

**AGENDA**  
**PROFESSIONAL EDUCATION COUNCIL**  
**3:30 - Wednesday, October 13, 2010**  
**Tate Page Hall 334**

- I. Consideration of the Minutes from the September 8, 2010 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 9, 2010 to October 13, 2010.
    - List of Student Teacher Candidates with Critical Performance Deficiencies
    - Student Teacher Candidates, Spring 2011
  
  - B. Gordon Ford College of Business**
    - 1. Delete a Program – 082, Economics Education
  
  - C. College of Education and Behavioral Sciences – Educational Leadership Doctoral Program**
    - 1. Revise an Academic Policy – Graduate Studies’ Seeking Dual Degrees
  
  - D. College of Education and Behavioral Sciences-School of Teacher Education**
    - 1. Revise Course Prerequisites – LTCY 420, Reading in Primary Grades
    - 2. Revise a Program – 0428, Master of Science in Instructional Design
    - 3. Revise a Program – the revised policy will apply to all undergraduate programs leading to teacher certification in elementary education, middle grades education, secondary education, exceptional education, and interdisciplinary early childhood education.
    - 4. Create a New Course – SMED 301, Designing and Teaching Inquiry-Based Mathematics and Science Units
  
  - E. College of Education and Behavioral Sciences-Dean’s Office**
    - 1. Delineation of Unit/Program Transition Points – Initial Preparation

**F. Ogden College of Science and Engineering – Department of Mathematics**

1. Revise Course Prerequisites/Corequisites-Math 507, Math Concepts for Elementary Teachers
2. Revise Course Prerequisites/Corequisites-Math 508, Number Concepts Elem/Mid Teachers
3. Revise Course Title, Math 514, Applications and Modeling for Secondary Teachers
4. Revise Course Catalog Listing-Math 501, Introduction to Probability and Statistics I
5. Multiple Revisions to a Course –Math 504, Computer Applications to Problems in Mathematics
6. Create a New Course – Math 510, Intermediate Statistics
7. Revise a Program- 049, Master of Arts in Mathematics

**Department of Chemistry**

1. Revise a Program-061 major, 005 minor, Master of Arts in Education in Chemistry

**Department of Biology**

1. Revise a Program-054, Master of Arts in Education Biology Major

**G. Potter College of Arts and Letters – Department of English**

1. Make Multiple Revisions to a Course – ENG 051, English as Second Language
2. Revise a Program – 561, English for Secondary Teachers
3. Revise a Program – 416, Graduate Certificate in Teaching English to Speakers of Other Languages

**Department of Art**

1. Revise a Program – 055, MAE Art for Teacher Leaders

**III. Other Business**

For Information

▪Unit Wide Assessment Report 2009/2010

▪Recommendations from the EPSB for the Governor’s Transforming Education in Kentucky Task Force (TEK) final report.

**CANDIDATES COMPLETING REQUIREMENTS FOR ADMISSION TO  
PROFESSIONAL EDUCATION UNIT  
September 9, 2010 – October 13, 2010**

**Elementary P-5**

Buxton, Mary  
Hammer, Shannon  
Sexton, Tabbatha  
Stepp, Tanner

**Middle Grades**

Byrns, Amber	Math
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**Sky Teach**

Curry, Kyle	Physics
Thompson, Tara	Math

**5-12**

Grant, Jessica	FCS
Hampton, Laura	FCS
Hazelwood, Imari	FCS
Pope, Brianne	FCS
Siddens, Robert	AG

**P-12**

Baker, Steven	Art
Boston, Chelsea	Music
Brinton, Katie	Art
Dehut, Karen	Art
Haire, Samantha	EXED
Hendrickson, Nathan	Art
Hinton, Kelsey	Art
Kilcoyne, Kandice	Art
Lowe, Travis	Music
Rasmussen, Kristina	Art
True, Carrie	EXED
Vincent, Chaundra	EXED
Watkins, Leslie	EXED
White, Matthew	Music

Wilder, Ian	Music
Wills, Spencer	Music

### **Secondary**

Johnson, Sara	Math
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### **IECE**

Fox, Desiree

### **Masters**

Adams, Christopher	LBD
Hazelip, Amanda	CD
Hill, Julie	IECE
Hinton, Susan	LME
King, Stephenie	EXED
Lyons, David	LBD
Shelton, Heather	LBD
Simpson, Jennifer	LBD
Wethington, Jennifer	LME

### **EdS**

Breeding, Savannah	Psychology
Dykstra, Brittany	Psychology
Thorn, Amanda	Psychology

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.

## DISPOSITION / CRITICAL PERFORMANCE DEFICIENCIES

## SPRING 2011 STUDENT TEACHER CANDIDATES

10/13/10

#CP	WKU ID	First	Last	MAJOR	DEFICIENCY
1		HOLLY	ALLGEIER	ELEMENTARY	
1		JORDAN	CRADDOCK	ELEMENTARY	
2		DANIELLE	HEALEY	ELEMENTARY	
3		MELISSA	RICKMAN	ELEMENTARY	
1		ASHLEY	TRAVIS	ELEMENTARY	
1		BRENDA	THOMAS	IECE	
2		KAYLEE	TAYLOR	MGE/MATH	
3		MATTHEW	NAPIER	MGE/MATH/LA	
5		ADAM	BRITT	MGE/MATH/S.STUDIES	
1		ROBBIE	THOMPSON	MGE/MATH/SCIENCE	
1		BRANDON	DUKES	MGE/S.STUDIES/LA	
1		TINA	SHOEMAKE	MGE/S.STUDIES/LA	
3		JOSHUA	WOODS	MGE/SCIENCE	
3		FRANK	ROGERS	MGE/SCIENCE/MATH	
1		CAROLYN	VIRAY	MGE/SCIENCE/MATH	
2		JERON	DUNBAR	P-12/PE	
4		KELLIE	WYATT	P-12/PE	
3		MORGAN	CHEATHAM	SEC/ENGLISH	
3		TED	FLORENCE	SEC/ENGLISH	
2		TAYLOR	NASH	SEC/SOCIAL STUDIES	
1		ALECIA	UNDERWOOD	SPECIAL EDUCATION	

**STUDENT TEACHER CANDIDATES FOR SPRING 2011**  
**\*\*\*QUALIFIED PENDING COMPLETING REQUIREMENTS\*\*\*10/13/10**

WKU ID	First	Last	MAJOR	DEFICIENCY
	R. TYLER	SIDDENS	5-12/AGRICULTURE	
	JENNIFER	BROWN	5-12/BUSINESS & MKTG	
	C. DUANE	CANNON	5-12/BUSINESS & MKTG	
	TAYLOR	CARVER	5-12/BUSINESS & MKTG	
	SHELIA	CHILDRESS	5-12/BUSINESS & MKTG	
	CORIE	FITCH	5-12/BUSINESS & MKTG	
	OLIVIA	GOODING	5-12/BUSINESS & MKTG	
	BROOKE	CRAFTON	5-12/FCS	
	ELIZABETH	GAMBLE	5-12/FCS	
	JESSICA	GRANT	5-12/FCS	
	LAURA	HAMPTON	5-12/FCS	
	IMARI	HAZELWOOD	5-12/FCS	
	BRIANNE	POPE	5-12/FCS	
	EMILY	AHNQUIST	ELEMENTARY	
	SAMANTHA	ALLEN	ELEMENTARY	
	KELSEY	ALLEN	ELEMENTARY	
	HOLLY	ALLGEIER	ELEMENTARY	
	ASHLEY	ARNDELL-COCK RIEL	ELEMENTARY	
	NIKKI	BAGWELL	ELEMENTARY	
	SARAH	BAUER	ELEMENTARY	
	DAWN MICHELLE	BEATON	ELEMENTARY	
	TARA	BENNETT	ELEMENTARY	
	TIFFANY	BINION	ELEMENTARY	
	LAUREN	BLAIR	ELEMENTARY	
	HANNAH	BLANKENSHIP	ELEMENTARY	
	SABRINA	BROADRICK	ELEMENTARY	
	ANDREA	BROWN	ELEMENTARY	

	EMILY	BROWN	ELEMENTARY	
	ALISHA	BRYANT	ELEMENTARY	
	SARA	BUTTS	ELEMENTARY	
	ANGELA	CHENAULT	ELEMENTARY	
	ANDREA	COOMES	ELEMENTARY	
	JORDAN	CRADDOCK	ELEMENTARY	
	CANDICE	CROSS	ELEMENTARY	
	SHERI	CULBERTSON	ELEMENTARY	
	DIEDRE	DONALDSON	ELEMENTARY	
	KAITLYN	EDWARDS	ELEMENTARY	
	RACHELLE	ELAM	ELEMENTARY	
	SAMANTHA	FISHER	ELEMENTARY	
	NATASHA	FULKERSON	ELEMENTARY	
	HEATHER	GAINES	ELEMENTARY	
	SARAH	GARNER	ELEMENTARY	
	ALLISON	GIBSON	ELEMENTARY	
	ANDREA	GOFFINET	ELEMENTARY	
	J. BART	HAMMER	ELEMENTARY	
	AMANDA	HAMMOCK	ELEMENTARY	
	LEAH	HARPER	ELEMENTARY	
	AMANDA	HARPER	ELEMENTARY	
	AMANDA	HAYES	ELEMENTARY	
	COURTNEY	HEADRICK	ELEMENTARY	
	DANIELLE	HEALEY	ELEMENTARY	
	SARA	HEATH	ELEMENTARY	
	JENNIFER	HENDI	ELEMENTARY	
	ANN	HERALD	ELEMENTARY	
	HEATHER	HIGHBAUGH	ELEMENTARY	
	MEGAN	HOBBS	ELEMENTARY	
	CHRISTIE	HOWARD	ELEMENTARY	
	ASHLEY	HOYT	ELEMENTARY	
	HEATHER	IVORY	ELEMENTARY	
	SHEENA	JACKSON	ELEMENTARY	
	BRIDGETTE	JAGGERS	ELEMENTARY	
	KELLI	JENKINS	ELEMENTARY	
	SARAH	JESSIE	ELEMENTARY	

	COREY	JONES	ELEMENTARY	
	KATHLEEN	JONES	ELEMENTARY	
	LeANNA	KING	ELEMENTARY	
	AMY	KIPER	ELEMENTARY	
	DANIELLE	KNIGHT	ELEMENTARY	
	HEATHER	KORRELL	ELEMENTARY	
	WILLIAM	LEES, JR	ELEMENTARY	
	ELLEN	LINDSEY	ELEMENTARY	
	KRISTIN	LOAGUE	ELEMENTARY	
	BETHANN	LOCKETT	ELEMENTARY	
	SUSAN	LOY	ELEMENTARY	
	MAGEN	MARTIN	ELEMENTARY	
	KELSEY	MATTINGLY	ELEMENTARY	
	MIRANDA	McGOWAN	ELEMENTARY	
	JARAD	McREYNOLDS	ELEMENTARY	
	LeANNA DAWN	MIDDLETON	ELEMENTARY	
	EMILY	MILLAY	ELEMENTARY	
	MEGAN	MILLER	ELEMENTARY	
	COURTNEY	MURPHY	ELEMENTARY	
	ALICIA	NAPIER	ELEMENTARY	
	ELIZABETH	NICHOLS	ELEMENTARY	
	KELLY	O'CONNOR	ELEMENTARY	
	JENNIE	PATTERSON	ELEMENTARY	
	ELIZABETH B	PAYNE	ELEMENTARY	
	ELIZABETH R	PAYNE	ELEMENTARY	
	AMY	PEACOCK	ELEMENTARY	
	LEAH KATE	PNIEWSKI	ELEMENTARY	
	TAYLOR	PRUNTY	ELEMENTARY	
	CHARITY	RICHARDSON	ELEMENTARY	
	MELISSA	RICKMAN	ELEMENTARY	
	STEPHANIE	ROGIER	ELEMENTARY	
	WHITTANY	SHAW	ELEMENTARY	
	ELIZABETH	SIMON	ELEMENTARY	
	SHALAYNA	SKAGGS	ELEMENTARY	
	NIKKIA	SMITH	ELEMENTARY	

	JUSTINE	SPENCER	ELEMENTARY	
	ShaeQUINNA	SYDNOR	ELEMENTARY	
	STEPHANIE	TACKETT	ELEMENTARY	
	AUNDREA	THOMPSON	ELEMENTARY	
	ASHLEY	TRAVIS	ELEMENTARY	
	MELANIE	TREADWAY	ELEMENTARY	
	MEGHAN	TUNKS	ELEMENTARY	
	BONNIE	TURNER	ELEMENTARY	
	LEIA	VANCE	ELEMENTARY	
	CARA	VASTAG	ELEMENTARY	
	JOSHUA	VIBBERT	ELEMENTARY	
	JINA	WARD	ELEMENTARY	
	HEATHER	WEIDEMANN	ELEMENTARY	
	SUZANNE	WHITE	ELEMENTARY	
	ASHLEY	WHOBREY	ELEMENTARY	
	WHITNEY	WILHELM	ELEMENTARY	
	BRITNEY	WILKINSON	ELEMENTARY	
	CHRISTA	WINARSKI	ELEMENTARY	
	HOLLY	WOLFE	ELEMENTARY	
	CHAD	WOODWORTH	ELEMENTARY	
	LINDSEY	YOUNG	ELEMENTARY	
	CHRISTINA	ABEL	IECE	
	DESIREE	FRIZZELL	IECE	
	TARA	LIGON	IECE	
	BRENDA	THOMAS	IECE	
	NICOLE	WHITE	IECE	
	KATOSHA	COATS	MGE/LA/S.STUDIES	
	TARA	COLLINS	MGE/LA/S.STUDIES	
	BRITTNEY	CORBIN	MGE/LA/S.STUDIES	
	TRACY	DAVIS	MGE/LA/S.STUDIES	
	EMILEE	DUVALL	MGE/LA/S.STUDIES	
	CODY	DONALDSON	MGE/LA/S.STUDIES	
	JACLYN	GREEN	MGE/LA/S.STUDIES	
	MICHELLE	JONES	MGE/LA/S.STUDIES	

	ANDREA	MILLAY	MGE/LA/S.STUDIES	
	JESSICA	BROWN	MGE/LA/SCIENCE	
	NIKOLETT	BURGETT	MGE/MATH	
	AMBER	BYRNS	MGE/MATH	
	LEANNE	CAPLINGER	MGE/MATH	
	JOLIE	CARWILE	MGE/MATH	
	KATRINA	FINLEY	MGE/MATH	
	LAUREN	HUMPHREY	MGE/MATH	
	KAYLEE	TAYLOR	MGE/MATH	
	KATHERINE	YANCY	MGE/MATH	
	AMANDA	LYLE	MGE/MATH/LA	
	SARAH	NAGY	MGE/MATH/LA	
	MATTHEW	NAPIER	MGE/MATH/LA	
	JEFFERY	THOMPSON	MGE/MATH/LA	
	JACQUELINE	ALLEN	MGE/MATH/S.STUDIES	
	MATTHEW	McGUIRE	MGE/MATH/S.STUDIES	
	MATTHEW	VARNEY	MGE/MATH/S.STUDIES	
	DUSTIN	BOYER	MGE/MATH/SCIENCE	
	MICHELLE	RHODES	MGE/MATH/SCIENCE	Must have BIO 225 removed from major in Icap
	ROBBIE	THOMPSON	MGE/MATH/SCIENCE	
	JOSEPH	ASHMORE	MGE/S.STUDIES/LA	
	ASHLEY	BURNETTE	MGE/S.STUDIES/LA	
	ANGELA	COLEMAN	MGE/S.STUDIES/LA	
	BRANDON	DUKES	MGE/S.STUDIES/LA	
	HEATHER	GADBERRY	MGE/S.STUDIES/LA	
	LAUREN	GOFF	MGE/S.STUDIES/LA	
	KELLEY	JOLLY	MGE/S.STUDIES/LA	
	JASON	MORRIS	MGE/S.STUDIES/LA	
	TREVOR	PLESSL	MGE/S.STUDIES/LA	
	BRYAN	ROBINSON	MGE/S.STUDIES/LA	

