

AGENDA
PROFESSIONAL EDUCATION COUNCIL
3:30 - Wednesday, December 7, 2016
GRH 3073

- I. Consideration of the Minutes from the November 9, 2016 meeting
 (Minutes can be found on the CEBS Main Web Page – click on Faculty & Staff and then Meetings Minutes and Agendas).

Approval of agenda for this December 7, 2016 PEC meeting

II. New Business

A. Office of Teacher Services – College of Education and Behavioral Sciences

1. Candidates Completing Requirements for Admission to the Professional Education Unit November 10, 2016 to December 7, 2016
2. Spring 2017 Student Teacher Candidate Report

B. Ogden College of Science and Engineering

1. Proposal to Revise Course Title – AMS 329, Foundations of Industrial, Vocational and Career Education
2. Proposal to Suspend a Program – 599, Technology Education option only

C. College of Health and Human Services

1. Revise a Course Prerequisites/Co-Requisites – FACS 295, Curriculum Development for Infants and Toddlers
2. Revise a Course Prerequisites/Co-Requisites – FACS 296, Curriculum Development for Preschool and Kindergarten Children
3. Create a New Course – FACS 282 – Introduction to Family and Consumer Sciences Education

D. Potter College of Arts and Letters

1. Revise a Program – 478, Minor in Teaching English as a Second Language (TESL)
2. Revise a Program – Endorsement to Teach English as a Second Language (ESL)
3. Revise a Program – 416, Teaching English to Speakers of Other Languages (TESOL), Certificate
4. Revise a Program - 132, Teaching English as a Second Language Endorsement

II. Other Business

A. CAEP Update – Tony Norman/Tony Kirchner

B. Dean Sam Evans – Discussion on completing coursework beyond student teaching during the professional semester

C. Dean Sam Evans – Discussion on completing requirements for admission to professional education and approval for student teaching

Candidates Completing Requirements for Admission to Professional Education Unit

November 10 – December 7, 2016

ELEMENTARY

Oldham, Demi		SPED: LBD/Elem	
Wilson, Linzie		SPED: LBD/Elem	
Wear, Molly			
Warren, Blair			
Upchurch, Mikayla			
Schaefer, Amanda		SPED: LBD/Elem	
Quinlan, Abby			
Pitchford, Ashley			
Kelley, Samantha			
Hayes, Katelynn			
Hagan, Jodi			
Evans, Erika			
Embry, Kelsi			
Cecil, Miranda			
Burnett, Emily		SPED: LBD/Elem	
Brown, Taylor			
Andrews, Morgan			
Davis, Laci			
Brown, Molly			
Childress, Trista			
Baxter, Katie			
Burks, Kaitlyn			
Ashby, Jevetta			
Bennett, Morgan			
Booty, Luke			

MIDDLE GRADES

Rice, Sydney		Math	
Brownfield, Ashlee		Math	
Spurgeon, Kayla		Science	

5-12

--	--	--	--

P-12

Reichart, Nathan		Music: Instrumental	
------------------	--	---------------------	--

SECONDARY

Levron, Christie		English	

IECE

--	--	--	--

GRADUATE

SPRING 2017 STUDENT TEACHING APPLICANTS – FILE INCOMPLETE

Student Name	WKU ID	Program	Missing
Appelman, Christopher		MGE: Math	GPA
Burgess, William		Music: Instrumental	ENG 300
Christerson, Melissa		Visual Arts	Praxis CORE: Math
Feenick, Anne		MGE: Math	ENG 300
Michael, Tristen		IECE	TA4
Soh, Dahyun “Christina”		Music: Integrated TESL Endorsement	ENG 300
Volk, Rebecca		Music: Vocal	TA4, Photo
Wathen, Joseph		Music: Instrumental	ENG 300

If there are any questions or concerns about the status of any candidate, the person with the question or concern should contact Dr. Sam Evans, Teacher Services (745-4664 or sam.evans@wku.edu) prior to the PEC meeting.

