

**Agenda**  
**CEBS CURRICULUM COMMITTEE**  
**3:00 pm – November 5<sup>th</sup>, 2019**

- I. Approval of Minutes of the October 1<sup>st</sup>, 2019 CEBS Curriculum Committee meeting. (These minutes can be located on the CEBS Web Page, click on Dean's Office and then meeting minutes and agendas.)
- II. Approval of Agenda of this November 5<sup>th</sup>, 2019 CEBS Curriculum meeting.
- III. **Consent Items**
  1. Proposal to Revise Course Title- MIL 101- *Introduction to the Army and Mountaineering*- LTC Morgan Greene
  2. Proposal to Revise Course Title- MIL 102- *Foundations of Leadership*- LTC Morgan Greene
  3. Proposal to Revise Course Title- MIL 201- *Leadership and Ethics*- LTC Morgan Greene
  4. Proposal to Revise Course Title- MIL 202- *Team Building and Army Doctrine*- LTC Morgan Greene
  5. Proposal to Revise Course Grade Type- MIL 210- *Military SCI Practicum CIET*- LTC Morgan Greene
  6. Proposal to Revise Course Title- MIL 301- *Training Management and Warfighting Functions*- LTC Morgan Greene
  7. Proposal to Revise Course Title- MIL 302- *Applied Tactical Leadership*- LTC Morgan Greene
  8. Proposal to Revise Course Grade Type- MIL 410- *Military SCI Practicum Cadet Leader*- LTC Morgan Greene
  9. Proposal to Revise Course Title- ELED 345- *Foundations of Elementary Teaching*- Dr. Julia Mittelberg
  10. Proposal to Revise Course Title- ELED 365- *Teaching Methods for Elementary Teachers*- Dr. Julia Mittelberg
  11. Proposal to Revise Course Title- ELED 465- *Data-Driven Decisions in Elementary Education*- Dr. Julia Mittelberg
- IV. **New Business**

School of Teacher Education

Graduate:

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

  1. Course Change Request- *GTE 636- Issues in Gifted Education and Talent Development*- Dr. Toni Szymanski
  2. Course Change Request- *GTE 637- Seminar in Gifted Education and Talent Development*- Dr. Toni Szymanski
  3. Course Change Request- *PSY432G- Psychology of the Gifted and Creative*- Dr. Toni Szymanski
  4. Program Change Request: 0490: *Gifted Education and Talent Development*- Dr. Toni Szymanski

Undergraduate:

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

School of Professional Studies

Undergraduate:

1. Proposal to Create a New Course: SPS 495- *Workplace Readiness and Professionalism*- Dr. Sara McCaslin
2. Proposal to Create a New Certificate Program: *Advanced Workplace Readiness and Professionalism*- Dr. Sara McCaslin

Educational Administration Leadership & Research

Undergraduate:

1. Proposal to Create a New Course: EDFN 310- *Global Issues in Education Policy and Leadership*- Dr. Stacey Leggett

**V. Other Business**

**A.**

Proposal Date: 11/02/19

**CEBS  
Military Science  
Proposal to Revise Course Title  
(Consent Item)**

Contact Person: Beth Ann Dillon, [bethann.dillon@wku.edu](mailto:bethann.dillon@wku.edu), 270-745-4293

**1. Identification of proposed course:**

- 1.1. Course Prefix and number: MIL 101
- 1.2. Course title: Military Mountaineering/Leadership
- 1.3. Credit Hours: 2

**2. Proposed course title: Introduction to the Army and Mountaineering**

**3. Proposed abbreviated course title: Intro to the Army & Mountaineering**  
(maximum of 30 characters/spaces)

**4. Rationale for the revision of course title: To better reflect the content of the class.**

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

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

Department/ Unit: Military Science

CEBS College Curriculum Committee

Professional Education Council (if applicable)

General Education Committee (if applicable)

Undergraduate Curriculum Committee

University Senate

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Proposal Date: 11/02/19

**CEBS  
Military Science  
Proposal to Revise Course Title  
(Consent Item)**

Contact Person: Beth Ann Dillon, [bethann.dillon@wku.edu](mailto:bethann.dillon@wku.edu), 270-745-4293

**1. Identification of proposed course:**

- 1.1 Course Prefix and number: MIL 102
- 1.2 Course title: Developmental Skills
- 1.3 Credit Hours: 2

**2. Proposed course title: Foundations of Leadership**

**3. Proposed abbreviated course title: Foundations of Leadership**  
(maximum of 30 characters/spaces)

**4. Rationale for the revision of course title: To better reflect the content of the class.**

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

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

Department/ Unit: Military Science

CEBS College Curriculum Committee

Professional Education Council (if applicable)

General Education Committee (if applicable)

Undergraduate Curriculum Committee

University Senate

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Proposal Date: 11/02/19

**CEBS  
Military Science  
Proposal to Revise Course Title  
(Consent Item)**

Contact Person: Beth Ann Dillon, [bethann.dillon@wku.edu](mailto:bethann.dillon@wku.edu), 270-745-4293

- 1. Identification of proposed course:**
  - 1.1 Course Prefix and number: MIL 202
  - 1.2 Course title: Team Building/Military Doctrine
  - 1.3 Credit Hours: 3
  
- 2. Proposed course title:** Team Building and Army Doctrine
  
- 3. Proposed abbreviated course title:** Team Building/Army Doctrine  
(maximum of 30 characters/spaces)
  
- 4. Rationale for the revision of course title:** To better reflect the content of the class.
  
- 5. Proposed term for implementation:** Fall 2020
  
- 6. Dates of prior committee approvals:**

Department/ Unit: Military Science

CEBS College Curriculum Committee

Professional Education Council (if applicable)

General Education Committee (if applicable)

Undergraduate Curriculum Committee

University Senate

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Proposal Date:

**CEBS  
Military Science  
Proposal to Revise Course Grade Type  
(Consent Item)**

Contact Person: Beth Ann Dillon, [bethann.dillon@wku.edu](mailto:bethann.dillon@wku.edu), 270-745-4293

- 1. Identification of proposed course**
  - 1.1 Course prefix (subject area) and number: MIL 210
  - 1.2 Course title: Military SCI Practicum CIET
- 2. Current course grade type: Standard Letter Grade**
- 3. Proposed course grade type: Pass/Fail**
- 4. Rationale for revision of course grade type: Cadet Command has changed how they evaluate Cadet leadership potential.**
- 5. Proposed term for implementation: Summer 2020**
- 6. Dates of prior committee approvals**

Department/ Unit Military Science

CEBS College Curriculum Committee

Professional Education Council (if applicable)

General Education Committee (if applicable)

Undergraduate Curriculum Committee

University Senate

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Proposal Date: 11/02/19

**CEBS  
Military Science  
Proposal to Revise Course Title  
(Consent Item)**

Contact Person: Beth Ann Dillon, [bethann.dillon@wku.edu](mailto:bethann.dillon@wku.edu), 270-745-4293

