

**AGENDA**  
**PROFESSIONAL EDUCATION COUNCIL**  
**3:30 - Wednesday, February 12, 2014**  
**GRH 3073**

I. Consideration of the Minutes from the December 11, 2013, meeting  
(Minutes can be found on the CEBS Main Web Page – click on Faculty & Staff and then Meetings Minutes and Agendas).

II. New Business

**A. Dean's Office (CEBS) Janet Applin**

Report and Recommendation from the Admission and Retention Subcommittee of the PEC

**B. Office of Teacher Services - CEBS**

- Candidates Completing Requirements for Admission to the Professional Education Unit  
December 12, 2013 to February 12, 2014
- Student Teacher Candidates List for Spring 2014

**C. College of Health and Human Services**

Department of Communication Sciences and Disorders

1. Delete Course – CD 496G, International Speech-Language Pathology
2. Create New Course – SLP 596 International Speech-Language Pathology
3. Create New Course – SLP 599, Thesis Research and Writing

**D. College of Education and Behavioral Sciences**

School of Teacher Education

*Information Only - Temporary Courses: EDU 450 and EDU 450G, Special Topics: Engagement of Children and Youth in Climate Changes*

1. Delete Course – SMED 210, Knowing and Learning in Mathematics and Science
2. New Course – TCHL 545, Classroom Instructional Strategies
3. New Course – TCHL 555, School and Classroom Assessment
4. New Course – TCHL 559, Research Design for Teacher Leaders
5. New Course – SMED 310, Knowing and Learning in Mathematics and Science
6. New Course – SEC 530, Seminar in English Language Arts Methods
7. Revise Course Prerequisites/Corequisites-TCHL 560, Research for Teacher Leaders
8. Revise Program – 0432 Non-Degree Planned Fifth Year/Rank II (Sec. Ed. for TL)
9. Revise Program – 0431 Non-Degree Planned Fifth-Year Rank II (Middle Grades for TL)
10. Revise Program – 0430 Non-Degree Planned Fifth-Year Rank II (Elem. Ed for TL)
11. Revise Program – ELEM 0433 MAE in Ed.: Elementary Ed. for Teacher Leaders
12. Revise Program – MGE 0434 MAE in Ed.: Middle Grades Educ. for Teacher Leaders
13. Revise Program – SEC #0435 or #035 MAE: Secondary Educ. for Teacher Leaders
14. Revise Program – SMED #774, Science and Mathematics Education
15. Revise Program – SPED #0457, MAE: Special Ed. TL: LBD
16. Create a New Certification Only Program – Library Media Education

Psychology Department

1. Revise Course Prerequisites/Corequisites - PSY 310-Educational Psychology: Development and Learning
2. Revise Program – Specialist in Education: School Psychology (#147)

**E. Ogden College of Science and Engineering**

Department of Biology

1. Revise Course Prerequisites – BIOL 319, Introduction to Molecular and Cell Biology
2. Revise Course Prerequisites – BIOL 322, Introduction to Molecular and Cell Biology Lab
3. Revise Course Prerequisites – BIOL 325, Insect Biodiversity
4. Revise Course Prerequisites – BIOL 326, Ornithology
5. Revise Course Prerequisites – BIOL 334, Animal Behavior
6. Multiple Revisions – BIOL 327, Genetics
7. Revise Program - #525, Major in Biology
8. Revise Program - #617, Major in Biology

# Candidates Completing Requirements for Admission to Professional Education Unit

December 12, 2013 – February 12, 2014

## Elementary Education

Ausbrooks, Erica H.  
Barclay, Deborah L.  
Crunk, Natalie R.  
Gillespie, Kinzie K.  
Griffiths, Abbey E.  
Hagan, Haley D.  
Harralson, Faith D.  
Heibert, Jordan D.  
Ice, Sara G.  
Jones, Terry M.  
Keen, Cassandra L.  
Long, Rachael R.  
Mahaney, Laura L.  
Malone, Miranda P.  
Plummer, Kaitlin C.  
Porter, Rachel D.  
Rhodes, Chloe A.  
Robinson, Rachel A.  
Rodgers, Amy L.  
Schafer, Tobi J.  
Schell, Sarah L.  
Sprankle, Sheyenne A.  
Trebendis, Noelle M.  
Upton, Beverly E.  
Walther, Amber J.  
Wilson, Kelsey M.  
Wolfe, Shelby N.

## MGE

Cain, Brittany L.	SS/LA
Carman, Chris M.	Math
Kelly, Katharine A.	SS/LA
Thomas, Seth A.	SS/LA

## **SPED**

Austin, Porshia T.  
Blythe, Emily A.  
Dennison, Amanda H.  
Harris, Shakia S.  
Reed, Whitney M.  
Woodward, Johnna N.

## **5-12**

Jones, Rhiannon M.	FCS
Mullins, Natalie L.	FCS
Sams-Rose, Tabitha R.	Music – Integrated

## **IECE**

Newton, Casey A.

## **SECONDARY**

Carson, Benjamin K.	Social Studies
Frantz, Jacob W.	Social Studies
Garrett, Ellie J.	Social Studies
Gentile, Dustin A.	Math
Gibson, Elise A.	Social Studies
Jolicoeur, Shannon R.	English
White, Anthony P.	Social Studies

## **MASTERS**

Dela Cerna, Regina	Biology – ALT Route
Good, Leah D.	SPED
Marel, Toni	SPED

## **EdS**

Chapman, Briese  
Reynolds, Amanda  
Lamar, Lauren R.

**If there are any questions or concerns about the status of any candidate, the person with the question or concern should contact Dr. Fred Carter, Teacher Services (745-4611 or fred.carter@wku.edu) prior to the PEC meeting.**

**STUDENT TEACHER CANDIDATES FOR SPRING 2014**

**QUALIFIED**

**\*\*\*STUDENT TEACHING APPLICATION ACCEPTED\*\*\*2/12/14**

WKU ID	FIRST	LAST	MAJOR	
	HALEY	BRYANT	5-12/AGRICULTURE	
	RYAN	RITTER	5-12/AGRICULTURE	
	REBECCA	ROYCE	5-12/AGRICULTURE	
	HANNAH	SIMMONS	5-12/AGRICULTURE	
	KATIE	MEERS	5-12/FCS	
	JESSICA	ADAMS	ELEMENTARY	
	ANNE	BUNCH	ELEMENTARY	
	ASHLEY	CRENSHAW	ELEMENTARY	
	CAITLIN	DEAN	ELEMENTARY	
	KAYLA	DUNCAN	ELEMENTARY	
	JESSICA	LYNCH	ELEMENTARY	
	KIMBERLY	MONTGOMERY	ELEMENTARY	
	Te'ANDRA	PARKER	ELEMENTARY	
	JESSAMIN	PERKINS	ELEMENTARY	IP HIST 456
	KELLY	SIMMONS	ELEMENTARY	IP PE 354
	TERRY	VINEGAR	ELEMENTARY	
	CASEY	NEWTON	IECE	
	MARGARET	LYONS	MGE/ENGLISH	
	KRISTIN	OLIVER	MGE/ENGLISH	
	MICHAEL	RIGGS	MGE/ENGLISH	
	KAYLA	CUNNINGHAM	MGE/LA/S. STUDIES	
	RAY LAUREN	HALL	MGE/LA/S.STUDIES	
	JAWANIA	HAYCRAFT	MGE/LA/S.STUDIES	
	KIERSTEN	OTTAWAY	MGE/LA/S.STUDIES	
	DEREK	PFEIFFER	MGE/LA/S. STUDIES	
	ERIKA	POWERS	MGE/LA/S. STUDIES	
	RODNEY	SMITH	MGE/LA/S.STUDIES	
	BETHANY	VEALE	MGE/LA/S.STUDIES	
	MORGAN	WEBB	MGE/LA/S.STUDIES	
	CHRIS	CARMAN	MGE/MATH	
	ERIC	HAYDEN	MGE/MATH	
	RYAN	SNYDER	MGE/MATH	
	JARED	WENDT	MGE/MATH	

	TIM	HOUCHENS	MGE/S. STUDIES	
	LAUREN	KEMBLE	P-12/GERMAN	
	HALEY	KIRTLEY	P-12/ART	
	HOPE	MORTBERG	P-12/ART	
	MADELYN	COOK	P-12/MUSIC	
	SARAH	CORNELL	P-12/MUSIC	
	ANDREW	EDELEN	P-12/MUSIC	
	CONNER	EISENMENGER	P-12/MUSIC	
	LAUREN	GANOTE	P-12/MUSIC	
	M. ELLIE	OSBORNE	P-12/MUSIC	
	ALEX	PATTERSON	P-12/MUSIC	
	TABITHA	SAMS-ROSE	P-12/MUSIC	
	S. BENNETT	STOFER	P-12/MUSIC	
	McKENNA	STONE	P-12/MUSIC	
	JACOB	STURGEON	P-12/MUSIC	
	CATHERINE	WATWOOD	P-12/MUSIC	
	RACHEL	WEAVER	P-12/MUSIC	
	LAUREN	LAMB	P-12/PE	
	TIFFANY	DAVIS	SEC/ENGLISH	
	TALLEY	NIX	SEC/ENGLISH	
	BLISS	POWERS	SEC/ENGLISH	
	TIFFANY	SOCHA	SEC/ENGLISH	
	CHELSEA	VanderMOLEN	SEC/ENGLISH	
	SARAH	VINCENT	SEC/ENGLISH	
	DUSITIN	GENTILE	SEC/MATH	
	CODY	COOMES	SEC/SOCIAL STUDIES	
	FRED	FLYNN	SEC/SOCIAL STUDIES	
	TIMOTHY	GATES, JR	SEC/SOCIAL STUDIES	
	CHRISTOPHER	HAMILTON	SEC/SOCIAL STUDIES	
	EMILY	KEMP	SEC/SOCIAL STUDIES	
	TYLER	MAGAN	SEC/SOCIAL STUDIES	
	RONALD	McMINDES	SEC/SOCIAL STUDIES	
	KELLI	RALSTON	SEC/SOCIAL STUDIES	
	DUSTIN	RICHARDS	SEC/SOCIAL STUDIES	
	JAMES	RUSSELL	SEC/SOCIAL STUDIES	
	CHRIS	STORATH	SEC/SOCIAL STUDIES	
	S. HENDRIX	BRAKEFIELD	SPECIAL EDUCATION	ICap Revision (major)

**STUDENT TEACHER CANDIDATES FOR SPRING 2014**

**\*\*\*APPLICATION WITHDRAWN, 2/12/14\*\*\***

<b>WKU ID</b>	<b>FIRST</b>	<b>LAST</b>	<b>MAJOR</b>	<b>DATE</b>
	DANIELLE	BAXTER	ELEMENTARY	12/12/13
	SHAUN	BAXLEY	P-12/MUSIC	12/12/13
	KIMBERLEY	BELL	MGE/MATH	12/12/13
	ASHLEY	INGRAM	ELEMENTARY	12/17/13
	ANTHONY	MILLER	MGE/LA/S.STUDIES	12/16/13

College of Health and Human Services  
Dean's Office 745-8912  
Report to the Professional Education Council

The following Items are submitted for consideration at the February 12 meeting of the PEC:

<b>Type of Item</b>	<b>Item Description and Contact Information</b>
Consent	Proposal to Delete a Course CD 496G International Speech-Language Pathology Contact: Lauren Bland, <a href="mailto:lauren.bland@wku.edu">lauren.bland@wku.edu</a> , 745-8860
Action	Proposal to Create a New Course SLP 596 International Speech-Language Pathology Contact: Lauren Bland, <a href="mailto:lauren.bland@wku.edu">lauren.bland@wku.edu</a> , 745-8860
Action	Proposal to Create a New Course SLP 599 Thesis Research and Writing Contact: Janice Carter Smith, <a href="mailto:Janice.smith@wku.edu">Janice.smith@wku.edu</a> , 745-5875





January 10, 2014

**College of Health and Human Services**  
**Department of Communication Sciences and Disorders**  
**Proposal to Create a New Course**  
**(Action Item)**

Contact Person: Lauren Bland, 745-8860, lauren.bland@wku.edu

**1. Identification of proposed course:**

- 1.1 Course prefix and number: SLP 596
- 1.2 Course title: International Speech-Language Pathology
- 1.3 Abbreviated course title: International SLP
- 1.4 Credit hours: 3 Variable credit no
- 1.5 Grade type: Letter
- 1.6 Prerequisites: Admission to graduate program in SLP and Permission of instructor
- 1.7 Course description: Knowledge and understanding of how speech and language services are rendered in other countries will be gained through study abroad.

**2. Rationale:**

- 2.1 Reason for developing the proposed course: CD 496G International Speech-Language Pathology has been a popular course since its inception several years ago. The department wishes to continue to give students that opportunity to learn through a study abroad graduate course.
- 2.2 Projected enrollment in the proposed course: 5, based on the number of students who have enrolled in CD 496G in previous years
- 2.3 Relationship of the proposed course to courses now offered by the department: It is the same as CD 496G which is being deleted.
- 2.4 Relationship of the proposed course to courses offered in other departments: Numerous courses offer study abroad opportunities throughout the university
- 2.5 Relationship of the proposed course to courses offered in other institutions: A review of courses at benchmark and state institutions showed no Study Abroad courses in speech-language pathology.

**3. Discussion of proposed course:**

- 3.1 Schedule type: A
- 3.2 Learning Outcomes: Upon completion of the course, the student will:
  - Examine and assess approaches to speech services in other countries
  - Compare and contrast the difference between educational and health care systems in other countries compared with the U.S
- 3.3 Content outline:
  - Students will travel to different countries and learn about the professional standards for educational preparation and health care coverage for speech-language pathology services.

- 3.4 Student expectations and requirements: Reflective essays; research prior to and following the trip; article summaries
- 3.5 Tentative texts and course materials: To be determined before each course

**4. Resources:**

- 4.1 Library resources: Adequate
- 4.2 Computer resources: Adequate

**5. Budget implications:**

- 5.1 Proposed method of staffing: Current staffing; the faculty members who teach CD 496G will teach SLP 596
- 5.2 Special equipment needed: None
- 5.3 Expendable materials needed: None
- 5.4 Laboratory materials needed: None

**6. Proposed term for implementation: Fall 2014**

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

Communication Sciences and Disorders Department	<u>1/10/2014</u>
CHHS Graduate Curriculum Committee	<u>1/27/2014</u>
Professional Education Council	_____
Graduate Council	_____
University Senate	_____

**Attachment: Bibliography, Library Resources Form, Course Inventory Form**

Proposal Date: 1/27/14

**College of Health and Human Services**  
**Department of Communication Sciences and Disorders**  
**Proposal to Create a New Course**  
**(Action Item)**

Contact Person: Janice Carter Smith, Janice.smith@wku.edu, 270-745-5875

**1. Identification of proposed course:**

- 1.1 Course prefix and number: SLP 599
- 1.2 Course title: Thesis Research and Writing
- 1.3 Abbreviated course title: Thesis Research and Writing
- 1.4 Credit hours: 3 hours; repeatable for the required total of 6 hours
- 1.5 Grade type: Pass/Fail
- 1.6 Prerequisites: SLP 500, Admission into the program and permission of the instructor.
- 1.7 Course description: Faculty supervised research project on a topic related to speech-language pathology.

**2. Rationale:**

- 2.1 Reason for developing the proposed course:  
Thesis Research and Writing is required for graduate students pursuing the thesis option of the Master of Science in Speech-Language Pathology.
- 2.2 Projected enrollment in the proposed course:  
This is a required course for the Master of Science in Speech-Language Pathology students taking the thesis option. It is expected that initial enrollment will be three to five students a year.
- 2.3 Relationship of the proposed course to courses now offered by the department:  
The Communication Sciences and Disorders department currently only offers SLP 500 to introduce students to research concepts, but no thesis course is offered. The thesis course will prepare students to conduct basic research and write in the field of speech-language pathology. Students will begin the process of preparing their thesis in the last two semesters of their coursework, and the thesis research will enable them to delve further into an area covered in previous classes and/or other subject areas of interest in Speech-Language Pathology.
- 2.4 Relationship of the proposed course to courses offered in other departments:  
Other departments on campus offer a thesis option to graduates, including: AGRI 599 Thesis/Research Writing, SOCL 599 Thesis Hours, AMS 599 Thesis, CNS 699 Specialist Project, and KIN 599 Thesis Research. Relationship of the proposed course to courses offered in other institutions: Eastern Illinois University (IL)- C 5890 Thesis Western Illinois University (IL)- 601 Thesis Wichita State University (KS) – CSD 899- Thesis

- 2.5 An examination of benchmark universities shows that each of them offers a thesis course to their graduate students. Such courses include CSD 768 at University of Kentucky, CMDS 699 at University of Louisville, and CDS 899 at Eastern Kentucky University. Thesis courses are discipline specific in their focus on content, applications, and connections to other studies.

**3. Discussion of proposed course:**

- 3.1 Schedule type: R (Research)

- 3.2 Learning Outcomes:

- Students will demonstrate skills in identifying an appropriate research topic, reviewing appropriate published literature, formulating research questions, designing and conducting a study, and analyzing and discussing research results.
- Students will develop skills in writing about research and research results.

- 3.3 Content outline:

- Students will conduct research under the direction of a graduate faculty member and thesis committee.

- 3.4 Student expectations and requirements:

- Complete thesis project with the approval of two committee members and thesis director
- Present thesis to thesis committee for approval
- Pass an oral defense of the thesis

- 3.5 Tentative texts and course materials:

Students will be expected to own or have access to the latest edition of the American Psychological Association Style Manual:

*Publication Manual of the American Psychological Association (6th ed.).*  
(2010). Washington, D.C.: American Psychological Association.

**4. Resources:**

- 4.1 Library resources:  
Existing library resources are adequate.

- 4.2 Computer resources:  
Existing computer resources are adequate.

**5. Budget implications:**

- 5.1 Proposed method of staffing: Current faculty members will serve as thesis committee members.
- 5.2 Special equipment needed: None.
- 5.3 Expendable materials needed: None.
- 5.4 Laboratory materials needed: None.

**6. Proposed term for implementation:** Fall 2014

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

Communication Sciences and Disorders Department: 1-10-2014

CHHS Graduate Curriculum Committee: 1/27/2014

Professional Education Council: \_\_\_\_\_

Graduate Council \_\_\_\_\_

University Senate \_\_\_\_\_

**Attachment: Course Inventory Form**

Proposal Date:11/13/13

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

Contact Person: Dr. Andrew West andrew.west@wku.edu, (270) 745-5414

**1. Identification of proposed course:**

- 1.1 Course prefix (subject area) and number: EDU 450
- 1.2 Course title: Special Topics: Engagement of Children and Youth in Climate Change
- 1.3 Abbreviated course title: Teacher Ed: Climate Change  
(maximum of 30 characters or spaces)
- 1.4 Credit hours: 3
- 1.5 Schedule type: C
- 1.6 Prerequisites/corequisites: EDU 250 or equivalent
- 1.7 Grade type: \_\_x\_\_ standard letter grade \_\_\_\_ pass/fail \_\_\_\_in progress (IP)
- 1.8 Course description: this course will explore current trends in environmental education in countries visited on the Toppers at Sea voyage. Cultural, political, and educational factors influencing these trends will be examined. Students will learn about different curricular approaches and innovative teaching methodologies, and they will have the opportunity to see a “curriculum in action” during a field visit. Within the area of environmental education, emphasis will be placed on climate change. Students will learn the effects of climate change on children, explore their understanding and attitudes toward climate change, and examine the role of children in addressing climate change.

**2. Rationale**

- 2.1 Reason for offering this course on a temporary basis: The WKU Toppers At Sea (TAS) program offers students the unique opportunity to study in a variety of international locations. The 2014 TAS program is focused on the topic of climate change. This course is being offered for students with an emphasis in environmental education that want to study the topic of climate change in this context.
- 2.2 Relationship of the proposed course to courses offered in other academic units: This course relates to other courses at WKU in that the focus is on teaching methodologies and curriculum. However, current courses focus on these ideas as they relate to numerous topics. This course is offered as a unique opportunity for education majors to focus on learning about instruction focused on a single topic.

**3. Description of proposed course**

3.1 Course content outline/learning outcomes:

1. To gain a comprehensive understanding of the differential effects of climate change on children, families, and societies, and how these effects are understood and recognized in different cultural contexts.
2. To examine the influence of parents, schools, and the media on children's understanding and attitudes toward climate change.
3. To examine ways today's children in diverse countries are coping with a changing environment.
4. To become familiar with environmental education trends in countries visited on the voyage and the factors affecting these trends.
5. To learn about successful environmental initiatives which involved children as key participants.
6. To become acquainted with a variety of curriculum materials, educational resources, and teaching methodologies related to climate change.
7. To develop skills related to developing and pilot testing curricular materials on climate change which are age appropriate and culturally relevant.
8. To apply skills and knowledge acquired in the course in a service-learning context.

3.2 Tentative text(s)

Hayward, B. (2012). *Children, citizenship, and environment*. Chapter 1: Ecology and democracy as if children mattered (pp. 1-19). Routledge: New York.

Stephenson, R. B., Nicholls, J., & Whitehouse, H. (2012). Challenges for educators of building people's capacity for mitigating and adapting to climate change. In A. E. J. Wals and P. B. Corcoran (Eds.), *Learning for sustainability in times of accelerating change* (pp. 365-379). Wageningen Academic Publishers: The Netherlands

**1. Second offering of a temporary course (if applicable)**

- 1.1 Reason for offering this course a second time on a temporary basis:
- 1.2 Term course was first offered:
- 1.3 Enrollment in first offering:

**2. Term of Implementation:** Summer 2014 (May 19 – June 15)

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

Department of School of Teacher Education\_\_\_\_\_

12/11/13

Dean, College of \_Education\_\_\_\_\_

2/4/14

Office of the Provost

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Proposal Date:11/13/13

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

Contact Person: Dr. Andrew West andrew.west@wku.edu, (270) 745-5414

**1. Identification of proposed course:**

- 1.1 Course prefix (subject area) and number: EDU 450 G
- 1.2 Course title: Special Topics: Engagement of Children and Youth in Climate Change
- 1.3 Abbreviated course title: Teacher Ed: Climate Change  
(maximum of 30 characters or spaces)
- 1.4 Credit hours: 3
- 1.5 Schedule type: C
- 1.6 Prerequisites/corequisites: EDU 250 or equivalent
- 1.7 Grade type:   x   standard letter grade      pass/fail      in progress (IP)
- 1.8 Course description: this course will explore current trends in environmental education in countries visited on the Toppers at Sea voyage. Cultural, political, and educational factors influencing these trends will be examined. Students will learn about different curricular approaches and innovative teaching methodologies, and they will have the opportunity to see a “curriculum in action” during a field visit. Within the area of environmental education, emphasis will be placed on climate change. Students will learn the effects of climate change on children, explore their understanding and attitudes toward climate change, and examine the role of children in addressing climate change.

**2. Rationale**

- 2.1 Reason for offering this course on a temporary basis: The WKU Toppers At Sea (TAS) program offers students the unique opportunity to study in a variety of international locations. The 2014 TAS program is focused on the topic of climate change. This course is being offered for students with an emphasis in environmental education that want to study the topic of climate change in this context.
- 2.2 Relationship of the proposed course to courses offered in other academic units: This course relates to other courses at WKU in that the focus is on teaching methodologies and curriculum. However, current courses focus on these ideas as they relate to numerous topics. This course is offered as a unique opportunity for education majors to focus on learning about instruction focused on a single topic.

**3. Description of proposed course**

3.1 Course content outline/learning outcomes:

1. To gain a comprehensive understanding of the differential effects of climate change on children, families, and societies, and how these effects are understood and recognized in different cultural contexts.
2. To examine the influence of parents, schools, and the media on children's understanding and attitudes toward climate change.
3. To examine ways today's children in diverse countries are coping with a changing environment.
4. To become familiar with environmental education trends in countries visited on the voyage and the factors affecting these trends.
5. To learn about successful environmental initiatives which involved children as key participants.
6. To become acquainted with a variety of curriculum materials, educational resources, and teaching methodologies related to climate change.
7. To develop skills related to developing and pilot testing curricular materials on climate change which are age appropriate and culturally relevant.
8. To apply skills and knowledge acquired in the course in a service-learning context.
9. Graduate Component:
  - a. Find and synthesize empirically based literature related to the curriculum developed in this course.
  - b. Develop a draft proposal for a research project focused on exploring an aspect of the curriculum designed in this course.

3.2 Tentative text(s)

Hayward, B. (2012). *Children, citizenship, and environment*. Chapter 1: Ecology and democracy as if children mattered (pp. 1-19). Routledge: New York.

Stephenson, R. B., Nicholls, J., & Whitehouse, H. (2012). Challenges for educators of building people's capacity for mitigating and adapting to climate change. In A. E. J. Wals and P. B. Corcoran (Eds.), *Learning for sustainability in times of accelerating change* (pp. 365-379). Wageningen Academic Publishers: The Netherlands

**4. Second offering of a temporary course (if applicable)**

- 4.1 Reason for offering this course a second time on a temporary basis:
- 4.2 Term course was first offered:
- 4.3 Enrollment in first offering:

**5. Term of Implementation:** Summer 2014 (May 19 – June 15)

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

Department of School of Teacher Education\_\_\_\_\_

12/11/13

Dean, College of Education\_\_\_\_\_

2/4/14

Office of the Provost

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

Contact Person: Martha M. Day, [Martha.day@wku.edu](mailto:Martha.day@wku.edu), 270-745-4411

**1. Identification of course:**

- 1.1 Current course prefix (subject area) and number: SMED 210
- 1.2 Course title: Knowing and Learning in Mathematics and Science

**2. Rationale for the course deletion:** This course is part of SKyTeach, a National Math and Science Initiative (NMSI) funded program to replicate the University of Texas at Austin's UTeach curriculum for preparation of math and science teachers. Adopting this sequence meets NMSI's requirement for replication of UTeach at WKU. This course replaces the usual education psychology course. It will be an introduction to the theories for knowing and learning in math and science, drawing on insights from cognition and learning sciences. This course, as listed as a 200 level course does not meet the needs of our regional campus students due to non-compete agreements with KCTC campuses on the Elizabethtown and Owensboro sites. A new course proposal, SMED 310, Knowing and Learning in Mathematics and Science is being sent forward at this time. This course will replace SMED 210.