**STUDENT TEACHER CANDIDATES FOR SPRING 2017
QUALIFIED**

*****STUDENT TEACHING APPLICATION ACCEPTED***12/7/2016**

FIRST	LAST	MAJOR
Kandace	Baugh	ELED
Rachel	Bell	ELED
Jennifer	Boustani	ELED
Morgan	Clark	ELED
Lindsey	Dick	ELED
Iesha	Eaton	ELED
Alexandra	Eskridge	ELED
Bethany	Hall	ELED
Ashley	Harmon	ELED
Ashley	Heady	ELED
Lillian	Hoskinson	ELED
Kaitlyn	Howard	ELED
Sarah	Kingkade	ELED
Emily	Krampe	ELED
Molly	Lamb	ELED
Amanda	McGrail	ELED
Matthew	Murray	ELED
Darby	Pugh	ELED
Krystal	Ray	ELED
Allyson	Sams	ELED
Lisette	Santos	ELED
Ann	Schauman	ELED
Cameron	Schweikert	ELED
Tonya	Thomas	ELED
Zachary	Watts	ELED
Logan	Gilbert	ENGLISH
Megan	Sampson	ENGLISH
Sydney	Meaux	FRENCH
Mary	Cloyd	MGE/LA
Barry	Hayes	MGE/MATH
Maryluz	Hill	MGE/MATH
Haley	Kassinger	MGE/MATH
John	Poynter	MGE/MATH
Delilah	Roberts	MGE/MATH
Bonnie	Rone	MGE/MATH

Shelby	Newton	MGE: SS/LA
Joshua	Wheat	MGE: SS/LA
Joshua	Price	MATH
Andrew	Cook	MUSIC
Andrea	Gray	MUSIC
Alicia	Yoho	MUSIC
Clark	Cable	PE
Michael	Chambliss	PE
Taylor	Counter	PE
Lexee	Wilson	PE
Johnathan	Miller	SOCIAL STUDIES
Riley	Robinson	SPED: LBD/ELED
Alexandra	Lonneman	SPED: LBD/MSD
Sara	Vandertoll	SPED: LBD/MSD
Leah	McMahan	MAE: LME
Benjamin	Martin	MAT: MGE/MATH

QUALIFIED MAT CANDIDATES

FIRST	LAST	MAJOR
Donna	Johnson	MAE: LME

STUDENT TEACHER CANDIDATES FOR SPRING 2017

APPROVED PENDING QUALIFICATION

*****STUDENT TEACHING APPLICATION ACCEPTED*** 12/7/2016**

(THESE STUDENTS HAVE S.T. REQUIREMENTS IN PROCESS)

FIRST	LAST	MAJOR	D
Ashley	Cottrell	AGED	FH
Melissa	Christerson	ART	CA;X
Jared	Taylor	BIOLOGY	FH
Zachary	Young	BIOLOGY	FH
Hannah	Gossett	CHEMISTRY	FH
Christian	Northcutt	CHEMISTRY	FH
Katelyn	Baumgardner	ELED	FH
Haylee	Best	ELED	FH
Logan	Billhartz	ELED	FH
Joshua	Blankenship	ELED	FH
Kelsey	Bowen	ELED	FH
Ashley	Broady	ELED	FH
Laura	Buchanan	ELED	FH
Katelin	Carney	ELED	FH
Megan	Carroll	ELED	FH

Kendra	Cline	ELED	FH
Felicia	Coffey	ELED	FH
Taylor	Conrad	ELED	FH
Theresa	Ford	ELED	FH
Laura	Gossett	ELED	FH
Chelsea	Hagan	ELED	FH
Natalie	Hagan	ELED	FH
Cassie	Harbison	ELED	FH
Heather	Hatcher	ELED	FH
Sharon	Hodge	ELED	FH
Joshua	Holder	ELED	FH
Lauryn	Johnson	ELED	FH
Abigail	Lancaster	ELED	FH
Madison	Lancaster	ELED	X;FH
Makenna	Barnett	ELED	FH
Whitney	Mayes	ELED	FH
Morgan	McAllister	ELED	X
Larrisa	Myers	ELED	FH
Jessica	Newby	ELED	FH
Sarah	Pinchot	ELED	FH
Chelsey	Reid	ELED	FH
Michaela	Rosenberger	ELED	FH
Dominique	Vanover	ELED	FH
Jamie	Waterman	ELED	FH
Kaitlyn	Wyatt	ELED	FH
Paige	Young	ELED	FH
Sara	Alexander	ENGLISH	FH
Hannah	Moore	ENGLISH	FH
Tori	Wigginton	ENGLISH	FH
Alivia	Faris	FCS	FH
Whitney	Tallent	FCS	FH
Tristen	Michael	IECE	CA;FH
Krishna	Bemis	MATH	X;FH
Christopher	Appelman	MGE/MATH	CA;X;FH
Ashlee	Brownfield	MGE/MATH	FH
Christine	Burkeen	MGE/MATH	FH
Anne	Feenick	MGE/MATH	CA;FH
Amber	Hogan	MGE/MATH	FH
Andrea	Jenkins	MGE/MATH	FH
Sydney	Rice	MGE/MATH	FH
Nichole	Shelton	MGE/MATH	FH