- 1. Identification of proposed course:**
  - 1.1. Course Prefix and number: MIL 301
  - 1.2. Course title: Military Leadership/Mgmt
  - 1.3. Credit Hours: 3
  
- 2. Proposed course title: Training Management and Warfighting Functions**
  
- 3. Proposed abbreviated course title: Training Management & Warfighting**  
(maximum of 30 characters/spaces)
  
- 4. Rationale for the revision of course title: To better reflect the content of the class.**
  
- 5. Proposed term for implementation: Fall 2020**
  
- 6. Dates of prior committee approvals:**

Department/ Unit: Military Science

CEBS College Curriculum Committee

Professional Education Council (if applicable)

General Education Committee (if applicable)

Undergraduate Curriculum Committee

University Senate

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Proposal Date: 11/02/19

**CEBS  
Military Science  
Proposal to Revise Course Title  
(Consent Item)**

Contact Person: Beth Ann Dillon, [bethann.dillon@wku.edu](mailto:bethann.dillon@wku.edu), 270-745-4293

- 1. Identification of proposed course:**
  - 1.1 Course Prefix and number: MIL 302
  - 1.2 Course title: Military Leadership/Tactical
  - 1.3 Credit Hours: 4
  
- 2. Proposed course title: Applied Tactical Leadership**
- 3. Proposed abbreviated course title: Applied Tactical Leadership**  
(maximum of 30 characters/spaces)
  
- 4. Rationale for the revision of course title: To better reflect the content of the class.**
  
- 5. Proposed term for implementation: Fall 2020**
  
- 6. Dates of prior committee approvals:**

Department/ Unit: Military Science

CEBS College Curriculum Committee

Professional Education Council (if applicable)

General Education Committee (if applicable)

Undergraduate Curriculum Committee

University Senate

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Proposal Date:

**CEBS  
Military Science  
Proposal to Revise Course Grade Type  
(Consent Item)**

Contact Person: Beth Ann Dillon, [bethann.dillon@wku.edu](mailto:bethann.dillon@wku.edu), 270-745-4293

**1. Identification of proposed course**

- 1.1 Course prefix (subject area) and number: MIL 410
- 1.2 Course title: MIL SCI Practicum Cadet Leader

**2. Current course grade type: Standard Letter Grade**

**3. Proposed course grade type: Pass/Fail**

**4. Rationale for revision of course grade type: Cadet Command has changed how they evaluate Cadet leadership potential.**

**5. Proposed term for implementation: Summer 2020**

**6. Dates of prior committee approvals**

Department/ Unit Military Science

CEBS College Curriculum Committee

Professional Education Council (if applicable)

General Education Committee (if applicable)

Undergraduate Curriculum Committee

University Senate

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Proposal Date: 10-18-19

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

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

**1. Identification of proposed course:**

- 1.1. Course prefix (subject area) and number: ELED 345
- 1.2. Course title: Teaching Strategies for Elementary Teachers 1
- 1.3. Credit Hours: 3

**2. Proposed course title:** Foundations of Elementary Teaching

**3. Proposed abbreviated course title: Found ELED Teach**

(maximum of 30 characters/spaces)

**4. Rationale for the revision of course title:** All the objectives remain the same for this course. All the courses in the Clinical Block I of the new Elementary program begin with “Foundations of” to indicate they are more introductory in the professional education component.

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

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

School of Teacher Education

10-18-19

CEBS College Curriculum Committee

Professional Education Council

Undergraduate Curriculum Committee

University Senate

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Proposal Date: 10-18-19

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

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

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

|                                    |          |
|------------------------------------|----------|
| School of Teacher Education        | 10-18-19 |
| CEBS College Curriculum Committee  | _____    |
| Professional Education Council     | _____    |
| Undergraduate Curriculum Committee | _____    |
| University Senate                  | _____    |

Proposal Date: 10-18-19

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

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

**1. Identification of proposed course:**

- 1.1 Course prefix (subject area) and number: ELED 465
- 1.2 Course title: Senior Projects in Elementary Education
- 1.3 Credit Hours: 3

**2. Proposed course title:** Data-Driven Decisions in Elementary Education

**3. Proposed abbreviated course title: Data Decisions in ELED**  
(maximum of 30 characters/spaces)

**4. Rationale for the revision of course title:** All the objectives remain the same for this course, but the title is changing to better reflect the purpose and content of the course.

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

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

|                                    |          |
|------------------------------------|----------|
| School of Teacher Education        | 10-18-19 |
| CEBS College Curriculum Committee  | _____    |
| Professional Education Council     | _____    |
| Undergraduate Curriculum Committee | _____    |
| University Senate                  | _____    |

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

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

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

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

1.1 Name/Title: Julia Mittelberg

1.2 Email address: Julia.mittelberg@wku.edu

1.3 Phone # 270-745-5414

## **Section 2: Program Information**

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

2.2 **Current Program title:** Elementary Education

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

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

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

**3.2 Add HIST 240 or 241, SPED 335, Add Science elective with a lab:** The learned society standards (special education, elementary education, literacy, social studies, mathematics, and science) were used to realign, sequence, and block courses. This realignment was completed over nine months with interdepartmental collaboration to sequence courses into a scaffolded progression of skills and knowledge incorporating clinical fieldwork and assessment appropriate progression and scaffolding now builds from one course to another as the courses have been analyzed and strategically realigned. The design removed places that formerly overlapped within the program.

The choice of HIST 240 or 241 allows for more instruction in US History which will help cover standards addressed in the elementary setting. The addition of SPED 335 (included in the first clinical blocked semester) is designed to help establish the foundation for how inclusion is an integral part of our elementary classrooms now. The addition of a science elective will further strengthen students preparation for this area in their teaching. Students can take any science class minimum of 4 credits earned either through a lab or combination of two classes.