**3. Effect of course deletion on programs or other departments, if known:**

**4. Proposed term for implementation:** Fall 2014

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

Department/ Unit	<u>12-11-2013</u>
College Curriculum Committee	<u>02-04-2014</u>
Professional Education Council (if applicable)	_____
General Education Committee (if applicable)	_____
Undergraduate Curriculum Committee	_____
University Senate	_____

Proposal Date: 12/03/2013

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

Contact Person: Dr. Pamela Jukes, pam.jukes@wku.edu, 5-4485

**1. Identification of proposed course:**

- 1.1 Course prefix (subject area) and number: TCHL 545
- 1.2 Course title: Classroom Instructional Strategies (3 hours)
- 1.3 Abbreviated course title: CLASS INSTRUCTIONAL STRAT
- 1.4 Credit hours: 3 hours Variable credit : No
- 1.5 Grade type: Standard letter grade
- 1.6 Prerequisites/corequisites: TCHL 500
- 1.7 Course description: Examination of advanced classroom instructional strategies for designing and implementing classroom instruction in diverse P-12 classroom settings resulting in increased student achievement

**2. Rationale:**

- 2.1 Reason for developing the proposed course:  
Previously students have taken TCHL 540 Classroom Instruction: Instructional Strategies (1 hour), TCHL 544 Classroom Instruction: Equitable School and Community Partnerships (1 hour), and TCHL 548 Classroom Instruction: Managing the Learning Environment (1 hour) which was the classroom instruction course sequence. The nature of this course design has proven to be problematic as students seem to have difficulty with making connections and recalling concepts from previous courses. The “starting and stopping” of the current courses make the presentation of content disjointed or fragmented rather than the seamless type of delivery a three hour course could offer the students. The proposed change would collapse the content from the three current one hour courses to the proposed three hour course TCHL 545 Classroom Instructional Strategies, as the nature of the one hour course delivery does not allow for the depth of the teaching and learning process needed for graduate students.

Teachers must possess a solid knowledge base regarding instructional strategies along with the related theoretical perspectives and results from research to effectively utilize strategies that meet the needs of a diverse student population. Practitioners must master this knowledge base and skill set to improve P-12 student learning.

- 2.2 Projected enrollment in the proposed course:  
Based on previous enrollment of TCHL 540, 544, and 548 it is anticipated that 40 students will enroll per semester. All students pursuing advanced teacher preparation will be required to take this course or an approved equivalent.

- 2.3 Relationship of the proposed course to courses now offered by the department:  
This course will address issues related to advanced classroom instructional strategies and researched-based best practices for designing and implementing classroom instruction in diverse P-12 classroom settings that will result in increased student achievement. Other courses in the School of Teacher Education with similar content are:--ELED 505 Advanced Materials and Methods in Modern Mathematics for Elementary Teachers; ELED 506 Seminar in Elementary School Science; ELED 507 Advanced Materials and Methods in Social Studies; LTCY 524 Content Area Literacy; SEC 545 Investigations in Classroom Teaching; IECE 523 Planning Curriculum and Instruction in Interdisciplinary Early Childhood Education; SPED 531 Advanced Prescriptive Teaching; --address instructional strategies related to specific content area or group of P-12 learners. This course addresses broader and more advanced concepts and requires students to demonstrate leadership by applying the course content in the P-12 classroom. Students are required to design instruction for P-12 learners to better align with standards, increase critical thinking, enhance literacy connections, and integrate real-world applications of knowledge.
- 2.4 Relationship of the proposed course to courses offered in other departments:  
Some of the content of the proposed course is addressed in Advanced Educational Psychology (PSY 510), but the proposed course will be more applied and practical, focused on specific techniques for use in P-12 classrooms.
- 2.5 Relationship of the proposed course to courses offered in other institutions:  
Western Kentucky University is one of eleven teacher preparation institutions in ten states participating in The Renaissance Partnership Project, which is focused on improving the quality of their graduates. One Renaissance Partnership institution, California State University at Fresno (CSUF), offers Advanced Instructional Theories and Strategies (CI 275) that looks at theory as well as application of research-based strategies in the classroom. This is similar to the focus of the proposed course, but it does not include the implementation of lessons using best practice. CSUF also offers Advanced Curriculum Theory and Analysis (CI 250) which includes the study of contemporary problems and curriculum approaches to meet societal needs which aligns with the classroom management and stakeholder content of the proposed course. The University of Florida Teacher Leadership for School Improvement Graduate Program offers a similar course with EDG 6931: Data Driven Instruction Practicum. The proposed course differs from the UF course in that it offers an emphasis on diverse populations, best practices, the use of data analysis, and technology as a part of the course content. Along with classroom instructional strategies, the proposed course will offer content in

classroom management and stakeholder partnerships and the following Renaissance Partnership Project Universities offer courses with classroom management content at the graduate level: The University of Northern Iowa offers 210:230 Advanced Techniques in Instructional Management; Middle Tennessee University offers LED 6090 Creating Learning and Environments for Young Children and YOED 6680 Issues and Trends in Teaching and Learning.

The proposed course will add a seamless teaching and learning dimension to the curriculum that is unavailable to our students through the one hour course delivery currently offered. The specific content of the proposed course is consistent with the Teacher Leader Framework.

### **3. Discussion of proposed course:**

3.1 Schedule type: Lecture

3.2 Learning Outcomes:

At the conclusion of the course, the students will be able to:

- Evaluate the role of classroom management principles as a foundation for improving P-12 student achievement.
- Explore, analyze, apply and evaluate research-based best instructional strategies for diverse P-12 classroom.
- Evaluate the influence of individual differences on the teaching and learning process in the P-12 classroom.
- Explore ways in which best practices – including use of technology - can enhance the learning of diverse student populations in P-12 classrooms.
- Examine the role of school and stakeholder partnerships (both at school and district levels) in P-12 student achievement.
- Determine strategies to foster school and stakeholder partnerships to enhance P-12 student learning.

3.3 Content outline:

- Framework for effective instruction.
- Classroom management approaches and impact on P-12 learning.
- Research-based instructional strategies.
- Critiquing research-based instructional strategies.
- Designing, revising and implementing research-based strategies that meet the needs of all learners.
- Purpose of school and stakeholder partnerships.
- Effective school and stakeholder partnerships.

3.4 Student expectations and requirements:

Participants are expected to have access to a field setting during the course. A number of the assignments will be based on actual school/classroom settings.

Assessment of student learning will be based on a combination of assignments and exams, including some or all of the following:

- Participation in a Professional Learning Community

- Complete assignments related to selected text materials and journal articles
- Best Practice application through online discussion board
- Develop a classroom management plan for a diverse P-12 classroom setting.
- Develop a lesson plan sequence that demonstrates working knowledge of best practices and follows the Kentucky Teacher Internship Program format.
- Implement at least one of the lessons from the sequence in a diverse classroom setting and reflect upon effectiveness.
- Complete effective school and stakeholder partnerships research project.
- Course content quizzes
- Final exam
- Regular class attendance
- Participation in class discussion and class activities

3.5 Tentative texts and course materials:

- Joyce, B., Weil, M. & Calhoun, E. (2009). *Models of teaching* (8<sup>th</sup> ed). Boston: Pearson/Allyn and Bacon.

**4. Resources:**

4.1 Library resources: The library has resources that are adequate to support this course.

4.2 Computer resources: Present resources are adequate

**5. Budget implications:**

5.1 Proposed method of staffing: This course is replacing TCHL 540/544/548, therefore, faculty who were loaded for TCHL 540/544/548 would be available to teach this course. Additional staffing is not needed.

5.2 Special equipment needed: None

5.3 Expendable materials needed: None

5.4 Laboratory materials needed: None

**6. Proposed term for implementation:**

Fall 2014

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

School of Teacher Education

12/11/13

College Curriculum Committee

02/04/14

Professional Education Council (if applicable)

Graduate Council

University Senate



**Attachments: Bibliography, Library Resources Form, Course Inventory Form**

Proposal Date: 11/01/2013

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

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

**1. Identification of proposed course:**

- 1.1 Course prefix (subject area) and number: TCHL 555
- 1.2 Course title: School and Classroom Assessment
- 1.3 Abbreviated course title: SCH and CLASS ASSESSMENT
- 1.4 Credit hours: 3 hours Variable credit : No
- 1.5 Grade type: Standard letter grade
- 1.6 Prerequisites/corequisites: TCHL 500
- 1.7 Course description: Development of advanced skills for designing classroom assessments and analyzing school/classroom assessment data.

**2. Rationale:**

- 2.1 Reason for developing the proposed course:

Previously students have taken TCHL 550 (1 hour), TCHL 554 (1 hour), and TCHL 558 (2 hours) which was the assessment course sequence. By collapsing TCHL 550, 554, and 558 into one course (TCHL 555), it ensures that students will in one semester complete the assessment course with the same professor. Previously students might take one of the courses and wait another semester to finish the assessment course sequence with potentially a different professor due to the one hour courses. The nature of this course design has proven to be problematic, as there seems to be more difficulty with students making connections and recalling concepts from previous courses. The “starting and stopping” of the current courses make the presentation of content disjointed or fragmented rather than the seamless type of delivery a three hour course could offer the students. The proposed revision would collapse the content from the one hour courses and two hour course to a three hour course.

Effective classroom assessment is essential to helping teacher leaders improve student learning. This course will provide information on improving data-based decision making through the analysis of student assessments. Teachers need these skills because they often have difficulty aligning classroom assessments to the cognitively complex content articulated in state standards. According to the WKU 2012-2013 Unit-Wide Assessment Report for Initial Preparation Programs, 87% of pre-service teachers "passed" the assessment standard based on student teaching evaluations, the second lowest score among the ten standards. Also reported in this document, the assessment standard had one of the lowest means on the First Year Teaching Survey. It was the lowest score as reported by first year teachers (mean=2.92, maximum 4) and also reported by their principal (mean= 2.90, maximum 4). These results suggest that more time in the MAE program needs to be devoted to helping teachers develop skills necessary to construct high quality assessments.

In this course, students will analyze and create classroom assessments, a central facet of instructional improvement, i.e., maximizing the quality of interactions between the teacher and the student as they engage the curriculum. Furthermore, classroom assessment is a central theme in the standards of Framework for Teaching, NCATE, EPSB, and the Standards and Indicators for School Improvement (SISI). These demanding standards simply cannot be achieved without high quality formative assessment of the instruction that is being utilized in the classroom. That is the essence of improving classroom instruction. Because practitioners cannot function effectively in their own classrooms without this knowledge base and skill set, the content is vital to their work.

2.3 Projected enrollment in the proposed course: Based on previous enrollment of TCHL 550/554/558, it is anticipated that 40 students will enroll per semester. All students pursuing advanced teacher preparation will be required to take this course or an approved equivalent.

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

This course will address issues related to reliable and valid classroom assessments, focus on interpretation of state and national assessment measures, and cover designing and creating classroom assessments. Other classes in teacher education--ELED 505 Advanced Materials and Methods in Modern Mathematics for Elementary Teachers; ELED 506 Seminar in Elementary School Science; ELED 507 Advanced Materials and Methods in Social Studies; MGE 571 Middle School Curriculum; SEC 580 Curriculum; IECE 521 Assessment in Early Childhood Special Education; SPED 530 Advanced Assessment Techniques; and, EDU 544 Classroom Teaching Strategies--address assessment of specific content, do not focus on validity or ethical practices per se, and cover teachers' locally constructed disciplinary work rather than addressing assessment principles that underlie testing for the entire range of P-12. EDU 570 Educational Assessment for P-12 learners focuses on assessment for students seeking initial teacher certification with no prior background knowledge of high stakes assessment or classroom assessment. In contrast, this course addresses more advanced concepts and requires students to demonstrate leadership by assisting a young teacher to revise their assessments to better align with standards, increase critical thinking, enhance literacy connections, and integrate real-world applications of knowledge.

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

This is the only course focused specifically on classroom assessment. EDFN 500 Research Methods is a general course on research methods and introductory statistics but does not address classroom assessment, although the larger issue of program evaluation is introduced there. Other courses focus on a specific type of assessment rather than assessment generally and classroom assessment in particular, e.g., PSY 643 Psychoeducational Assessment; CNS 552 Testing and Assessment in Counseling; PE 515 Assessment in Physical Education; SWRK 573 Assessment and Case Management of Child Sex Abuse; PSY 561 Advanced Assessment in Educational Settings; and PSY 560 Assessment of Cognitive and Intellectual Functioning.

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

Classroom assessment is widely covered in teacher education curricula across the country, although the approach varies. For example, the University of Delaware has two related courses on educational assessment--EDUC 660 Educational Statistics and Measurement and EDUC 605 Measurement Applications in Education. Northern Kentucky University opts for subject specific assessment courses that are part of specialized requirements for different tracks within the Master of Arts in Education, e.g., EDG 658 Assessment Techniques for P-12 Mathematics or EDU 566 Ongoing Assessment in Early Childhood Education.

The University of Louisville takes a different approach for its Master of Arts in Teaching and Master of Education programs. For the MAT degrees, classroom assessment is embedded within methods courses; the MAT in Early Elementary Education, for example, requires EDTP 603 Language Arts Methods, EDTP 604 Math Methods, EDTP 605 Science Methods, and EDTP 606 Social Studies Methods. In contrast, the Master of Education in Early Elementary Education requires a general course in research, ELFH 600 Introduction to Research Methods and Statistics in which validity and reliability are covered, in addition to a separate course that addresses social and ethical issues, EDAP 625 Social and Ethical Development of Teaching. A separate course, ECPY 540 Evaluation & Measurement is available from the Educational Counseling and Psychology Department but is not required for teachers.

Whichever route is taken, classroom assessment is generally considered a vital part of master's level teacher preparation. The specific content of the proposed new course is consistent with the EPSB Guidelines for the redesign of Teacher Leader programs. The proposed course is also consistent with Standard 2 of Kentucky's Teaching Standards and Indicators for School Improvement.

### 3. Discussion of proposed course:

3.1 Schedule type: Lecture

3.2 Learning Outcomes:

At the conclusion of the course, the students will be able to:

- Explain the principles that guide educators in the process of selecting, developing, and using educationally meaningful assessments.
- Create assessments that align with the cognitive complexity and content articulated in state standards.
- Analyze the variety of assessments within a practitioner's classroom.
- Craft a formative and summative assessment plan for a unit of instruction.
- Articulate a philosophy for evaluating student progress.
- Explain the construction of standardized assessment instruments.
- Distinguish between and interpret norm-referenced and criterion referenced assessments.
- Analyze and use school and classroom data from standardized tests to inform school improvement efforts.

- Compute simple descriptive statistics for assessment data.
- Demonstrate understanding of inferential statistics
- Explain the forms of validity evidence and the types of reliability evidence.
- Understand legal/ethical issues involved in the assessment of students.
- Calculating descriptive statistics.
- Understand inferential statistics.
- Describe types of validity evidence.
- Explain measures of reliability.

### 3.3 Content outline:

- Designing Effective Classroom Assessments
  - Relation of classroom assessment to instruction
  - Relation of classroom assessment to the curriculum
  - Purpose and forms of classroom assessment
  - Process of planning a classroom assessment
  - Advantages and limitations of different types of questions and tests
  - Strategies for constructing effective test items
  - Scoring and post-evaluation of classroom assessments
- Formative and Summative Classroom Assessments
  - Distinction between formative and summative assessment
  - Incorporating formative assessment into ongoing instructional improvement
  - Utilizing formative assessment to provide feedback and instructional supplements to students, both remedial “correctives” and accelerated “enrichments”
  - Utilizing summative assessments to monitor overall quality of outcomes
- Evaluating and Grading Student Progress
- Standardized Assessments
  - Criterion- and norm-referenced tests
  - Local, state, and national assessments
  - Principles of analysis
  - Interpretation of standardized tests
- Ethical and Legal Aspects of Student Assessment
- Evidence-based School Improvement
- Disaggregation of data
  - Connecting data to school improvement
  - Utilizing school and classroom data in goal setting
  - Utilizing teacher tests and standardized assessments
- Improving Assessment Results
  - Strategies for test taking
  - Using standardized test results to inform teacher-made tests
  - Using results to articulate alignment of curriculum, instruction, and assessment

### 3.4 Student expectations and requirements:

Participants are expected to have access to a field setting during the course. A number of the assignments will be based on actual school/classroom settings. Assessment of student learning will be based on a combination of assignments and exams, including some or all of the following:

- Participation in a Professional Learning Community
- Discussion of selected journal articles on assessment
- Data analysis project
- Development of a written unit-test blueprint
- Development of an assessment plan
- Development of test items
- Development of scoring rubrics, rating scales, or other authentic assessment tools
- Course content quizzes
- Final exam
- Regular class attendance
- Participation in class discussion and class activities

3.5 Tentative texts and course materials:

- Nitko, A. J., & Brookhart, S. M. (2014). *Educational assessment of students* (7<sup>th</sup> ed). Upper Saddle River, NJ: Pearson Merrill/Prentice Hall.

**4. Resources:**

4.1 Library resources: The library has resources that are adequate to support this course.

4.2 Computer resources: Present resources are adequate

**5. Budget implications:**

5.1 Proposed method of staffing: This course is replacing TCHL 550/554/558, therefore, faculty who were loaded for TCHL 550/554/558 would be available to teach this course. Additional staffing is not needed.

5.2 Special equipment needed: None

5.3 Expendable materials needed: None

5.4 Laboratory materials needed: None

**6. Proposed term for implementation:**

Fall 2014

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

School of Teacher Education	December 11, 2013
College Curriculum Committee	February 4, 2014
Professional Education Council (if applicable)	_____
Graduate Council	_____
University Senate	_____

Proposal Date: 12/2/2013

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

Contact Person: Jennifer Cribbs, [jennifer.cribbs@wku.edu](mailto:jennifer.cribbs@wku.edu), 745-4368

**1. Identification of proposed course:**

- 1.1 Course prefix (subject area) and number: TCHL 559
- 1.2 Course title: Action Research Design for Teacher Leaders
- 1.3 Abbreviated course title: Action Research Design
- 1.4 Credit hours and contact hours: 1 Variable credit ~~(NO)~~
- 1.4 Grade type: standard letter grade
- 1.5 Prerequisites: TCHL 500; completion of 18 hours; instructor permission
- 1.6 Course description: Fundamental principles of designing an action research project as it is applied to educational settings. Students will be required to design an action research prospectus.

**2. Rationale:**

2.1 Reason for developing the proposed course:

The purpose of this course is to support the TCHL 560 course where students conduct an action research project. Over the past 5 semesters since we first offered TCHL 560, graduate students have struggled to design a project, obtain Institutional Research Board (IRB) approval, implement the project, and complete the action research report in one semester. In the proposed one credit hour course, students will learn about research methods, design an action research prospectus, and seek IRB approval. This will prepare students to enter TCHL 560 ready to begin implementation of their action research project.

2.2 Projected enrollment in the proposed course:

All students pursuing advanced teacher certification, as well as those pursuing certification in specialty areas (e.g., educational administration) will be required to take this course. Based on this fact, it is estimated that 50 students per semester will enroll in the proposed new course.

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

The proposed course will be a prerequisite for TCHL 560 so that students can prepare their research prospectus before they enter TCHL 560.

There are several other courses in the department dealing with the foundations of research and applied research. The courses listed below, however, do not address conducting action research within K-12 schools.

- ELED 545 Investigations in Classroom Teaching

- MGE 545 Investigations in Classroom Teaching
- SPED 534 Seminar: Research in Exceptional Child Education
- LME 519 Special Topics: Research in LME

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

There are research-related courses available in programs focused on pure research, statistical analysis, and applied research. While the courses below do address research, their focus is not on implementing action research in K-12 schools.

- EDAD 697 Research in Administration and Supervision
- PSY 512 Experimental Design
- NURS 512 Research Application
- SOCL 513 Quantitative Research Methods
- SOCL 510 Qualitative Research Methods
- EDFN 601 Applied Statistical Techniques and Research
- EDFN 501 Educational Statistics Designs in Education
- EDFN 548 Research in Curriculum and Instruction
- EDFN 500 Research Methods – While this course met the objective of developing students’ understanding of the conventions of education research, TCHL 560 will include the application of the research methods to promote solutions within their classroom, school, and/or district.

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

There are comparable action research courses available at the master’s level at several universities in the United States. Missouri State University has an SFR 780 Educational Research Methodology course. Oakland University has an EST 617 Action Research in Your Classroom course.

**3. Discussion of proposed course:**

3.1 Schedule type:

L—Lecture: Formal presentation of a subject; may include a variety of delivery methods.

3.2 Learning Outcomes:

At the conclusion of this course the students will be able to

- Explore the use of action research as part of a school improvement strategy.
- Analyze and explore current topics in education research.
- Frame questions appropriate for classroom and school inquiry.
- Develop an action research prospectus.

3.3 Content outline:

Foundations of Action Research:

- Definition and understanding of the tenets of action research



- Exploring the various approaches to research
- Exploring how action research is a part of a school improvement strategy
- Review of current literature and development of a research question
- Development of an action research prospectus

Overview of quantitative and qualitative methods of analysis

- 3.4 Student expectations and requirements:  
Students will be required to develop an action research prospectus.

Assessment of student learning will be based on a combination of assignments and exams, including some or all of the following:

- Course content quizzes
- Final exam
- Participation in class discussion, class activities, and individual reading assignments
- Students will be required to develop an action research prospectus that will be implemented in TCHL 560.

- 3.5 Tentative texts and course materials:

**Mertler, C.A. (2014).** *Action research: Improving schools and empowering educators*. Thousand Oaks, CA: SAGE Publications.

American Psychological Association (2009). *The publication manual of the American Psychological Association (6th ed.)*. Washington, D.C.: American Psychological Association.

#### 4. Resources:

- 4.1 Library resources: Present resources are adequate.  
4.2 Computer resources: None needed

#### 5. Budget implications:

- 5.1 Proposed method of staffing:  
A new 3 credit hour course has been developed to replace the 4 credit hour TCHL 550/554/558 sequence. Since this proposed TCHL 559 course was needed to support TCHL 560, the remaining 1 credit hour was used to develop this course. Therefore, faculty who were loaded for TCHL 550/554/558 would be available to teach this proposed course. Additional staffing is not needed.
- 5.2 Special equipment needed: None  
5.3 Expendable materials needed: None  
5.4 Laboratory materials needed: None

#### 6. Proposed term for implementation: Fall 2014

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

School of Teacher Education

12/11/13

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CEBS Curriculum Committee

2/4/14

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Professional Education Council

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Graduate Council

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University Senate

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Proposal Date:  
10/30/2013

**College of Education and Behavioral Sciences  
Department of Curriculum and Instruction  
Proposal to Create a New Course  
(Action Item)**

Contact Person: Martha M. Day, [Martha.day@wku.edu](mailto:Martha.day@wku.edu) 270-745-4411

**1. Identification of proposed course:**

- 1.1 Course prefix and number: SMED 310
- 1.2 Course title: Knowing and Learning in Mathematics and Science
- 1.3 Abbreviated course title: Knowing and Learning
- 1.4 Credit hours and contact hours: 3.0
- 1.5 Type of course: L (lecture)
- 1.6 Prerequisites:
  - a. SMED 101 **and** SMED 102 with a C or better
  - b. SMED 101 with a B or better **and**

**OR**

sophomore status

- 1.7 Course catalog listing:

Introduction to theories and principles of cognition and learning with emphasis on knowing and learning in math and science. Introduction to research on learning, memory, individual development, motivation and intelligence. Applications of learning theory will be explicitly tied to design of lesson plans, instruction and assessment.

**2. Rationale:**

- 2.1 Reason for developing the proposed course:

This course is part of SKyTeach, a National Math and Science Initiative (NMSI) funded program to replicate the University of Texas at Austin's UTeach curriculum for preparation of math and science teachers. Adopting this sequence meets NMSI's requirement for replication of UTeach at WKU. This course replaces the usual education psychology course. It will be an introduction to the theories for knowing and learning in math and science, drawing on insights from cognition and learning sciences. This course will replace SMED 210 and thus enable this course for delivery at regional campuses that have community colleges on site.
- 2.2 Projected enrollment in the proposed course:

Based on enrollments in the current math and science teacher education sequence and the successful recruitment of math/science majors for the one-time-only current sections of SMED 101, we expect 60 students per year.
- 2.3 Relationship of the proposed course to courses now offered by the department:

This course combines components of MGE/SEC 477/479 and PSY 310. SKyTeach students will take this course instead of existing courses.
- 2.4 Relationship of the proposed course to courses offered in other departments:

This course resembles PSY 310 but emphasize knowing and learning in mathematics and science as understood from an interdisciplinary learning sciences perspective.

- 2.5 Relationship of the proposed course to courses offered in other institutions:  
This course is a replication of the *Knowing and Learning* course in the University of Texas at Austin’s UTeach program.

**3. Discussion of proposed course:**

3.1 Course objectives:

A-Applied Learning: Focus on process or technique

This course introduces students to theories of cognition and learning as applied to the domains of mathematics and science. The learning sciences perspective draws from inquiry in a number of disciplines, including psychology, anthropology, sociology, biology, linguistics, neuroscience, individual developmental, and artificial intelligence. The perspective emphasizes investigation of standards for knowing, how knowledge is structured and how learning affects structure. The course will focus on tensions inherent in domain-general characterizations of understanding (e.g. intelligence) and domain-specific conceptions of knowing, in big ideas in math and science and the evolution of those ideas; and in math and science education.