Katrina	Sherwood	MGE/MATH	FH
Catherine	Sloas	MGE/MATH	FH
Brittni	Tichenor	MGE/MATH	FH
David	Comeford	MGE/SCIENCE	FH
Aleigha	Dennis	MGE/SCIENCE	FH
Brittany	Allen	MGE: SS/LA	FH
Cody	Crim	MGE: SS/LA	FH
Elizabeth	Grant	MGE: SS/LA	FH
Sarah	Hagan	MGE: SS/LA	FH
Brittany	Lester	MGE: SS/LA	FH
Derek	Logsdon	MGE: SS/LA	FH
Sarah	Murphy	MGE: SS/LA	FH
Hayley	Oliver	MGE: SS/LA	FH
Mallory	Proctor	MGE: SS/LA	FH
Cassie	Sharp	MGE: SS/LA	FH
Joshua	Stone	MGE: SS/LA	FH
Brette	Walsh	MGE: SS/LA	FH
Alissa	Williams	MGE: SS/LA	FH
Rachel	Witten	MGE: SS/LA	FH
China	Brown	MUSIC	FH
William "Clay"	Burgess	MUSIC	CA
Shelly	Burgess	MUSIC	FH
Joseph	Cummings	MUSIC	FH
Kevin	Leonard	MUSIC	FH
Cristina	Sohn	MUSIC	CA
Rebecca	Volk	MUSIC	CA;FH
Joseph	Wathen	MUSIC	CA;FH
Jared	Abell	PE	FH
Chason	Rippy	PE	FH
Michael	Talley	PE	FH
Kali	Gunson	SOCIAL STUDIES	FH
Jacob	Mantle	SOCIAL STUDIES	FH
Jacob	Schwandt	SOCIAL STUDIES	FH
Caitlin	Scott	SPANISH	FH
Hannah	Shirley	SPANISH	FH
Miranda	Devore	SPED: LBD/ELED	X
Robert	Morrison	SPED: LBD/ELED	FH
Summer	Renick	SPED: LBD/ELED	FH
Georgia	Childers	SPED: LBD/MSD	FH
Britney	Fightmaster	SPED: LBD/MSD	FH
Monica	Bean	MAT: BUS & MKTG	FH

Robert	Rice	MAT: SOCIAL STUDIES	FH
Mary	Eddington	MAT: SPED/LBD	FH
Emily	Wilk	MAT: SPED/LBD	FH

CA = Not Admitted into Teacher Education

CP = Critical Performance Score Deficiency or Disposition Score Deficiency Pending'

P = Repeating required coursework

SU = Must successfully complete summer coursework

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

FH = Missing field observation hours / November 2015

STUDENT TEACHER CANDIDATES FOR SPRING 2017

*****APPLICATION WITHDRAWN*****

FIRST	LAST	MAJOR	DATE
Ashley	Parrott	IECE	09/28/2016
Rick	Walls	MGE/SCIENCE	10/24/2016
Kevin	Newberry	AGED	11/01/2016
William	Hixson	ELED	11/04/2016
Laura	Schoeppner	MATH	11/16/2016
Cassandra	Pendergraff	MAT: MGE/SOC STUDIES	11/16/2016
Tanya	Escobar	Spanish	11/21/2016

