Professional Learning Communities for Instructional Improvement (3 hrs.)

SMED 589: Science and Mathematics Education Internship Seminar (3 hrs.)

SMED 590: Teacher Internship (8 hrs.)

SMED 620: Collaborative Research to Improve Mathematics and Science Teaching (3 hrs.)

SMED 630: Action Research Seminar (1 hr.)

TOTAL: 30 hours

**Research and Assessment Component:**

EDU 570: Educational Assessment for All Learners (3 hrs.)

TCHL 520: Principles of Action Research for Teacher Leaders (3 hrs.)

EDFN 500: Research Methods (3 hrs.)

**Educational Technology Component:**

LME 535: Survey of Educational Technology Practices (3 hrs.)

**Electives:**

Advisor Approved Content Electives from the student's teaching discipline (6 hrs.)

**Total Hours – 36 hours**

**Standard Concentration for English/Language Arts, Social Studies, Mathematics and Science (Middle Grades 5-9)**

**Professional Education Component:**

EDU 589: Advanced Internship for the MAT (6 hrs.)

EDU 520: Planning for Instruction (3 hrs.)  
(Must be taken in the first 6 hours)

**Program Specific Curriculum Component:**

Program Specific content methods course approved by the advisor (3 hrs.)

**Strategies/Literacy Component:**

LTCY 510: Methods of Teaching Literacy to Adolescents (3 hrs.)

**Exceptional Education and Diversity Component:**

EDU 522: Fundamentals of Differentiated Instruction (3 hrs.)

**Research and Assessment Component:**

EDU 570: Educational Assessment for All Learners (3 hrs.)

TCHL 520: Principles of Action Research for Teacher Leaders (3 hrs.)

EDFN 500: Research Methods (3 hrs.)

**Educational Technology Component:**

LME 535: Survey of Educational Technology Practices (3 hrs.)

**Electives:**

Advisor approved content electives from the student's teaching discipline (6 hrs.)

**Total Hours – 36 hours**

**Residency Concentration for Science and Mathematics Education (e.g. GSKyTeach)**

**Professional Education Component:**

SMED 590: Teacher Internship (8 hrs.)

SMED 501: Designing Instructional Sequences in Secondary Grades Math and Science (3 hrs.)

**Educational Psychology Component:**

SMED 510: Adv. Topics in Knowing and Learning in Math and Science (3 hrs.)

**Curriculum Component:**

SMED 589: Science and Mathematics Education Internship Seminar (3 hrs.)

**Strategies/Literacy Component:**

SMED 530: Literacy Support for Diverse Learners in Mathematics and Science (3 hrs.)

**Exceptional Education and Diversity Component:**

SMED 520: Management for Positive Learning Environments (3 hrs.)

**Research and Assessment Component:**

SMED 560: Developing Professional Learning Communities for Instructional Improvement (3 hrs.)



	<p>SMED 620: Collaborative Research to Improve Mathematics and Science Teaching (3 hrs.) AND SMED 630: Action Research Seminar (1 hr.)</p> <p>Total Hours - 30</p>
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<b>ADMISSION REQUIREMENTS</b>	<b>ADMISSION REQUIREMENTS</b>
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<p><b>MAE Middle Grades Education (Alternate Route to Teacher Certification)</b></p> <ol style="list-style-type: none"> <li>1. Completion of content course work in the following: single subject for Middle Grades education mathematics and sciences or two of the following mathematics, science, language arts, or social studies. Completion of content course work for Middle Grades certification: art, biology, chemistry, history, music, English, French, German, Spanish, or physics.</li> <li>2. Completion of a baccalaureate degree with an overall undergraduate GPA of 2.5 or higher;</li> <li>3. Passing score on PRAXIS II exams on file before starting program;</li> <li>4. Acceptable GAP score and GRE writing score on file in Graduate Studies before starting program;</li> <li>5. Commitment of employment from a Kentucky school district before beginning program;</li> <li>6. Meet the admission requirements identified by the respective content area;</li> <li>7. Favorable recommendation based on interview by screening committee, which will include a faculty member from the identified content area.</li> </ol>	<p>Applicants must meet one of the following, depending on chosen concentration.</p> <p><b>Admission Requirements for the Standard Concentration and the Alternate Route to Certification Concentrations:</b></p> <p>To be considered for admission, applicants must:</p> <ul style="list-style-type: none"> <li>• Document completion of a bachelor's degree with a major, or equivalent, in an approved certification area and from an accredited institution.</li> <li>• Be recommended for admission following a transcript review by an MAT advisor associated with the certification area sought (If deficiencies are cited the applicant may be required to take additional undergraduate courses).</li> <li>• Present a letter of application (including professional goals).</li> <li>• Document a cumulative overall grade point average (GPA) of 2.75 or above (counting all course work, undergraduate and graduate) OR a GPA of 3.0 in the last 30 hours of course work (counting all course work, undergraduate and graduate).</li> <li>• Submit the following documentation prior to acceptance in to graduate studies: references, physical (including TB test), a successful criminal background check, a signed code of ethics, qualifying Praxis II scores, and qualifying PPST or GRE scores.</li> </ul>
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**GSKyTeach Program Admission Requirements:**

Requirements to become a GSKyTeach Candidate include the following:

- A baccalaureate degree with a major in physics, chemistry, or mathematics with a 2.5 GPA in the major area of concentration.
- A minimum undergraduate GPA of 2.5.
- A GAP score of 2,200: This is based on the GRE score (verbal and quantitative) multiplied by the overall undergraduate GPA.
- A score of 3.5 on the Analytical Writing portion of the GRE.
- A successful background check.
- A passing score on Praxis test in major area (This score may be submitted within the first year of the teacher residency).
- A commitment to full attendance and participation in all GSKyTeach coursework and program-related activities.

