

AGENDA
PROFESSIONAL EDUCATION COUNCIL
2:00 pm - Wednesday, June 12, 2013
GRH 3073

- I. Consideration of the Minutes from the May 8, 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. Office of Teacher Services - CEBS

- Candidates Completing Requirements for Admission to the Professional Education Unit
May 8, 2013 to June 12, 2013
- Student Teacher Candidates List for Fall 2013

B. College of Education and Behavioral Sciences

School of Teacher Education

1. Revise a Program – 0458, Middle Grades Education for Initial Certification
2. Revise a Program – 0495, Master of Arts in Teaching: Secondary Education for Initial Certification

III. Other Business

- Admission and Retention Committee Recommendation (report of results)

CANDIDATES COMPLETING REQUIREMENTS FOR ADMISSION TO PROFESSIONAL EDUCATION UNIT

May 8, 2013 – June 12, 2013

ELEMENTARY P-5

Bratcher, Sarah
Jackson, Natasha
Rogers, Angela Shay
Scott, Brianna M.
Williams, Krystal D.

MIDDLE GRADES

Parker, Te'Andra Social Studies/Language Arts

P-12

Johnston, Jonathan Physical Education
Roberts, Rebecca Music- Vocal

IECE

SECONDARY

Hamilton, Christopher Social Studies
Magan, Tyler Social Studies
Richards, Dustin T. Social Studies
White, Bethany Biology

MASTERS

Bucklew, Karen SPED
Butts, Pauletha M. SPED
Carrico, Ashley SPED
Froedge, Lori Mathematics
Jones, Courtney SPED
Lett, Kacee Chemistry
Upadhyay, Harsh Mathematics

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 FALL 2013
 QUALIFIED
 STUDENT TEACHING APPLICATION ACCEPTED6/12/13**

WKU ID	FIRST	LAST	D	MAJOR
	ERICA	ESKRIDGE		ELEMENTARY
	JENNIFER	FORTNEY		ELEMENTARY
	DANA	GREEN		ELEMENTARY
	AMBER	HULETT		ELEMENTARY
	SHANNON	SWIFT		ELEMENTARY
	SHANON	SEXTON		MGE/SCIENCE/S.STUDIE S
	CHELSEA	McCAY		P-12/ART
	REBECCA	ROBERTS		P-12/MUSIC
	A. DAMON	PARR		SEC/BIOLOGY
	BETHANY	WHITE		SEC/BIOLOGY
	DEANNA	REDDISH		SEC/ENGLISH
	LAUREN	ANGUIANO		SEC/MATH
	NICHOLAS	CARTER		SEC/MATH

**STUDENT TEACHER CANDIDATES FOR FALL 2013
 NOT QUALIFIED
 STUDENT TEACHING APPLICATION PENDING6/12/13
 (THESE STUDENTS HAVE S.T. REQUIREMENTS IN PROCESS)**

WKU ID	FIRST	LAST	D	MAJOR
	STEVIE	BUTLER	X	ELEMENTARY
	KYLE	HACK	X	ELEMENTARY
	KARI	HARP	X	ELEMENTARY
	KAITLYNN	PRINDLE	X	ELEMENTARY
	DEBORAH	TAYLOR	X	IECE
	TYLER	BRUCE	CA	MGE/MATH
	APRIL	YATES	CA	P-12/ART

	TABITHA	SAMS-ROSE	CA	P-12/MUSIC
	KARL	WEIHE	X	P-12/SPANISH

CP = Critical Performance Score Deficiency or Disposition Score Deficiency Pending
CA = Not Admitted into Teacher Education
X = Deficient GPA and/or other Student Teaching Requirement Deficiency

STUDENT TEACHER CANDIDATES FOR FALL 2013
*****APPLICATION WITHDRAWN***6/12/13**

WKU ID	FIRST	LAST	MAJOR	DATE
	SHAUN	BAXLEY	P-12/MUSIC	5/15/13
	JACOB	GIBBS	MGE/MATH	5/14/13
	KEVIN	JOHNSTON	ELEMENTARY	5/16/13
	JESSICA	LYNCH	ELEMENTARY	5/14/13
	KIMBERLEY	BELL	MGE/MATH	5/21/13
	JORDAN	MATTINGLY	MGE/S.STUDIES/L A	5/14/13
	ANTHONY	MILLER	MGE/S.STUDIES/L A	5/14/13
	JORDEN	PATTERSON	SEC/MATH	5/2/13

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

Contact Person: Michael McDonald, michael.mcdonald@wku.edu, 5-3097; Martha Day, Martha.day@wku.edu

- 1. Identification of program:**
 - 1.1 Current program reference number: 0458
 - 1.2 Current program title: Middle Grades Education for Initial Certification
 - 1.3 Credit hours: 30 hours

- 2. Identification of the proposed program changes:**
 - Add in Educational Psychology Course
 - Add the word “or” between the two research course choices.

