

**AGENDA**  
**PROFESSIONAL EDUCATION COUNCIL**  
**3:30 pm – Wednesday, November 13th, 2019**  
**GRH 3073**

- I. Consideration of the minutes from the October 9<sup>th</sup>, 2019 meeting**  
(Minutes can be found on the CEBS main web page – click on the Dean’s Office dropdown menu, and then on Meetings Minutes and Agendas).

Approval of agenda for this November 13<sup>th</sup>, 2019 PEC meeting

**II. Consent Item**

1. Proposal to Revise Course Title- ELED 345- *Foundations of Elementary Teaching*- Dr. Julia Mittelberg
2. Proposal to Revise Course Title- ELED 365- *Teaching Methods for Elementary Teachers*- Dr. Julia Mittelberg
3. Proposal to Revise Course Title- ELED 465- *Data-Driven Decisions in Elementary Education*- Dr. Julia Mittelberg

**III. New Business**

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

**Office of Professional Educators Services**

1. Candidates Completing Requirements for Admission to the Professional Education Unit  
October 4, 2019 to November 8th, 2019
2. Requirements for Admission to Student Teaching

**School of Teacher Education**

Undergraduate:

1. Proposal to Revise a program: 527: *Elementary Education*- Dr. Julia Mittelberg
2. Proposal to Create a New Course: MGE 395- *Clinical Practices in Middle School Teaching I*- Dr. John Moore
3. Proposal to Create a New Course: MGE 450- *Clinical Practices in Middle School Teaching II*- Dr. John Moore
4. Proposal to Revise a Program: 5001- *Middle Level Education in Social Studies and Language Arts*- Dr. John Moore

Course change proposals can be viewed at <https://nextcatalog.wku.edu/courseadmin/>  
Program change proposal can be viewed at <https://nextcatalog.wku.edu/programadmin/>

Graduate:

1. Course Change Request- *GTE 636- Issues in Gifted Education and Talent Development*- Dr. Toni Szymanski
2. Course Change Request- *GTE 637- Seminar in Gifted Education and Talent Development*- Dr. Toni Szymanski
3. Program Change Request: 0490: *Gifted Education and Talent Development*- Dr. Toni Szymanski

### **Potter College of Arts & Letters**

1. Proposal to Revise a Program: 593- *BM Music Educational Instrumental*- Dr. Catherine Wilson
2. Proposal to Revise a Program: 593- *BM Music Educational Integrated*- Dr. Catherine Wilson
3. Proposal to Revise a Program: 593- *BM Music Educational Vocal*- Dr. Catherine Wilson

### **Ogden College of Science and Engineering**

1. Proposal to make multiple revisions to a course: CHEM 320- "*Principles of Inorganic Chemistry*"- Dr. Jeremy Maddox
2. Proposal to make multiple revisions to a course: CHEM 450- "*Physical Chemistry I*"-Dr. Jeremy Maddox

## **IV. Other Business**

- Admission/retention committee decision

# Candidates Completing Requirements for Admission to Professional Education Unit

October 4 – November 8, 2019

## ELEMENTARY

Lee Duncan		ELED	
Sarah Elizabeth		ELED	
Alexandria Merritt		ELED	
Alecia Parrott		ELED	
Camille Settles		ELED	
Kayla Shults		SPED/ELED	
Isabella Singer		ELED	
Kennedi McMurtry		ELED	

## MIDDLE GRADES

Jessica Coomes		MGE SCIENCE	
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## IECE

McKayla Scott		IECE	
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## P-12

Amber Allen		ART ED	
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## GRADUATE

Candace Bone		SCHOOL PSYCHOLOGY	
Catherine Hines		SCHOOL PSYCHOLOGY	

Jeralyn Kessler		SCHOOL PSYCHOLOGY	
Angela Mabe		IECE MAT	
Kaylee Searcy		SCHOOL PSYCHOLOGY	

**QUKKSTUDENT TEACHER  
CANDIDATES FOR FALL 2020  
STUDENT TEACHER CANDIDATES FOR SPRING 2020  
NOVEMBER - QUALIFIED**

**\*\*\*STUDENT TEACHING APPLICATION ACCEPTED\*\*\***

FIRST	LAST	MAJOR
Amber	Allen	ART
Madeline	Allen	MGE: SS/LA
Brena	Ashley	IECE
Kimberly	Lindsey	ELED
Karen	Russell	ELED
Catherine	Wilson	AGED

**STUDENT TEACHER CANDIDATES FOR SPRING 2020  
NOT QUALIFIED  
(THESE STUDENTS HAVE S.T. REQUIREMENTS IN PROCESS)**

FIRST	LAST	MAJOR	DEFICIENCY
Harley	Hawkins	AGED	FH
Zayne	Priddy	AGED	FH
Adam	Sanderson	AGED	FH
Cheyana	Armantrout	ART	FH
Katherine	Alford	ELED	FH
Victoria	Anderson	ELED	FH
Elizabeth	Ayers	ELED	FH
Michaila	Barren	ELED	FH
Brandon	Bayer	ELED	FH
Shayna	Billingsley	ELED	FH
Natalie	Bishop	ELED	FH
Kacie	Blain	ELED	FH
Alison	Bolling	ELED	FH
Bailey	Boone	ELED	FH
Rachal	Boone	ELED	FH
Katherine	Bostick	ELED	FH
Victoria	Bradford	ELED	FH

Amber	Brashear	ELED	FH
Morgan	Bratcher	ELED	FH
Emma	Briggs	ELED	FH
Kelsey	Brown	ELED	FH
Taylor	Cayton	ELED	FH
Natalie	Coates	ELED	FH
Shelby	Coates	ELED	FH
Jaclyn	Coomes	ELED	FH
Madison	Cooper	ELED	FH
Katherine	Crowe	ELED	FH
Chelsea	Culver	ELED	CA,FH
Craig	DePaul	ELED	FH
Lisa	Duvall	ELED	FH
Michael	Epperson	ELED	FH
Charla	Estes	ELED	CA;X;FH
Rebecca	Felty	ELED	FH
Kelsey	Francis	ELED	FH
Stephanie	Gilpin	ELED	FH
Claudia	Gasser	ELED	FH
Katlyn	Glass	ELED	FH
Rachelle	Gray	ELED	FH
April	Hagerty	ELED	FH
Cheyenne	Heberly	ELED	FH
Kearra	Holloway	ELED	X;FH
Rachel	Horton	ELED	FH
Talia	Jacobsen	ELED	FH
Kaitlyn	Jaggers	ELED	FH
Lauren	Johnson	ELED	CA;X;FH
Natalie	Johnson	ELED	FH
Larann	Jones	ELED	FH
Savannah	Layne	ELED	FH
Jamesia	Leavell	ELED	FH
Taylor	Logsdon	ELED	FH
Courtney	Lyons	ELED	FH
Kelsea	Martin	ELED	FH
Kiersten	Martin	ELED	FH
Kennedi	McMurtry	ELED	CA;FH
Alexa	McQuerry	ELED	FH
Alexandria	Merritt	ELED	CA;FH
Kasey	Miracle	ELED	FH
Jenna	Morris	ELED	FH
Karlie	Morrison	ELED	FH
Octavia	Patterson	ELED	FH

Marissa	Payne	ELED	FH
Kaylee	Pinnegar	ELED	FH
Katherine	Ploch	ELED	FH
Jodie	Poland	ELED	FH
Katie	Rothman	ELED	FH
Jessica	Runkle	ELED	FH
LeeAnn	Saylor	ELED	FH
Katie	Searcy	ELED	FH
Madison	Shank	ELED	FH
Kallie	Shartzler	ELED	FH
Nakenzie	Sikes	ELED	FH
Isabella	Singer	ELED	CA;FH
Shawn	Stephens	ELED	FH
Shelby	Slone	ELED	FH
Kasey	Stewart	ELED	FH
Lindsey	Stone	ELED	FH
Alexis	Sturgill	ELED	FH
Hallee	Sullenbarger	ELED	FH
Tessie	Thompson	ELED	FH
Daniel	Troutman	ELED	FH
Madison	Underwood	ELED	FH
Jessie	Vermillion	ELED	FH
Emily	Whelan	ELED	FH
Mikaela	Worth	ELED	FH
Hali	Wright	ELED	FH
Katrina	Gold	FACS	FH
Ali	Moore	FACS	FH
Jenna	Williams	FACS	FH
Miranda	Bonifay	IECE	FH
Faith	Casteel	IECE	FH
Cheyenne	Cumberland	IECE	CA;FH
Victoria	Etheridge	IECE	FH
Mayahna	Lackey	IECE	FH
Tierra	McFerrin	IECE	CA;FH
Mckayla	Scott	IECE	CA;FH
Zachary	Brandt	MGE/LA	FH
Cathryn	Ayer	MGE/MATH	FH
Amy	Eaves	MGE/MATH	FH
Katie	Kullmar	MGE/MATH	FH
Melody	Miller	MGE/MATH	CA;X;FH
Rejeana	Norris	MGE/MATH	X;P;FH
Theresa	Price	MGE/MATH	FH
Jennifer	Williams	MGE/MATH	FH