A willingness to teach three years in Jefferson County Schools after completion of the GSKyTeach residency year.

**Admission Requirements for the Residency Concentration for Science and Mathematics Educators:**

- A baccalaureate degree with a major in physics, chemistry, or mathematics with a 2.5 GPA in the major area of concentration.
- A minimum undergraduate GPA of 2.75.
- Satisfaction of state minimum requirements for GRE or PPST qualifying scores for admission to the professional education unit.
- A successful criminal background check.
- A passing score on the PRAXIS II test in major area (This score must be submitted within the first semester of enrollment in the teacher residency program).
- Documentation to demonstrate that applicant meets all expectations for employment with the partnership school districts.

**4. Rationale for the proposed program change:**

- With the recent development of the Teacher Leader MAE programs for advanced certification, a program revision is needed for initial certification at the master's level. A new degree type, the Master of Arts in Teaching, has been developed for initial certification programs at the master's level, so the present initial certification concentrations and cohort programs should be moved to the MAT degree. This change will clarify the focus and mission of the MAE programs as being for advanced certification and the MAT programs as being for initial certification.
- The current graduate programs that lead to initial certification are being moved to the new MAT. These include the current Middle Grades Education (5-9), Alternative Routes to

Teacher Certification/Master of Arts in Education and the Residency Program (GSKyTeach). Middle Grades Education (5-9) will be moved and the name of the program under the MAT will be Middle Grades Education for Initial Certification.

- A review of similar MAT programs of WKU benchmark universities found admission requirements similar to those proposed here. Further, the proposed admission requirements were created considering the needs of possible candidates for initial certification at the master's degree level.
- The current Master of Arts in Education (MAE) furthers the knowledge and skills of currently certified teachers. The students in the Master of Arts in Teaching (MAT) will be seeking initial certification. Although they presumably possess the content knowledge of their certification areas, they lack the pedagogical knowledge and skills. The proposed curriculum is intended to address the specific needs of these students.

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

- Fall 2013

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

School of Teacher Education:	<u>10/01/2012</u>
CEBS Curriculum Committee	<u>10/02/2012</u>
Professional Education Council (if applicable)	_____
Graduate Council	_____
University Senate	_____
Board of Regents	_____

**Attachment: Program Inventory Form**

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

Contact Person: Kathy Croxall, [kathy.croxall@wku.edu](mailto:kathy.croxall@wku.edu), 745-3997

**1. Identification of course:**

- 1.1 Course prefix and number: FACS 380
- 1.2 Course title: Professional Presentation Techniques in Family and Consumer Sciences
- 1.3 Credit hours: 3

**2. Current course catalog listing:** Includes demonstrations and use of varied technology in teaching family and consumer sciences content. Lecture—field trips at student’s expense.

**3. Proposed course catalog listing:** Study of organization, development, delivery and evaluation of various presentation and demonstration techniques, including technology, as they relate to all areas of family and consumer sciences. Field trips at student’s expense.

**4. Rationale for revision of the course catalog listing:** The content of the course has evolved through the years. This update is necessary to bring the description in line with what is currently taught in the course.

**5. Proposed term for implementation:** Summer 2013

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

FACS Department:	Aug. 20, 2012
CHHS Undergraduate Curriculum Committee	<u>Sept. 10, 2012</u>
Professional Education Council	_____
Undergraduate Curriculum Committee	_____
University Senate	_____

**Attachment: Course Inventory Form**

Proposal Date: 08/20/2012

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

Contact Person: Kathy Croxall, [kathy.croxall@wku.edu](mailto:kathy.croxall@wku.edu), 745-3997

**1. Identification of course:**

- 1.1 Course prefix and number: FACS 493
- 1.2 Course title: Family Life Education
- 1.3 Credit hours: 3

**2. Current course catalog listing:** Study of the various professional and education perspectives regarding family life education. Principles and practices within the field are analyzed and compared.

**3. Proposed course catalog listing:** Study of various perspectives of family life education, principles and practices, including program planning, implementation, and evaluation. Field experiences required at student's expense.

**4. Rationale for revision of the course catalog listing:** More specifics about the class added to bring the description in line with what is expected as we move towards accreditation with both the National Council on Family Relations (NCFR) and National Council for Accreditation of Teacher Education (NCATE). A statement regarding field experiences, which are an integral component of the course, was added.