3.2 Learning Outcomes:

<b>Students will be able to:</b>
1. Articulate standards for knowing science and mathematics and the theoretical frames which give rise to such standards
2. Describe how knowing and learning are structured, how knowledge structures change, and how change is facilitated in math & science classrooms
3. Describe paradigms for evaluating understanding ( <i>i.e.</i> , theories of general intelligence versus expert/novice)
4. Describe links between coming to know science & math in individuals and the evolution of big ideas in the domains of math and science.
5. Articulate the interaction of domain/topic, aspects of individual learners & instructional choices on learning.
6. Conduct clinical interviews with subject(s) engaged in a problem solving activity. Students will record the interview, transcribe and analyze the activity.
7. Express informed opinions on current issues and tensions in education, especially as they relate to mathematics and science instruction.

3.3 Content Outline:

Individual differences, cultural influences, social construction of knowledge, and equity issues will be considered within each topic as outlined below:

- Self Development and Social Development
- Brain Development and Cognitive Development
- Memory & Cognitive Load
- Intelligence
- The nature of knowing & Knowledge Structure
- Learning Theory

- Identifying & Responding to Individual Learning differences
- Motivation, Learning Goals, & Teacher Influences
- Knowledge Transfer
- Problem Solving: Representation & Strategies
- Conceptualization & Learning as Conceptual Change
- Creativity
- Standards for Math and Science Education
- Classroom Assessment
- Standardized Testing

### 3.4 Student Expectations and requirements:

<b>Evidence (Student Products)</b>
<ul style="list-style-type: none"> <li>• Contributing to class discussion</li> <li>• Analysis of clinical interviews</li> <li>• Examinations</li> <li>• Term Paper</li> <li>• Blogs</li> <li>• Artifacts from clinical field experiences</li> </ul>
<ul style="list-style-type: none"> <li>• Transcription and analysis of clinical interviews</li> </ul>

### 3.5 Tentative texts and course materials:

- Bass, H. (1993). Let's measure what's worth measuring. *Education Week*, October 2005 Editorial Projects in Education.
- Bialystok, E. and Craik, F. (2006). *Lifespan Cognition: Mechanisms of Change*. Oxford University Press, 409 pp.
- Bransford, J.D., Brown, A.L., and Cocking, R.R., (eds.). (1999). *How People Learn: Brain, Mind, Experience, and School*. National Academy Press.
- Bruer, J.T. (1993). *Schools For Thought: A Science of Learning in the Classroom*. MIT Press: Bradford Books, 325 pp.
- Bruer, J.T. (1996), Knowing as Doing. *The Culture of Education*. Harvard Univ. Press.
- Carraher, T. Carraher, D. & Schliemann, A. (1985). Mathematics in the streets and in the schools. *British Journal of Developmental Psychology*, 3, 21-29.
- Darling-Hammond, L. and J. Bransford (eds.). (2005). *Preparing Teachers for a Changing World: What Teachers Should Learn and Be Able to Do*. Wiley: Jossey-Bass.
- Hong, J-C. and Liu, M-C. (2003). A study on thinking strategy between experts and novices of computer games. *Computers in Human Behavior* 19, 25-258.
- Kuhn, D. (2007) Reasoning about multiple variables: Control of variables is not the only challenge. *Science Education*, 91, 710-726.
- Kyza, E. and Edelson, D. (2005). Scaffolding middle school students' coordination of theory and evidence, *Educational Research and Evaluation*, 11, 545-560.
- Norman, D. (1994). *Things That Make Us Smart: Defending Human Attributes in the*

*Age of the Machine*. Addison-Wesley.  
O'Connor, M. C. and Michaels, S. (1996). *Shifting participant frameworks in Discourse, Learning and Schooling*. D. Hicks (ed). Cambridge University Press, 290 pp.

**4. Resources:**

- 4.1 Library resources: see attached library resource form and bibliography
- 4.2 Computer resources: no new additional resources required

**5. Budget implications:**

- 5.1 Proposed method of staffing: current staff
- 5.2 Special equipment needed: none
- 5.3 Expendable materials needed: none
- 5.4 Laboratory materials needed: none

**6. Proposed term for implementation:** Fall 2014

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

School of Teacher Education:	<u>12/11/13</u>
Department of Psychology:	<u>02/04/2014</u>
CEBS Curriculum Committee:	_____
Ogden College Curriculum Committee:	_____
Professional Education Council:	_____
University Curriculum Committee:	_____
General Education Committee:	_____
University Senate:	_____

**Attachment: Bibliography, Library Resources Form, Course Inventory Form**

Proposal Date: 1/6/2014

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

Contact Person: Jana Kirchner, [jana.kirchner@wku.edu](mailto:jana.kirchner@wku.edu); 745-4103

**1. Identification of proposed course:**

- 1.1 Course prefix (subject area) and number: SEC 530
- 1.2 Course title: Seminar in English Language Arts Education
- 1.3 Abbreviated course title: English Language Arts Methods
- 1.4 Credit hours and contact hours: 3 Variable credit (yes or **NO**)
- 1.5 Grade type: standard letter grade
- 1.6 Prerequisites: EDU 520; instructor permission
- 1.7 Course description: Develops the skills, procedures, and strategies for teaching English and Language Arts in secondary school. Field experiences in public schools and/or other appropriate settings away from campus are required in this course. Students are responsible for arranging their own transportation to designated or assigned sites.

**2. Rationale:**

- 2.1 Reason for developing the proposed course: Students pursuing initial teacher certification through the Master of Arts in Teaching (MAT) program are required to take a specific content methods course that blends together standards, strategies, unit and lesson planning, and current research in the field of English Language Arts. As there is currently no English Language Arts methods course offered at the graduate level, this course fulfills that requirement.
- 2.2 Projected enrollment in the proposed course:  
All students pursuing initial teacher certification in English Language Arts will be required to take this course. Based on current enrollment in the MAT English Language Arts program, 1 to 5 students are projected to enroll in the immediate future. As the program grows, numbers may go higher.
- 2.3 Relationship of the proposed course to courses now offered by the department:  
There are similar courses in the department that deal with strategies and curriculum for teaching English Language Arts. The graduate courses listed below, however, do not address designing and teaching a unit to secondary students targeting all aspects of the Common Core English and Language Arts Standards. There is an undergraduate English methods course, but because this is a graduate course for initial certification

candidates, the MAT students need a specialized course to meet their needs.

- SEC/MGE 475 Teaching English
- LTCY 501 Reading and Writing for Learning
- LTCY 502 Differentiating Literacy Instruction

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

Although both ENG 410G Composition Theory and Practice in Writing Instruction and ENG 566 Teaching and Testing ESL Grammar are offered through the English department, these courses target only the teaching of writing and grammar. They are also designed for students who hold teacher certification. ENG 510 Graduate Rhetoric and Writing is also a writing methods course, but its primary audience is graduate assistants teaching college-level composition. This proposed course is intended to teach beginning teachers the necessary skills for teaching an integrated English Language Arts curriculum targeting the Kentucky Core Academic Standards in secondary school, including reading, writing, language, and speaking/listening.

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

A number of universities offer similar courses that are part of a Master's degree or post-baccalaureate initial teacher certification program. Some of these include the following:

- University of Kentucky: EDC 642 Theory and Research in Teaching Language Arts
- University of Louisville: EDTP 622 High School English Methods
- Indiana State University: CIMT 603 Instructional Strategies in Secondary Schools

**3. Discussion of proposed course:**

3.1 Schedule type:

L—Lecture: Formal presentation of a subject; may include a variety of delivery methods.

3.2 Learning Outcomes:

At the conclusion of this course the students will be able to

- design and teach lesson plans and an instructional unit targeting the Common Core English Language Arts Standards.
- implement a variety of research-based strategies for teaching English Language Arts.
- design assessments for reading, writing, and speaking/listening.
- analyze research about current best practice in reading comprehension and teaching writing.



- use school and classroom contextual factors to design effective instruction for diverse learners.
- evaluate technology resources for their effectiveness in teaching English Language Arts standards.
- locate and evaluate print and online resources from state and professional English Language Arts organizations.

### 3.3 Content outline:

- Examining the Common Core Standards for English Language Arts (reading, writing, language, speaking/listening)
- Using a variety of measures to match text complexity to students' reading levels
- Research-based strategies for teaching close reading of literary and informational texts
- Research-based strategies for teaching the three modes of writing: informative, argumentative, and narrative
- Research-based strategies for integrating language/mechanics instruction into the writing process
- Assessment strategies for reading, writing, and speaking/listening
- Planning, designing, teaching, and reflecting on lessons that integrate all aspects of the English Language Arts domains
- Locating effective print and online resources for teaching English Language Arts

### 3.4 Student expectations and requirements:

Students will be required to complete readings and to participate in model lessons, case studies, and class discussions related to effective teaching in English Language Arts. In addition, students will design, implement, and reflect on the effectiveness of English Language Arts lessons and assessments in the required field component of the course. Assessment of student learning will be based on a combination of assignments, including some or all of the following:

- Quizzes and written responses to assigned readings
- Case study scenarios
- Participation in class discussions and activities
- Lesson plans to demonstrate effective research-based strategies
- A practice Teacher Work Sample critical performance that includes Contextual Factors, Design for Instruction, and a Pre/Post Assessment for an English Language Arts unit
- Teaching lessons in an approved fieldwork site and reflecting on these lessons

### 3.5 Tentative texts and course materials:

Daniels, H., & Steineke, N. (2011). *Texts and lessons for content area reading*. Portsmouth, NH: Heinemann.

Daniels, H., & Steineke, N. (2013) *Texts and lessons for teaching literature*. Portsmouth, NH: Heinemann.

Website Resource: <http://www.corestandards.org/the-standards/english-language-arts-standards>

**4. Resources:**

- 4.1 Library resources: Present resources are adequate.
- 4.2 Computer resources: None needed

**5. Budget implications:**

- 5.1 Proposed method of staffing: This course will be offered on a rotating basis. Current faculty will rotate load, so existing faculty will be adequate.
- 5.2 Special equipment needed: None
- 5.3 Expendable materials needed: None
- 5.4 Laboratory materials needed: None

**6. Proposed term for implementation:** Fall 2014

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

School of Teacher Education	1/17/14
CEBS Curriculum Committee	2/4/14
Professional Education Council	
Graduate Council	
University Senate	

**College Name**  
**Department Name**  
**Proposal to Revise Course Prerequisites/Corequisites**  
**(Consent Item)**

Contact Person: Jennifer Cribbs, [jennifer.cribbs@wku.edu](mailto:jennifer.cribbs@wku.edu), 745-4368

- 1. Identification of course:**
  - 1.1 Course prefix (subject area) and number: TCHL 560
  - 1.2 Course title: Action Research for Teacher Leaders
  
- 2. Current prerequisites/corequisites/special requirements:** Completion of 18-24 program hours, including all courses in the professional education component of the program; and TCHL 520 or instructor permission
  
- 3. Proposed prerequisites:** TCHL 559 completed within a year before beginning TCHL 560; Completion of 21 hours and all courses in the professional education component of the program, or instructor approval.
  
- 4. Rationale for the revision of prerequisites:** This change reflects the addition of TCHL 559 as a prerequisite to TCHL 560 so that students will be better prepared to complete the action research project. TCHL 559 needs to be completed within one year of beginning TCHL 560 because IRB approval (a requirement for TCHL 559) is typically for one year. The number of required hours of completion before TCHL 560 was changed because the TCHL 559 course requires completion of 18 credit hours.
  
- 5. Effect on completion of major/minor sequence:** This will not affect the completion of the Teacher Leader master's degree since the required number of hours for the degree will not change.
  
- 6. Proposed term for implementation:** Fall 2014
  
- 7. Dates of prior committee approvals:**

Department/ Unit	School of Teacher Education	12/11/2013
College of Education and Behavioral Sciences Curriculum Committee		2/4/2014
Professional Education Council		
Graduate Council		
University Senate		

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

Contact Person: Dr. Rebecca Stobaugh, [Rebecca.stobaugh@wku.edu](mailto:Rebecca.stobaugh@wku.edu), 745-4497

**1. Identification of program:**

- 1.1 Current program reference number: #0432
- 1.2 Current program title: Non-Degree Planned Fifth-Year/Rank II: Secondary Education for Teacher Leaders
- 1.3 Credit hours: 32-39 hours

**2. Identification of the proposed program changes:** Revision of TCHL core courses:

**Revision of TCHL core courses:**

- TCHL 540 Classroom Instruction: Instructional Strategies (1 hour), TCHL 544 Classroom Instruction: Equitable School and Community Partnerships (1 hour), and TCHL 548 Classroom Instruction: Managing the Learning Environment (1 hour) will be replaced with TCHL 545 Classroom Instructional Strategies (3 hours)
- TCHL 550 Student Assessment I: Fundamentals of Student Assessment (1 hour), TCHL 554 Student Assessment II: Standardized Testing (1 hour), and TCHL 558 Student Assessment III: Classroom Tests and Instruments (2 hours) will be replaced with TCHL 555 School and Classroom Assessment (3 hours)
- Add new course TCHL 559 Action Research Design (1 hour)

**Revision of Specialization Component Requirement:**

- TCHL 520 Principles of Action Research for Teacher Leaders (3 hours) will be replaced an Advisor-approved Content Course or Content Methods Course (3 hours)

**3. Detailed program description:**

Current Program	Proposed Program <b>(proposed revisions are noted in bold text)</b>
Non-Degree Planned Fifth-Year/Rank II: Secondary Education for Teacher Leaders, Ref. #0432  <u>Admission Requirements</u> Applicants must have or be eligible for a teaching certificate* for Secondary Education (Grades 8-12, 5-12, or P-12).  <i>*Applicants whose certificates have</i>	Non-Degree Planned Fifth-Year/Rank II: Secondary Education for Teacher Leaders, Ref. #0432  <u>Admission Requirements</u> Applicants must have or be eligible for a teaching certificate* for Secondary Education (Grades 8-12, 5-12, or P-12).  <i>*Applicants whose certificates have</i>

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

Program Requirements

This program is designed to develop Teacher Leaders who can positively impact student learning in their classrooms and schools. Courses and experiences include Professional Learning Communities in which students interact with other graduate students from various content areas and grade levels to discuss and work on real world challenges and promising practices they encounter in schools. The program is divided into two instructional components.

The first component, Professional Education, provides advanced level pedagogy, leadership, and content related to Kentucky Teacher Standards and applicable to all P-12 teachers working in the wide gamut of developmental levels and content areas.

The second component, Specialization, directs the candidate into an individual program in content, pedagogy, and/or areas of professional growth concurrent with the goals of each candidate.

An Action Research Project for Teacher Leaders focusing on a classroom, school, or district issue is the capstone for the completion of the program.

During the first course in the program, TCHL 500 Foundations of Teacher Leadership, students will complete an assessment process that will be used in determining which TCHL core courses they must take (see Important Note below). All students must either complete TCHL 540, 544, 548, 550, 554, and 558 or pass proficiency evaluations for these courses.

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

Program Requirements

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An Action Research Project for Teacher Leaders focusing on a classroom, school, or district issue is the capstone for the completion of the program.

During the first course in the program, TCHL 500 Foundations of Teacher Leadership, students will complete an assessment process that will be used in determining which TCHL core courses they must take (see Important Note below).

**All students must complete TCHL 545**

TCHL 500, 520, 530, and 560 are required for all students, and there are no proficiency evaluations that may be substituted for these courses. Courses below in boldface are required.

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

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

*Professional Education Core—9-16 hours*

- TCHL 500 Foundations of Teacher Leadership (3 hours)
- TCHL 530 Curriculum Development (3 hours)
- ~~TCHL 540 Classroom Instruction: Instructional Strategies (1 hour)~~
- ~~TCHL 544 Classroom Instruction: Equitable School and Community Partnerships (1 hour)~~
- ~~TCHL 548 Classroom Instruction: Managing the Learning Environment (1 hour)~~
- ~~TCHL 550 Student Assessment I: Fundamentals of Student Assessment (1 hour)~~

**and TCHL 555 or pass proficiency evaluations for these courses.** TCHL 500, 530, and 560 are required for all students, and there are no proficiency evaluations that may be substituted for these courses. Courses below in boldface are required.

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

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

*Professional Education Core—9-16 hours*

- TCHL 500 Foundations of Teacher Leadership (3 hours)
- TCHL 530 Curriculum Development (3 hours)
- TCHL 545 Classroom Instructional Strategies and Management (3 hours)**
- TCHL 555 School and Classroom Assessment (3 hours)**
- TCHL 559 Action Research Design (1 hour)**
- TCHL 560 Action Research Capstone for

<p><del>TCHL 554 Student Assessment II: Standardized Testing (1 hour)</del>  <del>TCHL 558 Student Assessment III: Classroom Tests and Instruments (2 hours)</del>  TCHL 560 Action Research Capstone for Teacher Leaders (3 hours)</p> <p><i>Mid-Point Assessment Requirements</i>  To ensure master’s candidates are proficient on Advanced Level Teacher Standards, it is recommended that a majority of the Critical Performances associated with the above TCHL courses be completed prior to the Specialization Component. Students must achieve an average of 3.0 on all Critical Performances and an average score of 3 on dispositions even though a candidate’s program of studies does not include the courses. Additional course work may be required based on the assessment results.</p> <p><i>Specialization Component—17-23 hours</i>  TCHL 520 Principles of Action Research for Teacher Leaders (3 hours)  Advisor-approved content-specific course (3 hours)  Electives: 11-17 hours  With advisor approval, students may select appropriate elective courses from: the discipline in which the student is certified; academic disciplines related to P-12 common core standards; CEBS content courses in exceptional education, interdisciplinary early childhood education, library media education, literacy, or psychology; and approved endorsements (e.g., English as a Second Language, Gifted and Talented Education, Environmental Education, Instructional Computer Technology).</p> <p><i>Total Program Hours: 32-39</i></p> <p><i>Program Completion Requirements:</i></p> <ul style="list-style-type: none"> <li>• Successfully complete TCHL 560 (Course grade of C or higher).</li> <li>• Give acceptable presentation of action research in an approved venue.</li> </ul>	<p>Teacher Leaders (3 hours)</p> <p><i>Mid-Point Assessment Requirements</i>  To ensure master’s candidates are proficient on Advanced Level Teacher Standards, it is recommended that a majority of the Critical Performances associated with the above TCHL courses be completed prior to the Specialization Component. Students must achieve an average of 3.0 on all Critical Performances and an average score of 3 on dispositions even though a candidate’s program of studies does not include the courses. Additional course work may be required based on the assessment results.</p> <p><i>Specialization Component—17-23 hours</i>  3 hours Advisor-approved content-specific course  <b>And</b>  <b>3 hours Advisor-approved content-specific course or content area methods course</b></p> <p>Electives: 11-17 hours  With advisor approval, students may select appropriate elective courses from: the discipline in which the student is certified; academic disciplines related to P-12 common core standards; CEBS content courses in exceptional education, interdisciplinary early childhood education, library media education, literacy, or psychology; and approved endorsements (e.g., English as a Second Language, Gifted and Talented Education, Environmental Education, Instructional Computer Technology).</p> <p><i>Total Program Hours: 32-39</i></p> <p><i>Program Completion Requirements:</i></p> <ul style="list-style-type: none"> <li>• Successfully complete TCHL 560 (Course grade of C or higher).</li> <li>• Give acceptable presentation of</li> </ul>
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<ul style="list-style-type: none"> <li>Achieve a minimum 2.5 GPA in course work.</li> </ul>	<ul style="list-style-type: none"> <li>action research in an approved venue.</li> <li>Achieve a minimum 2.5 GPA in course work.</li> </ul>
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**Current Program**

**Proposed Program**

Prefix	#	Course Title	Hrs.	Prefix	#	Course Title	Hrs.
<i>TCHL current courses are listed below.</i>				<i>The course below is proposed to take the place of TCHL 540, 544, and 548.</i>			
TCHL	540	Classroom Instruction: Instructional Strategies	(1 hour)	TCHL	545	Classroom Instructional Strategies	(3 hours)
TCHL	544	Classroom Instruction: Equitable School and Community Partnerships	(1 hour)				
TCHL	548	Classroom Instruction: Managing the Learning Environment	(1 hour)				
<i>TCHL current courses are listed below.</i>				<i>The course below is proposed to take the place of TCHL 550, 554, and 558.</i>			
TCHL	550	Student Assessment I: Fundamentals of Student Assessment	(1 hour)	TCHL	555	School and Classroom Assessment	(3 hours)
TCHL	554	Student Assessment II: Standardized Testing	(1 hour)				
TCHL	558	Student Assessment III: Classroom Tests and Instruments	(2 hours)				
				<b>The course below is proposed to be a new course in the TCHL program.</b>			
				TCHL	559	Action Research Design	(1 hour)
<i>Current Specialization Component Requirement Listed Below.</i>				<i>Proposed Specialization Component Requirement Listed Below.</i>			
TCHL	520	Principles of Action Research for Teacher Leaders	(3 hours)	<b>Advisor-approved Content Course or Content Methods Course</b>			
TOTALS		Credit Hours	(7	TOTALS		Credit Hours	(7



			hours)				hours)
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4. **Rationale for the proposed program change:** Since the implementation of the MAE Teacher Leader program in 2011, faculty has noted potential revisions and updates that would enhance the curriculum. Presently, the TCHL Professional Education Component includes the following courses:

**TCHL Instructional Strategy Course Sequence**

- TCHL 540 Classroom Instruction: Instructional Strategies (1 hour), TCHL 544 Classroom Instruction: Equitable School and Community Partnerships (1 hour), and TCHL 548 Classroom Instruction: Managing the Learning Environment (1 hour)

**TCHL Assessment Course Sequence**

- TCHL 550 Student Assessment I: Fundamentals of Student Assessment (1 hour), TCHL 554 Student Assessment II: Standardized Testing (1 hour), and TCHL 558 Student Assessment III: Classroom Tests and Instruments (2 hours)

*The rationale for both of the above two bullets follows:*

The content within these core courses is delivered through five one hour courses and one two hour course. The nature of this course design has proven to be problematic for students as it seems to be difficult to make connections and recall concepts from previous courses. The “starting and stopping” of the current courses make the presentation of content disjointed or fragmented rather than the seamless type of delivery a three hour course could offer the students. The proposed revision would collapse the content from the one hour courses in the first bullet above to a three hour course. In the second bullet the proposed revision would collapse the content from the one hour courses and two hour course to a three hour course. Proficiency Evaluations will be available for TCHL 545 Classroom Instructional Strategies (3 hours) and TCHL 555 School and Classroom Assessment (3 hours) just as they were available for the courses they are replacing.

**TCHL Proposed New Course**

- **TCHL 559 Action Research Design**

TCHL 559 Action Research Design is proposed to be a new course in the TCHL Professional Education Component and would be a prerequisite for the capstone course, TCHL 560 Action Research for Teacher Leaders. TCHL 559 would provide students the opportunity to prepare for TCHL 560 by completing the IRB process along with other requirements meant to create a strong foundation for success in TCHL 560. The addition of TCHL 559 to the TCHL Professional Education Component will not increase the number of hours required in that component as the assessment course requirement will be reduced from four hours to three hours in this revision (see second bullet above) leaving the one hour to create the new course, TCHL 559, to add as a part of the TCHL Professional Education Component.



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

Contact Person: Dr. Rebecca Stobaugh, [Rebecca.stobaugh@wku.edu](mailto:Rebecca.stobaugh@wku.edu), 745-4497

**1. Identification of program:**

- 1.1 Current program reference number: #0431
- 1.2 Current program title: Non-Degree Planned Fifth-Year/Rank II: Middle Grades for Teacher Leaders
- 1.3 Credit hours: 32-39 hours

**2. Identification of the proposed program changes:** Revision of TCHL core courses:

**Revision of TCHL core courses:**

- TCHL 540 Classroom Instruction: Instructional Strategies (1 hour), TCHL 544 Classroom Instruction: Equitable School and Community Partnerships (1 hour), and TCHL 548 Classroom Instruction: Managing the Learning Environment (1 hour) will be replaced with TCHL 545 Classroom Instructional Strategies (3 hours)
- TCHL 550 Student Assessment I: Fundamentals of Student Assessment (1 hour), TCHL 554 Student Assessment II: Standardized Testing (1 hour), and TCHL 558 Student Assessment III: Classroom Tests and Instruments (2 hours) will be replaced with TCHL 555 School and Classroom Assessment (3 hours)
- Add new course TCHL 559 Action Research Design (1 hour)

**Revision of Specialization Component Requirement:**

- TCHL 520 Principles of Action Research for Teacher Leaders (3 hours) will be replaced an Advisor-approved Content Course or Content Methods Course (3 hours)

**3. Detailed program description:**

Current Program	Proposed Program (proposed revisions are noted in bold text)
Non-Degree Planned Fifth-Year/Rank II: Middle Grades for Teacher Leaders, Ref. #0431  <u>Admission Requirements</u> Applicants must have or be eligible for a teaching certificate* for Middle Grades (Grades 5-9).	Non-Degree Planned Fifth-Year/Rank II: Middle Grades for Teacher Leaders, Ref. #0431  <u>Admission Requirements</u> Applicants must have or be eligible for a teaching certificate* for Middle Grades (Grades 5-9).

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

#### Program Requirements

This program is designed to develop Teacher Leaders who can positively impact student learning in their classrooms and schools. Courses and experiences include Professional Learning Communities in which students interact with other graduate students from various content areas and grade levels to discuss and work on real world challenges and promising practices they encounter in schools.

The program is divided into two instructional components. The first component, Professional Education, provides advanced level pedagogy, leadership, and content related to Kentucky Teacher Standards and applicable to all P-12 teachers working in the wide gamut of developmental levels and content areas.

The second component, Specialization, directs the candidate into an individual program in content, pedagogy, and/or areas of professional growth concurrent with the goals of each candidate. An Action Research Project for Teacher Leaders, focusing on a classroom, school, or district issue, is the capstone for the completion of the program.

During the first course in the program, TCHL 500 Foundations of Teacher Leadership, students will complete an assessment process that will be used in determining which TCHL core courses they must take (see Important Note below). All students must either complete TCHL 540, 544, 548, 550, 554, and 558 or pass proficiency evaluations for these courses.

