

CEBS CURRICULUM COMMITTEE

3:00 pm – March 2, 2010

Dean's Conference Room

I. Approval of Minutes of the February 2, 2010 meeting. (These minutes can be found on the CEBS Web Page, click on Faculty and Staff and then meeting minutes and agendas.)

II. New Business

From the Department of Psychology

1. Revise Catalog Course Listing, PSY 350, Social Psychology

From the School of Teacher Education

1. Create a New Major Program - Planned Sixth-Year (Rank I) in Library Media Education
2. Revise Course Prerequisites/Corequisites - LTCY 420, Reading in the Primary Grades
3. Create a New Course – SMED 530, Literacy Support for diverse Learners in Mathematics and Science
4. Create a New Course – SMED 560, Developing Professional Learning Communities for Instructional Improvement
5. Create a New Course – SMED 589, Science and Mathematics Education Internship Seminar
6. Create a New Course – SMED 590, Teaching Internship
7. Create a New Course – SMED 620, Collaborative Research to Improve Mathematics and Science Teaching
8. Create a New Course – SMED 630, Action Research Seminar
9. Create a New Course – EDU 699, Specialist Project
10. Revise a Program – 119, Education Specialist in Secondary Education

III. Other Business

Select five members to serve on an ad hoc subcommittee to review the nominations for the CEBS Outstanding Graduate Student.

Proposal Date: 08/21/09

**College of Education and Behavioral Sciences
Department of Psychology
Proposal to Revise Catalog Course Listing
(Consent item)**

Contact person: Jackie Pope-Tarrence (jacqueline.pope@wku.edu; 745-2322)

1. Identification of course

1.1 Course prefix and number: PSY 350

1.2 Course title: Social Psychology

1.3 Credit hours: 3

2. Current catalog course listing:

A general introduction to social psychology for majors and non-majors in psychology. Emphasis is given to the psychological components of common social behaviors including the Psychological aspects of contemporary world problems.

3. Proposed catalog course listing:

A general introduction to social psychology for majors and non-majors in psychology. The psychology of how people think about and relate to others. Topics include love, altruism, aggression, conformity, behavior in groups, leadership, intergroup conflict, aggression, prejudice, and persuasion.

4. Rationale for the revision:

The new description provides, in approximately the same space, a clearer and more detailed description of the course content.

5. Proposed term for implementation: Spring, 2011

6. Dates of prior committee approvals:

Department of Psychology	<u>12/11/2010</u>
CEBS Curriculum Committee	_____
General Education Committee	_____
University Curriculum Committee	_____
University Senate	_____

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

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

1. Identification of program:

1.1 Program title: Planned Sixth-Year (Rank I) in Library Media Education

1.2 Degree Type: Not Applicable (Teacher Rank Classification)

1.3 Classification of Instructional Program Code (CIP): N/A

1.4 Required hours in proposed major program: Thirty (30) semester hours of unduplicated coursework in addition to the requirements for a Planned Fifth Year (Rank II) or 60 semester hours of unduplicated coursework including a master's degree.

1.5 Special information: Non-degree Planned Sixth-Year (Rank I) for Kentucky Teachers

1.6 Program admission requirements:

Admission requirements for the proposed Planned Sixth-Year in Library Media Education (LME) are the following:

- An application for admission to graduate study.
- Copies of transcripts for all college work.
- Evidence of Kentucky Rank II status with Kentucky Media Librarian (KML) certification or Kentucky Rank II status with Instructional Computer Technology Endorsement. (*Because Rank II status is required and the program is not a degree, no GRE/GAP score is required.*)

Applicants with a Fifth-Year (Rank II) in a field other than library media or educational technology must complete the MS in LME for initial certification as a Kentucky media librarian at the Sixth-Year (Rank 1) level.

1.7 Catalog description:

The Planned Sixth-Year (Rank I) in Library Media Education is designed to enhance and enrich the skills and knowledge of the certified library media or educational technology specialist.

The Planned Sixth-Year (Rank I) in Library Media Education is open to applicants who meet the following admission requirements:

- An application for admission to graduate study.
- Copies of transcripts for all college work.
- Evidence of Kentucky Rank II status with Kentucky Media Librarian (KML) certification or Kentucky Rank II/5th Year with an Instructional Computer Technology Endorsement. (*Because Rank II status is required and the program is not a degree, no GRE/GAP score is required.*)

Applicants with a Fifth-Year (Rank II) in a field other than library media or educational technology must complete the MS in LME for initial certification as a Kentucky media librarian at the Sixth-Year (Rank 1) level.

The Kentucky Rank I classification for certified school personnel requires the completion of a minimum of either (a) 30 semester hours of unduplicated and approved credit beyond the requirements for the Rank II classification (Planned Fifth Year-5th Year) or (b) 60 semester hours of approved and unduplicated graduate level credit including a master's degree. Students may be required to meet additional admission requirements required by for additional certifications and/or endorsements, and university certificate programs appropriate to a specialization.

The proposed Planned Sixth-Year (Rank I) program in LME will require 30 semesters in unduplicated course work in addition to the requirements for a Planned Fifth Year (Rank II) or 60 unduplicated semester hours including a master's degree that includes 12 hours in the Professional Education Component and 18 hours in the Specialization Component.

A. Professional Education Component (12 hours):

EXED 516 Exceptional Child: Perspectives and Issues	3 hrs.
LTCY 518 Literacy Learning and Technology	3 hrs.
LME 519 Special Topics: Collaboration, Diversity, Leadership	3 hrs.
LME 550 Emerging Technology in Education	3 hrs.

B. Specialization Component (18 hours):

Courses in the specialization must be approved by the designated graduate advisor based on an applicant's prior experience, previous academic work, and career goals.

Content areas for the specialization may include but are not limited to library media education, educational technology, instructional design, literacy, teacher leadership, adult education, information systems, electronic communication, writing, etc.

Additional endorsements, academic certificates, and teacher certifications may include but are not limited to instructional computer technology, school media librarian, gifted-talented education, ESL, reading and writing, environmental education, etc.

2. Rationale:

2.1 Reason for developing the proposed major program:

The number of Kentucky Rank II classified media librarians and educational technology specialists with the MS in LME from WKU has significantly increased in the last eight years. This has created demand for a Planned Sixth-Year (Rank I) program in Library Media Education at WKU. The proposed program is designed to enhance and enrich the skills and knowledge of the certified media librarian or educational technology specialist.

2.2 Projected enrollment in the proposed major program:

Based on current enrollment in the MS in LME program for the Rank II, enrollment in the proposed Planned Sixth-Year (Rank I) program is projected to be 20-30 students per year.

2.3 Relationship of the proposed major program to other programs now offered by the department:

Planned Sixth-Year (Rank I) programs are offered by the School of Teacher Education for elementary, middle grade, and secondary school teachers. The proposed Planned Sixth-Year (Rank I) in LME program does not duplicate these programs. The proposed program will build on the MS in LME by allowing certified media librarians and educational technology specialists to enhance their competence as educators, information specialists, curriculum leaders, instructional partners, and program developers based on their service experiences and position expectations.

2.4 Relationship of the proposed major program to other university programs:

In addition to the School of Teacher Education, three other departments offer Planned Sixth-Year (Rank I) Programs: the Department of Counseling and Student Affairs; the Department of Educational Administration, Leadership, and Research; and the Department of Communication Disorders. The programs in these other departments include course work relevant to their respective disciplines, and the proposed program will not overlap with any of them.