**Ogden College of Science and Engineering
Architectural and Manufacturing Sciences
Proposal to Revise Course Title
(Consent Item)**

Contact Person: Brent Askins, brent.askins@wku.edu, (270) 745-3251

1. Identification of proposed course:

- 1.1 AMS 329
- 1.2 Foundations of Industrial, Vocational and Career Education
- 1.3 3 hours

2. Proposed course title:

Introduction to Career and Technical Education

3. Proposed abbreviated course title:

Intro to Career and Tech Ed

4. Rationale for the revision of course title:

Change requested by the College of Education and Behavioral Sciences so that the course will better align with new accreditation standards.

5. Proposed term for implementation:

Fall 2017

6. Dates of prior committee approvals:

Architectural and Manufacturing Sciences	<u>10/2/16</u> _____
Ogden College Curriculum Committee	<u>12/1/16</u> _____
Professional Education Council	_____ _____
Undergraduate Curriculum Committee	_____ _____
University Senate	_____ _____

**Ogden College of Science and Engineering
Architectural and Manufacturing Sciences
Proposal to Suspend a Program
(Consent Item)**

Contact Person: Brent Askins, brent.askins@wku.edu, (270) 745-3251

1. Identification of program:

- 1.1 Program reference number: 599
- 1.2 Program title: Technology Education option only
- 1.3 Credit hours: 120

2. Rationale for the program suspension: After meeting with the state staff, Mr. John Thompson and an Eastern Kentucky University representative, Dr. Tim Ross, the recommendation is being made that the Vocational Education, 599 Technology Education option, at Western Kentucky University, be suspended until further notice. The program has no enrollment, and does not completely align with the current philosophy of the vocational program at Western. There are four programs in the state, Western, Eastern, Morehead State University and Murray State University, all with small enrollments. It is the state and my position that the students in this major would be better served if they were all at one university; Mr. Thompson supports this position. This request would have no impact on the Vocational Education, 599 Industrial Option, which has good enrollment and strong state support.

3. Effect on current students or other departments, if known: There is currently no students enrolled in this program

4. Proposed term for implementation: Fall 2017

5. Dates of prior committee approvals:

Architectural and Manufacturing Sciences	<u>10/2/16</u>
Ogden College Curriculum Committee	<u>12/1/16</u>
Professional Education Council	_____
Undergraduate Curriculum Committee	_____
University Senate	_____

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

Contact Person: D'Lee Babb, dlee.babb@wku.edu, 270-745-6943

1. Identification of course:

- 1.1 Course prefix and number: FACS 295
- 1.2 Course title: Curriculum Development for Infants and Toddlers

2. Current prerequisites/corequisites/special requirements:

Prerequisites: FACS 294
Corequisites: none

3. Proposed prerequisites/corequisites/special requirements:

Prerequisites: FACS 294 or instructor permission
Corequisites: FACS 294 or instructor permission

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

To accommodate students needing to take FACS 294 with FACS 295 and to accommodate IECE's proposed program revisions and adjustment in course sequence, a change in both prerequisites is requested. Students can be successful in FACS 295 with FACS 294 content taken as a prerequisite or corequisite.

5. Effect on completion of major/minor sequence: not applicable

6. Proposed term for implementation: Fall 2017

7. Dates of prior committee approvals:

Department of Family and Consumer Sciences

3 November 2016

CHHS Undergraduate Curriculum Committee

Nov. 18, 2016

Professional Education Council

Undergraduate Curriculum Committee

University Senate

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

Contact Person: D'Lee Babb, dlee.babb@wku.edu, 270-745-6943

1. Identification of course:

- 1.1 Course prefix and number: FACS 296
- 1.2 Course title: Curriculum Development for Preschool and Kindergarten Children

2. Current prerequisites/corequisites/special requirements:

Prerequisites: FACS 294
Corequisites: none

3. Proposed prerequisites/corequisites/special requirements:

Prerequisites: FACS 294 or instructor permission
Corequisites: FACS 294 or instructor permission

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

To accommodate students needing to take FACS 294 with FACS 296 and to accommodate IECE's proposed program revisions and adjustment in course sequence, a change in both prerequisites is requested. Students can be successful in FACS 296 with FACS 294 content taken as a prerequisite or corequisite.