Jessica	Coomes	MGE/SCIENCE	D;FH
William	Dunning	MGE/SS	X;FH
Daniel	Book	MGE: SS/LA	FH
Miranda	Bray	MGE: SS/LA	FH
Madison	Edge	MGE: SS/LA	FH
Benjamin	Edwards	MGE: SS/LA	FH
Jacob	Gallagher	MGE: SS/LA	FH
Ian	Harper	MGE: SS/LA	FH
Kaylee	Plunkett	MGE: SS/LA	D;FH
Sarah	Sams	MGE: SS/LA	FH
Austin	Young	MGE: SS/LA	FH
Stephanie	Berec	MUSIC	FH
Cameron	Clark	MUSIC	FH
			FH
Mallory	Howard	MUSIC	FH
Megan	Johnson	MUSIC	FH
Hannah	Morrow	MUSIC	FH
Laura	Preston	MUSIC	FH
Josie	Schultz	MUSIC	FH
Leeanna	Sewell	MUSIC	FH
Zack	Todd	MUSIC	FH
Jefferson	Tunks	MUSIC	FH
Melanie	Valone	MUSIC	FH
Nicholas	White	MUSIC	FH
Noah	Dickerson	PE	CA,X
Daniel	Hurd	PE/HEALTH	FH
Brandi	Lindsey	PE/HEALTH	FH
Ethan	Meredith	PE	CA;X;FH
Jeffery	Moreman	SEC/BIOLOGY	FH
Anthony	Delk	SEC/BUS & MKTG	FH
Joshua	Crask	SEC/CHEMISTRY	FH
Delson	Cox	SEC/ENGLISH	FH
Rachel	Cranor	SEC/ENGLISH	FH
Haley	Davis	SEC/ENGLISH	FH
Heather	Easley	SEC/ENGLISH	FH
Brooke	Hawkins	SEC/ENGLISH	FH
Brooke	Katinic	SEC/ENGLISH	FH
Cori	Langford	SEC/ENGLISH	FH
Ashley	Perschbacher	SEC/ENGLISH	FH
Sarah	McDaniel	SEC/MATH	FH
Karlie	Zimmerman	SEC/MATH	FH
Payton	Allison	SEC/S.STUDIES	FH
Chandler	Backes	SEC/S.STUDIES	FH

David	Breidenich	SEC/S.STUDIES	FH
Aaron	Holsclaw	SEC/S.STUDIES	FH
Samantha	Howard	SEC/S.STUDIES	FH
John	Hudson	SEC/S.STUDIES	CA;X;FH
Tanner	Maple	SEC/S.STUDIES	X;FH
Caleb	Renfrow	SEC/S.STUDIES	FH
Jeffrey	Silvers	SEC/S.STUDIES	FH
Abigail	Bracey	SPED/ELED	FH
Caitlin	Brock	SPED/ELED	FH
Madison	Bruner	SPED/ELED	FH
Rose	Campbell	SPED/ELED	D,FH
Rachel	Chaney	SPED/ELED	FH
Shelby	McPherson	SPED/ELED	FH
Karlee	Millay	SPED/ELED	FH
Kayla	Shults	SPED/ELED	FH
Erika	Clark	SPANISH	FH
Cody	Starns	SPANISH	FH
Taylor	Creek	SPED/ELED	FH
Katelyn	Head	SPED/ELED	FH
Katherine	Hopkins	SPED/ELED	FH
Brianna	Hughes	SPED/ELED	FH
Rhea Ann	Jackson	SPED/ELED	FH
Carlie	Jennette	SPED/ELED	FH
Michaela	Kerr	SPED/ELED	FH
Taylor	Lindsey	SPED/ELED	FH
Kayla	Shultz	SPED/ELED	X;FH
Madalyn	Sullivan	SPED/ELED	FH
Sarah	Poore	SPED/ELED	FH
Camille	Settles	SPED/ELED	CA;FH
Marley	Wetton	SPED/ELED	FH
Brianna	Wooden	SPED/ELED	FH

CA = Not Admitted into Teacher Education

D = Disposition Score Deficiency Pending

P = Repeating required coursework

X = Deficient GPA and/or other Student Teaching Requirement Deficiency

FH = Missing field observation hours

**STUDENT TEACHER CANDIDATES FOR SPRING 2020**

**\*\*\*APPLICATION WITHDRAWN\*\*\***



FIRST	LAST	MAJOR	DATE/REASON
Ryan	Carmicle	SEC/ENGLISH	Gave no reason.
Tiffany	Deloach	MUSIC	Take care of children.
Amber	Howard	MGE/SCIENCE	D; changed major to Interdisciplinary Studies

Proposal Date: 10-18-19

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

Contact Person: Julia Mittelberg, Julia.mittelberg@wku.edu

- 1. Identification of proposed course:**
  - 1.1. Course prefix (subject area) and number: ELED 345
  - 1.2. Course title: Teaching Strategies for Elementary Teachers 1
  - 1.3. Credit Hours: 3
  
- 2. Proposed course title:** Foundations of Elementary Teaching
  
- 3. Proposed abbreviated course title:** Foundations ELED Teaching  
(maximum of 30 characters/spaces)
  
- 4. Rationale for the revision of course title:** All the objectives remain the same for this course. All the courses in the Clinical Block I of the new Elementary program begin with “Foundations of” to indicate they are more introductory in the professional education component.
  
- 5. Proposed term for implementation: Fall 2020**
  
- 6. Dates of prior committee approvals:**

School of Teacher Education

10-18-19

CEBS College Curriculum Committee

11/5/19

Professional Education Council

Undergraduate Curriculum Committee

University Senate

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

Contact Person: Julia Mittelberg, Julia.mittelberg@wku.edu

- 1. Identification of proposed course:**
  - 1.1 Course prefix (subject area) and number: ELED 365
  - 1.2 Course title: Teaching Strategies for Elementary Teachers II
  - 1.3 Credit Hours: 3
  
- 2. Proposed course title:** Teaching Methods for Elementary Teachers
  
- 3. Proposed abbreviated course title:**  
(maximum of 30 characters/spaces) Teaching Methods ELED
  
- 4. Rationale for the revision of course title:** All the objectives remain the same for this course. Proposed title better reflects the purpose and content of the course.
  
- 5. Proposed term for implementation: Fall 2020**
  
- 6. Dates of prior committee approvals:**

School of Teacher Education	10-18-19
CEBS College Curriculum Committee	<u>11/5/19</u>
Professional Education Council	_____
Undergraduate Curriculum Committee	_____
University Senate	_____

Proposal Date: 10-18-19

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

Contact Person: Julia Mittelberg, Julia.mittelberg@wku.edu

- 1. Identification of proposed course:**
  - 1.1 Course prefix (subject area) and number: ELED 465
  - 1.2 Course title: Senior Projects in Elementary Education
  - 1.3 Credit Hours: 3
  
- 2. Proposed course title:** Data-Driven Decision-Making in Elementary Education
  
- 3. Proposed abbreviated course title:** Data Decisions in ELED  
(maximum of 30 characters/spaces)
  
- 4. Rationale for the revision of course title:** All the objectives remain the same for this course, but the title is changing to better reflect the purpose and content of the course.
  
- 5. Proposed term for implementation:** Fall 2020
  
- 6. Dates of prior committee approvals:**

School of Teacher Education

10-18-19

CEBS College Curriculum Committee

11/5/19

Professional Education Council

Undergraduate Curriculum Committee

University Senate

**Proposal to Revise a program:** Bachelor of Science in Elementary Education

**College:** College of Education and Behavioral Sciences

**Department/Unit:** School of Teacher Education

**Section 1: Proponent Contact Information**

1.1 Name/Title: Julia Mittelberg

1.2 Email address: Julia.mittelberg@wku.edu

1.3 Phone # 270-745-5414

**Section 2: Program Information**

2.1 **Classification of Instructional Program (CIP) reference number:** 527

2.2 **Current Program title:** Elementary Education

2.3 **Current total number of credits required in the program:** 128

**Section 3: Proposed program revisions and rationales** Continuing this form's numbered outline format, succinctly describe each proposed change to the program, followed by a brief, clear rationale for each proposed change. For example:

**3.1 Rationale:** Elementary teachers are certified K-6. State performance measures are assessed for ELED in science, math, social studies, and English content. District feedback requested additional content knowledge. Therefore, these revisions reflect more content knowledge for ELED majors. Elementary teachers are not required to teach and are not certified in the areas of art, music, or PE.

**3.2 Add EDU 260, EDU 350, EDU 360:** Added the "Education Core" consisting of 5 foundational courses that all teacher candidates will take regardless of their majors. These core classes ensure all education majors receive similar content across all disciplines of education and allow students the additional flexibility in determining their focus in special education, elementary, middle grades or high school English or Social Studies at a later date in their undergraduate degree. The other two courses, PSY 310 and EDU 250, are already in the current program.