2.5 Relationship of the proposed major program to similar programs offered elsewhere in Kentucky and in other states (including programs at benchmark institutions):

Murray State University offers a Rank I Library Media Specialist to certified teachers for initial certification as a Kentucky school media librarian. Morehead State University offers a Rank I in Educational Technology for Instructional Computer Technology in the “area of technology integration in P-16 curriculum and instructional design.” The University of Kentucky offers a similar Rank I program for certified school media librarians and a Rank I in instructional systems technology with the Instructional Computer Technology Endorsement. In addition, Eastern Kentucky University offers a Planned Sixth-Year (Rank I) program similar to the proposed program at WKU.

Other states do not have a ranked classification/status system for certified teachers like that of the Commonwealth of Kentucky. Similar programs for advanced study in library media or educational technology outside of Kentucky are labeled in various ways, such as a career ladder or plus-30.

The proposed program at WKU will be open to those people who already hold the Kentucky Planned Fifth-Year (Rank II) with a Kentucky Media Librarian (KML) Certificate or Kentucky Planned Fifth-Year (Rank II) with Instructional Computer Technology Endorsement. Certified teachers with the MS in LME from WKU for the Planned Fifth-Year (Rank II) classification may obtain the Planned Sixth-Year (Rank I) and the Kentucky Media Librarian Certificate (KML) or the Instructional Computer Technology Endorsement.

2.6 Relationship of the proposed major program to the university mission and objectives:

The proposed Planned Sixth-Year (Rank I) in LME program directly supports the goal of Western Kentucky University to provide “quality education and public service to the Southcentral Kentucky region and beyond. Through education and public service, WKU seeks to enhance the quality of life in the region, Commonwealth and beyond.” (<http://www.wku.edu/about.html>)

The proposed program is aligned with the University’s **mission**: “Western Kentucky University prepares students to be productive, engaged leaders in a global society. It provides service and lifelong learning opportunities for its constituents. WKU is responsible for stewarding a high quality of life throughout its region.”

The proposed Planned Sixth-Year (Rank I) in LME program directly upholds the following Core Values of Western Kentucky University:

- Commitment to assuring quality of programs, competence of graduates, and opportunities for lifelong learning.
- Dedication to the importance of achieving excellence in all programs and for adding value to the degrees and credentials of our students.
- Commitment to contributing to improved quality of life and economic well-being of Kentuckians, especially those in our primary service area, as well as other constituents and stakeholders.

3. Objectives of the proposed major program:

The proposed Planned Sixth-Year (Rank I) in Library Media Education is designed to enhance and enrich the skills and knowledge of the certified library media or educational technology specialist. It is intended to allow professionals in media librarianship and educational technology to achieve one or more of the following professional objectives:

- Expand their professional knowledge in contemporary content and issues in library media/educational technology.
- Advance their knowledge and skills to meet the needs of professionals in library media/educational technology.

- Expand their pedagogical skills to address literacy and the needs of diverse learners from preschool to adult.
- Enhance their professional effectiveness as library media/educational technology specialists for leadership and service at the local, regional, state, and national levels.
- Offer them broader professional opportunities through additional endorsements and/certifications.
- Advance their skills as library media/educational technology specialists that foster collaboration and communication with colleagues and parents.

4. Program description:

4.1 Curriculum:

The Kentucky Rank I classification for certified school personnel requires the completion of a minimum of either (a) 30 semester hours of unduplicated and approved credit beyond the requirements for the Rank II classification (Planned Fifth Year-5th Year) or (b) 60 semester hours of approved and unduplicated graduate level credit including a master's degree. Students may be required to meet additional admission requirements required for additional certifications and/or endorsements, and university certificate programs appropriate to a specialization.

The proposed Planned Sixth-Year (Rank I) program in LME will require 30 semesters in unduplicated course work in addition to the requirements for a Planned Fifth Year (Rank II) or 60 unduplicated semester hours including a master's degree that includes 12 hours in the Professional Education Component and 18 hours in the Specialization Component.

A. Professional Education Component (12 hours):

EXED 516 Exceptional Child: Perspectives and Issues	3 hrs.
LTCY 518 Literacy Learning and Technology	3 hrs.
LME 519 Special Topics: Collaboration, Diversity, Leadership	3 hrs
LME 550 Emerging Technology in Education	3 hrs.

B. Specialization Component (18 hours):

Courses in the specialization must be approved by the designated graduate advisor based on an applicant's prior experience, previous academic work, and career goals.

Content areas for the specialization may include but are not limited to library media education, educational technology, instructional design, literacy, teacher leadership, adult education, information systems, electronic communication, writing, etc.

Additional endorsements, academic certificates, and teacher certifications may include but are not limited to instructional computer technology, school media librarian, gifted-talented education, ESL, reading and writing, environmental education, etc.

4.2 Accreditation, certification, approval, and/or licensure:

Completion of this program may qualify Kentucky certified personnel for a recommendation for Rank I pay status.

4.3 Program delivery:

The program will be offered online.

5. Resources:

5.1 Faculty:

Because the curriculum encompasses existing courses that are taught regularly, no additional faculty will be required.

5.2 Technological and electronic informational resources (e.g., databases, e-journals):

The current Blackboard instructional system at WKU will be used for delivery of instruction. Support from Distance Learning includes a variety of audio/video technologies along with appropriate training. Access to additional online information sources that support existing classes are reviewed regularly by University libraries to determine adequacy.

5.3 Facilities and equipment:

Because existing courses comprise the proposed online program, current facilities are adequate.

6. Proposed term for implementation: Summer 2010

7. Dates of prior committee approvals:

School of Teacher Education	<u>12/16/09</u>
CEBS Curriculum Committee	_____
Professional Education Council	_____
Graduate Council	_____
University Senate	_____

Attachment: Program Inventory Form

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

Contact Person: Dr. Lucy Maples
Lucile.maples@wku.edu
(270) 745-3617

- 1. Identification of course:**
 - 1.1 Course prefix (subject area) and number: LTCY 420
 - 1.2 Course title: Reading in the Primary Grades
 - 1.3 Credit hours: 3

- 2. Current prerequisites/corequisites/special requirements:** LTCY 320, ELED 345, ELED 355 with grades of “C” or higher, admission to Teacher Education pending

- 3. Proposed prerequisites/corequisites/special requirements:** LTCY 320, ELED 355 with grades of “C” or higher, admission to Teacher Education.

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

Faculty have determined that requirements for admission to Teacher Education (e.g., 2.5 GPA in Professional Education, oral language and writing competencies, Teacher Education testing requirements) need to be completed by students before taking LTCY 420. ELED 345 is deleted as a prerequisite because it is a prerequisite of ELED 355.

- 5. Effect on completion of major/minor sequence:** Students will be unable to enroll in this course until they have met all requirements for admission to Teacher Education. This may delay students’ progress in their programs.

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

- 7. Dates of prior committee approvals:**

School of Teacher Education:	<u>02/22/2010</u>
CEBS Curriculum Committee	
Professional Education Council:	
Undergraduate Curriculum Committee	
University Senate	

Attachment: Course Inventory Form

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

Contact Person: Vicki H. Metzgar, vicki.metzgar@wku.edu , 270.745.3343

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: SMED 530
- 1.2 Course title: Literacy support for Diverse Learners in Mathematics and Science
- 1.3 Abbreviated course title: Ltcy Supp for Div Lnrs SMED
- 1.4 Credit hours and contact hours: 3 hours
- 1.5 Type of course: Lecture
- 1.6 Prerequisites: SMED 501, SMED 510, and SMED 520
- 1.7 Course catalog listing:
Designing literacy instruction for diverse learners in mathematics and science.