5. Effect on completion of major/minor sequence: not applicable

6. Proposed term for implementation: Fall 2017

7. Dates of prior committee approvals:

Department of Family and Consumer Sciences

3 November 2016

CHHS College Curriculum Committee

Nov. 18, 2016

Professional Education Council

Undergraduate Curriculum Committee

University Senate

Proposal Date: September 20, 2016

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

Contact Person: Doris Sikora, doris.sikora@wku.edu, 745-3993

1. Identification of proposed course:

- 1.1 Course prefix and number: FACS 282
- 1.2 Course title: Introduction to Family and Consumer Sciences Education
- 1.3 Abbreviated course title: Intro to FACS Ed
- 1.4 Credit hours: 3 Variable credit (no)
- 1.5 Grade type: Standard Letter Grade
- 1.6 Prerequisites/corequisites: none
- 1.7 Course description: Introduction to the profession of Family and Consumer Sciences Education including examination of the role, responsibility and dispositions of effective teachers, characteristics of the teaching/learning environment and introductory methods. Participation in youth organizations and professional organizations will be included. Observations and Praxis Exam at student expense.

2. Rationale:

- 2.1 Reason for developing the proposed course: The Family and Consumer Sciences Education advisory board met in July 2016 and reviewed the current program identifying a major weakness in the program as limited depth in content which makes it difficult for students to be completely comfortable with content when they start their teaching career. FACS 180, an introduction to all family and consumer sciences careers, is therefore being replaced with FACS 282. This will better meet the needs of students as they learn to move from a student perspective to a teacher perspective through the examination of teaching, learning. Learning to teach is a lifelong process and this course will provide the context for the formal beginning of a career-long endeavor and thus it supports the mission of the university. This course is designed to assist students in thinking about what it means to be a Family and Consumer Sciences teacher. It will introduce them early in their education with the expectations of becoming a Family and Consumer Sciences teacher, starting with examining the Kentucky FACS Program of Studies (content to be taught), classroom observation opportunities, lesson planning, etc. Students will be required to take the Praxis Core Academic Skills for Educators at least once during this course to help ensure their timely completion of this requirement for admission to teacher education.
- 2.2 Projected enrollment in the proposed course: 10 -15
- 2.3 Relationship of the proposed course to courses now offered by the department: There are two other course that are introduction courses specific to a content area; HMD 171 Introduction to Management in Hospitality and IDFM 101 Foundations of Interior Design
- 2.4 Relationship of the proposed course to courses offered in other departments: There are numerous introduction and/or foundation courses across the university but more specifically the following teacher education programs have an introduction and/or foundation course specific to preparing teachers: AG 200 Foundations of Agriculture

Education; ART 311, 411 & 413 Foundations of Art Education I, II and III; and PE 223 Introduction to Teaching Physical Education.

- 2.5 Relationship of the proposed course to courses offered in other institutions: Numerous programs include a course similar to this. I have included some in the following table. Benchmark schools are bold.

Institution	Course
Purdue University	EDCI 25000 Professional Development in Family and Consumer Sciences Education
Appalachian State	FACS 1400 Professional Orientation if FACS Ed & Introduction to FACS Ed
Ball State University	FCS 103 FCS Body of Knowledge & Implications of FCS Ed of Programs
East Carolina University	FACS 2123 Early Experience in FCSED
Illinois State University	FACS 111 Introduction to FCS Educator

3. Discussion of proposed course:

3.1 Schedule type: L -- Lecture

3.2 Learning Outcomes:

Upon completion of this course, the student will be able to

- Articulate the foundations of family and consumer sciences education and the relationship to state and national curriculum standards.
- Evaluate personal skills, interests, values, and abilities related to a career as a family and consumer sciences educator.
- Collect professional resources related to all content areas in family and consumer sciences.
- Differentiate between youth organization for Family and Consumer Sciences students and the professional organizations related to the discipline.
- Describe and analyze the relationship between Family and Consumer Sciences, Career and Technical Education and Academics.
- Initiate the development of a professional portfolio.
- Write objectives tied to Blooms Taxonomy.
- Create complete lesson plans
- Design appropriate games for learning