	BRITTNEY	SHAW-SMITH	MGE/S.STUDIES/LA	
	TINA	SHOEMAKE	MGE/S.STUDIES/LA	
	MICHAEL	TRULL	MGE/S.STUDIES/LA	
	LESLIE	WHITAKER	MGE/S.STUDIES/LA	
	BRITTNEY	WHITE	MGE/S.STUDIES/LA	
	SUSAN	MEYER	MGE/S.STUDIES/SCIENCE	
	JOEY	SEXTON	MGE/S.STUDIES/SCIENCE	
	JOSHUA	WOODS	MGE/SCIENCE	REPEATING CHEM 105
	CARISSA	ARGUETA	MGE/SCIENCE/LA	
	CAROLYN	VIRAY	MGE/SCIENCE/MATH	
	KATHY	GUY	MGE/SCIENCE/S.STUDIES	
	GREG	RAFFERTY	MGE/SCIENCE/S.STUDIES	
	STEVEN	BAKER	P-12/ART	
	KATIE	BRINTON	P-12/ART	
	CATRON	BURDETTE	P-12/ART	
	KAREN	DEHUT	P-12/ART	
	NATHAN	HENDRICKSEN	P-12/ART	
	KANDICE	KILCOYNE	P-12/ART	
	CHELSEA	BOSTON	P-12/MUSIC	
	KELSEY	HINTON	P-12/MUSIC	
	TRAVIS	LOWE	P-12/MUSIC	
	ELLEN	MURREY	P-12/MUSIC	
	KRISTINA	RASMUSSEN	P-12/MUSIC	
	CAROLYN	RUTTER	P-12/MUSIC	
	MATTHEW	WHITE	P-12/MUSIC	
	IAN	WILDER	P-12/MUSIC	
	SPENCER	WILLS	P-12/MUSIC	
	JENNIFER	CLARK	P-12/PE	

	JAMES	DANIELS	P-12/PE	
	ANTHONY	DRUEN	P-12/PE	
	DANIEL	HARTLEY	P-12/PE	
	R. TYLER	MEACHAM	P-12/PE	
	ANDREA	MOORE	P-12/PE	
	SHELBY	NASH	P-12/PE	
	STEPHEN	PATRICK	P-12/PE	
	SHANE	TAYLOR	P-12/PE	
	TERESA	COX	P-12/SPANISH	
	BROOKE	PAGE	P-12/SPANISH	
	A. MICHELLE	PORTER	SEC/BIOLOGY	
	DAWN	FOSTER	SEC/EARTH SCIENCE	
	RYAN	BAILEY	SEC/ENGLISH	
	DANIELLE	BULLOCK	SEC/ENGLISH	
	JESSICA	CLEVELAND	SEC/ENGLISH	
	CAITLIN	COMBS	SEC/ENGLISH	
	ALYSSA	EVANS	SEC/ENGLISH	
	TED	FLORENCE	SEC/ENGLISH	
	LINDSEY	HOUCHIN	SEC/ENGLISH	
	VALERIE	LANDRUM	SEC/ENGLISH	
	CARRIE	LAW	SEC/ENGLISH	
	CHELSEA	MOULDEN	SEC/ENGLISH	
	WILLIAM	PERKINS	SEC/ENGLISH	
	TAMMY	RASTODER	SEC/ENGLISH	
	KATIE	ROBINSON	SEC/ENGLISH	
	CODY	TUCKER	SEC/ENGLISH	
	AMANDA	WALKER	SEC/ENGLISH	
	ELIZABETH	WILLBANKS	SEC/ENGLISH	
	SARA	JOHNSON	SEC/MATH	
	DUSTIN	SCOTT	SEC/MATH	
	TARA	THOMPSON	SEC/MATH	

	KYLE	CURRY	SEC/PHYSICS	
	MATTHEW	DEATON	SEC/SOCIAL STUDIES	
	EMILY	HENDERLONG	SEC/SOCIAL STUDIES	
	DAVID	JOLLY	SEC/SOCIAL STUDIES	
	KRISTINA	JEWELL	SEC/SOCIAL STUDIES	
	BROOKLYN	LOWE	SEC/SOCIAL STUDIES	
	BENJAMIN	MOHAN	SEC/SOCIAL STUDIES	
	BRANDY	MOORE	SEC/SOCIAL STUDIES	
	T. J.	MORGAN	SEC/SOCIAL STUDIES	
	TAYLOR	NASH	SEC/SOCIAL STUDIES	
	KEVIN	PARDUE	SEC/SOCIAL STUDIES	
	KEVIN	PASSAGLIA	SEC/SOCIAL STUDIES	
	LINDSEY	RIGDON	SEC/SOCIAL STUDIES	
	CORBIN	SNARDON	SEC/SOCIAL STUDIES	
	WESLEYANNE	WATKINS	SEC/SOCIAL STUDIES	
	CATHRYN	DOWELL	SPECIAL EDUCATION	
	SAMANTHA	HAIRE	SPECIAL EDUCATION	
	LISA	MANSFIELD	SPECIAL EDUCATION	
	TYLER	MORROW	SPECIAL EDUCATION	
	MIRANDA	MUNKE	SPECIAL EDUCATION	
	BETHANY	SMITH	SPECIAL EDUCATION	
	MAIKA	O'BRIEN	SPECIAL EDUCATION	
	BRITTNEY	STUTZ	SPECIAL EDUCATION	
	CARRIE	TRUE	SPECIAL EDUCATION	
	ALECIA	UNDERWOOD	SPECIAL EDUCATION	
	CHAUNDRA	VINCENT	SPECIAL EDUCATION	
	LESLIE JILL	WATKINS	SPECIAL EDUCATION	

**STUDENT TEACHER CANDIDATES FOR SPRING 2011**

**\*\*\*APPLICATION PENDING\*\*\*10/13/10\*\*\***

WKU ID	First	Last	MAJOR	DEFICIENCY
	MARK	BOWMAN	5-12/AGRICULTURE	NOT CA - MISSING TA-4, TA-6, PHOTO, CR CK
	KASSI	COOPER	5-12/AGRICULTURE	NOT CA - MISSING TESTING, CERT PROGRAM
	KIRA	HARLOW	5-12/FCS	NOT CA
	ANGELIA	SWIHART	5-12/FCS	NOT CA - MISSING TESTING
	SHAWNA	CLEVELAND	IECE	NOT CA - MISSING TA-4
	JUDITH	GED	IECE	NOT CA – MISSING TESTING, TA-4
	SARAH	SPRINKLE	IECE	NOT CA - MISSING TA-4, PUBLIC SPEAKING
	KATHERINE	TAYLOR	IECE	NOT CA - MISSING TA-4, PHOTO
	SARA	WHITESIDE	IECE	NOT CA - MISSING TESTING
	ADAM	BRITT	MGE/MATH/S.STUDIES	
	KAYLA	CECIL	MGE/S.STUDIES/MATH	
	FRANK	ROGERS	MGE/SCIENCE/MATH	NOT CA - MISSING TESTING
	KELSEY	PASCHETTO	P-12/MUSIC	NOT CA - MISSING PHOTO, ENG 300
	JOHN MICHAEL	ADAMS	P-12/PE	NOT CA - MISSING TESTING, PUBLIC SPEAKING
	JOE	BLAIR	P-12/PE	NOT CA - MISSING TESTING, <b>NO SEC 478</b>
	TRENATEE	COLEMAN	P-12/PE	NOT CA - MISSING TESTING, PHOTO
	LaKISHA	DOBBINS	P-12/PE	NOT CA - MISSING TESTING, PHOTO
	JERON	DUNBAR	P-12/PE	NOT CA - MISSING TESTING
	PHILIP	PETERS	P-12/PE	NOT CA - MISSING TESTING
	JESSICA	ROGERS	P-12/PE	NOT CA - MISSING TESTING, CERT PROGRAM
	JEREMY	SIMMONS	P-12/PE	NOT CA - MISSING ENG 100, PUBLIC SPEAKING
	KELLIE	WYATT	P-12/PE	NOT CA - MISSING TESTING, CR CK
	CASEY	PHELPS	SEC/BIOLOGY	

	EMILY	RAYMER	SEC/BIOLOGY	
	MORGAN	CHEATHAM	SEC/ENGLISH	
	DAVID	ROGERS	SEC/MATH	NOT CA - MISSING TA-4, ENG 100 & 300, CERT PROGRAM, PUBLIC SPEAKING, PHYS/TB, CR CK
	ARMIN	SMAILHODZIC	SEC/PHYSICS	NOT CA – MISSING TB
	JEREMY	ADCOCK	SEC/SOCIAL STUDIES	Repeating SEC 481, Advised that degree program is over 5 yrs old.

Proposal Date: 7/27/2010

**Gordon Ford College of Business  
Department of Economics  
Proposal to Delete a Program  
(Consent Item)**

Contact Person: Michelle W. Trawick, michelle.trawick@wku.edu, X58803

- 1. Identification of program:**
  - 1.1 Program reference number: 082
  - 1.2 Program title: Economics Education
  - 1.3 Credit hours: 18-21 for major, 12-15 for minor
  
- 2. Rationale for the program deletion:** No participation since 1992.
  
- 3. Effect on current students or other departments, if known:** No current or former students will be impacted by the deletion of the program.
  
- 4. Proposed term for implementation:** Spring 2011
  
- 5. Dates of prior committee approvals:**

Economics Department	_____8/3/2010_____
GFCB Curriculum Committee	_____9/27/2010_____
Professional Education Council	_____
Graduate Council	_____
University Senate	_____

**Attachment: Program Inventory Form**

**College of Education and Behavioral Sciences  
Educational Leadership Doctoral (EDD) Program  
Office of Doctoral Studies  
Proposal to Revise an Academic Policy  
(Action Item)**

Contact Person: Tony Norman, [tony.norman@wku.edu](mailto:tony.norman@wku.edu), 745-3061

**1. Identification of proposed policy revision:**

Change in Graduate Studies' *Seeking Dual Degrees* policy to reflect the doctoral program

**2. Catalog statement of existing policy:**

Students may not seek two degrees (master's, specialist, or doctorate) simultaneously nor may they pursue a master's or Rank I at the same time. A student may, however, pursue a certificate (i.e., Women's Studies Certificate, Leadership Studies Certificate, etc.) along with a graduate degree program.

**3. Catalog statement of proposed policy:** Additions in italics

Students may not seek two degrees (master's, specialist, or doctorate) simultaneously. ~~nor may they pursue a master's or Rank I at the same time.~~ *Professional education students seeking Kentucky Rank II status may enroll in a master's or planned 5<sup>th</sup> year non-degree program. Professional education students with a previous master's or Rank II status who are seeking Rank I status may enroll in a second master's, education specialist, or planned 6<sup>th</sup> year only non-degree program. If appropriate for their respective programs and with formal approval by Graduate Studies, doctoral students may complete the requirements for a WKU-approved planned 6<sup>th</sup> year non-degree program within their doctoral coursework and will be recommended for Rank I status upon completion of the non-degree program requirements.* ~~As~~ *Students may, however,* pursue a certificate (i.e., Women's Studies Certificate, Leadership Studies Certificate, etc.) along with *any* graduate degree program.

**4. Rationale for proposed policy revision:**

The original language that students may not pursue a master's and Rank I at the same time does not make sense in that it is stated as a prohibition—as if there were some advantage for students to do this. The intent seems to have been to help students understand that they should not apply for a non-degree program (e.g., planned 6<sup>th</sup> year leading to Rank I status) if the degree program they are seeking will logically lead to the non-degree benefit (i.e., the raise in teacher salary associated with earning a Rank I). Regarding the planned 6<sup>th</sup> year embedded within the doctoral program (if appropriate), the planned 6<sup>th</sup> year leading to Rank I is not a true degree program but is an artificial Kentucky status for teacher pay increases. Our inquiry regarding how other Kentucky EDD programs (EKU, NKU, Morehead) are dealing with recommending Rank I status for doctoral students revealed all are allowing candidates to request the Rank I status at the immediate completion of 60 hours of graduate level coursework rather than making them wait until the completion of the EDD program.

**5. Impact of proposed policy revision on existing academic or non-academic policies:**

None anticipated.

**6. Proposed term for implementation:** Spring 2011

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

EDD Leadership Council                      9-3-2010

CEBS Curriculum Committee                10-5-2010

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

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

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

Proposal Date: 9/1/10

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

Contact Persons: Cassie Zippay & Tadayuki Suzuki, cassie.zippay@wku.edu & tadayuki.suzuki@wku.edu, 52679 (Zippay) & 52418 (Suzuki)

**1. Identification of course:**

- 1.1 Course prefix (subject area) and number: LTCY 420
- 1.2 Course title: Reading in Primary Grades
- 1.3 Credit hours: 3

**2. Current prerequisites:** LTCY 320, ELED 355 with grades of “C” or higher, admission to Teacher Education.

**3. Proposed prerequisites:** LTCY 320, ELED 345 with grades of “C” or higher, admission to Teacher Education.

**4. Rationale for the revision of prerequisites:** Last year the faculty made a change in the prerequisites and failed to catch a typographical error in the ELED course listed. The course that was mistakenly listed was ELED 355, but the faculty intended to list ELED 345. The present proposal is an effort to correct a typographical error.

**5. Effect on completion of major/minor sequence:** Students will enroll in professional education course in the appropriate sequence.

**6. Proposed term for implementation:** Spring 2011

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

School of Teacher Education:	09/17/2010
CEBS Curriculum Committee	10/5/2010
Professional Education Council	_____
Undergraduate Curriculum Committee	_____
University Senate	_____

**Attachment: Course Inventory Form**

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

**Contact Person:** Robert C. Smith, Email: robert.smith@wku.edu, Phone: 5-3446

**1. Identification of program:**

- 1.1 Current program reference number: 0428
- 1.2 Current program title: Master of Science in Instructional Design
- 1.3 Credit hours: 30

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

Revise admission requirements.

**3. Detailed program description:**

<b>Current Program</b>	<b>Proposed Program</b>
<p><b>Admission requirements:</b></p> <p>Admission to the Master of Science in Instructional Design program requires a GAP score (undergraduate GPA X GRE score) of 2500 and a minimum GRE Analytical Writing score of 3.5.</p>	<p><b>Admission Requirements:</b></p> <p>Applicants to the MS in ID program must qualify for admission through one of the following three admission options.</p> <ol style="list-style-type: none"><li>1. <u>Admission based on scores for the GRE or GMAT</u> requires one of the following:<ol style="list-style-type: none"><li>A. Admission with GRE- The required GAP score based on the GRE is 2200 (GAP= GRE-V plus GRE-Q multiplied by undergraduate GPA). An Analytical Writing score of 3.5 or higher is also required. Students who took the GRE General Test prior to October 1, 2002 must have a GAP score of 3500 or higher.</li><li>B. Admission with GMAT- The required GAP score based on the GMAT score is 1020 (GAP= Undergraduate grade point average times 200 plus GMAT score). An analytical writing score of 3.5 or higher is also required.</li></ol></li></ol>

2. Admission with a baccalaureate degree but without GRE or GMAT scores requires all of the following:

A. Applicants who hold a bachelor's degree from a regionally accredited college or university may apply for admission without a GRE or GMAT score if they achieved an overall undergraduate GPA of 2.75 or least a 2.75 GPA on their last 60 hours of appropriate undergraduate credit for the degree.