2. Rationale:

- 2.1 Reason for developing the proposed course:

WKU has been awarded a grant from the U.S. Department of Education to fund a five-year project in which WKU partners with Jefferson County (Louisville), Kentucky Public Schools to recruit and train students who hold an undergraduate degree in Mathematics or Science and who wish to pursue a Master of Arts in Education degree and the Alternate Route to Teacher Certification through the GSKyTeach program. This course will be part of a sequence of courses leading to the MAE for GSKyTeach graduate students. Graduate students preparing to become secondary science or mathematics teachers need to develop skills that enable them to recognize students with special needs, design instruction that is content rich and adapted to the specific needs of students with disabilities, incorporate literacy strategies that enhance students' skills to learn from print, and implement lessons with fidelity that will enhance the growth of all students. Moreover, graduate students must become adept at delivering instruction in their content areas so that students will be able to master the content of science or mathematics and achieve at a high level.

- 2.2 Projected enrollment in the proposed course:

There will be an initial cohort of 20 graduate students enrolled in SMED 530. During the grant period, the number of graduate students will range from 10-20, depending on funding. GSKyTeach should be sustained beyond the grant period, however, the number of students could be as high as 25-30 per year.

- 2.3 Relationship of the proposed course to courses now offered by the department:

EDU 522 – Fundamentals of Differentiated Instruction is offered in the Master of Arts in Education degree. This course is designed for individuals who already hold teaching certification, and it includes strategies to address the needs of a variety of learners, including gifted students, however, it does not address mathematics and science instruction specifically, nor does it provide instruction in Literacy.

EXED 533 - Curriculum for Learning and Behavior Disorders is a course in the Exceptional Education MAE program for teachers of students with Learning and Behavior Disorders. This Exceptional Education course does not specifically focus on Math and Science Literacy as does the proposed course. In contrast, EXED 533 places focus on curricular materials, strategies, and practices validated for students with Learning and Behavior Disorders.

EXED. 535- Seminar: Curriculum for the Moderately & Severely Disabled is part of the MAE program for teachers of Moderately or Severely Disabled students. This course is a Seminar which requires other coursework to serve as its foundation. There is not a specific EXED course that is similar to this SMED course, and none contain curriculum related to Literacy.

LTCY 524 -Teaching Reading Skills in the Content Areas: The description for this course states that it concentrates on, “reading and study skills strategies and techniques to increase student achievement in content-area classes.” This is currently offered for MAE candidates in the School of Teacher Ed; however it does not address the needs of exceptional students, nor does this course narrow the depth of focus to science and mathematics only. This is currently offered exclusively for the Master of Arts in Education for Literacy Education candidates.

SMED 530 is designed specifically to meet the needs of graduate students with no foundational knowledge or education background in the GSKyTeach program. Although there are other Exceptional Education and Literacy courses in the School of Teacher Education, this one will be tailored for Mathematics and Science instruction, exclusively.

2.4 Relationship of the proposed course to courses offered in other departments:

There are no courses in other departments related to the needs of exceptional students and literacy in mathematics and science education.

2.5 Relationship of the proposed course to courses offered in other institutions:

There is not a course of this design and rigor at a benchmark or other institution.

3. Discussion of proposed course:

3.1 Course objectives:

- design instruction that will meet the literacy needs of diverse learners
- develop concepts of vocabulary, especially as it relates to the specific content areas of science or mathematics for diverse learners
- develop skills to measure reading comprehension in secondary science or mathematics for diverse learners
- develop the skills to promote reading/study skills in secondary science or mathematics for diverse learners
- develop strategies for instruction in the content areas of science and mathematics that promote student achievement for all subgroups of students
- develop skills for co-teaching and collaboration

3.2 Content outline:

The course outline will focus on:

- math and science inquiry lessons
- reading experiences that challenge, motivate, and involve all students
- instruction for exceptional learners in the classroom.
- co-teaching and collaboration with special educators and other related service personnel serving a diverse student population
- inclusion of students with special needs (including, but not limited to, language, cultural, socioeconomic, gifted education, and special education students)
- Culturally Responsive teaching
- Cooperative Learning
- educational technology to improve instruction
- integration of literature into mathematics and science instruction
- effects of disabilities on families
- legal issues in education

3.3 Student expectations and requirements:

SMED 530 students will:

- create and evaluate instructional tasks that build students' content knowledge; assess students' content knowledge based on evidence including videotapes of teaching, written artifacts of student work, and written analyses of teaching
- submit lesson plans and teach multi-day high school mathematics or science lessons on an assigned topic, including planning for teaching literacy in the content area and special modifications made to lessons for students with special needs (these will include observations and comments by Mentor Teachers, Master Teachers, and by the course instructor.)
- participate in in-class activities (e.g., Functions, Lesson Labs, Math or Science Lesson in Spanish, and Nature of Science Simulation)
- observe and analyze classroom instruction and data on student participation and performance with regard to equitable and diverse instructional approaches that afford all students an opportunity to learn
- employ relevant technologies in teaching (e.g., presentation, computer simulation, and graphical analysis & representation software); analyze how technology can affect classroom interactions
- read and analyze research results and theoretical literature on inclusion in Science and Mathematics classrooms and cite these results in analyses of their own teaching and reports to their peers
- create a significant portion of their Teacher Work Sample and demonstrate beginning competency as measured by applicable teacher certification standards
- Demonstrate competency in designing mathematics and science instruction that enhances students' literacy growth (e.g. vocabulary, competency, fluency)

Assessment of student work will include grades for designing appropriate plans, demonstrating instructional skills, especially related to meeting the needs of students with special needs, promoting literacy in mathematics and science, and ensuring that all students achieve at a high

level, and collecting and using student data to analyze teaching and modify plans as needed. Assessments will also include grades for written reports that are submitted for planning, data analysis, and reflection, as well as portions of the Teacher Work Sample that are submitted to the instructor.

3.4 Tentative texts and course materials:

Gay, G. (2000). *Culturally responsive teaching*. NY: Teacher's College Press.

Vacca, R.T., & Vacca, J.A.L. (1998). *Content area reading: Literacy and learning across the curriculum*. New York: Harper Collins College Publishers.

McLeskey, J., Rosenberg, M.S., & Westling, D.L. (2010). *Inclusion Effective practices for all students*. Upper Saddle River, New Jersey: Pearson

4. Resources:

4.1 Library resources:

Current Library holdings are sufficient

4.2 Computer resources:

Current WKU resources are sufficient. Public school resources will be utilized during this course, and instructional technology will/must be planned accordingly.

5. Budget implications:

5.1 Proposed method of staffing:

Current staff are sufficient

5.2 Special equipment needed:

There is no special equipment necessary to teach this course.

5.3 Expendable materials needed:

Current materials available are sufficient

5.4 Laboratory materials needed:

No laboratory materials will be required for this course

6. Proposed term for implementation: Fall 2010

7. Dates of prior committee approvals:

School of Teacher Education: 02/22/2010

CEBS Curriculum Committee _____

Professional Education Council _____

Graduate Council _____

University Senate _____

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

Contact Person: Vicki H. Metzgar, vicki.metzgar@wku.edu, 270-745-3343

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: SMED 560
- 1.2 Course title: Developing Professional Learning Communities for Instructional Improvement
- 1.3 Abbreviated course title: Dev PLCs for Instr Improvement
- 1.4 Credit hours and contact hours: 3 hours
- 1.5 Type of course: S
- 1.6 Corequisites: SMED 589/ SMED 620
- 1.7 Course catalog listing:

Students form secondary professional learning communities with Mentor and Master Teachers and analyze student performance data to improve teaching /learning.

2. Rationale:

- 2.1 Reason for developing the proposed course:

In partnership with the Jefferson County Public Schools (JCPS) in Louisville, Kentucky and Ogden College of Science and Engineering, the College of Education and Behavioral Sciences has been awarded a Teacher Quality Partnership Grant from the U. S. Department of Education to establish a teacher residency program, called GSKyTeach. GSKyTeach's primary purpose is to improve teaching and learning in math and science in underperforming schools by preparing and placing highly qualified and expertly prepared new math and science teachers in high-need high schools.

