

CEBS CURRICULUM COMMITTEE
3:00 pm – October 4, 2011
GRH 3073

- I. Approval of Minutes of the September 6, 2011 CEBS Curriculum Committee. (These minutes can be found on the CEBS Web Page, click on Dean's Office and then meeting minutes and agendas.)

II. **New Business**

Educational Leadership Doctoral (EDD) Program

1. Create a New Course – EDLD 702, Educational Leadership Doctoral Program Orientation
2. Create a New Course – EDLD 797, Dissertation Seminar
3. Revise a Program – 0010, Doctor of Education (EdD) Educational Leadership

School of Teacher Education

1. Create a New Course – EDU 570, Assessment for All Learners
2. Create a New Course EDU 573, Methods of Teaching Business & Marketing Education
3. Create a New Course – EDU 589, Advanced Internship for the MAT
4. Revise a Program #103, Alternate Route to Teacher Certif./Master of Arts in Education; Secondary Education
5. Revise a Program #139, Alternate Route to Teacher Certification/Master of Arts in Education: Middle Grades Education
6. Revise a Program #0433 MAE: Elementary Ed. For Teacher Leaders
7. Revise a Program #103 MAE in Education: Secondary Education
8. Revise a Program #139, MAE in Education: Middle Grades Education
9. Revise a Program #091, Non-degree Planned Fifth year/Rank II in Elementary Education
10. Revise a Program #125, Non-degree Planned Fifth-Year/Rank II Secondary Education
11. Revise a Program #154, Non-Degree Planned Fifth-Year/Rank II Middle Grades Education

III. **Other Business**

1. For Information Only
 - Create a Temporary Course – EDLD 702, Educational Leadership Doctoral Program Orientation
 - Create a Temporary Course – EDLD 722, Measurement and Survey Methods for Educational Leaders
 - Relocation of the Community College Faculty Preparation Certificate
 - Clarification of Certification Codes for Teacher Education Undergraduate Programs
 - Clarification of Certification Codes for Teacher Education Graduate Programs
2. Discussion of College Plagiarism Policy

**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 702
- 1.2 Course title: Educational Leadership Doctoral Program Orientation
- 1.3 Abbreviated course title: Ed Lead Doc Prog Orientation
- 1.4 Credit hours: 3
- 1.5 Type of course: Seminar
- 1.6 Prerequisites: Admission to EdD program.
- 1.7 Course description: An introduction to key concepts of educational leadership and research with emphasis on foundational knowledge and skill development, as well as program, research, and professional development planning.

2. Rationale:

- 2.1 Reason for developing the proposed course: The proposed course will replace the current EDLD 700 - Orientation to Doctoral Studies course. Having now worked with several students through to program process, the faculty have a clearer idea of what sequence of content and skills EdD students need to be successful. Faculty have determined that EDLD 700 does not warrant the awarding of 6 credit hours. The substitution of the proposed new 3-hour orientation course will allow students an additional 3 hours to apply toward more content focused coursework.
- 2.2 Projected enrollment in the proposed course: 20 students per offering. Each cohort admits on average 20 students, and this course will be required for all doctoral students.
- 2.3 Relationship of the proposed course to courses now offered by the department: The proposed course is similar to the EDLD 700 course presently in the EdD program that, as described in 2.1, has been determined should be replaced.
- 2.4 Relationship of the proposed course to courses offered in other departments: Other graduate programs have orientation courses (e.g., BIOL 500, SOCL 505, TCHL 500), but none have content appropriate to the EdD program.
- 2.5 Relationship of the proposed course to courses offered in other institutions: This course is similar to introductory or doctoral seminar courses offered at other doctoral degree granting universities. For example, the University of Pittsburg offers ADMPS 3003, APS Doctoral Core 1, which helps students explore expectations of doctoral study, gain an overview of issues in the field, and participate in experiences for orientation and alignment of personal goals with program curriculum.

3. Discussion of proposed course:

- 3.1 Course objectives: Upon completing this course students will be able to:
 - Understand behaviors, skills, and characteristics that can enhance progress during graduate work
 - Articulate goals, direction, purpose, and motivation related to the program
 - Describe further coursework, challenges, and personal development needed to successfully navigate the doctoral program

- Demonstrate camaraderie and supportive team processes within the cohort
 - Articulate seminal events, concepts, and leaders in the development of the American education system and theories of effective leadership
 - Describe contemporary issues, questions, and concerns relevant to practitioners of educational leadership;
 - Identify key purposes for and differences in qualitative and quantitative research methodologies
 - Demonstrate foundational skills related to critical reading and thinking, analysis and inquiry, and scholarly writing
 - Describe issues and principles related to conducting ethical research
 - Identify opportunities within the program to apply inquiry methods to identified questions/problems, to realize personal growth and development, and to enhance the learning experience
- 3.2 Content outline: Topics will include the following:
- Introduction to the educational leadership doctoral program
 - Leadership and team-building exercises and assessments with an emphasis on program planning and career development
 - Introduction to key figures and concepts related to the development of the American education system and educational and organizational leadership
 - Discussion of purposes for and differences between quantitative research and qualitative research
 - Development of foundational skills related to critical reading and thinking, analysis and inquiry, and scholarly writing
 - Introduction to library resources and statistical software
- 3.3 Student expectations and requirements:
- Participation in team building, program and career planning, and other course related activities
 - Participation in class discussions about topics related to course content
 - Presentations or written assignments on assigned topics related to course content
- 3.4 Tentative texts and course materials:
- Slavin, R. E. (2007). *Educational research in an age of accountability*. Boston: Pearson.
- Bolman, L. G., & Deal, T. E. (2008). *Reframing organizations: Artistry, choice, and leadership* (4th edition). San Francisco: Jossey-Bass.

4. Resources:

- 4.1 Library resources: The proposed course will require the use of existing university library databases and journal holdings. No additional purchases will be needed.
- 4.2 Computer resources: Current computer and other technology resources are adequate to deliver the course. No additional resources are necessary.

5. Budget implications:

- 5.1 Proposed method of staffing: Doctoral faculty will teach the course.
- 5.2 Special equipment needed: There will be no additional resource requirements.
- 5.3 Expendable materials needed: There will be no additional resource requirements.
- 5.4 Laboratory materials needed: There will be no additional resource requirements.

6. Proposed term for implementation: Spring 2012

7. Dates of prior committee approvals:

EDD Leadership Council	<u>5/6/2011</u>
Educational Administration, Leadership, & Research	<u>8/18/2011</u>
CEBS Curriculum Committee	_____
Professional Education Council	_____
Graduate Council	_____
University Senate	_____

Attachments: Library Resources Form, Course Inventory Form

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

Contact Person: Steve Miller, steve.miller@wku.edu, 745-4890

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: EDLD 797
- 1.2 Course title: Dissertation Seminar
- 1.3 Abbreviated course title: Dissertation Seminar
- 1.4 Credit hours: 3
- 1.5 Type of course: Seminar
- 1.6 Prerequisites: Admission to EdD program and admission to candidacy or permission of instructor and EdD Director
- 1.7 Course description: A seminar designed to assist students in conceptualizing and developing the research for their dissertation. Emphasizes writing and research skills needed to complete the prospectus and begin writing the dissertation.

2. Rationale:

- 2.1 Reason for developing the proposed course: Historically, doctoral programs have struggled to ensure that students who begin a program complete the requirements. It is often true that those who drop out do so during work on the dissertation. Likewise, although the students in WKU's EdD program are encouraged to work on the dissertation process throughout their program, many are reaching the dissertation stage without having developed the prospectus and/or the dissertation proposal. The proposed dissertation seminar is designed to provide students with the guidance and support necessary to enable them to complete their dissertation research. The support will take three forms: (a) technical course content will cover conceptualizing the research, methodological techniques, understanding the different chapters of the dissertation, and producing drafts of beginning chapters; (b) coordination with the student's dissertation chair as the student develops the prospectus and other dissertation drafts; (c) formation and confirmation of the student's dissertation-support networks, in which several students develop informal groupings for regular contact during the relatively isolated work on the dissertation.
- 2.2 Projected enrollment in the proposed course: 20 students per offering. Each cohort admits on average 20 students, and this course will be recommended to all doctoral students.
- 2.3 Relationship of the proposed course to courses now offered by the department: This course will serve as a supplement to EDLD 799 – Dissertation. Instead of completing 12 hours of EDLD 799 credit, students may choose the proposed 3 hour course for a more guided approach to starting the dissertation and then use the remaining 9 hours for EDLD 799.
- 2.4 Relationship of the proposed course to courses offered in other departments: The EALR department at one time offered EDFN 700 - Research Design and the Dissertation as part of the WKU/U of L Cooperative Doctoral Program. That course was intended for students who were beginning work on their dissertation research projects. It provided opportunities for students to read and discuss research studies from the literature, examining the rationale for the design, methodology, and statistical procedures used by the authors. This

and other courses may be removed from the course inventory as the cooperative program graduates its last students.

- 2.5 Relationship of the proposed course to courses offered in other institutions: Courses similar to the proposed course are offered at other universities that offer the Educational Leadership doctoral degree. The following are examples:

Iowa State University

Higher Education 615H – Dissertation Seminar. This seminar is designed as a semi-structured working group to assist students in various stages of the dissertation process, although emphasis is placed squarely on development of the first three dissertation chapters

Northern Kentucky University

EDD 849 - Dissertation Seminar. Learning associates will develop an action research dissertation proposal. Topics will include integration of research methodology, measurement, and statistics; research ethics; IRB training; time management; navigating the dissertation project. The application of descriptive statistics includes measures of central tendency, measures of dispersion, and graphical summaries.

University of Massachusetts – Boston

HighEd 891 – Dissertation Seminar I. This three-credit seminar is designed to assist students in developing research ideas, writing their research plan, preparing a dissertation proposal, and forming a dissertation committee. (3 credits)

3. Discussion of proposed course:

- 3.1 Course objectives: Upon completing this course students will be able to:

- Understand different dimensions to be considered in selection of a dissertation committee.
- Articulate how the dissertation topic fits into the current state of the art and how it helps advance that knowledge base.
- Understand the components that compromise the different chapters and sections of the dissertation.
- Produce a Prospectus with research design appropriate for the research question--to be signed by the dissertation committee.
- Produce a draft of Chapter I.
- Conceptualize hierarchical and subordinate points in outlining, particularly for Chapter II.
- Produce a draft outline of Chapter II, incorporating information from literature relevant to the topic.
- Produce a draft outline of Chapter III.
- Demonstrate working knowledge of how to present results for Chapter IV (tables and concomitant paragraphs for quantitative, interpretive discourse for qualitative).
- Implement ongoing “Note Bene” (NB) list for consideration in the Discussion in Chapter V.
- Apply the notion of “looping back” on the literature in Discussion in Chapter V.
- Retrieve information from the library and Internet.
- Review principles related to accurately acknowledging the works/thoughts of others and avoiding plagiarism.
- Demonstrate skill in writing in a scholarly manner, including compliance with current APA Publication Manual and WKU Graduate Studies guidelines.

- 3.2 Content outline: Topics will include the following:

- The dissertation process, including:
 - Committee selection
 - Mentoring relationships
 - Comprehensive examination
 - Prospectus
 - Proposal
 - Proposal and Dissertation defense
 - Formatting
- Scientific thinking, the state of the art, and advancing the field.
- Outlining, with emphasis on hierarchical links (superordinate and subordinate points) and eliminating redundancy.
- The parts of a dissertation and the components therein:
 - Chapter I, Statement of the Problem
 - Chapter II, Review of the Literature
 - Chapter III, Methodology
 - Chapter IV, Results
 - Chapter V, Discussion and Conclusions
 - References
 - Appendices
 - Preface pages (including Abstract)
- Presentations by students on their dissertation research.
- Written assignments, including:
 - Prospectus--signed by committee
 - Draft of Chapter I
 - Chapter II--Content Heads Outline
 - Chapter III--Content Heads Outline

3.3 Student expectations and requirements: Students will be expected to read assigned texts, articles, and materials and to be prepared to participate actively in class discussions. The completed prospectus must be signed by members of the dissertation committee. Written assignments should reflect scholarly standards. Examinations and quizzes will be given as needed. Assignments/tests may require group participation. Oral reports on student dissertation topics are central to the course.

3.4 Tentative texts and course materials:

Bloom, D. F., Karp, J. D., & Cohen, Nicholas (1998). *The Ph.D. process: A student's guide to graduate school in the sciences*. New York, NY: Oxford University Press.

Bryant, M. T. (2004). *The portable dissertation advisor*. Thousand Oaks, CA: Corwin Press.

Creswell, J. D. (2008). *Research design: Qualitative, quantitative, and mixed methods approaches* (3rd ed.). Thousand Oaks, CA: Sage.

Galvan, J. L. (2006). *Writing literature reviews: A guide for students of the social and behavioral sciences*. Glendale, CA: Pyczak Publishing.

Glatthorn, A. A., & Joyner, R. L. (2005). *Writing the winning thesis or dissertation*. Thousand Oaks, CA: Corwin Press.

Glicken, M. D. (2003). *Social research: A simple guide*. Boston: Allyn & Bacon.

Pan, M. L. (2008). *Preparing literature reviews: Qualitative and quantitative approaches*. Glendale, CA: Pyczak Publishing.

Pyczak, F. (2000). *Completing your thesis or dissertation*. Los Angeles, CA:

Pyrczak Publishing.

Slavin, R. E. (2007). *Educational research in an age of accountability*. Boston, MA: Allyn & Bacon.

Thomas, R. M. (2003). *Blending qualitative and quantitative research methods in theses and dissertations*. Thousand Oaks, CA: Corwin Press.

4. Resources:

- 4.1 Library resources: The proposed course will require the use of existing university library databases and journal holdings. No additional purchases will be needed.
- 4.2 Computer resources: Current computer and other technology resources are adequate to deliver the course. No additional resources are necessary.

5. Budget implications:

- 5.1 Proposed method of staffing: Existing faculty associated with the EdD program will teach the course.
- 5.2 Special equipment needed: None
- 5.3 Expendable materials needed: None
- 5.4 Laboratory materials needed: None

6. Proposed term for implementation: Spring 2012

7. Dates of prior committee approvals:

EDD Leadership Council	<u>5/6/2011</u>
Educational Administration, Leadership, & Research	<u>8/18/2011</u>
CEBS Curriculum Committee	_____
Professional Education Council	_____
Graduate Council	_____
University Senate	_____

Attachments: Library Resources Form, Course Inventory Form

**College of Education and Behavioral Sciences
Educational Leadership Doctoral (EdD) Program
Proposal to Revise A Program
(Action Item)**

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

1. Identification of program:

- 1.1 Current program reference number: 0010
- 1.2 Current program title: Doctor of Education (EdD) (Educational Leadership)
- 1.3 Credit hours: 60 hours beyond the master's degree

2. Identification of the proposed program changes:

- Clarification of admission policies;
- Clarification of degree requirements;
- Revision of course prefixes and course hours;
- Replacement of old course offerings with newly created courses.