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

#### Program Requirements

This program is designed to develop Teacher Leaders who can positively impact student learning in their classrooms and schools. Courses and experiences include Professional Learning Communities in which students interact with other graduate students from various content areas and grade levels to discuss and work on real world challenges and promising practices they encounter in schools.

The program is divided into two instructional components. The first component, Professional Education, provides advanced level pedagogy, leadership, and content related to Kentucky Teacher Standards and applicable to all P-12 teachers working in the wide gamut of developmental levels and content areas.

The second component, Specialization, directs the candidate into an individual program in content, pedagogy, and/or areas of professional growth concurrent with the goals of each candidate. An Action Research Project for Teacher Leaders, focusing on a classroom, school, or district issue, is the capstone for the completion of the program.

During the first course in the program, TCHL 500 Foundations of Teacher Leadership, students will complete an assessment process that will be used in determining which TCHL core courses they must take (see Important Note below). **All students must complete TCHL 545 and TCHL 555 or pass proficiency evaluations for these courses.** TCHL 500, 530, and 560

TCHL 500, 520, 530, and 560 are required for all students, and there are no proficiency evaluations that may be substituted for these courses. Courses below in boldface are required.

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

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

*Professional Education Core—9-16 hours*

- TCHL 500 Foundations of Teacher Leadership (3 hours)
- TCHL 530 Curriculum Development (3 hours)
- ~~TCHL 540 Classroom Instruction: Instructional Strategies (1 hour)~~
- ~~TCHL 544 Classroom Instruction: Equitable School and Community Partnerships (1 hour)~~
- ~~TCHL 548 Classroom Instruction: Managing the Learning Environment (1 hour)~~
- ~~TCHL 550 Student Assessment I: Fundamentals of Student Assessment (1~~

are required for all students, and there are no proficiency evaluations that may be substituted for these courses. Courses below in boldface are required.

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

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

*Professional Education Component—9-16 hours*

**All students must complete TCHL 545 and TCHL 555 or pass proficiency evaluations for these courses.**

- TCHL 500 Foundations of Teacher Leadership (3 hours)
- TCHL 530 Curriculum Development (3 hours)
- TCHL 545 Classroom Instructional Strategies (3 hours)**
- TCHL 555 School and Classroom Assessment (3 hours)**
- TCHL 559 Action Research Design (1**

<p>hour)  <del>TCHL 554 Student Assessment II: Standardized Testing (1 hour)</del>  <del>TCHL 558 Student Assessment III: Classroom Tests and Instruments (2 hours)</del>  TCHL 560 Action Research Capstone for Teacher Leaders (3 hours)</p> <p><i>Mid-Point Assessment Requirements</i>  To ensure master’s candidates are proficient on Advanced Level Teacher Standards, it is recommended that a majority of the Critical Performances associated with the above TCHL courses be completed prior to the Specialization Component. Students must achieve an average of 3.0 on all Critical Performances and an average score of 3 on dispositions even though a candidate’s program of studies does not include the courses.  Additional course work may be required based on the assessment results.  <i>Specialization Component—17-23 hours</i></p> <p>TCHL 520 – Principles of Action Research for Teacher Leaders (3 hours)  Advisor-approved education course (3 hours)  Advisor-approved content-specific course (3 hours)  Electives: 8-14 hours  With advisor approval, students may select appropriate elective courses from: the discipline in which the student is certified; academic disciplines related to P-12 common core standards; CEBS content courses in exceptional education, interdisciplinary early childhood education, library media education, literacy, or psychology; approved endorsements (e.g., English as a Second Language, Gifted and Talented Education, Environmental Education, Instructional Computer Technology).</p> <p><i>Total Program Hours: 32-39</i>  <i>Program Completion Requirements</i></p> <ul style="list-style-type: none"> <li>• Successfully complete TCHL 560</li> </ul>	<p>hour)  TCHL 560 Action Research Capstone for Teacher Leaders (3 hours)</p> <p><i>Mid-Point Assessment Requirements</i>  To ensure master’s candidates are proficient on Advanced Level Teacher Standards, it is recommended that a majority of the Critical Performances associated with the above TCHL courses be completed prior to the Specialization Component. Students must achieve an average of 3.0 on all Critical Performances and an average score of 3 on dispositions even though a candidate’s program of studies does not include the courses.  Additional course work may be required based on the assessment results.  <i>Specialization Component—17-23 hours</i></p> <p>3 hours Advisor-approved content-specific course  <b>And</b>  <b>3 hours Advisor-approved content-specific course or content area methods course</b></p> <p>Electives: 8-14 hours  With advisor approval, students may select appropriate elective courses from: the discipline in which the student is certified; academic disciplines related to P-12 common core standards; CEBS content courses in exceptional education, interdisciplinary early childhood education, library media education, literacy, or psychology; approved endorsements (e.g., English as a Second Language, Gifted and Talented Education, Environmental Education, Instructional Computer Technology).</p> <p><i>Total Program Hours: 32-39</i>  <i>Program Completion Requirements</i></p> <ul style="list-style-type: none"> <li>• Successfully complete TCHL 560 (Course grade of C or higher).</li> </ul>
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<p>(Course grade of C or higher).</p> <ul style="list-style-type: none"> <li>• Give acceptable presentation of action research in an approved venue.</li> <li>• Achieve a minimum 3.0 GPA overall and in program course work.</li> </ul>	<ul style="list-style-type: none"> <li>• Give acceptable presentation of action research in an approved venue.</li> <li>• Achieve a minimum 3.0 GPA overall and in program course work.</li> </ul>
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**Current Program**

**Proposed Program**

Prefix	#	Course Title	Hrs.	Prefix	#	Course Title	Hrs.
<i>TCHL current courses are listed below.</i>				<i>The course below is proposed to take the place of TCHL 540, 544, and 548.</i>			
TCHL	540	Classroom Instruction: Instructional Strategies	(1 hour)	TCHL	545	Classroom Instructional Strategies	(3 hours)
TCHL	544	Classroom Instruction: Equitable School and Community Partnerships	(1 hour)				
TCHL	548	Classroom Instruction: Managing the Learning Environment	(1 hour)				
<i>TCHL current courses are listed below.</i>				<i>The course below is proposed to take the place of TCHL 550, 554, and 558.</i>			
TCHL	550	Student Assessment I: Fundamentals of Student Assessment	(1 hour)	TCHL	555	School and Classroom Assessment	(3 hours)
TCHL	554	Student Assessment II: Standardized Testing	(1 hour)				
TCHL	558	Student Assessment III: Classroom Tests and Instruments	(2 hours)				
				<b>The course below is proposed to be a new course in the TCHL program.</b>			
				TCHL	559	Action Research Design	(1 hour)
<b>Current Specialization Component Requirement Listed Below.</b>				<b>Proposed Specialization Component Requirement Listed Below.</b>			
TCHL	520	Principles of Action Research for Teacher Leaders	(3 hours)	<b>Advisor-approved Content Course or Content Methods Course</b>			

TOTALS		Credit Hours	(7 hours)	TOTALS		Credit Hours	(7 hours)
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4. **Rationale for the proposed program change:** Since the implementation of the MAE Teacher Leader program in 2011, faculty has noted potential revisions and updates that would enhance the curriculum. Presently, the TCHL Professional Education Component includes the following courses:

**TCHL Instructional Strategy Course Sequence**

- TCHL 540 Classroom Instruction: Instructional Strategies (1 hour), TCHL 544 Classroom Instruction: Equitable School and Community Partnerships (1 hour), and TCHL 548 Classroom Instruction: Managing the Learning Environment (1 hour)

**TCHL Assessment Course Sequence**

- TCHL 550 Student Assessment I: Fundamentals of Student Assessment (1 hour), TCHL 554 Student Assessment II: Standardized Testing (1 hour), and TCHL 558 Student Assessment III: Classroom Tests and Instruments (2 hours)

*The rationale for both of the above two bullets follows:*

The content within these core courses is delivered through five one hour courses and one two hour course. The nature of this course design has proven to be problematic for students as it seems to be difficult to make connections and recall concepts from previous courses. The “starting and stopping” of the current courses make the presentation of content disjointed or fragmented rather than the seamless type of delivery a three hour course could offer the students. The proposed revision would collapse the content from the one hour courses in the first bullet above to a three hour course. In the second bullet the proposed revision would collapse the content from the one hour courses and two hour course to a three hour course. Proficiency Evaluations will be available for TCHL 545 Classroom Instructional Strategies (3 hours) and TCHL 555 School and Classroom Assessment (3 hours) just as they were available for the courses they are replacing.

**TCHL Proposed New Course**

- **TCHL 559 Action Research Design**

TCHL 559 Action Research Design is proposed to be a new course in the TCHL Professional Education Component and would be a prerequisite for the capstone course, TCHL 560 Action Research for Teacher Leaders. TCHL 559 would provide students the opportunity to prepare for TCHL 560 by completing the IRB process along with other requirements meant to create a strong foundation for success in TCHL 560. The addition of TCHL 559 to the TCHL Professional Education Component will not increase the number of hours required in that component as the assessment course requirement will be reduced from four hours to three hours in this revision (see second bullet above) leaving the one hour to create the new course, TCHL 559, to add as a part of the TCHL Professional Education Component.



### **Revision of Specialization Component Requirement**

- **TCHL 520 Principles of Action Research for Teacher Leaders (3 hours) will be replaced an Advisor-approved Elementary Education Content Course (3 hours)**

The Advisor-approved Content Course or Content Methods Course (3 hours) is proposed to replace the current required TCHL 520 Principles of Action Research for Teacher Leaders (3 hours) in the Specialization Component for Middle Grades Education majors. In the current program some students are required to take 6 hours of research courses when including TCHL 520 Principles of Action Research for Teacher Leaders (3 hours). In the proposed requirements, students will be required to take 4 hours of research courses (TCHL 560 Action Research Capstone for Teacher Leaders, 3 hours and TCHL 559 Action Research Design, 1 hour). In the proposed program one Advisor-approved Content Course or Content Methods course will be required in place of TCHL 520 Principles of Action Research for Teacher Leaders (3 hours). (*Note: TCHL 520 is not a TCHL Core Course.*)

Proficiency Evaluations will be available for TCHL 545 Classroom Instructional Strategies (3 hours) and TCHL 555 School and Classroom Assessment (3 hours) just as they were available for the courses they are replacing.

These proposed revisions do not change or revise the MAE Teacher Leader Framework. The same learning outcomes are required of students in these proposed revisions that were required in the original course proposals. The learning outcomes support the framework and spirit of the teacher leader design.

- 5. Proposed term for implementation and special provisions (if applicable):**  
Fall 2014

- 6. Dates of prior committee approvals:**

School of Teacher Education December 11, 2013

College Curriculum Committee February 4, 2014

Professional Education Council (if applicable)

Graduate Council

University Senate

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

Contact Person: Dr. Lisa D. Murley, lisa.murley@ wku.edu, 745-8822

**1. Identification of program:**

- 1.1 Current program reference number: #0430
- 1.2 Current program title: Non-Degree Planned Fifth-Year/Rank II: Elementary Education for Teacher Leaders
- 1.3 Credit hours: 32 hours

**2. Identification of the proposed program changes:**

**Revision of TCHL Core Courses:**

- TCHL 540 Classroom Instruction: Instructional Strategies (1 hour), TCHL 544 Classroom Instruction: Equitable School and Community Partnerships (1 hour), and TCHL 548 Classroom Instruction: Managing the Learning Environment (1 hour) will be replaced with TCHL 545 Classroom Instructional Strategies (3 hours)
- TCHL 550 Student Assessment I: Fundamentals of Student Assessment (1 hour), TCHL 554 Student Assessment II: Standardized Testing (1 hour), and TCHL 558 Student Assessment III: Classroom Tests and Instruments (2 hours) will be replaced with TCHL 555 School and Classroom Assessment (3 hours)
- Add new course TCHL 559 Action Research Design (1 hour)

**Revision of Specialization Component Requirement**

- TCHL 520 Principles of Action Research for Teacher Leaders (3 hours) will be replaced an Advisor-approved Elementary Education Content Course (3 hours)

**3. Detailed program description:**

<b>Current Program</b>	<b>Proposed Program (proposed revisions are noted in bold text)</b>
Non-Degree Planned Fifth-Year/Rank II: Elementary Education for Teacher Leaders, Ref. #0430 <u>Admission Requirement:</u> Applicants to the Non-Degree Planned Fifth-Year/Rank II Elementary Education program must have or be eligible for a teaching certificate for elementary education. Applicants whose certificates have expired may be admitted, but they may enroll for only six hours before they must apply to the EPSB	Non-Degree Planned Fifth-Year/Rank II: Elementary Education for Teacher Leaders, Ref. #0430 <u>Admission Requirement:</u> Applicants to the Non-Degree Planned Fifth-Year/Rank II Elementary Education program must have or be eligible for a teaching certificate for elementary education. Applicants whose certificates have expired may be admitted, but they may enroll for only six hours before they must apply to the EPSB

for re-issued certificates. After completion of six hours, a student admitted with an expired certificate must submit a copy of the re-issued certificate before being allowed to register for any additional courses.

Degree Requirements—32 hours

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

An Action Research Project for Teacher Leaders focusing on a classroom, school, or district issue is the capstone for the completion of the program.

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

*Important Note: While enrolled in TCHL 500, master's candidates will use several*

for re-issued certificates. After completion of six hours, a student admitted with an expired certificate must submit a copy of the re-issued certificate before being allowed to register for any additional courses.

Degree Requirements—32 hours

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

An Action Research Project for Teacher Leaders focusing on a classroom, school, or district issue is the capstone for the completion of the program.

During the first course in the program, TCHL 500 Foundations of Teacher Leadership, students will complete an assessment process that will be used in determining which TCHL core courses they must take (see Important Note below). **All students must complete TCHL 545 and TCHL 555 or pass proficiency evaluations for these courses.** TCHL 500, 520, 530, and 560 are required for all students, and there are no proficiency evaluations that may be substituted for these courses.

*Important Note: While enrolled in TCHL 500, master's candidates will use several*

*documents, including their KTIP assessments or in-kind examples, dispositions self-surveys, referrals from school personnel, and their respective School Improvement Plan, to develop with their respective program advisors individualized programs of study of 30-31 hours related to Kentucky Teacher Standards and professional goals. Each student's program of study will include some or all of the TCHL courses, plus additional education-related or content courses. Courses below in boldface are required.*

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

Professional Education Component—9-16 hours

TCHL 500 Foundations of Teacher Leadership (3 hours)

TCHL 530 Curriculum Development (3 hours)

TCHL 540 Classroom Instruction:

Instructional Strategies (1 hour)

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

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

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

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

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

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

Mid-Point Assessment Requirements

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

*documents, including their KTIP assessments or in-kind examples, dispositions self-surveys, referrals from school personnel, and their respective School Improvement Plan, to develop with their respective program advisors individualized programs of study of 30-31 hours related to Kentucky Teacher Standards and professional goals. Each student's program of study will include some or all of the TCHL courses, plus additional education-related or content courses. Courses below in boldface are required.*

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

Professional Education Component—9-16 hours

TCHL 500 Foundations of Teacher Leadership (3 hours)

TCHL 530 Curriculum Development (3 hours)

**TCHL 545 Classroom Instructional Strategies (3 hours)**

**TCHL 555 School and Classroom Assessment (3 hours)**

**TCHL 559 Action Research Design (1 hour)**

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

Mid-Point Assessment Requirements

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

<p>Performances associated with the above TCHL courses be completed prior to the Specialization Component. Students must achieve an average of 3.0 on all Critical Performances and an average score of 3 on dispositions even though a candidate's program of studies does not include the courses. Additional course work may be required based on the assessment results.</p> <p><u>Specialization Component—16-23 hours</u>  TCHL 520 Principles of Action Research for Teacher Leaders (3 hours)  Advisor-approved content-specific course (3 hours)  Electives: 10-17 hours  Advisor-approved courses selected from discipline in which student is certified or related courses relevant to the student's professional needs and goals. In place of the content electives, students may substitute course work for endorsements (e.g., English as a Second Language, Gifted and Talented Education, Environmental Education, and Instructional Computer Technology or other approved endorsements) or for meeting prerequisites for Instructional Leader programs.</p> <p><u>Program Completion Requirements</u>  Candidates must successfully complete TCHL 560 – Action Research Capstone for Teacher Leaders (Course Grade of C or higher) and present research results in an approved venue. Candidates must achieve a minimum 3.0 GPA overall and in program course work.</p> <p>Total Program Hours: 32-39</p>	<p>Performances associated with the above TCHL courses be completed prior to the Specialization Component. Students must achieve an average of 3.0 on all Critical Performances and an average score of 3 on dispositions even though a candidate's program of studies does not include the courses. Additional course work may be required based on the assessment results.</p> <p><u>Specialization Component—16-23 hours</u>  <b>Advisor-approved Elementary Education content course (3 hours)</b>  Advisor-approved content-specific course (3 hours)  Electives: 10-17 hours  Advisor-approved courses selected from discipline in which student is certified or related courses relevant to the student's professional needs and goals (<b>e.g., TCHL 520 Principles of Action Research for Teacher Leaders, 3 hours</b>). In place of the content electives, students may substitute course work for endorsements (e.g., English as a Second Language, Gifted and Talented Education, Environmental Education, and Instructional Computer Technology or other approved endorsements) or for meeting prerequisites for Instructional Leader programs.</p> <p><u>Program Completion Requirements</u>  Candidates must successfully complete TCHL 560 – Action Research Capstone for Teacher Leaders (Course Grade of C or higher) and present research results in an approved venue. Candidates must achieve a minimum 3.0 GPA overall and in program course work.</p> <p>Total Program Hours: 32-39</p>
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**Current Program**

**Proposed Program**

Prefix	#	Course Title	Hrs.	Prefix	#	Course Title	Hrs.
<i>TCHL current courses are listed below.</i>				<i>The course below is proposed to take the place of TCHL 540, 544, and 548.</i>			
TCHL	540	Classroom	(1	TCHL	545	Classroom Instructional	(3

		Instruction: Instructional Strategies	hour)			<b>Strategies</b>	<b>hours)</b>
TCHL	544	Classroom Instruction: Equitable School and Community Partnerships	(1 hour)				
TCHL	548	Classroom Instruction: Managing the Learning Environment	(1 hour)				
<b><i>TCHL current courses are listed below.</i></b>				<b><i>The course below is proposed to take the place of TCHL 550, 554, and 558.</i></b>			
TCHL	550	Student Assessment I: Fundamentals of Student Assessment	(1 hour)	<b>TCHL</b>	<b>555</b>	<b>School and Classroom Assessment</b>	<b>(3 hours)</b>
TCHL	554	Student Assessment II: Standardized Testing	(1 hour)				
TCHL	558	Student Assessment III: Classroom Tests and Instruments	(2 hours)				
				<b><i>The course below is proposed to be a new course in the TCHL program.</i></b>			
				<b>TCHL</b>	<b>559</b>	<b>Action Research Design</b>	<b>(1 hour)</b>
<b><i>Current Specialization Component Requirement Listed Below.</i></b>				<b><i>Proposed Specialization Component Requirement Listed Below.</i></b>			
TCHL	520	TCHL 520 Principles of Action Research for Teacher Leaders	(3 hours)	<b>Elementary Education Advisor-approved Content Course</b>			<b>(3 hours)</b>
<b>TOTALS</b>		<b>Credit Hours</b>	<b>(10 hours)</b>	<b>TOTALS</b>		<b>Credit Hours</b>	<b>(10 hours)</b>

- 4. Rationale for the proposed program change:** Since the implementation of the Teacher Leader program in 2011, faculty noted potential revisions and updates that would enhance the curriculum. Presently, the TCHL Professional Education Component includes the following courses:

**TCHL Instructional Strategy Course Sequence**

- TCHL 540 Classroom Instruction: Instructional Strategies (1 hour),  
TCHL 544 Classroom Instruction: Equitable School and Community

Partnerships (1 hour), and TCHL 548 Classroom Instruction: Managing the Learning Environment (1 hour)

**TCHL Assessment Course Sequence**

- TCHL 550 Student Assessment I: Fundamentals of Student Assessment (1 hour), TCHL 554 Student Assessment II: Standardized Testing (1 hour), and TCHL 558 Student Assessment III: Classroom Tests and Instruments (2 hours)

*The rationale for both of the above two bullets follows:*

The content within these core courses is delivered through five one hour courses and one two hour course. The nature of this course design has proven to be problematic for students as it seems to be difficult to make connections and recall concepts from previous courses. The “starting and stopping” of the current courses make the presentation of content disjointed or fragmented rather than the seamless type of delivery a three hour course could offer the students. The proposed revision would collapse the content from the one hour courses in the first bullet above to a three hour course. In the second bullet the proposed revision would collapse the content from the one hour courses and two hour course to a three hour course. Proficiency Evaluations will be available for TCHL 545 Classroom Instructional Strategies (3 hours) and TCHL 555 School and Classroom Assessment (3 hours) just as they were available for the courses they are replacing.

**TCHL Proposed New Course**

- **TCHL 559 Action Research Design**

TCHL 559 Action Research Design is proposed to be a new course in the TCHL Professional Education Component and would be a prerequisite for the capstone course, TCHL 560 Action Research for Teacher Leaders. TCHL 559 would provide students the opportunity to prepare for TCHL 560 by completing the IRB process along with other requirements meant to create a strong foundation for success in TCHL 560. The addition of TCHL 559 to the TCHL Professional Education Component will not increase the number of hours required in that component as the assessment course requirement will be reduced from four hours to three hours in this revision (see second bullet above) leaving the one hour to create the new course, TCHL 559, to add as a part of the TCHL Professional Education Component.

**Revision of Specialization Component Requirement**

- **TCHL 520 Principles of Action Research for Teacher Leaders (3 hours) will be replaced an Advisor-approved Elementary Education Content Course (3 hours)**

The Advisor-approved Elementary Education Content Course (3 hours) is proposed to replace the current required TCHL 520 Principles of Action Research for Teacher Leaders (3 hours) in the Specialization Component. In the current program students are required to take 6 hours of research courses when including TCHL 520 Principles of Action Research for Teacher Leaders (3 hours). In the current program there are no Elementary Education Content Courses required, therefore, students could graduate and without taking an Elementary Education Content Course. In the proposed requirements, students will be required to take 4

hours of research courses (TCHL 560 Action Research Capstone for Teacher Leaders, 3 hours and TCHL 559 Action Research Design, 1 hour). In the proposed program one Elementary Education Advisor-approved Content Course will be required in place of TCHL 520 Principles of Action Research for Teacher Leaders (3 hours) and TCHL 520 will remain an option in the electives section of the Specialization Component. (*Note: TCHL 520 is not a TCHL Core Course.*)

These proposed revisions do not change or revise the MAE Teacher Leader Framework. The same learning outcomes are required of students in these proposed revisions that were required in the original course proposals. The learning outcomes support the framework and spirit of the teacher leader design.