Prospective teachers need to be able to work collaboratively within their schools to diagnose student achievement areas in need of improvement and to develop strategies that address the needs identified. Graduate Mathematics and Science students will spend one semester working alongside a Mentor Teacher and be guided by an experienced Master Teacher in secondary schools with traditionally low student achievement. SMED 560 will allow all students in the cohort, along with Mentor and Master Teachers, to come together and meet as a "professional learning community" that will critically examine student achievement in the schools where they are placed. PLCs will be formed and will design instructional strategies that address low achievement and gaps in achievement in schools where they are placed. Students will then measure whether there is growth in achievement as a result of the implementation of those instructional strategies.

- 2.2 Projected enrollment in the proposed course:

There will be an initial cohort of 20 students enrolled in SMED 560. During the grant period, the number of students will range from 10-20, depending on funding. This graduate science and

mathematics education program should be sustained beyond the grant period, however, when enrollment could be as high as 25-30 students per year.

2.3 Relationship of the proposed course to courses now offered by the department:

There are currently no other courses in the School of Teacher Education dedicated solely to the development of Professional Learning Communities. EDU 522 Fundamentals of Differentiated Instruction; and EDU 524 Educational Assessment are offered as part of the Master of Arts in Education program, however, even though these courses deal with addressing the issues related to low student achievement, neither addresses the relationships among professional colleagues and the collaborative efforts of such colleagues that must take place in order for this kind of work to occur at the departmental or school level in secondary education.

2.4 Relationship of the proposed course to courses offered in other departments:

There are no courses related to Professional Learning Communities in other departments at WKU. In the new Teacher Leader Masters curriculum, students take TCHL 500, which touches on Professional Learning Communities, but does not focus on developing them within departments or schools.

2.5 Relationship of the proposed course to courses offered in other institutions:

The University of West Georgia offers a course in Professional Learning Communities in its Educational Leadership program (EDLE 6327). This course is designed more for school administrators who are asked to develop skills to support PLCs in the schools they oversee rather than be participants. (<http://coe.westga.edu/ELPS/>)

3. Discussion of proposed course:

3.1 Course objectives:

Students enrolled in SMED 560 will examine the working relationships that exist within mathematics and science departments and schools, as a whole, as well as with colleagues from other schools, and they will gain an understanding of the dynamics that drive collaborative planning, assessment, and reflection regarding the outcomes of their teaching and their students' learning. They will form groups with the intention of critically analyzing the learning outcomes of their students, constructing instructional strategies that address any student learning shortcomings, implementing those strategies, and evaluating the effectiveness of the strategies adopted for improving the achievement of all students in their schools' and district's mathematics and science departments.

3.2 Content outline:

SMED 560 students will:

- change the focus of their instruction from what is being taught to what is being learned
- understand the participants in and processes of a professional learning community essential to effective functioning within a school
- collect and utilize data from multiple sources to determine and reflect on student learning and uncover "gaps" in learning

- reflect on the meaning of data collected so as to determine the most effective strategies to meet the developmental learning needs of all students
- implement plans for instructional improvement as indicated by data analyses and reflection processes
- communicate the work of the learning community, including student performance data, to both internal and external PLC members

3.3 Student expectations and requirements:

Students will demonstrate the ability to:

- work collaboratively with colleagues, Mentor Teachers, Master Teachers, administrators, and WKU faculty
- develop an awareness of and a sensitivity to the cultural contexts of the schools in which they teach
- develop indicators and rubrics (formative and summative) that effectively measure student learning
- read, interpret, and present data pertinent to the teaching and learning within the classes they instruct
- make necessary instructional changes based on valid interpretations of data and collaborative decision making
- assume responsibility for conducting meetings of the Professional Learning Community
- critically reflect on their own and the PLC's learning in written and oral reporting

3.4 Tentative texts and course materials:

Bernhardt, V. (2004). *Data analysis for continuous school improvement*. (2nd ed.). Larchmont, NY: Eye on Education.

Roberts, S. M., & Pruitt, E. Z. (2003). *Schools as professional learning communities: Collaborative activities and strategies for professional development*. Thousand Oaks, CA: Corwin Press.

Eaker, R., DuFour, R., & Burnette, R. (2002). *Getting started: Reculturing schools to become professional learning communities*. Bloomington, IN: National Educational Service.

4. Resources:

4.1 Library resources:

Current Library resources are adequate for this course.

4.2 Computer resources:

Current Computer resources are adequate for this course.

5. Budget implications:

5.1 Proposed method of staffing:

Tuition will fund the faculty needed for this course.

5.2 Special equipment needed:

No special equipment is needed for this course.

5.3 Expendable materials needed:

Expendable materials needed for this course include common office supplies such as chart tablets, colored markers, and paper.

5.4 Laboratory materials needed:

No laboratory materials are needed for this course.

6. Proposed term for implementation: Spring 2011

7. Dates of prior committee approvals:

School of Teacher Education:	<u>02/22/2010</u>
CEBS Curriculum Committee	_____
Professional Education Council (if applicable)	_____
Graduate Council	_____
University Senate	_____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

Birman, B. F., Desimone, L., Porter, A. C., & Garet, M. S. (2000). Designing professional development that works. *Educational Leadership*, 57(8), 28-33.

DuFour, R., & Eaker, R. (1998). *Professional learning communities at work*. Bloomington, IN: National Educational Service.

Hord, S. (1997). *Professional learning communities: Communities of continuous inquiry and improvement*. Austin, TX: Southwest Educational Development Laboratory.

Johnson, R. (2002). *Using data to close the achievement gap: How to measure equity in our schools*. Thousand Oaks, CA: Corwin Press.

McLaughlin, M. W., & Talbert, J. E. (2006). *Building school-based teacher learning communities: Professional strategies to improve student achievement*. New York: Teachers College Press.

Moffett, C. (2000). Sustaining change: The answers are blowing in the wind. *Educational Leadership*, 57(7), 35-38.

Mundry, S., and Stiles, K. E. (2009) *Professional Learning Communities for Science Teaching: Lessons From Research and Practice*. Arlington, VA: NSTA Press.

National Staff Development Council. (2001). *Standards for staff development*, revised. Oxford, OH: Author

Osterman, K. F., & Kottkamp, R. B. (2004). *Reflective practice for educators: Professional development to improve student learning*. (2nd ed.). Thousand Oaks, CA: Corwin Press.

Phlegar, J. M. and Hurley, N. (1999). *Designing job-embedded professional learning: The authentic task approach*. Stoneham, MA: Learning Innovations, a Division of WestEd.

Senge, P., Cambron-McCabe, N., Lucas, T., Smith, B., Dutton, J., & Kleiner, A. (2000). *Schools that learn*. New York: Doubleday.

Sparks, D., & Hirsch, S. (1997). *A new vision for staff development*. Alexandria, VA: Association for Supervision and Curriculum Development.

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

Contact Person: Vicki H. Metzgar, vicki.metzgar@wku.edu, 270.745.3343

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: SMED 589
- 1.2 Course title: Science and Mathematics Education Internship Seminar
- 1.3 Abbreviated course title: Science & Math Intern Seminar
- 1.4 Credit hours and contact hours: 3 hours
- 1.5 Type of course: Seminar
- 1.6 Corequisite: SMED 590
- 1.7 Course catalog listing:
SMED 589: Science and Mathematics Internship Seminar (3 hrs). Concurrent with SMED 590, this course connects theory to practice by completing teaching tasks that demonstrate performance in Kentucky's New Teacher Standards. This is accomplished through a Teacher Work Sample (TWS) that consists of seven teaching tasks in a unit based on current mathematics or science curriculum and recording work and learner results in a portfolio.