3. Detailed program description:

Current	Proposed
<p>The EdD in Educational Leadership provides knowledge and skills for its graduates to become effective change agents within educational and education-related environments. The program is designed to prepare scholarly practitioners whose program content and experiences emphasize application to the real world.</p> <p>The primary purpose of the program is to develop the ability of education and education-related organizational practitioners to obtain and synthesize knowledge for the solution of institutional problems and practices. The program provides value-added opportunities for candidates to develop breadth and depth in understanding leadership, policy, and applied research methodologies. In addition, program experiences contribute to the development of future leaders who will creatively generate new knowledge, critically conserve valuable and useful ideas, and responsibly transform those understandings through writing, teaching and application. The dissertation for all areas of emphasis is expected to contribute knowledge and understanding of a critical issue drawn from the candidate's field of practice and be applicable for improving educational organizations.</p>	<p>The EdD in Educational Leadership provides knowledge and skills for its graduates to become effective change agents within educational and education-related environments. The program is designed to prepare scholarly practitioners whose program content and experiences emphasize application to the real world.</p> <p>The primary purpose of the program is to develop the ability of education and education-related organizational practitioners to obtain and synthesize knowledge for the solution of institutional problems and practices. The program provides value-added opportunities for candidates to develop breadth and depth in understanding leadership, policy, and applied research methodologies. In addition, program experiences contribute to the development of future leaders who will creatively generate new knowledge, critically conserve valuable and useful ideas, and responsibly transform those understandings through writing, teaching and application. The dissertation for all areas of emphasis is expected to contribute knowledge and understanding of a critical issue drawn from the candidate's field of practice and be applicable for improving educational organizations.</p>

<p>The Ed.D. in Educational Leadership:</p> <ul style="list-style-type: none"> • encourages participants to become practitioner scholars by promoting skills and knowledge in practice-based settings and to gain scholarship and experience in applied behaviors; • provides opportunities to explore a range of career specialties in various settings so that participants can make sound career choices; • models interdisciplinary and inter-institutional collaboration through the program's management and accountability structures; • provides participants with leadership capacity to bring about changes that enhance student learning; and • provides interdisciplinary research preparation focused on contextually based problems central to future global competitiveness. <p>Although this program is administratively housed in the College of Education and Behavioral Sciences Dean's Office, it is an interdisciplinary program involving faculty and courses from several departments throughout the university.</p> <p>Admission Requirements Intended candidates for the degree are individuals who have completed at least a master's degree, have demonstrated leadership capacity within their organizational settings, and/or are committed to enhancing their abilities to learn and to enhance the educational missions of their organizations and communities.</p> <p>Program admission is based on a holistic evaluation of the candidate's application file, which must include:</p> <ol style="list-style-type: none"> 1. Transcripts of all undergraduate and graduate course work 2. Documentation of a master's degree from an institution accredited by a nationally recognized accreditation organization. 3. (For international students/ESL students) TOEFL minimum score of 88 (iBT) or 570 (paper-based). 4. Completed application 5. Resume or vita 6. Personal statement 7. Recommendation forms: at least three professional references from persons in a 	<p>The Ed.D. in Educational Leadership:</p> <ul style="list-style-type: none"> • encourages participants to become practitioner scholars by promoting skills and knowledge in practice-based settings and to gain scholarship and experience in applied behaviors; • provides opportunities to explore a range of career specialties in various settings so that participants can make sound career choices; • models interdisciplinary and inter-institutional collaboration through the program's management and accountability structures; • provides participants with leadership capacity to bring about changes that enhance student learning; and • provides interdisciplinary research preparation focused on contextually based problems central to future global competitiveness. <p>Although this program is administratively housed in the College of Education and Behavioral Sciences Dean's Office, it is an interdisciplinary program involving faculty and courses from several departments throughout the university.</p> <p>Admission Requirements Intended candidates for the degree are individuals who have completed at least a master's degree (or other appropriate graduate degree), have demonstrated leadership capacity within their organizational settings, and/or are committed to enhancing their abilities to learn and to enhance the educational missions of their organizations and communities.</p> <p>Program admission is based on a holistic evaluation of the candidate's application file, which must include:</p> <ol style="list-style-type: none"> 1. Transcripts of all undergraduate and graduate course work 2. Documentation of a master's degree (or other graduate degree) from an institution accredited by a nationally recognized accreditation organization. 3. Completed application 4. Current resume or vita 5. An in-depth personal statement including qualifications, rationale, and goals related to pursuing the WKU Ed.D. program
---	--

<p>position to evaluate the applicant's potential for success in a doctoral program</p> <p>8. GRE or GMAT scores</p> <p>9. Educational Leadership Self Report Scale/Core Self Evaluation Scale Score</p> <p>Degree Requirements The program consists of 60 hours beyond the master's degree and includes a) an orientation seminar (6 hours), b) 9 hours of leadership courses, c) 9 hours of research and statistics courses, c) 18-21 hours of specific content courses in various specialty areas/options and electives, d) 6 hours of job-embedded practicum, and e) 12 hours of dissertation. Each student's academic background and professional experiences will be assessed at the time of admission, and students may be allowed to count up to 15 hours of previously-completed course work toward program requirements. Action research projects will be required of all students, and the dissertation is expected to center on real-world problems related to the candidate in his or her workplace setting. If students stay on track in a part-time status averaging six credit hours per semester (including summers), they can complete the program in approximately three calendar years.</p> <p>Students will enroll in EDLD 700—Orientation to Doctoral Studies and Professional Development (6 hours) during their first semester after admission to the program. The rest of the core consists of 9 hours of leadership courses and 9 hours of research and statistics courses.</p> <p><i>Leadership courses</i> EDLD 710 Leadership I – Leadership Theories and Ethics EDLD 720 Leadership II – Individual and Group Issues in Leadership EDLD 730 Leadership III – Leading the Organization</p> <p><i>Research and statistics courses</i> EDLD 711 Research I—Methodology in Leadership Research EDLD 721 Research II—Measurement and Validity in Leadership Research EDLD 731 Research III—Advanced Data Analysis Tools in Leadership Research</p>	<p>6. Three current letters of recommendation from persons in a position to evaluate the applicant's potential for success in a doctoral program</p> <p>7. GRE scores (Note: Official scores are required. GRE scores must include the Analytical Writing portion or the applicant must complete a writing sample.)</p> <p>International students are encouraged to apply and must submit the following additional documents for admission consideration:</p> <ol style="list-style-type: none"> Completed International Application for Admission and current application fee Evidence of ability to communicate in English (as evidenced by a minimum of 570 on the paper based TOEFL, a minimum of 88 on the iBT TOEFL, or a minimum of 7.0 on the IELTS) Evidence of adequate financial resources <p>Degree Requirements The program consists of 60 hours beyond a master's or other graduate degree. The program includes a) an orientation seminar (3 hours), b) 9 hours of core leadership courses, c) 9 hours of core research and statistics courses, c) 21-24 hours of coursework related to the student's program strand (see below) and dissertation topic, d) 6 hours of job-embedded internship, and e) 9-12 hours of dissertation. Each student's academic background and professional experiences will be assessed at the time of admission, and students may be allowed to count up to 12 hours of previously-completed graduate-level course work toward program requirements. To complete the program, students must 1) pass a qualifying exam that includes questions related to program core and strand outcomes; and 2) propose, complete, and successfully defend a dissertation.</p> <p>CORE COURSES EDLD 702 Orientation to Doctoral Studies (3 hours) - taken during the first semester after admission to the program</p> <p><i>Leadership courses (9 hours)</i> EDLD 710 Leadership I – Leadership Theories and Ethics (3 hours) EDLD 720 Leadership II – Individual and Group</p>
---	--

The specific selection of ~~elective~~ courses for a student's program will be based on an evaluation of the candidate's background and strengths, as well as on the candidate's professional objectives and needs. With approval of the ~~program committee~~, elective courses will ~~come from one of four areas of focus:~~

- ~~P-12 School and District Leadership, primarily designed for public school/school district administrators;~~
- ~~P-12 Teacher Leadership, primarily designed for educators serving in leadership roles related to areas such as assessment, curriculum, technology, and literacy;~~
- ~~Postsecondary Education Leadership, primarily designed for leaders in two-year and four-year institutions; or~~
- ~~Organizational Leadership, designed to prepare leaders in education-related organizations that are not classified as schools, colleges, or universities.~~

More information may be found at:

<http://edtech.wku.edu/programs/doctorate/index.htm>

Issues in Leadership (3 hours)
EDLD 730 Leadership III – Leading the Organization (3 hours)

Research courses (9 hours)

EDLD 712 Research Methods and Design for Educational Leaders (3 hours)

EDLD 722 Measurement and Survey Methods for Educational Leaders (3 hours)

EDLD 732 Program Evaluation for Educational Leaders (3 hours)

Internship course (1-3 hours per course enrollment for a total of 6 hours)

EDLD 798 Internship in Administration and Supervision (3 hours)

Dissertation course (1-3 hours per course enrollment for a total of 9-12 hours)

EDLD 799 Dissertation*

**Students are encouraged to take EDLD 797 – Dissertation Seminar (3 hours) to prepare for their dissertation experience.*

PROGRAM STRAND COURSES

The specific selection of **program strand** courses for a student's program will be based on an evaluation of the candidate's background and strengths, as well as on the candidate's professional objectives and needs. With **advisor** approval, courses will **be selected to support intellectual and professional development related to one of the four program strands:**

- **P-12 Administrative Leadership** – designed for **individuals desiring to serve or to enhance their capacity to serve as public school/school district administrators;**
- **Teacher Leadership** –designed for **individuals desiring to serve or to enhance their capacity to serve** in leadership roles related to areas such as assessment, curriculum, technology, literacy, **and classroom teaching;**
- **Postsecondary Education Leadership** – designed for **individuals desiring to serve or to enhance their capacity to serve** in two-year and four-year institutions; or
- **Organizational Leadership** – designed for **individuals desiring to serve or to enhance their capacity to serve** in education-related organizations that are not classified as schools, colleges, or universities.

	More information may be found at: http://edtech.wku.edu/programs/doctorate/index.htm
--	--

4. **Rationale for the proposed program change:** The Educational Leadership program has reached full student capacity, graduated its first students, and added new faculty. Over this first three year period of program implementation and growth, the program’s director and Leadership Council have collected data regarding the efficiency and effectiveness of the program. The proposed changes reflect our response to data that indicate the need for each change in order to improve the program:

- Clarification of admission policies – Changes make it clearer to applicants with graduate degrees other than master’s that they are eligible to apply. Also, faculty serving on the admissions committee have found some currently required admissions items are not needed and that applicants need clearer instructions about completing other items.
- Clarification of degree requirements – Inconsistencies across the original EdD proposal documents submitted to the Kentucky Council for Postsecondary Education (CPE) and those submitted through the university process have led to confusion about what may be counted toward the doctoral degree. The revised language represents the EdD Leadership Council’s agreement as to what the degree requirements should be.
- Revision of course prefixes and course hours – Some course prefixes have been changed to allow the Director of the EdD Program to sign off as “department head” on courses specifically associated with the EdD program. Changes in required hours per program component reflect changes in coursework, as well as a desire for greater program flexibility based on student needs.
- Replacement of old course offerings with newly created courses. Faculty have determined that EDLD 700 does not warrant the awarding of 6 credit hours. The substitution of the proposed new 3-hour orientation course will allow students an additional 3 hours to apply toward more content focused coursework. Having now worked with several students through the research and dissertation process and having also articulated research standards for the EdD program, the faculty have a clearer idea of what sequence of content and skills EdD students need to be successful in conducting research; thus, the three new research courses.

5. **Proposed term for implementation and special provisions (if applicable):** Fall 2012

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

EDD Leadership Council	<u>5/06/2011</u>
Educational Administration, Leadership, & Research	<u>8/18/2011</u>
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: Cassie Zippay, cassie.zippay@wku.edu, 745-2679; Janet Applin, janet.applin@wku.edu, 745-6105

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: EDU 570
- 1.2 Course title: Educational Assessment for All Learners
- 1.3 Abbreviated course title: Edu Assess All Learners
- 1.4 Credit hours and contact hours: 3.0
- 1.5 Type of course: Lecture
- 1.6 Prerequisites/corequisites: Admission to initial certification graduate program or instructor permission
- 1.7 Course catalog listing: Best practices for educational assessment for classroom teachers. Designed for graduate students seeking initial teacher certification program.

2. Rationale:

- 2.1 Reason for developing the proposed course:
The proposed course will serve as one of the core courses in the degree programs being proposed for the Master of Arts in Teaching (MAT) degree. This course is designed to develop the knowledge and skills in assessment required of classroom teachers. Instruction is informed and guided by both formal and informal assessment. All teachers must have deep knowledge and well-developed skills regarding educational assessment.
- 2.2 Projected enrollment in the proposed course: Based on the number of students in the Alternate Route to Certification and initial certification Master Of Arts in Education (MAE) programs, enrollment is projected to be 50 students per academic year.
- 2.3 Relationship of the proposed course to courses now offered by the department: While other graduate courses within the School of Teacher Education explore assessment (e.g., EXED 530; LTCY 520; TCHL 550, 554, & 558), they are designed for graduate students who hold teaching certification and are seeking advanced preparation in their chosen field. The proposed course is designed for those seeking initial certification with no previous classroom experience and will focus on high stakes assessments as well as formative and summative assessment skills required of teachers to document student learning.
- 2.4 Relationship of the proposed course to courses offered in other departments: Examples of graduate courses in the Department of Psychology that relate to assessment in education are PSY 510 – Advanced Educational Psychology; PSY

560 – Cognitive and Intellectual Assessment; and PSY 561 – Advanced Assessment in Educational Settings. While these courses briefly cover information needed for students in initial certification teacher education programs, they are designed for students with background in psychometric properties and formal assessment administration. Students in the proposed course are assumed to have no background in the psychometric properties of assessment and will require foundational information in assessment as it relates to the classroom teacher.

2.5 Relationship of the proposed course to courses offered in other institutions: Some of the content of the proposed course is widely covered in teacher education, counselor education, and educational psychology departments across the country. Many universities, such as the University of Delaware, have educational assessment courses, e.g., EDUC 660 Educational Measurement and EDUC 605 Measurement Applications in Education. Content related to the proposed course is more likely to be covered in courses specifically focused on tests and measurement. For example, the University of Louisville offers ECPY 540 Evaluation & Measurement, an examination of testing generally, from principles of psychometrics to standardized assessment, although this is not required of teachers in master's programs.

Western Kentucky University is one of eleven teacher preparation institutions in ten states participating in The Renaissance Partnership Project, which is focused on improving the quality of their graduates. A review of assessment course offerings for P-12 teacher education graduate programs at these institutions found that six of the eleven universities offered courses similar to the proposed new course on student assessment. California State University at Fresno offers CI 260 Reflective Teaching; Eastern Michigan University offers CURR 650 Improving Instruction through Inquiry and Assessment; Idaho State University offers EDUC 622 Educational Assessment and Evaluation; Virginia's Longwood University offers EDUC 681 Foundations of Evaluation and Learning; Middle Tennessee University offers ELED 6620 Assessment of Teaching and Learning; and Pennsylvania's Millersville University offers EDSU 703 Curriculum and Supervision. Among these, the course at Idaho State University, while similar in some content of the proposed course, focuses only on psychometric principles related to validity and professional/ethical testing practices.

The specific content of the proposed course will be geared toward master's level students with no teacher certification and will therefore focus more on how assessment is used by classroom teachers in relation to instruction and to student learning in P-12 settings.

3. Discussion of proposed course:

3.1 Course objectives:

At the conclusion of the course, students will

- understand the relation of assessment to instruction
- understand the purposes and forms of classroom assessment
- plan and create classroom assessments

- understand the advantages and limitations of item types (true-false, essay, etc.)
- construct effective test items
- evaluate, interpret, and improve classroom assessments
- use, evaluate, and interpret standardized test scores
- understand the psychometric properties of assessment (reliability, validity, etc.)
- understand the teacher standards related to testing
- explore issues related to high-stakes accountability assessments (achievement gaps, diversity, etc.)

3.2 Content outline:

Context, Issues, and Trends in Educational Testing

Exploration of the history of test-based reform, current trends and concerns about testing.

Psychometric Properties and Vocabulary of Testing

Investigation of forms of validity and reliability, measures of central tendency, test item types, and descriptive statistics.

Using Assessment to Inform Instruction

Investigation of principles of classroom assessment, relation of assessment to instruction (learning targets, etc.), differences in the functions of assessment (placement, formative, diagnostic, summative)

Evaluating and Interpreting Tests and Test Scores

Investigation of accurate interpretation of criterion-referenced and norm-referenced scores, characteristics of different types of derived scores (percentile ranks, grade equivalents, standard scores, stanines, etc.)

3.3 Student expectations and requirements:

Students will read, think, share ideas, question, and learn together. During this course of study students will critically read, view, and analyze the assigned course readings and materials. In addition, students will analyze school accountability data and demonstrate proficiency in using classroom assessment to inform instruction. Student learning will be evaluated through analyses of cognitive assessments, test critiques, participation, and written analyses of school accountability data and classroom assessment.

3.4 Tentative texts and course materials:

Nitko, A.J., & Brookhart, S.M. (2011). *Educational assessment of students* (6th ed.), Upper Saddle River, NJ: Allyn & Bacon.

4. Resources:

- 4.1 Library resources:
Existing resources are sufficient for the proposed course.
- 4.2 Computer resources:
Existing resources are sufficient for the proposed course.

5. Budget implications:

- 5.1 Proposed method of staffing:
Current faculty and 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>09/09/2011</u>
CEBS Curriculum Committee	_____
Graduate Council	_____
Professional Education Council	_____
University Senate	_____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

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

Contact Person: Michael McDonald, michael.mcdonald@wku.edu, 745-3097

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: SEC 573
- 1.2 Course title: Methods of Teaching Business and Marketing Education
- 1.3 Abbreviated course title: Methods Teach Bus & Mktg Ed
- 1.4 Credit hours and contact hours: 3
- 1.5 Type of course: Lecture
- 1.6 Prerequisites/corequisites: Instructor permission, admitted to the MAT in Secondary Education, and admitted to teacher education
- 1.7 Course description:
Develops the skills, procedures, and strategies for teaching business and marketing education in the middle and secondary school. Field experiences in public schools and/or other appropriate settings away from campus are required in this course. Students are responsible for arranging their own transportation to designated or assigned sites.