B. The following materials must be submitted as part of an admission portfolio with the application form for admission to Graduate Studies and the MS in Instructional Design degree program:

- a. A letter of application that explains why the applicant should be admitted without a GRE or GMAT score.
- b. A statement explaining the applicant's career goal(s) and purpose(s) for pursuing the master's program in Instructional Design.
- c. A current vita.
- d. At least two letters of recommendation:
  - (1). One letter of reference from a college/university instructor that details the applicant's potential for successful completion of the Master of Science program in instructional design.
  - (2). One letter of reference from an employer or supervisor that addresses the applicant's dispositions that predict success as a member of an instructional design or training team.
- e. At least a 3-page paper that indicates the applicant's analytical writing ability.

	<p>The admission decision by program faculty under this option is based on a review of the full set of admission documents. Applicants should strive to provide evidence of potential for completion of the degree and success in the field of instructional design.</p> <p>3. <u>Admission based on a previously completed master's degree requires the following:</u></p> <p>Admission may be granted for applicants who hold a master's degree or higher with an overall graduate GPA of 3.0 or higher from a regionally-accredited institution.</p> <p>In making a decision to recommend admission, the faculty may consider factors such as the nature of the previous degree, the quality of coursework, the age of the previous graduate degree, standardized test scores, and other factors as deemed appropriate.</p>
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**4. Rationale for the proposed program change:**

The proposed change in admission requirements is intended to make the MS in ID program more accessible and marketable to a variety of target audiences that need qualified instructional designers to effectively develop and deliver training for their workforces. These include military and civilian personnel at military installations (particularly Ft. Knox Training Center and Ft. Campbell), the Army Corps of Engineers, hospitals/health care industries, medium-large manufacturing companies, and campuses of the Kentucky Community and Technical College System, and beyond. The proposed admission requirements also allow flexibility in judging the potential for successful completion of the degree for applicants who come from an expected wide range of work experiences and academic backgrounds.

The proposed changes were crafted based on reviews of admission requirements at similar programs at the University of South Alabama, Georgia State University, Nova-Southeastern University, and the University of Kentucky. Admission policies based on factors other than or in addition to standardized test scores are not uncommon in programs similar to the MS in ID.

**5. Proposed term for implementation and special provisions (if applicable):** Summer 2011

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

School of Teacher Education:	09/17/2010
CEBS Curriculum Committee	10/5/2010
Professional Education Council	_____
Graduate Council	_____
University Senate	_____

**Attachment: Program Inventory Form**

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

Contact Person: Sherry Powers ([sherry.powers@wku.edu](mailto:sherry.powers@wku.edu), 745-4452)

**1. Identification of program:**

- 1.1 Current program reference number: (various); the revised policy will apply to all undergraduate programs leading to teacher certification in elementary education, middle grades education, secondary education, exceptional education, and interdisciplinary early childhood education
- 1.2 Current program title: (various); the revised policy will apply to all undergraduate programs leading to teacher certification in elementary education, middle grades education, secondary education, exceptional education, and interdisciplinary early childhood education
- 1.3 Credit hours: varies by program

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

- Modifies present policy regarding eligibility to enroll in Student Teaching (ELED 490, MGE 490, SEC 490, EXED 490, IECE 490) by providing candidates who do not meet critical performance averages an alternative assignment related to Kentucky Teacher Standards.

**3. Detailed program description:**

*Existing Policy*

Admission to student teaching requires that the student has:

1. been admitted to professional education.
2. applied for student teaching by February 15th for fall placement and by September 15th for spring placement.
3. a grade point average of 2.5 or higher in each of the following:
  - a. overall hours
  - b. major(s)
  - c. minor(s)
  - d. professional education hours
4. completed all professional education courses except student teaching and EDU 489 or EXED 434, and received grades of "C" or higher in all these courses.
5. met additional requirements described in prerequisites for ELED 490, MGE 490, SEC 490, EXED 490, or IECE 490.
6. completed 75% of the major or all of the minor if student teaching is to be done in the minor.

7. attained senior status (90 credit hours).
8. achieved on average “at standard” (3 or higher) on all professional education dispositions.
9. achieved critical performance assessment scores that average at least 3.0 overall and at least 2.5 per Kentucky Teacher Standard measured.
10. a valid and current medical examination (not older than one year from the end of the semester in which the student plans to student teach).
11. demonstrated moral, social, and ethical behavior that is acceptable in the school community and the community at large, as defined in the Professional Code of Ethics for Kentucky School Certified Personnel.

Note: Kentucky and Federal criminal records checks will be conducted by the student’s assigned school districts after the student teaching placement has been made.

***Proposed Policy*** (Additions in italics)

Admission to student teaching requires that the student has:

1. been admitted to professional education.
2. applied for student teaching by February 15th for fall placement and by September 15th for spring placement.
3. a grade point average of 2.5 or higher in each of the following:
  - a. overall hours
  - b. major(s)
  - c. minor(s)
  - d. professional education hours
4. completed all professional education courses except student teaching and EDU 489 or EXED 434, and received grades of “C” or higher in all these courses.
5. met additional requirements described in prerequisites for ELED 490, MGE 490, SEC 490, EXED 490, or IECE 490.
6. completed 75% of the major or all of the minor if student teaching is to be done in the minor.
7. attained senior status (90 credit hours).
8. achieved on average “at standard” (3 or higher) on all professional education dispositions.
9. achieved critical performance assessment scores that average at least 3.0 overall and at least 2.5 per Kentucky Teacher Standard measured. *Students who do not meet these averages must complete steps outlined by the “Undergraduate Critical Performance Policy.”*
10. a valid and current medical examination (not older than one year from the end of the semester in which the student plans to student teach).
11. demonstrated moral, social, and ethical behavior that is acceptable in the school community and the community at large, as defined in the Professional Code of Ethics for Kentucky School Certified Personnel.

Note: Kentucky and Federal criminal records checks will be conducted by the student’s assigned school districts after the student teaching placement has been made.

**4. Rationale for the proposed program change:** The Kentucky Education Professional Standards Board requires the evidence of education students' proficiency on Kentucky Teacher Standards. However, the current WKU programs do not have an adequate and efficient alternative mechanism for students who do not meet proficiency to remediate deficiencies. The attached policy, approved by the School of Teacher, provides this mechanism.

**5. Proposed term for implementation and special provisions (if applicable):** Fall, 2011  
(This means that education students requesting to student teach in fall 2011 must meet these requirements *prior* to student teaching.)

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

School of Teacher Education	05/12/2010
CEBS Curriculum Committee	09/07/2010
Professional Education Council	_____
Undergraduate Curriculum Committee	_____
University Senate	_____

**Attachment: Program Inventory Form**

**Attachment: Undergraduate Critical Performance Policy**

### **Undergraduate Critical Performance Policy**

Presented and approved by School of Teacher Education faculty on 5/12/2010

Students in the School of Teacher Education are required to achieve a minimum 2.5 average on each of the ten Kentucky Teacher Standards. For those students who do not meet this criterion the following remediation is required.

Students are required to register for their student teaching classroom assignments one semester in advance. At the time of this registration, if it is found that the student does not meet the required criterion (i.e., a 2.5 average on each of the 10 standards) then the student will be required to complete the following assignment before being allowed to continue with the student teaching placement.

1. Student will complete a paper listing all ten standards (see template below). Included in this paper will be a statement of each standard, a definition of each standard in the student's own words, how the student has demonstrated each standard, areas for professional growth for each standard, and a strategy of how the student intends to show growth in each standard. The narrative for the area/areas in which the student has not met the required criteria will be expected to be written in more depth than those for areas that have already been met.
2. This assignment will be reviewed and proficiency determined by a committee selected on a rotating basis from the faculty of the School of Teacher Education, as well as content faculty, as appropriate. The School of Teacher Education Director will assign School of Teacher Education faculty and, as needed, request content faculty to serve on the reviewing committee.
3. The reviewing committee member (s) will review the assignment and give a proficient/non-proficient rating within one month of receiving the assignment.
4. Upon the committee's rating of proficiency on all required teacher standards, the student will be allowed to continue in the student teaching assignment.

## CRITICAL PERFORMANCE ASSIGNMENT FORM

### STANDARD 1: THE TEACHER DEMONSTRATES APPLIED CONTENT KNOWLEDGE

The teacher demonstrates a current and sufficient academic knowledge of certified content areas to develop student knowledge and performance in those areas.

- A. Definition of standard (in your own words).
- B. How this standard was demonstrated.
- C. Areas for professional growth in this standard.
- D. Strategy of how growth will be obtained

### STANDARD 2: THE TEACHER DESIGNS AND PLANS INSTRUCTION

The teacher designs/plans instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

- A. Definition of standard (in your own words).
- B. How this standard was demonstrated.
- C. Areas for professional growth in this standard.
- D. Strategy of how growth will be obtained

### STANDARD 3: THE TEACHER CREATES AND MAINTAINS LEARNING CLIMATE

The teacher creates a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

- A. Definition of standard (in your own words).
- B. How this standard was demonstrated.
- C. Areas for professional growth in this standard.
- D. Strategy of how growth will be obtained

### STANDARD 4: THE TEACHER IMPLEMENTS AND MANAGES INSTRUCTION

The teacher introduces/implements/manages instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

- A. Definition of standard (in your own words).
- B. How this standard was demonstrated.
- C. Areas for professional growth in this standard.
- D. Strategy of how growth will be obtained

### **STANDARD 5: THE TEACHER ASSESSES AND COMMUNICATES LEARNING RESULTS**

The teacher assesses learning and communicates results to students and others with respect to student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

- A. Definition of standard (in your own words).
- B. How this standard was demonstrated.
- C. Areas for professional growth in this standard.
- D. Strategy of how growth will be obtained

### **STANDARD 6: THE TEACHER DEMONSTRATES THE IMPLEMENTATION OF TECHNOLOGY**

The teacher uses technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, parents, and the community; and conduct research.

- A. Definition of standard (in your own words).
- B. How this standard was demonstrated.
- C. Areas for professional growth in this standard.
- D. Strategy of how growth will be obtained

### **STANDARD 7: REFLECTS ON AND EVALUATES TEACHING AND LEARNING**

The teacher reflects on and evaluates specific teaching/learning situations and/or programs.

- A. Definition of standard (in your own words).
- B. How this standard was demonstrated.
- C. Areas for professional growth in this standard.
- D. Strategy of how growth will be obtained

### **STANDARD 8: COLLABORATES WITH COLLEAGUES/PARENTS/OTHERS**

The teacher collaborates with colleagues, parents, and other agencies to design, implement, and support learning programs that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

- A. Definition of standard (in your own words).
- B. How this standard was demonstrated.
- C. Areas for professional growth in this standard.

- D. Strategy of how growth will be obtained.

#### **STANDARD 9: EVALUATES TEACHING AND IMPLEMENTS PROFESSIONAL DEVELOPMENT**

The teacher evaluates his/her overall performance with respect to modeling and teaching Kentucky's learning goals, refines the skills and processes necessary, and implements a professional development plan.

- A. Definition of standard (in your own words).
- B. How this standard was demonstrated.
- C. Areas for professional growth in this standard.
- D. Strategy of how growth will be obtained.

#### **STANDARD 10: PROVIDES LEADERSHIP WITHIN SCHOOL/COMMUNITY/PROFESSION**

The teacher provides professional leadership within the school, community, and education profession to improve student learning and well-being.

- A. Definition of standard (in your own words).
- B. How this standard was demonstrated.
- C. Areas for professional growth in this standard.
- D. Strategy of how growth will be obtained

**Pre-Student Teaching Kentucky Teacher Standards Proficiency Referral Form**

Student name: \_\_\_\_\_

Kentucky Teacher Standard/Standards not meeting the criteria of 2.5 average:

Standard 1

Standard 2

Standard 3

Standard 4

Standard 5

Standard 6

Standard 7

Standard 8

Standard 9

Standard 10

Date referred to the faculty of the School of Teacher Education Proficiency Review Committee:

\_\_\_\_\_

Date proficiency met:

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Date referred back to the Office of Teacher Services: \_\_\_\_\_

Proposal Date: 6/02/2010

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

Contact Person: Rico Tyler, rico.tyler@wku.edu, (270) 745-4707

**1. Identification of proposed course:**

- 1.1 Course prefix and number: SMED 301
- 1.2 Course title: Designing and Teaching Inquiry-Based Mathematics and Science Units
- 1.3 Abbreviated course title: Inquiry-Based Unit Design
- 1.4 Credit hours/contact hours: 3.0/3.0
- 1.5 Type of course: A (Applied Learning)
- 1.6 Prerequisite: Sophomore standing and 9 hours of math/science coursework
- 1.7 Course catalog listing:  
Develops students' skills in designing, teaching, analyzing, and assessing inquiry-based math and science lessons and units within multiple and diverse field experiences. Fieldwork required; students are responsible for arranging their own transportation to sites.

**2. Rationale:**

- 2.1 Currently, students seeking a Science and Math Education degree (SMED) through SkyTeach begin their professional preparation with SMED 101 *Introduction to Inquiry-Based Approaches to Learning* and SMED 102 *Introduction to Inquiry-Based Lesson Design*. Since both of these courses focus on the preparation and teaching of lessons in actual classrooms, the limited content background and freshman status of SMED 101/102 students require instructors to make some compromises. Lessons are selected from a lesson bank. Extensive mentoring and content tutoring are required before each lesson is taught.

While SMED 101/102 is designed around the needs of freshman students, significant numbers of later entering students with a stronger content background in math/science with respect to their teaching vocation than first-year SMED 101 and 102 students also take these courses. The SKyTeach faculty has determined that a different course would better meet the needs of students who have acquired stronger content backgrounds in math/science by the time they decide to pursue teaching credentials. The proposed course, which will be allowed as an alternative for SMED 101 *Introduction to Inquiry-Based Approaches to Learning* and SMED 102 *Introduction to Inquiry-Based Lesson Design*, would allow these students to get on track and catch up with "native" students who began the SKyTeach program in the first semester of the first year. Students taking this new course will go beyond the expectations for SMED 101 and 102 students by preparing, teaching, and assessing individual lessons and sequences of lessons for middle grade and secondary students.

- 2.2 Projected enrollment in the proposed course:

Based on enrollments in current math and science teacher education sequences and the successful recruitment of math/science majors into SKyTeach, we expect 40 students per year.

- 2.3 Relationship of the proposed course to courses now offered by the department:  
This course will most closely resemble SMED 101 and 102; however, the lesson design, classroom management and assessment design expectations will require more mature students who have already acquired foundational math and science content coursework and who have indicated a firm commitment to K-12 teaching. Field experiences will be in multiple middle grade and secondary settings and of longer duration than those in the 100-level courses.
- 2.4 Relationship of the proposed course to courses offered in other departments:  
No other department offers a similar introduction to math and science education for middle grade and secondary teachers.
- 2.5 Relationship of the proposed course to courses offered in other institutions:  
This course follows a similar “combination course” model in the University of Texas at Austin’s UTeach program. However, the proposed 300-level course will be reserved for more mature students with a stronger content background than typical 100-level students and will be more intensified in assignments and field experiences than a 100-level combination course would typically require.