- 3.3 Remove PSY 100, MUS 311, LME 318, ELED 355, SPED 330 and CIS 141 or CIS 145: PSY/PSYS 100 is no longer a prerequisite for PSY 310. CIS 141 or CIS 145 is redundant when our students will be learning technology skills throughout their program, as it is one of two themes being thread throughout the teacher education programs. LME 318 Children’s Literature needs to be removed so that more focus may be spent on content courses to help students achieve passing scores on their content tests required for teacher certification. With the literacy theme woven through all the core education courses, students will continue to gain connections from the objectives of this course. Additionally, there are two other literacy courses in the program to provide students with the necessary pedagogy and skills to serve as an elementary teacher in the area of literacy. MUS 311 is being removed because we are providing options to students in the area of fine arts and requiring a choice of two out of three related studies classes (PE 354, MUS 314, ART 310). This is more in line with what other programs in the state are requiring because elementary education teachers are not required to teach, be tested, or certified in the areas of art, music, or PE. ELED 355 content will now be covered in the new Core Education course EDU 360 and SPED 330 content is covered in the SPED 335 which is being added to the ELED program.**

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

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

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

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

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

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

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

### **Mathematics:**

**A group of Mathematics Education faculty members and department head, met with members of the Elementary Education program and the STE interim director to discuss the status of the math courses in the program (9-16-2019); it was determined that the number of math courses would remain the same at this time. In agreement that in addition to keeping the existing courses there would also be an further assistance from the Math Department to assist students with the PRAXIS Core and Praxis II exam preparations and to help in lowering anxiety among students.**

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

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

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

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

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

**Section 6: Approval Flow Dates:**

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

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



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

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

## 7.2 Proposed program description:

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

|   |           |                     |
|---|-----------|---------------------|
| ELED 405 Teaching Mathematics in Elementary school            | 3         |                     |
| ELED 406 Teaching Science in the Elementary School            | 3         |                     |
| ELED 465 <b>Data-Driven Decisions in Elementary Education</b> | 3         | <b>Title change</b> |
| EDU 489 Student teaching seminar                              | 3         |                     |
| ELED 490 Student Teaching: Elementary Education               | 10        |                     |
| <b>Total Required Credits</b>                                 | <b>80</b> |                     |

**(Action Item)**

**Proposal to Create a New Course:**

College of Education and Behavioral Sciences

Department/Unit: School of Teacher Education

**Section 1: Proponent Contact Information**

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

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

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

**Section 2: Course Catalog Information**

**2.1 Course prefix (subject area) and number:** MGE 395

**2.2 Course CIP code:** 13.1203

**2.3 Course title:** Clinical Practices in Middle School Teaching I

**2.4 Abbreviated Course title:** Clin Prac in Mid Sch Teach I

**2.5 Credit hours/Variable credit:** 6/no variable credit

**2.6 Repeatability:** NO

**2.7 Course Term: Is this course intended to span more than a single term?**  
No

**2.8 Course Catalog Description:**

This course develops a working knowledge of planning, implementation of instruction, assessment, diversity, and classroom climate for a middle level student population. Clinical experiences are required.

**2.9 Prerequisite/Corequisites/Restrictions:**

Prerequisites:

PSY 310, EDU 350, EDU 360

**2.10 Additional Enrollment Requirements:**

Must be admitted into the WKU Professional Education program.

**2.11 Other Special Course Requirements:**

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

**2.12 Grade Type:**

Standard A-F final grade

**2.13 Schedule Type:**

**Clinical**

**Section 3: Description of proposed course**

**3.1 Course Content Summary:**

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

focus on how different parts of the total school curriculum support and extend young adolescent learning.

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

### **3.2 Learning Outcomes:**

Middle level *teacher candidates will...*

- Display high standards relating to the *Kentucky School Personnel Code of Ethics* such as honesty, integrity and confidentiality in interactions with colleagues, students, and the public.
- Develop instructional outcomes that are clear, are written in the form of middle level student learning, and suggest viable methods of assessment.
- Design learning outcomes that represent rigorous and important learning in the middle level content discipline.
- Design assessments for the middle school classroom with criteria and aligned to standards.
- Plan a well-developed strategy for using formative assessment.
- Create lesson plans with a) an accurate understanding of prerequisite relationships among topics and concepts, b) reflect familiarities with a wide-range of effective pedagogical approaches to the content discipline, c) demonstrate an understanding of the active nature of middle level student learning, d) indicate reasonable time allocation and significant cognitive challenge, and e) display awareness of a variety of resources within the middle school and on the Internet.

- Teach multiple lessons that include the following: a) questions designed to promote thinking and understanding, b) discussions that successfully engage middle level students, c) friendly and respectful relations with students, d) effective response to disrespectful behavior among students, e) classroom routines and procedures to maximize instructional time, f) stated instructional purpose of the lesson, g) effective use of resources including technology tools, h) spoken and written language that is clear and correct and vocabulary appropriate to the middle level students' ages and interests, i) learning tasks aligned with instructional outcomes and designed to challenge student thinking, and j) appropriate pacing.
- Reflect accurately on the lesson's effectiveness and the extent to which it achieves its instructional outcomes.

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

Student expectations and requirements:

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

## **Section 4: Rationale**

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

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

The proposed model will provide more consistent and structured field experiences for teacher candidates and more authentic assessment measures conducted by WKU faculty. In addition, as it has become more challenging to make field placements, this course enables teacher candidates to complete the field requirements in one school, instead of previously being placed at two different sites for the two different courses. As the middle level teacher candidate program moves to a more clinically-based program, a new structure is needed. This course will be taught in the public schools. Time will be flexibly managed so teacher candidates practice skills taught in the WKU class immediately after instruction in the middle level classroom. WKU faculty will mentor, observe, and evaluate teacher candidates as they apply their skills in the public school classroom. With the increased amount of field hours required by the state (200 field hours prior to student teaching), this course helps teacher candidates obtain over 100 field hours while authentically engaging in the middle school classroom via teaching, evaluating, conferencing, and disciplining middle level students.

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

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

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

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



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

**5.2 How many sections of this course per academic year will be offered?** 1

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

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

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

**5.5 Proposed method of staffing:**

One existing WKU School of Teacher Education professor would be loaded for six hours of instruction, observation, evaluation, and mentoring of secondary teacher education students. The course will be capped at 15 students due to the observations.

**5.6 Instructional technology resources:**

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

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

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

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

Fall 2020

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

School of Teacher Education

9-20-19

CEBS College Curriculum Committee

Professional Education Council

Undergraduate Curriculum Committee

University Senate

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**(Action Item)**

**Proposal to Create a New Course:**

College of Education and Behavioral Sciences

Department/Unit: School of Teacher Education

**Section 1: Proponent Contact Information**

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

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

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

**Section 2: Course Catalog Information**

**2.1 Course prefix (subject area) and number:** MGE 450

**2.2 Course CIP code:** 13.1203

**2.3 Course title:** Clinical Practices in Middle School Teaching II

**2.4 Abbreviated Course title:** Clin Prac in Mid Sch Teach II

**2.5 Credit hours/Variable credit:** 1/no variable credit

**2.6 Repeatability:** NO

**2.7 Course Term: Is this course intended to span more than a single term?**  
No

**2.8 Course Catalog Description:**

This course develops an advanced knowledge of content specific planning, implementation of instruction, assessment, diversity, and classroom climate for a middle level student population. Clinical experiences are required.

**2.9 Prerequisite/Corequisites/Restrictions:**

Prerequisites: MGE 395

**2.10 Additional Enrollment Requirements:**

Must be admitted into the WKU Professional Education program.

