CEBS CURRICULUM COMMITTEE
3:00 pm – September 7, 2010
Dean's Conference Room

I.   Approval of Minutes of the July 6, 2010 meeting and approval of June 25th Electronic Minutes to vote on the eleven master planned fifth-year non-degree redesign. (The July 6th minutes can be found on the CEBS Web Page, click on Faculty and Staff and then meeting minutes and agendas.)

II.   New Business

        School of Teacher Education

        1. Proposal to Revise a Program – the revised policy will apply to all undergraduate programs leading to teacher certification in elementary education, middle grades education, secondary education, exceptional education, and interdisciplinary early childhood education.
        2. Create a Temporary Course – ELED 572, Math and Technology Methods for Diverse Learners
        3. Create a Temporary Course – ELED 573, Math and Technology Assessment and Intervention

        Educational Leadership Doctoral Program

        1. Create a New Course – EDLD 800, Maintain Matriculation

III.   Other Business
        • Three reports from the Alternate Admission Subcommittee

CEBS Curriculum Committee
Electronic Vote Minutes – June 25, 2010

An electronic vote on the eleven (11) master planned fifth-year non-degree redesign proposals was sent to the voting members of the CEBS Curriculum Committee on Friday, June 25th. The proposals that were attached for this electronic vote contained changes made consistent with the understanding of what the Educational Professional Standards Board had approved.

This electronic vote passed unanimously.

Susan Krisher
Committee Secretary

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

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

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

2.   **Identification of the proposed program changes:**
   * Modifies present policy regarding eligibility to enroll in Student Teaching (ELED 490, MGE
490, SEC 490, EXED 490, IECE 490) by providing candidates who do not meet critical
performance averages an alternative assignment related to Kentucky Teacher Standards.

3.   **Detailed program description:**

Existing Policy

Admission to student teaching requires that the student has:

1.   been admitted to professional education.
2.   applied for student teaching by February 15th for fall placement and by September 15th for
spring placement.
3.   a grade point average of 2.5 or higher in each of the following:
     a.   overall hours
     b.   major(s)
     c.   minor(s)
     d.   professional education hours
4.   completed all professional education courses except student teaching and EDU 489 or EXED
434, and received grades of "C" or higher in all these courses.
5.   met additional requirements described in prerequisites for ELED 490, MGE 490, SEC 490,
EXED 490, or IECE 490.
6.   completed 75% of the major or all of the minor if student teaching is to be done in the minor.
7.   attained senior status (90 credit hours).
8.   achieved on average "at standard" (3 or higher) on all professional education dispositions.
9.   achieved critical performance assessment scores that average at least 3.0 overall and at least 2.5
per Kentucky Teacher Standard measured.

10. a valid and current medical examination (not older than one year from the end of the semester in which the student plans to student teach).
11. demonstrated moral, social, and ethical behavior that is acceptable in the school community and the community at large, as defined in the <u>Professional Code of Ethics for Kentucky School Certified Personnel</u>.

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

Proposed Policy (Additions in italics)

Admission to student teaching requires that the student has:

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

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

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

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

6.   Dates of prior committee approvals:

School of Teacher Education   05/12/2010_____

CEBS Curriculum Committee   _____ _____

Professional Education Council   _____

Undergraduate Curriculum Committee   _____

University Senate   _____

Attachment: Program Inventory Form

Attachment: Undergraduate Critical Performance Policy

Undergraduate Critical Performance Policy
Presented and approved by School of Teacher Education faculty on 5/12/2010

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

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

1. Student will complete a paper listing all ten standards (see template below). Included in this paper will be a statement of each standard, a definition of each standard in the student's own words, how the student has demonstrated each standard, areas for professional growth for each standard, and a strategy of how the student intends to show growth in each standard. The narrative for the area/areas in which the student has not met the required criteria will be expected to be written in more depth than those for areas that have already been met.

2. This assignment will be reviewed and proficiency determined by a committee selected on a rotating basis from the faculty of the School of Teacher Education, as well as content faculty, as appropriate. The School of Teacher Education Director will assign School of Teacher Education faculty and, as needed, request content faculty to serve on the reviewing committee.

3. The reviewing committee member (s) will review the assignment and give a proficient/non-proficient rating within one month of receiving the assignment.

4. Upon the committee's rating of proficiency on all required teacher standards, the student will be allowed to continue in the student teaching assignment.