3.3 Content outline:

The course will include the following topics:

- Family Career and Community Leaders of America (FCCLA)– student youth organization in FACS
- Students Taking Action with Recognition (STAR) event competitions
- Classroom Observations
- Writing objectives
- Creating appropriate hooks and motivators for learning
- Lesson plans
- State and National Family and Consumer Sciences standards

- FACS Program of Study
- Teacher Ed requirements (Praxis, observation hours etc.)
- Professional Organizations for FACS teachers
- Resource files
- Career and Technical Education
- Teacher Dispositions

3.4 Student expectations and requirements: Types of assignments will include documenting classroom observations, papers, resource file, lesson plan documents, professional organization membership and participation, Praxis Scores, final exam.

3.5 Tentative texts and course materials:

Chamberlain, V. M., & Cummings, M. N. (2003). Creative instructional methods for family & consumer sciences and nutrition & wellness. Peoria, IL: Glencoe/McGraw-Hill.

Hitch, E. J., & Youatt, J. P. (2002). Communicating family and consumer sciences: A guidebook for professionals. Tinley Park, IL: Goodheart-Willcox.

Johnson, J., & Fedje, C. (Eds). (1999). Family and consumer sciences curriculum: Toward a critical science approach. Family and Consumer Sciences Teacher Education Yearbook 19. Peoria, IL: Glencoe/McGraw-Hill.

Kato, S. L. (2008). Foundations of family and consumer sciences: Careers serving individuals, families, and communities. Tinley Park, IL: Goodheart-Willcox.

Vision and Mission statements in the National Association of State Administrators of Family and Consumer Sciences (NASAFACS) and American Association of Family & Consumer Sciences (AAFCS). (2008). National standards for family and consumer sciences. <http://www.doe.in.gov/octe/facs/NASAFACS/Intro.html>

4. Resources:

- 4.1 Library resources: submitted
- 4.2 Computer resources: adequate

5. Budget implications:

- 5.1 Proposed method of staffing: to be taught within current faculty load
- 5.2 Special equipment needed: none
- 5.3 Expendable materials needed: none
- 5.4 Laboratory materials needed: none

6. Proposed term for implementation: Fall 2017

7. Dates of prior committee approvals:

Family and Consumer Sciences Department

Sept 21, 2016

CHHS College Curriculum Committee

Nov. 18, 2016

Professional Education Council

Undergraduate Curriculum Committee

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

Contact Person: Alex Poole, alex.poole@wku.edu, 270-745-5780

1. Identification of program: Minor in Teaching English as a Second Language (TESL)

- 1.1 Current program reference number: 478
- 1.2 Current program title: **Minor in Teaching English as a Second Language (TESL)**
- 1.3 Credit hours: 19-25

2. Identification of the proposed program changes:

- Revise number of English 304 to 204.
- Clarify foreign language requirements for the ESL Endorsement (undergraduate).

3. Detailed program description:

<p>The minor in teaching English as a second language (TESL) will prepare students interested in linguistics and language teaching to pursue teaching opportunities in private corporations or overseas in both corporations and public schools. The minor in teaching English as a second language requires a minimum of 19 credit hours, including either ENG 104, 302 or 304 (or the equivalent), and ENG 407, 408, 469, 470, and 471. In addition, all students will be required to complete two semesters of the same international language at the college level. ENG 104, 302 or 304 (or equivalent) is a prerequisite for ENG 407. ENG 407 is the prerequisite for 408. ENG 471 must be completed at the end of coursework. <i>Students who complete the TESL minor and also qualify for teacher certification may also qualify for the TESL endorsement.</i></p>	<p>The minor in teaching English as a second language (TESL) will prepare students interested in linguistics and language teaching to pursue teaching opportunities in private corporations or overseas in both corporations and public schools. The minor in teaching English as a second language requires a minimum of 19 credit hours, including either ENG 104, 204 or 302 or 304 (or the equivalent), and ENG 407, 408, 469, 470, and 471. In addition, all students will be required to complete two semesters of the same international language at the college level or the language requirements of the Colonnade Program. ENG 104, 204 or 302 (or equivalent) is a prerequisite for ENG 407. ENG 407 is the prerequisite for 408. ENG 471 must be completed at the end of coursework. <i>Students who complete the TESL minor and also qualify for teacher certification may also qualify for the TESL endorsement.</i></p>
---	--

4. Rationale for the proposed program change: (1) We are changing the number of English 304 to 204. (2) We want to remove confusion around whether the program requires more hours of modern language coursework than general education requirements. It does not.