**2.11 Other Special Course Requirements:**

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

**2.12 Grade Type:**

Standard A-F final grade

**2.13 Schedule Type:  
Clinical****Section 3: Description of proposed course****3.1 Course Content Summary:**

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

Middle level clinical/field experiences provide a context for learning about young adolescents, their schools, and the most effective ways to teach them. These field experiences provide prospective middle level teachers contact with

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

### 3.2 Learning Outcomes:

Middle level *teacher candidates will...*

- Display high standards relating to the *Kentucky School Personnel Code of Ethics* such as honesty, integrity and confidentiality in interactions with colleagues, students, and the public.
- Create lesson plans which a) demonstrate an accurate understanding of prerequisite relationships among content specific topics and concepts, b) reflect familiarities with a wide-range of effective pedagogical approaches to the content discipline, c) demonstrate an understanding of the active nature of middle level student learning, d) indicate reasonable time allocation and content specific cognitive challenge, e) display awareness of a variety of content related resources within the middle school and on the internet, f) incorporate differentiated content specific strategies, g) utilize effective approaches for their content area, and h) include content specific literacy strategies.
- Teach multiple lessons that include a) questions designed to promote thinking and understanding, b) discussions that successfully engage middle level students, c) friendly and respectful relations with students, d) effective response to disrespectful behavior among students, e) classroom routines and procedures to maximize instructional time, f) stated instructional purpose of the lesson, g) effective use of resources including technology tools, h) spoken and written language that is clear and correct and vocabulary appropriate to the secondary students' ages and interests, i) content specific learning tasks aligned with instructional outcomes and designed to challenge

student thinking, j) proper pacing, and k) appropriate response to diverse learners.

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

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

Student expectations and requirements:

- Professionalism and self-evaluation relating to teaching specific content
- Develop tasks at various thinking levels aligned with specific content
- Content specific formative and summative assessment performance task
- Questioning performance task in the specific content area
- Content specific classroom management performance tasks
- Lesson planning/instructional design aligned with content specific teaching strategies and differentiation
- Delivery/implementation of specific content
- Reflection papers relating to teaching specific content and attending/participating in content specific conferences for professional educators

## **Section 4: Rationale**

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

Middle level teacher candidates currently enroll in content methods courses (MGE 475 and/or MGE 481) during the semester before student teaching. These two courses will be taught in the schools. Therefore, the proposed course (MGE 450) is needed to provide time and credit for both the middle level teacher education student and the WKU instructor to engage in dialogue and mentoring before, during, and after middle level classroom observations and/or actual teaching. In addition, clinically-based teacher education programs devote several semesters for teacher candidates to practice and refine their teaching skills over a broader period of time, which more closely models actual classroom teaching. With this proposal, middle level teacher candidates will teach in middle school classrooms two days a week, beginning two semesters prior to student teaching. This second clinical course (MGE 450) is more advanced than the first clinical course (MGE 395) because it scaffolds learning based on middle level teacher candidates' prior knowledge. MGE 450 also offers more advanced skills for teaching content.

WKU faculty will mentor, observe, and evaluate teacher candidates as they apply their content specific skills in the public school classroom. With the increased amount of field hours required by the state (200 field hours prior to student teaching), this course helps teacher candidates obtain field hours while authentically engaging in the middle school classroom via teaching, evaluating, conferencing, and disciplining middle level students.

The proposed class (MGE 450) paired with the two clinically based content methods classes will be aligned with opportunities for teacher candidates and WKU faculty to engage in teacher education practices and processes within the actual middle school classroom environment. The current paradigm includes teacher candidates receiving instruction in a university classroom setting and being expected to carry out that instruction at a later time, often waiting until student teaching. The clinical model, including the proposed class, will facilitate direct application of teaching and learning in a real middle school classroom.

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

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

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

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

**5.2 How many sections of this course per academic year will be offered?** 1

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

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

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

**5.5 Proposed method of staffing:**

One existing WKU School of Teacher Education professor would be loaded for six hours of instruction, observation, evaluation, and mentoring of secondary teacher education students. The course will be capped at 15 students due to the observations.

**5.6 Instructional technology resources:**

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

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

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

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

Fall 2020

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

|  |         |
|--|---------|
| School of Teacher Education                    | 9-20-19 |
| CEBS College Curriculum Committee              | _____   |
| Professional Education Council (if applicable) | _____   |
| Undergraduate Curriculum Committee             | _____   |
| University Senate                              | _____   |
|  | _____   |

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

College of Education and Behavioral Sciences

School of Teacher Education

**Section 1: Proponent Contact Information**

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

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

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

**Section 2: Program Information**

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

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

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

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

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

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

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

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

**3.1 First proposed revision:**



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

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

### 3.2 Second proposed revision:

Add EDU 260, 3hrs (Classroom Assessment).

**Rationale:** EDU 260 is the second **course for the 15-credit teacher education core. Currently, no specific classroom assessment course exists in the WKU Middle Level Education program. Classroom assessment represents an important addition for Middle Level Education majors.**

### 3.3 Third proposed revision:

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

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

### 3.4 Fourth proposed revision:

Delete LTCY 421, 3hrs (Content Area Reading in the Middle and Secondary Grades). Add EDU 360, 3hrs (Behavior and Classroom Management in Education). **Rationale: Literacy is a thematic strand throughout the 15-credit teacher education core. Therefore, a behavior and classroom management course will replace LTCY 421. This was a major request by** community constituents and p-12 district partners. Moreover, the education research literature notes that behavior and classroom management is a major concern for novice teachers throughout the United States.

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

### 3.5 Fifth proposed revision:

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

**Rationale: The 15-credit teacher education core creates an opportunity for the remaining professional education courses be aligned with a "clinical model".** Clinically-based teacher education programs devote several semesters for teacher candidates to practice and refine their teaching skills over a broader period of time, which more closely models actual classroom teaching. Middle level teacher candidates will teach in middle school classrooms two days a week, beginning two semesters prior to student teaching, with MGE 395 being the first clinical course. The clinical model will provide more consistent and structured field experiences for middle level teacher candidates and more authentic assessment measures conducted by WKU faculty. In addition, as it has become more challenging to make field placements, this MGE 395 course will enable middle level teacher candidates to complete the field requirements in one school, instead of previously being placed at various sites for various courses. As the middle level teacher candidate program moves to a more clinically-based program, a new structure is needed. The MGE 395 course will be

taught in the public middle schools. Teacher candidates will be in the clinical setting for approximately fourteen hours per week. Time will be flexibly managed so teacher candidates practice skills taught in the WKU class immediately after instruction in the middle school classroom. WKU faculty will mentor, observe, and evaluate teacher candidates as they apply their skills in the middle level classroom. With the increased amount of field hours required by the state of Kentucky (200 field hours prior to student teaching), MGE 395 helps teacher candidates obtain over 100 field hours while authentically engaging in the high school classroom via teaching, evaluating, conferencing, and disciplining middle level students.