**3.3 Add HIST 240 or 241, SPED 335, Add Science elective with a lab:** The learned society standards (special education, elementary education, literacy, social studies, mathematics, and science) were used to realign, sequence, and block courses. This realignment was completed over nine months with interdepartmental collaboration to sequence courses into a scaffolded progression of skills and knowledge incorporating clinical fieldwork and assessment appropriate progression and scaffolding now builds from one

course to another as the courses have been analyzed and strategically realigned. The design removed places that formerly overlapped within the program. The choice of HIST 240 or 241 allows for more instruction in US History which will help cover standards addressed in the elementary setting. The addition of SPED 335 (included in the first clinical blocked semester) is designed to help establish the foundation for how inclusion is an integral part of our elementary classrooms now. The addition of a science elective will further strengthen students' preparation for this area in their teaching. Students can take any science class minimum of 4 credits earned either through a lab or combination of two classes.

**3.4 Remove MUS 311, PSY 100, LME 318, ELED 355, SPED 330 and CIS 141 or CIS 145:** MUS 311 is being removed because we are providing options to students in the area of fine arts and requiring a choice of two out of three related studies classes (PE 354, MUS 314, ART 310). This is more in line with other state programs, which are reducing related arts course offerings due to state licensure requirements. PSY/PSYS 100 is no longer a prerequisite for PSY 310. LME 318 Children's Literature needs to be removed so that more focus may be spent on content courses to help students achieve passing scores on their content tests required for teacher certification. With the literacy theme woven through all the core education courses, students will continue to gain connections from the objectives of this course. Additionally, there are two other literacy courses in the program to provide students with the necessary pedagogy and skills to serve as an elementary teacher in the area of literacy. ELED 355 content will now be covered in the new Core Education course EDU 360 and SPED 330 content is covered in the SPED 335 which is being added to the ELED program. CIS 141 or CIS 145 is redundant when our students will be learning technology skills throughout their program, as it is one of two themes being thread throughout the teacher education programs.

#### **Section 4: Consultations:**

##### **Related Arts (Art, Music, Physical Education):**

STE has invited the related arts to the curricular conversation from the beginning of these revisions, which started in Fall 2018. During Fall 2018 and Spring 2019, representatives from each of these areas were invited to work with STE faculty to develop the five Core Courses for all Teacher Education majors. Members of the art, music, and PE departments served on the Core Course committee (Keri Esslinger and Catherine Wilson) as well as on individual Core course committees (EDU 250: Miwon Choe; Integrated Themes Committee and EDU 260: Catherine Wilson).

A series of conversations, meetings, and messages took place between members of STE and the related arts from September 16, 2019 through October 15<sup>th</sup>, 2019 to work collaboratively towards a revised related arts sequence, starting with an initial conversation about potential changes to related arts courses included in the ELED

curriculum with representation from all areas present. A phone conversation between STE interim director and music department chair about removal of 1 of the 2 existing Music ED required courses (agreed in principle) as well as a preliminary discussion about a potential related arts 2-course sequence (a combined Music 314/Art course (8 weeks each) and a PE course or students choosing 2 out of the 3 related arts courses; both potential sequences coupled with related arts themes integrated into Teacher Education Core Courses and ELED courses to embed methodologies from the related arts across the Teacher Education curriculum). PE department chair proposed a potential new PE Colonnade option as a possible 3<sup>rd</sup> required related arts course, however, ELED identified complexities with requiring a potential PE in the Colonnade within the Systems connections category. In the course of these conversations, ELED shared details on why there is only room for 2 related arts courses in the revised ELED program streamlined to 120 hours to meet district needs and the needs of 21<sup>st</sup> Century classroom teachers. See communique list below regarding individual and collective meetings, phone calls, and emails:

- September 16 – STE and related arts leadership and faculty reps initial meeting
- Week of Sept. 23 - Phone conversation (STE and Music leadership)
- October 1 – STE and Music leadership and faculty reps meeting
- October 2 - Phone call between STE and Art leadership discussing potential 2 course sequence and integrated themes proposed in Oct 1 meeting.
- October 7- Meeting was set with PE faculty. PE invited Art and Music reps.
- October 8: E-mail from STE interim director to the related arts department chairs to address questions from meeting on 10-7. Ron Ramsing followed up with an e-mail proposing a potential new PE Colonnade option leading to follow-up calls.
- October 14-15 - Phone calls from STE interim director to each related arts department chair, indicating ELED will be moving forward with a 2-course sequence in the ELED revision proposal, but that there is still room for additional conversation regarding options that arise.

STE recognizes a consensus has not been reached among these departments about the proposed related arts 2-course sequence, however, given the need to streamline the ELED curriculum, develop recruitment initiatives, as well as address district needs in preparing 21<sup>st</sup> century teachers the decision was made to move forward with this proposal.

### **Mathematics:**

A group of Mathematics Education faculty members and department head, met with members of the Elementary Education program and the STE interim director to discuss the status of the math courses in the program (9-16-2019); it was determined that the number of math courses would remain the same at this time. In addition to keeping the existing courses there would also be further assistance from the Math Department to

assist students with the PRAXIS Core and Praxis II exam preparations and to help in lowering anxiety among students.

**Social Studies (Geography and History):**

Both the Geography and History departments were consulted about the changes to the curriculum requirements. History faculty department head agreed that the Kentucky History course being eliminated as a choice as a course requirement and then shifted to a choice of US HIST of 240 or 241 would be better for them as well. This change will better meet the needs of the program candidates and better prepare them for the certification exam, which is a nationally normed test. ELED faculty met with the Geography department 8-19-2019 and the History department on 9-6-2019.

**Sciences (Chemistry, Agriculture, Geology, Geography):**

Met with Chemistry department chair, Stuart Burris, on 10-22-19. He was in favor of adding CHEM 105 and 106 as an option for the required additional hours in the sciences. Email correspondence with the following departments who approved science courses options for ELED students: Agriculture department chair (Fred Degraives) AGRO 110 & 111 (10-22-19); Geology department chair (Fred Siewers) GEOL 112 & 114 (lab) or GEOL 111 & 113 (lab) (10-23-19); Geography leadership (Margaret Gripshover and Kevin Cary, 10-23-19) and faculty (Dr. Leslie North, 10-28-19) GEOG 280.

**Section 5: Proposed term for implementation: Fall 2020**

**Section 6: Approval Flow Dates:**

STE Faculty Meeting: 10-18-19  
CEBS Curriculum Committee: \_\_\_\_11/5/19\_\_\_\_\_  
PEC: \_\_\_\_\_  
UCC: \_\_\_\_\_  
University Senate: \_\_\_\_\_

**Section 7: Required Appendices: Current & proposed program descriptions:** The intent here is to provide clear visual comparison between the current program description and the program description as it would appear if revised as proposed. Toward that end, please paginate this section to facilitate easy, side-by-side comparison between pages.



### 7.1 Required Appendices: Elementary Education current program description:

Required Courses	HR	Comments
MATH 205 Number systems and number theory for teachers	3	
MATH 206 Fundamentals of geometry for teachers	3	
MATH 308 Rational numbers and data analysis for teachers	3	
<del>LME 318 Children's Literature</del>	<del>3</del>	<b>DELETE</b>
ENG 302 Language and Communication	3	
MUS 314 Comprehensive arts education for the elementary teacher	3	
<del>MUS 311 Music for the Elementary Teacher</del>	<del>3</del>	<b>DELETE</b>
PE 354 Physical Education for the elementary school	3	
ART 310 Art Education in the Elementary School	3	
<del>GEOG 451 Geography of Kentucky (3)</del> <b>OR</b> <del>HIST 456 Kentucky History (3)</del>	<del>3</del>	<b>DELETE</b>
<del>LME 448 Technology applications in education</del> <b>OR</b> <del>CIS 141 Basic computer literacy (3)</del>	<del>3</del>	<b>DELETE</b>
EDU 250 Introduction to Teacher Education	3	
PSY 310 Educational psychology: Development and learning	3	
LTCY 320 Foundations of teaching literacy in the elementary grades	3	
<del>SPED 330 Foundations of Special Education</del>	<del>3</del>	<b>DELETE</b>
ELED 345 Teaching Strategies for Elementary Teachers I	3	
<del>ELED 355 Student Diversity</del>	<del>3</del>	<b>DELETE</b>
ELED 365 Teaching Strategies for Elementary Teachers II	3	
ELED 407 Materials and methods in social studies	3	
LTCY 420 Literacy methods in elementary grades	3	
ELED 405 Teaching mathematics in elementary school	3	
ELED 406 Teaching science in the elementary School	3	
ELED 465 Senior Projects in Elementary Education	3	
EDU 489 Student teaching seminar	3	
ELED 490 Student teaching: Elementary education	10	
<b>Total Required Credits</b>	<b>82</b>	