### **3. Discussion of proposed course:**

- 3.1 Course objectives:  
The proposed course will provide math and science majors with first-hand experience with inquiry-based math/science lessons in middle grade and secondary classrooms. The course will emphasize developing and implementing sequences of 5-E lesson plans in KTIP format with a focus on content accuracy and depth and the importance of using appropriate questioning strategies throughout the lesson. Students will develop pre- and post-assessments for performance objectives. Students will analyze and modify one of the lessons they taught, taking into account the results of the assessments, their reflection on how successful the lesson was, and feedback from their mentor teachers and the course instructor who observed the lesson. After completing this course, students will be able to:
- Utilize content knowledge to plan and teach six middle school and secondary lessons, including a 3-day lesson sequence
  - Use sources of exemplary inquiry-based mathematics and science lessons
  - Write performance objectives and assessments of those objectives for each lesson
  - Consider the unique contextual attributes of schools and students in order to implement teaching strategies that are effective in diverse school environments
  - Design and deliver three inquiry-based lesson plans using the “5-E” model
  - Use and evaluate the appropriateness of technology
  - Use questions to elicit feedback to determine students’ acquisition of knowledge
  - Use higher order pre- and post-assessments to evaluate student learning and to revise

lesson plans

- Provide instructive feedback to peers
- Reflect on teaching experiences in order to revise lesson plans
- Implement safe classroom practices

### 3.2 Content outline:

Students will attend two weekly classes led by a SKyTeach Master Teacher to learn about the design and delivery of best practice science and math lessons. Working in teams, students will present six lessons in diverse middle grades and secondary classrooms. Mentor teachers who will provide feedback on the instruction provided.

- Writing effective 5E lesson plan and professional teaching materials
- Implementing and evaluating inquiry-based instruction
- Best practices for effective instruction: use of technology, cooperative learning, diverse learning styles, student demonstrations, questioning techniques, formative and summative assessment
- Understanding student factors that influence teaching
- Classroom management, procedures, positive expectations and basic legal issues
- Using data for lesson revision
- Creating effective sequences of related lessons

### 3.3 Student expectations and requirements:

Students will be assessed on the results of in-class and out-of-class assignments, the creation and evaluation of three lesson plans, and a final project that incorporates feedback from the mentor teacher and Master Teacher regarding the performance of those lesson plans.

Students will be able to:	Evidence (Student Products)
1. Utilize content knowledge to plan and teach 3 individual lessons.	<ul style="list-style-type: none"><li>• Each lesson plan must provide background information on the concept(s) presented</li><li>• Content accuracy throughout the lesson plan</li><li>• Observations by the mentor teachers and the Master Teachers</li></ul>
2. Utilize exemplary sources of inquiry-based science and mathematics lessons.	<ul style="list-style-type: none"><li>• Participation in model lessons presented in class</li><li>• Sources of lessons are cited in each lesson plan</li></ul>
3. Experience teaching elementary and middle school students in order to understand their unique attributes and implement teaching strategies that are effective in the each school environment.	<ul style="list-style-type: none"><li>• Each lesson plan must explicitly indicate why the instructional strategies are effective for this level of students</li><li>• Participation in a class session that addresses key student attributes</li><li>• Written feedback from the mentor teachers and the Master Teacher who observe lessons</li></ul>
4. Design and teach six inquiry-based lesson plans using safe	<ul style="list-style-type: none"><li>• Six inquiry-based lesson plans with 5-E template</li></ul>

Students will be able to:	Evidence (Student Products)
practices and the “5-E” model.	that includes safety recommendations. <ul style="list-style-type: none"> <li>• Written feedback by the mentor teacher</li> <li>• Written feedback by the Master Teacher</li> </ul>
5. Design and teach lessons that incorporate use of technology.	<ul style="list-style-type: none"> <li>• Participation in technology activities during class</li> <li>• Written feedback from the mentor teacher indicating that lessons incorporated technology</li> </ul>
6. Use probing questions to elicit feedback on students’ acquisition of knowledge.	<ul style="list-style-type: none"> <li>• Extensive examples of possible questions and expected responses listed in each lesson plan</li> <li>• Written feedback for every lesson</li> </ul>
7. Use pre- and post-assessments to evaluate student learning, to provide instructive feedback to middle school students, and as a basis for revising a lesson plan.	<ul style="list-style-type: none"> <li>• Analyze the use of pre- and post-assessments to evaluate student learning</li> <li>• Pre- and post-assessments with written comments for instructive feedback for lesson plans</li> <li>• Pre- &amp; post-assessments used to revise lesson plan</li> </ul>
8. Provide instructive feedback to peers	<ul style="list-style-type: none"> <li>• Written feedback provided to peers who present their lessons during class</li> </ul>
9. Design and teach a 3-day sequence of inquiry-based lesson plans using safe practices and the “5-E” model.	<ul style="list-style-type: none"> <li>• Each lesson plan must provide background information on the concept(s) presented</li> <li>• Content accuracy throughout the lesson plan</li> <li>• Observations by the mentor teachers and the Master Teachers</li> <li>• Sequence must include pre-assessments, formative assessments and a summative assessment</li> </ul>

### 3.4 Tentative texts and course materials:

- D. Keirsey and M. Bates. (1984). *Please Understand Me: Character and Temperament Types*. Del Mar, CA: Prometheus Nemesis.
- Johnson, David R. (1982). *Every Minute Counts: Making Your Math Class Work*. Dale Seymour Publications .
- Martin-Hansen, Lisa. "Defining Inquiry." *The Science Teacher* (Feb. 2002): 34-37.
- National Council of Teachers of Mathematics. "The Learning Principle." *Principles and Standards For School Mathematics*. 2000. 20-21.
- National Research Council. (1996).*National Science Education Standards.*, National Academy Press.
- National Council of Teachers of Mathematics. (2000).*Principles and Standards for School Mathematics*.

## 4. Resources:

- 4.1 Library resources: No new additional resources required

4.2 Computer resources: No new additional resources required

**5. Budget implications:**

5.1 Proposed method of staffing:

Master Teacher position funded through SKyTeach grant

5.2 Special equipment needed:

Inquiry-based math and science kits, funded through SKyTeach

5.3 Expendable materials needed:

Inquiry-based math and science kits, initially funded through SKyTeach

5.4 Laboratory materials needed:

Inquiry-based math and science kits, funded through SKyTeach

**6. Proposed term for implementation:** Spring 2011

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

School of Teacher Education: 09/17/2010

CEBS Curriculum Committee: 10/05/2010

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

University Curriculum Committee: \_\_\_\_\_

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

**Delineation of Unit/Program Transition Points – Initial Preparation  
(PEC Original Approval 4-9-2008, Update Approval \_\_\_\_\_)**

<b>Transition Point 1: Admission to Education Preparation Programs</b>			
<b>Data Reviewed</b>	<b>Minimal Criteria for Admission/Continuation</b>	<b>Review Cycle</b>	<b>Reviewed By</b>
<u>Unit Level Data:</u> <ul style="list-style-type: none"> <li>▪ Admission Application</li> <li>▪ Overall GPA</li> <li>▪ Adherence to Professional Code of Ethics</li> <li>▪ Speech Proficiency</li> <li>▪ Writing Proficiency</li> <li>▪ Test Scores</li>   <li>▪ Faculty Recommendations (Unit Dispositions)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Completion of application</li> <li>▪ 2.5+</li> <li>▪ Candidate signature</li> <li>▪ C or higher in speech course</li> <li>▪ 2.5+ average, no course lower than C</li> <li>▪ ACT (21+) or</li> <li>▪ SAT (990+) or</li> <li>▪ PPST (173 – M, 173 – R, 172 – W) or</li> <li>▪ GRE (800+ and 3.5+ writing assessment) or</li> <li>▪ GAP (2200+ and 3.5+ writing assessment)</li> <li>▪ All positive (18+)</li> </ul>	Each Month	Professional Education Council
<b>Transition Point 2: Admission to Final Experience (e.g., Student Teaching, Clinical Practice, Culminating Assessment)</b>			
<b>Data Reviewed</b>	<b>Minimal Criteria for Continuation</b>	<b>Review Cycle</b>	<b>Reviewed By</b>
<u>Unit Level Data:</u> <ul style="list-style-type: none"> <li>▪ Admission to Education Preparation</li> <li>▪ GPAs</li>   <li>▪ Semester Hours Completed</li> <li>▪ Dispositions Scores</li> <li>▪ Critical Performance Scores</li> </ul>	<ul style="list-style-type: none"> <li>▪ Admission</li> <li>▪ 2.5+ overall</li> <li>▪ 2.5+ professional education courses</li> <li>▪ 2.5+ content courses</li> <li>▪ 90+ (including 75% of content courses)</li> <li>▪ All dispositions average “At Standard” (3+)</li> <li>▪ 3.0+ overall</li> <li>▪ 2.5+ per Kentucky Teacher Standard measured</li> </ul>	Each Semester	Professional Education Council
<b>Transition Point 3: Program Exit</b>			
<b>Data Reviewed</b>	<b>Minimal Criteria for Exit</b>	<b>Review Cycle</b>	<b>Reviewed By</b>
<u>Unit Level Data:</u> <ul style="list-style-type: none"> <li>▪ Seminar Course Grade</li>   <li>▪ Student Teaching Grade</li> </ul>	<ul style="list-style-type: none"> <li>▪ C or higher - based on Teacher Work Sample holistic score of 2+</li> <li>▪ C or higher - based on 7+ Kentucky Teacher Standards at or above “Proficient” (3+), no Standard below “Developing” (2), AND 11+ dispositions “At Standard” (3+)</li> </ul>	Each Semester	Office of Teacher Services

**Remediation Opportunities:**

**TP 1:** Candidates may continue to submit Faculty Recommendations until three are positive.

**TP 2:** See attached “Undergraduate Critical Performance Policy.”

**TP 3:** Candidates may request additional instruction from faculty and may resubmit the Teacher Work Sample in order to improve their score. Candidates may repeat student teaching.

## **Undergraduate Critical Performance Policy**

Presented and approved by School of Teacher Education faculty on 5/12/2010

Students in the School of Teacher Education are required to achieve a minimum 2.5 average on each of the ten Kentucky Teacher Standards. For those students who do not meet this criterion the following remediation will be required.

Students are required to register for their student teaching classroom assignments one semester in advance. At the time of this registration, if it is found that the student does not meet the required criterion (i.e., a 2.5 average on each of the 10 standards) then the student will be required to complete the following assignment before being allowed to continue with the student teaching placement.

1. Student will complete a paper listing all ten standards (see template below). Included in this paper will be a statement of each standard, a definition of each standard in the student's own words, how the student has demonstrated each standard, areas for professional growth for each standard, and a strategy of how the student intends to show growth in each standard. The narratives for the area/areas in which the student has not met the required criteria will be expected to be written in more depth than those for areas that have already been met.
2. This assignment will be reviewed and proficiency determined by a committee selected on a rotating basis from the faculty of the School of Teacher Education, as well as content faculty, as appropriate. The School of Teacher Education Director will assign School of Teacher Education faculty, and, as needed, content faculty to serve on the reviewing committee.
3. The reviewing committee member(s) will review the assignment, and give a proficient/non-proficient rating within one month of receiving the assignment.
4. Upon the committee's rating of proficiency on all required teacher standards, the student will be allowed to continue in the student teaching assignment.

## CRITICAL PERFORMANCE ASSIGNMENT FORM

### STANDARD 1: THE TEACHER DEMONSTRATES APPLIED CONTENT KNOWLEDGE

The teacher demonstrates a current and sufficient academic knowledge of certified content areas to develop student knowledge and performance in those areas.

- A. Definition of standard (in your own words).
- B. How this standard was demonstrated.
- C. Areas for professional growth in this standard.
- D. Strategy of how growth will be obtained

### STANDARD 2: THE TEACHER DESIGNS AND PLANS INSTRUCTION

The teacher designs/plans instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

- A. Definition of standard (in your own words).
- B. How this standard was demonstrated.
- C. Areas for professional growth in this standard.
- D. Strategy of how growth will be obtained

### STANDARD 3: THE TEACHER CREATES AND MAINTAINS LEARNING CLIMATE

The teacher creates a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

- A. Definition of standard (in your own words).
- B. How this standard was demonstrated.
- C. Areas for professional growth in this standard.
- D. Strategy of how growth will be obtained

### STANDARD 4: THE TEACHER IMPLEMENTS AND MANAGES INSTRUCTION

The teacher introduces/implements/manages instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

- A. Definition of standard (in your own words).
- B. How this standard was demonstrated.
- C. Areas for professional growth in this standard.
- D. Strategy of how growth will be obtained

### **STANDARD 5: THE TEACHER ASSESSES AND COMMUNICATES LEARNING RESULTS**

The teacher assesses learning and communicates results to students and others with respect to student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

- A. Definition of standard (in your own words).
- B. How this standard was demonstrated.
- C. Areas for professional growth in this standard.
- D. Strategy of how growth will be obtained

### **STANDARD 6: THE TEACHER DEMONSTRATES THE IMPLEMENTATION OF TECHNOLOGY**

The teacher uses technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, parents, and the community; and conduct research.

- A. Definition of standard (in your own words).
- B. How this standard was demonstrated.
- C. Areas for professional growth in this standard.
- D. Strategy of how growth will be obtained

### **STANDARD 7: REFLECTS ON AND EVALUATES TEACHING AND LEARNING**

The teacher reflects on and evaluates specific teaching/learning situations and/or programs.

- A. Definition of standard (in your own words).
- B. How this standard was demonstrated.
- C. Areas for professional growth in this standard.
- D. Strategy of how growth will be obtained

### **STANDARD 8: COLLABORATES WITH COLLEAGUES/PARENTS/OTHERS**

The teacher collaborates with colleagues, parents, and other agencies to design, implement, and support learning programs that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

- A. Definition of standard (in your own words).
- B. How this standard was demonstrated.
- C. Areas for professional growth in this standard.
- D. Strategy of how growth will be obtained.

## **STANDARD 9: EVALUATES TEACHING AND IMPLEMENTS PROFESSIONAL DEVELOPMENT**

The teacher evaluates his/her overall performance with respect to modeling and teaching Kentucky's learning goals, refines the skills and processes necessary, and implements a professional development plan.

- A. Definition of standard (in your own words).
- B. How this standard was demonstrated.
- C. Areas for professional growth in this standard.
- D. Strategy of how growth will be obtained.

## **STANDARD 10: PROVIDES LEADERSHIP WITHIN SCHOOL/COMMUNITY/PROFESSION**

The teacher provides professional leadership within the school, community, and education profession to improve student learning and well-being.

- A. Definition of standard (in your own words).
- B. How this standard was demonstrated.
- C. Areas for professional growth in this standard.
- D. Strategy of how growth will be obtained

**Pre-Student Teaching Kentucky Teacher Standards Proficiency Referral Form**

Student name: \_\_\_\_\_

Kentucky Teacher Standard/Standards not meeting the criteria of 2.5 average:

Standard 1

Standard 2

Standard 3

Standard 4

Standard 5

Standard 6

Standard 7

Standard 8

Standard 9

Standard 10

Date referred to the faculty of the School of Teacher Education Proficiency Review Committee:

\_\_\_\_\_

Date proficiency met:

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\_\_\_\_\_

Date referred back to the Office of Teacher Services: \_\_\_\_\_

Proposal Date: September 1, 2010

**Ogden College of Science and Engineering  
Department of Mathematics and Computer Science  
Proposal to Revise Course Prerequisites/Corequisites  
(Consent Item)**

Contact Person: Hope Marchionda, [hope.marchionda@wku.edu](mailto:hope.marchionda@wku.edu), 745-2961

**1. Identification of course:**

- 1.1 Course prefix (subject area) and number: MATH 507
- 1.2 Course title: Math Concepts for Elementary Teachers
- 1.3 Credit hours: 3

**2. Current prerequisites/corequisites/special requirements:**

MATH 211 and MATH 212 or permission of instructor.

**3. Proposed prerequisites/corequisites/special requirements:**

MATH 205, MATH 206, and MATH 308 or permission of instructor.

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

A new course sequence has been approved to replace MATH 211 and MATH 212. MATH 211 will not be offered after Fall 2010 and MATH 212 will not be offered after Spring 2011. Instead, students majoring in elementary education will be required to take MATH 205, MATH 206, and MATH 308.