2. Rationale:

- 2.1 Reason for developing the proposed course:

In partnership with the Jefferson County Public Schools (JCPS) in Louisville, Kentucky and Ogden College of Science and Engineering, the College of Education and Behavioral Sciences has been awarded a Teacher Quality Partnership Grant from the U. S. Department of Education to establish a teacher residency program, called GSKyTeach. GSKyTeach's primary purpose is to improve teaching and learning in math and science in underperforming schools by preparing and placing highly qualified and expertly prepared new math and science teachers in high-need high schools.

SMED 589 helps students demonstrate the professional skills and knowledge required to teach at the secondary level in science or mathematics. Students will complete a Teacher Work Sample and a Professional Growth Plan to meet the requirements for these competencies. The teaching tasks and reflections of the students will become part of a portfolio of professional competencies.

- 2.2 Projected enrollment in the proposed course:

There will be an initial cohort of 20 students enrolled in SMED 589. During the grant period, the number of students will range from 10-20, depending on funding. The program will be sustained beyond the grant period, however, and the number of students could be as high as 25-30 per year.

- 2.3 Relationship of the proposed course to courses now offered by the department:

The College of Education and Behavioral Sciences currently offers masters-level courses leading to Teacher Certification. There are two separate courses; EDU 501 Seminar: Designing Professional Development Plan for one hour credit, and EDU 596 Portfolio Development & Professional Education Growth Plan for two hours credit.

The Science and Mathematics Education program will offer SMED 589 as a single, three hour credit course that will encompass the general curriculum from both of these courses.

2.4 Relationship of the proposed course to courses offered in other departments:

Since other departments do not offer teacher certification, there is no other department that offers a course similar to the Teaching Internship Seminar.

2.5 Relationship of the proposed course to courses offered in other institutions:

Ball State University has a program most similar to the graduate science and mathematics education program, the Woodrow Wilson Indiana Teaching Fellowship, in which persons who hold undergraduate degrees in mathematics or science are recruited to earn a master's degree and become certified to teach. In the fall semester of their program, the Teaching Fellows must participate in "module activities, and weekly seminars." Module activities are described as shadowing of key school personnel and performing all duties of regular teaching staff. Fellows also meet regularly in seminar to discuss and reflect on these experiences to improve their own teaching.

The University of Northern Iowa does not offer a master's degree in Science or Mathematics Education, however in the undergraduate program, students are required to complete and submit a Teacher Work Sample in order to be eligible for teacher certification. This is very similar to the TWS required by WKU.

3. Discussion of proposed course:

3.1 Course objectives:

SMED 589 connects theory to practice by requiring candidates to complete teaching tasks that demonstrate performance in Kentucky's New Teacher Standards (<http://www.kyepsb.net/teacherprep/newteachstandards.asp>). This is accomplished through a Teacher Work Sample (TWS) (<http://edtech.wku.edu/rtwsc/resources.htm>) that consists of completing seven teaching tasks in an instructional unit that teacher residents design based on current mathematics or science curriculum and teach to their students before the end of the fall semester. Students will record the results of their work and learner results in a portfolio.

Teacher work samples are designed around seven teaching processes believed to be critical to producing improved P-12 student learning. These are:

- Use of student and classroom context to design instruction
- Use of instructional unit learning goals that address local and state content standards
- Use of pre-post and formative assessment to guide instruction and measure and report learning results
- Design of instruction for all students that address unit learning goals and are aligned with concepts and processes assessed
- Instructional decision making based on continuous formative assessment
- Analysis and reporting of learning for all students and significant groups
- Reflection and evaluation of teaching and learning

3.2 Content outline:

Graduate Science and Mathematics Education students will be required to design and teach an instructional unit within the context of their student teaching placement and complete the Teacher Work Sample assignment and a Professional Growth Plan in the process. The SMED 589 Internship Seminar course content will be driven by the need to guide students in the knowledge of the Kentucky New Teacher Standards and completion of the seven teaching processes incorporated in the Teacher Work Sample as well as a fully completed Professional Growth Plan. The elements of this course will also serve to satisfy portions of each student's Electronic Portfolio Accountability System required of all WKU Education candidates.

3.3 Student expectations and requirements:

Each student teacher will be expected to work within the context of the content area and class assignment in which they are placed. Candidates will be required to learn the Kentucky New Teacher Standards and the format of the Teacher Work Sample documents. Candidates will then work with their Mentor and Master Teachers to select an appropriate topic for instruction, plan and teach that unit, and perform all the tasks required in order to complete the TWS documentation of their planning, instructional, management, and assessment abilities. Additionally, each student teacher will reflect on his/her needs for professional growth and construct a Professional Growth Plan to address those needs.

3.4 Tentative texts and course materials:

There are no specific texts for this course. Graduate Science and Mathematics Education students will have access to content-specific texts within the schools where they are placed. Students will have access to electronic documents related to the Kentucky New Teacher Standards (<http://www.kyepsb.net/teacherprep/newteachstandards.asp>), the Teacher Work Sample (<http://edtech.wku.edu/rtwsc/resources.htm>), and the Professional Growth Plan requirements for this course.

4. Resources:

4.1 Library resources:

Current Library resources are adequate for this course.

4.2 Computer resources:

No additional WKU computer resources will be required.

5. Budget implications:

5.1 Proposed method of staffing:

Faculty costs for SMED 589 will be covered by tuition.

5.2 Special equipment needed:

No special equipment is needed for this course.

5.3 Expendable materials needed:

There is no additional cost for materials for this course.

5.4 Laboratory materials needed:

None required

6. Proposed term for implementation: (201030)

7. Dates of prior committee approvals:

School of Teacher Education: 02/22/2010

CEBS Curriculum Committee _____

Professional Education Council _____

Graduate Council _____

University Senate _____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

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

Contact Person: Vicki H. Metzgar, vicki.metzgar@wku.edu, 270-745-3343

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: SMED 590
- 1.2 Course title: Teaching Internship
- 1.3 Abbreviated course title: Teaching Internship
- 1.4 Credit hours and contact hours: 8 hrs
- 1.5 Type of course: N
- 1.6 Prerequisite: Admission to Teacher Education; Corequisite: SMED 589
- 1.7 Course catalog listing:

Supervised student teaching experience. This course is intended to be completed in two consecutive semesters (Fall and Spring). Must meet all requirements for admission to Student Teaching. Restricted to GSKyTeach candidates. Students responsible for own transportation to off-campus site.

2. Rationale:

- 2.1 Reason for developing the proposed course:

In partnership with the Jefferson County Public Schools (JCPS) in Louisville, Kentucky and Ogden College of Science and Engineering, the College of Education and Behavioral Sciences has been awarded a Teacher Quality Partnership Grant from the U. S. Department of Education to establish a teacher residency program, called GSKyTeach. GSKyTeach's primary purpose is to improve teaching and learning in math and science in underperforming schools by preparing and placing highly qualified and expertly prepared new math and science teachers in high-need high schools.

This course is one of a series of new courses proposed as part of the GSKyTeach program. SMED 590 will place students in a student teaching practicum alongside a Mentor Teacher and under the guidance of a Master Teacher and WKU faculty member. The class(es) selected for the internship will reflect the likely teaching assignment students will have during the following year as first-year teachers. Students will spend four days per week for Fall and Spring semesters in a secondary mathematics or science classroom. Students will be required to complete other coursework related to the completion of requirements for the Science and Mathematics Education Master of Arts in Education degree on Friday of each week. This course is offered for 8 hours credit, and it extends over the Fall and Spring semesters. Both semesters must be completed to meet the requirements for this course.