5. Proposed term for implementation and special provisions (if applicable): Fall 2017

6. Dates of prior committee approvals:

English Department **10/12/16**

Potter College Curriculum Committee **1 December 2016**

Professional Education Council (if applicable) _____

Undergraduate Curriculum Committee _____

University Senate _____

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

Contact Person: Alex Poole, alex.poole@wku.edu, 270-745-5780

1. Identification of program: Endorsement to Teach English as a Second Language (ESL)

- 1.1 Current program reference number: **NA**
- 1.2 Current program title: **Endorsement to Teach English as a Second Language (ESL)**
- 1.3 Credit hours: 19-25

2. Identification of the proposed program changes:

- Revise number of English 304 to 204.
- Clarify foreign language requirements for the ESL Endorsement (undergraduate).

3. Detailed program description:

<p>Persons who have certification to teach in the elementary, middle, or secondary grades can add on to that certification an endorsement in teaching English as a Second Language by completing the following courses: ENG 104, 302 or 304, 407, 408, 469, 470, 471 and six hours of a foreign language. The student must also complete the ESL Praxis test with a minimum score of 157.</p>	<p>Persons who have certification to teach in the elementary, middle, or secondary grades can add on to that certification an endorsement in teaching English as a Second Language by completing the following courses: ENG 104, 204 or 302 or 304, 407, 408, 469, 470, 471 and six hours of a foreign language or the language requirements of the Colonnade Program. The student must also complete the ESL Praxis test with a minimum score of 157.</p>
---	---

4. Rationale for the proposed program change: (1) We are changing the number of English 304 to 204. (2) We want to remove confusion around whether the program requires more hours of modern language coursework than general education requirements. It does not.

5. Proposed term for implementation and special provisions (if applicable): Fall 2017

6. Dates of prior committee approvals:

English Department	<u>10/12/16</u>
Potter College Curriculum Committee	<u>1 December 2016</u>
Professional Education Council (if applicable)	_____
Undergraduate Curriculum Committee	_____

University Senate

**Revise a Program
(Action)**

Date: 11/14/16

College: Potter College of Arts and Letters

Department: English

Contact Person: Alex Poole, alex.poole@wku.edu, 5-5780

1. Identification of program:

1.1 Reference number: 0416

1.2 Program title: Teaching English to Speakers of Other Languages (TESOL),
Certificate

2. Proposed change(s):

2.1 title: na

2.2 admission criteria: na

2.3 curriculum:

2.4 other: (1) We are changing the number of English 304 to 204. (2) We want to clarify foreign language requirements for the ESL Endorsement (undergraduate). Changes in fulfilling general education requirements have necessitated this.

3. Detailed program description:

Existing Program	Revised Program
<p>The TESOL Graduate Certificate is intended for individuals who are not P-12 teachers and want to teach in language institutes, either domestically or abroad. The Certificate requires a minimum of 16 hours consisting of ENG 407G, ENG 408G, ENG 565, ENG 566, and ENG 471G, which involves field experience in Bowling Green conducted during the final semester. Other requirements include a portfolio of student work and completion of 6 hours of one foreign language if not previously taken. Students must have taken one linguistics class in appropriate area - ENG 104, ENG 302, ENG 304, or an approved equivalent- before taking ENG 407G. Students must maintain a 3.0 GPA in order to receive the Certificate.</p> <p>Program Requirements (16-22 hours)</p>	<p>The TESOL Graduate Certificate is intended for individuals who are not P-12 teachers and want to teach in language institutes, either domestically or abroad. The Certificate requires a minimum of 16 hours consisting of ENG 407G, ENG 408G, ENG 565, ENG 566, and ENG 471G, which involves field experience in Bowling Green conducted during the final semester. Other requirements include a portfolio of student work and completion of 6 hours of one foreign language or the language requirements of the Colonnade Program. Students must have taken one linguistics class in appropriate area - for example, ENG 104, ENG 302, ENG 304 204, or an approved equivalent- before taking ENG 407G. Students must maintain a</p>