**5. Proposed term for implementation and special provisions (if applicable):**  
Fall 2014

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

School of Teacher Education 12-11-13

College Curriculum Committee 2-4-14

Professional Education Council

Graduate Council

University Senate



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

Contact Person: Dr. Lisa D. Murley, lisa.murley@ wku.edu, 745-8822

**1. Identification of program:**

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

**2. Identification of the proposed program changes:**

**Revision of TCHL core courses:**

- TCHL 540 Classroom Instruction: Instructional Strategies (1 hour), TCHL 544 Classroom Instruction: Equitable School and Community Partnerships (1 hour), and TCHL 548 Classroom Instruction: Managing the Learning Environment (1 hour) will be replaced with TCHL 545 Classroom Instructional Strategies (3 hours)
- TCHL 550 Student Assessment I: Fundamentals of Student Assessment (1 hour), TCHL 554 Student Assessment II: Standardized Testing (1 hour), and TCHL 558 Student Assessment III: Classroom Tests and Instruments (2 hours) will be replaced with TCHL 555 School and Classroom Assessment (3 hours)
- Add new course TCHL 559 Action Research Design (1 hour)

**Revision of Specialization Component Requirement:**

- TCHL 520 Principles of Action Research for Teacher Leaders (3 hours) will be replaced an Advisor-approved Elementary Education Content Course (3 hours)

**3. Detailed program description:**

<b>Current Program</b>	<b>Proposed Program (proposed revisions are noted in bold text)</b>
<p>Master of Arts in Education: Elementary Education for Teacher Leaders, Ref. #0433</p> <p><u>Admission Requirement:</u> (<i>Criteria vary, depending on the student's undergraduate institution and GPA</i>):</p> <ul style="list-style-type: none"> <li>•Applicants who are alumni of WKU teacher preparation programs must submit a current, valid teaching certificate or Statement of Eligibility* for Elementary (Grades P-5).</li> </ul>	<p>Master of Arts in Education: Elementary Education for Teacher Leaders, Ref. #0433</p> <p><u>Admission Requirement:</u> (<i>Criteria vary, depending on the student's undergraduate institution and GPA</i>):</p> <ul style="list-style-type: none"> <li>•Applicants who are alumni of WKU teacher preparation programs must submit a current, valid teaching certificate or Statement of Eligibility* for Elementary (Grades P-5).</li> </ul>

<ul style="list-style-type: none"> <li>•Applicants with undergraduate degrees from all other accredited universities will be admitted without a qualifying GRE score if they have a minimum 2.75 GPA for all previous coursework (undergraduate and graduate) and a valid teaching certificate for elementary education. A copy of the certificate or statement of eligibility must be submitted with the application.</li> <li>•Applicants with undergraduate degrees from all other higher education accredited universities with a GPA lower than 2.75 (undergraduate and graduate) must achieve a GAP score <math>[(GRE-V + GRE-Q) + (GPA \times 100)]</math> of 550 or higher. The 550 score must include a GRE Verbal Reasoning score of 139 or higher, a GRE Quantitative Reasoning score of 139 or higher, and a GRE Analytical Writing score of 3.5 or higher. For GRE scores prior to August 1, 2011, a GAP score <math>(GRE \times \text{undergraduate GPA})</math> of 2200 or higher and a GRE Analytical Writing score of 3.5 or higher is required. In addition, applicants must have a valid teaching certificate for elementary education. A copy of the teaching certificate or statement of eligibility must be submitted with the application.</li> <li>•Applicants to the MAE program in Elementary Education must hold or be eligible to hold a teaching certificate at the elementary level OR have a valid elementary program on file with the Office of Teacher Services. (Note: Conversion program must be completed prior to or simultaneously with the MAE.)</li> </ul> <p><i>*Applicants whose certificates have expired may be admitted, but they may enroll for only six hours before they must apply to the EPSB for re-issued certificates. After completion of six hours, a student admitted with an expired certificate must submit a copy of the re-issued certificate before being allowed to register for any additional courses.</i></p> <p><u>Degree Requirements—30-31 hours</u> This program is designed to develop Teacher</p>	<ul style="list-style-type: none"> <li>•Applicants with undergraduate degrees from all other accredited universities will be admitted without a qualifying GRE score if they have a minimum 2.75 GPA for all previous coursework (undergraduate and graduate) and a valid teaching certificate for elementary education. A copy of the certificate or statement of eligibility must be submitted with the application.</li> <li>•Applicants with undergraduate degrees from all other higher education accredited universities with a GPA lower than 2.75 (undergraduate and graduate) must achieve a GAP score <math>[(GRE-V + GRE-Q) + (GPA \times 100)]</math> of 550 or higher. The 550 score must include a GRE Verbal Reasoning score of 139 or higher, a GRE Quantitative Reasoning score of 139 or higher, and a GRE Analytical Writing score of 3.5 or higher. For GRE scores prior to August 1, 2011, a GAP score <math>(GRE \times \text{undergraduate GPA})</math> of 2200 or higher and a GRE Analytical Writing score of 3.5 or higher is required. In addition, applicants must have a valid teaching certificate for elementary education. A copy of the teaching certificate or statement of eligibility must be submitted with the application.</li> <li>•Applicants to the MAE program in Elementary Education must hold or be eligible to hold a teaching certificate at the elementary level OR have a valid elementary program on file with the Office of Teacher Services. (Note: Conversion program must be completed prior to or simultaneously with the MAE.)</li> </ul> <p><i>*Applicants whose certificates have expired may be admitted, but they may enroll for only six hours before they must apply to the EPSB for re-issued certificates. After completion of six hours, a student admitted with an expired certificate must submit a copy of the re-issued certificate before being allowed to register for any additional courses.</i></p> <p><u>Degree Requirements—30-31 hours</u> This program is designed to develop Teacher</p>
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<p>Leaders who can positively impact student learning in their classrooms and schools. Courses and experiences include Professional Learning Communities in which students interact with other graduate students from various content areas and grade levels to discuss and work on real world challenges and promising practices they encounter in schools. The program is divided into two instructional components. The first component, Professional Education, provides advanced level pedagogy, leadership, and content related to Kentucky Teacher Standards and applicable to all P-12 teachers working in a wide gamut of developmental levels and content areas. The second component, Specialization, directs the candidate into an individual program in content, pedagogy, and/or areas of professional growth concurrent with the goals of each candidate.</p> <p>An Action Research Project for Teacher Leaders focusing on a classroom, school, or district issue is the capstone for the completion of the program.</p> <p>During the first course in the program, TCHL 500 Foundations of Teacher Leadership, students will complete an assessment process that will be used in determining which TCHL core courses they must take (see Important Note below). All students must either complete TCHL 540, 544, 548, 550, 554, and 558 or pass proficiency evaluations for these courses. TCHL 500, 520, 530, and 560 are required for all students, and there are no proficiency evaluations that may be substituted for these courses.</p> <p><i>Important Note: While enrolled in TCHL 500, master's candidates will use several documents, including their KTIP assessments or in-kind examples, dispositions self-surveys, referrals from school personnel, and their respective School Improvement Plan, to develop with their respective program advisors individualized programs of study of 30-31 hours related to Kentucky Teacher Standards and professional goals. Each student's</i></p>	<p>Leaders who can positively impact student learning in their classrooms and schools. Courses and experiences include Professional Learning Communities in which students interact with other graduate students from various content areas and grade levels to discuss and work on real world challenges and promising practices they encounter in schools. The program is divided into two instructional components. The first component, Professional Education, provides advanced level pedagogy, leadership, and content related to Kentucky Teacher Standards and applicable to all P-12 teachers working in a wide gamut of developmental levels and content areas. The second component, Specialization, directs the candidate into an individual program in content, pedagogy, and/or areas of professional growth concurrent with the goals of each candidate.</p> <p>An Action Research Project for Teacher Leaders focusing on a classroom, school, or district issue is the capstone for the completion of the program.</p> <p>During the first course in the program, TCHL 500 Foundations of Teacher Leadership, students will complete an assessment process that will be used in determining which TCHL core courses they must take (see Important Note below). <b>All students must complete TCHL 545 and TCHL 555 or pass proficiency evaluations for these courses.</b> TCHL 500, 520, 530, and 560 are required for all students, and there are no proficiency evaluations that may be substituted for these courses.</p> <p><i>Important Note: While enrolled in TCHL 500, master's candidates will use several documents, including their KTIP assessments or in-kind examples, dispositions self-surveys, referrals from school personnel, and their respective School Improvement Plan, to develop with their respective program advisors individualized programs of study of 30-31 hours related to Kentucky Teacher Standards and professional goals. Each student's</i></p>
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*program of study will include some or all of the TCHL courses, plus additional education-related or content courses. Courses below in boldface are required.*

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

Professional Education Component—9-16 hours

TCHL 500 Foundations of Teacher Leadership (3 hours)

TCHL 530 Curriculum Development (3 hours)

TCHL 540 Classroom Instruction: Instructional Strategies (1 hour)

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

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

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

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

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

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

Mid-Point Assessment Requirements

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

*program of study will include some or all of the TCHL courses, plus additional education-related or content courses. Courses below in boldface are required.*

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

Professional Education Component—9-16 hours

TCHL 500 Foundations of Teacher Leadership (3 hours)

TCHL 530 Curriculum Development (3 hours)

**TCHL 545 Classroom Instructional Strategies (3 hours)**

**TCHL 555 School and Classroom Assessment (3 hours)**

**TCHL 559 Action Research Design (1 hour)**

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

Mid-Point Assessment Requirements

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

<p>required based on the assessment results.</p> <p><u>Specialization Component—15-21 hours</u>  TCHL 520 Principles of Action Research for Teacher Leaders (3 hours)  Advisor-approved content-specific course (3 hours)  Electives: 9-15 hours  Advisor-approved courses selected from discipline in which student is certified or related courses relevant to the student’s professional needs and goals. In place of the content electives, students may substitute course work for endorsements (e.g., English as a Second Language, Gifted and Talented Education, Environmental Education, and Instructional Computer Technology or other approved endorsements) or for meeting prerequisites for Instructional Leader programs.</p> <p><u>Program Completion Requirements</u>  Candidates must successfully complete TCHL 560 – Action Research Capstone for Teacher Leaders (Course Grade of C or higher) and present research results in an approved venue. Candidates must achieve a minimum 3.0 GPA overall and in program course work.</p>	<p>required based on the assessment results.</p> <p><u>Specialization Component—15-21 hours</u>  <b>Advisor-approved Elementary Education content course (3 hours)</b>  Electives: 9-15 hours  Advisor-approved courses selected from discipline in which student is certified or related courses relevant to the student’s professional needs and goals. In place of the content electives, students may substitute course work for endorsements (e.g., English as a Second Language, Gifted and Talented Education, Environmental Education, and Instructional Computer Technology or other approved endorsements) or for meeting prerequisites for Instructional Leader programs.</p> <p><u>Program Completion Requirements</u>  Candidates must successfully complete TCHL 560 – Action Research Capstone for Teacher Leaders (Course Grade of C or higher) and present research results in an approved venue. Candidates must achieve a minimum 3.0 GPA overall and in program course work.</p>
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**Current Program**

**Proposed Program**

Prefix	#	Course Title	Hrs.	Prefix	#	Course Title	Hrs.
<i>TCHL current courses are listed below.</i>				<i>The course below is proposed to take the place of TCHL 540, 544, and 548.</i>			
TCHL	540	Classroom Instruction: Instructional Strategies	(1 hour)	TCHL	545	Classroom Instructional Strategies	(3 hours)
TCHL	544	Classroom Instruction: Equitable School and Community Partnerships	(1 hour)				
TCHL	548	Classroom Instruction:	(1 hour)				

		Managing the Learning Environment					
<b><i>TCHL current courses are listed below.</i></b>				<b><i>The course below is proposed to take the place of TCHL 550, 554, and 558.</i></b>			
TCHL	550	Student Assessment I: Fundamentals of Student Assessment	(1 hour)	TCHL	555	School and Classroom Assessment	(3 hours)
TCHL	554	Student Assessment II: Standardized Testing	(1 hour)				
TCHL	558	Student Assessment III: Classroom Tests and Instruments	(2 hours)				
				<b><i>The course below is proposed to be a new course in the TCHL program.</i></b>			
				TCHL	559	Action Research Design	(1 hour)
<b><i>Current Specialization Component Requirement Listed Below.</i></b>				<b><i>Proposed Specialization Component Requirement Listed Below.</i></b>			
TCHL	520	Principles of Action Research for Teacher Leaders	(3 hours)	<b><i>Elementary Education Advisor-approved Content Course</i></b>			
TOTALS		Credit Hours	(7 hours)	TOTALS		Credit Hours	(7 hours)

4. **Rationale for the proposed program change:** Since the implementation of the MAE Teacher Leader program in 2011, faculty has noted potential revisions and updates that would enhance the curriculum. Presently, the TCHL Professional Education Component includes the following courses:

**TCHL Instructional Strategy Course Sequence**

- TCHL 540 Classroom Instruction: Instructional Strategies (1 hour), TCHL 544 Classroom Instruction: Equitable School and Community Partnerships (1 hour), and TCHL 548 Classroom Instruction: Managing the Learning Environment (1 hour)

**TCHL Assessment Course Sequence**

- TCHL 550 Student Assessment I: Fundamentals of Student Assessment (1 hour), TCHL 554 Student Assessment II: Standardized Testing (1 hour), and TCHL 558 Student Assessment III: Classroom Tests and Instruments (2 hours)

*The rationale for both of the above two bullets follows:*

The content within these core courses is delivered through five one hour courses and one two hour course. The nature of this course design has proven to be problematic for students as it seems to be difficult to make connections and recall concepts from previous courses. The “starting and stopping” of the current

courses make the presentation of content disjointed or fragmented rather than the seamless type of delivery a three hour course could offer the students. The proposed revision would collapse the content from the one hour courses in the first bullet above to a three hour course. In the second bullet the proposed revision would collapse the content from the one hour courses and two hour course to a three hour course. Proficiency Evaluations will be available for TCHL 545 Classroom Instructional Strategies (3 hours) and TCHL 555 School and Classroom Assessment (3 hours) just as they were available for the courses they are replacing.

#### **TCHL Proposed New Course**

- **TCHL 559 Action Research Design**

TCHL 559 Action Research Design is proposed to be a new course in the TCHL Professional Education Component and would be a prerequisite for the capstone course, TCHL 560 Action Research for Teacher Leaders. TCHL 559 would provide students the opportunity to prepare for TCHL 560 by completing the IRB process along with other requirements meant to create a strong foundation for success in TCHL 560. The addition of TCHL 559 to the TCHL Professional Education Component will not increase the number of hours required in that component as the assessment course requirement will be reduced from four hours to three hours in this revision (see second bullet above) leaving the one hour to create the new course, TCHL 559, to add as a part of the TCHL Professional Education Component.

#### **Revision of Specialization Component Requirement**

- **TCHL 520 Principles of Action Research for Teacher Leaders (3 hours) will be replaced an Advisor-approved Elementary Education Content Course (3 hours)**

The Advisor-approved Elementary Education Content Course (3 hours) is proposed to replace the current required TCHL 520 Principles of Action Research for Teacher Leaders (3 hours) in the Specialization Component. In the current program students are required to take 6 hours of research courses when including TCHL 520 Principles of Action Research for Teacher Leaders (3 hours). In the current program there are no Elementary Education Content Courses required, therefore, students could graduate and without taking an Elementary Education Content Course. In the proposed requirements, students will be required to take 4 hours of research courses (TCHL 560 Action Research Capstone for Teacher Leaders, 3 hours and TCHL 559 Action Research Design, 1 hour). In the proposed program one Elementary Education Advisor-approved Content Course will be required in place of TCHL 520 Principles of Action Research for Teacher Leaders (3 hours) and TCHL 520 will remain an option in the electives section of the Specialization Component. (*Note: TCHL 520 is not a TCHL Core Course.*)

Proficiency Evaluations will be available for TCHL 545 Classroom Instructional Strategies (3 hours) and TCHL 555 School and Classroom Assessment (3 hours) just as they were available for the courses they are replacing.

These proposed revisions do not change or revise the MAE Teacher Leader Framework. The same learning outcomes are required of students in these proposed revisions that were required in the original course proposals. The learning outcomes support the framework and spirit of the teacher leader design.

**5. Proposed term for implementation and special provisions (if applicable):**  
Fall 2014

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

School of Teacher Education 12-11-2013

College Curriculum Committee 2-5-2014

Professional Education Council

Graduate Council

University Senate



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

Contact Person: Dr. Rebecca Stobaugh, [Rebecca.stobaugh@wku.edu](mailto:Rebecca.stobaugh@wku.edu), 745-4497

**1. Identification of program:**

- 1.1 Current program reference number: #0434
- 1.2 Current program title: Master of Arts in Education: Middle Grades Education for Teacher Leaders
- 1.3 Credit hours: 30-37 hours

**2. Identification of the proposed program changes:** Revision of TCHL core courses:

**Revision of TCHL core courses:**

- TCHL 540 Classroom Instruction: Instructional Strategies (1 hour), TCHL 544 Classroom Instruction: Equitable School and Community Partnerships (1 hour), and TCHL 548 Classroom Instruction: Managing the Learning Environment (1 hour) will be replaced with TCHL 545 Classroom Instructional Strategies (3 hours)
- TCHL 550 Student Assessment I: Fundamentals of Student Assessment (1 hour), TCHL 554 Student Assessment II: Standardized Testing (1 hour), and TCHL 558 Student Assessment III: Classroom Tests and Instruments (2 hours) will be replaced with TCHL 555 School and Classroom Assessment (3 hours)
- Add new course TCHL 559 Action Research Design (1 hour)

**Revision of Specialization Component Requirement:**

- TCHL 520 Principles of Action Research for Teacher Leaders (3 hours) will be replaced an Advisor-approved Content Course or Content Methods Course (3 hours)

**3. Detailed program description:**

Current Program	Proposed Program <b>(proposed revisions are noted in bold text)</b>
Master of Arts in Education: Middle Grades Education for Teacher Leaders, Ref. #0434  <u>Admission Requirements</u> Criteria vary, depending on the student's undergraduate institution and GPA: <ul style="list-style-type: none"> <li>• Applicants who are alumni of WKU teacher preparation programs must</li> </ul>	Master of Arts in Education: Middle Grades Education for Teacher Leaders, Ref. #0434  <u>Admission Requirements</u> Criteria vary, depending on the student's undergraduate institution and GPA: <ul style="list-style-type: none"> <li>• Applicants who are alumni of WKU teacher preparation programs must</li> </ul>

submit a current, valid teaching certificate or Statement of Eligibility\* for Middle Grades (Grades 5-9).

- Applicants with undergraduate degrees from all other accredited universities will be admitted without a qualifying GRE score if they have a minimum 2.75 GPA for all previous coursework (undergraduate and graduate) and a valid teaching certificate for middle grades education. A copy of the certificate must be submitted with the application.
- Applicants with undergraduate degrees from all other accredited universities with a GPA lower than 2.75 (undergraduate and graduate) must achieve a GAP score  $[(GRE-V + GRE-Q) + (GPA \times 100)]$  of 550 or higher. The 550 score must include a GRE Verbal Reasoning score of 139 or higher, a GRE Quantitative Reasoning score of 139 or higher, and a GRE Analytical Writing score of 3.5 or higher. For GRE scores prior to August 1, 2011, a GAP score  $(GRE \times \text{undergraduate GPA})$  of 2200 or higher and a GRE Analytical Writing score of 3.5 or higher is required. In addition, applicants must have a valid teaching certificate. A copy of the teaching certificate or statement of eligibility must be submitted with the application.
- Applicants to the MAE program in Middle Grades must hold or be eligible to hold a teaching certificate at the middle grades level OR have a valid middle grades program on file with the Office of Teacher Services. (Note: Conversion program must be completed prior to or simultaneously with the MAE.)

*\*Applicants whose certificates have expired may be admitted, but they may enroll for only six hours before they must*

submit a current, valid teaching certificate or Statement of Eligibility\* for Middle Grades (Grades 5-9).

- Applicants with undergraduate degrees from all other accredited universities will be admitted without a qualifying GRE score if they have a minimum 2.75 GPA for all previous coursework (undergraduate and graduate) and a valid teaching certificate for middle grades education. A copy of the certificate must be submitted with the application.
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- Applicants to the MAE program in Middle Grades must hold or be eligible to hold a teaching certificate at the middle grades level OR have a valid middle grades program on file with the Office of Teacher Services. (Note: Conversion program must be completed prior to or simultaneously with the MAE.)

*\*Applicants whose certificates have expired may be admitted, but they may*

*apply to the EPSB for re-issued certificates. After completion of six hours, a student admitted with an expired certificate must submit a copy of the re-issued certificate before being allowed to register for any additional courses.*

Degree Requirements

This program is designed to develop Teacher Leaders who can positively impact student learning in their classrooms and schools. Courses and experiences include Professional Learning Communities in which students interact with other graduate students from various content areas and grade levels to discuss and work on real world challenges and promising practices they encounter in schools.

The program is divided into two instructional components. The first component, Professional Education, provides advanced level pedagogy, leadership, and content related to Kentucky Teacher Standards and applicable to all P-12 teachers working in the wide gamut of developmental levels and content areas.

The second component, Specialization, directs the candidate into an individual program in content, pedagogy, and/or areas of professional growth concurrent with the goals of each candidate.

An Action Research Project for Teacher Leaders, focusing on a classroom, school, or district issue, is the capstone for the completion of the program.

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

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

Degree Requirements

This program is designed to develop Teacher Leaders who can positively impact student learning in their classrooms and schools. Courses and experiences include Professional Learning Communities in which students interact with other graduate students from various content areas and grade levels to discuss and work on real world challenges and promising practices they encounter in schools.

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An Action Research Project for Teacher Leaders, focusing on a classroom, school, or district issue, is the capstone for the completion of the program.

During the first course in the program, TCHL 500 Foundations of Teacher Leadership, students will complete an assessment process that will be used in determining which TCHL core courses they must take (see Important Note below). **All students must complete TCHL 545 and TCHL 555 or pass proficiency evaluations for these courses.** TCHL 500, 530, and 560 are required for all

evaluations that may be substituted for these courses. Courses below in boldface are required.

*Important Note: While enrolled in TCHL 500, students will use several documents, including their KTIP assessments or in-kind examples, dispositions self-surveys, referrals from school personnel, and their respective School Improvement Plan, to develop with their respective program advisors individualized programs of study of 32 hours related to Kentucky Teacher Standards and professional goals. Each student's program of study will include some or all of the TCHL courses, plus additional education-related or content courses.*

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

*Professional Education Core—9-16 hours*

- TCHL 500 Foundations of Teacher Leadership (3 hours)
- TCHL 530 Curriculum Development (3 hours)
- ~~TCHL 540 Classroom Instruction: Instructional Strategies (1 hour)~~
- ~~TCHL 544 Classroom Instruction: Equitable School and Community Partnerships (1 hour)~~
- ~~TCHL 548 Classroom Instruction: Managing the Learning Environment (1 hour)~~
- ~~TCHL 550 Student Assessment I: Fundamentals of Student Assessment (1 hour)~~
- ~~TCHL 554 Student Assessment II: Standardized Testing (1 hour)~~

students, and there are no proficiency evaluations that may be substituted for these courses. Courses below in boldface are required.

*Important Note: While enrolled in TCHL 500, students will use several documents, including their KTIP assessments or in-kind examples, dispositions self-surveys, referrals from school personnel, and their respective School Improvement Plan, to develop with their respective program advisors individualized programs of study of 32 hours related to Kentucky Teacher Standards and professional goals. Each student's program of study will include some or all of the TCHL courses, plus additional education-related or content courses.*

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

*Professional Education Component—9-16 hours*

- TCHL 500 Foundations of Teacher Leadership (3 hours)
- TCHL 530 Curriculum Development (3 hours)
- TCHL 545 Classroom Instructional Strategies and Management (3 hours)**
- TCHL 555 School and Classroom Assessment (3 hours)**
- TCHL 559 Action Research Design (1 hour)**
- TCHL 560 Action Research Capstone for Teacher Leaders (3 hours)

TCHL 558 Student Assessment III: Classroom Tests and Instruments (2 hours)  
TCHL 560 Action Research Capstone for Teacher Leaders (3 hours)

Teacher Leaders (3 hours) *Mid-Point*

*Assessment Requirements*

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

*Specialization Component—14-21 hours*

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

Advisor-approved content-specific course (3 hours)

Electives: 8-15 hours

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

*Total Program Hours: 30-37*

*Program Completion Requirements*

- Successfully complete TCHL 560

*Mid-Point Assessment Requirements*

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

*Specialization Component—14-21 hours*

3 hours Advisor-approved content-specific course

**And**

**3 hours Advisor-approved content-specific course or content area methods course**

Electives: 8-15 hours

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

*Total Program Hours: 30-37*

*Program Completion Requirements*

- Successfully complete TCHL 560 (Course grade of C or higher).

<p>(Course grade of C or higher).</p> <ul style="list-style-type: none"> <li>• Give acceptable presentation of action research in an approved venue.</li> <li>• Achieve a minimum 3.0 GPA overall and in program course work.</li> </ul>	<ul style="list-style-type: none"> <li>• Give acceptable presentation of action research in an approved venue.</li> <li>• Achieve a minimum 3.0 GPA overall and in program course work.</li> </ul>
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**Current Program**

**Proposed Program**

Prefix	#	Course Title	Hrs.	Prefix	#	Course Title	Hrs.
<i>TCHL current courses are listed below.</i>				<i>The course below is proposed to take the place of TCHL 540, 544, and 548.</i>			
TCHL	540	Classroom Instruction: Instructional Strategies	(1 hour)	TCHL	545	Classroom Instructional Strategies	(3 hours)
TCHL	544	Classroom Instruction: Equitable School and Community Partnerships	(1 hour)				
TCHL	548	Classroom Instruction: Managing the Learning Environment	(1 hour)				
<i>TCHL current courses are listed below.</i>				<i>The course below is proposed to take the place of TCHL 550, 554, and 558.</i>			
TCHL	550	Student Assessment I: Fundamentals of Student Assessment	(1 hour)	TCHL	555	School and Classroom Assessment	(3 hours)
TCHL	554	Student Assessment II: Standardized Testing	(1 hour)				
TCHL	558	Student Assessment III: Classroom Tests and Instruments	(2 hours)				
				<b>The course below is proposed to be a new course in the TCHL program.</b>			
				TCHL	559	Action Research Design	(1 hour)
<b>Current Specialization Component Requirement Listed Below.</b>				<b>Proposed Specialization Component Requirement Listed Below.</b>			
TCHL	520	Principles of Action Research for Teacher Leaders	(3 hours)	<b>Advisor-approved Content Course or Content Methods Course</b>			

TOTALS		Credit Hours	(7 hours)	TOTALS		Credit Hours	(7 hours)
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4. **Rationale for the proposed program change:** Since the implementation of the MAE Teacher Leader program in 2011, faculty has noted potential revisions and updates that would enhance the curriculum. Presently, the TCHL Professional Education Component includes the following courses:

**TCHL Instructional Strategy Course Sequence**

- TCHL 540 Classroom Instruction: Instructional Strategies (1 hour), TCHL 544 Classroom Instruction: Equitable School and Community Partnerships (1 hour), and TCHL 548 Classroom Instruction: Managing the Learning Environment (1 hour)

**TCHL Assessment Course Sequence**

- TCHL 550 Student Assessment I: Fundamentals of Student Assessment (1 hour), TCHL 554 Student Assessment II: Standardized Testing (1 hour), and TCHL 558 Student Assessment III: Classroom Tests and Instruments (2 hours)

*The rationale for both of the above two bullets follows:*

The content within these core courses is delivered through five one hour courses and one two hour course. The nature of this course design has proven to be problematic for students as it seems to be difficult to make connections and recall concepts from previous courses. The “starting and stopping” of the current courses make the presentation of content disjointed or fragmented rather than the seamless type of delivery a three hour course could offer the students. The proposed revision would collapse the content from the one hour courses in the first bullet above to a three hour course. In the second bullet the proposed revision would collapse the content from the one hour courses and two hour course to a three hour course. Proficiency Evaluations will be available for TCHL 545 Classroom Instructional Strategies (3 hours) and TCHL 555 School and Classroom Assessment (3 hours) just as they were available for the courses they are replacing.

**TCHL Proposed New Course**

- **TCHL 559 Action Research Design**

TCHL 559 Action Research Design is proposed to be a new course in the TCHL Professional Education Component and would be a prerequisite for the capstone course, TCHL 560 Action Research for Teacher Leaders. TCHL 559 would provide students the opportunity to prepare for TCHL 560 by completing the IRB process along with other requirements meant to create a strong foundation for success in TCHL 560. The addition of TCHL 559 to the TCHL Professional Education Component will not increase the number of hours required in that component as the assessment course requirement will be reduced from four hours to three hours in this revision (see second bullet above) leaving the one hour to create the new course, TCHL 559, to add as a part of the TCHL Professional Education Component.