- 2.2 Projected enrollment in the proposed course:

There will be an initial cohort of 20 students enrolled in SMED 590. During the grant period, the number of students will range from 10-20, depending on funding. GSKyTeach should be sustained beyond the grant period, however, when enrollment could be as high as 25-30 students

per year.

2.3 Relationship of the proposed course to courses now offered by the department:

SEC 490 is the traditional undergraduate education student teaching placement in a secondary classroom for a semester-long internship prior to graduation. SEC 490 requires student teachers to be placed for one entire semester, meeting classes five days per week alongside the supervising teacher. The GSKyTeach SMED 590 course differs in that it requires students to meet classes under the guidance of a Mentor Teacher for four days each week, but it requires students to spend Fall and Spring semesters in order to meet the requirements of the course. SEC 490 offers 10 hours of credit, whereas SMED 590 offers 8 hours of credit.

2.4 Relationship of the proposed course to courses offered in other departments:

There are no other departments that offer student teaching courses.

2.5 Relationship of the proposed course to courses offered in other institutions:

The University of Kentucky Department of Curriculum and Instruction offers a Masters of Education for Initial Certification (MIC) degree in which students spend an entire semester in student teaching. Their EDC 746 Student Teaching in Science carries 9 hours of graduate credit and meets five days per week for one semester.

Middle Tennessee State University offers secondary education, and their YOED 4110 Directed Teaching is the student teaching component. This class carries 9 hours of credit, as well, and meets five days per week for a single semester.

The University of Northern Iowa requires a 12 hour, one semester, student teaching assignment for undergraduate and graduate students.

3. Discussion of proposed course:

3.1 Course objectives:

In this supervised internship in the classroom of a Mentor Teacher, student teachers will not only observe and support the Mentor Teacher, but will also be provided structured co-teaching opportunities. Science and Mathematics Education students will progress from assisting the Mentor Teacher to teaching single lessons in a class and teaching an entire day. By the end of Spring semester students will be able to plan and teach for multiple weeks. WKU Faculty members will assess student performance for purposes of grading with cooperation and input from Mentor and Master Teachers in the schools.

3.2 Content outline:

Students will engage in teaching experiences that reflect situations where they will likely be placed as classroom teachers. The experiences will build upon the major themes and skills embedded in the Graduate Science and Mathematics Education course components. Students will demonstrate growth from novice to competent levels in the following areas:

- Recognizing students with exceptional educational needs
- Differentiating instruction for students with special needs
- Incorporating other disciplines through collaborative interdisciplinary teaching
- Using appropriate technology for instruction

- Demonstrating competence in effective classroom management strategies
- Planning and teaching for the safe use of all materials and facilities for instruction in mathematics or science
- Demonstrating best practices in assessment design
- Developing and utilizing effective classroom questioning strategies
- Developing strategies for teaching literacy in the content areas of mathematics or science
- Designing instructional sequences and units
- Planning and teaching lessons that include project based instruction
- Planning and executing the beginning phases of an action research project related to mathematics or science instruction
- Demonstrating competence in working with parents and community
- Participating in a professional learning community to improve instruction

3.3 Student expectations and requirements:

In the first semester, students will create and teach a lesson each week. Master Teachers and Mentor Teachers will make content assignments and assist. All lesson preparations require approval before being taught. At least four lessons will be designed and taught by the student that demonstrate competence in the following areas: (Lessons may demonstrate multiple abilities)

- Technology
- Differentiating Instruction
- Questioning Strategies
- Assessment
- Incorporating multiple disciplines

During the second semester, students will create and teach an instructional sequence of 3 classes. Once the graduate students have demonstrated adequate skill, they will create and teach six continuous weeks of instruction to include at least one entire unit of instruction in their content area. Master Teachers and Mentor Teachers will make content assignments and assist. All lesson preparations will require approval before being taught. Students will concurrently do a classroom action research project with members of their cohort and their Mentor Teacher.

Students will demonstrate competence in the following areas: (Lessons may demonstrate multiple abilities)

- Learning communities
- Action research
- Analysis and insight from data
- Technology
- Project based teaching

3.4 Tentative texts and course materials: None

4. Resources:

4.1 Library resources: None

4.2 Computer resources: None

5. Budget implications:

5.1 Proposed method of staffing: Existing faculty

5.2 Special equipment needed: None

5.3 Expendable materials needed: None

5.4 Laboratory materials needed: None

6. **Proposed term for implementation: (201030)**

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

School of Teacher Education: 02/22/2010

CEBS Curriculum Committee _____

Professional Education Council _____

Graduate Council _____

University Senate _____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

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

Contact Person: Vicki H. Metzgar, vicki.metzgar@wku.edu, 270-745-3343

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: SMED 620
- 1.2 Course title: Collaborative Research to Improve Mathematics and Science Teaching
- 1.3 Abbreviated course title: Colab Rsrch to Imprv M/S Tchng
- 1.4 Credit hours and contact hours: 3 hours
- 1.5 Type of course: S
Corequisites: SMED 589, SMED 560
- 1.6 Course catalog listing: Co-requisite SMED 560: The purpose of this course is to develop skills and processes to design and develop a data based action research project to be implemented during the semester.

2. Rationale:

- 2.1 Reason for developing the proposed course:

In partnership with the Jefferson County Public Schools (JCPS) in Louisville, Kentucky and Ogden College of Science and Engineering, the College of Education and Behavioral Sciences has been awarded a Teacher Quality Partnership Grant from the U. S. Department of Education to establish a teacher residency program, called GSKyTeach. GSKyTeach's primary purpose is to improve teaching and learning in math and science in underperforming schools by preparing and placing highly qualified and expertly prepared new math and science teachers in high-need high schools.

The ability of teachers to use student data to analyze the teaching and learning that occurs in a classroom, plan instructional strategies that address places where student achievement falls short, and reflect on the instructional intervention is one area of professional skill where many current secondary teachers fall short. In order to prepare teachers with these skills, it is important to teach students how to conduct meaningful action research as part of their professional skill set prior to certification. SMED 620 will address this need, as it allows student teachers to work with their colleagues, as well as Mentor Teachers, Master Teachers, and WKU Faculty, to develop an action research project based on data drawn from the classrooms where they are teaching. This project will be planned with the goal of improving the student teacher's instruction in mathematics or science, and it will provide instruction in research methodologies that will enhance instruction and improve student achievement.

- 2.2 Projected enrollment in the proposed course:

There will be an initial cohort of 20 students enrolled in SMED 560. During the grant period, the number of students will range from 10-20, dependent on funding. GSKyTeach should be sustained beyond the grant period, however, when enrollment could be as high as 25-30 students per year.

2.3 Relationship of the proposed course to courses now offered by the department:

There is a TCHL560 Action Research course in the Master of Arts in Education degree in CEBS. TCHL 560 is intended for graduate students who already possess teaching certification and are seeking to improve their Rank on the current salary scale. SMED 620 will serve a totally different set of graduate students who are not previously certified and who have little or no prior knowledge of issues related to educational research. Since SMED graduate students will have such limited knowledge of educational research, and since their research will necessarily take place in mathematics and science classes, the more general TCHL 560 will not include content needed by SMED students and will not serve as a substitute for SMED 620.

There are several other courses within the School of Teacher Education dealing with the foundations of research and applied research. However, these courses, listed below, do not address conducting action research within K-12 schools.