CRITICAL PERFORMANCE ASSIGNMENT FORM

STANDARD 1: THE TEACHER DEMONSTRATES APPLIED CONTENT KNOWLEDGE

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

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

STANDARD 2: THE TEACHER DESIGNS AND PLANS INSTRUCTION

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

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

STANDARD 3: THE TEACHER CREATES AND MAINTAINS LEARNING CLIMATE

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

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

STANDARD 4: THE TEACHER IMPLEMENTS AND MANAGES INSTRUCTION

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

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

STANDARD 5: THE TEACHER ASSESSES AND COMMUNICATES LEARNING RESULTS

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

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

STANDARD 6: THE TEACHER DEMONSTRATES THE IMPLEMENTATION OF TECHNOLOGY

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

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

STANDARD 7: REFLECTS ON AND EVALUATES TEACHING AND LEARNING

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

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

STANDARD 8: COLLABORATES WITH COLLEAGUES/PARENTS/OTHERS

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

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

STANDARD 9: EVALUATES TEACHING AND IMPLEMENTS PROFESSIONAL DEVELOPMENT

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

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

STANDARD 10: PROVIDES LEADERSHIP WITHIN SCHOOL/COMMUNITY/PROFESSION

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

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

Pre-Student Teaching Kentucky Teacher Standards Proficiency Referral Form

Student name:_____

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

Standard 1

Standard 2

Standard 3

Standard 4

Standard 5

Standard 6

Standard 7

Standard 8

Standard 9

Standard 10

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

_____

Date proficiency met:

_____   _____

_____   _____

_____   _____

_____   _____

_____   _____

Date referred back to the Office of Teacher Services: _____

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

Contact Person: Janet Tassell, janet.tassell@wku.edu, 270-745-5306

1. **Identification of proposed course**
    1.1   Course prefix (subject area) and number: ELED 572
    1.2   Course title: Math and Technology Methods for Diverse Learners
    1.3   Abbreviated course title: Math & Tech Meth Div Learners
    1.4   Credit hours: 3
    1.5   Schedule type: L
    1.6   Prerequisites/corequisites: none
    1.7   Course description: Focuses on increasing elementary teachers' knowledge of mathematics and technology pedagogy, diversity of learners specific to math and technology initiatives in the school, and current research on technology and mathematics pedagogy in meeting the needs of diverse learners.

2. **Rationale**
    2.1   Reason for offering this course on a temporary basis: This course will be a critical component of the Math and Technology Leadership Academy that was approved and funded as part of a three-year Toyota grant award. A cohort group of eighteen teachers will complete this second course in the spring of 2011. This course will be part of a three-course sequence.

    2.2   Relationship of the proposed course to courses offered in other academic units:

    MATH 500 Readings in Mathematics offers students opportunities to investigate current research in mathematics and MATH 504 Computer Applications to Problems in Mathematics teaches **c**omputer techniques and solutions of problems in mathematics including calculus, applied statistics, simulation, linear programming, game theory and linear algebra. However, ELED 572 focuses more broadly on research and readings specific to mathematics, technology, and pedagogy for diverse learners.   The above listed courses go beyond the scope of the proposed ELED 572 course in terms of course objectives as they relate to depth of math and technology content and the overall focus of the preparation (i.e., fields of business, engineering, computer programming). Additionally, ELED 572 has "diversity" requirements not included in any of the courses listed above related to field experiences, development of curriculum specific to mathematics and technology integration, and diverse learners at the elementary school level.

3. **Description of proposed course**
    3.1   Course content outline

- Knowledge of mathematics and pedagogy for diverse learners
    - Current research in math pedagogy for diverse learners
    - Common Core Standards
- Knowledge of technology and pedagogy for diverse learners
    - Current research in technology pedagogy for diverse learners
    - Standards: NETS-S
- Development of understanding of diversity as related to instruction in math and technology
    - Current research in diversity in education
    - Broad spectrum of diversity
    - Diversity in Math – Elementary Math Specialist Standards
    - Diversity in Technology – NETS-T, NETS-Leaders, and LoTi
    - Program evaluation for math and technology diversity at school
    - How are parents involved in supporting diversity?
    - How are administrators involved in supporting diversity?
    - What are appropriate roles in educating diverse learners?
    - How are you a leader in your school in supporting diverse learners?

3.2 **Tentative text(s)**

Bender, W. N. (2010). Differentiating math instruction: Strategies that work for K-8 Classrooms. 2nd ed. Thousand Oaks, CA: Corwin.

Germaine-McCarthy, Y., Owens, K. (2005). Mathematics and multi-ethnic students: Exemplary practices. Larchmont, NY: Eye on Education.

Roblyer, M. D., Doering, A. H. (2010). Integrating educational technology into teaching. 5th ed. Boston: Allyn & Bacon.