2. Rationale:

- 2.1 Reason for developing the proposed course:
The proposed course has been developed for inclusion in the proposed MAT in Secondary Education for Initial Certification. This course will develop in prospective business and marketing education teachers the knowledge and skills they will need to teach business and marketing courses in Grades 5-12. This course will address essential topics for students seeking initial certification in business and marketing education.
- 2.2 Projected enrollment in the proposed course: Based on the number of inquiries by prospective students with business degrees seeking teacher certification, enrollment is projected to be 10-25 students per offering.
- 2.3 Relationship of the proposed course to courses now offered by the department:
Alternate Route to Certification and initial certification Master of Arts in Education (MAE) programs offered in the School of Teacher Education currently include initial certification teaching methods courses tailored toward several content areas. However, there is no graduate teaching methods course in business and marketing education for students seeking initial certification. In the past, students have taken the undergraduate teaching methods course as a deficiency before completing their program, so the proposed course represents an effort to

provide graduate-level instruction in pedagogy for business and marketing education. This course will complement other graduate level initial certification courses as all initial certification master's level programs including the alternate route to certification programs will move to offering the MAT in place of the MAE.

- 2.4 Relationship of the proposed course to courses offered in other departments:
The content course as it relates to business and marketing education is not presently being offered by courses offered in other departments.
- 2.5 Relationship of the proposed course to courses offered in other institutions:
The content of the proposed course is similar to the content offered by other institutions with a master's degree that leads to initial certification in business and marketing education. Two examples from WKU's benchmark universities are offered here. Southeast Missouri State University offers AD527 Implementing Business and Marketing Education. For presenting teaching methods Middle Tennessee State University offers BCEN 5240 Materials and Methods in Basic Business.

3. Discussion of proposed course:

3.1 Course objectives:

- Upon completion of this course, business and marketing education students will be able to develop a The Teacher Work Sample portfolio consisting of:
 - Contextual Factors
 - Learning Goals and Pre-/Post-Assessment
 - Designed for Instruction
 - Analysis of Student Learning
 - Reflection of Teaching Practices
- Upon completion of this course, business and marketing education students will be able to demonstrate and reflect performance on identified Kentucky Teacher Standards addressed by the TWS
- Upon completion of this course, business and marketing education students will be able to conduct and analyze research on current topics in Business and Marketing Education

3.2 Content outline:

The Teacher Work Sample (TWS) is a portfolio that reflects the best teaching methodologies as demonstrated by teacher candidates. Therefore, teacher candidates will be presented teaching methodologies and will submit the TWS portfolio as the instrument for teaching best practices and evaluation of student achievement

- Accounting for regional and local influences on teaching and learning
- Developing learning goals
- Using pre-/post-assessment to analyze teaching effectiveness

- Designing the best delivery systems for teaching individual units and evaluation of student achievement
- Conduct data analysis to determine the effectiveness of content delivery
- Reviewing the outcomes of instructional delivery
- Reviewing current literature and issues important to business and marketing education.

3.3 Student expectations and requirements:

Student learning will be evaluated through cognitive assessments, participation, and creation of the Teacher Work Sample portfolio.

The Teacher Work Sample

- Contextual Factors
- Learning Goals and Pre-/Post-Assessment
- Designed for Instruction
- Analysis of Student Learning
- Reflection of Teaching Practices
- Research on current topics in Business and Marketing Education
- Professional behavior and participation

3.4 Tentative texts and course materials:

Rader, M., Bailey, G. & Kurth, L. (Eds.).(2008). Effective Methods of Teaching Business Education. *National Business Education Association Yearbook, No. 46*. NBEA.

4. Resources:

- 4.1 Library resources: No additional resources necessary.
- 4.2 Computer resources: The current resources of the College of Education and Behavioral Sciences will be appropriate

5. Budget implications:

- 5.1 Proposed method of staffing: Current faculty will be appropriate for staffing
- 5.2 Special equipment needed: Current equipment offered by the College of Education and Behavioral Sciences will be appropriate
- 5.3 Expendable materials needed: No expendable materials will be needed
- 5.4 Laboratory materials needed: No additional laboratory materials will be needed

6. Proposed term for implementation: Fall 2012

7. Dates of prior committee approvals:

School of Teacher Education: 09/09/2011

CEBS Curriculum Committee _____

Professional Education Council _____

Graduate Council _____

University Senate _____

Attachment: Library Resources Form

Proposal Date: Sept. 9, 2011

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

Contact Person: Janet Applin, janet.applin@wku.edu, 745-6105 or 745-4014

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: EDU 589
- 1.2 Course title: Advanced Internship for the MAT
- 1.3 Abbreviated course title: Adv. Internship For MAT
- 1.4 Credit hours and contact hours: 6.0
- 1.5 Type of course: I
- 1.6 Prerequisites/corequisites: Admission to Initial Certification Graduate Program, Instructor Permission, and admission to professional education unit.
- 1.7 Course catalog listing: Students complete the state approved equivalent of a student teaching experience through supervised practice in an appropriate setting. Settings will vary according to student background, certification goals, and advisor approval.
Students are responsible for arranging their own transportation to assigned sites.

2. Rationale:

- 2.1 Reason for developing the proposed course:
The proposed course has been developed as part of the newly approved MAT degree program in the College of Education and Behavioral Sciences and will serve as the field experience and mentoring course for students in the MAT programs for initial teacher certification.
- 2.2 Projected enrollment in the proposed course: Based on the number of inquiries by prospective students and previous internship courses in the alternate route to teacher certification programs, enrollment is projected to be 10-25 students per offering.
- 2.3 Relationship of the proposed course to courses now offered by the department: Alternate Route to Certification and Initial Certification Master of Arts in Education (MAE) programs offered in the School of Teacher Education currently include internship course requirements (EXED 590; IECE 524; and EDU 590; SMED 590). Other programs related to teacher preparation offer internship courses in their programs as well (LTCY 595; LME 592). This course will replace or compliment other graduate level initial certification internship courses as all initial certification master's level programs including the alternate route to certification programs are being proposed for leading to the MAT in place of the MAE. While specific programs may use existing internship courses designed for their particular discipline, the proposed course will replace EDU 590 for the Secondary MAT program.

- 2.4 Relationship of the proposed course to courses offered in other departments: Graduate courses in the College of Education and Behavioral Sciences providing field experience, practica, and/or internship experiences are plentiful. The departments of Counseling and Student Affairs, Psychology, and Educational Administration, Leadership and Research all offer courses that require students to practice their field in authentic settings specific to their field of study. These courses identify themselves as practicum, field experience, and internship courses and include CNS 595; EDAD 598; EDAD 645; and PSY 562. The difference between these other internship-like courses and the proposed course is that the proposed course is specific to those graduate students seeking initial teacher certification in their field of specialization such as secondary education including the GSKyTeach residential initial certification program, special education, and interdisciplinary early childhood education.
- 2.5 Relationship of the proposed course to courses offered in other institutions: Field Experience, or Internship, courses are the cornerstone of most teacher preparation programs across the country. All teacher preparation programs at WKU's 19 benchmark institutions include field experience courses identified as field experience, practica, and/or internships. The proposed course will be similar to courses at other institutions in that initial certification MAT students will be required to demonstrate and apply their skills in authentic P-12 classrooms commensurate with their disciplines with supervision and mentoring from master teachers and university personnel. The table below lists a sampling of master's level internship type courses offered at selected benchmark institutions:

Benchmark Institution	Internship/Field Experience/Practicum Course Offered
Ball State University	SPCED 617 Practicum: Infants, Toddlers, and Preschoolers SPCED 656 Practicum in Teaching Students EDSEC 690 Practicum in Secondary Education
Eastern Illinois University	SPE 5770 Practicum in Special Education SPE 5925 Field Experience in Early Childhood Special Education
Middle Tennessee State University	ELED 5260 Practicum in Elementary Education SPED 5260 Practicum in Special Education ELED 7380 Internship in Curriculum & Instruction
Western Illinois University	ECH 549 Practicum in Early Childhood Education SCED 602 Practicum in Science Education

3. Discussion of proposed course:

3.1 Course objectives:

Students will show proficiency in each of the below skills based upon the Kentucky Teacher Standards:

- Develop ability to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, integrate knowledge and improve personal teaching skills the candidate will:
- Design/plan viable instruction
- Create a dynamic learning climate
- Introduce/implement/manage efficient instruction
- Assess learning and communicate results to students and others
- Reflect/evaluate teaching and learning
- Collaborate with colleagues and others to design, implement, and support learning programs
- Evaluate his/her own performance with respect to modeling and teaching Kentucky's learning goals implements a personal professional growth plan
- Demonstrate a current and sufficient knowledge of certified content area
- Use technology to support instruction, access and manage data, enhance professional growth and productivity, communicate with colleagues and others, and conduct research
- Provide or otherwise identify leadership opportunities to improve student cognitive and social/emotional learning.

3.2 Content outline:

- School legal issues
- Conceptual framework for unit/lesson planning
- Student diversity
- Communication
- Behavior management
- Kentucky Teacher Intern Program (KTIP)
- Teacher Performance Standards
- Teacher ethics/professionalism
- Collaboration
- Teacher Work Samples

3.3 Student expectations and requirements:

3.4 Students will be assessed based on evaluations by their on-site and university supervisors on the ten Kentucky Teacher Standards. Teacher Work Samples will be required to provide additional evidence of teacher performance in addressing contextual factors, goals and assessment, instructional design, analysis of data, reflection, professional dispositions and ethical behavior.

3.5 Tentative texts and course materials:

- Copy of current Teacher Work Sample Prompt, templates and student sample
- Access to content standards appropriate to the classes students are currently teaching.

4. Resources:

- 4.1 Library resources:
Existing resources available are sufficient
- 4.2 Computer resources:
Existing resources available are sufficient

5. Budget implications:

- 5.1 Proposed method of staffing:
Existing staff is adequate at the current enrollment. However, it is expected that the MAT will better meet the needs of our regional constituents and additional staff may be needed if enrollment exceeds expectations
- 5.2 Special equipment needed:
None
- 5.3 Expendable materials needed:
None
- 5.4 Laboratory materials needed:
None

6. Proposed term for implementation: Fall 2012

7. Dates of prior committee approvals:

School of Teacher Education	Sept. 9, 2011
CEBS Curriculum Committee	_____
Professional Education Council	_____
Graduate Council	_____
University Senate	_____

Attachment: Library Resources Form

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

Contact Person: Michael McDonald, michael.mcdonald@wku.edu, 5-3097

1. Identification of program:

- 1.1 Current program reference number: 103
- 1.2 Current program title: Alternative Route To Teacher Certification/Master Of Arts In Education: Secondary Education
- 1.3 Credit hours: 30-36

2. Identification of the proposed program changes:

- Change the degree type from the Master of Arts in Education to the Master of Arts in Teaching
- Change the program title: Secondary Education for Initial Certification
- Revise admission requirements
- Revise curriculum

3. Detailed program description:

CURRENT PROGRAM Master of Arts in Education Middle Grades (Middle Grades Math & Science) Or Secondary Education	PROPOSED PROGRAM Master of Arts in Teaching: Secondary Education for Initial Certification	
<p>The most current program information (e.g., admission requirements, required curriculum, etc.) may be found on the program website at http://edtech.wku.edu/~teachsvs/alternate_route/index.htm.</p> <p>A recommendation for certification will be contingent upon successful completion of the Kentucky Teacher Internship Program (KTIP) and submission of qualifying scores on the Principles of Learning and Teaching. All requirements for certification must be completed within three years of the time of employment by a school district.</p>	<p>The MAT in Secondary Education for Initial Certification leads to initial teacher certification in secondary education (Grades 8-12, 5-12, or P-12, depending on certification area) for qualified individuals with bachelor's degrees and content majors (or equivalent) in approved majors. Course work and experiences in the program provide students who have a deep knowledge of their respective disciplines, but no background in professional education, with the pedagogical knowledge and skills to become highly qualified educators in their fields. Upon completion of the program, graduates will be professional educators who possess the dispositions and skills to apply state-of-</p>	

	<p>the-art, evidence-based, best teaching practices to increase student achievement.</p> <p>This program is appropriate for three groups of students: students admitted to GSKyTeach, WKU's innovative, residential, cohort program for prospective mathematics and science teachers; students who qualify for Option 6 of Kentucky's Education Professional Standards Board's (EPSB) Alternate Routes to Teacher Certification; and other qualified post-baccalaureate students who have completed the equivalent of an undergraduate major in a certification area approved by Kentucky's EPSB for secondary certification (Grades 8-12, 5-12, or P-12).</p> <p>Students are expected to become competent in theory, research, and application of best teaching practices in their respective fields and to exhibit appropriate teacher disposition behaviors as indicated by the College of Education and Behavioral Sciences Teacher Disposition Rating Form. All professional education courses in the program require satisfactory completion of critical performance indicators (CPIs); these must be submitted as directed before the final course grade is recorded. Each course's CPIs become a part of the student's portfolio that is reviewed periodically throughout the program.</p> <p>Students who participate in the Alternate Route to Teacher Certification option must meet additional requirements in order to qualify for temporary provisional certification and complete all requirements for certification within three years of the time of employment by a school district. A recommendation for professional certification will be contingent upon successful completion of the Kentucky Teacher Internship Program (KTIP) and submission of qualifying scores on all</p>	
--	--	--

	<p>required examinations for the desired area of certification. Additional information about this Alternate Route to Teacher Certification may be found on the website for the Office of Teacher Services.</p> <p>Upon successful completion of the MAT in Secondary Education for Initial Certification and satisfaction of all other certification requirements, students who do not participate in the Alternate Route to Certification option will qualify for a Statement of Eligibility for Certification.</p>	
Admission Requirements	Admission Requirements	
<p>MAE Secondary Education (Alternate Route to Teacher Certification)</p> <ol style="list-style-type: none"> 1. Completion of content course work in the following: single subject for Middle Grades Education mathematics and sciences or two of the following mathematics, science, language arts, or social studies. Completion of content course work for secondary certification: art, biology, chemistry, history, music, English, French, German, Spanish, or physics. 2. Completion of a baccalaureate degree with an overall undergraduate GPA of 2.5 or higher; 3. Passing score on PRAXIS II exams on file before starting program; 4. Acceptable GAP score and GRE writing score on file in Graduate Studies before starting program; 5. Commitment of employment from a Kentucky school district before beginning program; 6. Meet the admission requirements identified by the respective content area; 7. Favorable recommendation based on 	<p>Applicants must meet one of the following:</p> <p>MAT for Secondary Education for Initial Certification Program Admission Criteria:</p> <p>To be considered for admission, applicants must:</p> <ul style="list-style-type: none"> • Document completion of a bachelor's degree with a major, or equivalent, in an approved subject area and from an accredited institution. • Be recommended for admission following a transcript review by an MAT advisor associated with the certification area sought (If deficiencies are cited the applicant may be required to take additional undergraduate courses). • Present a letter of application (including professional goals). • Document a cumulative overall grade point average (GPA) of 2.75 or above (counting all course work, undergraduate or graduate) OR a GPA of 3.0 in the last 60 hours of course work (counting all course work, undergraduate or graduate). • Submit documentation to satisfy all criteria for admission to professional education. • Provide qualifying Praxis II score(s), if applicable, in the desired 	

<p>interview by screening committee, which will include a faculty member from the identified content area.</p> <p>MAE Secondary Degree Requirements: Required Professional Education Course Components –21 hours</p> <p>Professional Development Component—6 hours EDU 501 Seminar: Designing Professional Development Plan EDU 596 Portfolio Development and Professional Education Growth Plan EDU 590 Advanced Internship</p> <p>Educational Psychology Component—3 hours PSY 511 Psychology of Learning OR PSY 510 Advanced Educational Psychology</p> <p>Curriculum Component—3 hours EDU 520 Planning for Instruction</p> <p>Strategies Component—3 hours EDU 521 Implementing an Instructional Plan</p> <p>Exceptional Component—3 hours EXED 516 Exceptional Child: Perspectives and Issues</p> <p>Research/Assessment Component—3 hours EDFN 500 Research Methods</p> <p>Content Related Component –9 hours Courses will be selected from the teaching discipline. The specific selection of courses will be based upon candidate pre-assessment. The course selections must be approved by the candidate's program advisory committee, which will include a representative from the candidate's teaching discipline.</p>	<p>certification area.</p> <p>OR</p> <p>G Sky Teach Program Admission Criteria: Requirements to become a GSKyTeach candidate include the following:</p> <ul style="list-style-type: none"> • A baccalaureate degree with a major in physics, chemistry, or mathematics with a 2.5 GPA in the major area of concentration. • A minimum undergraduate gpa of 2.5. • A GAP score of 2200 (or equivalent): This is based on the GRE score (verbal and quantitative) multiplied by the overall undergraduate GPA. • A score of 3.5 on the Analytical Writing portion of the GRE. • A successful background check. • A passing score on Praxis test in major area (This score may be submitted within the first year of the teacher residency). • A commitment to full attendance and participation in all GSKyTeach coursework and program-related activities. • A willingness to teach three years in Jefferson County Schools after completion of the GSKyTeach residency year. 	
---	--	--