3. Detailed program description:

CURRENT PROGRAM Master of Arts in Teaching: Middle Grades Education (5-9) for Initial Certification	PROPOSED PROGRAM Master of Arts in Teaching: Middle Grades Education (5-9) for Initial Certification
<p>The MAT in Middle Grades Education for Initial Certification leads to initial teacher certification in Middle Grades Education (grades 5-9) for qualified individuals with bachelor’s degrees and content majors or equivalent. Course work and experiences in the program provide students who have a deep knowledge of their respective disciplines, but no background in professional education, with the pedagogical knowledge and skills to become highly qualified educators in their fields. Upon completion of the program, graduates will be professional educators who possess the dispositions and skills to apply state-of-the-art, evidence-based, best teaching practices to increase student achievement. There are three concentrations in this program:</p> <ol style="list-style-type: none"> 1. Alternate Route to Certification Concentration for English/Language Arts, Social Studies, Mathematics and Science. 2. Standard Concentration for English/Language Arts, Social Studies, 	<p>The MAT in Middle Grades Education for Initial Certification leads to initial teacher certification in Middle Grades Education (grades 5-9) for qualified individuals with bachelor’s degrees and content majors or equivalent. Course work and experiences in the program provide students who have a deep knowledge of their respective disciplines, but no background in professional education, with the pedagogical knowledge and skills to become highly qualified educators in their fields. Upon completion of the program, graduates will be professional educators who possess the dispositions and skills to apply state-of-the-art, evidence-based, best teaching practices to increase student achievement. There are three concentrations in this program:</p> <ol style="list-style-type: none"> 1. Alternate Route to Certification Concentration for English/Language Arts, Social Studies, Mathematics and Science. 2. Standard Concentration for English/Language Arts, Social Studies,

- 3. Mathematics and Science.
- 4. Residency Concentration for Science and Mathematics (e.g. GSKyTeach)

Note that Concentrations 1 and 2 appear identical; however, the differences between these concentrations are characterized by students with and without a temporary provisional teaching certificate and those who must meet the equivalent of the state required student teaching requirements along with the specific content area in which students are seeking certification.

Students in all three concentrations are expected to become competent in theory, research, and application of best teaching practices in their respective fields and to exhibit appropriate teacher disposition behaviors as indicated by the College of Education and Behavioral Sciences Teacher Disposition Rating Form. All professional education courses in the program require satisfactory completion of critical performance indicators (CPIs); these must be submitted as directed before the final course grade is recorded. Each course's CPIs become a part of the student's portfolio that is reviewed periodically throughout the program.

Students who seek admission to the Alternate Route to Teacher Certification must meet additional requirements in order to qualify for temporary provisional certification, and they must complete all requirements for certification within three years of the time of employment by a school district. A recommendation for professional certification will be contingent upon successful completion of the Kentucky Teacher Internship Program (KTIP) and submission of qualifying scores on all required examinations for the desired area of certification. Additional information about the Alternate Route to Teacher Certification concentrations may be found on the website for the Office of Teacher Services.

Mathematics and Science.

- 3. Residency Concentration for Science and Mathematics (e.g. GSKyTeach)

Note that Concentrations 1 and 2 appear identical; however, the differences between these concentrations are characterized by students with and without a temporary provisional teaching certificate and those who must meet the equivalent of the state required student teaching requirements along with the specific content area in which students are seeking certification.

Students in all three concentrations are expected to become competent in theory, research, and application of best teaching practices in their respective fields and to exhibit appropriate teacher disposition behaviors as indicated by the College of Education and Behavioral Sciences Teacher Disposition Rating Form. All professional education courses in the program require satisfactory completion of critical performance indicators (CPIs); these must be submitted as directed before the final course grade is recorded. Each course's CPIs become a part of the student's portfolio that is reviewed periodically throughout the program.

Students who seek admission to the Alternate Route to Teacher Certification must meet additional requirements in order to qualify for temporary provisional certification, and they must complete all requirements for certification within three years of the time of employment by a school district. A recommendation for professional certification will be contingent upon successful completion of the Kentucky Teacher Internship Program (KTIP) and submission of qualifying scores on all required examinations for the desired area of certification. Additional information about the Alternate Route to Teacher Certification concentrations may be found on the website for the Office of Teacher Services.