- ELED 545 Investigations in Classroom Teaching
- MGE 545 Investigations in Classroom Teaching
- EXED 534 Seminar: Research in Exceptional Child Education
- LME 509 Investigations in Educational Technology

2.4 Relationship of the proposed course to courses offered in other departments:

Most of the graduate programs at WKU offer basic research methods coursework. The following list is a representative sample: EDFN 500, EDFN 548, PSY 512, PE 501, REC 501, and ECON 506. There is also a list of coursework offered in statistical analysis, mostly tailored to the needs of the individual department, such as, EDFN501, EDFN 601, PSY 513, PSY 563, and BA 540. SMED 620 will be an overview of research methods and statistical analysis with an emphasis on designing questions that can be investigated within the confines of the secondary mathematics or science classroom. The content of SMED 620 will cover issues of validity, reliability, and limitations involved with human subject research that will prepare the GSKyTeach candidate to work within the Professional Learning Communities formed concurrently in SMED 560 to initiate an innovative teaching design and to assess its impact on student learning.

2.5 *Relationship of the proposed course to courses offered in other institutions:*

MTSU offers ELED 6340, Introduction to Educational Research, which, as its letters indicate, is for Elementary Education Majors, and SPED 6710, Action Research, for Special Education Majors.

Ball State University offers EDSEC 676 Research in Secondary Education, which leads to the Master's Thesis course in Secondary Education.

The University of Northern Iowa only has Master's programs in Special Education or leading to administrative certification for the principalship.

3. Discussion of proposed course:

3.1 Course objectives:

The primary purpose of SMED 620 is to develop the skills and processes for the design and development of a data based action research project. After instruction in research design, validity and reliability issues, and statistical treatment of data, teacher residents will work under the direction of both their Master Teacher and a WKU faculty member to design and develop a sound action research project that will be implemented during the Spring semester of their student

teaching experience.

3.2 Content outline:

The students will:

- gain an understanding of the tenets of action research
- explore a variety of approaches to research
- explore action research as a strategy for school improvement
- define what makes a researchable issue
- review current literature and develop an action research question related to the student's content area and teaching assignment
- design and implement an action research project within the classes the student is teaching
- reflect on the outcome of the study and present the study's findings in written and oral form

3.3 Student expectations and requirements:

Students will:

- Reflect on educational practice and ways to improve instruction
- Research the ethics of human subjects testing
- Study the Human Subjects Review Board process and successfully write an IRB proposal
- Study the strategies, procedures, and tools for effective action research
- Examine data and appropriate interpretations of data
- Determine the impact of action research on teaching and learning with regard to instructional effectiveness
- Develop and implement an action research project
- Communicate the results of action research

3.4 Tentative texts and course materials:

Mills, G. E. (2006). *Action research: A guide for the teacher researcher*. Saddle River, NJ: Prentice Hall.

Sagor, R. (2000). *Guiding school improvement with action research*. Alexandria, VA: ASCD.

Stringer, E.T. (2007). *Action Research*. Los Angeles: Sage Publications

4. Resources:

4.1 Library resources: Present resources are adequate.

4.2 Computer resources: Present resources are adequate

5. Budget implications:

5.1 Proposed method of staffing: Existing staff

5.2 Special equipment needed: None

5.3 Expendable materials needed: None

5.4 Laboratory materials needed: None

6. Proposed term for implementation:

7. Dates of prior committee approvals:

School of Teacher Education:	<u>02/22/2010</u>
CEBS Curriculum Committee	_____
Professional Education Council	_____
Graduate Council	_____
University Senate	_____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

Proposal Date:

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

Contact Person: Vicki H. Metzgar, vicki.metzgar@wku.edu, 270-745-3343

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: SMED 630
- 1.2 Course title: Action Research Seminar
- 1.3 Abbreviated course title: Action Research Seminar
- 1.4 Credit hours and contact hours: 1 hour
- 1.5 Type of course: S
- 1.6 Prerequisites/corequisites: SMED 620
- 1.7 Course catalog listing:

Students present results of instructional innovation and develop conclusions about practice or process implemented in secondary classroom. Restricted to GSKyTeach candidates. Meets off campus.

2. Rationale:

- 2.1 Reason for developing the proposed course:

In partnership with the Jefferson County Public Schools (JCPS) in Louisville, Kentucky and Ogden College of Science and Engineering, the College of Education and Behavioral Sciences has been awarded a Teacher Quality Partnership Grant from the U. S. Department of Education to establish a teacher residency program, called GSKyTeach. GSKyTeach's primary purpose is to improve teaching and learning in math and science in underperforming schools by preparing and placing highly qualified and expertly prepared new math and science teachers in high-need high schools.

This course is part of the graduate science and mathematics education program. SMED 630 is the culminating course for students. Mentor and Master Teachers, WKU faculty, and the cohort of graduate science and mathematics education students will present the results of Action Research projects completed during their student teaching experience.

- 2.2 Projected enrollment in the proposed course:

There will be an initial cohort of 20 students enrolled in SMED 630. During the grant period, the number of students will range from 10-20, depending on funding. GSKyTeach should be sustained beyond the grant period, however, when enrollment could be as high as 25-30 students per year.

- 2.3 Relationship of the proposed course to courses now offered by the department:

Most of the courses offered as seminars are for a single credit hour, however, none of the other courses offered deal with science and mathematics education. Examples of other courses include, but are not limited to:
Soel 505: Proseminar (1 credit)

MIL 490: Military Leadership Seminar (1 hour)

Prerequisite: Permission of the PMS.

Practical applications of military leadership skills, military bearing and physical fitness are stressed. Course is designed to assist students in the transition to Army officer status and continue their physical conditioning. Field experience on military installations is required (transportation provided.)

AGRI 598 Seminar (1 hours, up to 3 hours)

2.4 Relationship of the proposed course to courses offered in other departments:

Although many other departments offer coursework which includes seminars, no other departments offer education seminars related to action research.

2.5 Relationship of the proposed course to courses offered in other institutions:

MTSU: 4260 Problems in Education. One to three credits. The course description for this states that this is, “an opportunity for individuals or groups to work on problems related to their needs.” This course is not related to action research. (http://www.mtsu.edu/ucat/0911/2009-11_Courses.pdf)

The University of Northern Iowa offers 190:389 a *Doctoral Seminar (1 hour)* It is not clear what this seminar covers, however it is clear that it does not cover action research conducted within schools.

(<https://access.uni.edu/cgi-bin/ccd/catalog.cgi?dept=190>)

Ball State University offers EDGEN 500: Analysis of Contemporary Educational Issues. (1–8 hours) Crucial contemporary issues in education are studied to determine their origin, status, and significance; to search for possible solutions through in-depth analysis; and to arrive at logical and practical personal positions. (http://cms.bsu.edu/App_Media/1/0/9/%7B109A2369-0BFD-41D7-8BBA-7D4549CCCAAF%7DTeacher%27s%20College.pdf)

3. Discussion of proposed course:

3.1 Course objectives:

Students will share the results of their action research projects with a cohort of colleagues, as well as Mentor Teachers, Master Teachers, and WKU faculty member/s.

3.2 Content outline:

The Student teachers, Mentor Teachers, and Master Teachers will meet with the WKU faculty member/s to share the findings of their action research project with the entire group, both orally and in written format.

3.3 Student expectations and requirements:

Students will prepare and present a comprehensive report including a PowerPoint presentation and a written report documenting the work of their Professional Learning Community during their year-long student teaching experience. Students will specifically report on the question of their investigation, an innovative teaching practice that they chose to initiate to address the question, the data gathered, interpretations of those data, and the conclusion/s drawn from those

data.