<p>Total: 30 hours</p> <p>G Sky Teach Program Admission Requirements: Requirements to become a GSKyTeach Candidate include the following:</p> <ul style="list-style-type: none"> • A baccalaureate degree with a major in physics, chemistry, or mathematics with a 2.5 GPA in the major area of concentration. • A minimum undergraduate gpa of 2.5. • A GAP score of 2,200: This is based on the GRE score (verbal and quantitative) multiplied by the overall undergraduate GPA. • A score of 3.5 on the Analytical Writing portion of the GRE. • A successful background check. • A passing score on Praxis test in major area (This score may be submitted within the first year of the teacher residency). • A commitment to full attendance and participation in all GSKyTeach coursework and program-related activities. • A willingness to teach three years in Jefferson County Schools after completion of the GSKyTeach residency year. 		
<p>Degree Requirements – 30 hours</p>	<p>Program Requirements: 30 - 36 hours</p> <ul style="list-style-type: none"> • Selection of specific courses requires advisor approval • Enrollment in SMED courses is restricted to students admitted into the G SkyTeach program 	

GSKyTeach: SMED 501: Designing Instructional Sequences in Science and Math Education SMED 510: Advanced Topics in Knowing SMED 520: Management for Positive Learning Environments SMED 530: Literacy Support SMED 560: Developing Professional Learning Communities SMED 589: Science & Math Education Internship Seminar SMED 590: Teacher Internship SMED 620: Collaborative Research SMED 630: Action Research TOTAL30 hours	Introduction to Professional Education Course: EDU 520: Planning for Instruction (3 hrs.) (Must be taken in the first 6 hours) OR SMED 501: Designing Instructional Sequences in Science and Math Education (3 hrs.)	3
	Educational Technology LME 535: Survey of Educational Technology Practices (3 hrs.) Not required for GSKyTeach students.	3
	Educational Psychology: PSY 510: Advanced Educational Psychology (3 hrs.) OR SMED 510: Advanced Topics in Knowing (3 hrs.)	3
	Diversity & Classroom Management: EDU 522: Fundamentals of Differentiated Instruction (3 hrs.) OR SMED 520: Management for Positive Learning Environments (3 hrs.)	3
	Assessment: EDU 570: Educational Assessment for All Learners (3 hrs.) OR SMED 560: Developing Professional Learning Communities (3 hrs.)	3
	Literacy Component: LTCY 510: Course title: Methods of Teaching Literacy to Adolescents (3 hrs.) OR SMED 530: Literacy Support (3 hrs.)	3
	Research Skills: TCHL 520: Principles of Action Research for Teacher Leaders (3 hrs.) OR EDFN 500: Research Methods (3 hrs.) OR SMED 620: Collaborative Research (3 hrs.) AND SMED 630: Action Research (1 hour)	3-4
	Content Methods Course: Program-specific content methods course approved by the advisor. Not required for GSKyTeach students.	3

	Internship: EDU 589: Advanced Internship for the MAT (6 hours) OR SMED 590: Teacher Internship (8 hours)	6-8
	Electives: Advisor-approved content electives from the student's teaching discipline selected with advisor approval. Not required for GSKyTeach students	0-6
	Total	30-36 hours

4. Rationale for the proposed program change:

- With the recent development of the Teacher Leader MAE programs for advanced certification, a program revision is needed for initial certification at the master's level. A new degree type, the Master of Arts in Teaching, has been developed for initial certification programs at the master's level, so the present initial certification concentrations and cohort programs, including the alternate route to certification programs, should be moved to the MAT degree. This change will clarify the focus and mission of the MAEs as being for advanced certification and the MATs as being for initial certification.
- The current graduate programs that lead to initial certification will be moved to the new MAT. Therefore, the Alternative Route to Teacher Certification/Master of Arts in Education: Middle Grades/ Secondary will be moved and the name of the program under the MAT will be Secondary Education for Initial Certification.
- A review of similar MAT programs of WKU benchmark universities found admission requirements similar to those proposed here. Further, the proposed admission requirements were created considering the needs of possible candidates for initial certification at the master's degree level.
- The current Master of Arts in Education (MAE) furthers the knowledge and skills of currently certified teachers. The students in the Master of Arts in Teaching (MAT) will be seeking initial certification. Although they presumably possess the content knowledge of their certification areas, they lack the pedagogical knowledge and skills. The proposed curriculum is intended to address the specific needs of these students.

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

- Fall 2012, or as soon as all approvals have been attained.

6. Dates of prior committee approvals:

School of Teacher Education: 09/09/2011

CEBS Curriculum Committee _____

Professional Education Council _____

Graduate Council _____

University Senate _____

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

Contact Person: Michael McDonald, michael.mcdonald@wku.edu, 5-3097

1. Identification of program:

- 1.1 Current program reference number: 139
- 1.2 Current program title: Alternative Route To Teacher Certification/Master Of Arts In Education: Middle Grades Education
- 1.3 Credit hours: 30-36

2. Identification of the proposed program changes:

- Change the degree type from the Master of Arts in Education to the Master of Arts in Teaching
- Change the program title: Middle Grades Education for Initial Certification
- Revise admission requirements
- Revise curriculum

3. Detailed program description:

CURRENT PROGRAM Master of Arts in Education Middle Grades (Middle Grades Math & Science) Or Secondary Education	PROPOSED PROGRAM Master of Arts in Teaching: Middle Grades Education for Initial Certification	
Catalog Description	Catalog Description	
<p>The most current program information (e.g., admission requirements, required curriculum, etc.) may be found on the program website at http://edtech.wku.edu/~teachsvs/alternate_route/index.htm.</p> <p>A recommendation for certification will be contingent upon successful completion of the Kentucky Teacher Internship Program (KTIP) and submission of qualifying scores on the Principles of Learning and Teaching. All requirements for certification must be completed within three years of the time of employment by a school district.</p>	<p>The MAT in Middle Grades Education for Initial Certification leads to initial teacher certification in middle grades education (Grades 5-9) for qualified individuals with bachelor’s degrees and content majors (or equivalent) in approved majors. Course work and experiences in the program provide students who have a deep knowledge of their respective disciplines, but no background in professional education, with the pedagogical knowledge and skills to become highly qualified educators in their fields. Upon completion of the program, graduates will be professional educators who possess the dispositions and skills to apply state-of-the-art, evidence-based, best</p>	

	<p>teaching practices to increase student achievement.</p> <p>This program is appropriate for three groups of students: students admitted to GSKyTeach, WKU's innovative, residential, cohort program for prospective mathematics and science teachers; students who qualify for Option 6 of Kentucky's Education Professional Standards Board's (EPSB) Alternate Routes to Teacher Certification; and other qualified post-baccalaureate students who have completed the equivalent of an undergraduate major in a certification area approved by Kentucky's EPSB for middle grades certification (Grades 5-9).</p> <p>Students are expected to become competent in theory, research, and application of best teaching practices in their respective fields and to exhibit appropriate teacher disposition behaviors as indicated by the College of Education and Behavioral Sciences Teacher Disposition Rating Form. All professional education courses in the program require satisfactory completion of critical performance indicators (CPIs); these must be submitted as directed before the final course grade is recorded. Each course's CPIs become a part of the student's portfolio that is reviewed periodically throughout the program.</p> <p>Students who participate in the Alternate Route to Teacher Certification option must meet additional requirements in order to qualify for temporary provisional certification and complete all requirements for certification within three years of the time of employment by a school district. A recommendation for professional certification will be contingent upon successful completion of the Kentucky Teacher Internship Program (KTIP) and submission of qualifying scores on all required examinations for the</p>	
--	--	--

	<p>desired area of certification. Additional information about this Alternate Route to Teacher Certification may be found on the website for the Office of Teacher Services.</p> <p>Upon successful completion of the MAT in Middle Grades Education for Initial Certification and satisfaction of all other certification requirements, students who do not participate in the Alternate Route to Certification option will qualify for a Statement of Eligibility for Certification.</p>	
Admission Requirements	Admission Requirements	
<p>MAE Secondary Education (Alternate Route to Teacher Certification)</p> <ol style="list-style-type: none"> 1. Completion of content course work in the following: single subject for Middle Grades Education mathematics and sciences or two of the following mathematics, science, language arts, or social studies. Completion of content course work for secondary certification: art, biology, chemistry, history, music, English, French, German, Spanish, or physics. 2. Completion of a baccalaureate degree with an overall undergraduate GPA of 2.5 or higher; 3. Passing score on PRAXIS II exams on file before starting program; 4. Acceptable GAP score and GRE writing score on file in Graduate Studies before starting program; 5. Commitment of employment from a Kentucky school district before beginning program; 6. Meet the admission requirements identified by the respective content area; 7. Favorable recommendation based on 	<p>Applicants must meet one of the following:</p> <p>MAT Middle Grades Education for Initial Certification Program Admission Criteria:</p> <p>To be considered for admission, applicants must:</p> <ul style="list-style-type: none"> • Document completion of a bachelor's degree with a major, or equivalent, in an approved subject area and from an accredited institution. • Be recommended for admission following a transcript review by an MAT advisor associated with the certification area sought (If deficiencies are cited the applicant may be required to take additional undergraduate courses). • Present a letter of application (including professional goals). • Document a cumulative overall grade point average (GPA) of 2.75 or above (counting all course work, undergraduate or graduate) OR a GPA of 3.0 in the last 60 hours of course work (counting all course work, undergraduate or graduate). • Submit documentation to satisfy all criteria for admission to professional education. • Provide qualifying Praxis II score(s), if applicable, in the desired 	

<p>interview by screening committee, which will include a faculty member from the identified content area.</p> <p>MAE Secondary Degree Requirements: Required Professional Education Course Components –21 hours</p> <p>Professional Development Component—6 hours EDU 501 Seminar: Designing Professional Development Plan EDU 596 Portfolio Development and Professional Education Growth Plan EDU 590 Advanced Internship</p> <p>Educational Psychology Component—3 hours PSY 511 Psychology of Learning OR PSY 510 Advanced Educational Psychology</p> <p>Curriculum Component—3 hours EDU 520 Planning for Instruction</p> <p>Strategies Component—3 hours EDU 521 Implementing an Instructional Plan</p> <p>Exceptional Component—3 hours EXED 516 Exceptional Child: Perspectives and Issues</p> <p>Research/Assessment Component—3 hours EDFN 500 Research Methods</p> <p>Content Related Component –9 hours Courses will be selected from the teaching discipline. The specific selection of courses will be based upon candidate pre-assessment. The course selections must be approved by the candidate's program advisory committee, which will include a representative from the candidate's teaching discipline.</p>	<p>certification area.</p> <p>OR</p> <p>G Sky Teach Program Admission Criteria: Requirements to become a GSKyTeach candidate include the following:</p> <ul style="list-style-type: none"> • A baccalaureate degree with a major in physics, chemistry, or mathematics with a 2.5 GPA in the major area of concentration. • A minimum undergraduate gpa of 2.5. • A GAP score of 2200 (or equivalent): This is based on the GRE score (verbal and quantitative) multiplied by the overall undergraduate GPA. • A score of 3.5 on the Analytical Writing portion of the GRE. • A successful background check. • A passing score on Praxis test in major area (This score may be submitted within the first year of the teacher residency). • A commitment to full attendance and participation in all GSKyTeach coursework and program-related activities. • A willingness to teach three years in Jefferson County Schools after completion of the GSKyTeach residency year. 	
---	---	--

<p>Total: 30 hours</p> <p>G Sky Teach Program Admission Requirements: Requirements to become a GSKyTeach Candidate include the following:</p> <ul style="list-style-type: none"> • A baccalaureate degree with a major in physics, chemistry, or mathematics with a 2.5 GPA in the major area of concentration. • A minimum undergraduate gpa of 2.5. • A GAP score of 2,200: This is based on the GRE score (verbal and quantitative) multiplied by the overall undergraduate GPA. • A score of 3.5 on the Analytical Writing portion of the GRE. • A successful background check. • A passing score on Praxis test in major area (This score may be submitted within the first year of the teacher residency). • A commitment to full attendance and participation in all GSKyTeach coursework and program-related activities. • A willingness to teach three years in Jefferson County Schools after completion of the GSKyTeach residency year. 		
<p>Degree Requirements – 30 hours</p>	<p>Program Requirements: 30 - 36 hours</p> <ul style="list-style-type: none"> • Selection of specific courses requires advisor approval • Enrollment in SMED courses is restricted to students admitted into the G SkyTeach program 	

GSKyTeach: SMED 501: Designing Instructional Sequences in Science and Math Education SMED 510: Advanced Topics in Knowing SMED 520: Management for Positive Learning Environments SMED 530: Literacy Support SMED 560: Developing Professional Learning Communities SMED 589: Science & Math Education Internship Seminar SMED 590: Teacher Internship SMED 620: Collaborative Research SMED 630: Action Research TOTAL 30 hours	Introduction to Professional Education Course: EDU 520: Planning for Instruction (3 hrs.) (Must be taken in the first 6 hours) OR SMED 501: Designing Instructional Sequences in Science and Math Education (3 hrs.)	3
	Educational Technology: LME 535: Survey of Educational Technology Practices (3 hrs.) Not required for GSKyTeach students.	3
	Educational Psychology: PSY 510: Advanced Educational Psychology (3 hrs.) OR SMED 510: Advanced Topics in Knowing (3 hrs.)	3
	Diversity & Classroom Management: EDU 522: Fundamentals of Differentiated Instruction (3 hrs.) OR SMED 520: Management for Positive Learning Environments (3 hrs.)	3
	Assessment: EDU 570: Educational Assessment for All Learners (3 hrs.) OR SMED 560: Developing Professional Learning Communities (3 hrs.)	3
	Literacy Component: LTCY 510: Course title: Methods of Teaching Literacy to Adolescents (3 hrs.) OR SMED 530: Literacy Support (3 hrs.)	3
	Research Skills: TCHL 520: Principles of Action Research for Teacher Leaders (3 hrs.) OR EDFN 500: Research Methods (3 hrs.) OR SMED 620: Collaborative Research AND SMED 630: Action Research (1 hour)	3-4
	Content Methods Course: Program-specific content methods course approved by the advisor. Not required for GSKyTeach students.	3

	Internship: EDU 589: Advanced Internship for the MAT (6 hours) SMED 590: Teacher Internship (8 hours)	6-8
	Electives: Advisor-approved content electives from the student's teaching discipline selected with advisor approval. Not required for GSKyTeach students.	0-6
	Total	30-36 hours

4. Rationale for the proposed program change:

- With the recent development of the Teacher Leader MAE programs for advanced certification, a program revision is needed for initial certification at the master's level. A new degree type, the Master of Arts in Teaching, has been developed for initial certification programs at the master's level, so the present initial certification concentrations and cohort programs, including the alternate route to certification programs, should be moved to the MAT degree. This change will clarify the focus and mission of the MAEs as being for advanced certification and the MATs as being for initial certification.
- The current graduate programs that lead to initial certification will be moved to the new MAT. Therefore, the Alternative Route to Teacher Certification/Master of Arts in Education: Middle Grades/ Secondary will be moved and the name of the program under the MAT will be Middle Grades Education for Initial Certification.
- A review of similar MAT programs of WKU benchmark universities found admission requirements similar to those proposed here. Further, the proposed admission requirements were created considering the needs of possible candidates for initial certification at the master's degree level.
- The current Master of Arts in Education (MAE) furthers the knowledge and skills of currently certified teachers. The students in the Master of Arts in Teaching (MAT) will be seeking initial certification. Although they presumably possess the content knowledge of their certification areas, they lack the pedagogical knowledge and skills. The proposed curriculum is intended to address the specific needs of these students.

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

- Fall 2012, or as soon as all approvals have been attained.