<p>Upon successful completion of the MAT in Middle Grades Education for Initial Certification and satisfaction of all other certification requirements, students who do not participate in the Alternate Route to Certification concentrations but participate in the Standard Concentration will qualify for a Statement of Eligibility for Certification. The Internship course, for these students must be a full semester or equivalent in length. Students in the residency (GSKyTeach) concentration must meet all expectations associated with that residency program.</p>	<p>Upon successful completion of the MAT in Middle Grades Education for Initial Certification and satisfaction of all other certification requirements, students who do not participate in the Alternate Route to Certification concentrations but participate in the Standard Concentration will qualify for a Statement of Eligibility for Certification. The Internship course, for these students must be a full semester or equivalent in length. Students in the residency (GSKyTeach) concentration must meet all expectations associated with that residency program.</p>
<p>PROGRAM COURSE REQUIREMENTS FOR EACH CONCENTRATION 30-36 Hours</p>	<p>PROGRAM COURSE REQUIREMENTS FOR EACH CONCENTRATION 30-36 Hours</p>
<p>Alternate Route to Certification Concentration for English/Language Arts, Social Studies, Mathematics and Science (Middle Grades 5-9) Professional Education Component: EDU 589: Advanced Internship for the MAT (6 hrs.) EDU 520: Planning for Instruction (3 hrs.) (Must be taken in the first 6 hours)</p> <p>Program Specific Curriculum Component: Program Specific content methods course approved by the advisor (3 hrs.)</p> <p>Strategies/Literacy Component: LTCY 510: Methods of Teaching Literacy to Adolescents (3 hrs.)</p> <p>Exceptional Education and Diversity Component: EDU 522: Fundamentals of Differentiated Instruction (3 hrs.)</p> <p>Research and Assessment Component: EDU 570: Educational Assessment for All Learners (3 hrs.)</p>	<p>Alternate Route to Certification Concentration for English/Language Arts, Social Studies, Mathematics and Science (Middle Grades 5-9) Professional Education Component: EDU 589: Advanced Internship for the MAT (6 hrs.) EDU 520: Planning for Instruction (3 hrs.) (Must be taken in the first 6 hours)</p> <p>Educational Psychology Component: PSY 510: Advanced Educational Psychology (3 hrs.)</p> <p>Program Specific Curriculum Component: Program Specific content methods course approved by the advisor (3 hrs.)</p> <p>Strategies/Literacy Component: LTCY 510: Methods of Teaching Literacy to Adolescents (3 hrs.)</p> <p>Exceptional Education and Diversity Component: EDU 522: Fundamentals of Differentiated Instruction (3 hrs.)</p> <p>Research and Assessment Component:</p>