Course List	Hours	3.0 GPA in order to receive the Certificate.
Code Title		
Required Courses		Program Requirements (16-22 hours)
ENG 407G Linguistic Analysis	3	Course List
ENG 408G Psycholinguistics and Sociolinguistics	3	Code Title Hours
ENG 565 Integrated Teaching English as a Second Language	3	Required Courses
ENG 566 Teaching and Testing ESL Grammar	3	ENG 407G Linguistic Analysis 3
ENG 471G TESL Practicum	4	ENG 408G Psycholinguistics and Sociolinguistics 3
Student Portfolio ¹		Integrated Teaching English as a Second Language 3
Other Requirements		ENG 566 Teaching and Testing ESL Grammar 3
Select 6 hours of one foreign language if not previously taken	0-6	ENG 471G TESL Practicum 4
Total Hours	16-22	Student Portfolio ¹
¹ For final assessment		Other Requirements
		Select 6 hours of one foreign language if not previously taken or fulfill language requirements of the Colonnade Program 0-6
		Total Hours 16-22
		¹ For final assessment

4. Rationale: (1) We are changing the number of English 304 to 204. (2) We want to remove confusion around whether the program requires more hours of modern language coursework than general education requirements. It does not.

5. Proposed term for implementation: Fall 2017

6. Dates of committee approvals:

English Department

11/16/2016

Potter College Curriculum Committee

1 December 2016

Professional Education Council (if applicable)

Graduate Council

University Senate

Revise a Program (Action)

Date: 11/14/16

College: Potter College of Arts and Letters

Department: English

Contact Person: Alex Poole, alex.poole@wku.edu, 5-5780

1. Identification of program:

1.1 Reference number: 132

1.2 Program title: Teaching English as a Second Language Endorsement

2. Proposed change(s):

2.1 title:na

2.2 admission criteria:na

2.3 curriculum:

2.4 other: We want to clarify foreign language requirements for the ESL

Endorsement (Graduate). Changes in fulfilling general education requirements have necessitated this.

3. Detailed program description:

Existing Program	Revised Program
Persons who have certification to teach in the elementary, middle, or secondary grades can add on to that certification an endorsement in teaching English as a Second Language by completing the courses below and the ESL Praxis test with a minimum score of 157. An overall GPA of 3.0 and grade of "B" or better must be earned in the required core classes.	Persons who have certification to teach in the elementary, middle, or secondary grades can add on to that certification an endorsement in teaching English as a Second Language by completing the courses below and the ESL Praxis test with a minimum score of 157. An overall GPA of 3.0 and grade of "B" or better must be earned in the required core classes.
Required Courses	Required Courses
ENG 407G Linguistic Analysis 3	ENG 407G Linguistic Analysis 3
ENG 408G Psycholinguistics and Sociolinguistics 3	ENG 408G and Psycholinguistics 3
ENG 565 Integrated Teaching English as a Second Language 3	ENG 565 Integrated Teaching English as a Second Language 3
ENG 566 Teaching and Testing ESL Grammar 3	
ENG 471G TESL Practicum 4	
Other Requirements	
Select 6 hours of one foreign language if not previously taken 0-6	

Total Hours	16-	Teaching and	
	22	ENG 566 Testing ESL Grammar	3
		ENG 471G TESL Practicum	4
		Other Requirements	
		6 hours of one foreign language if not previously taken or fulfilment of the language requirements of the Colonnade Program	0-6
		Total Hours	
		16-22	

4. **Rationale:** We want to remove confusion around whether the program requires more hours of modern language coursework than general education requirements. It does not.

5. **Proposed term for implementation:** Fall 2017

6. **Dates of committee approvals:**

English Department

11/16/2016

Potter College Curriculum Committee

1 December 2016

Professional Education Council (if applicable)

Graduate Council

University Senate