6. Dates of prior committee approvals:

School of Teacher Education: 09/09/2011

CEBS Curriculum Committee _____

Professional Education Council _____

Graduate Council _____

University Senate _____

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

Contact Person: Dr. Lisa Murley, lisa.murley@wku.edu, 5-8822

- 1. Identification of program:**
 - 1.1 Current program reference number: #0433
 - 1.2 Current program title: Master of Arts in Education: Elementary Education for Teacher Leaders
 - 1.3 Credit hours: 30-31

- 2. Identification of the proposed program changes:**
Revision of Mid-Point Assessment policy. **Highlighted text indicates revision.**

- 3. Detailed program description:**

Current Program	Proposed Program
<p>This program is designed to develop Teacher Leaders who can positively impact student learning in their classrooms and schools. Courses and experiences include Professional Learning Communities in which students interact with other graduate students from various content areas and grade levels to discuss and work on real world challenges and promising practices they encounter in schools.</p> <p>The program is divided into two instructional components. The first component, Professional Education, provides advanced level pedagogy, leadership, and content related to Kentucky Teacher Standards and applicable to all P-12 teachers working in a wide gamut of developmental levels and content areas.</p> <p>The second component, Specialization, directs the candidate into an individual program in content, pedagogy, and/or areas of professional</p>	<p>This program is designed to develop Teacher Leaders who can positively impact student learning in their classrooms and schools. Courses and experiences include Professional Learning Communities in which students interact with other graduate students from various content areas and grade levels to discuss and work on real world challenges and promising practices they encounter in schools.</p> <p>The program is divided into two instructional components. The first component, Professional Education, provides advanced level pedagogy, leadership, and content related to Kentucky Teacher Standards and applicable to all P-12 teachers working in a wide gamut of developmental levels and content areas.</p> <p>The second component, Specialization, directs the candidate into an individual program in content, pedagogy, and/or areas of professional</p>

<p>growth concurrent with the goals of each candidate.</p> <p>An Action Research Project for Teacher Leaders focusing on a classroom, school, or district issue is the capstone for the completion of the program.</p> <p>During the first course in the program, TCHL 500 <i>Foundations of Teacher Leadership</i>, students will complete an assessment process that will be used in determining which TCHL core courses they must take (see <i>Important Note</i> below). All students must either complete TCHL 540, 544, 548, 550, 554, and 558 or pass proficiency evaluations for these courses. TCHL 500, 520, 530, and 560 are required for all students, and there are no proficiency evaluations that may be substituted for these courses.</p> <p>Admission Requirements: (<i>Criteria vary, depending on the student's undergraduate institution and GPA</i>):</p> <ul style="list-style-type: none"> • Applicants who are alumni of WKU teacher preparation programs must submit a current, valid teaching certificate or Statement of Eligibility* for Elementary (Grades P-5). • Applicants with undergraduate degrees from all other accredited universities will be admitted without a qualifying GRE score if they have a minimum 2.75 GPA for all previous coursework (undergraduate and graduate) and a valid teaching certificate for elementary education. A copy of the certificate must be submitted with the application. • Applicants with undergraduate degrees from all other accredited universities with a GPA lower than 2.75 (undergraduate and graduate) must achieve a GAP (GRE score multiplied by the undergraduate GPA) score of 2200 or higher and a GRE Analytical Writing score of 3.5 or higher and have a valid teaching certificate for elementary education. A copy of 	<p>growth concurrent with the goals of each candidate.</p> <p>An Action Research Project for Teacher Leaders focusing on a classroom, school, or district issue is the capstone for the completion of the program.</p> <p>During the first course in the program, TCHL 500 <i>Foundations of Teacher Leadership</i>, students will complete an assessment process that will be used in determining which TCHL core courses they must take (see <i>Important Note</i> below). All students must either complete TCHL 540, 544, 548, 550, 554, and 558 or pass proficiency evaluations for these courses. TCHL 500, 520, 530, and 560 are required for all students, and there are no proficiency evaluations that may be substituted for these courses.</p> <p>Admission Requirements: (<i>Criteria vary, depending on the student's undergraduate institution and GPA</i>):</p> <ul style="list-style-type: none"> • Applicants who are alumni of WKU teacher preparation programs must submit a current, valid teaching certificate or Statement of Eligibility* for Elementary (Grades P-5). • Applicants with undergraduate degrees from all other accredited universities will be admitted without a qualifying GRE score if they have a minimum 2.75 GPA for all previous coursework (undergraduate and graduate) and a valid teaching certificate for elementary education. A copy of the certificate must be submitted with the application. • Applicants with undergraduate degrees from all other accredited universities with a GPA lower than 2.75 (undergraduate and graduate) must achieve a GAP (GRE score multiplied by the undergraduate GPA) score of 2200 or higher and a GRE Analytical Writing score of 3.5 or higher and have a valid teaching certificate for elementary education. A copy of
---	---

<p>the certificate must be submitted with the application.</p> <ul style="list-style-type: none"> Applicants to the MAE program in Elementary Education must hold or be eligible to hold a teaching certificate at the elementary level OR have a valid elementary program on file with the Office of Teacher Services. (Note: Conversion program must be completed prior to or simultaneously with the MAE.) <p>*Applicants whose certificates have expired may be admitted, but they may enroll for only six hours before they must apply to the EPSB for re-issued certificates. After completion of six hours, a student admitted with an expired certificate must submit a copy of the re-issued certificate before being allowed to register for any additional courses.</p> <p><i>Important Note:</i> While enrolled in TCHL 500, master’s candidates will use several documents, including their KTIP assessments or in-kind examples, dispositions self-surveys, referrals from school personnel, and their respective School Improvement Plan, to develop with their respective program advisors individualized programs of study of 30-31 hours related to Kentucky Teacher Standards and professional goals. Each student’s program of study will include some or all of the TCHL courses, plus additional education-related or content courses.</p> <p><u>Professional Education Component—9-16 hours</u> TCHL 500 – Foundations of Teacher Leadership (3 hours) TCHL 530 – Curriculum Development (3 hours) TCHL 540 – Classroom Instruction: Instructional Strategies (1 hour) TCHL 544 – Classroom Instruction: Equitable School and Community Partnerships (1 hour) TCHL 548 – Classroom Instruction: Managing the Learning Environment (1 hour) TCHL 550 – Student Assessment I:</p>	<p>the certificate must be submitted with the application.</p> <ul style="list-style-type: none"> Applicants to the MAE program in Elementary Education must hold or be eligible to hold a teaching certificate at the elementary level OR have a valid elementary program on file with the Office of Teacher Services. (Note: Conversion program must be completed prior to or simultaneously with the MAE.) <p>*Applicants whose certificates have expired may be admitted, but they may enroll for only six hours before they must apply to the EPSB for re-issued certificates. After completion of six hours, a student admitted with an expired certificate must submit a copy of the re-issued certificate before being allowed to register for any additional courses.</p> <p><i>Important Note:</i> While enrolled in TCHL 500, master’s candidates will use several documents, including their KTIP assessments or in-kind examples, dispositions self-surveys, referrals from school personnel, and their respective School Improvement Plan, to develop with their respective program advisors individualized programs of study of 30-31 hours related to Kentucky Teacher Standards and professional goals. Each student’s program of study will include some or all of the TCHL courses, plus additional education-related or content courses.</p> <p><u>Professional Education Component—9-16 hours</u> TCHL 500 – Foundations of Teacher Leadership (3 hours) TCHL 530 – Curriculum Development (3 hours) TCHL 540 – Classroom Instruction: Instructional Strategies (1 hour) TCHL 544 – Classroom Instruction: Equitable School and Community Partnerships (1 hour) TCHL 548 – Classroom Instruction: Managing the Learning Environment (1 hour) TCHL 550 – Student Assessment I: Fundamentals of Student Assessment (1 hour)</p>
---	---

Fundamentals of Student Assessment (1 hour)
TCHL 554 – Student Assessment II:
Standardized Testing (1 hour)
TCHL 558 – Student Assessment III: Classroom
Tests and Instruments (2 hours)
**TCHL 560 – Action Research Capstone for
Teacher Leaders (3 hours)**

Courses in boldface are required.

Mid-Point Assessment Requirements:

To ensure that all students are proficient on Advanced Level Kentucky Teacher Standards, all *Critical Performances* associated with the above TCHL courses must be completed, *even if a candidate's program of studies does not include the courses*. Except for TCHL 520 and 560, which should be taken toward the end of their program, candidates may only complete 6 hours in their Specialization Component before they have taken all TCHL courses and/or uploaded all Critical Performances and have achieved an average score of 3.0 on all performances and an average score of 3 on dispositions. Additional course work may be required based on the assessment results.

Specialization Component—15-21 hours

Required: 6 hours

TCHL 520 – Principles of Action Research for Teacher Leaders (3 hours)

Advisor-approved content-specific course (3 hours)

Electives: 9-15 hours Advisor-approved courses selected from discipline in which student is certified or related courses relevant to the student's professional needs and goals. In place of the content electives, students may substitute course work for endorsements (e.g., English as a Second Language, Gifted and Talented Education, Environmental Education, and Instructional Computer Technology or other approved endorsements) or for meeting prerequisites for Instructional Leader programs.

TCHL 554 – Student Assessment II:
Standardized Testing (1 hour)
TCHL 558 – Student Assessment III:
Classroom Tests and Instruments (2 hours)
**TCHL 560 – Action Research Capstone for
Teacher Leaders (3 hours)**

Courses in boldface are required.

Mid-Point Assessment Requirements:

To ensure master's candidates are proficient on Advanced Level Teacher Standards, it is recommended that a majority of the Critical Performances associated with the above TCHL courses be completed prior to the Specialization Component. Students must achieve an average of 3.0 on all Critical Performances and an average score of 3 on dispositions even though a candidate's program of studies does not include the courses. Additional course work may be required based on the assessment results.

Students are expected to enroll in TCHL 500 at the beginning of their program and in TCHL 560 toward the end, and in general, students should complete the professional education core (the TCHL courses except TCHL 560) as early as possible. Students should consult with their advisors regarding the optimal sequence of course work to meet their professional goals.

Specialization Component—15-21 hours

Required: 6 hours

TCHL 520 – Principles of Action Research for Teacher Leaders (3 hours)

Advisor-approved content-specific course (3 hours)

Electives: 9-15 hours Advisor-approved courses selected from discipline in which student is certified or related courses relevant to the student's professional needs and goals. In place of the content electives, students may substitute course work for endorsements (e.g.,

<p>Total Program Hours: 30-31</p> <p>Program Completion Requirements: Candidates must successfully complete TCHL 560 – Action Research Capstone for Teacher Leaders (Course Grade of C or higher) and present research results in an approved venue.</p> <p>Candidates must achieve a minimum 3.0 GPA overall and in program course work.</p>	<p>English as a Second Language, Gifted and Talented Education, Environmental Education, and Instructional Computer Technology or other approved endorsements) or for meeting prerequisites for Instructional Leader programs.</p> <p>Total Program Hours: 30-31</p> <p>Program Completion Requirements: Candidates must successfully complete TCHL 560 – Action Research Capstone for Teacher Leaders (Course Grade of C or higher) and present research results in an approved venue.</p> <p>Candidates must achieve a minimum 3.0 GPA overall and in program course work.</p>
---	--

4. Rationale for the proposed program change:

Since beginning implementation of this program, it has become clear that the midpoint assessment should be revised based upon feedback from advisors and students. Specifically, we cannot offer enough sections of the TCHL courses to accommodate students, which leave students without courses to take if they are required to wait for TCHL courses in the Professional Education Component to become available. In addition, students with transfer hours that count in the Specialization Component (e.g., Gifted Cohorts) cannot be in compliance with this requirement even when first accepted into the program.

Therefore, the current requirement which reads “Except for TCHL 520 and 560, which should be taken toward the end of their program, candidates may only complete 6 hours in their Specialization Component before they have taken all TCHL courses...” is difficult to implement.

5. **Proposed term for implementation and special provisions (if applicable):**
Spring 2012

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

School of Teacher Education	<u>09/09/2011</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 a Program
(Action Item)**

Contact Person: Rebecca Stobaugh, Rebecca.stobaugh@wku.edu, 745-4497

1. Identification of program:

- 1.1 Current program reference number: #103
- 1.2 Current program title: Master of Arts in Education: Secondary Education
- 1.3 Credit hours: 30

2. Identification of the proposed program changes:

This revision (found in the Mid-Point Assessment Requirements section) allows students to take Specialization Component courses earlier in their program.

3. Detailed program description:

Current Program	Proposed Program
<p>This program is designed to develop Teacher Leaders who can positively impact student learning in their classrooms and schools. Courses and experiences include Professional Learning Communities in which students interact with other graduate students from various content areas and grade levels to discuss and work on real world challenges and promising practices they encounter in schools.</p> <p>The program is divided into two instructional components. The first component, Professional Education, provides advanced level pedagogy, leadership, and content related to Kentucky Teacher Standards and applicable to all P-12 teachers working in the wide gamut of developmental levels and content areas.</p> <p>The second component, Specialization, directs the candidate into an individual program in content, pedagogy, and/or areas of professional growth concurrent with the goals of each candidate.</p> <p>An Action Research Project for Teacher Leaders focusing on a classroom, school, or district issue is the capstone for the completion of the program.</p> <p>During the first course in the program, TCHL 500 <i>Foundations of Teacher Leadership</i>, students will</p>	<p>This program is designed to develop Teacher Leaders who can positively impact student learning in their classrooms and schools. Courses and experiences include Professional Learning Communities in which students interact with other graduate students from various content areas and grade levels to discuss and work on real world challenges and promising practices they encounter in schools.</p> <p>The program is divided into two instructional components. The first component, Professional Education, provides advanced level pedagogy, leadership, and content related to Kentucky Teacher Standards and applicable to all P-12 teachers working in the wide gamut of developmental levels and content areas.</p> <p>The second component, Specialization, directs the candidate into an individual program in content, pedagogy, and/or areas of professional growth concurrent with the goals of each candidate.</p> <p>An Action Research Project for Teacher Leaders focusing on a classroom, school, or district issue is the capstone for the completion of the program.</p> <p>During the first course in the program, TCHL 500 <i>Foundations of Teacher Leadership</i>, students will complete an assessment process that will be used in determining which TCHL core courses they must take (see</p>

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

Students must complete either a major or a minor in secondary education, and they typically complete a major or a minor in their respective certification disciplines. The following majors are permitted: art, biology, chemistry, history, music, and secondary education.

This program permits minors in the following areas: agriculture, art, biology, business and marketing education, chemistry, earth and space science, English, family and consumer science, French, German, health, history, technology education, mathematics, physical education, physics, secondary education, and Spanish. The program may also be planned to include a certification endorsement for gifted education, English as a second language, environmental education, instructional computer technology, or other approved endorsements. This program requires 30-37 hours.

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

1. WKU Graduate: Automatic Admission

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

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

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

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

Students must complete either a major or a minor in secondary education, and they typically complete a major or a minor in their respective certification disciplines. The following majors are permitted: art, biology, chemistry, history, music, and secondary education.

This program permits minors in the following areas: agriculture, art, biology, business and marketing education, chemistry, earth and space science, English, family and consumer science, French, German, health, history, technology education, mathematics, physical education, physics, secondary education, and Spanish. The program may also be planned to include a certification endorsement for gifted education, English as a second language, environmental education, instructional computer technology, or other approved endorsements. This program requires 30-37 hours.

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

1. WKU Graduate: Admission

Applicants who are alumni of WKU teacher preparation programs must submit a current, valid teaching certificate or Statement of Eligibility* for Secondary (Grades 8-12, 5-12, or P-12).

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

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

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

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

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

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

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

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

Important Note: While enrolled in TCHL 500, master’s candidates will use several documents, including their KTIP assessments or in-kind examples, dispositions self-surveys, referrals from school personnel, and their respective School Improvement Plan, to develop with their respective program advisors individualized programs of study of 30-31 hours related to Kentucky Teacher Standards and professional goals. Each student’s program of study will include some or all of the TCHL courses, plus additional education-related or content courses.

Courses in boldface are required.

Secondary Education Major

Professional Education Core—9-16 hours

TCHL 500 – Foundations of Teacher Leadership (3 hours)

TCHL 530 – Curriculum Development (3 hours)

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

or statement of eligibility must be submitted with the application.

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

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

Important Note: While enrolled in TCHL 500, master’s candidates will use several documents, including their KTIP assessments or in-kind examples, dispositions self-surveys, referrals from school personnel, and their respective School Improvement Plan, to develop with their respective program advisors individualized programs of study of 30-31 hours related to Kentucky Teacher Standards and professional goals. Each student’s program of study will include some or all of the TCHL courses, plus additional education-related or content courses.

Courses in boldface are required.

Secondary Education Major

Professional Education Core—9-16 hours

TCHL 500 – Foundations of Teacher Leadership (3 hours)

TCHL 530 – Curriculum Development (3 hours)

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

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

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

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

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

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

TCHL 560 – Action Research Capstone for Teacher

TCHL 544 – Classroom Instruction: Equitable School and Community Partnerships (1 hour)
 TCHL 548 – Classroom Instruction: Managing the Learning Environment (1 hour)
 TCHL 550 – Student Assessment I: Fundamentals of Student Assessment (1 hour)
 TCHL 554 – Student Assessment II: Standardized Testing (1 hour)
 TCHL 558 – Student Assessment III: Classroom Tests and Instruments (2 hours)
TCHL 560 – Action Research Capstone for Teacher Leaders (3 hours) or discipline-specific action research course

Other Education Courses—3-9 hours

TCHL 520 – Principles of Action Research for Teacher Leaders (3 hours)
 Other advisor-approved education electives

Specialization Component—12 hours

Required: 3 hours
Advisor-approved content-specific course

Electives: 9 hours

With advisor approval, students may select appropriate elective courses from:

- the discipline in which the student is certified;
- academic disciplines related to P-12 common core standards;
- CEBS content courses in exceptional education, interdisciplinary early childhood education, library media education, literacy, or psychology;
- approved endorsements (e.g., English as a Second Language, Gifted and Talented Education, Environmental Education, Instructional Computer Technology); and
- courses identified as prerequisites for Instructional Leader programs.

Total Program Hours: 30-37

Secondary Education Minors

Content Area Specialization Component --18 hours

Contact advisor in major area for program information.