**5. Proposed term for implementation:** Summer 2013

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

FACS Department:	Aug. 20, 2012
CHHS Undergraduate Curriculum Committee	<u>Sept. 10, 2012</u>
Professional Education Council	_____
Undergraduate Curriculum Committee	_____
University Senate	_____

**Attachment: Course Inventory Form**

Proposal Date: 8/20/2012

**College of Health and Human Services  
Department of Family and Consumer Sciences  
Proposal to Create a New Course  
(Action Item)**

Contact Person: Kathy Croxall, [Kathy.croxall@wku.edu](mailto:Kathy.croxall@wku.edu), 745-3997

**1. Identification of proposed course:**

- 1.1 Course prefix and number: FACS 281
- 1.2 Course title: Design Foundations for Family and Consumer Sciences Education
- 1.3 Abbreviated course title: Design Foundations for FCS Ed
- 1.4 Credit hours and contact hours: 3 semester hours
- 1.5 Type of course: L (lecture)
- 1.6 Prerequisites/corequisites: None
- 1.7 Course catalog listing: The application of design principles and elements as related to FCS State and National Standards. Students will utilize technology in the application of design in projects suitable for middle and high school students.

**2. Rationale:**

- 2.1 Reason for developing the proposed course: For the folio at the state department of education, we offer all Family and Consumer Sciences (FCS) education majors two courses in each of the FCS content areas. DMT 110, which has been a required course for FCS teacher education, is no longer being taught. This course will fill the need for a second course in the interior design content area.
- 2.2 Projected enrollment in the proposed course: 15 per course offering
- 2.3 Relationship of the proposed course to courses now offered by the department: This will replace DMT 110, which is no longer being offered. The FCS education majors take IDFM 100, Introduction to Housing/Interior Design. This course will enhance and reinforce the content through appropriate application.
- 2.4 Relationship of the proposed course to courses offered in other departments: This course is not related to any other courses offered in other departments at WKU.

2.5 Relationship of the proposed course to courses offered in other institutions: Course work in interior design principles is an integral part of FCS education programs at most institutions. It is included in the programs at the benchmark institutions under various titles. For example:

- IDSN 2390: Intro Interior Design (University of Central Arkansas)
- TXMI 3350: Textiles, Merchandising & Interiors (University of Georgia)
- HID 140: Fundamentals of Design and Interiors (Missouri State University)
- FCS 320: Family Housing & Design (Eastern Kentucky University)

**3. Discussion of proposed course:**

3.1 Course objectives: The student will be able to:

- Apply the principles and elements of design in family life
- Analyze design quality and distinguish between personal taste and good design
- Use technology to explore creativity and demonstrate content skills and knowledge
- Demonstrate competencies with technology and equipment specific to the discipline
- Demonstrate competence in hand sewing as it relates to design
- Develop projects, teaching strategies and methods suitable for FCS middle and high school students/programs

3.2 Content outline:

Application of principles and elements in FCS classroom settings

Teaching strategies and methods for fashion and interior design courses

Technology utilization

Digitizing software—from initial picture to finished product

Embroidery machine—threading and use to create a finished product

Serger—threading, decorative threads, 3- and 4-thread use, rolled hems

Creation of finished products appropriate to design, i.e.

Window treatments

Fashion fabric design

Digitized embroidery

Classroom observations and field trips

3.3 Student expectations and requirements:



Projects, portfolio, development of strategies for teaching design, observations/field trips, exams, and self-evaluation and reflection

3.4 Tentative texts and course materials:

- Sierra. *Universal Stitch Era, Embroidery Software Solutions*. Kennesaw, GA: Gunold.
- Amaden-Crawford, C. (1994). *A Guide to Fashion Sewing* (5<sup>th</sup> ed). USA: Fairchild Publications
- Reader's Digest. (2010). *Reader's Digest New Complete Guide to Sewing*. Pleasantville, NY: Reader's Digest
- *Vogue Sewing: Revised & Updated*. (2006). New York: Sixth&Spring Books.
- Brackelsberg, P. & Marshall, R. (1999). *Unit Method of Clothing Construction* (7<sup>th</sup> ed.). Prospect Heights, IL: Waveland Press, Inc.
- Baker, N., Brown, G., & Kacynski, C. (1996). *The Ultimate Serger Answer Guide*. Radnor, PA: Chilton Book Company.
- Simplicity. (2011). *Simply the Best Sewing Book*.

**4. Resources:**

4.1 Library resources: Current library resources are adequate for this course.

4.2 Computer resources: Current computer resources are adequate for this course.

**5. Budget implications:**

5.1 Proposed method of staffing: Existing faculty will teach the course, with adjustments made to current course load as necessary

5.2 Special equipment needed: No special equipment is needed for this course

5.3 Expendable materials needed: No expendable materials are needed

5.4 Laboratory materials needed: No laboratory materials are needed

**6. Proposed term for implementation: Spring 2013**

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

FACS Department:

Aug. 20, 2012

CHHS Undergraduate Curriculum Committee

9/10/12

Professional Education Council

\_\_\_\_\_

Undergraduate Curriculum Committee

\_\_\_\_\_

University Senate

\_\_\_\_\_

**Attachment: Bibliography, Library Resources Form, Course Inventory Form**

Proposal Date: 08/20/2012

**College of Health and Human Services  
Department of Family and Consumer Sciences  
Proposal to Create a New Course  
(Action Item)**

Contact Person: Kathy Croxall, [kathy.croxall@wku.edu](mailto:kathy.croxall@wku.edu), 745-3997

**1. Identification of proposed course:**

- 1.1 Course prefix and number: FACS 382
- 1.2 Course title: Teaching Common Core in CTE Content
- 1.3 Abbreviated course title: Teaching Common Core in CTE
- 1.4 Credit hours and contact hours: 3 semester hours
- 1.5 Type of course: L (lecture)
- 1.6 Prerequisites/corequisites: None
- 1.7 Course catalog listing: Principles and methods for teaching all common core subjects in Career and Technical Education courses. Field experience is required at student's expense.