## 7.2 Proposed program description:

Required Courses	Hr.	Notes
MATH 205 Number systems and number theory	3	
MATH 206 Fundamentals of geometry for teachers	3	
MATH 308 Rational numbers and data analysis for teachers	3	
Science Elective e.g.: AGRO 110 & AGRO111 (lab) <b>OR</b> CHEM 105 & CHEM 106 (lab) <b>OR</b> GEOG 280 (built in lab) <b>OR</b> GEOL 112 & GEOL 114 (lab) <b>OR</b> GEOL 111 & Geol 113 (lab)	4	<b>ADDED</b>  * Students can take any science class minimum of 4 credits earned either through a lab or combination of two classes.
ENG 302 Language and Communication	3	
Choice of 2 courses:  ART 310 Art Education for Elementary Programs <b>OR</b> MUS 314 Comprehensive Arts Education for the Elementary Teacher <b>OR</b> PE 354 Physical education for the elementary school	6	
GEOG 352 Kentucky Geography (3) <b>OR</b> HIST 240 The U. S. to 1865 (3) <b>OR</b> HIST 241 The U. S. since 1865 (3)	3	<b>ADDED</b>
EDU 250 Discover Teaching: Introduction to Teacher Education	3	
PSY 310 Education Psychology: Development and learning	3	
<b>EDU 260 Classroom assessment</b>	3	<b>ADDED</b>
<b>EDU 350 Student diversity and differentiation</b>	3	<b>ADDED</b>
<b>EDU 360 Behavior and classroom management</b>	3	<b>ADDED</b>
ELED 345 <b>Foundations in Elementary Education</b>	3	<b>Title change</b>
LTCY 320 Foundations of teaching literacy in the elementary grades	3	
<b>SPED 335 Foundations of Special Education</b>	3	<b>ADDED</b>
ELED 365 <b>Teaching Methods for Elementary Teachers</b>	3	<b>Title change</b>
ELED 407 Materials and Methods in Social Studies	3	
LTCY 420 Literacy Methods in the Elementary Grades	3	
ELED 405 Teaching Mathematics in Elementary school	3	
ELED 406 Teaching Science in the Elementary School	3	
ELED 465 <b>Data-Driven Decision-Making in Elementary Education</b>	3	<b>Title change</b>
EDU 489 Student teaching seminar	3	
ELED 490 Student Teaching: Elementary Education	10	
<b>Total Required Credits</b>	<b>80</b>	

**(Action Item)**

**Proposal to Create a New Course:**

College of Education and Behavioral Sciences  
Department/Unit: School of Teacher Education

**Section 1: Proponent Contact Information**

- 1.1 Name/Title:** John Moore/Professor  
**1.2 Email address:** john.moore@wku.edu  
**1.3 Phone #** 270-745-5415

**Section 2: Course Catalog Information**

- 2.1 Course prefix (subject area) and number:** MGE 395
- 2.2 Course CIP code:** 13.1203
- 2.3 Course title:** Clinical Practices in Middle School Teaching I
- 2.4 Abbreviated Course title:** Clin Prac in Mid Sch Teach I
- 2.5 Credit hours/Variable credit:** 6/no variable credit
- 2.6 Repeatability:** NO
- 2.7 Course Term: Is this course intended to span more than a single term?**  
No
- 2.8 Course Catalog Description:**  
This course develops a working knowledge of planning, implementation of instruction, assessment, diversity, and classroom climate for a middle level student population. Clinical experiences are required.
- 2.9 Prerequisite/Corequisites/Restrictions:**  
Prerequisites:  
EDU 350, EDU 360
- 2.10 Additional Enrollment Requirements:**  
Must be admitted into the WKU Professional Education program.

**2.11 Other Special Course Requirements:**

Clinical experiences in public middle schools are required. Students are responsible for their own transportation to designated or assigned sites.

**2.12 Grade Type:**

Standard A-F final grade

**2.13 Schedule Type:**

**Clinical**

**Section 3: Description of proposed course****3.1 Course Content Summary:**

Ensuring that prospective and practicing middle level teachers possess a comprehensive understanding of middle level curriculum is a high priority in successful middle level teacher preparation programs. Study in this area typically includes an emphasis on middle level curriculum that is discipline specific, integrative, and interdisciplinary. Middle level degree candidates will learn about middle level curriculum through both formal study of curriculum and opportunities to work directly with the curriculum in middle level field settings. Emphasis areas in this study of middle level curriculum include, but are not limited to: (a) studying of past and present theorists of middle level curriculum; (b) learning about different curriculum designs, formats, and propositions; and, (c) examining a wide variety of curriculum documents at various levels—national, state, district, school, team, and classroom. Study of middle level curriculum should include clinical/field experiences that provide on-site opportunities for developing curriculum both as individuals and as members of interdisciplinary teams. Middle level teacher preparation should focus on how different parts of the total school curriculum support and extend young adolescent learning.

Middle level clinical/field experiences provide a context for learning about young adolescents, their schools, and the most effective ways to teach them. These field experiences provide prospective middle level teachers contact with diverse learners, expands and enriches their developmental knowledge, helps them better understand the purposes and organization of middle level schools and programs, and provides them with many opportunities to learn to be more effective teachers through the experiences they encounter. Early and continuing middle level field experiences provide a developmental sequence for teacher

candidates. This sequence should follow a pattern of increasing complexity and involvement, culminating in an extended field experience where prospective middle level teachers are functioning as site-based teachers responsible for groups of young adolescents. An additional valuable aspect of middle level field work experiences is that it allows multiple mentors, coaches, and teachers to work with prospective middle level teachers while reflecting and evaluating on their professional development. **(Source: Association for Middle Level Education, 2015)**

### 3.2 Learning Outcomes:

Middle level *teacher candidates will...*

- Display high standards relating to the *Kentucky School Personnel Code of Ethics* such as honesty, integrity and confidentiality in interactions with colleagues, students, and the public.
- Develop instructional outcomes that are clear, are written in the form of middle level student learning, and suggest viable methods of assessment.
- Design learning outcomes that represent rigorous and important learning in the middle level content discipline.
- Design assessments for the middle school classroom with criteria and aligned to standards.
- Plan a well-developed strategy for using formative assessment.
- Create lesson plans with a) an accurate understanding of prerequisite relationships among topics and concepts, b) reflect familiarities with a wide-range of effective pedagogical approaches to the content discipline, c) demonstrate an understanding of the active nature of middle level student learning, d) indicate reasonable time allocation and significant cognitive challenge, and e) display awareness of a variety of resources within the middle school and on the Internet.
- Teach multiple lessons that include the following: a) questions designed to promote thinking and understanding, b) discussions that successfully engage middle level students, c) friendly and respectful relations with students, d) effective response to disrespectful behavior among students, e) classroom routines and procedures to maximize instructional time, f) stated instructional purpose of the lesson, g) effective use of resources including technology tools, h) spoken and written language that is clear and correct and vocabulary appropriate to the middle level students' ages and interests, i) learning tasks aligned with instructional outcomes and

designed to challenge student thinking, and j) appropriate pacing.

- Reflect accurately on the lesson's effectiveness and the extent to which it achieves its instructional outcomes.

### **3.3 Assessment/Evaluation:**

Student expectations and requirements:

- Professionalism and self-evaluation
- Develop tasks at various thinking levels
- Formative and summative assessment performance task
- Questioning performance task
- Classroom management performance task
- Lesson plan including teaching strategies and differentiation
- Delivery/implementation of lesson plan
- Reflection papers and conferences

## **Section 4: Rationale**

### **4.1 Reason for developing this proposed course:**

Middle level teacher candidates currently enroll in MGE 275 and MGE 385 between two semesters. The new clinical model requires the content of these classes be appropriately placed when it is most effective (for example, classroom management taught earlier in the program). In addition, clinically-based teacher education programs devote several semesters for teacher candidates to practice and refine their teaching skills over a broader period of time, which more closely models actual classroom teaching. With this proposal, middle level teacher candidates will teach in middle school classrooms two days a week, beginning two semesters prior to student teaching, with this course being the first clinical course.

The proposed model will provide more consistent and structured field experiences for teacher candidates and more authentic assessment measures conducted by WKU faculty. In addition, as it has become more challenging to make field placements, this course enables teacher candidates to complete the field requirements in one school, instead of previously being placed at two different sites for the two different courses. As the middle level teacher candidate program moves to a more clinically-based program, a new structure is needed. This course will be taught in the public schools. Time will be flexibly managed so teacher candidates practice skills taught in the WKU class immediately after instruction in the middle level classroom. WKU faculty will mentor, observe, and evaluate teacher candidates as they apply their skills in the public school classroom. With the increased amount of field hours

required by the state (200 field hours prior to student teaching), this course helps teacher candidates obtain over 100 field hours while authentically engaging in the middle school classroom via teaching, evaluating, conferencing, and disciplining middle level students.

The proposed class will be aligned with opportunities for teacher candidates and WKU faculty to engage in teacher education practices and processes within the actual middle school classroom environment. The current paradigm includes teacher candidates receiving instruction in a university classroom setting and being expected to carry out that instruction at a later time, often waiting until student teaching. The clinical model, including the proposed class, will facilitate direct application of teaching and learning in a real middle school classroom.

#### **4.2 Relationship to similar courses offered by other university departments/units:**

- Do any other courses already being offered by other university departments/units share content with this proposed course? NO
- Are any of the proposed pre/co-requisites for this course offered by another university department/unit? NO
- If the answer to both questions is NO, simply proceed to item 5.
- If the answer to either of those questions is YES, indicate here who in the affected departments/units was consulted, and the dates of those consultations:

### **Section 5: Projected Enrollments/Resources**

**5.1 How many students per section are expected to enroll in this proposed course?** 15-20

**5.2 How many sections of this course per academic year will be offered?** 2

**5.3 How many students per academic year are expected to enroll?** 30-40

**5.4 How were these projections calculated? Explain any supporting evidence/data you have for arriving at these projections.**

Projections calculated from the average number of students enrolled in MGE 275 and MGE 385 during 2015-2019.