For the minor in Secondary Education students must complete a total of at least 12 hours in education

Leaders (3 hours) or discipline-specific action research course

Other Education Courses—3-9 hours

TCHL 520 – Principles of Action Research for Teacher Leaders (3 hours)
 Other advisor-approved education electives

Specialization Component—12 hours

Required: 3 hours
Advisor-approved content-specific course

Electives: 9 hours

With advisor approval, students may select appropriate elective courses from:

- the discipline in which the student is certified;
- academic disciplines related to P-12 common core standards;
- CEBS content courses in exceptional education, interdisciplinary early childhood education, library media education, literacy, or psychology;
- approved endorsements (e.g., English as a Second Language, Gifted and Talented Education, Environmental Education, Instructional Computer Technology); and
- courses identified as prerequisites for Instructional Leader programs.

Total Program Hours: 30-37

Secondary Education Minors

Content Area Specialization Component --18 hours

Contact advisor in major area for program information.

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

Professional Education Core—9-16 hours

TCHL 500 – Foundations of Teacher Leadership (3 hours)

TCHL 530 – Curriculum Development (3 hours)

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

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

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

TCHL 550 – Student Assessment I: Fundamentals of

course work, including the following:

Professional Education Core—9-16 hours

TCHL 500 – Foundations of Teacher Leadership (3 hours)

TCHL 530 – Curriculum Development (3 hours)

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

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

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

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

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

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

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

Education Electives—0-3 hours

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

Total Program Hours: 30-37

Mid-Point Assessment Requirements:

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

Except for TCHL 560, which should be taken toward the end of their program, students may complete no more than 6 hours in their Specialization Component before they have taken all TCHL courses and/or uploaded all Critical Performances and have achieved an average score of 3.0 on all performances and an average score of 3 on dispositions. Additional course work may be required based on the assessment results.

Program Completion Requirements:

1. Successfully complete TCHL 560 (Course grade of C or higher) or approved discipline specific action research course.
2. Give acceptable presentation of action research in an approved venue.

Student Assessment (1 hour)

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

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

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

Education Electives—0-3 hours

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

Total Program Hours: 30-37

Mid-Point Assessment Requirements:

To ensure master's candidates are proficient on Advanced Level Teacher Standards, it is recommended that a majority of the Critical Performances associated with the above TCHL courses be completed prior to the Specialization Component. Students must achieve an average of 3.0 on all Critical Performances and an average score of 3 on dispositions even though a candidate's program of studies does not include the courses. Additional course work may be required based on the assessment results.

Students are expected to enroll in TCHL 500 at the beginning of their program and in TCHL 560 toward the end, and in general, students should complete the professional education core (the TCHL courses except TCHL 560) as early as possible. Students should consult with their advisors regarding the optimal sequence of course work to meet their professional goals.

Program Completion Requirements:

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

Achieve a minimum 3.0 GPA overall and in program course work.	

4. Rationale for the proposed program change:

The current requirement (i.e., *Except for TCHL 520 and 560, which should be taken toward the end of their program, candidates may only complete 6 hours in their Specialization Component before they have taken all TCHL course...*) is difficult to implement because we cannot offer enough sections of the TCHL courses to accommodate students, which leaves students without courses to take if they are required to wait for TCHL courses in the Professional Education Component to become available. In addition, students with transfer hours that count in the Specialization Component (e.g., Gifted Cohorts) cannot be in compliance with this requirement even when first accepted into the program.

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

Spring 2012.

6. Dates of prior committee approvals:

School of Teacher Education	09/09/2011
CEBS Curriculum Committee	_____
Professional Education Council	_____
Graduate Council	_____
University Senate	_____

Attachment: Program Inventory Form

Proposal Date: 09/01/2011

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

Contact Person: Rebecca Stobaugh, Rebecca.stobaugh@wku.edu, 745-4497

1. Identification of program:

- 1.1 Current program reference number: #139
- 1.2 Current program title: Master of Arts in Education: Middle Grades Education
- 1.3 Credit hours: 30

2. Identification of the proposed program changes:

This revision (found in the Mid-Point Assessment Requirements section) allows students to take Specialization Component courses earlier in their program.

3. Detailed program description:

Current Program	Proposed Program
<p>This program is designed to develop Teacher Leaders who can positively impact student learning in their classrooms and schools. Courses and experiences include Professional Learning Communities in which students interact with other graduate students from various content areas and grade levels to discuss and work on real world challenges and promising practices they encounter in schools.</p> <p>The program is divided into two instructional components. The first component, Professional Education, provides advanced level pedagogy, leadership, and content related to Kentucky Teacher Standards and applicable to all P-12 teachers working in the wide gamut of developmental levels and content areas.</p> <p>The second component, Specialization, directs the candidate into an individual program in content, pedagogy, and/or areas of professional growth concurrent with the goals of each candidate.</p> <p>An Action Research Project for Teacher Leaders, focusing on a classroom, school, or district issue, is the capstone for the completion of the program.</p> <p>During the first course in the program, TCHL 500 <i>Foundations of Teacher Leadership</i>, students will complete an assessment process that will be used in</p>	<p>This program is designed to develop Teacher Leaders who can positively impact student learning in their classrooms and schools. Courses and experiences include Professional Learning Communities in which students interact with other graduate students from various content areas and grade levels to discuss and work on real world challenges and promising practices they encounter in schools.</p> <p>The program is divided into two instructional components. The first component, Professional Education, provides advanced level pedagogy, leadership, and content related to Kentucky Teacher Standards and applicable to all P-12 teachers working in the wide gamut of developmental levels and content areas.</p> <p>The second component, Specialization, directs the candidate into an individual program in content, pedagogy, and/or areas of professional growth concurrent with the goals of each candidate.</p> <p>An Action Research Project for Teacher Leaders, focusing on a classroom, school, or district issue, is the capstone for the completion of the program.</p> <p>During the first course in the program, TCHL 500 <i>Foundations of Teacher Leadership</i>, students will complete an assessment process that will be used in determining which TCHL core courses they must take (see <i>Important Note</i> below). All students must either complete</p>

determining which TCHL core courses they must take (see *Important Note* below). All students must either complete TCHL 540, 544, 548, 550, 554, and 558 or pass proficiency evaluations for these courses. TCHL 500, 520, 530, and 560 are required for all students, and there are no proficiency evaluations that may be substituted for these courses.

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

1. WKU Graduate: Admission

Applicants who are alumni of WKU teacher preparation programs must submit a current, valid teaching certificate or Statement of Eligibility* for Middle Grades (Grades 5-9).

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

Applicants with undergraduate degrees from Kentucky higher education accredited universities must have a 2.75 GPA for all previous undergraduate coursework and a 3.0 GPA for previous graduate coursework or qualifying GAP/GRE** scores and must have or be eligible for a teaching certificate* for Middle Grades (Grades 5-9). A copy of the certificate or statement of eligibility must be submitted with the application.

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

Applicants with undergraduate degrees from all other higher education accredited universities must have a 2.75 GPA for all previous undergraduate coursework and a 3.0 GPA for previous graduate coursework or qualifying GRE/GAP** scores and must have or be eligible for a teaching certificate* for Middle Grades (Grades 5-9). A copy of the certificate or statement of eligibility must be submitted with the application.

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

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

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

1. WKU Graduate: Admission

Applicants who are alumni of WKU teacher preparation programs must submit a current, valid teaching certificate or Statement of Eligibility* for Middle Grades (Grades 5-9).

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

Applicants with undergraduate degrees from Kentucky higher education accredited universities must have a 2.75 GPA for all previous undergraduate coursework and a 3.0 GPA for previous graduate coursework or qualifying GAP/GRE** scores and must have or be eligible for a teaching certificate* for Middle Grades (Grades 5-9). A copy of the certificate or statement of eligibility must be submitted with the application.

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

Applicants with undergraduate degrees from all other higher education accredited universities must have a 2.75 GPA for all previous undergraduate coursework and a 3.0 GPA for previous graduate coursework or qualifying GRE/GAP** scores and must have or be eligible for a teaching certificate* for Middle Grades (Grades 5-9). A copy of the certificate or statement of eligibility must be submitted with the application.

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

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

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

Important Note: While enrolled in TCHL 500, master's candidates will use several documents, including their KTIP assessments or in-kind examples, dispositions self-surveys, referrals from school personnel, and their respective School Improvement Plan, to develop with their respective program advisors individualized programs of study of 30-31 hours related to Kentucky Teacher Standards and professional goals. Each student's program of study will include some or all of the TCHL courses, plus additional education-related or content courses.

Courses in boldface are required.

Professional Education Core—9-16 hours

TCHL 500 – Foundations of Teacher Leadership (3 hours)

TCHL 530 – Curriculum Development (3 hours)

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

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

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

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

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

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

TCHL 560 – Action Research Capstone for Teacher Leaders (3 hours) or discipline-specific action research course

Mid-Point Assessment Requirements:

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

Except for TCHL 560, which should be taken toward the end of their program, students may complete no more than 6 hours in their Specialization Component before they have taken all TCHL courses and/or uploaded all Critical Performances and have achieved an average score of 3.0 on all performances and an average score of 3 on dispositions. Additional course

Important Note: While enrolled in TCHL 500, master's candidates will use several documents, including their KTIP assessments or in-kind examples, dispositions self-surveys, referrals from school personnel, and their respective School Improvement Plan, to develop with their respective program advisors individualized programs of study of 30-31 hours related to Kentucky Teacher Standards and professional goals. Each student's program of study will include some or all of the TCHL courses, plus additional education-related or content courses.

Courses in boldface are required.

Professional Education Core—9-16 hours

TCHL 500 – Foundations of Teacher Leadership (3 hours)

TCHL 530 – Curriculum Development (3 hours)

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

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

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

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

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

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

TCHL 560 – Action Research Capstone for Teacher Leaders (3 hours) or discipline-specific action research course

Mid-Point Assessment Requirements:

To ensure master's candidates are proficient on Advanced Level Teacher Standards, it is recommended that a majority of the Critical Performances associated with the above TCHL courses be completed prior to the Specialization Component. Students must achieve an average of 3.0 on all Critical Performances and an average score of 3 on dispositions even though a candidate's program of studies does not include the courses. Additional course work may be required based on the assessment results.

Students are expected to enroll in TCHL 500 at the beginning of their program and in TCHL 560 toward the end, and in general, students should complete the professional education core (the TCHL courses except TCHL 560) as early as possible. Students should consult with their advisors regarding the optimal sequence of course work to meet their professional goals.

<p>work may be required based on the assessment results.</p> <p><u>Specialization Component—14-21 hours</u> Required: 6 hours TCHL 520 – Principles of Action Research for Teacher Leaders (3 hours) Advisor-approved content-specific course (3 hours)</p> <p>Electives: 8-15 hours With advisor approval, students may select appropriate elective courses from:</p> <ul style="list-style-type: none"> • the discipline in which the student is certified; • academic disciplines related to P-12 common core standards; • CEBS content courses in exceptional education, interdisciplinary early childhood education, library media education, literacy, or psychology; • approved endorsements (e.g., English as a Second Language, Gifted and Talented Education, Environmental Education, Instructional Computer Technology); and • courses identified as prerequisites for Instructional Leader programs. <p>Total Program Hours: 30-37</p> <p>Program Completion Requirements:</p> <ol style="list-style-type: none"> 6. Successfully complete TCHL 560 (Course grade of C or higher). 7. Give acceptable presentation of action research in an approved venue. <p>Achieve a minimum 3.0 GPA overall and in program course work.</p>	<p><u>Specialization Component—14-21 hours</u> Required: 6 hours TCHL 520 – Principles of Action Research for Teacher Leaders (3 hours) Advisor-approved content-specific course (3 hours)</p> <p>Electives: 8-15 hours With advisor approval, students may select appropriate elective courses from:</p> <ul style="list-style-type: none"> • the discipline in which the student is certified; • academic disciplines related to P-12 common core standards; • CEBS content courses in exceptional education, interdisciplinary early childhood education, library media education, literacy, or psychology; • approved endorsements (e.g., English as a Second Language, Gifted and Talented Education, Environmental Education, Instructional Computer Technology); and • courses identified as prerequisites for Instructional Leader programs. <p>Total Program Hours: 30-37</p> <p>Program Completion Requirements:</p> <ol style="list-style-type: none"> 8. Successfully complete TCHL 560 (Course grade of C or higher). 9. Give acceptable presentation of action research in an approved venue. 10. Achieve a minimum 3.0 GPA overall and in program course work.
---	--

4. Rationale for the proposed program change:

The current requirement (i.e., *Except for TCHL 520 and 560, which should be taken toward the end of their program, candidates may only complete 6 hours in their Specialization Component before they have taken all TCHL course...*) is difficult to implement because we cannot offer enough sections of the TCHL courses to accommodate students, which leaves students without courses to take if they are required to wait for TCHL courses in the Professional Education Component to become available. In addition, students with transfer hours that count in the Specialization Component (e.g., Gifted Cohorts) cannot be in compliance with this requirement even when first accepted into the program.

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

Spring 2012.

6. Dates of prior committee approvals:

School of Teacher Education	09/09/2011
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 a Program
(Action Item)**

Contact Person: Dr. Lisa Murley, lisa.murley@wku.edu, 5-8822

- 1. Identification of program:**
 - 1.1 Current program reference number: 091
 - 1.2 Current program title: Non Degree Planned Fifth Year/Rank II in Elementary Education
 - 1.3 Credit hours: 32

- 2. Identification of the proposed program changes:**
Revision of Mid-Point Assessment policy. **Highlighted text indicates the revision.**

- 3. Detailed program description:**

Current Program	Proposed Program
<p>This program is designed to develop Teacher Leaders who can positively impact student learning in their classrooms and schools. Courses and experiences include Professional Learning Communities in which students interact with other graduate students from various content areas and grade levels to discuss and work on real world challenges and promising practices they encounter in schools.</p> <p>The program is divided into two instructional components. The first component, Professional Education, provides advanced level pedagogy, leadership, and content related to Kentucky Teacher Standards and applicable to all P-12 teachers working in a wide gamut of developmental levels and content areas.</p> <p>The second component, Specialization, directs the candidate into an individual program in content, pedagogy, and/or areas of professional growth concurrent with the goals of each</p>	<p>This program is designed to develop Teacher Leaders who can positively impact student learning in their classrooms and schools. Courses and experiences include Professional Learning Communities in which students interact with other graduate students from various content areas and grade levels to discuss and work on real world challenges and promising practices they encounter in schools.</p> <p>The program is divided into two instructional components. The first component, Professional Education, provides advanced level pedagogy, leadership, and content related to Kentucky Teacher Standards and applicable to all P-12 teachers working in a wide gamut of developmental levels and content areas.</p> <p>The second component, Specialization, directs the candidate into an individual program in content, pedagogy, and/or areas of professional growth concurrent with the goals of each</p>

<p>candidate.</p> <p>An Action Research Project for Teacher Leaders focusing on a classroom, school, or district issue is the capstone for the completion of the program.</p> <p>During the first course in the program, TCHL 500 <i>Foundations of Teacher Leadership</i>, students will complete an assessment process that will be used in determining which TCHL core courses they must take (see <i>Important Note</i> below). All students must either complete TCHL 540, 544, 548, 550, 554, and 558 or pass proficiency evaluations for these courses. TCHL 500, 520, 530, and 560 are required for all students, and there are no proficiency evaluations that may be substituted for these courses.</p> <p>Admission Requirements: Applicants to the Non Degree Planned Fifth-Year/Rank II Elementary Education program <u>must</u> have or be eligible for a teaching certificate for elementary education.</p> <p>*Applicants whose certificates have expired may be admitted, but they may enroll for only six hours before they must apply to the EPSB for re-issued certificates. After completion of six hours, a student admitted with an expired certificate must submit a copy of the re-issued certificate before being allowed to register for any additional courses.</p> <p><i>Important Note:</i> While enrolled in TCHL 500, students will use several documents, including their KTIP assessments or in-kind examples, dispositions self-surveys, referrals from school personnel, and their respective School Improvement Plan, to develop with their respective program advisors individualized programs of study of 32 hours related to Kentucky Teacher Standards and professional</p>	<p>candidate.</p> <p>An Action Research Project for Teacher Leaders focusing on a classroom, school, or district issue is the capstone for the completion of the program.</p> <p>During the first course in the program, TCHL 500 <i>Foundations of Teacher Leadership</i>, students will complete an assessment process that will be used in determining which TCHL core courses they must take (see <i>Important Note</i> below). All students must either complete TCHL 540, 544, 548, 550, 554, and 558 or pass proficiency evaluations for these courses. TCHL 500, 520, 530, and 560 are required for all students, and there are no proficiency evaluations that may be substituted for these courses.</p> <p>Admission Requirements: Applicants to the Non Degree Planned Fifth-Year/Rank II Elementary Education program <u>must</u> have or be eligible for a teaching certificate for elementary education.</p> <p>*Applicants whose certificates have expired may be admitted, but they may enroll for only six hours before they must apply to the EPSB for re-issued certificates. After completion of six hours, a student admitted with an expired certificate must submit a copy of the re-issued certificate before being allowed to register for any additional courses.</p> <p><i>Important Note:</i> While enrolled in TCHL 500, students will use several documents, including their KTIP assessments or in-kind examples, dispositions self-surveys, referrals from school personnel, and their respective School Improvement Plan, to develop with their respective program advisors individualized programs of study of 32 hours related to Kentucky Teacher Standards and professional</p>
---	---

goals. Each student's program of study will include some or all of the TCHL courses, plus additional education-related or content courses.