**2. Rationale:**

- 2.1 Reason for developing the proposed course: Senate Bill 163 (2010) will require all teacher candidates receive training in teaching literacy in the content area. Kentucky has adopted the common core standards. All common core standards need to be covered across content curriculum. Prior to the passage of Senate Bill 163, the Association of Career and Technical Education (ACTE) made inclusion of common core knowledge and skills in Career and Technical Education (CTE) programs a priority. Pre-service CTE teachers need concentrated practice in developing and implementing lesson plans that smoothly integrate common core content into middle and high school courses.
- 2.2 Projected enrollment in the proposed course: 10 by the second year (eventually may include students in all CTE teacher education programs)
- 2.3 Relationship of the proposed course to courses now offered by the department: Currently no FACS courses specifically address how to teach literacy and math in secondary family and consumer sciences (FCS) classes.

- 2.4 Relationship of the proposed course to courses offered in other departments: LTCY 421 (Content Area Reading in the Middle and Secondary Grades) covers literacy for middle grade students, but does not touch on high school students or CTE content specifically. MATH 142 (Calculus with Applications for Life Sciences) covers calculus in Life Science courses. No other courses are available for teaching math in the content area.
- 2.5 Relationship of the proposed course to courses offered in other institutions: General content area reading courses are a common part of several teacher education programs at Benchmark universities. None are specific to CTE course work. All but one Kentucky university require content literacy coursework for teacher certification.

**3. Discussion of proposed course:**

3.1 Course objectives: The students will be able to:

- Develop strategies for integrating common core into CTE content courses
- Plan common core experiences that challenge, motivate, and actively involve the CTE learner
- Develop multiple teaching strategies to facilitate common core skills in CTE programs with all students
- Implement means to integrate common core into CTE content areas
- Reflect on various instructional strategies used to incorporate common core in CTE content courses; engage in self-reflection and evaluation

3.2 Content outline:

Literacy in CTE content courses  
Strategies to teach vocabulary  
Incorporating literature  
Technical reading experiences  
Specific strategies for diverse students  
Math in CTE content courses  
Strategies to incorporate mathematics  
Technical mathematics in practice  
Specific strategies for diverse students  
Specific strategies for CTE content  
Science as appropriate to CTE content  
    Strategies to incorporate science experiments  
    Specific strategies for diverse students

Specific strategies for CTE content

Field experience includes teaching common core within CTE programs

### 3.3 Student expectations and requirements:

Develop strategies appropriate for literacy, math, and science in CTE content and incorporate them into daily lesson planning

Teach CTE content, incorporating appropriate strategies as developed

Participate in a field experience

Reflect on classroom teaching experiences

### 3.4 Tentative texts and course materials:

- Canary, A. J. (2001). *The Importance of Reading in Family and Consumer Sciences*. (Family and Consumer Sciences Education Association Monograph). Ellensburg, WA: Family and Consumer Sciences Education Association.
- Pickard, M. & Wommack, L. (2004). *Meeting Mathematics Standards with Contextual Learning in Family and Consumer Sciences*. (Family and Consumer Sciences Education Association Monograph). Ellensburg, WA: Family and Consumer Sciences Education Association.
- Antonacci, P. A. & O'Callaghan, C. M. (2011). *40 strategies for middle and secondary classrooms: Developing content area literacy*. Los Angeles: Sage.
- Roe, B. D., Stoodt-Hill, B. D., & Burns, P. C. (2010). *Secondary school literacy instruction: The content areas* (10<sup>th</sup> ed.). Boston: Houghton Mifflin.
- Sejnost, R. L. & Thiese, S. M. (2010). *Building content literacy: Strategies for the adolescent learner*. Thousand Oaks, CA: Sage.
- Silver, H. F., Morris, S. C., Klein, V. (2010). *Reading for Meaning*. Alexandria, VA: ASCD.
- Silver, H. F., Brunsting, J. R., & Walsh, T. (2001). *Math Tools Grades 3-12*. Thousand Oaks, CA: Corwin Press.
- Miscellaneous resources available i.e. You Tube, Alton Brown videos, textiles science experiences, etc.