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

There is no effect on completion of major/minor sequence.

**6. Proposed term for implementation:**

Fall 2011

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

Mathematics & Computer Science Department: September 10, 2010

Ogden Graduate Committee September 24, 2010

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

General Education Committee \_\_\_\_\_

Graduate Curriculum Committee

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University Senate

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**Attachment: Course Inventory Form**

Proposal Date: September 1, 2010

**Ogden College of Science and Engineering  
Department of Mathematics and Computer Science  
Proposal to Revise Course Prerequisites/Corequisites  
(Consent Item)**

Contact Person: Hope Marchionda, [hope.marchionda@wku.edu](mailto:hope.marchionda@wku.edu), 745-2961

**1. Identification of course:**

- 1.1 Course prefix (subject area) and number: MATH 508
- 1.2 Course title: Number Concepts Elem/Mid Teachers
- 1.3 Credit hours: 3

**2. Current prerequisites/corequisites/special requirements:**

MATH 211 and MATH 212 or permission of instructor.

**3. Proposed prerequisites/corequisites/special requirements:**

MATH 205, MATH 206, and MATH 308 or permission of instructor.

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

A new course sequence has been approved to replace MATH 211 and MATH 212. MATH 211 will not be offered after Fall 2010 and MATH 212 will not be offered after Spring 2011. Instead, students majoring in elementary education and middle grades mathematics will be required to take MATH 205, MATH 206, and MATH 308.

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

There is no effect on completion of major/minor sequence.

**6. Proposed term for implementation:**

Fall 2011

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

Mathematics & Computer Science Department: September 10, 2010

Ogden Graduate Committee September 24, 2010

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

General Education Committee \_\_\_\_\_

Graduate Curriculum Committee

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University Senate

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**Attachment: Course Inventory Form**

Proposal Date: September 10, 2010

**Ogden College of Science and Engineering  
Department of Mathematics and Computer Science  
Proposal to Revise Course Title  
(Consent Item)**

Contact Person: Hope Marchionda, [hope.marchionda@wku.edu](mailto:hope.marchionda@wku.edu), 745-2961

**1. Identification of course:**

- 1.1 Current course prefix (subject area) and number: MATH 514
- 1.2 Current course title: Applications and Modeling for Secondary Teachers
- 1.3 Credit hours: 3

**2. Proposed course title:** Applications and Modeling for Teachers

**3. Proposed abbreviated course title:** App & Modeling for Teachers

**4. Rationale for the revision of course title:**

The content of this course is appropriate for not only secondary teachers but also post-secondary teachers.

**5. Proposed term for implementation:**

Summer 2011

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

Mathematics & Computer Science Department: 9-10-10

Ogden Graduate Committee 9-24-10

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

Graduate Curriculum Committee \_\_\_\_\_

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

**Attachment: Course Inventory Form**

Proposal Date: March 11, 2010

**Ogden College of Science & Engineering  
Department of Mathematics and Computer Science  
Proposal to Revise Course Catalog Listing  
(Consent Item)**

Contact Person: Hope Marchionda, [hope.marchionda@wku.edu](mailto:hope.marchionda@wku.edu), 745-2961

**1. Identification of course:**

- 1.1 Course prefix (subject area) and number: MATH 501
- 1.2 Course title: Introduction to Probability and Statistics I
- 1.3 Credit hours: 3

**2. Current course catalog listing:**

Interpreting and analyzing univariate and bivariate data; data collection; planning and conducting experiments; probability and sampling distributions; statistical inference. (Not applicable to the M.S. degree in Mathematics.)

**3. Proposed course catalog listing:**

Interpreting and analyzing univariate and bivariate data; probability and sampling distributions; simulation. (Not applicable to the M.S. degree in Mathematics.)

**4. Rationale for revision of the course catalog listing:**

The rationale for changing the course description is to remove the statistical inference component to allow more time for in-depth study of the remaining components. This will also allow students to complete a project.

**5. Proposed term for implementation:**

Fall 2011

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

Mathematics and Computer Science Department      April 30, 2010

Ogden Curriculum Committee      September 24, 2010

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

Graduate Council      \_\_\_\_\_

University Senate      \_\_\_\_\_

**Attachment: Course Inventory Form**

Proposal Date: March 27, 2010

**Ogden College of Science & Engineering  
Department of Mathematics and Computer Science  
Proposal to Make Multiple Revisions to a Course  
(Action Item)**

Contact Person: Hope Marchionda, [hope.marchionda@wku.edu](mailto:hope.marchionda@wku.edu), 745-2961

**1. Identification of course:**

- 1.1 Current course prefix (subject area) and number: MATH 504
- 1.2 Course title: Computer Applications to Problems in Mathematics
- 1.3 Credit hours: 3

**2. Revise course title:**

- 2.1 Current course title: Computer Applications to Problems in Mathematics
- 2.2 Proposed course title: Application of Technology to Problems in Mathematics
- 2.3 Proposed abbreviated title: App Tech Prob Math
- 2.4 Rationale for revision of course title: To reflect the incorporation of multiple technologies

**3. Revise course number: NA**

- 3.1 Current course number:
- 3.2 Proposed course number:
- 3.3 Rationale for revision of course number:

**4. Revise course prerequisites/corequisites/special requirements: NA**

- 4.1 Current prerequisites/corequisites/special requirements: (indicate which)
- 4.2 Proposed prerequisites/corequisites/special requirements:
- 4.3 Rationale for revision of course prerequisites/corequisites/special requirements:
- 4.4 Effect on completion of major/minor sequence:

**5. Revise course catalog listing:**

- 5.1 Current course catalog listing:

Computer techniques and solutions of problems in mathematics including calculus, applied statistics, simulation, linear programming, game theory and linear algebra.

- 5.2 Proposed course catalog listing:

Integration of technology to solve problems in areas of mathematics including calculus, applied statistics, probability, geometry, and algebra. (Not applicable to the M.S. degree in Mathematics.)

5.3 Rationale for revision of course catalog listing:

This change allows for the use of additional technologies available in the field of mathematics education. (i.e. Geometer's Sketchpad, graphing calculator)

**6. Revise course credit hours: NA**

6.1 Current course credit hours:

6.2 Proposed course credit hours:

6.3 Rationale for revision of course credit hours:

**7. Proposed term for implementation:**

Fall 2011

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

Mathematics and Computer Science Department April 30, 2010

Ogden Curriculum Committee Sept. 24, 2010

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

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

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

**Attachment: Course Inventory Form**

Proposal Date: March 11, 2010

**Ogden College of Science & Engineering**  
**Department of Mathematics and Computer Science**  
**Proposal to Create a New Course**  
**(Action Item)**

Contact Person: Hope Marchionda, [hope.marchionda@wku.edu](mailto:hope.marchionda@wku.edu), 745-2961

**1. Identification of proposed course:**

- 1.1 Course prefix (subject area) and number: MATH 510
- 1.2 Course title: Intermediate Statistics
- 1.3 Abbreviated course title: Intermediate Statistics
- 1.4 Credit hours and contact hours: 3
- 1.5 Type of course: Lecture
- 1.6 Prerequisites: MATH 501
- 1.7 Course catalog listing: Extended coverage of experimental design and data collection. Statistical inference including confidence intervals, estimation, tests of significance, comparison of population parameters, and chi-square procedures. (Not applicable to the M.S. degree in Mathematics.)

**2. Rationale:**

- 2.1 Reason for developing the proposed course: This course builds on the topics covered in MATH 501 and is designed to develop teachers' conceptual understanding of statistics so that they will be better prepared to teach AP Statistics.
- 2.2 Projected enrollment in the proposed course: Initially, twelve students every other year. As the online M.A. in Mathematics program grows, enrollment in this course is expected to increase.
- 2.3 Relationship of the proposed course to courses now offered by the department: Currently the department offers MATH 549 for students in the M.S. in Mathematics program. That courses focuses on applied statistics whereas MATH 510 is focused on teaching.
- 2.4 Relationship of the proposed course to courses offered in other departments: Similar content offered in GEOS 520 but in a different disciplinary content..
- 2.5 Relationship of the proposed course to courses offered in other institutions: The University of Northern Iowa offers an Introduction to Mathematical Statistics that covers some of the statistics content from MATH 501 and MATH 510. The University of North Carolina at Pembroke offers a Statistics and Probability for Secondary Mathematics Teachers that also covers some of the statistics content from MATH 501 and MATH 510. Worcester Polytechnic Institute offers two courses Probability and Statistics I and II that cover the same content as MATH 501 and MATH 510.

### 3. Discussion of proposed course:

#### 3.1 Course objectives:

The student will be able to

- Design an experiment and collect relevant data
- Calculate and interpret a confidence interval for the population proportion and the population mean whether the population standard deviation is known or not
- Carry out a significance test for the population mean when the population standard deviation is known
- Interpret the results of a significance test
- Interpret the meaning of the  $P$ -value in the context of a problem
- Explain Type I Error, Type II Error, and power in a significance-testing problem
- Carry out a significance test for the population mean when the population standard deviation is not known
- Recognize from the design of a study when a one-sample  $t$ , paired  $t$ , or two-sample  $t$ -procedure is needed
- Calculate and interpret a confidence interval for the difference between two means and two proportions in two populations
- Carry out a significance test to test that two populations have equal means or equal proportions
- Choose the appropriate chi-square procedure
- Perform and interpret chi-square tests

#### 3.2 Content outline:

- Experimental design
- Data collection
- Estimation
  - Basics of confidence intervals
  - Estimating a population mean
  - Estimation a population proportion
- Significance tests
  - Basics of significance tests
  - Carrying out significance tests
  - Using inference to make decisions
  - Use and abuse of tests
  - One-sample  $t$ -statistic for the mean
  - Paired  $t$ -test
  - Comparing two means
  - Comparing two populations
  - Chi-square distributions

- 3.3 Student expectations and requirements:  
The students will
- perform satisfactorily on quizzes and tests
  - complete a research project that will include designing an experiment, data collection, analysis, and making inferences based on the analysis
- 3.4 Tentative texts and course materials: The Practice of Statistics by Yates, Moore, and Starnes, 2008

**4. Resources:**

- 4.1 Library resources: See attached Library Resources Form  
4.2 Computer resources: None

**5. Budget implications:**

- 5.1 Proposed method of staffing: Current faculty will teach this course  
5.2 Special equipment needed: None  
5.3 Expendable materials needed: None  
5.4 Laboratory materials needed: None

**6. Proposed term for implementation:**

Fall 2011

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

Mathematics and Computer Science Department	<u>April 30, 2010</u>
Ogden Curriculum Committee	<u>September 24, 2010</u>
Professional Education Council	_____
General Education Committee	_____
Graduate Council	_____
University Senate	_____

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

Proposal Date: September 10, 2010

**Ogden College of Science and Engineering  
Department of Mathematics and Computer Science  
Proposal to Revise A Program  
(Action Item)**

Contact Person: Hope Marchionda, [hope.marchionda@wku.edu](mailto:hope.marchionda@wku.edu), 745-2961  
Wanda Weidemann, [wanda.weidemann@wku.edu](mailto:wanda.weidemann@wku.edu), 745-6211

**1. Identification of program:**

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

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

- Addition of minor in Adult Education
- Replacement of core graduate education courses with new minor in Secondary Education including Teacher Leader (TCHL) courses.
- Changes to core mathematics courses to make program more relevant to both minor programs
- Changes in admission criteria

**3. Detailed program description:**

Old Program	New Program
<p>This program is intended for students who already hold secondary teacher certification and are seeking Rank II teaching status through attainment of a Master's degree.</p> <p><b>Admission requirements for the M.A. in Mathematics include a GAP score of 3000 ((GRE Verbal + GRE Quantitative) x Undergraduate GPA).</b> Also required are either a (1) bachelor's degree in mathematics or (2) completion of the following undergraduate courses: (a) a calculus sequence through multivariable calculus, (b) linear algebra, (c) discrete mathematics, (d) probability or calculus-based statistics, (e) abstract algebra, and (f) geometry. Applicants without a bachelor's degree in mathematics may be admitted with at most</p>	<p>This program is intended for students who are either (1) secondary teachers in Kentucky who already hold teacher certification and are seeking rank change through attainment of a Master's degree, <b>or (2) have teaching experience at the secondary level or higher and want to continue work in mathematics beyond the undergraduate level, but without the rigor required of students in the M.S. degree. This degree does not give a student initial teacher certification, nor does it prepare a student for doctoral studies in mathematics, employment in government, or initial teacher certification.</b></p> <p><b>Content Major Admission Requirements:</b> Either (1) a bachelor's degree in mathematics or (2) completion of the following undergraduate courses: (a) a calculus sequence through multivariable calculus, (b) linear algebra, (c) discrete mathematics, (d) probability or calculus-based statistics, (e) abstract algebra, and (f) geometry. Applicants without a bachelor's degree in mathematics may be admitted with at most one deficiency in the undergraduate courses listed above. <b>Applicants must have a 2.75 GPA in all required undergraduate mathematics courses or a GAP score of 3000.</b></p>

one deficiency in the undergraduate courses listed above.

The Master of Arts in Mathematics requires a minimum of 30 hours of graduate-level courses. The following are required:

*Core Mathematics Courses (four of the following):*

MATH 501 Introduction to Probability and Statistics I

MATH 503 Introduction to Analysis

**MATH 511 Secondary Mathematics from an Advanced Perspective I**

**MATH 512 Secondary Mathematics from an Advanced Perspective II (or**

MATH 423G Geometry II or MATH 523 Topics from Geometry)

MATH 514 Applications and Modeling for Secondary Teachers

*Education Courses*

PSY 510 Advanced Educational Psychology or PSY 511 Psychology of Learning

SEC 580 The Curriculum

EDU 544 Classroom Teaching Strategies

SEC 534 Seminar in Mathematics Education

*Elective Courses*

Six hours of mathematics courses chosen from those listed above or MATH 405G, 406G, 409G, 415G, 417G, 421G, 429G, 431G, 432G, 435G, 439G, 450G, 470G, 475G, 500, 504, 509, 517, 531, 532, 535, 536, 539, 540, 541, 542, 550, 560, 570, 590, 599, STAT 549.

A maximum of 9 hours at the 400G level may be included in the entire program.

Comprehensive exams are required. Each student must develop and submit a professional portfolio to demonstrate

**The Master of Arts in Mathematics has two tracks as determined by the student's minor. The Secondary Education minor is required for those teachers seeking rank change in Kentucky. The Adult Education minor is for those persons involved in teaching who do not hold secondary teacher certification and are interested in education of adults.**

Content Major --18 hours

The following courses are required:

*Core Mathematics Courses:*

MATH 501 Introduction to Probability and Statistics I

MATH 503 Introduction to Analysis

MATH 423G Geometry II or MATH 523 Topics from Geometry

MATH 514 Applications and Modeling for Teachers

*Elective Mathematics Courses (6 hours required):*

MATH 405G, 406G, 409G, 415G, 417G, 421G, 423G, 431G, 432G, 435G, 439G, 450G, 470G, 475G, 500, 504, 509, **510, 511, 512**, 517, 523, **529**, 531, 532, 535, 536, 539, 540, 541, 542, 550, 560, 570, 590, 599, STAT 549.

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

Minor—12 to 16 hours

**A student may choose to minor in either one of two options: (1) Secondary Education (for certified teachers) or (2) Adult Education. Students must meet the admission requirements for the minor in addition to those for the major.**

**(1) Minor in Secondary Education (12-16 hours)**

**This program is designed to develop Teacher Leaders who can positively impact student learning in their classrooms and schools. Courses and experiences include Professional Learning Communities in which students interact with other graduate students from various content areas and grade levels to discuss and work on real world challenges and promising practices they encounter in schools.**

**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 the wide gamut of developmental levels and content**

mastery of the Kentucky Experienced Teacher Standards. A thesis student is required to complete 6 hours of MATH 599 Thesis Research and Writing and to give an oral defense of the thesis.

areas.