Tucker, B. F., Singleton, A. H., and Weaver, T. L. (2006). Teaching mathematics to all children: Designing and adapting instruction to meet the needs of diverse learners. 2nd ed. Princeton, NC: Merrill.

4. **Second offering of a temporary course (if applicable)**
    4.1   Reason for offering this course a second time on a temporary basis:
    4.2   Term course was first offered:
    4.3   Enrollment in first offering:

5. **Term of Implementation:** Spring 2011

6. **Dates of review/approvals:**

School of Teacher Education: _____8/19/2010_____

CEBS Curriculum Committee   _____

CEBS Dean   _____

Graduate College   _____

Provost: _____

Attachment: Course Inventory Form

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

Contact Person: Janet Tassell, janet.tassell@wku.edu, 270-745-5306

1. **Identification of proposed course**
    1.1   Course prefix (subject area) and number: ELED 573
    1.2   Course title: Math and Technology Assessment and Intervention
    1.3   Abbreviated course title: Math/Tech Assess/Intervention
    1.4   Credit hours: 3
    1.5   Schedule type: L
    1.6   Prerequisites/corequisites: none
    1.7   Course description: Focuses on increasing elementary teachers' knowledge, planning, and implementation of mathematics and technology assessment and intervention techniques for specific learners.

2. **Rationale**
    2.1   Reason for offering this course on a temporary basis: This course will be a critical component of the Math and Technology Leadership Academy that was approved and funded as part of a three-year Toyota grant award. A cohort group of eighteen teachers will complete this second course in the summer of 2011. This course will be part of a three-course sequence.

    2.2   Relationship of the proposed course to courses offered in other academic units: WKU offers the following courses which have some overlap in content: MATH 500 Readings in Mathematics offers students opportunities to investigate current research in mathematics and MATH 504 Computer Applications to Problems in Mathematics teaches **c**omputer techniques and solutions of problems in mathematics including calculus, applied statistics, simulation, linear programming, game theory and linear algebra. However, ELED 573 focuses more broadly on research and readings specific to mathematics, technology, and assessment and intervention planning for learners in the elementary school.   The above listed courses go beyond the scope of the proposed ELED 573 course in terms of course objectives as they relate to depth of math and technology content and the overall focus of the preparation (i.e., fields of business, engineering, computer programming).

3. **Description of proposed course**
    3.1   Course content outline
            •   Development of understanding of assessment and intervention in math and technology
                    •   Current research in Response to Intervention
                    •   Current research in formative assessments
                    •   Broad spectrum of assessment and intervention planning

- Assessment/Intervention in Math – Elementary Math Specialist Standards
- Assessment/Intervention in Technology – NETS-T, NETS-Leaders, and HEAT
- Program evaluation for math and technology assessment and intervention at school
- How are parents involved in supporting and understanding assessment and intervention at the school?
- How are administrators involved in supporting best practice in assessment and intervention planning?
- What are appropriate roles in assessing and planning interventions for diverse learners to be successful?
- How are you a leader in your school in supporting assessment and interventions to meet the needs of diverse learners?

3.2 **Tentative text(s)**

Petrina, S. (2007). *Advanced teaching methods for the technology classroom.* Hershey, PA : Information Science Pub.

Riccomini, P.J., Witzel, B. S. (2010). *Response to intervention in math.* Thousand Oaks, CA: Corwin.

Sherman, H. J., Richardson, L. I., Yard, G. J. (2009). *Teaching learners who struggle with mathematics: Systematic intervention and remediation.* 2nd Ed. Columbus, OH: Pearson.

Taylor-Cox, J. (2009). *Math intervention: Building number power with formative assessments, differentiation & games: Gr. 3-5.* Larchmont, NY: Eye on Education.

4. **Second offering of a temporary course (if applicable)**
    4.1   Reason for offering this course a second time on a temporary basis:
    4.2   Term course was first offered:
    4.3   Enrollment in first offering:

5. **Term of Implementation:** Summer 2011

6. **Dates of review/approvals:**

    School of Teacher Education: _____8/19/2010_____

    CEBS Curriculum Committee   _____

    CEBS Dean   _____

    Graduate College   _____

    Provost: _____

Attachment: Course Inventory Form

College of Education and Behavioral Sciences
Educational Leadership Doctoral (EDD) Program
Proposal to Create a New Course
(Action Item)

Contact Person: Tony Norman, tony.norman@wku.edu, 745-3061

1. **Identification of proposed course:**

    1.1   Course prefix (subject area) and number: EDLD 800
    1.2   Course title: Maintain Matriculation
    1.3   Abbreviated course title: Maintain Matriculation
    1.4   Credit hours: 1-6
    1.5   Type of course: M
    1.6   Prerequisites/corequisites: Prerequisite: Completion of required dissertation credit hours and advisor permission.
    1.7   Course catalog listing: Maintain Matriculation