## 4. Resources:

4.1 Library resources: Current library resources are adequate for this course.

4.2 Computer resources: Current computer resources are adequate for this course.

## 5. Budget implications:

5.1 Proposed method of staffing: Existing faculty will teach the course

5.2 Special equipment needed: No special equipment is needed for this course

5.3 Expendable materials needed: No expendable materials are needed Laboratory materials needed: No laboratory materials are needed

6. **Proposed term for implementation:** Spring 2013

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

FACS Department/Division: Aug. 20, 2012

CHHS Undergraduate Curriculum Committee Sept. 10, 2012

Professional Education Council \_\_\_\_\_

Undergraduate Curriculum Committee \_\_\_\_\_

University Senate \_\_\_\_\_

**Attachment: Bibliography, Library Resources Form, Course Inventory Form**

**College of Health and Human Services  
Department of Family and Consumer Sciences  
Proposal to Revise A Program  
(Action Item)**

Contact Person: Kathy Croxall, [kathy.croxall@wku.edu](mailto:kathy.croxall@wku.edu), 745-3997

**1. Identification of program:**

- 1.1 Current program reference number: 563
- 1.2 Current program title: Family and Consumer Sciences Education
- 1.3 Credit hours: 82

**2. Identification of the proposed program changes:**

- A requirement for advising prior to registration that has been implied in the past is being added.
- A statement regarding admission to the teacher education program is being added.
- DMT 110 (Design Concepts) is being replaced by FACS 281 (Design Foundations for FCS Ed.)
- LTCY 444/421 (Reading in the Secondary Grades/ Content Area Reading in the Middle and Secondary Grades) is being replaced by FACS 382 (Teaching Common Core in CTE Content).
- EDU 250 (Introduction to Teacher Education) is being replaced by SPED 330 (Introduction to Exceptional Education: Diversity in Learning).
- CS 145 (Introduction to Computing) is being dropped because it is no longer offered.

**3. Detailed program description:**

Current Program	Proposed Program
The concentration in Family and Consumer Sciences Education requires a minimum of 51 hours in consumer and family sciences, and 31 hours in professional education for a total of 82 semester hours and leads to a Bachelor of Science degree. A grade of "C" or above must be earned in the following courses required for this major: FACS 111, 151, 180, 191, 310, 311, 380, 381, 481, 492, 493, 494, DMT 100, 110, 131, 223, CS 145 or CIS 141. Professional education courses required are: EDU 250, 489, SEC 351, 352, 490, MGE 275, 490, LTCY 444, and PSY 310. No minor is required.	The concentration in Family and Consumer Sciences Education requires a minimum of 51 hours in consumer and family sciences, and 31 hours in professional education for a total of 82 semester hours and leads to a Bachelor of Science degree. A grade of "C" or above must be earned in the following courses required for this major: FACS 111, 151, 180, 191, <b>281</b> , 310, 311, 380, 381, <b>382</b> , 481, 492, 493, 494, <del>DMT 110</del> , IDFM 100, 131, 223, <del>CS 145</del> or CIS 141. Professional education courses required are: <del>EDU 250</del> , 489, <b>SPED 330</b> , SEC 351, 352, 490, MGE 275, 490, <del>LTCY 444/421</del> , and PSY

			310. No minor is required. <b>Students majoring in FCS Education are required to meet with their advisor before enrolling for the upcoming semester. All requirements for admission to professional education must be met to fulfill the Kentucky standards for the designated teaching certificate. Current information on teacher education and certification are available on the website for the Office of Teacher Services: <a href="http://www.wku.edu/ste/">http://www.wku.edu/ste/</a></b>		
IDFM 100	3	Intro to Housing/Interior Design	IDFM 100	3	Intro to Housing/Interior Design
<b>DMT 110</b>	<b>3</b>	<b>Design Concepts</b>	<b>FACS 281</b>	<b>3</b>	<b>Design Foundations for FCS Ed</b>
IDFM 131	3	Basic Apparel Construction	IDFM 131	3	Basic Apparel Construction
IDFM 223	3	Textiles	IDFM 223	3	Textiles
FACS 111	3	Human Nutrition	FACS 111	3	Human Nutrition
FACS 151	3	Food Sciences	FACS 151	3	Food Sciences
FACS 180	3	Foundations in FCS	FACS 180	3	Foundations in FCS
FACS 191	3	Child Development	FACS 191	3	Child Development
FACS 310	3	Management of Family Resources	FACS 310	3	Management of Family Resources
FACS 311	3	Family Relations	FACS 311	3	Family Relations
FACS 380	3	Professional Presentation Skills	FACS 380	3	Professional Presentation Skills
FACS 381	3	Methods and Materials in Family & Consumer Sciences	FACS 381	3	Methods and Materials in Family & Consumer Sciences
FACS 481	3	Advanced Methods	FACS 481	3	Advanced Methods
FACS 492	3	Growth and Guidance of Children	FACS 492	3	Growth and Guidance of Children
FACS 493	3	Family Life Education	FACS 493	3	Family Life Education
FACS 494	3	Parenting Strategies	FACS 494	3	Parenting Strategies
CS 145 OR CIS 141	3	Introduction to Computing OR Basic Computer Literacy	CIS 141	3	Basic Computer Literacy
<b>EDU 250</b>	<b>3</b>	<b>Introduction to Teacher Education</b>	<b>SPED 330</b>	<b>3</b>	<b>Introduction to Exceptional Education: Diversity in Learning</b>
<b>LTCY 444 OR LTCY 421</b>	<b>3</b>	<b>Reading in the Middle Grades</b>	<b>FACS 382</b>	<b>3</b>	<b>Teaching Common Core in CTE Content</b>
MGE 275	3	Foundations of Middle Grades Instruction	MGE 275	3	Foundations of Middle Grades Instruction
MGE 490	5	Student Teaching	MGE 490	5	Student Teaching
PSY 310	3	Educational Psychology: Development and Learning Applied Ed.	PSY 310	3	Educational Psychology: Development and Learning Applied Ed.
SEC 351	3	Teaching Strategies in the Secondary School	SEC 351	3	Teaching Strategies in the Secondary School