**3.6 Sixth proposed revision:** Add MGE 450, 1hr (Clinical Practices in Middle School Teaching II).

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

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

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

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

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

School of Teacher Education: 9-20-19

College of Education and Behavioral Sciences Curriculum Committee:

Professional Education Council:

Undergraduate Curriculum Committee:

University Senate:

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

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

The program requires completion of:

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

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

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

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

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

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

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

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

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

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

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

**Total Hours for this concentration: 70**

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

The program requires completion of:

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

**Concentration 1: Dual area certification in middle level social studies and language**

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

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

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

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

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

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

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

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

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

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

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

**Total Hours for this concentration: 77**

**(Action Item)**

**Proposal to Create a New Course: Workplace Readiness and Professionalism**

**College of Education and Behavioral Sciences**

**Department/Unit: School of Professional Studies**

**Section 1: Proponent Contact Information**

1.1 Name/Title: Sara McCaslin, Instructor II School of Professional Studies

1.2 Email address: sara.mccaslin@wku.edu

1.3 Phone # 270-745-6103

**Section 2: Course Catalog Information**

**2.1 Course prefix (subject area) and number:** SPS 495

**2.2 Course CIP code:** 30

**2.3 Course title:** Workplace Readiness and Professionalism

**2.4 Abbreviated Course title:** Workplace Readiness

**2.5 Credit hours/Variable credit:** 1 credit hour/No

**2.6 Repeatability:** Yes (up to 3 hours)

**2.7 Course Term:** One semester

**2.8 Course Catalog Description:**

Completion of a culminating portfolio of workplace readiness and professionalism activities, events, projects, and research related to the CEBS Student Success Academy. Requirement for the Advanced Workplace



Readiness and Professionalism Certificate. If repeated, course content will be revised to reflect student's progress through the Student Success Academy.

**2.9 Prerequisite/Corequisites/Restrictions:** N/A

**2.10 Additional Enrollment Requirements:** N/A

**2.11 Other Special Course Requirements:** N/A

**2.12 Grade Type:** Pass/Fail

**2.13 Schedule Type:** Practicum

### **Section 3: Description of proposed course**

#### **3.1 Course Content Summary:**

This course explores the concepts of workplace readiness and professionalism related to the themes present in the CEBS Student Success Academy including Scholastic Commitment, Researcher of Interest, Global Learning, and Emerging Professional. Independently, this course will require students to complete self-paced learning modules related to career development and workplace professionalism as well as create a Career Portfolio that includes career goals, accomplishments, skills, completed projects/research, work samples, and further evidence of workplace readiness and professionalism.

#### **3.2 Learning Outcomes:**

- Create an effective career plan through resume writing, networking, goal setting, and academic planning
- Create a cumulative Career Portfolio to exhibit workplace readiness
- Demonstrate an understanding of workplace professionalism

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

Assessment in this course will be based on completion of learning modules, the creation of a Career Portfolio, and final reflection paper. As a one credit hour course, assessments will be appropriate for a one credit hour course.

### **Section 4: Rationale**

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

This course serves to track student progress and completion of the CEBS Student Success Academy program while offering students a culminating experience to create a workplace readiness portfolio of pertinent projects, papers, research, and student experiences related to professionalism. This course is also a requirement for the completion of the CEBS Advanced Workplace Readiness and Professionalism Undergraduate Certificate.

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

- Do any other courses already being offered by other university departments/units share content with this proposed course? YES

BA 495 serves to track student participation related to activities within the GFCB Advanced Professionalism Certificate program.

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

**GFCB Advanced Professionalism Certificate program coordinator, Monica Duvall, was emailed 10/4/19.**

**GFCB Interim Associate Dean Dr. Evelyn Thrasher was emailed 10/14/19.** Dr. Evelyn Thrasher, Interim Associate Dean GFCB, was also contacted via email on Oct. 14, 2019 to provide input on the proposed new course and certificate program. She indicated she was excited to see another college implementing this type of component and asked if the CEBS certificate was restricted to CEBS students. I confirmed that the proposed certificate will be restricted to CEBS students.

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

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

5-10

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

As a one credit hour course, at least two sections will be offered each semester to provide the culminating capstone experience to complete the Student Success Academy program.

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

All students seeking completion of the Advanced Workforce Readiness and Professionalism Certificate program are required to complete this course. Enrollment is projected to be 30-40 students in the first year. This may increase with the number of students completing the CEBS Student Success Academy program and become aware of the certificate.

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

As a requirement for the Advanced Workforce Readiness and Professionalism Certificate, these projected numbers were calculated based on projected certificate seekers in the future.

**5.5 Proposed method of staffing:**

Current School of Professional Studies faculty is adequate. No adjustments to staffing patterns are necessary.

**5.6 Instructional technology resources:** N/A

**5.7 Library resources:** N/A

**Section 6: Proposed term for implementation:** Fall 2020

**Section 7: Supplemental/Supporting Documentation:** Sample Syllabus Attached

**Dates of prior committee approvals:**

School of Professional Studies

10/23/19

College of Education and Behavioral Sciences  
Curriculum Committee

University Curriculum Committee

University Senate

SPS 495 – Workplace Readiness and Professionalism

Sample Syllabus

Instructor:

Sara McCaslin

School of Professional Studies

Gary Ransdell Hall 2017

Phone: 270-745-6103

Email: [sara.mccaslin@wku.edu](mailto:sara.mccaslin@wku.edu)

Course Description:

Completion of a culminating portfolio of workplace readiness and professionalism activities, events, projects, and research related to the CEBS Student Success Academy. Requirement for the Advanced Workplace Readiness and Professionalism Certificate. If repeated, course content will be revised to reflect student's progress through the Student Success Academy.

Course Learning Outcomes/Objectives:

- Create an effective career plan through resume writing, networking, goal setting, and academic planning
- Create a cumulative Career Portfolio to exhibit workplace readiness
- Demonstrate an understanding of workplace professionalism

Assessments:

Learning Module 1: Scholastic Commitment (25pts)

Learning Module 2: Researcher of Interest (25pts)

Learning Module 3: Service to the Greater Good – Global Learning (25pts.)

Learning Module 4: Emerging Professional (25pts.)

Career Portfolio (100pts.)