**Revision of Specialization Component Requirement**

- **TCHL 520 Principles of Action Research for Teacher Leaders (3 hours) will be replaced an Advisor-approved Elementary Education Content Course (3 hours)**

The Advisor-approved Content Course or Content Methods Course (3 hours) is proposed to replace the current required TCHL 520 Principles of Action Research for Teacher Leaders (3 hours) in the Specialization Component for Secondary Education majors. In the current program some students are required to take 6 hours of research courses when including TCHL 520 Principles of Action Research for Teacher Leaders (3 hours). In the proposed requirements, students will be required to take 4 hours of research courses (TCHL 560 Action Research Capstone for Teacher Leaders, 3 hours and TCHL 559 Action Research Design, 1 hour). In the proposed program one Advisor-approved Content Course or Content Methods course will be required in place of TCHL 520 Principles of Action Research for Teacher Leaders (3 hours). (*Note: TCHL 520 is not a TCHL Core Course.*)

Proficiency Evaluations will be available for TCHL 545 Classroom Instructional Strategies (3 hours) and TCHL 555 School and Classroom Assessment (3 hours) just as they were available for the courses they are replacing.

These proposed revisions do not change or revise the MAE Teacher Leader Framework. The same learning outcomes are required of students in these proposed revisions that were required in the original course proposals. The learning outcomes support the framework and spirit of the teacher leader design.

- 5. Proposed term for implementation and special provisions (if applicable):**  
Fall 2014

- 6. Dates of prior committee approvals:**

School of Teacher Education December 11, 2013

College Curriculum Committee February 4, 2014

Professional Education Council (if applicable)

Graduate Council

University Senate



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

Contact Person: Dr. Rebecca Stobaugh, [Rebecca.stobaugh@wku.edu](mailto:Rebecca.stobaugh@wku.edu), 745-4497

**1. Identification of program:**

- 1.1 Current program reference number: #0435 or #035
- 1.2 Current program title: Master of Arts in Education: Secondary Education for Teacher Leaders, Ref. #0435 or Secondary Education minor
- 1.3 Credit hours: 30-37 hours

**2. Identification of the proposed program changes:** Revision of TCHL core courses:

**Revision of TCHL core courses:**

- TCHL 540 Classroom Instruction: Instructional Strategies (1 hour), TCHL 544 Classroom Instruction: Equitable School and Community Partnerships (1 hour), and TCHL 548 Classroom Instruction: Managing the Learning Environment (1 hour) will be replaced with TCHL 545 Classroom Instructional Strategies (3 hours)
- TCHL 550 Student Assessment I: Fundamentals of Student Assessment (1 hour), TCHL 554 Student Assessment II: Standardized Testing (1 hour), and TCHL 558 Student Assessment III: Classroom Tests and Instruments (2 hours) will be replaced with TCHL 555 School and Classroom Assessment (3 hours)
- Add new course TCHL 559 Action Research Design (1 hour)

**Revision of Specialization Component Requirement:**

- TCHL 520 Principles of Action Research for Teacher Leaders (3 hours) will be replaced an Advisor-approved Content Course or Content Methods Course (3 hours) for Secondary Education majors

**3. Detailed program description:**

Current Program	Proposed Program (proposed revisions are noted in bold text)
<p>Master of Arts in Education: Secondary Education for Teacher Leaders, Ref. #0435 or Secondary Education minor, Ref. #035</p> <p><u>Admission Requirements</u> Criteria vary, depending on the student's undergraduate institution and GPA:</p> <ul style="list-style-type: none"> <li>• Applicants who are alumni of WKU teacher preparation programs must submit a current, valid teaching</li> </ul>	<p>Master of Arts in Education: Secondary Education for Teacher Leaders, Ref. #0435 or Secondary Education minor, Ref. #035</p> <p><u>Admission Requirements</u> Criteria vary, depending on the student's undergraduate institution and GPA:</p> <ul style="list-style-type: none"> <li>• Applicants who are alumni of WKU teacher preparation programs must submit a current, valid teaching</li> </ul>

certificate or Statement of Eligibility\* for Secondary (Grades 8-12, 5-12, or P-12).

- Applicants with undergraduate degrees from all other accredited universities will be admitted without a qualifying GRE score if they have a minimum 2.75 GPA for all previous coursework (undergraduate and graduate) and a valid teaching certificate for secondary education. A copy of the certificate must be submitted with the application.
- Applicants with undergraduate degrees from all other accredited universities with a GPA lower than 2.75(undergraduate and graduate) must achieve a GAP score [(GRE-V + GRE-Q) + (GPA x 100)] of 550 or higher. The 550 score must include a GRE Verbal Reasoning score of 139 or higher, a GRE Quantitative Reasoning score of 139 or higher, and a GRE Analytical Writing score of 3.5 or higher. For GRE scores prior to August 1, 2011, a GAP score (GRE x undergraduate GPA) of 2200 or higher and a GRE Analytical Writing score of 3.5 or higher is required. In addition, applicants must have a valid teaching certificate. A copy of the teaching certificate or statement of eligibility must be submitted with the application.
- Applicants to the MAE program in Secondary Education must hold or be eligible to hold a teaching certificate at the secondary level OR have a valid secondary program on file with the Office of Teacher Services. (Note: Conversion program must be completed prior to or simultaneously with the MAE.)

*\*Applicants whose certificates have expired may be admitted, but they may enroll for only six hours before they must*

certificate or Statement of Eligibility\* for Secondary (Grades 8-12, 5-12, or P-12).

- Applicants with undergraduate degrees from all other accredited universities will be admitted without a qualifying GRE score if they have a minimum 2.75 GPA for all previous coursework (undergraduate and graduate) and a valid teaching certificate for secondary education. A copy of the certificate must be submitted with the application.
- Applicants with undergraduate degrees from all other accredited universities with a GPA lower than 2.75(undergraduate and graduate) must achieve a GAP score [(GRE-V + GRE-Q) + (GPA x 100)] of 550 or higher. The 550 score must include a GRE Verbal Reasoning score of 139 or higher, a GRE Quantitative Reasoning score of 139 or higher, and a GRE Analytical Writing score of 3.5 or higher. For GRE scores prior to August 1, 2011, a GAP score (GRE x undergraduate GPA) of 2200 or higher and a GRE Analytical Writing score of 3.5 or higher is required. In addition, applicants must have a valid teaching certificate. A copy of the teaching certificate or statement of eligibility must be submitted with the application.
- Applicants to the MAE program in Secondary Education must hold or be eligible to hold a teaching certificate at the secondary level OR have a valid secondary program on file with the Office of Teacher Services. (Note: Conversion program must be completed prior to or simultaneously with the MAE.)

*\*Applicants whose certificates have*

*apply to the EPSB for re-issued certificates. After completion of six hours, a student admitted with an expired certificate must submit a copy of the re-issued certificate before being allowed to register for any additional courses.*

**Degree Requirements—30 hours**

This program is designed to develop Teacher Leaders who can positively impact student learning in their classrooms and schools. Courses and experiences include Professional Learning Communities in which students interact with other graduate students from various content areas and grade levels to discuss and work on real world challenges and promising practices they encounter in schools.

The program is divided into two instructional components. The first component, Professional Education, provides advanced level pedagogy, leadership, and content related to Kentucky Teacher Standards and applicable to all P-12 teachers working in the wide gamut of developmental levels and content areas.

The second component, Specialization, directs the candidate into an individual program in content, pedagogy, and/or areas of professional growth concurrent with the goals of each candidate.

An Action Research Project for Teacher Leaders focusing on a classroom, school, or district issue is the capstone for the completion of the program. During the first course in the program, TCHL 500 Foundations of Teacher Leadership, students will complete an assessment process that will be used in determining which TCHL core courses they must take (see Important Note below). All students must either complete TCHL 540, 544, 548, 550, 554, and 558 or pass proficiency evaluations for these courses. TCHL 500, 530, and 560 (or discipline-specific action research course) are required for all students, and there are no proficiency

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

**Degree Requirements—30 hours**

This program is designed to develop Teacher Leaders who can positively impact student learning in their classrooms and schools. Courses and experiences include Professional Learning Communities in which students interact with other graduate students from various content areas and grade levels to discuss and work on real world challenges and promising practices they encounter in schools.

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The second component, Specialization, directs the candidate into an individual program in content, pedagogy, and/or areas of professional growth concurrent with the goals of each candidate.

An Action Research Project for Teacher Leaders focusing on a classroom, school, or district issue is the capstone for the completion of the program. During the first course in the program, TCHL 500 Foundations of Teacher Leadership, students will complete an assessment process that will be used in determining which TCHL core courses they must take (see Important Note below).

**All students must complete TCHL 545 and TCHL 555 or pass proficiency**

evaluations that may be substituted for these courses.

Students must complete either a major or a minor in secondary education, and they typically complete a major or a minor in their respective certification disciplines. The following majors are permitted: art, biology, chemistry, history, music, and secondary education. This program permits minors in the following areas: agriculture, art, biology, business and marketing education, chemistry, earth and space science, English, family and consumer science, French, German, health, history, technology education, mathematics, physical education, physics, secondary education, and Spanish. The program may also be planned to include a certification endorsement for gifted education, English as a second language, environmental education, instructional computer technology, or other approved endorsements. This program requires 30-37 hours. Courses below in boldface are required.

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

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

**evaluations for these courses.** TCHL 500, 530, and 560 (or discipline-specific action research course) are required for all students, and there are no proficiency evaluations that may be substituted for these courses.

Students must complete either a major or a minor in secondary education, and they typically complete a major or a minor in their respective certification disciplines. The following majors are permitted: art, biology, chemistry, history, music, and secondary education. This program permits minors in the following areas: agriculture, art, biology, business and marketing education, chemistry, earth and space science, English, family and consumer science, French, German, health, history, technology education, mathematics, physical education, physics, secondary education, and Spanish. The program may also be planned to include a certification endorsement for gifted education, English as a second language, environmental education, instructional computer technology, or other approved endorsements. This program requires 30-37 hours. Courses below in boldface are required.

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

*Students are expected to enroll in*

*sequence of course work to meet their professional goals.*

*Professional Education Core—9-16 hours*

TCHL 500 Foundations of Teacher Leadership (3 hours)

TCHL 530 Curriculum Development (3 hours)

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

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

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

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

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

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

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

*Other Education Courses—3-9 hours*

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

Other advisor-approved education electives

*Specialization Component—12 hours*

3 hours Advisor-approved content-specific course

Electives: 9 hours

With advisor approval, students may select appropriate elective courses from: the discipline in which the student is certified; academic disciplines related to P-12 common core standards; CEBS content courses in exceptional education, interdisciplinary early childhood education, library media education, literacy, or psychology; approved endorsements (e.g., English as a Second Language, Gifted and Talented Education, Environmental Education, Instructional Computer Technology); and courses identified

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

*Professional Education Core—9-16 hours*

TCHL 500 Foundations of Teacher Leadership (3 hours)

TCHL 530 Curriculum Development (3 hours)

**TCHL 545 Classroom Instructional Strategies and Management (3 hours)**

**TCHL 555 School and Classroom Assessment (3 hours)**

**TCHL 559 Action Research Design (1 hour)**

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

*Specialization Component—15 hours*

3 hours Advisor-approved content-specific course

**And**

**3 hours Advisor-approved content-specific course or content area methods course**

Electives: 9 hours

With advisor approval, students may select appropriate elective courses from: the discipline in which the student is certified; academic disciplines related to P-12 common core standards; CEBS content courses in exceptional education, interdisciplinary early childhood education, library media education, literacy, or psychology; approved endorsements (e.g., English as a Second Language, Gifted and Talented Education, Environmental Education, Instructional Computer

as prerequisites for Instructional Leader programs. *Total Program Hours: 30-37*

**Secondary Education minor, Ref.#035**

*Content Area Specialization Component—18 hours* Contact advisor in major area for program information.

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

*Professional Education Core—9-16 hours*

TCHL 500 Foundations of Teacher Leadership (3 hours)

TCHL 530 Curriculum Development (3 hours)

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

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

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

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

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

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

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

*Education Electives—0-3 hours*

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

*Total Program Hours: 30-37*

*Mid-Point Assessment Requirements*

Technology); and courses identified as prerequisites for Instructional Leader programs. *Total Program Hours: 30-37*

**Secondary Education minor, Ref.#035**

*Content Area Specialization Component—18 hours* Contact advisor in major area for program information.

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

*Professional Education Core—9-16 hours*

TCHL 500 Foundations of Teacher Leadership (3 hours)

TCHL 530 Curriculum Development (3 hours)

**TCHL 545 Classroom Instructional Strategies and Management (3 hours)**

**TCHL 555 School and Classroom Assessment (3 hours)**

**TCHL 559 Action Research Design (1 hour)**

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

*Education Electives—0-3 hours*

Students who successfully complete the proficiency examinations for TCHL 540, TCHL 545, and/or TCHL 555 may substitute another education course with advisor approval.

*Total Program Hours: 30-37*

*Mid-Point Assessment Requirements*

To ensure master's candidates are proficient on Advanced Level Teacher Standards, it is recommended that a majority of the Critical Performances associated with the above TCHL courses be completed prior to the Specialization Component. Students must achieve an average of 3.0 on all Critical Performances and an average score of 3 on dispositions even though a candidate's program of

<p>To ensure master's candidates are proficient on Advanced Level Teacher Standards, it is recommended that a majority of the Critical Performances associated with the above TCHL courses be completed prior to the Specialization Component. Students must achieve an average of 3.0 on all Critical Performances and an average score of 3 on dispositions even though a candidate's program of studies does not include the courses. Additional course work may be required based on the assessment results.</p> <p><i>Program Completion Requirements</i></p> <ul style="list-style-type: none"> <li>• Successfully complete TCHL 560 (Course grade of C or higher) or approved discipline specific action research course.</li> <li>• Give acceptable presentation of action research in an approved venue.</li> <li>• Achieve a minimum 3.0 GPA overall and in program course work.</li> </ul>	<p>studies does not include the courses. Additional course work may be required based on the assessment results.</p> <p><i>Program Completion Requirements</i></p> <ul style="list-style-type: none"> <li>• Successfully complete TCHL 560 (Course grade of C or higher) or approved discipline specific action research course.</li> <li>• Give acceptable presentation of action research in an approved venue.</li> <li>• Achieve a minimum 3.0 GPA overall and in program course work.</li> </ul>
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### Current Program

### Proposed Program

Prefix	#	Course Title	Hrs.	Prefix	#	Course Title	Hrs.
<i>TCHL current courses are listed below.</i>				<i>The course below is proposed to take the place of TCHL 540, 544, and 548.</i>			
TCHL	540	Classroom Instruction: Instructional Strategies	(1 hour)	TCHL	545	Classroom Instructional Strategies	(3 hours)
TCHL	544	Classroom Instruction: Equitable School and Community Partnerships	(1 hour)				
TCHL	548	Classroom Instruction: Managing the Learning Environment	(1 hour)				
<i>TCHL current courses are listed below.</i>				<i>The course below is proposed to take the place of TCHL 550, 554, and 558.</i>			
TCHL	550	Student Assessment I: Fundamentals of	(1 hour)	TCHL	555	School and Classroom Assessment	(3 hours)

		Student Assessment					
TCHL	554	Student Assessment II: Standardized Testing	(1 hour)				
TCHL	558	Student Assessment III: Classroom Tests and Instruments	(2 hours)				
				<b>The course below is proposed to be a new course in the TCHL program.</b>			
				<b>TCHL</b>	<b>559</b>	<b>Action Research Design</b>	<b>(1 hour)</b>
<b><i>Current Specialization Component Requirement Listed Below.</i></b>				<b><i>Proposed Specialization Component Requirement Listed Below.</i></b>			
TCHL	520	Principles of Action Research for Teacher Leaders	(3 hours)	<b>Advisor-approved Content Course or Content Methods Course for Secondary Education majors</b>			
TOTALS		Credit Hours	(7 hours)	TOTALS		Credit Hours	<b>(7 hours)</b>

4. **Rationale for the proposed program change:** Since the implementation of the MAE Teacher Leader program in 2011, faculty has noted potential revisions and updates that would enhance the curriculum. Presently, the TCHL Professional Education Component includes the following courses:

**TCHL Instructional Strategy Course Sequence**

- TCHL 540 Classroom Instruction: Instructional Strategies (1 hour), TCHL 544 Classroom Instruction: Equitable School and Community Partnerships (1 hour), and TCHL 548 Classroom Instruction: Managing the Learning Environment (1 hour)

**TCHL Assessment Course Sequence**

- TCHL 550 Student Assessment I: Fundamentals of Student Assessment (1 hour), TCHL 554 Student Assessment II: Standardized Testing (1 hour), and TCHL 558 Student Assessment III: Classroom Tests and Instruments (2 hours)

*The rationale for both of the above two bullets follows:*

The content within these core courses is delivered through five one hour courses and one two hour course. The nature of this course design has proven to be problematic for students as it seems to be difficult to make connections and recall concepts from previous courses. The “starting and stopping” of the current courses make the presentation of content disjointed or fragmented rather than the seamless type of delivery a three hour course could offer the students. The proposed revision would collapse the content from the one hour courses in the first bullet above to a three hour course. In the second bullet the proposed revision would collapse the content from the one hour courses and two hour course to a three hour course. Proficiency Evaluations will be available for TCHL 545 Classroom Instructional Strategies (3 hours) and TCHL 555 School and



Classroom Assessment (3 hours) just as they were available for the courses they are replacing.

**TCHL Proposed New Course**

• **TCHL 559 Action Research Design**

TCHL 559 Action Research Design is proposed to be a new course in the TCHL Professional Education Component and would be a prerequisite for the capstone course, TCHL 560 Action Research for Teacher Leaders. TCHL 559 would provide students the opportunity to prepare for TCHL 560 by completing the IRB process along with other requirements meant to create a strong foundation for success in TCHL 560. The addition of TCHL 559 to the TCHL Professional Education Component will not increase the number of hours required in that component as the assessment course requirement will be reduced from four hours to three hours in this revision (see second bullet above) leaving the one hour to create the new course, TCHL 559, to add as a part of the TCHL Professional Education Component.

**Revision of Specialization Component Requirement**

• **TCHL 520 Principles of Action Research for Teacher Leaders (3 hours) will be replaced an Advisor-approved Elementary Education Content Course (3 hours)**

The Advisor-approved Content Course or Content Methods Course (3 hours) is proposed to replace the current required TCHL 520 Principles of Action Research for Teacher Leaders (3 hours) in the Specialization Component for Secondary Education majors. In the current program some students are required to take 6 hours of research courses when including TCHL 520 Principles of Action Research for Teacher Leaders (3 hours). In the proposed requirements, students will be required to take 4 hours of research courses (TCHL 560 Action Research Capstone for Teacher Leaders, 3 hours and TCHL 559 Action Research Design, 1 hour). In the proposed program one Advisor-approved Content Course or Content Methods course will be required in place of TCHL 520 Principles of Action Research for Teacher Leaders (3 hours). (*Note: TCHL 520 is not a TCHL Core Course.*)

Proficiency Evaluations will be available for TCHL 545 Classroom Instructional Strategies (3 hours) and TCHL 555 School and Classroom Assessment (3 hours) just as they were available for the courses they are replacing.

These proposed revisions do not change or revise the MAE Teacher Leader Framework. The same learning outcomes are required of students in these proposed revisions that were required in the original course proposals. The learning outcomes support the framework and spirit of the teacher leader design.

5. **Proposed term for implementation and special provisions (if applicable):**  
Fall 2014
6. **Dates of prior committee approvals:**

School of Teacher Education

December 11, 2013

College Curriculum Committee

February 4, 2014

Professional Education Council (if applicable)

Graduate Council

University Senate

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

Contact Person: Martha M. Day, [Martha.day@wku.edu](mailto:Martha.day@wku.edu), 270-745-4411

**1. Identification of program:**

- 1.1 Current program reference number: 774
- 1.2 Current program title: Science and Mathematics Education
- 1.3 Credit hours: 34

**2. Identification of the proposed program changes:**

The Science and Math Education (SMED) major may be completed only by students seeking certification as middle grades or secondary grades science or mathematics teachers. Each student must also meet all the requirements to earn a science or mathematics content major in addition to the SMED major. The SMED program is a shared program involving faculty from the College of Education and Behavioral Sciences and the Ogden College of Science and Engineering. Oversight of the SMED program are the responsibility of the SKyTeach Program Curriculum Committee, and SMED courses are administered through the School of Teacher Education within the College of Education and Behavioral Sciences.

The proposed program change includes the addition of SMED 310, Knowing and Learning in Mathematics and Science and the deletion of SMED 210, Knowing and Learning in Mathematics and Science.

**3. Detailed program description:**

<b>Science and Mathematics Education OLD PROGRAM</b>	<b>Science and Mathematics Education NEW PROGRAM</b>
<p>The Science and Mathematics Education program requires completion of 34 hours of professional education courses. The recommended General Education mathematics course is either MATH 117 or MATH 118. The required courses are:</p> <ul style="list-style-type: none"> <li>SMED 101 Introduction to Inquiry-Based Approaches to Teaching - 1 hr</li> <li>SMED 102 Introduction to Inquiry-Based Lesson Design - 2</li> </ul>	<p>The Science and Mathematics Education program requires completion of 34 hours of professional education courses. The recommended General Education mathematics course is either MATH 117 or MATH 118. The required courses are:</p> <ul style="list-style-type: none"> <li>SMED 101 Introduction to Inquiry-Based Approaches to Teaching - 1 hr</li> <li>SMED 102 Introduction to Inquiry-Based Lesson Design - 2</li> </ul>

<p>hrs  <del>SMED 210 Knowing and Learning in Mathematics and Science - 3 hrs</del>  SMED 320 Classroom Interactions - 3 hrs  SPED 330 Intro to Exceptional Education: Diversity in Learning - 3 hrs  SMED 340 Perspectives on Science and Mathematics - 3 hrs  SMED 360 Research Methods for Science and Math Teachers - 3 hrs  SMED 470 Project-Based Instruction - 3 hrs  SMED 489 Student Teaching Seminar - 3 hrs  MGE/SEC 490 Student Teaching - 10 hrs (MGE 490 for students seeking middle grades certification  <b>or</b> SEC 490 for students seeking for students seeking secondary certification)  <b>Program total: 34 semester hours</b></p>	<p>hrs  <b>SMED 310 Knowing and Learning in Mathematics and Science - 3 hrs</b>  SMED 320 Classroom Interactions - 3 hrs  SPED 330 Intro to Exceptional Education: Diversity in Learning - 3 hrs  SMED 340 Perspectives on Science and Mathematics - 3 hrs  SMED 360 Research Methods for Science and Math Teachers - 3 hrs  SMED 470 Project-Based Instruction - 3 hrs  SMED 489 Student Teaching Seminar - 3 hrs  MGE/SEC 490 Student Teaching - 10 hrs (MGE 490 for students seeking middle grades certification  <b>or</b> SEC 490 for students seeking for students seeking secondary certification)  <b>Program total: 34 semester hours</b></p>

**4. Rationale for the proposed program change:**

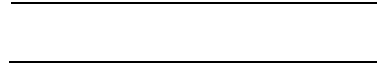
This program revision entails the creation of SMED 310 to replace SMED 210 and thus will allow this course to be taught at regional campuses that have community colleges on site.