SEC 352	3	Planning for Student Diversity	SEC 352	3	Planning for Student Diversity
SEC 489	3	Student Teaching Seminar	SEC 489	3	Student Teaching Seminar
SEC 490	5	Student Teaching	SEC 490	5	Student Teaching
Total Hours	82		Total Hours	82	

**4. Rationale for the proposed program change:**

- Information regarding advising prior to registration that has been implied in the past is being specifically included.
- Information regarding admission to the teacher education program is being specifically included where it has implied in the past.
- Senate Bill 163 requires that students receive instruction in teaching literacy in the content classes. Replacing LTCY 444/421 with FACS 382 will meet this requirement.
- DMT 110 is being discontinued. FACS 281 will allow the content from that course to be presented for FCS teacher candidates.
- National Council for Accreditation of Teacher Education (NCATE) documentation over the past few years indicates that former FCS education students have identified a need for more coursework in teaching special needs students due to the large number of these students in the classes they are teaching. Students currently take both EDU 250 and MGE 275, which involves some duplication. Increasing numbers of students are taking EDU 250 as concurrent enrollment while in high school. While this gives them exposure to the content, it does not involve the same quality of observation experiences students need. Student comments indicate that MGE 275 is preferred since it gives them exposure to the middle grades, which most are lacking. Replacing EDU 250 with SPED 330 will better prepare them for this challenge.
- CS 145 will no longer be taught, so that course is being dropped as an option.

**5. Proposed term for implementation and special provisions: Fall 2013**

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

FACS Department/Division:	Aug. 20, 2012
CHHS Undergraduate Curriculum Committee	<u>Sept. 10, 2012</u>
Professional Education Council	_____
Undergraduate Curriculum Committee	_____
University Senate	_____

Proposal date: August 13, 2012

**College of Health & Human Services  
Department of Kinesiology Recreation and Sport  
Proposal to Revise A Program  
(Action Item)**

Contact Person: Bruce Larson; bruce.larson@wku.edu; 745-3347

**1. Identification of program:**

- 1.1 Current program reference number: 0454
- 1.2 Current program title: Master of Science in Kinesiology
- 1.3 Credit hours: 30-33

**2. Identification of the proposed program changes:**

- Clarification in basic catalog description of the MS in Kinesiology
- Additional changes for the Teacher Leader Concentrations
  - Deletion of the Coaching Teacher Leader concentration as a teacher leader specialization component.
  - Moving TCHL 560 Action Research for Teacher Leaders from the Physical Education (PE) Teacher Leader Concentration (specialization component) TCHL 560 to the Professional Education Core.
  - Moving PE/KIN 501 Research Methods in Physical Education/Kinesiology from the Professional Education Core to the Physical Education Teacher Leader Concentration (specialization component).
  - Moving PE/KIN 505 Foundations of Curriculum Construction from the Professional Education Core to the Physical Education Teacher Leader Concentration (specialization component).
  - Addition of TCHL 530 Curriculum Development to the Professional Education Core.
  - Removal of PE/KIN 515 Physical Education Assessment as an option within the Professional Education Core for the PE Teacher Leader Concentration.
  - Removal of PE/KIN 520 Teaching Strategies in Physical Education as an option within the Professional Education Core for the PE Teacher Leader Concentration.

- Change in required program credit hours from a minimum of 30 credit hours to a minimum of 31 credit hours for the Physical Education Teacher Leader Concentration and, thus, for the MS in Kinesiology. The other three concentrations require a minimum of 33 credit hours.

**3. Detailed program description:**

Old Program	New Program
<p>The M.S. in Kinesiology program has five concentrations: Physical Education Teacher Leader, Coaching Teacher Leader, Exercise Science, Fitness Management, and Corporate Health Management. The PE and Coaching Teacher Leader concentrations focus on teaching and meeting the Kentucky Teacher Requirements for Advanced Teaching Standards.</p> <p>The Exercise Science, Fitness Management, and Corporate Health Management concentrations do not lead to rank change for Kentucky teachers.</p> <p><i>The Exercise Science, Fitness Management, and Corporate Health Management concentrations are not changing and thus are not listed below</i></p> <p><b>The PE and Coaching Teacher Leader Concentrations require 15 credit hours of Professional Education Core, 12 credit hours of either PE or Coaching, and 3 credit hours of Action Research for a total minimum of 30 credit hours.</b></p> <p>The Teacher Education Concentration 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</p>	<p><b>The M.S. in Kinesiology program has four concentrations: Physical Education Teacher Leader, Exercise Science, Fitness Management, and Corporate Health Management. The Physical Education Teacher Leader concentration focuses on teaching and meeting the Kentucky Teacher Requirements for Advanced Teaching Standards.</b></p> <p><b>The Exercise Science, Fitness Management, and Corporate Health Management concentrations do not lead to rank change for Kentucky teachers.</b></p> <p><i>The Exercise Science, Fitness Management, and Corporate Health Management concentrations are not changing and thus are not discussed in the below revisions.</i></p> <p><b>The Physical Education Teacher Leader Concentration requires 16 credit hours of Professional Education Core, including 3 credit hours of Action Research; and 15 credit hours of Physical Education Specialization courses, for a total minimum of 31 credit hours.</b></p> <p>The Teacher Education Concentration 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 communities and/or content areas to discuss and</p>