---

Total Points: 200

Grading Scale: Pass/Fail

| <b>Modules and Assignment Schedule</b> |   |                      |
|--|---|----------------------|
| <b>Course Modules/</b>                 | <b>Assignments</b>                      | <b>Due Dates</b>     |
| Scholastic Commitment                  | Reflection Paper                        | Oct. 25th            |
| Researcher of Interest                 | Portfolio Entries                       | Nov. 8 <sup>th</sup> |
| Service to the Greater Good            | Portfolio Entries                       | Nov. 22nd            |
| Emerging Professional                  | Resume Assignment/Interview Preparation | Dec. 1 <sup>st</sup> |
|  | Portfolio Completion                    | Dec. 6th             |

Proposal Date: 10/23/19

**College of Education and Behavioral Sciences**  
**School of Professional Studies**  
**Proposal to Create a New Certificate Program**  
**(Action Item)**

Contact Person: Sara McCaslin, [sara.mccaslin@wku.edu](mailto:sara.mccaslin@wku.edu), 745-6103

**1. Identification of program:**

- 1.1 Program title: Advanced Workplace Readiness and Professionalism
- 1.2 Required hours in program: 13-15
- 1.3 Special information: This certificate is interdisciplinary in nature and is applicable to all majors in the College of Education and Behavioral Sciences. It will be administered through the School of Professional Studies. In addition to traditional coursework, a 1 credit hour course used to monitor students' completion of the CEBS Student Success Academy must be completed prior to graduation to obtain the certificate.
- 1.4 Catalog description: Certificate focusing on competencies needed for career readiness and professional development for transitioning into the workplace including scholastic commitment, research, global learning, and emerging professional exploration.
- 1.5 Classification of Instructional Program Code (CIP): 30 – Multi/Interdisciplinary Studies

**2. Learning outcomes of the proposed certificate program:**

Upon completion of the program, students will:

- Display a foundational beginning and engage in personal academic pursuits through first-year related intellectual, personal, social, and professional opportunities that enhance scholastic commitment.
- Engage in writing, collaborative projects, capstones, and research to grow and enhance their knowledge base.
- Cultivate a commitment to cultural responsibility and understanding through international experiences and service learning to engage with difference cultures and ideas.
- Emerge as a professional through participation in internships, student teaching, career field experiences, digital literacy, and ePortfolios that enhance employment in a chosen field.

### 3. Rationale:

#### 3.1 Reason for developing the proposed certificate program:

The College of Education and Behavioral Sciences Student Leadership and Success Committee has created, at the request of the Dean, a Student Success Academy (SSA) program. This program strives to provide a high-impact student experiences that fosters success in academics and professional practice. The SSA incorporates student experiences inside and outside of the classroom including career field experiences, undergraduate research, internships, and campus participation. The Certificate is an enhancement to the SSA program and will provide students a curricular credential that highlights their completion of the SSA program within the CEBS.

Based upon the Association of American Colleges and Universities High Impact Educational Practices (2019), the SSA and the Advanced Workplace Readiness and Professionalism Certificate incorporates experiences related to first-year courses, foundational student success, and exploration as well as common intellectual experiences provided by writing intensive courses and undergraduate research.

Specifically, completion of the Advanced Workplace Readiness and Professionalism Certificate requires engagement with Capstone courses, Internships, creation of portfolios, research, writing intensive courses, global learning, and first-year experiences. Required sections of the certificate deliberately follow these guidelines and course options were chosen to meet these practices.

CEBS alumni, potential employers, and faculty see a need for graduates to possess workplace readiness and professionalism upon graduation. Students with an awareness of professionalism and workplace skills are highly sought after as employees. Ritter, Small, Mortimer, and Doll (2018) stated that academia must respond to stakeholder needs by reexamining curriculum and degree programs to reflect development of soft skills including teamwork, problem solving, and leadership. In addition to these soft skills, professional attitudes including self-discipline, prioritization, and timeliness play a major role in workplace readiness and post-graduate success (Campana & Peterson, 2013).

#### Works Cited

Association of American Colleges & Universities. (2019). High-Impact Educational Practices. Retrieved from <https://www.aacu.org/leap/hips>

Campana, K., & Peterson, J. (2013). Do Bosses Give Extra Credit? Using the Classroom to Model Real-World Work Experiences. *College Teaching*, 61(2), 60-66.

Ritter, B., Small, E., Mortimer, J., & Doll, J. (2018). Designing Management Curriculum for Workplace Readiness: Developing Students' Soft Skills. *Journal of Management Education*, 42(1), 80-103.

3.2 Relationship of the proposed certificate program to other programs now offered by the department:

The School of Professional Studies currently offers one certificate program in Real Estate. The proposed Advanced Workplace Readiness and Professionalism Certificate will enhance the department's offerings while providing supporting the CEBS student retention and success initiatives.

Course options to complete the proposed certificate already count within CEBS major and minor programs or as electives within chosen major programs. For example, School of Teacher Education students are required to complete EDU 250. This course will count for the Scholastic Commitment Category for the proposed certificate program. This certificate will accept course work related to all CEBS major programs without requiring students to enroll in additional courses which will enable students to graduate in a timely manner.

3.3 Relationship of the proposed certificate program to certificate programs offered in other departments:

GFCB offers an Advanced Professionalism Certificate (#1730, 12 hours) that focuses on "competencies needed for career readiness and professional development for transitioning to the business field." This certificate requires 12 credit hours and enrollment in a zero credit hour course to monitor completion of several co-curricular activities. Certificate Coordinator, Monica Duvall, was contacted via email regarding the CEBS Advanced Workplace Readiness and Professionalism Certificate on Oct. 4, 2019. Overlap between the GFCB certificate and the CEBS certificate would include Organizational Leadership (LEAD) courses as this program/department is now a part of the Educational Administration, Leadership, and Research Department in CEBS. Dr. Evelyn Thrasher, Interim Associate Dean GFCB, was also contacted via email on Oct. 14, 2019 to provide input on the proposed certificate program. She indicated she was excited to see another college implementing this type of component and asked if the CEBS certificate was restricted to CEBS students. I confirmed that the proposed certificate will be restricted to CEBS students.

3.4 Projected enrollment in the proposed certificate program: 10-15 students in the first year. Enrollment will grow with the implementation of the CEBS Student Success Academy (Fall 2020) and as students progress through this four-year program.

3.5 Similar certificate programs offered elsewhere in Kentucky and in other states (including programs at benchmark institutions):



WKU Benchmark Institutions offering a similar program include the following:

Indiana State University – Workplace Professional Skills Certificate

Northern Illinois University – Learning and Leadership in the Workplace

University of North Carolina at Charlotte – Career Success Certificate

East Carolina University – Leadership and Professional Development Program

Eastern Kentucky University offers a nine credit hour Certificate in Corporate Communication that focuses on Leadership, Interculturalism, and Professionalism that is available to all students at ECU.

3.6 Relationship of the proposed certificate program to the university mission and objectives:

The proposed program is consistent with both the WKU Mission and Strategic Plan “Climbing to Greater Heights.” The WKU Mission: Western Kentucky University (WKU) prepares students of all backgrounds to be productive, engaged, and socially responsible citizen-leaders of a global society. The University provides research, service and lifelong learning opportunities for its students, faculty, and other constituents. WKU enriches the quality of life for those within its reach.

The Advanced Workforce Readiness and Professionalism Certificate will actively strive to instill the WKU Mission through coursework, research, global learning, and workforce preparation. CEBS graduates armed with the certificate, in addition to their chosen disciplines, will be set apart from their counterparts and be recognized as career ready and capable individuals.