Professional Education Component—9-16 hours

TCHL 500 – Foundations of Teacher Leadership (3 hours)

TCHL 530 – Curriculum Development (3 hours)

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

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

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

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

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

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

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

Courses in boldface are required.

Mid-Point Assessment Requirements:

To ensure that all students are proficient on Advanced Level Kentucky Teacher Standards, all *Critical Performances* associated with the above TCHL courses must be completed, *even if a candidate's program of studies does not include the courses*. Except for TCHL 520 and 560, which should be taken toward the end of their program, candidates may only complete 6 hours in their Specialization Component before they have taken all TCHL courses and/or uploaded all Critical Performances and have achieved an average score of 3.0 on all performances and an average score of 3 on dispositions. Additional course work may be required based on the assessment results.

goals. Each student's program of study will include some or all of the TCHL courses, plus additional education-related or content courses.

Professional Education Component—9-16 hours

TCHL 500 – Foundations of Teacher Leadership (3 hours)

TCHL 530 – Curriculum Development (3 hours)

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

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

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

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

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

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

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

Courses in boldface are required.

Mid-Point Assessment Requirements:

To ensure master's candidates are proficient on Advanced Level Teacher Standards, it is recommended that a majority of the Critical Performances associated with the above TCHL courses be completed prior to the Specialization Component. Students must achieve an average of 3.0 on all Critical Performances and an average score of 3 on dispositions even though a candidate's program of studies does not include the courses. Additional course work may be required based on the assessment results.

Students are expected to enroll in TCHL 500 at the beginning of their program and in TCHL 560 toward the end, and in general, students should complete the professional education

<p><u>Specialization Component—16-23 hours</u> Required: 6 hours TCHL 520 – Principles of Action Research for Teacher Leaders (3 hours) Advisor-approved content-specific course (3 hours)</p> <p>Electives: 10-17 hours</p> <p>With advisor approval, students may select content electives or course work for endorsements (e.g., English as a Second Language, Gifted and Talented Education, Environmental Education, and Instructional Computer Technology or other approved endorsements).</p> <p>Total Program Hours: 32</p> <p>Program Completion Requirements: Candidates must successfully complete TCHL 560 – Action Research Capstone for Teacher Leaders (Course Grade of C or higher) and present research results in an approved venue.</p> <p>Candidates must achieve a minimum 2.5 cumulative GPA.</p>	<p>core (the TCHL courses except TCHL 560) as early as possible. Students should consult with their advisors regarding the optimal sequence of course work to meet their professional goals.</p> <p><u>Specialization Component—16-23 hours</u> Required: 6 hours TCHL 520 – Principles of Action Research for Teacher Leaders (3 hours) Advisor-approved content-specific course (3 hours)</p> <p>Electives: 10-17 hours</p> <p>With advisor approval, students may select content electives or course work for endorsements (e.g., English as a Second Language, Gifted and Talented Education, Environmental Education, and Instructional Computer Technology or other approved endorsements).</p> <p>Total Program Hours: 32</p> <p>Program Completion Requirements: Candidates must successfully complete TCHL 560 – Action Research Capstone for Teacher Leaders (Course Grade of C or higher) and present research results in an approved venue.</p> <p>Candidates must achieve a minimum 2.5 cumulative GPA.</p>
---	--

--	--

4. Rationale for the proposed program change:

Since beginning implementation of this program, it has become clear that the midpoint assessment should be revised based upon feedback from advisors and students. Specifically, we cannot offer enough sections of the TCHL courses to accommodate students, which leave students without courses to take if they are required to wait for TCHL courses in the Professional Education Component to become available. In addition, students with transfer hours that count in the Specialization Component (e.g., Gifted Cohorts) cannot be in compliance with this requirement even when first accepted into the program.

Therefore, the current requirement which reads “Except for TCHL 520 and 560, which should be taken toward the end of their program, candidates may only complete 6 hours in their Specialization Component before they have taken all TCHL courses...” is difficult to implement.

5. Proposed term for implementation and special provisions (if applicable):
Spring 2012

6. Dates of prior committee approvals:

School of Teacher Education	<u>09/09/2011</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 a Program
(Action Item)**

Contact Person: Rebecca Stobaugh, Rebecca.stobaugh@wku.edu, 745-4497

1. Identification of program:

- 1.1 Current program reference number: #125
- 1.2 Current program title: Non-degree Planned Fifth-Year/Rank II Secondary Education
- 1.3 Credit hours: 32

2. Identification of the proposed program changes:

This revision (found in the Mid-Point Assessment Requirements section) allows students to take Specialization Component courses earlier in their program.

3. Detailed program description:

Current Program	Proposed Program
<p>This program is designed to develop Teacher Leaders who can positively impact student learning in their classrooms and schools. Courses and experiences include Professional Learning Communities in which students interact with other graduate students from various content areas and grade levels to discuss and work on real world challenges and promising practices they encounter in schools.</p> <p>The program is divided into two instructional components. The first component, Professional Education, provides advanced level pedagogy, leadership, and content related to Kentucky Teacher Standards and applicable to all P-12 teachers working in the wide gamut of developmental levels and content areas.</p> <p>The second component, Specialization, directs the candidate into an individual program in content, pedagogy, and/or areas of professional growth concurrent with the goals of each candidate.</p> <p>An Action Research Project for Teacher Leaders focusing on a classroom, school, or district issue is the capstone for the completion of the program.</p> <p>During the first course in the program, TCHL 500</p>	<p>This program is designed to develop Teacher Leaders who can positively impact student learning in their classrooms and schools. Courses and experiences include Professional Learning Communities in which students interact with other graduate students from various content areas and grade levels to discuss and work on real world challenges and promising practices they encounter in schools.</p> <p>The program is divided into two instructional components. The first component, Professional Education, provides advanced level pedagogy, leadership, and content related to Kentucky Teacher Standards and applicable to all P-12 teachers working in the wide gamut of developmental levels and content areas.</p> <p>The second component, Specialization, directs the candidate into an individual program in content, pedagogy, and/or areas of professional growth concurrent with the goals of each candidate.</p> <p>An Action Research Project for Teacher Leaders focusing on a classroom, school, or district issue is the capstone for the completion of the program.</p> <p>During the first course in the program, TCHL 500 <i>Foundations of Teacher Leadership</i>, students will complete an assessment process that will be used in</p>

Foundations of Teacher Leadership, students will complete an assessment process that will be used in determining which TCHL core courses they must take (see *Important Note* below). All students must either complete TCHL 540, 544, 548, 550, 554, and 558 or pass proficiency evaluations for these courses. TCHL 500, 520, 530, and 560 are required for all students, and there are no proficiency evaluations that may be substituted for these courses.

Admission Requirements:

Applicants must have or be eligible for a teaching certificate* for Secondary (Grades 8-12, 5-12, or P-12).

*Applicants whose certificates have expired may be admitted, but they may enroll for only six hours before they must apply to the EPSB for re-issued certificates. After completion of six hours, a student admitted with an expired certificate must submit a copy of the re-issued certificate before being allowed to register for any additional courses.

Important Note: While enrolled in TCHL 500, students will use several documents, including their KTIP assessments or in-kind examples, dispositions self-surveys, referrals from school personnel, and their respective School Improvement Plans, to develop with their respective program advisors individualized programs of study of 30-37 hours related to Kentucky Teacher Standards and professional goals. Each student's program of study will include some or all of the TCHL courses, plus additional education-related or content courses.

Courses in boldface are required.

Professional Education Core—9-16 hours

TCHL 500 – Foundations of Teacher Leadership (3 hours)

TCHL 530 – Curriculum Development (3 hours)

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

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

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

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

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

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

TCHL 560 – Action Research Capstone for Teacher Leaders (3 hours) or discipline-specific

determining which TCHL core courses they must take (see *Important Note* below). All students must either complete TCHL 540, 544, 548, 550, 554, and 558 or pass proficiency evaluations for these courses. TCHL 500, 520, 530, and 560 are required for all students, and there are no proficiency evaluations that may be substituted for these courses.

Admission Requirements:

Applicants must have or be eligible for a teaching certificate* for Secondary (Grades 8-12, 5-12, or P-12).

*Applicants whose certificates have expired may be admitted, but they may enroll for only six hours before they must apply to the EPSB for re-issued certificates. After completion of six hours, a student admitted with an expired certificate must submit a copy of the re-issued certificate before being allowed to register for any additional courses.

Important Note: While enrolled in TCHL 500, students will use several documents, including their KTIP assessments or in-kind examples, dispositions self-surveys, referrals from school personnel, and their respective School Improvement Plans, to develop with their respective program advisors individualized programs of study of 30-37 hours related to Kentucky Teacher Standards and professional goals. Each student's program of study will include some or all of the TCHL courses, plus additional education-related or content courses.

Courses in boldface are required.

Professional Education Core—9-16 hours

TCHL 500 – Foundations of Teacher Leadership (3 hours)

TCHL 530 – Curriculum Development (3 hours)

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

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

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

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

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

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

TCHL 560 – Action Research Capstone for Teacher Leaders (3 hours) or discipline-specific action research course

Mid-Point Assessment Requirements:

To ensure master's candidates are proficient on Advanced Level Teacher Standards, it is recommended that a

<p>action research course</p> <p>Mid-Point Assessment Requirements: To ensure that all students are proficient on Advanced Level Kentucky Teacher Standards, all <i>Critical Performances</i> associated with the above TCHL courses must be completed, <i>even if a candidate's program of studies does not include the courses.</i> Except for TCHL 560, which should be taken toward the end of their program, students may complete no more than 6 hours in their Specialization Component before they have taken all TCHL courses and/or uploaded all Critical Performances and have achieved an average score of 3.0 on all performances and an average score of 3 on dispositions. Additional course work may be required based on the assessment results.</p> <p><u>Specialization Component—17-23 hours</u> Required: 6 hours TCHL 520 – Principles of Action Research for Teacher Leaders (3 hours) Advisor-approved content-specific course (3 hours)</p> <p>Electives: 11-17 hours With advisor approval, students may select appropriate elective courses from:</p> <ul style="list-style-type: none"> • the discipline in which the student is certified; • academic disciplines related to P-12 common core standards; • CEBS content courses in exceptional education, interdisciplinary early childhood education, library media education, literacy, or psychology; and • approved endorsements (e.g., English as a Second Language, Gifted and Talented Education, Environmental Education, Instructional Computer Technology). <p>Total Program Hours: 32-39</p> <p>Program Completion Requirements:</p> <ol style="list-style-type: none"> 11. Successfully complete TCHL 560 (Course grade of C or higher). 12. Give acceptable presentation of action research in an approved venue. <p>Achieve a minimum 2.5 GPA in course work.</p>	<p>majority of the Critical Performances associated with the above TCHL courses be completed prior to the Specialization Component. Students must achieve an average of 3.0 on all Critical Performances and an average score of 3 on dispositions even though a candidate's program of studies does not include the courses. Additional course work may be required based on the assessment results.</p> <p>Students are expected to enroll in TCHL 500 at the beginning of their program and in TCHL 560 toward the end, and in general, students should complete the professional education core (the TCHL courses except TCHL 560) as early as possible. Students should consult with their advisors regarding the optimal sequence of course work to meet their professional goals.</p> <p><u>Specialization Component—17-23 hours</u> Required: 6 hours TCHL 520 – Principles of Action Research for Teacher Leaders (3 hours) Advisor-approved content-specific course (3 hours)</p> <p>Electives: 11-17 hours With advisor approval, students may select appropriate elective courses from:</p> <ul style="list-style-type: none"> • the discipline in which the student is certified; • academic disciplines related to P-12 common core standards; • CEBS content courses in exceptional education, interdisciplinary early childhood education, library media education, literacy, or psychology; and • approved endorsements (e.g., English as a Second Language, Gifted and Talented Education, Environmental Education, Instructional Computer Technology). <p>Total Program Hours: 32-39</p> <p>Program Completion Requirements:</p> <ol style="list-style-type: none"> 13. Successfully complete TCHL 560 (Course grade of C or higher). 14. Give acceptable presentation of action research in an approved venue. 15. Achieve a minimum 2.5 GPA in course work.
--	---

4. Rationale for the proposed program change:

The current requirement (i.e., *Except for TCHL 520 and 560, which should be taken toward the end of their program, candidates may only complete 6 hours in their Specialization Component before they have taken all TCHL course...*) is difficult to

implement because we cannot offer enough sections of the TCHL courses to accommodate students, which leaves students without courses to take if they are required to wait for TCHL courses in the Professional Education Component to become available. In addition, students with transfer hours that count in the Specialization Component (e.g., Gifted Cohorts) cannot be in compliance with this requirement even when first accepted into the program.

5. Proposed term for implementation and special provisions (if applicable):
Spring 2012.

6. Dates of prior committee approvals:

School of Teacher Education	09/09/2011
CEBS Curriculum Committee	_____
Professional Education Council	_____
Graduate Council (for information)	_____
University Senate (for information)	_____

Attachment: Program Inventory Form

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

Contact Person: Rebecca Stobaugh, Rebecca.stobaugh@wku.edu, 745-4497

1. Identification of program:

- 1.1 Current program reference number: #154
- 1.2 Current program title: Non-degree Planned Fifth-Year/Rank II Middle Grades Education
- 1.3 Credit hours: 32

2. Identification of the proposed program changes:

This revision (found in the Mid-Point Assessment Requirements section) allows students to take Specialization Component courses earlier in their program.

3. Detailed program description:

Current Program	Proposed Program
<p>This program is designed to develop Teacher Leaders who can positively impact student learning in their classrooms and schools. Courses and experiences include Professional Learning Communities in which students interact with other graduate students from various content areas and grade levels to discuss and work on real world challenges and promising practices they encounter in schools.</p> <p>The program is divided into two instructional components. The first component, Professional Education, provides advanced level pedagogy, leadership, and content related to Kentucky Teacher Standards and applicable to all P-12 teachers working in the wide gamut of developmental levels and content areas.</p> <p>The second component, Specialization, directs the candidate into an individual program in content, pedagogy, and/or areas of professional growth concurrent with the goals of each candidate.</p> <p>An Action Research Project for Teacher Leaders, focusing on a classroom, school, or district issue, is the capstone for the completion of the program.</p> <p>During the first course in the program, TCHL 500 <i>Foundations of Teacher Leadership</i>, students will</p>	<p>This program is designed to develop Teacher Leaders who can positively impact student learning in their classrooms and schools. Courses and experiences include Professional Learning Communities in which students interact with other graduate students from various content areas and grade levels to discuss and work on real world challenges and promising practices they encounter in schools.</p> <p>The program is divided into two instructional components. The first component, Professional Education, provides advanced level pedagogy, leadership, and content related to Kentucky Teacher Standards and applicable to all P-12 teachers working in the wide gamut of developmental levels and content areas.</p> <p>The second component, Specialization, directs the candidate into an individual program in content, pedagogy, and/or areas of professional growth concurrent with the goals of each candidate.</p> <p>An Action Research Project for Teacher Leaders, focusing on a classroom, school, or district issue, is the capstone for the completion of the program.</p> <p>During the first course in the program, TCHL 500 <i>Foundations of Teacher Leadership</i>, students will complete an assessment process that will be used in determining which TCHL core courses they must take (see</p>

complete an assessment process that will be used in determining which TCHL core courses they must take (see *Important Note* below). All students must either complete TCHL 540, 544, 548, 550, 554, and 558 or pass proficiency evaluations for these courses. TCHL 500, 520, 530, and 560 are required for all students, and there are no proficiency evaluations that may be substituted for these courses.

Admission Requirements:

Applicants must have or be eligible for a teaching certificate* for Middle Grades (Grades 5-9).

*Applicants whose certificates have expired may be admitted, but they may enroll for only six hours before they must apply to the EPSB for re-issued certificates. After completion of six hours, a student admitted with an expired certificate must submit a copy of the re-issued certificate before being allowed to register for any additional courses.

Important Note: While enrolled in TCHL 500, students will use several documents, including their KTIP assessments or in-kind examples, dispositions self-surveys, referrals from school personnel, and their respective School Improvement Plans, to develop with their respective program advisors individualized programs of study of 30-37 hours related to Kentucky Teacher Standards and professional goals. Each student's program of study will include some or all of the TCHL courses, plus additional education-related or content courses.

Courses in boldface are required.