**5. Proposed term for implementation and special provisions (if applicable):** Fall 2014

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

Department/ Unit	<u><b>12/11/2013</b></u>
College Curriculum Committee	<u><b>02/04/2014</b></u>
Professional Education Council (if applicable)	_____
Undergraduate Curriculum Committee	_____

University Senate



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

Contact Person: Dr. E. Gail Kirby, 745-3746

**1. Identification of program:**

- 1.1 Current program reference number: #0457
- 1.2 Current program title: Master of Arts in Education: Special Education for Teacher Leaders: Learning and Behavior Disorders
- 1.3 Credit hours: 37-40 hours

**2. Identification of the proposed program changes:** Revision of TCHL core courses:

- TCHL 540 Classroom Instruction: Instructional Strategies (1 hour), TCHL 544 Classroom Instruction: Equitable School and Community Partnerships (1 hour), and TCHL 548 Classroom Instruction: Managing the Learning Environment (1 hour) will be replaced with TCHL 545 Classroom Instructional Strategies (3 hours)
- TCHL 550 Student Assessment I: Fundamentals of Student Assessment (1 hour), TCHL 554 Student Assessment II: Standardized Testing (1 hour), and TCHL 558 Student Assessment III: Classroom Tests and Instruments (2 hours) will be replaced with TCHL 555 School and Classroom Assessment (3 hours)
- Add new course TCHL 559 Action Research Design (1 hour)
- Correct GAP and GRE Scores

**3. Detailed program description:**

<b>Current Program</b>	<b>Proposed Program (proposed revisions are noted in bold text)</b>
<p>Master of Arts in Education: Special Education for Teacher Leaders: Learning and Behavior Disorders, Ref. #0457</p> <p><u>Admission Requirement:</u> (<i>Criteria vary, depending on the student's undergraduate institution and GPA</i>):</p> <p>1. Teaching certificate* and must submit a copy of the certificate or statement of eligibility with their applications.</p> <p>2. Applicants who completed their initial certification program at another Kentucky institution with at least a 2.75 GPA** for all</p>	<p>Master of Arts in Education: Special Education for Teacher Leaders: Learning and Behavior Disorders, Ref. #0457</p> <p><u>Admission Requirement:</u> (<i>Criteria vary, depending on the student's undergraduate institution and GPA</i>):</p> <ul style="list-style-type: none"> <li>• Teaching certificate* and must submit a copy of the certificate or statement of eligibility with their applications.</li> </ul> <p>2. Applicants who completed their initial certification program at another Kentucky institution with at least a 2.75 GPA** for all</p>

<p>previous coursework (undergraduate and graduate) must have or be eligible for a teaching certificate* and must submit a copy of the certificate or statement of eligibility with their applications.</p> <p>3. Applicants who completed their initial certification program at an accredited out-of-state institution with at least a 2.75 GPA** for all previous coursework (undergraduate and graduate) must have or be eligible for a teaching certificate* and must submit a copy of the certificate or statement of eligibility with their applications.</p> <p><i>*Kentucky applicants whose certificates have expired may be admitted, but they may enroll for only six hours before they must apply to the EPSB for reissued certificates. After completion of six hours, a student admitted with an expired certificate must submit a copy of the re-issued certificate before being allowed to register for any additional courses. Applicants from out-of-state with expired certificates must complete the requirements for their respective states to renew their certificates and submit a copy of the reissued certificate.</i></p> <p><i>**Applicants with undergraduate degrees from all other accredited universities with a GPA lower than 2.75 (undergraduate and graduate) must achieve a GAP score of 561 or higher. The 561 score must include a GRE Verbal Reasoning score of 143 or higher, a GRE Quantitative score of 143 or higher, and a GRE Analytical Writing score of 3.5 or higher. For GRE scores prior to August 1, 2011, a GAP score of 2200 or higher and a GRE Analytical Writing score of 3.5 or higher is required. In addition, applicants must have a valid teaching certificate in any area. A copy of the teaching certificate must be submitted with the application. GAP Score = GRE-V + GRE-Q plus undergraduate GPA multiplied by 100.</i></p>	<p>previous coursework (undergraduate and graduate) must have or be eligible for a teaching certificate* and must submit a copy of the certificate or statement of eligibility with their applications.</p> <p>3. Applicants who completed their initial certification program at an accredited out-of-state institution with at least a 2.75 GPA** for all previous coursework (undergraduate and graduate) must have or be eligible for a teaching certificate* and must submit a copy of the certificate or statement of eligibility with their applications.</p> <p><i>*Kentucky applicants whose certificates have expired may be admitted, but they may enroll for only six hours before they must apply to the EPSB for reissued certificates. After completion of six hours, a student admitted with an expired certificate must submit a copy of the re-issued certificate before being allowed to register for any additional courses. Applicants from out-of-state with expired certificates must complete the requirements for their respective states to renew their certificates and submit a copy of the reissued certificate.</i></p> <p><i>**Applicants with undergraduate degrees from all other accredited universities with a GPA lower than 2.75 (undergraduate and graduate) must achieve a GAP score of 550 or higher. The 550 score must include a GRE Verbal Reasoning score of 139 or higher, a GRE Quantitative score of 139 or higher, and a GRE Analytical Writing score of 3.5 or higher. For GRE scores prior to August 1, 2011, a GAP score of 2200 or higher and a GRE Analytical Writing score of 3.5 or higher is required. In addition, applicants must have a valid teaching certificate in any area. A copy of the teaching certificate must be submitted with the application. GAP Score = GRE-V + GRE-Q plus undergraduate GPA multiplied by 100.</i></p>
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Degree Requirements—37- 40 hours

Teacher Leader Professional Education Core Courses 9-16 hours

TCHL 500 Foundations of Teacher Leadership (3 hours)

TCHL 530 Curriculum Development (3 hours)

TCHL 540 Classroom Instruction:

Instructional Strategies (1 hour)

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

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

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

TCHL 554 Student Assessment II:

Standardized Testing (1 hour)

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

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

NOTE: TCHL 540, 544, 548, 550, 554, and 558 are required for all students OR the student must pass proficiency evaluations for these courses.

Specialization Component 18 hours

SPED 518 Issues in Behavior Management (3 hours)

SPED 530 Advanced Assessment Techniques (3 hours)

SPED 531 Advanced Prescriptive Teaching (3 hours)

SPED 532 Families, Professionals, and Exceptionalities (3 hours)

SPED 533 Seminar: Curriculum in LBD (3 hours)

SPED 630 Special Education Law (3 hours) Internship (3 hours)

SPED 595 Advanced Preparation Capstone SPED (3 hours)

Students must submit a passing score on the Praxis II PRIOR to enrollment in SPED 595 and should take SPED 595 as their final course

Degree Requirements—37- 40 hours

Teacher Leader Professional Education Core Courses 9-16 hours

Professional Education Component—9-16 hours

TCHL 500 Foundations of Teacher Leadership (3 hours)

TCHL 530 Curriculum Development (3 hours)

**TCHL 545 Classroom Instructional Strategies (3 hours)**

**TCHL 555 School and Classroom Assessment (3 hours)**

**TCHL 559 Action Research Design (1 hour)**

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

NOTE: TCHL 540, 544, 548, 550, 554, and 558 are required for all students OR the student must pass proficiency evaluations for these courses.

Specialization Component 18 hours

SPED 518 Issues in Behavior Management (3 hours)

SPED 530 Advanced Assessment Techniques (3 hours)

SPED 531 Advanced Prescriptive Teaching (3 hours)

SPED 532 Families, Professionals, and Exceptionalities (3 hours)

SPED 533 Seminar: Curriculum in LBD (3 hours)

SPED 630 Special Education Law (3 hours) Internship (3 hours)

SPED 595 Advanced Preparation Capstone SPED (3 hours)

Students must submit a passing score on the Praxis II PRIOR to enrollment in SPED 595 and should take SPED 595 as their final course



in their program. Students currently teaching may use their current teaching position to meet this requirement IF they are teaching in the subject area and grade level for which they are seeking certification. ) Students not currently teaching in a setting serving students with Learning and Behavior Disorders must complete an internship experience that consists of field experience hours in an approved setting serving students with disabilities consistent with the subject area and grade level for which they are seeking certification

Mid-Point Assessment Requirements

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

Program Completion Requirements

\_ Students must successfully complete TCHL560 Action Research Capstone for Teacher Leader (course grade of C or higher) and present research results in an approved venue  
\_Students must achieve a minimum 3.0 cumulative GPA overall and in program course work.

in their program. Students currently teaching may use their current teaching position to meet this requirement IF they are teaching in the subject area and grade level for which they are seeking certification. ) Students not currently teaching in a setting serving students with Learning and Behavior Disorders must complete an internship experience that consists of field experience hours in an approved setting serving students with disabilities consistent with the subject area and grade level for which they are seeking certification

Mid-Point Assessment Requirements

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

Program Completion Requirements

\_ Students must successfully complete TCHL560 Action Research Capstone for Teacher Leader (course grade of C or higher) and present research results in an approved venue  
\_Students must achieve a minimum 3.0 cumulative GPA overall and in program course work.

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**Current Program**

**Proposed Program**

Prefix	#	Course Title	Hrs.	Prefix	#	Course Title	Hrs.
<i>TCHL current courses are listed below.</i>				<i>The course below is proposed to take the place of TCHL 540, 544, and 548.</i>			
TCHL	540	Classroom Instruction: Instructional Strategies	(1 hour)	TCHL	545	Classroom Instructional Strategies	(3 hours)
TCHL	544	Classroom Instruction: Equitable School and Community Partnerships	(1 hour)				
TCHL	548	Classroom Instruction: Managing the Learning Environment	(1 hour)				
<i>TCHL current courses are listed below.</i>				<i>The course below is proposed to take the place of TCHL 550, 554, and 558.</i>			
TCHL	550	Student Assessment I: Fundamentals of Student Assessment	(1 hour)	TCHL	555	School and Classroom Assessment	(3 hours)
TCHL	554	Student Assessment II: Standardized Testing	(1 hour)				
TCHL	558	Student Assessment III: Classroom Tests and Instruments	(2 hours)				
				<b>The course below is proposed to be a new course in the TCHL program.</b>			
				TCHL	559	Action Research Design	(1 hour)
TOTALS		Credit Hours	(7 hours)	TOTALS		Credit Hours	(7 hours)

**4. Rationale for the proposed program change:** Since the implementation of the MAE Teacher Leader program in 2011, faculty has noted potential revisions and updates that would enhance the curriculum. Presently, the TCHL Professional Education Component includes the following courses:

**TCHL Instructional Strategy Course Sequence**

- TCHL 540 Classroom Instruction: Instructional Strategies (1 hour),  
TCHL 544 Classroom Instruction: Equitable School and Community

Partnerships (1 hour), and TCHL 548 Classroom Instruction: Managing the Learning Environment (1 hour)

**TCHL Assessment Course Sequence**

- TCHL 550 Student Assessment I: Fundamentals of Student Assessment (1 hour), TCHL 554 Student Assessment II: Standardized Testing (1 hour), and TCHL 558 Student Assessment III: Classroom Tests and Instruments (2 hours)

The content within these core courses is delivered through five one hour courses and one two hour course. The nature of this course design has proven to be problematic for students as it seems to be difficult to make connections and recall concepts from previous courses. The “starting and stopping” of the current courses make the presentation of content disjointed or fragmented rather than the seamless type of delivery a three hour course could offer the students. The proposed revision would collapse the content from the one hour courses in the first bullet above to a three hour course. In the second bullet the proposed revision would collapse the content from the one hour courses and two hour course to a three hour course.

**TCHL Proposed New Course**

- **TCHL 559 Action Research Design**

TCHL 559 Action Research Design is proposed to be a new course in the TCHL Professional Education Component and would be a prerequisite for the capstone course, TCHL 560 Action Research for Teacher Leaders. TCHL 559 would provide students the opportunity to prepare for TCHL 560 by completing the IRB process along with other requirements meant to create a strong foundation for success in TCHL 560. The addition of TCHL 559 to the TCHL Professional Education Component will not increase the number of hours required in that component as the assessment course requirement will be reduced from four hours to three hours in this revision (see second bullet above) leaving the one hour to create the new course, TCHL 559, to add as a part of the TCHL Professional Education Component.

**Other Proposed Revision Considerations**

Proficiency Evaluations will be available for TCHL 545 Classroom Instructional Strategies (3 hours) and TCHL 555 School and Classroom Assessment (3 hours) just as they were available for the courses they are replacing.

These proposed revisions will not change the total number of hours in the TCHL Professional Education Component which is 16 hours. The revisions are not changing over 50% of the TCHL program as there are a total of 7 hours proposed for revision and a total of 16 in the Professional Education Component, which is less than half of the hours in half of the program (i.e., the Professional Education Component). The number of hours in the Specialization Component varies from program to program.

These proposed revisions do not change or revise the MAE Teacher Leader Framework. The same learning outcomes are required of students in these



**College of Education and Behavioral Sciences  
Department of Library Media Education  
Proposal to Create a New Certification Only Program  
(Action Item)**

Contact Person: Dr. Marge Maxwell, [marge.maxwell@wku.edu](mailto:marge.maxwell@wku.edu) , 270-745-2435

**1. Identification of certification program:**

- 1.1 Program title: Library Media Education Certification Only Program
- 1.2 Required hours in program: minimum 28 hours
- 1.3 Special information: An area of need in Kentucky P-12 is the preparation of school librarians. Currently, the Library Media Education program in the School of Teacher Education does not offer a certification only program for individuals that may hold an American Library Association (ALA) accredited master's degree in Library Science or Masters degree and valid teaching certificate.
- 1.4 Catalog description:  
A certification program designed to give professionals both a deep and practical knowledge of school libraries in P-12 settings. Within the LME certification program in LME, candidates are expected to become competent in theory, research, and application of best practices related to school libraries and exhibit appropriate teacher dispositions and behaviors as indicated by the College of Education and Behavioral Sciences Teacher Disposition Rating Form.

This graduate certification program requires a minimum of 28 hours of coursework in Library Media Education. Students seeking initial certification may be required to take additional courses to satisfy state of Kentucky licensure requirements or to address deficiencies related to prior coursework in education. All courses in the program contain critical performance indicators (CPIs) that must be successfully completed before the final course grade will be recorded. Each course's CPI becomes a part of the portfolio that is reviewed at the end of each semester for progress through the program.

Successful completion of a practicum is required. A GPA of 3.0 or higher in all graduate course work is required, with no grade lower than a "C."  
Note: To be eligible for recommendation for teacher certification, students must document that they have received a passing score on the required Praxis II examination for school librarians for Kentucky.

Admission Requirements:

ALA accredited Master's degree in Library Science OR  
Masters degree and current teaching certificate in any area

**Requirements for Initial Certification in Library Media Education**

A person who does not hold a teaching certificate may obtain initial certification in Kentucky as a Library Media Specialist upon completion of the Certification Only in LME Program, admission to Professional Education at WKU, and a passing score on the PRAXIS II Subject Assessment-Library Media Specialist. Information regarding the requirements for admission to Professional Education may be found at <http://www.wku.edu/ste>. Students are expected to apply for admission to professional education within the first semester of admission to the LME program.

## **2. Objectives of the proposed certification program:**

The objectives of the Certification Only program in Library Media Education are as follows:

- Gain professional knowledge in contemporary content and issues in library media/educational technology.
- Gain knowledge and skills that meet the needs of professionals in library media/educational technology.
- Learn pedagogical skills of library media/educational technology specialists to address literacy and the needs of diverse learners.
- Learn professional effectiveness of library media/educational technology specialists for leadership and service at the local, regional, state, and national levels.
- Learn skills of library media/educational technology specialists that foster collaboration and communication with colleagues and parents.

## **3. Rationale:**

### **3.1 Reason for developing the proposed certification program:**

The number of requests for a Certification Only program has increased over the past three years. Currently, the Library Media Education program in the School of Teacher Education does not offer a certification only program. Some potential students hold an ALA (American Library Association accredited) Master's degree, while others hold a master's degree with teaching certification.

### **3.2 Relationship of the proposed certification program to other programs now offered by the department:**

Other Certification Only programs are offered by the School of Teacher Education for elementary, middle grade, and secondary school teachers as well as special education. The proposed Certification Only program in LME program does not duplicate these programs since it specifically addresses school library media skills and certification. The LME program area offers a Master of Science degree and a Rank I program. This Certification Only program offers an option for students who just want the

certification and not a degree. It also offers the option for students in the Rank I program to obtain certification.

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

Other CEBS certification programs are in the department of Counseling and Student Affairs in Career Counseling and International Student Services; and in Psychology in Leadership Studies. Potter College offers Teaching English as a Second Language endorsement. The proposed certificate will not have any course work that overlaps with the other certificates.

3.4 Projected enrollment in the proposed certification program:

Based on inquires and the number of students enrolled in the Master of Science in LME program, we predict 5 - 10 students per year. The interest level in the courses already in place indicates that this number could increase over the next several years.

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

In other Kentucky universities included in the Benchmark Institutions that offer post-baccalaureate programs, EKV (MA and Certification program, students must have prior teaching certification), KSU, Murray State (MA only), U of L, and NKU do not offer a similar certification.

Benchmark institutions outside of Kentucky were not included in this examination because this is a Kentucky certification.

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

WKU's Mission Statement: *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. Providing the best-trained school librarians for Kentucky's public schools is a socially responsive service to our state as well as the students.*

In addition, WKU's Quality Enhancement Plan (QEP) has two student learning outcomes that correspond to the goals of Library Media Education. They are: Students will demonstrate their capacity to apply knowledge and training to address relevant concern in community or society; and Students will demonstrate respect for diversity of peoples, ideas, and cultures.

#### 4. Curriculum:

The courses for this program are as follows:

LME 501 Program Organization and Administration (3 hours)  
LME 502 Collection Management (3 hours)  
LME 506 Classification and Cataloging (3 hours)  
LME 508 Information Sources and Services (3 hours)  
LME 512 Issues in Library Media Education (3 hours)  
LME 519 Special Topics: Research in LME (3 hours)  
LME 535 Survey of Educational Technology Practices (3 hours)  
\*LME 537 Principles of Educational Technology Applications (3 hours)

Select one of the following courses:

LME 518 Advanced Children's Literature (3 hours)  
LME 527 Advanced Young Adult Literature (3 hours)

Practicum Requirement:

\*\*LME 590 Practicum (3 hours) (for students with a master's degree and teaching certification)

OR

LME 591 Practicum (1 hour) (for students with a Master of Science in Library Media Education and teaching certificate)

OR

LME 589 Field Experience in Library Media Education (3 hours) (for students with a master's degree without prior teaching certification.)

AND

\*\*\*LME 592 Internship in LME (3 hours) (for students with a master's degree without prior teaching certification.)

\* Prerequisite: LME 535. Transfer credit is not accepted for LME 537.

\*\* Prerequisites: Permission of the instructor; completion of 24 hours of course work including LME 501, 512, 535, and 537; admission to candidacy

\*\*\* Prerequisites: Permission of the instructor; completion of 24 hours of course work including LME 501, 512, 535, 537, and 589; admission to candidacy; admission to professional education

Students seeking initial certification may be required to take additional courses to satisfy state of Kentucky licensure requirements or to address deficiencies related to prior coursework in education.

**5. Budget implications:**

The department already has, and offers, these courses on a regular schedule. Existing faculty currently teach these courses. Adding this certificate should only enhance class enrollment without creating a staffing issue.

**6. Proposed term for implementation:**

Fall 2014

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

School of Teacher Education

12/11/2013



CEBS Curriculum Committee

2/4/14

Professional Education Council

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Graduate Council (for information)

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University Senate (for information)

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**College of Education and Behavioral Science  
Department of Psychology  
Proposal to Revise Course Prerequisites/Corequisites  
(Consent Item)**

Contact Person: Steve Wininger, [steven.wininger@wku.edu](mailto:steven.wininger@wku.edu), 5-4421

**1. Identification of course:**

- 1.1 Course prefix (subject area) and number: PSY 310
- 1.2 Course title: Educational Psychology: Development and Learning

**2. Current prerequisites:** PSY 100

**3. Proposed prerequisites:** PSY 100 and one of the following: EDU 250, MGE 275, AGR 250, SMED 101, SMED 301, IECE 321.

**4. Rationale for the revision of prerequisites:**

PSY 310 is designed to give the student a thorough understanding of the theories and principles of psychology as applied to teaching and learning. Faculty teaching PSY 310 have consistently found that students struggle to learn the content without having the necessary foundation knowledge that stems from an introductory education course which typically includes a field component. The field component allows for students to gain classroom experience which is essential for better learning of the research and theories learned in PSY 310. In addition, the proposed prerequisite education courses are designed to handle the necessary administrative components affiliated with getting students cleared to be in the schools for field work (i.e., orientation, background check, physical, TB test). Having the necessary requirements completed prior to taking PSY 310 would help maximize the learning opportunities designed for the field component in the course.

**5. Effect on completion of major/minor sequence:**

Typically, students take PSY 310 early in their academic careers because it is a foundation course and prerequisite in many programs (e.g., Elementary Education, Special Education, Middle Grades Education, Secondary Education, Communication Disorders, Business and Marketing Education, etc.). EDU 250, MGE 275, AGR 250, SMED 101, SMED 301, or IECE 321 are also foundation courses that act as prerequisites for their respective majors. In fact, many programs recommend taking the introductory education course (e.g., EDU 250) prior to PSY 310 in their suggested course sequence. Therefore, the proposed prerequisite change should not disrupt the sequence of any major/minor provided that students are advised to ensure they stay on track and complete the prerequisite courses in a timely manner.

**6. Proposed term for implementation:** Fall 2014

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

Department/ Unit

1/17/2014

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College Curriculum Committee

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2/4/2014

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Professional Education Council (if applicable)

General Education Committee (if applicable)

Undergraduate Curriculum Committee

University Senate

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**College of Education & Behavioral Sciences  
Department of Psychology  
Proposal to Revise A Program  
(Action Item)**

Contact Person: Dr. Carl Myers, [carl.myers@wku.edu](mailto:carl.myers@wku.edu), 745-4410

**1. Identification of program:**

- 1.1 Current program reference number: 147
- 1.2 Current program title: Specialist in Education: School Psychology
- 1.3 Credit hours: 67

**2. Identification of the proposed program changes:**

- Eliminate the listing of specific undergraduate psychology courses as an admission requirement and replace that with a requirement of 12 hours of psychology coursework.
- Eliminate PSY 580 (Advanced Physiological Psychology) as a required course and replace it with PSY 625 – Seminar in School Psychology.
- The course prefix has changed for PSY 521 to PSYS 521, but remains the same course. The new course prefix has been included and an additional course option to PSY 521 (i.e., FACS 577) has been added.
- Eliminate PSY 563 – Statistics and Psychometric Theory and replace it with a choice between PSY 512 – Experimental Design & Analysis of Variance and EDFN 501 – Educational Statistics.

**3. Detailed program description:**

**Current Program**

This program emphasizes training as an innovative problem solver. The student is trained to function as an integral part of the total program of pupil services. Each individual receives on-site experience in public schools, school-related practicum assignments in the department’s psychological clinic, and experience as a member of an interdisciplinary team. Upon completion of the required course work, the student must complete a full year minimum 1200-hour internship within an educational setting. Practicum, research tool and a specialist project are also required.

**Admission Requirements**

Applicants should have ~~course work in introductory psychology, statistics, research methods, and either abnormal or personality psychology~~; a minimum score of 142 or equivalent\* on both the Verbal and Quantitative scales on the Graduate Record Examination General Test; a minimum GRE writing score of 3.5; and a minimum undergraduate GPA of 3.0 (no specific GAP score is required). Applicants should send three letters of recommendation, a psychology department application form and the graduate application form to the Graduate School. Beyond these stated minimum requirements, selection is competitive. A criminal background check, TB test, and physical exam will be required of successful applicants during the first semester of graduate study at the applicant’s expense.

\*All admitted students must separately qualify for admission to professional education, including meeting the standardized test score requirements found on the CEBS

**Proposed Program**

This program emphasizes training as an innovative problem solver. The student is trained to function as an integral part of the total program of pupil services. Each individual receives on-site experience in public schools, school-related practicum assignments in the department’s psychological clinic, and experience as a member of an interdisciplinary team. Upon completion of the required course work, the student must complete a full year minimum 1200-hour internship within an educational setting. Practicum, research tool and a specialist project are also required.

**Admission Requirements**

**Applicants should have at least 12 semester hours of coursework in psychology**; a minimum score of 142\* or equivalent on both the Verbal and Quantitative scales on the Graduate Record Examination General Test; a minimum GRE writing score of 3.5; and a minimum undergraduate GPA of 3.0 (no specific GAP score is required). Applicants should send three letters of recommendation, a psychology department application form and the graduate application form to the Graduate School. Beyond these stated minimum requirements, selection is competitive. A criminal background check, TB test, and physical exam will be required of successful applicants during the first semester of graduate study at the applicant’s expense.

\*All admitted students must separately qualify for admission to professional education, including meeting the standardized test score requirements found on the CEBS

Teacher Admissions web page. Students whose GRE scores do not meet the professional education minimums may qualify for admission by submitting qualifying scores on the PRAXIS I. For more information, contact the school psychology program coordinator.

Teacher Admissions web page. Students whose GRE scores do not meet the professional education minimums may qualify for admission by submitting qualifying scores on the PRAXIS I. For more information, contact the school psychology program coordinator.

### Current Program

### Proposed Program

Prefix	#	Course Title	Hrs.		Prefix	#	Course Title	Hrs.
PSY	510	Advanced Educational Psychology	3		PSY	510	Advanced Educational Psychology	3
PSY	511	Psychology of Learning	3		PSY	511	Psychology of Learning	3
PSY	514	Program Evaluation	3		PSY	514	Program Evaluation	3
PSY	519	Psychological Perspectives on Classroom Behavior	3		PSY	519	Psychological Perspectives on Classroom Behavior	3
<del>PSY</del>	521	Advanced Child Developmental Psychology	3		<b>PSYS</b>	521	Advanced Child Developmental Psychology	3
					<b>or</b>			
					<b>FACS</b>	<b>577</b>	<b>Child Development Theory &amp; Research</b>	
PSY	540	Behavior Problems of Childhood and Adolescence	3		PSY	540	Behavior Problems of Childhood and Adolescence	3
PSY	541	Professional Issues and Ethics in Psychology	3		PSY	541	Professional Issues and Ethics in Psychology	3
PSY	545	Clinical Child Psychology: Theory and Practice	3		PSY	545	Clinical Child Psychology: Theory and Practice	3
PSY	560	Assessment of Cognitive and Intellectual Functioning	3		PSY	560	Assessment of Cognitive and Intellectual Functioning	3
PSY	561	Advanced Assessment in Educational Settings	3		PSY	561	Advanced Assessment in Educational Settings	3
PSY	562	Practicum in Psychological Assessment	6		PSY	562	Practicum in Psychological Assessment	6
<del>PSY</del>	563	Statistics and Psychometric Theory	3		<b>PSYS</b>	<b>512</b>	<b>Experimental Design &amp; Analysis of Variance</b>	3
					<b>or</b>			
					<b>EDFN</b>	<b>501</b>	<b>Educational Statistics</b>	
<del>PSY</del>	580	Advanced Physiological Psychology	3		<b>PSY</b>	<b>625</b>	<b>Seminar in School Psychology</b>	3
PSY	592	Internship	6		PSY	592	Internship	6
PSY	641	Theories of Psychotherapy	3		PSY	641	Theories of Psychotherapy	3
PSY	643	Academic Assessment & Intervention	3		PSY	643	Academic Assessment & Intervention	3
PSY	645	Consultation in Educational and Mental Health Settings	3		PSY	645	Consultation in Educational and Mental Health Settings	3
PSY	662	Practicum in Psychology	4		PSY	662	Practicum in Psychology	4

PSY	699	Specialist Project	6		PSY	699	Specialist Project	6
TOTALS		Credit Hours	67		TOTALS		Credit Hours	67

**4. Rationale for the proposed program change:**

- Listing specific undergraduate psychology courses as an admission requirement impedes non-psychology majors from entering the program. Several times each year, teachers call to inquire about entering the school psychology program but become discouraged when learning that specific psychology courses are required for admission. There are non-psychology undergraduate majors, and particularly teachers, who have skills and experiences that would be valuable to the role of a school psychologist. The current admission requirement discourages otherwise qualified applicants from applying to the program simply because they do not have a specific undergraduate course. The proposed admission requirement of 12 hours of psychology coursework is still equivalent to the current program requirement of the four specific courses, which equates to 12 hours. Entrance into the school psychology program is, and will remain, highly competitive and selective. The proposed program change will simply allow more flexibility in who can be considered for the program.
- The field of school psychology is constantly evolving in response to new accreditation standards (i.e., National Association of School Psychologist’s (2010) *Standards for Graduate Preparation of School Psychologists*), new assessment methods in the field, special education regulations, and national and state policy letters. The addition of PSY 625 – Seminar in School Psychology is intended to address any gaps in the program related to the latest school psychology accreditation standards and to serve as a mechanism for keeping students up-to-date with current issues in the field. While PSY 580 – Advanced Physiological Psychology provides relevant and important content for the graduate students, the topic of physiology is not an accreditation requirement. Covering a variety of current issues in the field of school psychology would better address accreditation standards. Furthermore, the addition of the new course will allow the content of the school psychology program to be more flexible and adaptive in the future.
- PSY 521 - Advanced Child Developmental Psychology will remain the same course but change its prefix to PSYS 521, due to the creation of the new Psychological Science department in Ogden College. The course prefix is changed in this proposal to reflect that revision. In addition, FACS 577 - Child Development Theory & Research, has been added as an option for students to take. Course titles and syllabi suggest very similar course content. Given PSYS 521 will be in a new department in a different college, it is unknown how often that course will be offered in the future or if it will be offered at a time that will fit the graduate students’ schedules. Thus, it is in the students’ best interests for a course option to be available so as not to impede their progression through the program.
- Regarding the deletion of PSY 563: The school psychology program is nationally accredited and one of the standards includes an emphasis on statistics. While PSY 563 – Statistics and Psychometric Theory obviously includes statistics, the course objective from the syllabi states the course is “designed to cover both theories and techniques of psychological measurement.” The focus on measurement, as illustrated by several of the specific course topics listed in the syllabi (e.g., classical test theory, item writing, item types, item analysis, item bias, item response theory, computer adaptive testing), does not provide enough emphasis on basic statistics necessary for the students. Either one of the two courses listed to replace PSY 563 (i.e., EDFN 501 – Educational Statistics, PSYS 512 – Experimental Design & Analysis of Variance) will cover statistics more directly.