communities and/or content areas to discuss and work on real world challenges and promising practices they encounter in schools.

The program is divided into two instructional components. The first component, Professional Education, provides advanced level pedagogy, leadership, and content related to Kentucky Teacher Standards and applicable to all P-12 teachers working in various developmental and content areas.

**The second component is the specialization that allows the candidate to choose one of two concentrations:**

**1) Physical Education Teacher Leader concentration consists of PE/KIN 503,504, 508 and 516; and the 2) Coaching Teacher Leader concentration consists of PE 507, 511, 516 and an approved elective. These concentrations allow for professional growth concurrent with the goals of each candidate.** An Action Research Project for Teacher Leaders focusing on a classroom, school, or district issue is the capstone for the completion of the program.

**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 PE/KIN or TCHL core courses they must take in the professional ed. core (see *Important Note* below). All students must complete PE/KIN 505, PE/KIN 515 or TCHL 540, 544, 548, and PE/KIN 520 or TCHL 550, 554, 558 or pass proficiency evaluations for these courses. TCHL 500 and PE/KIN 501, PE/KIN 505, are required for all students, and there are no proficiency evaluations that may be substituted for these courses.**

work on real world challenges and promising practices they encounter in schools.

The program is divided into two instructional components. The first component, Professional Education, provides advanced level pedagogy, leadership, and content related to Kentucky Teacher Standards and applicable to all P-12 teachers working in various developmental and content areas.

**The second component is the specialization that allows the candidate to expand content, pedagogy, and/or leadership skills. This Physical Education Teacher Leader concentration consists of PE/KIN 501, 503, 504, 505, and 508. This specialization allows for professional growth concurrent with the goals of each candidate.**

An Action Research Project for Teacher Leaders focusing on a classroom, school, or district issue is the capstone for the completion of the program.

**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 in the professional education core (see *Important Note* below). All students must complete TCHL 540, 544, 548, 550, 554, and 558 or pass proficiency evaluations for these courses. TCHL 500, 530, and 560 (or discipline-specific action research course), are required for all students, and there are no proficiency evaluations that may be substituted for these courses.**

Content Major Admission Requirements: N/A

Teacher Leader Admission Requirements: *(Criteria vary, depending on the student's undergraduate institution and GPA. No GRE requirement for admission):*

1. WKU Graduate: Automatic Admission

A current teaching certificate or undergraduate teaching portfolio and statement of eligibility.

2. Graduate of a Kentucky Higher Education Institute other than WKU:

A 2.75 GPA or higher or a qualifying GAP score.  
A current teaching certificate or statement of eligibility.

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

A 2.75 GPA or higher or a qualifying GAP score.  
A current teaching certificate or statement of eligibility

Kentucky applicants 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.

*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

Content Major Admission Requirements: N/A

Teacher Leader Admission Requirements: *(Criteria vary, depending on the student's undergraduate institution and GPA. No GRE requirement for admission):*

1. WKU Graduate: Automatic Admission

A current teaching certificate or undergraduate teaching portfolio and statement of eligibility.

2. Graduate of a Kentucky Higher Education Institute other than WKU:

A 2.75 GPA or higher or a qualifying GAP score.  
A current teaching certificate or statement of eligibility.

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

A 2.75 GPA or higher or a qualifying GAP score.  
A current teaching certificate or statement of eligibility

Kentucky applicants 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.

*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

programs of study of 30-37 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.

**(Level 1) Professional Education Core 15-16 hours**

TCHL 500 – Foundations of Teacher Leadership (3 Hrs)

**PE/KIN 505 – Foundations of Curriculum Construction (3 Hrs)**

**PE/KIN 515 – Physical Education Assessment (3 Hrs)**

**Or**

TCHL 550 – Student Assessment I: Fundamentals of Student Assessment (1 hr)

TCHL 554 – Student Assessment II: Standardized Testing (1 hr)

TCHL 558 – Student Assessment III: Classroom Tests and Instruments (2 hrs)

**PE/KIN 520 – Teaching Strategies in Physical Education (3 Hrs)**

**Or**

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

TCHL 544 – Classroom Instruction: Equitable School and Community Partnerships (1 hr)

TCHL 548 – Classroom Instruction: Managing the Learning Environment (1 hr)

**PE 501 – Research Methods in PE (3 Hrs)**

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 PE or TCHL courses must be completed, *even if a candidate's program of studies does not include the courses*. Candidates may only complete 6 hours in Level 2 before they have 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 during Level

school personnel, and their respective School Improvement Plan, to develop with their respective program advisors individualized programs of study of 30-37 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.