The Advanced Workforce Readiness and Professionalism Certificate directly relates to the section of the WKU Strategic Plan that states, “Every WKU student will participate in shared intellectual experiences in and out of the classroom and will have access to high-impact practices such as internships, study-abroad, service learning, and undergraduate research throughout their college career.” This certificate is purposeful in incorporating High Impact Practices and student experiences related to research, global outreach, internships, and capstones throughout the CEBS curriculum.

This certificate also promotes the following: “Increased partnerships with employers to provide co-op education opportunities, job-shadowing, and internship experiences, as well as placement of graduates, will be critical to our ability to produce a fully prepared

workforce and to meet the needs of business and industry in our region and beyond.” Students committed to completing the Advanced Workforce Readiness and Professionalism Certificate will exemplify a WKU graduate prepared and ready to enter the workforce.

To prepare students for the global stage, the certificate promotes service to the greater good while emphasizing the importance of global learning through study abroad, student teaching abroad, and diversity.

**4. Curriculum:**

| <b>Category I</b>                                   | <b>Scholastic Commitment</b>                       | <b>Hours</b> |
|---|--|--------------|
| <b>3 hours from one of the following courses***</b> |  | <b>3</b>     |
| CNS 110   | Human Relations                                    |              |
| EDU 175   | University Experience - EDU                        |              |
| EDU 250   | Introduction to Teaching                           |              |
| LEAD 200  | Introduction to Leadership Studies                 |              |
| LTCY 199  | Reading: Evidence and Argument                     |              |
| MGE 275   | Foundations of Middle Grades Instruction           |              |
| MIL 201   | Military Mountaineering and Leadership             |              |
| PSY 175   | University Experience - PSY                        |              |
| SMED 101  | Step 1: Inquiry-Based Teaching                     |              |
| SMED 102  | Step 2: Inquiry-Based Lesson Design                |              |
| UC 175  | University Experience                              |              |
| <b>Category II</b>                                  |  | <b>3</b>     |
| <b>Researcher of Interest</b>                       |  |              |
| <b>3 hours from one of the following courses***</b> |  |              |
| EDU 400   | Investigations in Education                        |              |
| ELED 345*   | Teaching Strategies I                              |              |
| IDST 395  | Investigative Methods in Interdisciplinary Studies |              |
| LEAD 300  | Leadership Theory and Application                  |              |
| LTCY 320*   | Foundations Elementary Literacy                    |              |
| PSY/PSYS 210*                                       | Research Methods                                   |              |
| PSY/PSYS 313*                                       | Statistics in Psychology                           |              |
| SMED 360*   | Research Methods                                   |              |
| WFA 347   | Workforce Linkage and Applications                 |              |
| <b>Category III</b>                                 |  | <b>3</b>     |
| <b>Service to the Greater Good</b>                  |  |              |
| <b>3 hours from one of the following courses***</b> |  |              |
| EDU 276   | Displaced Persons                                  |              |
| EDU 490   | International Student Teaching                     |              |

|   |   |  |              |
|---|---|--|--------------|
| ELED 355*   | Student Diversity                                   |  |              |
| LEAD 450*   | Leadership in Global Context                        |  |              |
| IDST 350  | Study Abroad  |  |              |
| LME 448   | Technology Applications in Education                |  |              |
| SPS 400   | Global Citizenship                                  |  |              |
|   |   |  |              |
| <b>Category IV</b>  | <b>Emerging Professional</b>                        |  | <b>3</b>     |
| <b>3 hours from one of the following courses***</b>   |   |  |              |
| BE 486  | Business and Marketing Education Seminar            |  |              |
| EDU 489   | Student Teaching Seminar                            |  |              |
| ELED 465**  | Elementary Education Senior Project                 |  |              |
| ELED 490**  | Student Teaching                                    |  |              |
| IECE 421**  | Advanced Curriculum Development<br>Infants/Toddlers |  |              |
| IECE 422**  | Advanced Curriculum Development Young<br>Children   |  |              |
| IECE 490*   | Student Teaching                                    |  |              |
| IDST 369 (3<br>credit hours)  | Career Related Field Experience                     |  |              |
| IDST 495*   | Interdisciplinary Studies Capstone                  |  |              |
| LEAD 400*   | Leadership Capstone                                 |  |              |
| LEAD 498 (3<br>credit<br>hours)*  | Independent Study in Organizational Leadership      |  |              |
| LTCY 421*   | Reading Middle/Secondary Grades                     |  |              |
| MGE 490   | Student Teaching                                    |  |              |
| PSY 390   | Field Experience in Psychology                      |  |              |
| PSY 490 (3<br>credit hour)*   | Research Project in Psychology                      |  |              |
| PSY/PSYS<br>499*  | Senior Seminar in Psychology                        |  |              |
| SEC 350*  | Clinical Practice in Secondary Teaching I           |  |              |
| SEC 450*  | Clinical Practice in Secondary Teaching II          |  |              |
| SEC 490 (3<br>credit hour)  | Student Teaching                                    |  |              |
| SMED 470*   | Project Based Instruction                           |  |              |
| SMED 489  | Student Teaching Seminar                            |  |              |
|   |   |  |              |
| <b>Category V</b>   | <b>Culminating Course (Repeatable three times)</b>  |  | <b>1-3</b>   |
| <b>Students must complete this 1 credit hour course prior to<br/>graduation</b>   |   |  |              |
| SPS 495   | Workplace Readiness and Professionalism             |  |              |
|   |   |  |              |
| <b>Total Hours</b>  |   |  | <b>13-15</b> |
| *Each of these courses lists prerequisites that are already required in our undergraduate programs.   |   |  |              |
| **Each of these courses lists prerequisites that could require additional coursework by the student. It is important to note that the prerequisite statement also includes “or permission of instructor.” |   |  |              |
| ***Students may petition the certificate director to use current and future WKU courses to satisfy any Category.  |   |  |              |

**5. Budget implications:**

All participating departments have been informed of the new certificate and new course proposal. Existing faculty within the disciplines and programs are sufficient for the first few years. As the Student Success Academy program grows, additional resources will be needed to monitor student progress and meet the needs of our students enrolled in the undergraduate certificate.