**Ogden College of Science and Engineering  
Office of the Dean  
745-4449**

**REPORT TO THE Professional Education Council**

Date: February 6, 2014

The Ogden College of Science and Engineering submits the following items for consideration at the February 12, 2014 PEC meeting.

I. New Business

<b>Type of item</b>	<b>Description of Item &amp; Contact Information</b>
Consent	<b>Proposal to Revise Course Prerequisites</b> BIOL 319, Introduction to Molecular and Cell Biology, 3 hrs. Contact: Scott Grubbs, <a href="mailto:scott.grubbs@wku.edu">scott.grubbs@wku.edu</a> , x 5048
Consent	<b>Proposal to Revise Course Prerequisites</b> BIOL 322, Introduction to Molecular and Cell Biology Lab, 1 hrs. Contact: Scott Grubbs, <a href="mailto:scott.grubbs@wku.edu">scott.grubbs@wku.edu</a> , x 5048
Consent	<b>Proposal to Revise Course Prerequisites</b> BIOL 325, Insect Biodiversity, 3 hrs. Contact: Scott Grubbs, <a href="mailto:scott.grubbs@wku.edu">scott.grubbs@wku.edu</a> , x 5048
Consent	<b>Proposal to Revise Course Prerequisites</b> BIOL 326, Ornithology, 3 hrs. Contact: Scott Grubbs, <a href="mailto:scott.grubbs@wku.edu">scott.grubbs@wku.edu</a> , x 5048
Consent	<b>Proposal to Revise Course Prerequisites</b> BIOL 334, Animal Behavior, 3 hrs. Contact: Scott Grubbs, <a href="mailto:scott.grubbs@wku.edu">scott.grubbs@wku.edu</a> , x 5048
Action	<b>Proposal to Make Multiple Revisions to a Course</b> BIOL 327, Genetics, 4 hrs. Contact: Scott Grubbs, <a href="mailto:scott.grubbs@wku.edu">scott.grubbs@wku.edu</a> , x 5048
Action	<b>Proposal to Revise a Program</b> Ref. 525, Major in Biology, 48 hrs. Contact: Scott Grubbs, <a href="mailto:scott.grubbs@wku.edu">scott.grubbs@wku.edu</a> , x 5048
Action	<b>Proposal to Revise a Program</b> Ref. 617, Major in Biology, 36 hrs. Contact: Scott Grubbs, <a href="mailto:scott.grubbs@wku.edu">scott.grubbs@wku.edu</a> , x 5048



Proposal Date: 15 November 2013

**Ogden College of Science and Engineering  
Department of Biology  
Proposal to Revise Course Prerequisites  
(Consent Item)**

Contact Person: Scott Grubbs, [scott.grubbs@wku.edu](mailto:scott.grubbs@wku.edu), 270 745-5048

**1. Identification of course:**

- 1.1 Course prefix (subject area) and number: BIOL 319
- 1.2 Course title: Introduction to Molecular and Cell Biology

**2. Current prerequisites/corequisites:**

Prerequisites: BIOL 120-121 and BIOL 122-123; CHEM 120-121  
Corequisite: BIOL 322

**3. Proposed prerequisites/corequisites:**

Prerequisites: BIOL 120/121 and BIOL 122/123 with grades of "C" or higher; CHEM 120/121  
Corequisite: BIOL 322 or BIOL 329

**4. Rationale for the revision of prerequisites:** Grades of "C" or higher are proposed as performance requirements for the current Biology prerequisite series as a means of improving the chances of success for students pursuing a Major in Biology. These are the primary core courses that all Biology Majors students must take prior to enrolling in subsequent courses. The addition of BIOL 329 (Genetics Laboratory) as a corequisite alternative to BIOL 322 (Introduction to Molecular and Cell Biology Laboratory) reflects the philosophical similarities in how the two lab courses are taught. Both courses emphasize the development of good lab practices.

**5. Effect on completion of major/minor sequence:** None

**6. Proposed term for implementation:** Fall 2014

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

Department of Biology  
Ogden College Curriculum Committee  
Professional Education Council  
Undergraduate Curriculum Committee  
University Senate

November 22, 2013  
February 6, 2014  
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Proposal Date: 15 November 2013

**Ogden College of Science and Engineering  
Department of Biology  
Proposal to Revise Course Prerequisites  
(Consent Item)**

Contact Person: Scott Grubbs, [scott.grubbs@wku.edu](mailto:scott.grubbs@wku.edu), 270 745-5048

- 1. Identification of course:**
  - 1.1 Course prefix (subject area) and number: BIOL 322
  - 1.2 Course title: Introduction to Molecular and Cell Biology Laboratory
- 2. Current corequisite:** BIOL 319
- 3. Proposed corequisites:** BIOL 319 or BIOL 327
- 4. Rationale for the revision of prerequisites:** Both BIOL 319 (Introduction to Molecular and Cell Biology) and BIOL 327 (Genetics) provide a solid content background for BIOL 322.
- 5. Effect on completion of major/minor sequence:** None
- 6. Proposed term for implementation:** Fall 2014
- 7. Dates of prior committee approvals:**

Department of Biology

Ogden College Curriculum Committee

Professional Education Council

Undergraduate Curriculum Committee

University Senate

**November 22, 2013**

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**February 6, 2014**

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Proposal Date: 15 November 2013

**Ogden College of Science and Engineering  
Department of Biology  
Proposal to Revise Course Prerequisites  
(Consent Item)**

Contact Person: Scott Grubbs, [scott.grubbs@wku.edu](mailto:scott.grubbs@wku.edu), 270 745-5048

- 1. Identification of course:**
  - 1.1 Course prefix (subject area) and number: BIOL 325
  - 1.2 Course title: Insect Biodiversity
- 2. Current prerequisites:** BIOL 120-121 and BIOL 122-123 or consent of instructor
- 3. Proposed prerequisites:** BIOL 120/121 and BIOL 122/123 with grades of "C" or higher or consent of instructor
- 4. Rationale for the revision of prerequisites:** Grades of "C" or higher are proposed as performance requirements for the current prerequisite series as a means of improving the chances of success for students pursuing a Major in Biology. These are the primary core courses that all Biology Majors students must take prior to enrolling in subsequent courses.
- 5. Effect on completion of major/minor sequence:** None
- 6. Proposed term for implementation:** Fall 2014
- 7. Dates of prior committee approvals:**

Department of Biology  
Ogden College Curriculum Committee  
Professional Education Council  
Undergraduate Curriculum Committee  
University Senate

**November 22, 2013**  
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**February 6, 2014**  
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Proposal Date: 15 November 2013

**Ogden College of Science and Engineering  
Department of Biology  
Proposal to Revise Course Prerequisites  
(Consent Item)**

Contact Person: Scott Grubbs, [scott.grubbs@wku.edu](mailto:scott.grubbs@wku.edu), 270 745-5048

- 1. Identification of course:**
  - 1.1 Course prefix (subject area) and number: BIOL 326
  - 1.2 Course title: Ornithology
- 2. Current prerequisites:** BIOL 120-121 and BIOL 122-123
- 3. Proposed prerequisites:** BIOL 120/121 and BIOL 122/123 with grades of "C" or higher
- 4. Rationale for the revision of prerequisites:** Grades of "C" or higher are proposed as performance requirements for the current prerequisite series as a means of improving the chances of success for students pursuing a Major in Biology. These are the primary core courses that all Biology Majors students must take prior to enrolling in subsequent courses.
- 5. Effect on completion of major/minor sequence:** None
- 6. Proposed term for implementation:** Fall 2014
- 7. Dates of prior committee approvals:**

Department of Biology  
Ogden College Curriculum Committee  
Professional Education Council  
Undergraduate Curriculum Committee  
University Senate

**November 22, 2013**  
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**February 6, 2014**  
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Proposal Date: 15 November 2013

**Ogden College of Science and Engineering  
Department of Biology  
Proposal to Revise Course Prerequisites  
(Consent Item)**

Contact Person: Scott Grubbs, [scott.grubbs@wku.edu](mailto:scott.grubbs@wku.edu), 270 745-5048

- 1. Identification of course:**
  - 1.1 Course prefix (subject area) and number: BIOL 334
  - 1.2 Course title: Animal Behavior
- 2. Current prerequisites:** BIOL 120-121 and BIOL 122-123
- 3. Proposed prerequisites:** BIOL 120/121 and BIOL 122/123 with grades of "C" or higher
- 4. Rationale for the revision of prerequisites:** Grades of "C" or higher are proposed as performance requirements for the current prerequisite series as a means of improving the chances of success for students pursuing a Major in Biology. These are the primary core courses that all Biology Majors students must take prior to enrolling in subsequent courses.
- 5. Effect on completion of major/minor sequence:** None
- 6. Proposed term for implementation:** Fall 2014
- 7. Dates of prior committee approvals:**

Department of Biology  
Ogden College Curriculum Committee  
Professional Education Council  
Undergraduate Curriculum Committee  
University Senate

**November 22, 2013**  
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**February 6, 2014**  
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Proposal Date: 21 November 2013

**Ogden College of Science and Engineering  
Department of Biology  
Proposal to Make Multiple Revisions to a Course  
(Action Item)**

Contact Person: Scott Grubbs, [scott.grubbs@wku.edu](mailto:scott.grubbs@wku.edu), 270 745-5048

**1. Identification of course:**

- 1.1 Current course prefix (subject area) and number: BIOL 327
- 1.2 Course title: Genetics

**2. Revise course title:**

- 2.1 Current course title: NA
- 2.2 Proposed course title: NA
- 2.3 Proposed abbreviated title: NA
- 2.4 Rationale for revision of course title: NA

**3. Revise course number:**

- 3.1 Current course number: NA
- 3.2 Proposed course number: NA
- 3.3 Rationale for revision of course number: NA

**4. Revise course prerequisites/corequisites/special requirements:**

- 4.1 Current prerequisites: BIOL 120-121 and BIOL 122-123
- 4.2 Proposed prerequisites: BIOL 120/121 and BIOL 122/123 with grades of “C” or higher
- 4.3 Rationale for revision of course prerequisites: Grades of “C” or higher are proposed as performance requirements for the current prerequisite series as a means of improving the chances of success for students pursuing a Major in Biology. These are the primary core courses that all Biology Majors students must take prior to enrolling in subsequent courses.
- 4.4 Effect on completion of major/minor sequence: None

**5. Revise course catalog listing:**

- 5.1 Current course catalog listing: A study of the fundamental principles of heredity in eukaryotic organisms. *Course fee*
- 5.2 Proposed course catalog listing: A study of the fundamental principles of heredity in eukaryotic organisms.
- 5.3 Rationale for revision of course catalog listing: With the shifting of the lab component of this course to a new, stand-alone lab course, the course fee is no longer necessary.

**6. Revise course credit hours:**

- 6.1 Current course credit hours: 4
- 6.2 Proposed course credit hours: 3

6.3 Rationale for revision of course credit hours: The lab component of this course is being removed, predicated the need to reduce credit hours to three. From this point forward, BIOL 327 will be a lecture-only course meeting for 3 contact hours per week. A separate, stand-alone Genetics Laboratory is being simultaneously proposed as a new course.

**7. Revise grade type:**

7.1 Current grade type: NA

7.2 Proposed grade type: NA

7.3 Rationale for revision of grade type: NA

**8. Proposed term for implementation: Fall 2014**

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

Department of Biology

Ogden College Curriculum Committee

Professional Education Council

Undergraduate Curriculum Committee

University Senate

**November 22, 2013**

**February 6, 2014**

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Proposal Date: 14 December 2013

**Ogden College of Science and Engineering**  
**Department of Biology**  
**Proposal to Revise A Program**  
**(Action Item)**

Contact Person: Scott Grubbs, [scott.grubbs@wku.edu](mailto:scott.grubbs@wku.edu), 270 745-5048

**1. Identification of program:**

- 1.1 Current program reference number: 525
- 1.2 Current program title: Major in Biology
- 1.3 Credit hours: 48

**2. Identification of the proposed program changes:**

- Removal of BIOL 322 (Introduction to Cellular and Molecular Biology Lab) as the sole corequisite of BIOL 319 (Introduction to Cellular and Molecular Biology)
- Partitioning the integrated lab component of BIOL 327 (Genetics) into a stand-alone lab course, BIOL 329 (Genetics Lab)
- BIOL 322 or BIOL 329 can be taken as the corequisite lab course in combination with either BIOL 319 or BIOL 327
- Removal of the integrated lab component of BIOL 315 (Ecology), thereby reducing the credit hours for this course from 4.5 to 3
- Changing BIOL 430 (Evolution) to BIOL 316 to better reflect the evaluatory system used in this course
- Require a minimum of five upper division laboratory experience courses

**3. Detailed program description:**

<b>Current program</b>	<b>Proposed program</b>
<u>Required coursework (8 hrs)</u> BIOL 120/121: Biological Concepts: Cells, Metabolism, and Genetics (4) BIOL 122/123: Biological Concepts: Evolution, Diversity & Ecology (4)	<u>Required coursework (8 hrs)</u> BIOL 120/121: Biological Concepts: Cells, Metabolism, and Genetics (4) BIOL 122/123: Biological Concepts: Evolution, Diversity & Ecology (4)
<u>Restricted elective coursework (11 <del>or 12.5</del> hrs)</u> BIOL 222/223: Plant Biology and Diversity (4) or BIOL 224/225: Animal Biology and Diversity (4) or BIOL 226/227: Microbial Biology and Diversity (4)	<u>Restricted elective coursework (11 hrs)</u> BIOL 222/223: Plant Biology and Diversity (4) or BIOL 224/225: Animal Biology and Diversity (4) or BIOL 226/227: Microbial Biology and Diversity (4)
BIOL 319/322: Introduction to Cellular and Molecular Biology (4)	<b>BIOL 319: Introduction to Cellular and Molecular Biology (3)</b>



or  
BIOL 327: Genetics (4)

BIOL 315: Ecology (4.5)

or

BIOL 430: Evolution (3)

Elective coursework

- In consultation with their advisor, students select majors-level coursework to obtain a minimum 48 credits total, provided that at least 24 hours total are upper division courses.

Supporting coursework

- MATH 116 and 117 or MATH 118 or higher
- PHYS 231/232 or PHYS 255/256
- CHEM 120/121, and
- Two courses from the following list: AGRO 350 and AGRO 452 or AGRO 454 or AGRO 455/456 or AGRO 457/458, BIOL 283, CHEM 222/223, CHEM 314 or CHEM 340/341, CHEM 330, CIS 243, CIS 226 or CS 226 or CS 146, GEOG 316, GEOG 317, GEOG 328, GEOG 417, MATH 136, MATH 137, MATH 142, MATH 305, MATH 307, PHYS 332/233 or PHYS 265/266, SOCL 302.
- Students may count up to 6 credit hours of a combination of BIOL 369 and/or 399, and up to 4 credit hours of BIOL 485 toward this major.

or  
**BIOL 327: Genetics (3)**

**BIOL 322: Introduction to Cellular and Molecular Biology Lab (1)**

or

**BIOL 329: Genetics Lab (1)**

**BIOL 315: Ecology (3)**

or

**BIOL 316: Evolution (3)**

Laboratory experience courses (choose five)

**BIOL 312, BIOL 321, BIOL 322, BIOL 324, BIOL 325, BIOL 326, BIOL 328, BIOL 329, BIOL 331, BIOL 348, BIOL 350, BIOL 400, BIOL 404, BIOL 405, BIOL 412, BIOL 447, BIOL 450, BIOL 456, BIOL 457, BIOL 458, BIOL 460, BIOL 470, BIOL 472, BIOL 485, BIOL 496, BIOL 497**

Elective coursework

- In consultation with their advisor, students select majors-level coursework to obtain a minimum 48 credits total, provided that at least 24 hours total are upper division courses.

Supporting coursework

- MATH 116 and 117 or MATH 118 or higher
- PHYS 231/232 or PHYS 255/256
- CHEM 120/121, and
- Two courses from the following list: AGRO 350 and AGRO 452 or AGRO 454 or AGRO 455/456 or AGRO 457/458, BIOL 283, CHEM 222/223, CHEM 314 or CHEM 340/341, CHEM 330, CIS 243, CIS 226 or CS 226 or CS 146, GEOG 316, GEOG 317, GEOG 328, GEOG 417, MATH 136, MATH 137, MATH 142, MATH 305, MATH 307, PHYS 332/233 or PHYS 265/266, SOCL 302.
- Students may count up to 6 credit hours of a combination of BIOL 369 and/or 399, and up to 4 credit hours of BIOL 485 toward this major.

**4. Rationale for the proposed program change:**

- The addition of BIOL 329 (Genetics Laboratory) as a corequisite alternative to BIOL 322 (Introduction to Molecular and Cell Biology Laboratory) for both BIOL 319 (Introduction to Cellular and Molecular Biology) or BIOL 327 (Genetics) reflects the philosophical similarities in how the two lab courses are taught. Both courses emphasize the development of good lab practices. The integrated lab component of BIOL 327 is being removed, predicating the need to reduce credit hours to three.
- The integrated lab component of BIOL 315 (Ecology) is being removed, predicating the need to reduce credit hours to three.
- BIOL 430 (Evolution) is being reduced to a newly-proposed course number (BIOL 316) to reflect a modest change in the evaluatory system employed for this course that has coincided with an increase in demand and enrollment.
- A minimum of five, upper-division laboratory experiences are proposed as required, emphasizing the importance of developing solid benchtop skills and good laboratory practices. Learning the science of Biology requires an integration of laboratory skills/practices in addition to concepts taught mainly through lecture-based coursework.

**5. Proposed term for implementation: Fall 2014**

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

Department of Biology	<u><b>January 24, 2014</b></u>
Ogden College Curriculum Committee	<u><b>February 6, 2014</b></u>
Professional Education Council	_____
Undergraduate Curriculum Committee	_____
University Senate	_____

Proposal Date: 14 December 2013

**Ogden College of Science and Engineering**  
**Department of Biology**  
**Proposal to Revise A Program**  
**(Action Item)**

Contact Person: Scott Grubbs, [scott.grubbs@wku.edu](mailto:scott.grubbs@wku.edu), 270 745-5048

**1. Identification of program:**

- 1.1 Current program reference number: 617
- 1.2 Current program title: Major in Biology
- 1.3 Credit hours: 36

**2. Identification of the proposed program changes:**

- Removal of BIOL 322 (Introduction to Cellular and Molecular Biology Lab) as the sole corequisite of BIOL 319 (Introduction to Cellular and Molecular Biology)
- Partitioning the integrated lab component of BIOL 327 (Genetics) into a stand-alone lab course, BIOL 329 (Genetics Lab)
- BIOL 322 or BIOL 329 can be taken as the corequisite lab course in combination with either BIOL 319 or BIOL 327
- Removal of the integrated lab component of BIOL 315 (Ecology), thereby reducing the credit hours for this course from 4.5 to 3
- Changing BIOL 430 (Evolution) to BIOL 316 to better reflect the evaluatory system used in this course
- Require a minimum of three upper division laboratory experience courses

**3. Detailed program description:**

<b>Current program</b>	<b>Proposed program</b>
<u>Required coursework (8 hrs)</u> BIOL 120/121: Biological Concepts: Cells, Metabolism, and Genetics (4) BIOL 122/123: Biological Concepts: Evolution, Diversity & Ecology (4)	<u>Required coursework (8 hrs)</u> BIOL 120/121: Biological Concepts: Cells, Metabolism, and Genetics (4) BIOL 122/123: Biological Concepts: Evolution, Diversity & Ecology (4)
<u>Restricted elective coursework (11 <del>or 12.5</del> hrs)</u> BIOL 222/223: Plant Biology and Diversity (4) or BIOL 224/225: Animal Biology and Diversity (4) or BIOL 226/227: Microbial Biology and Diversity (4)	<u>Restricted elective coursework (11 hrs)</u> BIOL 222/223: Plant Biology and Diversity (4) or BIOL 224/225: Animal Biology and Diversity (4) or BIOL 226/227: Microbial Biology and Diversity (4)
BIOL 319/322: Introduction to Cellular and Molecular Biology (4)	<b>BIOL 319: Introduction to Cellular and Molecular Biology (3)</b>

or  
BIOL 327: Genetics (4)

BIOL 315: Ecology (4.5)

or

BIOL 430: Evolution (3)

Elective coursework

- In consultation with their advisor, students select majors-level coursework to obtain a minimum 36 credits total, provided that at least 18 hours total are upper division courses.

Supporting coursework

- MATH 116 and 117 or MATH 118 or higher
- PHYS 231/232 or PHYS 255/256
- CHEM 120/121, and
- Two courses from the following list: AGRO 350 and AGRO 452 or AGRO 454 or AGRO 455/456 or AGRO 457/458, BIOL 283, CHEM 222/223, CHEM 314 or CHEM 340/341, CHEM 330, CIS 243, CIS 226 or CS 226 or CS 146, GEOG 316, GEOG 317, GEOG 328, GEOG 417, MATH 136, MATH 137, MATH 142, MATH 305, MATH 307, PHYS 332/233 or PHYS 265/266, SOCL 302.
- Students may count up to 3 credit hours of a combination of BIOL 369 and/or 399, and up to 4 credit hours of BIOL 485 toward this major.

or  
**BIOL 327: Genetics (3)**

**BIOL 322: Introduction to Cellular and Molecular Biology Lab (1)**

or

**BIOL 329: Genetics Lab (1)**

**BIOL 315: Ecology (3)**

or

**BIOL 316: Evolution (3)**

Laboratory experience courses (choose three)

**BIOL 312, BIOL 321, BIOL 322, BIOL 324, BIOL 325, BIOL 326, BIOL 328, BIOL 329, BIOL 331, BIOL 348, BIOL 350, BIOL 400, BIOL 404, BIOL 405, BIOL 412, BIOL 447, BIOL 450, BIOL 456, BIOL 457, BIOL 458, BIOL 460, BIOL 470, BIOL 472, BIOL 485, BIOL 496, BIOL 497**

Elective coursework

- In consultation with their advisor, students select majors-level coursework to obtain a minimum 36 credits total, provided that at least 18 hours total are upper division courses.

Supporting coursework

- MATH 116 and 117 or MATH 118 or higher
- PHYS 231/232 or PHYS 255/256
- CHEM 120/121, and
- Two courses from the following list: AGRO 350 and AGRO 452 or AGRO 454 or AGRO 455/456 or AGRO 457/458, BIOL 283, CHEM 222/223, CHEM 314 or CHEM 340/341, CHEM 330, CIS 243, CIS 226 or CS 226 or CS 146, GEOG 316, GEOG 317, GEOG 328, GEOG 417, MATH 136, MATH 137, MATH 142, MATH 305, MATH 307, PHYS 332/233 or PHYS 265/266, SOCL 302.
- Students may count up to 3 credit hours of a combination of BIOL 369 and/or 399, and up to 4 credit hours of BIOL 485 toward this major.

**4. Rationale for the proposed program change:**

- The addition of BIOL 329 (Genetics Laboratory) as a corequisite alternative to BIOL 322 (Introduction to Molecular and Cell Biology Laboratory) for both BIOL 319 (Introduction to Cellular and Molecular Biology) or BIOL 327 (Genetics) reflects the philosophical similarities in how the two lab courses are taught. Both courses emphasize the development of good lab practices. The integrated lab component of BIOL 327 is being removed, predicating the need to reduce credit hours to three.
- The integrated lab component of BIOL 315 (Ecology) is being removed, predicating the need to reduce credit hours to three.
- BIOL 430 (Evolution) is being reduced to a newly-proposed course number (BIOL 316) to reflect a modest change in the evaluatory system employed for this course that has coincided with an increase in demand and enrollment.
- A minimum of three, upper-division laboratory experiences are proposed as required, emphasizing the importance of developing solid benchtop skills and good laboratory practices. Learning the science of Biology requires an integration of laboratory skills/practices in addition to concepts taught mainly through lecture-based coursework.

**5. Proposed term for implementation:** Fall 2014

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

Department of Biology	<u>January 24, 2014</u>
Ogden College Curriculum Committee	<u>February 6, 2014</u>
Professional Education Council	_____
Undergraduate Curriculum Committee	_____
University Senate	_____