**5.5 Proposed method of staffing:**

One existing WKU School of Teacher Education professor would be loaded for six hours of instruction, observation, evaluation, and mentoring of secondary teacher education students. The course will be capped at 20 students due to the observations.

**5.6 Instructional technology resources:**

The School of Teacher Education’s instructional technology resources are sufficient to support this course.

**5.7 Library resources:** Will this proposed course require the use of library resources (books, journals, reference materials, audio-visual materials, electronic databases, etc.)? NO

If YES, was a [Library Resources Form](#) submitted to the appropriate collection development librarian prior to consideration at the college curriculum level?

**Section 6: Proposed term for implementation:**

Fall 2020

**Section 7: Supplemental/Supporting Documentation:**

School of Teacher Education	9-20-19
	_____
CEBS College Curriculum Committee	<u>11/5/19</u>
	_____
Professional Education Council	_____
	_____
Undergraduate Curriculum Committee	_____
	_____
University Senate	_____



## (Action Item)

### **Proposal to Create a New Course:**

College of Education and Behavioral Sciences  
Department/Unit: School of Teacher Education

### **Section 1: Proponent Contact Information**

- 1.1 Name/Title:** John Moore/Professor  
**1.2 Email address:** john.moore@wku.edu  
**1.3 Phone #** 270-745-5415

### **Section 2: Course Catalog Information**

- 2.1 Course prefix (subject area) and number:** MGE 450
- 2.2 Course CIP code:** 13.1203
- 2.3 Course title:** Clinical Practices in Middle School Teaching II
- 2.4 Abbreviated Course title:** Clin Prac in Mid Sch Teach II
- 2.5 Credit hours/Variable credit:** 1/no variable credit
- 2.6 Repeatability:** NO
- 2.7 Course Term: Is this course intended to span more than a single term?**  
No
- 2.8 Course Catalog Description:**  
This course develops an advanced knowledge of content specific planning, implementation of instruction, assessment, diversity, and classroom climate for a middle level student population. Clinical experiences are required.
- 2.9 Prerequisite/Corequisites/Restrictions:**  
Prerequisites: MGE 395
- 2.10 Additional Enrollment Requirements:**  
Must be admitted into the WKU Professional Education program.
- 2.11 Other Special Course Requirements:**

Clinical experiences in public middle schools are required. Students are responsible for their own transportation to designated or assigned sites.

**2.12 Grade Type:**

Standard A-F final grade

**2.13 Schedule Type:**  
**Clinical**

**Section 3: Description of proposed course**

**3.1 Course Content Summary:**

Middle level clinical/field experiences provide a context for learning about young adolescents, their schools, and the most effective ways to teach them. These field experiences provide prospective middle level teachers contact with diverse learners, expands and enriches their developmental knowledge, helps them better understand the purposes and organization of middle level schools and programs, and provides them with many opportunities to learn to be more effective teachers through the experiences they encounter. Early and continuing middle level field experiences provide a developmental sequence for teacher candidates. This sequence should follow a pattern of increasing complexity and involvement, culminating in an extended field experience where prospective middle level teachers are functioning as site-based teachers responsible for groups of young adolescents. An additional valuable aspect of middle level field work experiences is that it allows multiple mentors, coaches, and teachers to work with prospective middle level teachers while reflecting and evaluating on their professional development. **(Source: Association for Middle Level Education, 2015)**

**3.2 Learning Outcomes:**

Middle level *teacher candidates will...*

- Reflect on the lessons effectiveness and the extent to which it achieves its instructional outcomes.
- Complete a pre-teacher work sample.

**3.3 Assessment/Evaluation:**

Student expectations and requirements:

- Reflection papers relating to teaching specific content and attending/participating in content specific conferences for professional educators

- Assess pre-teacher work sample.

## **Section 4: Rationale**

### **4.1 Reason for developing this proposed course:**

This second clinical course (MGE 450) is more advanced than the first clinical course (MGE 395) because it scaffolds learning based on middle level teacher candidates' prior knowledge. MGE 450 also offers more advanced skills for teaching content. This course accompanies ENG 475 and Social Studies 482 courses that students take concurrently.

### **4.2 Relationship to similar courses offered by other university departments/units:**

- Do any other courses already being offered by other university departments/units share content with this proposed course? NO
- Are any of the proposed pre/co-requisites for this course offered by another university department/unit? NO
- If the answer to both questions is NO, simply proceed to item 5.
- If the answer to either of those questions is YES, indicate here who in the affected departments/units was consulted, and the dates of those consultations:

## **Section 5: Projected Enrollments/Resources**

**5.1 How many students per section are expected to enroll in this proposed course?** 15-20

**5.2 How many sections of this course per academic year will be offered?** 2

**5.3 How many students per academic year are expected to enroll?** 30-40

**5.4 How were these projections calculated? Explain any supporting evidence/data you have for arriving at these projections.**

Projections calculated from the average number of students enrolled in MGE 475 and MGE 481 during 2015-2019.

**5.5 Proposed method of staffing:**

One existing WKU School of Teacher Education professor would be loaded for six hours of instruction, observation, evaluation, and mentoring of secondary teacher education students. The course will be capped at 20 students due to the observations.

**5.6 Instructional technology resources:**

The School of Teacher Education’s instructional technology resources are sufficient to support this course.

**5.7 Library resources:** Will this proposed course require the use of library resources (books, journals, reference materials, audio-visual materials, electronic databases, etc.)? NO

If YES, was a [Library Resources Form](#) submitted to the appropriate collection development librarian prior to consideration at the college curriculum level?

**Section 6: Proposed term for implementation:**

Fall 2020

**Section 7: Supplemental/Supporting Documentation:**

School of Teacher Education	9-20-19
	_____
CEBS College Curriculum Committee	<u>11/5/19</u>
	_____
Professional Education Council (if applicable)	_____
	_____
Undergraduate Curriculum Committee	_____
	_____
University Senate	_____
	_____

## **Proposal to Revise a Program: Major in Middle Level Education in Social Studies and Language Arts**

College of Education and Behavioral Sciences  
School of Teacher Education

### **Section 1: Proponent Contact Information**

**1.1 Name/Title:** John A. Moore/Professor

**1.2 Email address:** john.moore@wku.edu

**1.3 Phone #** 270-745-5415

### **Section 2: Program Information**

**2.1 Classification of Instructional Program (CIP) reference number:** 5001

**2.2 Current Program title:** Major in Middle Level Education in Social Studies and Language Arts

Concentration 1: Dual area certification in middle level social studies and language arts/communication

Concentration 2: Single area teacher certification in middle level social studies

Concentration 3: Single area teacher certification in middle level language arts/communication

**2.3 Current total number of credits required in the program:** 70-94

### **Section 3: Proposed program revisions and rationales:**

The Reinvesting in WKU Teacher Education initiative was launched in September of 2018. An ad-hoc Core Curriculum Committee with faculty representation from CEBS, Ogden, Potter, and CHHS, as well as community constituents and p-12 district partners, began its work to develop a 15-credit teacher education core that all students in teacher education will take. Based on the collaborative efforts of The Core Curriculum Committee and with approval of the School of Teacher Education faculty, a framework of 5 courses and 3 integrated themes was developed. The School of Teacher Education brought these 5 courses forward through the curriculum to establish the 15-credit teacher education core during the 2018-2019 academic year. One of the courses in the 15-credit teacher education core is PSY 310, 3hrs (Educational Psychology: Development and Learning). PSY 310 is already a required course in the Middle Level Education program.

#### **3.1 First proposed revision:**

Delete MGE 275, 3hrs (Foundations of Middle Grades Instruction). Add EDU 250, 3hrs (Discover Teaching: Introduction to Teacher Education).

**Rationale:** EDU 250 is the introductory course for the 15-credit teacher education core.

#### **3.2 Second proposed revision:**

Add EDU 260, 3hrs (Classroom Assessment).

**Rationale:** EDU 260 is the second course for the 15-credit teacher education core. Currently, no specific classroom assessment course exists in the WKU Middle Level

Education program. Classroom assessment represents an important addition for Middle Level Education majors.

### **3.3 Third proposed revision:**

Delete SPED 330, 3hrs (Introduction to Exceptional Education: Diversity in Learning). Add EDU 350, 3hrs (Student Diversity and Differentiation).

**Rationale:** EDU 350 will offer teacher education students a more comprehensive and detailed perspective relating to student diversity and differentiation in middle level classrooms.

### **3.4 Fourth proposed revision:**

Delete LTCY 421, 3hrs (Content Area Reading in the Middle and Secondary Grades). Add EDU 360, 3hrs (Behavior and Classroom Management in Education).

**Rationale:** Literacy is a thematic strand throughout the 15-credit teacher education core. Therefore, a behavior and classroom management course will replace LTCY 421. This was a major request by community constituents and p-12 district partners. Moreover, the education research literature notes that behavior and classroom management is a major concern for novice teachers throughout the United States.

\*Throughout the 4-year program of study, students will study literacy as a theme in order to meet the 2017 International Literacy Association's standards for middle and high school teacher candidates. Literacy instruction will be included in the Core Courses and in coursework in the teacher candidates' disciplines.