The second component, Specialization, directs the candidate into an individual program in content, pedagogy, and/or areas of 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 (see *Important Note* below). All students must either complete TCHL 540, 544, 548, 550, 554, and 558 or pass proficiency evaluations for these courses. TCHL 500, 530, and 560 are required for all students, and there are no proficiency evaluations that may be substituted for these courses.

Teacher Leader Admission Requirements (*Criteria vary, depending on the student's undergraduate institution and GPA*):

**1. WKU Graduate: Automatic Admission**

No qualifying GAP\*\* score will be required for graduates of the WKU B.S. in Secondary Education program, as long as they have or are eligible for a teaching certificate for Secondary Education (Grades 8-12, 5-12, or P-12). A copy of the certificate or statement of eligibility must be submitted with the application.

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

Applicants with undergraduate degrees from Kentucky higher education accredited universities must have a 2.75 GPA for all previous undergraduate coursework or a qualifying GAP\*\* score and must have or be eligible for a teaching certificate\* for Secondary Education (Grades 8-12, 5-12, or P-12). A copy of the certificate or statement of eligibility must be submitted with the application.

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

Applicants with undergraduate degrees from all other higher education accredited universities must have a 2.75 GPA for all previous undergraduate coursework or a qualifying GRE/GAP\*\* score and must have or be eligible for a teaching certificate\* for Secondary Education (Grades 8-12, 5-12, or P-12). A copy of the certificate or statement of

eligibility must be submitted with the application.

**\*Kentucky teachers whose certificates have expired may be admitted, but they may enroll for only six hours before they must apply to the Kentucky Education Professional Standards Board for re-issued certificates. After completion of six hours, a student admitted with an expired certificate must submit a copy of the re-issued certificate before being allowed to register for any additional courses. Applicants from out-of-state with expired certificates must complete the requirements for their respective states to renew their certificates and submit a copy of the reissued certificate.**

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

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

**Courses denoted with an asterisk below are required.**

**Secondary Education Minor**

**For the minor in Secondary Education students must complete a total of at least 12 hours in education course work, including the following:**

***Professional Education Core—9-16 hours***

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

**\*TCHL 530 – Curriculum Development (3 hours)**

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

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

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

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

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

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

**\*TCHL 560 – Action Research Capstone for Teacher**

**Leaders (3 hours)**

*Education Electives—0-3 hours*

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

**Secondary Education Mid-Point Assessment Requirements:**

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

**Secondary Education Completion Requirements:**

1. Successfully complete TCHL 560 (Course grade of C or higher) or approved discipline specific action research course.
2. Give acceptable presentation of action research in approved venue.
3. Achieve a minimum 3.0 GPA overall and in secondary education course work.

*Total Program Hours for M.A. in Mathematics with Minor in Secondary Education: 30-34 hours.*

**(2) Minor in Adult Education (12 hours)**

This minor is for those persons with previous teaching experience at the secondary level or above who are interested in teaching adult learners. This minor does not guarantee rank change for secondary teachers.

*Core Required Courses—12 hours*

ADED 510 Introduction to Adult Education (3 hours)  
ADED 520 Methods for Teaching Adults (3 hours)  
ADED 611 Adult Learning and Development (3 hours)  
EDFN 612 Seminar in Community College Teaching (3 hours)

*Total Program Hours for M.A. in Mathematics with Minor in Adult Education: 30 hours.*

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

- Minor in Secondary Education: At the direction of the Kentucky Education Professional Standards Board (EPSB), colleges of teacher education throughout the state have been charged with redesigning their master’s and 5<sup>th</sup> year non-degree advanced teacher preparation programs. The EPSB requires that the redesigned programs have available to students a core set of “teacher leader” courses, as well as newly designed courses based on input from teachers and administrators in the WKU service area. WKU will only recommend Rank II certification for those teachers who have completed the Teacher Leader minor, regardless of major area.
- Minor in Adult Education: Those applicants who have taught in schools internationally or in private schools may not have the certification necessary for admission to the Minor in Secondary Education. This minor allows persons who have teaching experience at the secondary level or higher to continue work in mathematics beyond the undergraduate level, but without the rigor required of students in the M.S. program. Past experience in the current program shows that some students (even those who already have a Master’s degree) return to get 18 hours in graduate-level mathematics so that they may teach part-time in a community college while holding a secondary position or so that they may teach dual-credit courses at their high schools.
- Changes to major: The courses remain the same, but the core was redesigned so that the courses in the core would be appropriate to students seeking either minor.
- Changes in admission requirements: The change in admission requirements gives more flexibility as students may be admitted on either grades in undergraduate mathematics courses or GAP scores.

**5. Proposed term for implementation and special provisions:** Spring 2011. By state regulation students may not be admitted to the existing Master’s program granting advanced certification after December 31, 2010, and those admitted to the existing programs must complete them no later than January 31, 2013.

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

Department of Mathematics and Computer Science	<u>9-10-2010</u>
Ogden Graduate Committee	<u>9-24-10</u>
Professional Education Council	_____
Graduate Council	_____
University Senate	_____

**Attachment: Program Inventory Form**

Proposal Date: September 10, 2010

**Ogden College**  
**Department of \_Chemistry\_**  
**Proposal to Revise A Program**  
**(Action Item)**

Contact Person: Cathleen Webb (Cathleen.webb@wku.edu, 745-3786)

**1. Identification of program:**

- 1.1 Current program reference number: Ref. # 061 (major) or Ref#005 (minor)
- 1.2 Current program title: Master of Arts in Education in Chemistry, major or minor
- 1.3 Credit hours:30

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

- Replacement of core graduate education courses with new Teacher Leader (TCHL) courses.
- Substitution of TCHL 560 *Action Research Capstone for Teacher Leaders* for the comprehensive exam as the culminating experience for the program.

**3. Detailed program description:**

Old Program	New Program
<p><b>Master of Arts in Education Chemistry, major Ref. # 61 or minor Ref. # 005</b></p> <p>This program is designed especially for the preparation and strengthening of secondary school science teachers. For a subject-matter major in chemistry, the MA in Education student must complete 18 hours of course work in chemistry. Students must take either CHEM 516 Investigations in Chemistry (3 hours) or CHEM 580 Chemical Skills as part of the required 18 hours of course work in chemistry. Students who have not previously completed a year of physical chemistry are strongly urged to take CHEM 450G Physical Chemistry I and CHEM 452G Physical Chemistry II.</p> <p>Students desiring a breadth of course work in the sciences may major in the Science Area concentration. The chemistry courses taken under this option must be approved by the advisor in the science area and by the advisor in secondary education.</p>	<p>This program is designed to develop Teacher Leaders who can positively impact student learning in their classrooms and schools. Courses and experiences include Professional Learning Communities in which students interact with other graduate students from various content areas and grade levels to discuss and work on real world challenges and promising practices they encounter in schools.</p> <p>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 the wide gamut of developmental levels and content areas.</p> <p>The second component, Specialization, directs the candidate into an individual program in content, pedagogy, and/or areas of professional growth concurrent with the goals of each candidate.</p> <p>An Action Research Project for Teacher Leaders focusing on a classroom, school, or district issue is the capstone for the completion of the program.</p> <p>During the first course in the program, TCHL 500 <i>Foundations of Teacher Leadership</i>, students will complete an assessment process that will be used in determining which TCHL core courses they must take (see</p>

*Important Note* below). All students must either complete TCHL 540, 544, 548, 550, 554, and 558 or pass proficiency evaluations for these courses. TCHL 500, 530, and 560 are required for all students, and there are no proficiency evaluations that may be substituted for these courses.

**Content Major Admission Requirements:**  
Certification in Chemistry Education.

**Teacher Leader Admission Requirements: (*Criteria vary, depending on the student's undergraduate institution and GPA*):**

**1. WKU Graduate: Automatic Admission**

No qualifying GAP\*\* score will be required for graduates of the WKU B.S. in Secondary Education program, as long as they have or are eligible for a teaching certificate for Secondary Education (Grades 8-12, 5-12, or P-12). A copy of the certificate or statement of eligibility must be submitted with the application.

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

Applicants with undergraduate degrees from Kentucky higher education accredited universities must have a 2.75 GPA for all previous undergraduate coursework or a qualifying GAP\*\* score and must have or be eligible for a teaching certificate\* for Secondary (Grades 8-12, 5-12, or P-12). A copy of the certificate or statement of eligibility must be submitted with the application.

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

Applicants with undergraduate degrees from all other higher education accredited universities must have a 2.75 GPA for all previous undergraduate coursework or a qualifying GRE/GAP\*\* scores and must have or be eligible for a teaching certificate\* for Secondary (Grades 8-12, 5-12, or P-12). A copy of the certificate or statement of eligibility must be submitted with the application.

\*Kentucky whose certificates have expired may be admitted, but they may enroll for only six hours before they must apply to the Kentucky Education Professional Standards Board for re-issued certificates. After completion of six hours, a student admitted with an expired certificate must submit a copy of the re-issued certificate before being allowed to register for any additional courses. Applicants from out-of-state with expired certificates must complete the requirements for their respective states to renew their certificates and submit a copy of the reissued certificate.

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

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

**Courses in boldface are required.**

Content Major --18 hours

Advisor-approved content.

Secondary Education Minor

For the minor in Secondary Education students must complete a total of at least 12 hours in education course work, including the following:

*Professional Education Core—9-16 hours*

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

**TCHL 530 – Curriculum Development (3 hours)**

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

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

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

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

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

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

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

*Education Electives—0-3 hours*

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

***Total Program Hours: 30-37***

	<p><b>Mid-Point Assessment Requirements:</b>  To ensure that all master’s candidates are proficient on Advanced Level Kentucky Teacher Standards, all <i>Critical Performances</i> associated with the above TCHL courses must be completed, <i>even if a candidate’s program of studies does not include the courses</i>. Except for TCHL 560, which should be taken toward the end of their program, candidates may only complete 6 hours in their Specialization Component before they have taken all TCHL courses and/or uploaded all Critical Performances and have achieved an average score of 3.0 on all performances and an average score of 3 on dispositions. Additional course work may be required based on the assessment results.</p> <p><b>Program Completion Requirements:</b></p> <ol style="list-style-type: none"> <li>1. Successfully complete TCHL 560 (Course grade of C or higher) or approved discipline specific action research course.</li> <li>2. Give acceptable presentation of action research in an approved venue.</li> <li>3. Achieve a minimum 3.0 GPA overall and in program course work.</li> </ol>
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**4. Rationale for the proposed program change:** At the direction of the Kentucky Education Professional Standards Board (EPSB), colleges of teacher education throughout the state have been charged with redesigning their master’s and 5<sup>th</sup> year non-degree advanced teacher preparation programs. The EPSB requires that the redesigned programs have available to students a core set of “teacher leader” courses, as well as newly designed courses based on input from teachers and administrators in the WKU service area.

**5. Proposed term for implementation and special provisions (if applicable):** Spring 2011. By state regulation students may not be admitted to the existing programs after December 31, 2010, and those admitted to the existing programs must complete them no later than January 31, 2013.

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

Department/Division:	<u>Sept. 10, 2010</u>
Curriculum Committee	<u>Sept. 24, 2010</u>
Professional Education Council (if applicable)	_____
Graduate Council	_____
University Senate	_____

**Attachment: Program Inventory Form**

Proposal Date: 8/30/2010

**Ogden College of Science and Engineering  
Department of Biology  
Proposal to Revise A Program  
(Action Item)**

Contact Person: Heather Johnson, Heather.Johnson@wku.edu, 745-5136

**1. Identification of program:**

- 1.1 Current program reference number: 054
- 1.2 Current program title: Master of Arts in Education Biology Major
- 1.3 Credit hours: 30

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

- Replacement of core graduate education courses with new Teacher Leader (TCHL) courses.
- Substitution of TCHL 560 *Action Research Capstone for Teacher Leaders* for the comprehensive exam as the culminating experience for the program.
- Change of program title and reference number.

**3. Identification of revised program:**

- 3.1 New program reference number: TBD
- 3.2 New program title: Master of Arts in Education Biology Major for Teacher Leaders

**4. Detailed program description:**

Old Program	New Program
	<p>This program is designed to develop Teacher Leaders who can positively impact student learning in their classrooms and schools. Courses and experiences include Professional Learning Communities in which students interact with other graduate students from various content areas and grade levels to discuss and work on real world challenges and promising practices they encounter in schools.</p> <p>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 the wide gamut of developmental levels and content areas.</p> <p>The second component, Specialization, directs the candidate into an individual program in content, pedagogy, and/or areas of professional growth concurrent with the goals of each candidate.</p> <p>An Action Research Project for Teacher Leaders focusing on a classroom, school, or district issue is the capstone for the completion of the program.</p>

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

**Content Major Admission Requirements:**

This program is designed for the preparation and strengthening of secondary school science teachers. The major requires a minimum of 18 hours of course work in Biology. The remainder of the required 30 hours is taken in professional education. Students who desire a breadth of course work in the sciences may major in the Science Area concentration under the MA in Education program. Students following this option must have all Biology courses approved by the appropriate advisor in the Department of Biology. In addition to Graduate Studies requirements, admission requires the equivalent of an undergraduate major in biology including supporting courses in science and mathematics. Exceptions are made for students with undergraduate degrees in other areas; however, additional courses may be required.

**Teacher Leader Admission Requirements: (Criteria vary, depending on the student's undergraduate institution and GPA):**

**1. WKU Graduate: Automatic Admission**

No qualifying GAP\*\* score will be required for graduates of the WKU B.S. in Secondary Education program, as long as they have or are eligible for a teaching certificate for Secondary Education (Grades 8-12, 5-12, or P-12). A copy of the certificate or statement of eligibility must be submitted with the application.

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

Applicants with undergraduate degrees from Kentucky higher education accredited universities must have a 2.75 GPA for all previous undergraduate coursework or a qualifying GAP\*\* score and must have or be eligible for a teaching certificate\* for Secondary (Grades 8-12, 5-12, or P-12). A copy of the certificate or statement of eligibility must be submitted with the application.

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

Applicants with undergraduate degrees from all other higher education accredited universities must have a

2.75 GPA for all previous undergraduate coursework or a qualifying GRE/GAP\*\* scores and must have or be eligible for a teaching certificate\* for Secondary (Grades 8-12, 5-12, or P-12). A copy of the certificate or statement of eligibility must be submitted with the application.

\*Kentucky whose certificates have expired may be admitted, but they may enroll for only six hours before they must apply to the Kentucky Education Professional Standards Board for re-issued certificates. After completion of six hours, a student admitted with an expired certificate must submit a copy of the re-issued certificate before being allowed to register for any additional courses. Applicants from out-of-state with expired certificates must complete the requirements for their respective states to renew their certificates and submit a copy of the reissued certificate.

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

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

**Courses in boldface below are required.**

Content Major --18 hours

Advisor-approved BIOL courses numbered 400G or higher that would count for the M.S. in Biology program.