2. **Rationale:**

    2.1   Reason for developing the proposed course: This course is for Educational Leadership doctoral students who have completed all dissertation credit requirements but need to maintain matriculation until they have defended their dissertations.
    2.2   Projected enrollment in the proposed course: Enrollment will consist only of students in the doctoral program. Approximately 25 students may be enrolled in any given semester.
    2.3   Relationship of the proposed course to courses now offered by the department: The proposed course is related to all other courses in the EDD program inasmuch as it will be taken by students completing their dissertations, which they will draw from their course work.
    2.4   Relationship of the proposed course to courses offered in other departments: All graduate level programs have similar courses.
    2.5   Relationship of the proposed course to courses offered in other institutions: Similar courses are offered at other universities offering the doctoral degree.

3. **Discussion of proposed course:**

    3.1   Course objectives: To ensure the student maintains matriculation while completing the dissertation.
    3.2   Content outline: NA
    3.3   Student expectations and requirements: Student will continue to make progress toward completion and defense of the dissertation.
    3.4   Tentative texts and course materials: NA

4. Resources:

    4.1   Library resources: No additional resources necessary
    4.2   Computer resources: No additional resources necessary

5. Budget implications:

    5.1   Proposed method of staffing: No additional staff needed
    5.2   Special equipment needed: No special equipment needed
    5.3   Expendable materials needed: No materials needed
    5.4   Laboratory materials needed: No materials needed

6. Proposed term for implementation: Spring 2011

7. Dates of prior committee approvals:

EDD Leadership Council	__08/01/2010_
Educational Administration, Leadership, & Research:	__08/24/2010_
CEBS Curriculum Committee	_____
Professional Education Council	_____
Graduate Council	_____
University Senate	_____

TO: CEBS Curriculum Committee

FROM: Retta Poe

DATE: 07/19/10

SUBJECT: Exception to Alternate Admission Process

Consistent with an exception to the College's Alternate Admission Policy that was approved by the CEBS Curriculum Committee on 11/07/06, I have approved one alternate admission application for the MAE: Instructional Leader – School Principal from applicants recommended through the Administrative Leadership Institute (ALI) process. The approved exception is as follows: "The Alternate Admission process (i.e., submission of an Alternate Admission portfolio and screening by the Alternate Admission Committee) will be waived in instances where an ALI cohort member who has been recommended by the program faculty has not achieved the necessary GAP score or GRE Analytical Writing score for graduate students in the Department of Educational Administration, Leadership, and Research."

Accordingly, I have recommended D.J., an ALI cohort member, for admission to the MAE: Instructional Leader – School Principal program and have forwarded this recommendation to Graduate Studies.

Similarly, I have recommended six ALI cohort members for admission to the Planned 6th Year Program in School Administration: J.B., G.C., D.L., J.B., L.C., and C.R. These recommendations have been forwarded to Graduate Studies.

MEMO TO: CEBS Curriculum Committee

FROM: Retta Poe

DATE: 08/04/10

SUBJECT: Report from the Alternate Admission Subcommittee

        During the summer members of the Alternate Admission Subcommittee of the CEBS Curriculum Committee reviewed the application of K.M. for alternate admission. to the MAE program in Counseling. Initially the committee voted to recommend conditional admission; however, a final decision was delayed because the applicant was scheduled to retake the GRE in July. After the applicant's second set of GRE scores was received, the members of the committee agreed to recommend that K.M. be unconditionally admitted to the MAE in Counseling.

        Subcommittee members reviewed the application using the ***Checklist for Alternate Admissions Subcommittee***, which was developed based on the college's policy for alternate admission applications. I have returned the alternate admission application to Graduate Studies with the recommendation indicated.

MEMO TO: CEBS Curriculum Committee

FROM: Retta Poe

DATE: 08/13/10

SUBJECT: Report from the Alternate Admission Subcommittee

Within the last month members of the Alternate Admission Subcommittee of the CEBS Curriculum Committee conducted individual reviews of two applications for alternate admission to the MAE program in Student Affairs in Higher Education. A majority of members agreed to recommend J. W. and A. B. for admission to the program.

Subcommittee members reviewed the applications using the ***Checklist for Alternate Admissions Subcommittee***, which was developed based on the college's policy for alternate admission applications. I have returned the alternate admission applications to Graduate Studies with the recommendation indicated.