### **3.5 Fifth proposed revision:**

Delete MGE 385, 3hrs (Middle Grades Teaching Strategies). Add MGE 395,6hrs (Clinical Practices in Middle School Teaching I).

**Rationale:** The 15-credit teacher education core creates an opportunity for the remaining professional education courses be aligned with a "clinical model". Clinically-based teacher education programs devote several semesters for teacher candidates to practice and refine their teaching skills over a broader period of time, which more closely models actual classroom teaching. Middle level teacher candidates will teach in middle school classrooms two days a week, beginning two semesters prior to student teaching, with MGE 395 being the first clinical course. The clinical model will provide more consistent and structured field experiences for middle level teacher candidates and more authentic assessment measures conducted by WKU faculty. In addition, as it has become more challenging to make field placements, this MGE 395 course will enable middle level teacher candidates to complete the field requirements in one school, instead of previously being placed at various sites for various courses. As the middle level teacher candidate program moves to a more clinically-based program, a new structure is needed. The MGE 395 course will be taught in the public middle schools. Teacher candidates will be in the clinical setting for approximately fourteen hours per week. Time will be flexibly managed so teacher candidates practice skills taught in the WKU class immediately after instruction in the middle school classroom. WKU faculty will mentor, observe, and evaluate teacher candidates as they apply their skills in the middle level classroom. With the increased amount of field hours required by the state of Kentucky (200 field hours prior to student teaching), MGE 395 helps teacher candidates obtain over 100 field hours while authentically engaging in the high school classroom via teaching, evaluating, conferencing, and disciplining middle level students.

**3.6 Sixth proposed revision:** Add MGE 450, 1hr (Clinical Practices in Middle School Teaching II).  
**Rationale:** Please see the rationale in 3.5. The MGE 450 course will be taught in the public middle schools. Teacher candidates will be in the clinical setting for approximately fourteen hours per week in this course while also taking their content area methods classes (MGE 475-Teaching Middle School Language Arts and MGE 481- Teaching Middle School Social Studies).

**Section 4: Consultations:** If any of the proposed revisions in section 3 above could be seen as involving, or in any way impacting another department/unit, that department/unit must be consulted. List all such consultative revisions here, and indicate whether the required consultation has occurred. Failure to complete these consultations in a timely way could result in this proposal being tabled until they are completed, so if there is any uncertainty about whether or not a proposed revision could be seen as involving or impacting another department/unit, the efficient, collegial thing to do is to contact the head of that departments/unit to initiate these consultations prior to submitting this proposal to any curriculum committee as an agenda item.

Leadership from The School of Teacher Education has met with the WKU Departments of English and History (the department chairs and faculty tied to their Teacher Education programs) and discussed all the proposed program changes. We have also communicated with **both** the WKU Departments of English and History regarding MGE moving to the clinical model. We have established plans to work together to schedule content courses from English and History in a way that MGE faculty and students can identify specific days for middle level “Clinical Experiences in the Practice of Teaching” (CEPT) instruction.

**Section 5: Proposed term for implementation:** Program revisions will only be implemented in Fall terms. Unless otherwise indicated, all program revisions will be implemented in the nearest Fall term subsequent to their approval by the Provost’s office. **Fall 2020**

**Section 6: Approval Flow Dates:** The committee approvals needed for this proposal appear in hierarchical, chronologically required order, however; not all program revision proposals require all of these committee approvals. Committee approvals needed by all program revision proposals appear in boldface type on this form. Questions about other committee approvals should be directed to those committees. If this proposal does not require approval from one of the committees listed here, simply delete that approval date line.

School of Teacher Education: 9-20-19

College of Education and Behavioral Sciences Curriculum Committee: 11/5/19

Professional Education Council:

Undergraduate Curriculum Committee:

University Senate:

**Section 7: Required Appendices: Current & proposed program descriptions:** The intent here is to provide clear visual comparison between the current program description and the program description as it would appear if revised as proposed. Toward that end, please paginate this section to facilitate easy, side-by-side comparison between pages.

**7.1** On a separate page of its own, clearly list all of the requirements of the program as it currently exists, indicating any items being changed or deleted with **bold font, striking through and highlighting**.

The program requires completion of:

- A biological science course and a physical science course, generally taken as part of the Colonnade program;
- 37-40 semester hours of professional education courses: **MGE275 (3 hours)**, PSY 310 (3 hours), **SPED 330 (3 hours)**, PSY 421 or PSY 422 (3 hours), **LTCY 421 (3 hours)**, **MGE 385 (3 hours)**, a 3-hour MGE methods course for each area of certification, MGE 490 (10 hours), and EDU 489 (3 hours), plus a 3-hour computer literacy course selected from CIS 141 and LME 448; and
- The indicated content-area coursework for dual area or single area teacher certification in one of the three concentrations.

**Concentration 1: Dual area certification in middle level social studies and language arts/communication.**

Students who choose this concentration must complete both of the following methods courses as part of the professional education coursework listed above: MGE 475 Teaching Language Arts (3 hours) and MGE 481 Teaching Social Studies (3 hours). In addition, they must complete the following content requirements:

*Social Studies (dual area certification) 27-30 hours:* HIST 101 or HIST 102, HIST 240, HIST 241, GEOG 110, GEOG 360, ECON 150 or ECON 202 and ECON 203, PS 110, SOCL 100 or ANTH 120, and a 3-hour elective selected from an upper-division, non U.S., non-European history course.

*Language Arts/Communication (dual area certification) 24 hours:* ENG 100, ENG 300, ENG 302, ENG 391 or ENG 392, COMM 145, LME 407. In addition, six hours of electives should be chosen from ENG 301, ENG 401, ENG 410.

**Total Hours for this concentration: 91-94**

**Concentration 2: Single area teacher certification in middle level social studies**

Students who choose this concentration must complete MGE 481 Teaching Social Studies (3 hours) as part of the professional education coursework listed above. In addition, they must complete the following content requirements:

*Social Studies (single area teacher certification) 36-39 hours:* HIST 101 or HIST 102, HIST 240, HIST 241, GEOG 110, GEOG 360, ECON 150 or ECON 202 and ECON 203, PS 110, SOCL 100 or ANTH 120. In addition, 12 hours of electives (4 courses) should be selected from the following list (at least one of these courses must be a non U.S., non-European history course): HIST 305, HIST 306, HIST 307, HIST 317, HIST 353, HIST 358, HIST 456, HIST 453, GEOG 330, GEOG 350, GEOG 35, GEOG 480.



**Total Hours for this concentration: 73-76**

**Concentration 3: Single area teacher certification in middle level language**

**arts/communication.** Students who choose this concentration must complete MGE 475 Teaching Language Arts (3 hours) as part of the professional education coursework listed above. In addition, they must complete the following content requirements:

*Language Art/Communication (single area teacher certification) 33 hours:* ENG 100, ENG 204, ENG 300, ENG 301, ENG 302, ENG 391 or ENG 392, ENG 401, ENG 404, ENG 410, any ENG upper-division course, COMM 145, LME 407.

**Total Hours for this concentration: 70**

**7.2** On another separate page of its own, using the exact same layout used in 7.1 above, clearly list all of the requirements of the proposed program, indicating all new or revised items with **bold font and highlighting**.

The program requires completion of:

- A biological science course and a physical science course, generally taken as part of the Colonnade program;
- **44-47** semester hours of professional education courses: **EDU 250 (3 hours)**, **EDU 260 (3 hours)**, PSY 310 (3 hours), **EDU 350 (3 hours)**, PSY 421 or PSY 422 (3 hours), **EDU 360 (3 hours)**, **MGE 395 (6 hours)**, **MGE 450 (1 hour)**, a 3-hour MGE methods course for each area of certification, MGE 490 (10 hours), and EDU 489 (3 hours), plus a 3-hour computer literacy course selected from CIS 141 and LME 448; and
- The indicated content-area coursework for dual area or single area teacher certification in one of the three concentrations.

**Concentration 1: Dual area certification in middle level social studies and language arts/communication.** Students who choose this concentration must complete both of the following methods courses as part of the professional education coursework listed above: MGE 475 Teaching Language Arts (3 hours) and MGE 481 Teaching Social Studies (3 hours). In addition, they must complete the following content requirements:

*Social Studies (dual area certification) 27-30 hours:* HIST 101 or HIST 102, HIST 240, HIST 241, GEOG 110, GEOG 360, ECON 150 or ECON 202 and ECON 203, PS 110, SOCL 100 or ANTH 120, and a 3-hour elective selected from an upper-division, non U.S., non-European history course.

*Language Arts/Communication (dual area certification) 24 hours:* ENG 100, ENG 300, ENG 302, ENG 391 or ENG 392, COMM 145, LME 407. In addition, six hours of electives should be chosen from ENG 301, ENG 401, ENG 410.

**Total Hours for this concentration: 98-101**

**Concentration 2: Single area teacher certification in middle level social studies** Students who choose this concentration must complete MGE 481 Teaching Social Studies (3 hours) as part of the professional education coursework listed above. In addition, they must complete the following content requirements:

*Social Studies (single area teacher certification) 36-39 hours:* HIST 101 or HIST 102, HIST 240, HIST 241, GEOG 110, GEOG 360, ECON 150 or ECON 202 and ECON 203, PS 110, SOCL 100 or ANTH 120. In addition, 12 hours of electives (4 courses) should be selected from the following list (at least one of these courses must be a non U.S., non-European history course): HIST 305, HIST 306, HIST 307, HIST 317, HIST 353, HIST 358, HIST 456, HIST 453, GEOG 330, GEOG 350, GEOG 35, GEOG 480.