**6. Proposed term for implementation: Fall 2020**

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

|  |                 |
|--|-----------------|
| School of Professional Studies                 | <u>10/23/19</u> |
| College Curriculum Committee                   | _____           |
| Contact with Office of Academic Affairs        | _____           |
| Professional Education Council (if applicable) | _____           |
| Undergraduate Curriculum Committee             | _____           |
| University Senate                              | _____           |
| Board of Regents                               | _____           |

**(Action Item)**

**Proposal to Create a New Course:**

**EDFN 310**

**Global Issues in Education Policy and Leadership**

**CEBS College**

**Department/Unit: EALR**

**Section 1: Proponent Contact Information**

**1.1 Name/Title: Stacy Leggett, Ed.D.**

**1.2 Email address: stacy.leggett@wku.edu**

**1.3 Phone # 252-370-7422**

**Section 2: Course Catalog Information**

**2.1 Course prefix (subject area) and number: EDFN 310**

**Course CIP code: 13.0701**

**2.2 Course title: Global Issues in Education Policy and Leadership.**

**2.3 Abbreviated Course title: Global Issues in Education**

**2.4 Credit hours/Variable credit: 3**

**2.5 Repeatability: N/A**

**2.6 Course Term: one term**

**2.7 Course Catalog Description:** This course prepares students with the information and concepts necessary to compare policies of different educational

systems, their contexts, and their outcomes. Students will analyze educational policy and leadership issues that transcend national boundaries, relate to issues of equity and diversity, and foster social justice and global awareness.

**2.8 Prerequisite/Corequisites/Restrictions:** 21 hours of Foundations and Explorations coursework or have junior status

**2.9 Additional Enrollment Requirements:** N/A

**2.10 Other Special Course Requirements:** N/A

**2.11 Grade Type:** A-F Final Grade

**2.12 Schedule Type:** Lecture, Seminar

### **Section 3: Description of proposed course**

**3.1 Course Content Summary:** Educational systems are closely connected to a region's social, political, cultural, and economic context. This course will focus on educational policy and leadership issues that transcend national boundaries, relate to issues of equity and diversity, and foster social justice and global awareness. Students will analyze the interrelationship of these factors through selected case studies considering the connections between (a) the organization of education and the mission of education, (b) policy, practice, and the role of individuals including students, parents, teachers, and leaders, (c) socio-cultural context and achievement gaps, and (d) regional crises and educational responses. Consideration will also be given to the role of international organizations within these cases. This course will equip students with the information and concepts necessary for comparing policies of different systems, their contexts, and their outcomes. Students will sharpen their analytic skills as they form judgments about the similarities and differences among selected education systems, the impact of context on those differences, and how their findings connect to educational improvement and opportunity at the local level.

**3.2 Learning Outcomes:** Upon successful completion of this course, students should be able to..."

1. Analyze issues on local and global scales.
2. Examine the local and global interrelationships of one or more issues.
3. Evaluate the consequences of decision-making on local and global scales.
4. Apply basic approaches to understanding and analyzing educational policy.
5. Analyze forces driving educational policies and policy implementation in multiple contexts.
6. Apply basic approaches to comparative education including the meaningful use of education-related data in making comparisons.

7. Apply understanding of the interrelationships between context and educational policy to better understand the American education system and education change.
8. Identify evidence of leadership theory and research in global education leadership policy, preparation, and practice through select cases.

**3.3 Assessment/Evaluation:** Describe generally how student's achievement of the learning goals described in section 3.2 (above) will be assessed and evaluated. This should not be a detailed list of every assessment planned in a given semester, but rather a concise, general explanation of the types of assessments that will be employed in the course.

This course will assess students using discussion questions, formative writing prompts, summative writing assignments, socratic seminar, and student presentations.

## **Section 4: Rationale**

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

This course is being developed as a Colonnade course. The course will allow us to leverage WKU's focus on international learning and bring a global understanding to critical education questions related to education policy and leadership. This focus will encourage our students to use a global lens for thinking critically about education issues and promote respect and understanding of other cultures. Students in other programs with a strong international emphasis would benefit from an understanding of the educational environment that impacts operations within their disciplines.

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

Colonnade Connections courses must challenge students to apply knowledge from multiple disciplines to significant issues challenging our individual and shared responsibility as global citizens. Therefore, this course has connections to other social science and political science courses. Education policies and leadership practices exist within social, political, economic, and cultural contexts causing some overlap of themes, but this course will focus specifically on policy and leadership practices of education. Other courses are offered on policy, but none that focus on examining education policy and leadership at an international level. A search of the undergraduate catalog identified policy courses related to Agriculture, Economics, Emergency Management, Families, Geography, Management, Illicit Drugs, Foreign Affairs, Mental Health, and Social Welfare. The policy courses most closely related to this course are listed below:

- FACS 499 Family Policy Analysis
- PS 311 Public Policy
- PS 357 US Foreign Policy
- PS 480 Selected Topics in Public Policy
- SWRK 270 Mental Health and Social Policy
- SWRK 395 Social Welfare Policy and Issues

**Although possible common themes might emerge, the focus of this course will be specifically on comparing education policies internationally. The above courses appear to focus on policies within or of the United States. The courses that would most closely explore this topic would be the Political Science (PS) courses. However, these courses do not focus specifically on education. They explore policy from a broader perspective. Also, they do not appear to focus on policies of other nations, but policies of the United States.**

**Other courses study issues from an international perspective offered in recent terms are FACS 543 Global Perspectives of Child and Family; GERO 481 Global Aging; GWS 555 Global and Cross-Cultural Perspectives on Women; HCA 547 Global and Comparative Health Systems; HMD 476 Global Cuisine; and IDFM 436 Global Apparel Merchandising. None of these courses have an explicit focus on education and leadership. FACS 543 Global perspective of Family and Child might be most closely related from this list. This course focuses on child development, family relations, and parenting are coupled with education, but the content of EDFN 310 will focus on the policies and practices that emerge in the education context.**

**Other Colonnade courses examine social science issues at a global level including CSJ 380 Our Future: Local and Global; GISC 216 Geotech in a Global Community; LEAD 450 Leadership in Global Contexts; PH 410 Global Perspectives on Population Health; RELS 309 Global Christianity; SOCL 240 Global Social Problems; SOCL 376 Sociology of Globalization; SPS 400 Foundations of Global Citizenships. The most closely related course of these would be LEAD 450. EDFN 310 will consider education policy and leadership where LEAD 450 focuses on cultural theories and models that influence leadership. EDFN 310 will also consider the influence of social contexts on education policy and leadership. SOCL 240 Global Social Problems examines causes and responses to critical social problems. Athought these social problems such as AIDS, family violence, racism, migration, and poverty impact education policy and practice, the educational lens is not the central focus of SOCL 240.**

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

**5.1 How many students per section are expected to enroll in this proposed course? 25**



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

1

**5.3 How many students per academic year are expected to enroll?** 25

**5.4 How were these projections calculated? Explain any supporting evidence/data you have for arriving at these projections:** This will be a new colonnade course that can pull from organizational leadership, teacher education, and other programs across the university. We believe that offering the course at times and formats convenient to non-traditional students will allow enrollments of at least 25 students.

**5.5 Proposed method of staffing:** Additional staff will not be needed.

**5.6 Instructional technology resources:** Current instructional technology is sufficient.

**5.7 Library resources:** Current library resources are sufficient.

**Section 6: Proposed term for implementation:** What semester/year will this course "come on line" and be available to students? Summer 2020

**Section 7: Supplemental Documentation (Optional): If needed, append any supplemental documentation here.**