Secondary Education Minor or Major

For the minor in Secondary Education students must complete a total of at least 12 hours in education course work, including the following:

*Professional Education Core—9-16 hours*

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

**TCHL 530 – Curriculum Development (3 hours)**

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

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

TCHL 548 – Classroom Instruction: Managing the

	<p>Learning Environment (1 hour)  TCHL 550 – Student Assessment I: Fundamentals of Student Assessment (1 hour)  TCHL 554 – Student Assessment II: Standardized Testing (1 hour)  TCHL 558 – Student Assessment III: Classroom Tests and Instruments (2 hours)  <b>TCHL 560 – Action Research Capstone for Teacher Leaders (3 hours)</b></p> <p><i>Education Electives—0-3 hours</i>  Students who successfully complete the proficiency examinations for TCHL 540, TCHL 544, TCHL 548, TCHL 550, TCHL 554, and/or TCHL 558 may substitute another education course with advisor approval. TCHL 520 <i>Principles of Action Research for Teacher Leaders</i> is strongly recommended.</p> <p><b><i>Total Program Hours: 30-37</i></b></p> <p><u>Secondary Education Mid-Point Assessment Requirements:</u>  To ensure that all master’s candidates are proficient on Advanced Level Kentucky Teacher Standards, all <i>Critical Performances</i> associated with the above TCHL courses must be completed, <i>even if a candidate’s program of studies does not include the courses</i>. Except for TCHL 560, which should be taken toward the end of their program, candidates may only complete 6 hours in their Specialization Component before they have taken all TCHL courses and/or uploaded all Critical Performances and have achieved an average score of 3.0 on all performances and an average score of 3 on dispositions. Additional course work may be required based on the assessment results.</p> <p><u>Secondary Education Completion Requirements:</u></p> <ol style="list-style-type: none"> <li>1. Successfully complete TCHL 560 (Course grade of C or higher) or approved discipline specific action research course.</li> <li>2. Give acceptable presentation of action research in approved venue.</li> <li>3. Achieve a minimum 3.0 GPA overall and in secondary education course work.</li> </ol>
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**5. Rationale for the proposed program change:** At the direction of the Kentucky Education Professional Standards Board (EPSB), colleges of teacher education throughout the state have been charged with redesigning their master’s and 5<sup>th</sup> year non-degree advanced teacher preparation programs. The EPSB requires that the redesigned programs have available to students a core set of “teacher leader” courses, as well as newly designed courses based on input from teachers and administrators in the WKU service area. The program title is being changed in order for the transcript to indicate that the student has completed a program designed to prepare teacher leaders.

**6. Proposed term for implementation and special provisions (if applicable):** Spring 2011. By state regulation students may not be admitted to the existing programs after December 31, 2010, and those admitted to the existing programs must complete them no later than January 31, 2013.

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

Biology Department 10 Sept. 2010

OCSE Curriculum Committee 24 Sept. 2010

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

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

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

**Attachment: Program Inventory Form**

Proposal Date: May 20, 2010

**Enter College Name Here**  
**Department of English**  
**Proposal to Make Multiple Revisions to a Course**  
**(Action Item)**

Contact Person: Alex Poole, [alex.poole@wku.edu](mailto:alex.poole@wku.edu), 5-5780

**1. Identification of course:**

- 1.1 Current course prefix (subject area) and number: ENG 051
- 1.2 Course title: English as a Second Language
- 1.3 Credit hours: 3

**2. Revise course title:**

- 2.1 Current course title: English as a Second Language
- 2.2 Proposed course title: English as a Second Language Writing
- 2.3 Proposed abbreviated title: ESL Writing
- 2.4 Rationale for revision of course title: The focus of the course is on academic writing, and not on the other three language skills. This change more accurately reflects the actual course content.

**3. Revise course number: N/A**

- 3.1 Current course number: N/A
- 3.2 Proposed course number: N/A
- 3.3 Rationale for revision of course number: N/A

**4. Revise course prerequisites/corequisites/special requirements:**

- 4.1 Current prerequisites/corequisites/special requirements: none
- 4.2 Proposed prerequisites/corequisites/special requirements: Prerequisites: COMPASS Writing Skills Placement Test score between 23-52 and COMPASS e-Write score of 4; or permission of the instructor.
- 4.3 Rationale for revision of course prerequisites/corequisites/special requirements: The COMPASS exam is used by the university for placement purposes if the student does not take the TOEFL. These scores reflect the minimum competency level necessary to successfully participate in the class.
- 4.4 Effect on completion of major/minor sequence: N/A

**5. Revise course catalog listing:**

- 5.1 Current course catalog listing: A course designed to give non-native English speakers intensive practice in the four major language skills: reading, writing, listening, and speaking.
- 5.2 Proposed course catalog listing: A writing course designed to give non-native speakers of English intensive preparation for English 100.
- 5.3 Rationale for revision of course catalog listing: The purpose of this class has always been on preparing students for English 100 (Introduction to College

Writing). Therefore, the vast majority of this course focuses on writing, which should be reflected in its description.

**6. Revise course credit hours:**

6.1 Current course credit hours: 3 or 6 hours

6.2 Proposed course credit hours: 3 hours

6.3 Rationale for revision of course credit hours: This course is never offered for more than 3 hours; therefore, the presence of "6 hours" only serves to confuse potential students.

**7. Proposed term for implementation: Spring 2011**

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

English Department/Division: 9/17/10

PCAL Curriculum Committee \_\_\_\_\_

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

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

**Attachment: Course Inventory Form**

**Potter College of Arts and Letters  
Department of English  
Proposal to Revise A Program  
(Action Item)**

Contact Person: Karen Schneider, karen.schneider@wku.edu, 5-3046

**1. Identification of program:**

- 1.1 Current program reference number: 561
- 1.2 Current program title: English for Secondary Teachers
- 1.3 Credit hours: 55

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

- Correct a course number transcription error
- Correct a course title
- Add a course as a possible elective
- Change to reflect a new title for a course
- Add a course as a possible elective
- Change to reflect a new title for a course
- Change to reflect a new title for a course
- Change to reflect a new course number
- Substitute a new course in place of a suspended course
- Add clarifying language to an elective option
- Add clarifying language to a recommendation statement

**3. Detailed program description:**

Required Core Courses:	31 hrs	Required Core Courses:	31 hrs
ENG 299 Introduction to English Studies	3	ENG 299 Introduction to English Studies	3
ENG 104 Introduction to Linguistics	3	ENG 104 Introduction to Linguistics	3
ENG 304 English Language	3	ENG 304 English Language	3
ENG 385 World Literature	3	ENG 385 World Literature	3
ENG 391 American Literature I	3	ENG 391 American Literature I	3
ENG 401 Advanced Composition	3	ENG 401 Advanced Composition	3
ENG 410 Comp Theory in Wrtg Instr	3	ENG 410 Comp Theory in Wrtg Instr	3
ENG 492 Senior Seminar	1	ENG 492 Senior Seminar	1
COMM 145 or 161 (public speaking) *	3	COMM 145 or 161 (public speaking) *	3
THEA 151 Theatre Appreciation *	3	THEA 151 Theatre Appreciation *	3
ENG 476 Crit Appr to Lit Sec Cur	3	ENG 476 Crit Appr to Lit Sec Cur	3
Cluster # 1 Literature Surveys	6 hrs	Cluster # 1 Literature Surveys	6 hrs
ENG 381 English Literature I		ENG 381 English Literature I	
ENG 382 English Literature II		ENG 382 English Literature II	
ENG 392 American Literature II		ENG 392 American Literature II	

Cluster # 2 Allied Language Arts 6 hrs  
COMM 245 Argumentation & Debate  
JOUR 202 Intro to Media Writing  
JOUR 427 Journalism in the Schools  
THEA 425 Play Prod in the Schools

Cluster # 2 Allied Language Arts 6 hrs  
COMM 245 Argumentation & Debate  
JOUR 202 Intro to Media Writing  
JOUR 427 Journalism in the Schools  
THEA 425 Play Prod in the Schools

Cluster # 3 Writing Electives 3 hrs  
ENG 301 Argumentation and Analysis  
ENG 303 Fiction Writing  
ENG 305 Poetry Writing  
ENG 311 Creative Nonfiction Writing  
ENG 354 Drama Writing  
ENG 402 Editing and Publishing  
ENG 415 Writing and Technology

Cluster # 3 Writing Electives 3 hrs  
ENG 301 Argumentation and Analysis  
ENG 303 Fiction Writing  
ENG 305 Poetry Writing  
ENG 311 Creative Nonfiction Writing  
**ENG 358 Drama Writing**  
ENG 402 Editing and Publishing  
ENG 415 Writing and Technology

Cluster # 4 Literature Elective\*\* 3 hrs  
ENG 333 Medieval Literature  
ENG 340 Speculative Fiction  
ENG 354 History of Drama to 1640  
ENG 355 History of Drama since 1640  
ENG 365 Literature and Film  
ENG 387 Studies in Autobiography  
ENG 395 Contemporary Literature  
ENG 396 Mythology  
ENG 398 Hemingway & Faulkner

Cluster # 4 Literature Elective\*\* 3 hrs  
ENG 333 Medieval Literature  
ENG 340 Speculative Fiction  
ENG 354 History of Drama to 1640  
ENG 355 History of Drama since 1640  
**ENG 365 Film Adaptation**  
ENG 387 Studies in Autobiography  
ENG 395 Contemporary Literature  
ENG 396 Mythology  
ENG 398 Hemingway & Faulkner

ENG 455 American Drama  
ENG 457 Modern British Literature  
ENG 459 Modern Drama

**ENG 430 19<sup>th</sup> Century American Literature**  
ENG 455 American Drama  
**ENG 457 British Literature since 1900**  
ENG 459 Modern Drama

ENG 481 Chaucer  
ENG 482 Shakespeare  
ENG 484 Romantic Movement  
ENG 486 The 18<sup>th</sup> Century  
ENG 487 Dante  
ENG 488 Victorian Age  
ENG 489 English Novel  
ENG 490 American Novel  
ENG 493 American Poetry  
ENG 494 Kentucky Literature  
ENG 495 Southern Literature

**ENG 468 Early Modern English Literature**  
ENG 481 Chaucer  
ENG 482 Shakespeare  
**ENG 484 British Romanticism**  
ENG 486 The 18<sup>th</sup> Century  
**ENG 487 Dante's *Divine Comedy* and Influences**  
ENG 488 Victorian Age  
ENG 489 English Novel  
ENG 490 American Novel  
ENG 493 American Poetry  
**ENG 394 Kentucky Literature**  
ENG 495 Southern Literature

Cluster # 5 Literature of Diversity\*\*\* 3 hrs  
ENG 360 Gay and Lesbian Lit  
ENG 370 Multicultural Lit in America  
ENG 386 Women Writers  
ENG 393 African-American Lit

Cluster # 5 Literature of Diversity\*\*\* 3 hrs  
ENG 360 Gay and Lesbian Lit  
ENG 370 Multicultural Lit in America  
**ENG 497 Women's Literature**  
ENG 393 African-American Lit

Elective 3 hrs  
Choose one additional course from cluster 1, 2, 3, 4, or 5 or another allied arts course.

Total English program hours: 55

\*COMM 145/161 and THEA 151 also count as General Education courses

\*\*The one literature elective must be from a period not chosen from cluster # 1.

\*\*\*ENG 370 and 393 also count as Gen Ed, Category E

Note: CIS/CS/LME is recommended only for students who lack basic computer literacy.

Teacher Certification requirements are unchanged.

Total Eng w/ Sec Certification: 89 hrs

Elective 3 hrs  
Choose one additional course from cluster 1, 2, 3, 4, or 5 or another **allied language arts course**.

Total English program hours: 55

\*COMM 145/161 and THEA 151 also count as General Education courses

\*\*The one literature elective must be from a period not chosen from cluster # 1.

\*\*\*ENG 370 and 393 also count as Gen Ed, Category E

**A former requirement—one course from CS 145, CIS 141, or LME 448—is now recommended for students who perceive a weakness in technology skills.**

Teacher Certification requirements are unchanged.

Total Eng w/ Sec Certification: 89 hrs

**4. Rationale for the proposed program change:** These changes are basically routine maintenance.

- *Correct a course number transcription error:* ENG 354, Drama Writing, should be listed as ENG 358.
- *Correct a course title:* "Literature and Film" was changed to "Film Adaptation" some time ago; this updates that listing.
- *Add a course as a possible elective:* The addition of a newly created course (ENG 430, 19<sup>th</sup> Century American Literature) expands the options available in Cluster # 4.
- *Change to reflect a new title for a course:* The course title of ENG 457 has been changed recently from "Modern British Literature" to "British Literature since 1900." This updates that listing.
- *Add a course as a possible elective:* The addition of a newly created course (ENG 468, Early Modern English Literature) expands the options available in Cluster # 4.
- *Change to reflect a new title for a course:* The course title of ENG 484 has been changed recently from "Romantic Movement" to "British Romanticism." This updates that listing.
- *Change to reflect a new title for a course:* The course title of ENG 487 has been changed recently from "Dante" to "Dante's *Divine Comedy* and Influences." This updates that listing.
- *Change to reflect a new course number:* The course number for ENG 494, Kentucky Literature, has been changed to ENG 394. This updates that listing.



**Potter College of Arts and Letters  
Department of English  
Proposal to Revise A Program  
(Action Item)**

Contact Person: [karen.schneider@wku.edu](mailto:karen.schneider@wku.edu) 5-3046

**1. Identification of program:**

- 1.1 Current program reference number: 416
- 1.2 Current program title: Graduate Certificate in Teaching English to Speakers of Other Languages
- 1.3 Credit hours: 21

**2. Identification of the proposed program changes:** We wish to establish more specific admission requirements and to enable students to negotiate the difference between admission standards for the TESL graduate certificate (housed in the English department) and the TESL graduate endorsement (housed in Teacher Education).

**3. Detailed program description:**

Required for Admission:

- B.A. plus completion of at least one undergraduate linguistics course

Required for Admission:

- B.A. plus completion of at least one undergraduate linguistics course
- **3.0 undergraduate or graduate g.p.a. OR**
- **a GAP score of 2200, with minimum of 3.5 on analytical writing portion of GRE**
- **Students who are accepted into the TESL Graduate Endorsement program may apply for the Graduate Certificate upon completion of 12 hrs of required TESL coursework with a 3.75 g.p.a.**

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

We wish to require a minimum g.p.a. and test scores because success in the Graduate Certificate program requires a certain level of academic achievement and aptitude. These requirements are consonant with TESOL programs nationally.

Some students (public school teachers) who enter the TESOL Endorsement program by way of Teacher Education eventually desire the Certificate as well so they can teach abroad or for private ESL institutes. The Teacher Ed admission requirements for the Endorsement (a 2.5 g.p.a. for WKU graduates or a 2.75 for all other applicants) are lower than the English department's admission requirements for the Certificate. Since the coursework for both programs (the Certificate and the Endorsement) is the same,

satisfactory performance (3.75 g.p.a.) in 12 hours of required coursework will indicate the desired proficiency for Endorsement candidates to be admitted to the Certificate program.

**5. Proposed term for implementation and special provisions (if applicable): 201130**

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

English Department: \_\_\_\_\_9/17/10\_\_\_\_\_

PCAL Curriculum Committee \_\_\_\_\_

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

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

**Attachment: Program Inventory Form**

**Potter College Arts and Letters  
Department of Art  
Proposal to Revise A Program  
(Action Item)**

Contact person: Miwon Choe, Department of Art  
E-mail Address: [miwon.choe@wku.edu](mailto:miwon.choe@wku.edu)  
Phone: 745-7052

**1. Identification of program:**

- 1.1 Current program reference number: 055
- 1.2 Current program title: MAE Art Education for Teacher Leaders
- 1.3 Credit hours: 30 – 37 hours.

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

- Replacement of core graduate education courses with new Teacher Leaders (TCHL) courses.
- Substitution of TCHL 560 *Action Research Capstone for Teacher Leaders* or ART 512: *Investigations in Art Education (Topic: Teacher Leaders Action Research)* for the comprehensive exam as the culminating experience for the program.