**Total Hours for this concentration: 80-83**

**Concentration 3: Single area teacher certification in middle level language arts/communication.** Students who choose this concentration must complete MGE 475 Teaching Language Arts (3 hours) as part of the professional education coursework listed above.

In addition, they must complete the following content requirements:

*Language Art/Communication (single area teacher certification) 33 hours:* ENG 100, ENG 204, ENG 300, ENG 301, ENG 302, ENG 391 or ENG 392, ENG 401, ENG 404, ENG 410, any ENG upper-division course, COMM 145, LME 407.

**Total Hours for this concentration: 77**

## (Action Item)

**Proposal to Revise a program:** 593 – BM Major in Music, MUED Music Ed Instrumental  
**Potter College of Arts & Letters**  
**Department/Unit:** Music

### Section 1: Proponent Contact Information

- 1.1 Name/Title: Catherine M. Wilson, Assistant Professor of Music Education,  
Scott Harris, Associate Professor of Music, Department Head
- 1.2 Email address: [catherine.wilson@wku.edu](mailto:catherine.wilson@wku.edu); [scott.harris@wku.edu](mailto:scott.harris@wku.edu)
- 1.3 Phone #: 270-745-5925; 270-745-3751

### Section 2: Program Information

- 2.1 **Classification of Instructional Program (CIP) reference number:** 13.1312
- 2.2 **Current Program title:** 593-BM Major in Music Ed Instrumental P-12
- 2.3 **Current total number of credits required in the program:** 130hrs

**Section 3: Proposed program revisions and rationales** These revisions are to comply with the newly developed core coursework required for all education degrees in the School of Teacher Education (STE). The STE is deleting old courses and replacing them with courses that are more relevant for educators in schools today. The new core consists of five new courses, and three themes to be woven throughout all education curricula. The three themes are literacy, professionalism, and technology. In order to comply with the changes, two courses will be eliminated from the music education curriculum, and two courses will be added.

- 3.1 **First proposed revision:** Delete the course SPED 330, *Introduction to Exceptional Education* from the curriculum. It will be replaced by EDU 350, *Student Diversity and Differentiation*.
- 3.2 **Second proposed revision:** Delete the course LTCY 421, *Content Area Reading Mid/Sec Grades* from the curriculum. Literacy will become an integrated theme throughout all education coursework.
- 3.3 **Third proposed revision:** Add the course EDU 350, *Student Diversity and Differentiation*. Required by the College of Education in their new core course model.
- 3.4 **Fourth proposed revision:** Add the course EDU 360, *Behavior and Classroom Management*. Required by the College of Education in their new core course model.

**Section 4: Consultations:** The deletion and addition of courses will positively affect the STE in their goals to align the university curriculum to meet the needs of local school districts, who report that they need graduating educators to have a greater background in teaching students with special needs, diversity and culture, student behavior, and classroom management. The STE has consulted with both administrators and teachers to understand the current needs of the districts.

The STE has also consulted with the Music Department and other content specific areas throughout this process.

**Section 5: Proposed term for implementation:** Next Available

**Section 6: Approval Flow Dates:**

<b>Music Department:</b>	<u>10/18/19</u>
<b>Potter College Curriculum Committee:</b>	<u>10/29/19</u>
<b>Professional Education Council:</b>	
<b>Undergraduate Curriculum Committee:</b>	
<b>Faculty Senate:</b>	

**Section 7: Required Appendices: Current & proposed program descriptions:** The intent here is to provide clear visual comparison between the current program description and the program description as it would appear if revised as proposed. Toward that end, please paginate this section to facilitate easy, side-by-side comparison between pages.

**7.1** These are the current courses required by the College of Education for the BM Major in Music,

MUED Music Ed Instrumental P-12:

Profession Education		
Required Courses		
EDU 250:	Introduction to Teacher Education	3
<del>SPED 330:</del>	<del>Introduction to Exceptional Education</del>	<del>3</del>
PSY 310:	Educational Psychology	3
<del>LTCY: 421:</del>	<del>Content Area Reading Mid/Sec Grades</del>	<del>3</del>
SEC/MGE 490:	Music Student Teaching	5
ELED 490:	Music Student Teaching	5
EDU 489:	Student Teaching Seminar	3
TOTAL		25

7.2 These are the proposed courses required by the College of Education for the BM Major in Music, MUIN Music Ed Integrated P-12:

Professional Education

Proposed Courses

EDU 250:	Introduction to Teacher Education	3
PSY 310:	Educational Psychology	3
EDU 350:	Student Diversity and Differentiation	3
EDU 360:	Behavior and Classroom Management	3
SEC/MGE 490:	Music Student Teaching	5
ELED 490:	Music Student Teaching	5
EDU 489:	Student Teaching Seminar	3
TOTAL		25

## (Action Item)

**Proposal to Revise a program:** 593 – BM Major in Music, MUIN Music Ed Integrated  
**Potter College of Arts & Letters**  
**Department/Unit:** Music

### Section 1: Proponent Contact Information

- 1.1 Name/Title: Catherine M. Wilson, Assistant Professor of Music Education,  
Scott Harris, Associate Professor of Music, Department Head
- 1.2 Email address: [catherine.wilson@wku.edu](mailto:catherine.wilson@wku.edu); [scott.harris@wku.edu](mailto:scott.harris@wku.edu)
- 1.3 Phone #: 270-745-5925; 270-745-3751

### Section 2: Program Information

- 2.1 **Classification of Instructional Program (CIP) reference number:** 13.1312
- 2.2 **Current Program title:** 593-BM Major in Music Ed Integrated P-12
- 2.3 **Current total number of credits required in the program:** 135hrs

**Section 3: Proposed program revisions and rationales** These revisions are to comply with the newly developed core coursework required for all education degrees in the School of Teacher Education (STE). The STE is deleting old courses and replacing them with courses that are more relevant for educators in schools today. The new core consists of five new courses, and three themes to be woven throughout all education curricula. The three themes are literacy, professionalism, and technology. In order to comply with the changes, two courses will be eliminated from the music education curriculum, and two courses will be added.

- 3.1 **First proposed revision:** Delete the course SPED 330, *Introduction to Exceptional Education* from the curriculum. It will be replaced by EDU 350, *Student Diversity and Differentiation*.
- 3.2 **Second proposed revision:** Delete the course LTCY 421, *Content Area Reading Mid/Sec Grades* from the curriculum. Literacy will become an integrated theme throughout all education coursework.
- 3.3 **Third proposed revision:** Add the course EDU 350, *Student Diversity and Differentiation*. Required by the College of Education in their new core course model.
- 3.4 **Fourth proposed revision:** Add the course EDU 360, *Behavior and Classroom Management*. Required by the College of Education in their new core course model.

**Section 4: Consultations:** The deletion and addition of courses will positively affect the STE in their goals to align the university curriculum to meet the needs of local school districts, who report

that they need graduating educators to have a greater background in teaching students with special needs, diversity and culture, student behavior, and classroom management. The STE has consulted with both administrators and teachers to understand the current needs of the districts. The STE has also consulted with the Music Department and other content specific areas throughout this process.

**Section 5: Proposed term for implementation:** Next Available

**Section 6: Approval Flow Dates:**

<b>Music Department:</b>	<u>10/18/19</u>
<b>Potter College Curriculum Committee:</b>	<u>10/29/19</u>
<b>Professional Education Council:</b>	
<b>Undergraduate Curriculum Committee:</b>	
<b>Faculty Senate:</b>	

**Section 7: Required Appendices: Current & proposed program descriptions:** The intent here is to provide clear visual comparison between the current program description and the program description as it would appear if revised as proposed. Toward that end, please paginate this section to facilitate easy, side-by-side comparison between pages.

**7.1** These are the current courses required by the College of Education for the BM Major in Music,

MUIN Music Ed Integrated P-12:

Profession Education		
Required Courses		
EDU 250:	Introduction to Teacher Education	3
<del>SPED 330:</del>	<del>Introduction to Exceptional Education</del>	<del>3</del>
PSY 310:	Educational Psychology	3
<del>LTCY: 421:</del>	<del>Content Area Reading Mid/Sec Grades</del>	<del>3</del>
SEC/MGE 490:	Music Student Teaching	5
ELED 490:	Music Student Teaching	5
EDU 489:	Student Teaching Seminar	3
TOTAL		25



**7.2** These are the proposed courses required by the College of Education for the BM Major in Music, MUIN Music Ed Integrated P-12:

Professional Education

Proposed Courses

EDU 250:	Introduction to Teacher Education	3
PSY 310:	Educational Psychology	3
EDU 350:	Student Diversity and Differentiation	3
EDU 360:	Behavior and Classroom Management	3
SEC/MGE 490:	Music Student Teaching	5
ELED 490:	Music Student Teaching	5
EDU 489:	Student Teaching Seminar	3
TOTAL		25

## (Action Item)

**Proposal to Revise a program:** 593 – BM Major in Music, MUEV Music Ed Vocal  
**Potter College of Arts & Letters**  
**Department/Unit:** Music

### Section 1: Proponent Contact Information

- 1.1 Name/Title: Catherine M. Wilson, Assistant Professor of Music Education,  
Scott Harris, Associate Professor of Music, Department Head
- 1.2 Email address: [catherine.wilson@wku.edu](mailto:catherine.wilson@wku.edu); [scott.harris@wku.edu](mailto:scott.harris@wku.edu)
- 1.3 Phone #: 270-745-5925; 270-745-3751

### Section 2: Program Information

- 2.1 **Classification of Instructional Program (CIP) reference number:** 13.1312
- 2.2 **Current Program title:** 593-BM Major in Music Ed Vocal P-12
- 2.3 **Current total number of credits required in the program:** 130hrs

**Section 3: Proposed program revisions and rationales** These revisions are to comply with the newly developed core coursework required for all education degrees in the School of Teacher Education (STE). The STE is deleting old courses and replacing them with courses that are more relevant for educators in schools today. The new core consists of five new courses, and three themes to be woven throughout all education curricula. The three themes are literacy, professionalism, and technology. In order to comply with the changes, two courses will be eliminated from the music education curriculum, and two courses will be added.