Professional Education Core—9-16 hours

TCHL 500 – Foundations of Teacher Leadership (3 hours)

TCHL 530 – Curriculum Development (3 hours)

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

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

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

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

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

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

TCHL 560 – Action Research Capstone for Teacher Leaders (3 hours) or discipline-specific

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

Admission Requirements:

Applicants must have or be eligible for a teaching certificate* for Middle Grades (Grades 5-9).

*Applicants whose certificates have expired may be admitted, but they may enroll for only six hours before they must apply to the EPSB for re-issued certificates. After completion of six hours, a student admitted with an expired certificate must submit a copy of the re-issued certificate before being allowed to register for any additional courses.

Important Note: While enrolled in TCHL 500, students will use several documents, including their KTIP assessments or in-kind examples, dispositions self-surveys, referrals from school personnel, and their respective School Improvement Plans, to develop with their respective program advisors individualized programs of study of 30-37 hours related to Kentucky Teacher Standards and professional goals. Each student's program of study will include some or all of the TCHL courses, plus additional education-related or content courses.

Courses in boldface are required.

Professional Education Core—9-16 hours

TCHL 500 – Foundations of Teacher Leadership (3 hours)

TCHL 530 – Curriculum Development (3 hours)

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

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

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

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

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

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

TCHL 560 – Action Research Capstone for Teacher Leaders (3 hours) or discipline-specific action research course

Mid-Point Assessment Requirements:

To ensure master's candidates are proficient on Advanced

<p>action research course</p> <p>Mid-Point Assessment Requirements: To ensure that all students are proficient on Advanced Level Kentucky Teacher Standards, all <i>Critical Performances</i> associated with the above TCHL courses must be completed, <i>even if a candidate's program of studies does not include the courses</i>. Except for TCHL 560, which should be taken toward the end of their program, students may complete no more than 6 hours in their Specialization Component before they have taken all TCHL courses and/or uploaded all Critical Performances and have achieved an average score of 3.0 on all performances and an average score of 3 on dispositions. Additional course work may be required based on the assessment results.</p> <p><u>Specialization Component—17-23 hours</u> Required: 9 hours TCHL 520 – Principles of Action Research for Teacher Leaders (3 hours) Advisor-approved education course (3 hours) Advisor-approved content-specific course (3 hours)</p> <p>Electives: 8-14 hours With advisor approval, students may select appropriate elective courses from:</p> <ul style="list-style-type: none"> • the discipline in which the student is certified; • academic disciplines related to P-12 common core standards; • CEBS content courses in exceptional education, interdisciplinary early childhood education, library media education, literacy, or psychology; and • approved endorsements (e.g., English as a Second Language, Gifted and Talented Education, Environmental Education, Instructional Computer Technology). <p>Total Program Hours: 32-39 Program Completion Requirements:</p> <ol style="list-style-type: none"> 16. Successfully complete TCHL 560 (Course grade of C or higher). 17. Give acceptable presentation of action research in an approved venue. <p>Achieve a minimum 2.5 GPA in course work.</p>	<p>Level Teacher Standards, it is recommended that a majority of the Critical Performances associated with the above TCHL courses be completed prior to the Specialization Component. Students must achieve an average of 3.0 on all Critical Performances and an average score of 3 on dispositions even though a candidate's program of studies does not include the courses. Additional course work may be required based on the assessment results.</p> <p>Students are expected to enroll in TCHL 500 at the beginning of their program and in TCHL 560 toward the end, and in general, students should complete the professional education core (the TCHL courses except TCHL 560) as early as possible. Students should consult with their advisors regarding the optimal sequence of course work to meet their professional goals.</p> <p><u>Specialization Component—17-23 hours</u> Required: 9 hours TCHL 520 – Principles of Action Research for Teacher Leaders (3 hours) Advisor-approved education course (3 hours) Advisor-approved content-specific course (3 hours)</p> <p>Electives: 8-14 hours With advisor approval, students may select appropriate elective courses from:</p> <ul style="list-style-type: none"> • the discipline in which the student is certified; • academic disciplines related to P-12 common core standards; • CEBS content courses in exceptional education, interdisciplinary early childhood education, library media education, literacy, or psychology; and • approved endorsements (e.g., English as a Second Language, Gifted and Talented Education, Environmental Education, Instructional Computer Technology). <p>Total Program Hours: 32-39 Program Completion Requirements:</p> <ol style="list-style-type: none"> 18. Successfully complete TCHL 560 (Course grade of C or higher). 19. Give acceptable presentation of action research in an approved venue. 20. Achieve a minimum 2.5 GPA in course work.
--	--

4. Rationale for the proposed program change:

The current requirement (i.e., *Except for TCHL 520 and 560, which should be taken toward the end of their program, candidates may only complete 6 hours in their Specialization Component before they have taken all TCHL course...*) is difficult to implement because we cannot offer enough sections of the TCHL courses to accommodate students, which leaves students without courses to take if they are required to wait for TCHL courses in the Professional Education Component to become available. In addition, students with transfer hours that count in the Specialization Component (e.g., Gifted Cohorts) cannot be in compliance with this requirement even when first accepted into the program.

5. Proposed term for implementation and special provisions (if applicable):
Spring 2012.

6. Dates of prior committee approvals:

School of Teacher Education	09/09/2011
CEBS Curriculum Committee	_____
Professional Education Council	_____
Graduate Council (for information)	_____
University Senate (for information)	_____

Attachment: Program Inventory Form

**College of Education and Behavioral Sciences
Educational Leadership Doctoral (EDD) Program
Proposal to Create a Temporary Course
(Information Item)**

Contact Person: Tony Norman, tony.norman@wku.edu, 745-3021

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: EDLD 702
- 1.2 Course title: Educational Leadership Doctoral Program Orientation
- 1.3 Abbreviated course title: Ed Lead Doc Prog Orientation
- 1.4 Credit hours: 3
- 1.5 Type of course: Seminar
- 1.6 Prerequisites/corequisites: Prerequisites: Admission to EdD program.
- 1.7 Course description: An introduction to key concepts of educational leadership and research with emphasis on foundational knowledge and skill development, as well as program, research, and professional development planning.

2. Rationale

- 2.1 Reason for offering this course on a temporary basis: A proposal to create a permanent version of the proposed course is in process, but until that proposal has completed the approval process, a temporary course is needed to accommodate doctoral students who will need this in place for Spring 2012. The proposed course will replace the current EDLD 700 - Orientation to Doctoral Studies course. Having now worked with several students through the program process, the faculty have a clearer idea of what sequence of content and skills EdD students needs to be successful. Faculty have determined that EDLD 700 does not warrant the 6 hour designation. Moving the new orientation course to 3 hours allows students an additional 3 hours to apply toward more content focused coursework.

3. Description of proposed course

- 3.1 Course content outline: Topics will include the following:
 - Introduction to the educational leadership doctoral program
 - Leadership and team-building exercises and assessments with an emphasis on program planning and career development
 - Introduction to key figures and concepts related to the development of the American education system and educational and organizational leadership
 - Discussion of purposes for and differences between quantitative research and qualitative research
 - Development of foundational skills related to critical reading and thinking, analysis and inquiry, and scholarly writing
 - Introduction to library resources and statistical software
- 3.2 Tentative text(s):

Slavin, R. E. (2007). *Educational research in an age of accountability*. Boston: Pearson.

Bolman, L. G., & Deal, T. E. (2008). *Reframing organizations: Artistry, choice, and leadership* (4th edition). San Francisco: Jossey-Bass.

4. **Second offering of a temporary course (if applicable):** Not 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 2012

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

EDD Leadership Council	<u>5/6/2011</u>
Educational Administration, Leadership, & Research	<u>8/18/2011</u>
CEBS Dean	_____
Graduate Council	_____
Provost	_____

Attachment: Course Inventory Form

**College of Education and Behavioral Sciences
Educational Leadership Doctoral (EDD) Program
Proposal to Create a Temporary Course
(Information 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 722
- 1.2 Course title: Measurement and Survey Methods for Educational Leaders
- 1.3 Abbreviated course title: Survey Methods for Ed Ldrs
- 1.4 Credit hours: 3
- 1.5 Type of course: Lecture
- 1.6 Prerequisites: EDLD 712
- 1.7 Course description: Examination of psychometric properties of measurement instruments used in leadership research; data collection and analysis methods used in survey research; issues related to validity, reliability, and fairness; approaches to evaluate the desired properties of research tools; and quantitative data analysis.

2. Rationale

- 2.1 Reason for offering this course on a temporary basis: A proposal to create a permanent version of the proposed course is in process, but until that proposal has completed the approval process, a temporary course is needed to accommodate doctoral students who will need this in place for spring 2012. The proposed permanent version will replace the current EDLD 721- Measurement and Validity in Leadership Research course. Because the faculty are making similar changes to the scope and sequence of the other EDLD research courses (711 and 731), it makes more sense to develop a new course rather than modify an existing one. This also mitigates confusion that would arise in keeping track of whether students have completed the original or revised version of EDLD 721. The new version course will introduce doctoral students to research methods focusing on measurement and survey procedures. In particular, the course will build on students' knowledge and understanding of research formats using quantitative designs. Students will acquire and development fundamental concepts and skills necessary for leadership research involving assessment tools. Principles of sampling design, administration procedures, and methods of data collection and analysis with survey data will also be covered.

3. Description of proposed course

- 3.1 Course content outline: Topics will include the following:
 - Problem Formation in Research
 - Design and Development of Instruments
 - Principles of Test Development
 - Use of Standardized Achievement Tests

- Sources of Validity Evidence
- Concepts and Estimation of Reliability
- Bias and Fairness Issues in Measurement Procedure
- Survey Design and Administration
- *Sampling Design and Data Collection in Survey Research*
- *Methods for Quantitative Studies*
- Univariate and Multivariate Analyses
- Reporting Results using APA Guidelines
- Interpretation and Discussion of Results

3.2 Tentative text(s):

Popham, W. J. (2000). *Modern educational measurement: practical guidelines for educational leaders* (3rd ed.). Needham: Allyn & Bacon.

Fowler, F.J., Jr. (2009). *Survey research methods* (4th ed.). Thousand Oaks, CA: Sage.

Wiersma, W., & Jurs, S. G. (2009). *Research Methods in Education: An Introduction* (9th ed.). Boston: Allyn & Bacon.

American Educational Research Association, American Psychological Association, & National Council on Measurement in Education. (1999). *Standards for educational and psychological testing*. Washington, DC: American Educational Research Association.

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association.

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 2012

6. Dates of review/approvals:

EDD Leadership Council	3-4-2011
Educational Administration, Leadership, & Research	5-10-2011
CEBS Dean	_____
Graduate Council	_____
Provost	_____

Attachment: Course Inventory Form

INFORMATION ITEM

MEMO

TO: Curriculum Committees

FROM: Dr. Kinchel Doerner, Dean Graduate Studies and Research (Interim)
Dr. Bud Schlinker, Head, Department of Educational Administration, Leadership and Research

DATE: August 18, 2011

SUBJECT: Relocation of the Community College Faculty Preparation Certificate

Effective Fall 2011, the following program will be moved administratively from Graduate Studies and Research to the Department of Educational Administration, Leadership and Research in the College of Education and Behavioral Sciences:

Community College Faculty Preparation Certificate, Ref. # 162

This change is being made to provide students in this program with appropriate advising from qualified faculty. Questions about this change may be directed to Dr. Kinchel Doerner, Dr. Bud Schlinker, or Dr. Jim Berger, program advisor for students in the CCFP certificate program.

Department of Educational Administration,
Leadership and Research

_09/27/2011_____

CEBS Curriculum Committee (Information)

Graduate Council (Information)

University Senate (Information)

Information Item

MEMO TO: Curriculum Committees

FROM: Retta E. Poe, Assistant to the Dean, CEBS

DATE: 09/27/11

SUBJECT: Clarification of certification codes for teacher education undergraduate programs

Following a review of the certification codes and concentrations attached to undergraduate programs in teacher education, the faculty in the School of Teacher Education determined that several changes are needed. Accordingly, the following changes are requested:

Ref.#	Program title	Change needed	Rationale
527	Elementary Education	Delete: KE72 (Computer Science Endorsement).	This endorsement may no longer be attained in this program.
927	Post-Baccalaureate Cert - Early Elem Grades (K-4) Cert	<ul style="list-style-type: none"> • Change concentration code title to: Early Elem Grades (P-5); • Delete: KE37 (Gifted Education Endorsement) and KE72 (Computer Science Endorsement) 	<ul style="list-style-type: none"> • The state has changed the elementary education certification to P-5 instead of K-4. • These endorsements may no longer be attained in this program.
979	Post-Baccalaureate Cert – Middle Grades Cert	Delete: KE37 (Gifted Education Endorsement) and KE72 (Computer Science Endorsement)	These endorsements may no longer be attained in this program.
980	Post-Baccalaureate Cert – Secondary Cert	<ul style="list-style-type: none"> • Delete: KE37 (Gifted Education Endorsement) and KE72 (Computer Science Endorsement) • Change endorsement code titles: KIN is now Career/Technical Education-Occupation Based; KTE is now Engineering and Technology 	<ul style="list-style-type: none"> • These endorsements may no longer be attained in this program. • The state has changed the titles of these endorsements.

CEBS Curriculum Committee _____

Professional Education Council _____

Undergraduate Curriculum Committee _____

University Senate _____

Information Item

MEMO TO: Curriculum Committees

FROM: Retta E. Poe, Assistant to the Dean, CEBS

DATE: 09/27/11

SUBJECT: Clarification of certification codes for teacher education graduate programs

Following a review of the certification codes and concentrations attached to graduate programs in teacher education, the faculty in the School of Teacher Education determined that several changes are needed. Accordingly, the following changes are requested:

Ref.#	Program title	Change needed	Rationale
0429	Library Media Ed – Rank I	Add: KE36 (ESL endorsement), KE37 (Gifted Ed endorsement), KEV (Environmental Ed endorsement), KCT Ky. Computer Technology endorsement), LMLM (Library Media), KML (School Media Librarian)	Program was recently created and now needs to have the proper codes attached.
0430	Elem. Ed. for Teacher Leaders – Rank II	Delete: KAR (Art), KFR (French), KGR (German), KHE (Health Ed), KMU (Music Ed), KPE (Physical Education), KSP (Spanish) Add: KEM (Elementary Math Specialist)	<ul style="list-style-type: none"> • These endorsements may no longer be attained in this program. • This is a new endorsement recently approved by the state.
0433	MAE: Elementary Education for Teacher Leaders	Add: KEM (Elementary Math Specialist)	This is a new endorsement recently approved by the state.
118	Elementary Education EdS	Add: KCT (Kentucky Computer Technology), KE36 (ESL Endorsement), KE37 Gifted Education Endorsement, KEV (Environmental Education), KEM (Elementary Math Specialist)	These endorsements may all be attained as part of this program.
119	Secondary Education EdS	Add: KCT (Kentucky Computer Technology), KE36 (ESL Endorsement), KE37 Gifted Education Endorsement, KEV (Environmental Education)	These endorsements may all be attained as part of this program.
0431	MGE for Teacher Leaders – Rank II	Delete: KAG (Agriculture), KBU (Business/Marketing Ed), KFA (Family/Consumer Sciences), KIT (Industrial Sciences)	These endorsements may no longer be attained in this program.
0437	MAE: Special Education, LBD	Delete: LBLB (Advanced LBD certification)	This concentration was eliminated in the most recent program revision.
0438	MAE: Special Education, MSD	Delete: MSDL (MSD/prior certification in LBD), MSDM (MSD/prior certification in MSD), MSDO (MSD/prior certification other)	These concentrations were eliminated in the most recent program revision.
083	MS: Library	Delete: KE36 (ESL endorsement), KE37 (Gifted Ed	The first three

	Media Education	endorsement), KEV (Environmental Ed endorsement), TCHR (Teacher Education)	endorsements may no longer be attained in this program. The fourth code is redundant and not needed.
084	Elem. Education – Rank I	<ul style="list-style-type: none"> • Delete: KAR (Art), KFR (French), KGR (German), KHE (Health Ed), KMU (Music Ed), KPE (Physical Education), KSP (Spanish) • Add: KEM (Elementary Math Specialist) 	<ul style="list-style-type: none"> • These endorsements may no longer be attained in this program. • This is a new endorsement recently approved by the state.
132	Certification-only, Teacher Education	<ul style="list-style-type: none"> • Delete: KE72 (Computer Science endorsement), KE84 (Driver’s Education endorsement), KLB (Learning & Behavior Disorder), KMS (Moderate/Severe Disabilities) • Add: KEM (Elementary Math Specialist) 	<ul style="list-style-type: none"> • These endorsements may no longer be attained in this program. • This is a new endorsement recently approved by the state.
158	MGE – Rank I	Delete: KBU (Business/Marketing Ed), KFA (Family/Consumer Sciences), KIT (Industrial Sciences)	These endorsements may no longer be attained in this program.

CEBS Curriculum Committee

Professional Education Council

Graduate Council

University Senate