**3. Detailed program description:**

Old Program	New Program
<p><b>Admission Requirements:</b> To be eligible for admission to the Master of Arts in Education applicants must:</p> <ul style="list-style-type: none"> <li>• hold or be eligible to hold a provisional certificate at the secondary level or have a valid secondary education conversion program on file with the Office of Teacher Admissions, Certification and Student teaching. (Note: Conversion program must be completed prior to or simultaneously with the Master of Arts in Education).</li> <li>• Candidates must declare both a major and minor (one or the other must be in education).</li> <li>• Meet the requirements for acceptance into Graduate College as stated in the Western Kentucky University Graduate Catalog. The requirements include a minimum "GAP" score (product of the GRE score times the overall undergraduate grade point average) of 2200 and a minimum GRE Analytical Writing score of 3.5.</li> </ul> <p>The Master of Arts in Education requires the development of a Professional Growth Plan (PGP) and a Portfolio which reflect satisfactory progress toward the attainment of the Experienced Teacher Standards. In</p>	<p>This program is designed to develop Teacher Leaders who can positively impact student learning in their classrooms and schools. Courses and experiences include Professional Learning Communities in which students interact with other graduate students from various content areas and grade levels to discuss and work on real world challenges and promising practices they encounter in schools.</p> <p>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 the wide gamut of developmental levels and content areas.</p> <p>The second component, Specialization, directs the candidate into an individual program in content, pedagogy, and/or areas of professional growth concurrent with the goals of each candidate.</p> <p>An Action Research Project for Teacher Leaders focusing on a classroom, school, or district issue is the</p>

addition, a written comprehensive examination is required as the conclusion of course work. The PGP, Portfolio, and all courses must be successfully completed before the recommendation for rank change is made.

All hours over thirty (30) taken on a Master of Arts program may transfer to a Rank I program in music.  
Program Sequence

EDU 501 must be taken during the first semester entering current certification program, PDP is developed.

EDU 596 must be completed or enrolled in last semester of course work, portfolio reflecting Experienced Teacher Performance is presented.

**A. Professional Education (12 hours)**

**1. Professional Development Component (3 hours)**

- EDU 501: Seminar: Designing Professional Development Plan (1 hour)
- EDU 596: Portfolio Development & Professional Education Growth Plan (2 hours)

**2. Educational Psychology Component (3 hours)  
(May be selected from the following courses.)**

- PSY 510: Advanced Educational Psychology
- PSY 511: Psychology of Learning or
- PSY 519: Psychological Perspectives on Classroom Behavior

**3. Strategies Component (3 hours)  
(May be selected from the following courses.)**

- EDU 544: Classroom Teaching Strategies
- GTE 537: Curriculum, Strategies, & Materials for Gifted Students
- ENVE 575: Introduction to Environmental Education
- LTCY 524: Teaching Reading Skills in the Content Areas
- LTCY 444G: Reading in the Middle & Secondary Grades

**4. Curriculum Component (3 hours)  
(May be selected from the following courses.)**

- SEC 580: The Curriculum or
- MGE 571: Middle School Curriculum

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 (see *Important Note* below).

All students must either complete TCHL 540, 544, 548, 550, 554, and 558 or pass proficiency evaluations for these courses. TCHL 500, 520, 530, and 560 are required for all students, and there are no proficiency evaluations that may be substituted for these courses.

**Admission Requirements: (Criteria vary, depending on the student's undergraduate institution and GPA):**

**1. WKU Graduate: Automatic Admission**

No qualifying GAP\*\* score will be required for graduates of the WKU B.S. in Secondary Education program, as long as they have or are eligible for a teaching certificate for Secondary Education (Grades 8-12, 5-12, or P-12). A copy of the certificate or statement of eligibility must be submitted with the application.

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

Applicants with undergraduate degrees from Kentucky higher education accredited universities must have a 2.75 GPA for all previous undergraduate coursework and a 3.0 GPA for previous graduate coursework or a qualifying GAP\*\* score and must have or be eligible for a teaching certificate\* for Secondary (Grades 8-12, 5-12, or P-12). A copy of the certificate or statement of eligibility must be submitted with the application.

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

Applicants with undergraduate degrees from all other higher education accredited universities must have a 2.75 GPA for all previous undergraduate coursework and a 3.0 GPA for previous graduate coursework or a qualifying GRE/GAP\*\* scores and must have or be eligible for a teaching certificate\* for Secondary (Grades 8-12, 5-12, or P-12). A copy of the certificate or statement of eligibility must be submitted with the application.

\*Kentucky residents 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

### **Deficiency Requirement**

If an Exceptional Child Education course is not documented on the candidate's undergraduate program, students are required to enroll in EXED 516. (3 hours)

*These hours will be in addition to the 30 hours required for the program.*

### **B. Required Art Course Components (18 hours)**

#### **1. Art Education Content Course Component**

(9 hours)

ART 511: Investigation in Art Education (3 hours)  
(Topic: History of Art Education)

ART 590: Workshop in Arts and Humanities  
Education (Maybe repeated once with  
a different topic.)

ART 591: Investigation in Art History

#### **2. Research/Assessment Component**

ART 512: Topical Seminar and Research in Art  
Education

#### **3. Studio Electives from the following (6 hours)**

ART 401G: Art of Italian Renaissance (3 hours)

ART 496G: Topical Seminar in Studio

(Maybe repeated once with a different topic.)

ART 405G: Art Theory and Criticism

ART 520: Ceramics

ART 540: Drawing

ART 550: Printmaking

ART 560: Painting

ART 570: Sculpture

#### Benchmark I: Admission Policies, Form A

Students seeking admission to the graduate program apply to the program through the Office of Graduate Studies. Admission decisions are based upon both the undergraduate grade point average and the GRE General Test score. THE GAP score is the product of the GRE score x the overall undergraduate grade point and must be 2200 or higher.

#### Benchmark II: Advisement

When a student is approved to enter the Rank II program, either master's degree or fifth year option, the individual will meet with the art program advisor to design the program of study that best addresses the educational needs of that student.

#### Benchmark III: Program of Study, Form C:

All degree-seeking students must submit a planned program of study Form C to the Office of Graduate Studies prior to enrollment in coursework beyond 12 credit hours (inclusive of transfer credit). In compliance

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

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

#### **Important Note:**

While enrolled in TCHL 500, master's candidates will use several documents, including their KTIP assessments or in-kind examples, dispositions self-surveys, referrals from school personnel, and their respective School Improvement Plan, to develop with their respective program advisors individualized programs of study of 30-34 hours related to Kentucky Teacher Standards and professional goals.

Each student's program of study will include some or all of the TCHL courses, **at least one content course** specific to their initial teaching certification areas, plus additional education-related or content courses.

**Courses in boldface are required.**

#### **Specialization Component—18 hours**

**Advisor-approved specialization courses selected from studio, art history, and art education.**

#### **Art Core Content: 12 hours from**

**ART 520 – Ceramics (3-9 hours)**

**ART 540 – Drawings (3-9 hours)**

**ART 550 – Printmaking (3-9 hours)**

**ART 560 – Painting (3-9 hours)**

**ART 570 – Sculpture (3-9 hours)**

**ART 401G – Art of Italian Renaissance (3 hours)**

**ART 405G – Art Theory and Criticism (3 hours)**

**ART 496G – Special Topics in Studio Art (3-6 hours)**

**ART 591 – Investigation in Art History (3 hours)**

#### **ART Education: 6 hours from**

**Elected from the following:**

**ART 511 – Investigation in Art Education (3 hours)**  
**(Topic: History of Art Education)**

**ART 590 – Workshop for Arts and Humanities  
Education (3-6 hours)**

#### **Applicable courses from the art core:**

**ART 496G – Special Topics in Studio Art (3-6 hours)**  
**(Overseas program or directed investigation on  
studio application for art education)**

with the Office of Graduate Studies regulations, the degree program is to be developed in consultation with the approved advisor that is assigned at the time of admission to the program.

Benchmark IV: Admission to Candidacy, Form D

After completion of 12 hours of course work, the students seeking master's degrees should submit Form D to the Office of Graduate Studies. The student will meet with the music advisor and review the student's progress in the program of study. This process admits a student to candidacy for the degree.

Benchmark V: Comprehensive Examination (last semester of course work)

For all candidates in the Master of Arts in Education Degree Program with a major in art, the comprehensive examination must be satisfactorily completed. The major advisor must be contacted regarding the scheduling of the written/oral examination.

Benchmark VI: Report on Comprehensive Examination, Form E

Upon passing the comprehensive exam with distinguished or proficient score, the candidate must complete a degree application and return it to the Registrar's office. The Form E is a report to Graduate Studies and Research verifying successful completion of the comprehensive exam and must be submitted by the program advisor.

Benchmark VII: Rank II Teacher Certification

The Teacher Certification Office should be contacted for all questions regarding certification at 270-745-4300. Teacher Certification Applications (TC-1 Forms) must be submitted at least three weeks prior to the completion of requirements to prevent delay in processing. Applications may be obtained from the Teacher Certification Office, Tate Page Hall, Room 407.

Professional Education Core: 9-16 hours

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

**TCHL 530 – Curriculum Development (3 hours)**

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

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

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

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

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

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

**ART 512: Investigations in Art Education (Topic: Teacher Leaders Action Research) or TCHL 560: Action Research for Teacher Leaders (3 hours)**

Education Electives—0-3 hours

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

**Total Program Hours: 30-37**

**Mid-Point Assessment Requirements:**

To ensure that all master's candidates are proficient on Advanced Level Kentucky Teacher Standards, all *Critical Performances* associated with the above TCHL courses must be completed, *even if a candidate's program of studies does not include the courses.*

Except for TCHL 560, which should be taken toward the end of their program, candidates may only complete 6 hours in their Specialization Component before they have taken all TCHL courses and/or uploaded all Critical Performances and have achieved an average score of 3.0 on all performances and an average score of 3 on dispositions. Additional course work may be required based on the assessment results.

**Program Completion Requirements:**

1. Successfully complete ART 512: Investigation in Art Education (Topic: Teacher Leaders Action Research) or TCHL 560 (Course grade of C or higher).
2. Give acceptable presentation of action research in appropriate venue approved by Action Research capstone course instructor.
3. Achieve a minimum 3.0 GPA overall and in program

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

At the direction of the Kentucky Education Professional Standards Board (EPSB), colleges of teacher education throughout the state have been charged with redesigning their master's and 5<sup>th</sup> year non-degree advanced teacher preparation programs. The EPSB requires that the redesigned programs have available to students a core set of "teacher leader" courses, as well as newly designed courses based on input from teachers and administrators in the WKU service area.

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

- Spring 2011. By state regulation students may not be admitted to the existing programs after December 31, 2010, and those admitted to the existing programs must complete them no later than January 31, 2013.
- Students seeking initial certification at the graduate level (e.g., alternate route to certification, GSKyTeach) will continue to follow the current program requirements until a proposed new MAT degree program completes the university curriculum approval process and is approved by the Council on Post-Secondary Education and the Education Professional Standards Board. This is projected for Fall 2011.

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

Art Department/Division:	09-13-2010
PCAL Curriculum Committee:	10-04-2010
Professional Education Council:	_____
Graduate Council:	_____
University Senate:	_____

**Attachment: Program Inventory Form**

**EDUCATION PROFESSIONAL STANDARDS BOARD  
STAFF NOTE**

**Action Item H**

**Action Item:**

Approve submission of recommendations from the EPSB for the Governor's Transforming Education in Kentucky Task Force (TEK) final report.

**Applicable Statutes and Regulation:**

KRS 161.028

**Applicable Goal:**

Goal 1: Every approved educator preparation program meets or exceeds all accreditation standards and prepares knowledgeable, capable teachers and administrators who demonstrate effectiveness in helping all students reach educational achievement.

Goal 2: Every professional position in a Kentucky public school is staffed by a properly credentialed educator.

Goal 3: Every credentialed educator exemplifies behaviors that maintain the dignity and integrity of the profession by adhering to established law and EPSB Code of Ethics.

Goal 4: Every credentialed educator participates in a high quality induction into the profession and approved educational advancement programs that support effectiveness in helping all students achieve.

**Issue:**

The EPSB has the opportunity to submit key recommendations to be considered by the TEK task force for inclusion in its final report to the Governor. Most of these recommendations have been discussed often by the EPSB; some are recent recommendations from the CRACE task force.

There is no guarantee that all items submitted by the EPSB will be included in the final TEK report. The following recommendations to the task force have been vetted with EPSB staff and through an informal polling of the EPSB:

1. Require that all new teacher candidates pass a rigorous basic skills test in math, reading, and writing prior to admission to a teacher preparation program.
2. In a graduated fashion over the next five years, raise the minimum GPA for admission to a teacher preparation program from 2.50 to 3.0.
3. Document at admission and track throughout the preparation program that all new teacher candidates demonstrate the essential teacher dispositions and 21st Century Skills including: critical thinking, collaboration, creativity, and communication.
4. Ensure that all new teachers have the benefit of a supportive induction into the teaching profession by adequately funding the Kentucky Teacher Internship Program (KTIP).

*Approval is to submit to the Governor's Task Force*

*Effort to raise the bar on admission standards  
Will probably not use the ACT*

September 20, 2010

5. Ensure a sufficient number of high-quality clinical experiences to allow candidates to demonstrate that they possess the knowledge, skills, and dispositions needed to facilitate the learning, growth, and development of all students.
6. Document that all new teacher candidates show evidence during student teaching of their ability to increase K-12 student learning.
7. Conduct a survey on teacher working conditions every two years.
8. Increase the number of collaborative IHE preparation programs for native speakers of world languages to become certified teachers in Kentucky.
9. Offer high quality mentoring for those entering the teaching profession via an alternative pathway.
10. Develop a certificate endorsement for teachers providing online instruction.
11. Explore how to expand paid, year-long pre-teaching clinical experiences such the SKY-Teach model at Western Kentucky University.
12. Require all districts to provide one hour of EPSB-approved ethics training each year for all certified staff.
13. Implement a system that uses high quality professional development for renewal of a teacher's certificate.

**Background:**

In October of 2009 Governor Beshear appointed the Transforming Education in Kentucky Task Force (TEK). The press release announcing the formation of the task force indicated, "In a move to re-energize the support of public schools that nearly 20 years ago sparked Kentucky to implement the nation's most comprehensive school reform, Gov. Steve Beshear today launched his new education initiative, Transforming Education in Kentucky (TEK). The goal is to create a unified vision of what schools in the Commonwealth need to offer in order to better serve students today and tomorrow."

The EPSB executive director has represented the EPSB on the task force and the EPSB Chair, Lorraine Williams, served as a co-facilitator of the TEK community forum convened in Lexington on August 17, 2010, one of ten forums held around the state that evening. EPSB member Becky Sagan was also in attendance at the August 17<sup>th</sup> forum held in Lexington. On June 8, 2010 Robert Brown, director of the EPSB Division of Professional Learning and Assessment, facilitated a panel that included EPSB member and Dean of the School of Education at Morehead State University, Cathy Gunn; Sam Evans, Dean of the School of Education at Western Kentucky University; Cindy Gnadinger, Dean of the School of Education at Bellarmine University; and Verna Lowe, Dean of the School of Education at Asbury University. The panel discussed the new teacher leader master's degrees that are being implemented in Kentucky's teacher preparation programs.

**Alternative Actions:**

1. Approve the recommendations to the TEK task force.
2. Modify and approve the TEK task force recommendations.
3. Do not provide any recommendations to the TEK task force

**Staff Recommendation:**

Alternative Action 1 or 2

**Rationale:**

The EPSB has an important responsibility to address its goals through all available means. While there is no guarantee that any of the EPSB recommendations will be included in the TEK task force's recommendations, the board should take advantage of the opportunity to include the board's voice in the TEK task force's final report to the Governor.

**Contact Person:**

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**Executive Director**

**Date:**

September 20, 2010