- 3.1 **First proposed revision:** Delete the course SPED 330, *Introduction to Exceptional Education* from the curriculum. It will be replaced by EDU 350, *Student Diversity and Differentiation*.
- 3.2 **Second proposed revision:** Delete the course LTCY 421, *Content Area Reading Mid/Sec Grades* from the curriculum. Literacy will become an integrated theme throughout all education coursework.
- 3.3 **Third proposed revision:** Add the course EDU 350, *Student Diversity and Differentiation*. Required by the College of Education in their new core course model.
- 3.4 **Fourth proposed revision:** Add the course EDU 360, *Behavior and Classroom Management*. Required by the College of Education in their new core course model.

**Section 4: Consultations:** The deletion and addition of courses will positively affect the STE in their goals to align the university curriculum to meet the needs of local school districts, who report that they need graduating educators to have a greater background in teaching students with special needs, diversity and culture, student behavior, and classroom management. The STE has consulted with both administrators and teachers to understand the current needs of the districts.

The STE has also consulted with the Music Department and other content specific areas throughout this process.

**Section 5: Proposed term for implementation:** Next Available

**Section 6: Approval Flow Dates:**

<b>Music Department:</b>	<u>10/18/19</u>
<b>Potter College Curriculum Committee:</b>	<u>10/29/19</u>
<b>Professional Education Council:</b>	
<b>Undergraduate Curriculum Committee:</b>	
<b>Faculty Senate:</b>	

**Section 7: Required Appendices: Current & proposed program descriptions:** The intent here is to provide clear visual comparison between the current program description and the program description as it would appear if revised as proposed. Toward that end, please paginate this section to facilitate easy, side-by-side comparison between pages.

**7.1** These are the current courses required by the College of Education for the BM Major in Music,

MUEV Music Ed Vocal P-12:

Profession Education  
Required Courses

EDU 250:	Introduction to Teacher Education	3
<del>SPED 330:</del>	<del>Introduction to Exceptional Education</del>	<del>3</del>
PSY 310:	Educational Psychology	3
<del>LTCY: 421:</del>	<del>Content Area Reading Mid/Sec Grades</del>	<del>3</del>
SEC/MGE 490:	Music Student Teaching	5
ELED 490:	Music Student Teaching	5
EDU 489:	Student Teaching Seminar	3
TOTAL		25

7.2 These are the proposed courses required by the College of Education for the BM Major in Music, MUEV Music Ed Vocal P-12:

Professional Education

Proposed Courses

EDU 250:	Introduction to Teacher Education	3
PSY 310:	Educational Psychology	3
EDU 350:	Student Diversity and Differentiation	3
EDU 360:	Behavior and Classroom Management	3
SEC/MGE 490:	Music Student Teaching	5
ELED 490:	Music Student Teaching	5
EDU 489:	Student Teaching Seminar	3
TOTAL		25

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

Contact Person: Jeremy B. Maddox, [jeremy.maddox@wku.edu](mailto:jeremy.maddox@wku.edu), 5-8725

- 1. Identification of course:**
  - 1.1 Current course prefix (subject area) and number: CHEM 320
  - 1.2 Course title: PRINCIPLES OF INORGANIC CHEMISTRY
  
- 2. Revise course title:**
  - 2.1 Current course title: PRINCIPLES OF INORGANIC CHEMISTRY
  - 2.2 Proposed course title: INORGANIC CHEMISTRY I
  - 2.3 Proposed abbreviated title: INORGANIC CHEMISTRY I
  - 2.4 Rationale for revision of course title:

Both CHEM 320 and CHEM 420 cover inorganic chemistry and are required for students pursuing the American Chemical Society (ACS) approved degree concentration. CHEM 320 is a foundation-level course. CHEM 420 is an in-depth course. The general, biochemistry, organic, and physical chemistry sequences also follow a I and II format, and the proposed revision is consistent with these designations.
  
- 3. Revise course number:**
  - 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:**
  - 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:

A treatment of the usual topics in theoretical inorganic chemistry presented at a level not requiring calculus.
  
  - 5.2 Proposed course catalog listing:

Introduction to the foundational principles of inorganic chemistry: atomic and molecular structure, periodicity, bonding, ionic substances, main group and transition metal chemistry.
  
  - 5.3 Rationale for revision of course catalog listing:

The proposed description identifies CHEM 320 as a foundation-level inorganic chemistry course, and succinctly specifies the topics covered. The learning objectives of the course will not be altered by the proposed revision.

**6. Revise course credit hours:**

6.1 Current course credit hours:

6.2 Proposed course credit hours:

6.3 Rationale for revision of course credit hours:

**7. Revise schedule type:**

7.1 Current schedule type:

7.2 Proposed schedule type:

7.3 Rationale for revision of schedule type:

**8. Revise grade type:**

8.1 Current grade type:

8.2 Proposed grade type:

8.3 Rationale for revision of grade type:

**10. Proposed term for implementation:**

First available

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

Department of Chemistry

10/4/2019

Ogden College Curriculum Committee

10/31/2019

Professional Education Council (if applicable)

General Education Committee (if applicable)

N/A

Undergraduate Curriculum Committee

University Senate

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

Contact Person: Jeremy B. Maddox, [jeremy.maddox@wku.edu](mailto:jeremy.maddox@wku.edu), 5-8725

**1. Identification of course:**

- 1.1 Current course prefix (subject area) and number: CHEM 450
- 1.2 Course title: PHYSICAL CHEMISTRY I

**2. Revise course title:**

- 2.1 Current course title:
- 2.2 Proposed course title:
- 2.3 Proposed abbreviated title:
- 2.4 Rationale for revision of course title:

**3. Revise course number:**

- 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:**

- 4.1 Current prerequisites/corequisites/special requirements: (indicate which)

A grade of "C" or better in CHEM 314 or 340; CHEM 330; MATH 136, PHYS 231 or 255. Corequisite: CHEM 451.

- 4.2 Proposed prerequisites/corequisites/special requirements:

A grade of "C" or better in CHEM 340; CHEM 330; MATH 136, PHYS 231 or 255. Corequisite: CHEM 451.

- 4.3 Rationale for revision of course prerequisites/corequisites/special requirements:

The Department has no plans to offer CHEM 314 in the future. The proposed revision removes CHEM 314 from the prerequisites.

- 4.4 Effect on completion of major/minor sequence:

None

**5. Revise course catalog listing:**

- 5.1 Current course catalog listing:

A detailed study of the fundamental principles and models describing the physical and chemical properties of matter at both the microscopic and

macroscopic levels. Selected topics may include thermodynamics and equilibria, the kinetic theory of gases, transport properties, chemical kinetics, introductory quantum mechanics, spectroscopy, statistical thermodynamics, and interdisciplinary applications.

5.2 Proposed course catalog listing:

A detailed study of the fundamental principles and models describing the physical and chemical properties of matter at both the microscopic and macroscopic levels. Selected topics include thermodynamics and equilibria, the kinetic theory of gases, transport properties, chemical kinetics, and interdisciplinary applications.

5.3 Rationale for revision of course catalog listing:

Past revisions to the chemistry program necessitate explicitly designating which physical chemistry topics will be covered in CHEM 450. Similarly, an accompanying proposal designates which topics will be covered in CHEM 452 Physical Chemistry II. The learning objectives of the course will not be altered by the proposed revision.

**6. Revise course credit hours:**

6.1 Current course credit hours:

6.2 Proposed course credit hours:

6.3 Rationale for revision of course credit hours:

**7. Revise schedule type:**

7.1 Current schedule type:

7.2 Proposed schedule type:

7.3 Rationale for revision of schedule type:

**8. Revise grade type:**

8.1 Current grade type:

8.2 Proposed grade type:

8.3 Rationale for revision of grade type:

**10. Proposed term for implementation:**

First available

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

Department of Chemistry

10/4/2019

Ogden College Curriculum Committee

10/31/2019

Professional Education Council (if applicable)



General Education Committee (if applicable)

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N/A

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Undergraduate Curriculum Committee

University Senate

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