**(Level 1) Professional Education Core– 16 hours**

TCHL 500 – Foundations of Teacher Leadership (3 Hrs)

**TCHL 530 Curriculum Development (3 Hrs)**

TCHL 550 – Student Assessment I: Fundamentals of Student Assessment (1 hr)

TCHL 554 – Student Assessment II: Standardized Testing (1 hr)

TCHL 558 – Student Assessment III: Classroom Tests and Instruments (2 hrs)

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

TCHL 544 – Classroom Instruction: Equitable School and Community Partnerships (1 hr)

TCHL 548 – Classroom Instruction: Managing the Learning Environment (1 hr)

**TCHL 560 – Action Research for Teacher Leaders (3 Hrs)**

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 PE or TCHL courses must be completed, *even if a candidate's program of studies does not include the courses*. Candidates may only complete 6 hours in Level 2 before they have uploaded all Critical Performances and have achieved an average score

<p>2 may be required based on the assessment results.</p> <p><u>(Level 2) Specialization Component—15 hours</u> Department Advisor Committee-approved elective courses selected from discipline.</p> <p><b>B. <u>Physical Education Teacher Leader Concentration</u> 12 Hrs:</b></p> <p>PE/KIN 503– Motor Learning/Advanced Motor Learning &amp; Control (3 Hrs) PE/KIN 504 – Advanced Exercise Physiology (3 Hrs)</p> <p>PE/KIN 508 – Adaptive Physical Education (3 Hrs) <b>PE/KIN 516 – Administrative Practices in KRS (3 Hrs)</b> <b>TCHL 560 – Action Research for Teacher Leaders</b></p> <p><b>OR</b></p> <p><b>C. <u>Coaching Teacher Leader Concentration</u> 12 hrs:</b> <b>PE 507 – Sport in a Multicultural Society (3 Hrs)</b> <b>PE 511 – Coaching Theory (3 Hrs)</b> <b>PE 512 – Administrative Practices in KRS (3 Hrs)</b> <b>Approved Elective (3 Hrs)</b> <b>TCHL 560 – Action Research for Teacher Leaders</b></p> <p><u>Completion Requirements:</u> 1. TCHL 560 – Action Research for Teacher Leaders (3 hrs) 2. Present research results in a venue approved by the advisor. 3. Achieve a minimum 3.0 GPA in overall coursework.</p>	<p>of 3.0 on all performances and an average score of 3 on dispositions. Additional course work during Level 2 may be required based on the assessment results.</p> <p><u>(Level 2) Specialization Component—15 hours</u> Department Advisor Committee-approved elective courses selected from discipline.</p> <p><b>B. <u>Physical Education Teacher Leader Concentration</u> 12 Hrs:</b> <b>PE/KIN 501 – Research Methods in PE/KIN (3 Hrs)</b> PE/KIN 503– Motor Learning/Advanced Motor Learning &amp; Control (3 Hrs) PE/KIN 504 – Advanced Exercise Physiology (3 Hrs) <b>PE/KIN 505 – Foundations of Curriculum Construction (3 Hrs)</b> PE/KIN 508 – Adaptive Physical Education (3 Hrs)</p> <p><u>Completion Requirements:</u> 1. TCHL 560 – Action Research for Teacher Leaders (3 hrs) 2. Present research results in a venue approved by the advisor. 3. Achieve a minimum 3.0 GPA in overall coursework.</p>
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**4. Rationale for the proposed program change:**

- The program description in the catalog is clarifying the four concentration areas offered within the MS in Kinesiology program and reflecting the deletion of one concentration.
- The Coaching Teacher Leader concentration is being deleted, as no students are admitted to the specialization area.
- These other proposed changes are focused on having curriculum in alignment with the Teacher Leader framework of the university and with the requirements of the Kentucky Education Professional Standards Board (EPSB), the entity which issues certificates for all Kentucky teachers.
  - TCHL 560 and PE/KIN 501 are both research-oriented courses and are switching places between the Professional Education Core and the PE Teacher Leader concentration Specialization component.
  - PE/KIN 505 is a physical education specific curriculum construction course and is moving to the Specialization component; the course is being replaced in the Professional Education Core by a different curriculum design course, TCHL 530.
  - PE/KIN 515 and PE/KIN 520 are being removed as options within the Professional Education Core, as students have not taken the courses due to not passing proficiency exams that would enable them to take the PE/KIN courses.
  - Removing PE/KIN 515 as an option results in 16 versus 15-16 credit hours within the Professional Education core, as students would have to take 3 courses totaling 4 credit hours in place of the 3-credit hour PE/KIN 515.

**5. Proposed term for implementation and special provisions (if applicable):** Spring, 2013.

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

KRS Department: September 10, 2012

CHHS Graduate Curriculum Committee: September 24, 2012

Professional Education Council \_\_\_\_\_

Graduate Council \_\_\_\_\_

University Senate \_\_\_\_\_

**Attachment: Program Inventory Form**