3.4 Tentative texts and course materials: None required

4. Resources:

4.1 Library resources: Present resources are adequate.

4.2 Computer resources: Present resources are adequate.

5. Budget implications:

5.1 Proposed method of staffing: Existing staff are adequate.

5.2 Special equipment needed: None required.

5.3 Expendable materials needed: None required.

5.4 Laboratory materials needed: None required.

6. Proposed term for implementation: (201120)

7. Dates of prior committee approvals:

School of Teacher Education: 02/22/2010

CEBS Curriculum Committee _____

Professional Education Council _____

Graduate Council _____

University Senate _____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

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

Contact Person: S. Kay Gandy, kay.gandy@wku.edu, 745-2991

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: EDU 699
- 1.2 Course title: Specialist Project
- 1.3 Abbreviated course title: Specialist Project
- 1.4 Credit hours and contact hours: 1 to 6 hours (6 hours total)
- 1.5 Type of course: R—Research
- 1.6 Prerequisite: Instructor permission
- 1.7 Course catalog listing: Independent research related to a topic in education

2. Rationale:

- 2.1 Reason for developing the proposed course: The School of Teacher Education presently has SEC 699 and ELED 699, specialist project courses for students in the EdS programs in elementary and secondary education. The recent creation of the School of Teacher Education has led to an effort to develop single courses that could serve students in more than one program area. Thus, the decision was made to create EDU 699 for use in any EdS program in the School of Teacher Education. The faculty intend to delete ELED 699 and SEC 699 once the proposed new course is approved.
- 2.2 Projected enrollment in the proposed course: It is estimated that up to 20 students per year may enroll. This is based on recent development of a grant-supported program to recruit students in history.
- 2.3 Relationship of the proposed course to courses now offered by the department: As noted above, the School of Teacher Education (STE) currently offers ELED 699 and SEC 699. The proposed course will be the capstone for the EdS in any program area in the STE.
- 2.4 Relationship of the proposed course to courses offered in other departments: Most other departments offer a capstone course. All departments that offer the EdS have a 699 course. PSY 699, EDAD 699, and CNS 699 are the other three Specialist Project courses.
- 2.5 Relationship of the proposed course to courses offered in other institutions: Other institutions that offer the EdS also require a capstone specialist project. Three examples are: EDL 785 (Independent Study in EdS) at the University of Kentucky, EDS 690 (Capstone Project) at Middle Tennessee State University, and CIED 680 EdS Project at the University of Arkansas.

3. Discussion of proposed course:

- 3.1 Course objectives: Students will demonstrate skills in identifying an appropriate applied research topic, reviewing appropriate published literature, formulating research questions, designing and conducting a study, and discussing research results.
- 3.2 Content outline: Not applicable; students will conduct independent research under the direction of a specialist project committee that will include at least three graduate faculty members.
- 3.3 Student expectations and requirements: Students will be expected to complete a specialist project with the approval of committee members, present the project to the committee, and pass an oral defense of the project.
- 3.4 Tentative texts and course materials: No texts will be required.

4. Resources:

- 4.1 Library resources: current resources are adequate
- 4.2 Computer resources: current resources are adequate

5. Budget implications:

- 5.1 Proposed method of staffing: Present staffing is adequate to meet this course.
- 5.2 Special equipment needed: none
- 5.3 Expendable materials needed: none
- 5.4 Laboratory materials needed: none

6. Proposed term for implementation: Fall 2010

7. Dates of prior committee approvals:

School of Teacher Education	02/22/2010
CEBS Curriculum Committee	_____
Professional Education Council	_____
Graduate Council	_____
University Senate	_____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

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

Contact Person: Dr. S. Kay Gandy, kay.gandy@wku.edu, 745-2991

1. Identification of program:

- 1.1 Current program reference number: 119
- 1.2 Current program title: Education Specialist in Secondary Education
- 1.3 Credit hours: 30 hours

2. Identification of the proposed program changes:

- * modification in admission requirements
- *drop EDU 601/698
- *change hour distribution for professional education component and specialization component
- *create requirement for a research methods or statistics course
- *eliminate requirement for EXED 516
- *substitute EDU 699 for SEC 699

3. Detailed program description:

<p>.In addition to meeting the admission requirements of Graduate Studies, applicants must meet the following departmental requirements:</p> <p>Three years of teaching experience at the appropriate level. Up to two years of experience may be waived in favor of equivalent experience; and</p> <p>Four letters of recommendation: two from graduate faculty members and two from professional associates in administrative and/or supervisory roles.</p> <p>This program requires 30 hours beyond a master's degree.</p>	<p>In addition to meeting the admission requirements of Graduate Studies, applicants must meet the admission requirements for the School of Teacher Education and, if applicable, the department in which specialization courses are offered.</p> <p>School of Teacher Education Requirements: Three years of teaching experience at the appropriate level. Up to two years of experience may be waived in favor of equivalent experience; and</p> <p>Four letters of recommendation: two from graduate faculty members and two from professional associates in administrative and/or supervisory roles.</p> <p>Students must hold initial or advanced certification in an area consistent with the focus of study.</p> <p>Students must have an overall 3.0 average in specialized field coursework.</p> <p>Students must submit with their application a</p>
---	---

	<p>Statement of Purpose essay of approximately 750 words. The essay should discuss the applicant’s personal, professional, and/or academic preparation for advanced graduate study, and how the EdS. degree with a specific concentration will fit into the applicant’s future professional development.</p> <p>This program requires 30 hours beyond a master’s degree.</p>
<p><i>Professional Education Component*—5 hours</i> EDU 501, EDU 604, EDU 596 <i>*If EDU 501 and EDU 598/596 appear on the transcript, students must enroll in EDU 601 and EDU 698.</i> <i>Related Professional Education Courses—7-13 hours</i> Minimum of seven hours of advisor-approved, professional education graduate level courses, including EXED 516**, and SEC 699 (6 hours) **An approved elective may be substituted if an Exceptional Education course is on the student’s transcript. <i>Related Specialization Courses—12-18 hours</i> Minimum of 12 hours of advisor-approved, subject-related courses pertinent to the area of specialization. <u>Note:</u> There is a limit of 6 hours of workshop and independent study credit that can be used on a Specialist program. Only three of those 6 hours can be one credit hour courses. A total of 24 hours of non-professional education courses is required for the MAE and Specialist program combined.</p>	<p>Professional Education Component—3 hours EDU 604 (Management of the Learning Environment)</p> <p>Research Methods or Statistics—3 hours EDFN 501 (Educational Statistics) or subject-related research methods or statistics course pertinent to the area of specialization</p> <p>Related Professional Education Courses—6 to 9 hours (advisor-approved professional education courses)</p> <p>Related Specialization Courses—9 to 12 hours (advisor-approved, subject-related courses pertinent to the area of specialization)</p> <p>Specialist Project—6 hours EDU 699 (Specialist Project) 6 hours OR EDU 699(3hours) and discipline-specific 699 course (3 hours)</p>

4. Rationale for the proposed program change:

- *Additional requirements add a higher level of expectation for EdS applicants
- * There is no longer a state requirement that students need to develop a portfolio Assessment for the EdS as required in EDU 601 and EDU 698 and therefore these courses are no longer needed to satisfy state requirements.
- *Changes in hour requirements allow an even balance between content areas and pedagogy.
- * The addition of a research methods or statistics course will better prepare students for their specialist projects.
- * Teacher candidates are required to take exceptional education courses as part of initial certification course work (undergraduate or graduate), so there is no longer a need to require EXED 516 in advanced graduate programs.
- *The EDU 699 course substitution will allow for more flexibility in the EdS program.

5. Proposed term for implementation: Fall 2010

6. Dates of prior committee approvals:

School of Teacher Education

02/22/2010

CEBS Curriculum Committee

Professional Education Council

Graduate Council

University Senate

Attachment: Program Inventory Form