<p>TCHL 520: Principles of Action Research for Teacher Leaders (3 hrs.)</p> <p>EDFN 500: Research Methods (3 hrs.)</p> <p>Educational Technology Component: LME 535: Survey of Educational Technology Practices (3 hrs.)</p> <p>Electives: Advisor Approved Content Electives from the student's teaching discipline (6 hrs.) (The course selections must be approved by the candidate's advisors in consultation with a representative from the candidate's teaching discipline.)</p> <p>Total Hours – 36 hours</p> <p>Standard Concentration for English/Language Arts, Social Studies, Mathematics and Science (Middle Grades 5-9)</p> <p>Professional Education Component: EDU 589: Advanced Internship for the MAT (6 hrs.) EDU 520: Planning for Instruction (3 hrs.) (Must be taken in the first 6 hours)</p> <p>Program Specific Curriculum Component: Program Specific content methods course approved by the advisor (3 hrs.)</p> <p>Strategies/Literacy Component: LTCY 510: Methods of Teaching Literacy to Adolescents (3 hrs.)</p> <p>Exceptional Education and Diversity Component:</p>	<p>EDU 570: Educational Assessment for All Learners (3 hrs.)</p> <p>TCHL 520: Principles of Action Research for Teacher Leaders (3 hrs.)</p> <p>OR</p> <p>EDFN 500: Research Methods (3 hrs.)</p> <p>Educational Technology Component: LME 535: Survey of Educational Technology Practices (3 hrs.)</p> <p>Electives: Advisor Approved Content Electives from the student's teaching discipline (6 hrs.) (The course selections must be approved by the candidate's advisors in consultation with a representative from the candidate's teaching discipline.)</p> <p>Total Hours – 36 hours</p> <p>Standard Concentration for English/Language Arts, Social Studies, Mathematics and Science (Middle Grades 5-9)</p> <p>Professional Education Component: EDU 589: Advanced Internship for the MAT (6 hrs.) EDU 520: Planning for Instruction (3 hrs.) (Must be taken in the first 6 hours)</p> <p>Educational Psychology Component: PSY 510: Advanced Educational Psychology (3 hrs.)</p> <p>Program Specific Curriculum Component: Program Specific content methods course approved by the advisor (3 hrs.)</p> <p>Strategies/Literacy Component: LTCY 510: Methods of Teaching Literacy to Adolescents (3 hrs.)</p>
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<p>EDU 522: Fundamentals of Differentiated Instruction (3 hrs.)</p> <p>Research and Assessment Component: EDU 570: Educational Assessment for All Learners (3 hrs.)</p> <p>TCHL 520: Principles of Action Research for Teacher Leaders (3 hrs.)</p> <p>EDFN 500: Research Methods (3 hrs.)</p> <p>Educational Technology Component: LME 535: Survey of Educational Technology Practices (3 hrs.)</p> <p>Electives: Advisor approved content electives from the student’s teaching discipline (6 hrs.) (The course selections must be approved by the candidate’s advisors in consultation with a representative from the candidate’s teaching discipline.)</p> <p>Total Hours – 36 hours</p> <p>Residency Concentration for Science and Mathematics Education (e.g. GSKyTeach)</p> <p>Professional Education Component: SMED 590: Teacher Internship (8 hrs.) SMED 501: Designing Instructional Sequences in Secondary Grades Math and Science (3 hrs.)</p> <p>Educational Psychology Component: SMED 510: Adv. Topics in Knowing and Learning in Math and Science (3 hrs.)</p> <p>Curriculum Component:</p>	<p>Exceptional Education and Diversity Component: EDU 522: Fundamentals of Differentiated Instruction (3 hrs.)</p> <p>Research and Assessment Component: EDU 570: Educational Assessment for All Learners (3 hrs.)</p> <p>TCHL 520: Principles of Action Research for Teacher Leaders (3 hrs.)</p> <p>OR</p> <p>EDFN 500: Research Methods (3 hrs.)</p> <p>Educational Technology Component: LME 535: Survey of Educational Technology Practices (3 hrs.)</p> <p>Electives: Advisor approved content electives from the student’s teaching discipline (6 hrs.) (The course selections must be approved by the candidate’s advisors in consultation with a representative from the candidate’s teaching discipline.)</p> <p>Total Hours – 36 hours</p> <p>Residency Concentration for Science and Mathematics Education (e.g. GSKyTeach)</p> <p>Professional Education Component: SMED 590: Teacher Internship (8 hrs.) SMED 501: Designing Instructional Sequences in Secondary Grades Math and Science (3 hrs.)</p> <p>Educational Psychology Component: SMED 510: Adv. Topics in Knowing and Learning in Math and Science (3 hrs.)</p> <p>Curriculum Component: SMED 589: Science and Mathematics Education Internship Seminar (3 hrs.)</p>
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<p>SMED 589: Science and Mathematics Education Internship Seminar (3 hrs.)</p> <p>Strategies/Literacy Component: SMED 530: Literacy Support for Diverse Learners in Mathematics and Science (3 hrs.)</p> <p>Exceptional Education and Diversity Component: SMED 520: Management for Positive Learning Environments (3 hrs.)</p> <p>Research and Assessment Component: SMED 560: Developing Professional Learning Communities for Instructional Improvement (3 hrs.)</p> <p>SMED 620: Collaborative Research to Improve Mathematics and Science Teaching (3 hrs.) AND SMED 630: Action Research Seminar (1 hr.)</p> <p>Total Hours - 30</p>	<p>Strategies/Literacy Component: SMED 530: Literacy Support for Diverse Learners in Mathematics and Science (3 hrs.)</p> <p>Exceptional Education and Diversity Component: SMED 520: Management for Positive Learning Environments (3 hrs.)</p> <p>Research and Assessment Component: SMED 560: Developing Professional Learning Communities for Instructional Improvement (3 hrs.)</p> <p>SMED 620: Collaborative Research to Improve Mathematics and Science Teaching (3 hrs.) AND SMED 630: Action Research Seminar (1 hr.)</p> <p>Total Hours - 30</p>
<p>ADMISSION REQUIREMENTS</p>	<p>ADMISSION REQUIREMENTS</p>
<p>Applicants must meet one of the following, depending on chosen concentration.</p> <p>Admission Requirements for the Standard Concentration and the Alternate Route to Certification Concentrations: To be considered for admission, applicants must:</p> <ul style="list-style-type: none"> • Document completion of a baccalaureate degree with a major, or equivalent, in an approved certification area and from an accredited institution. • Be recommended for admission following a transcript review by an MAT advisor associated with the certification area sought (If deficiencies are cited the applicant may be required to take additional undergraduate courses). • Submit a letter of application including professional goals. 	<p>Applicants must meet one of the following, depending on chosen concentration.</p> <p>Admission Requirements for the Standard Concentration and the Alternate Route to Certification Concentrations: To be considered for admission, applicants must:</p> <ul style="list-style-type: none"> • Document completion of a baccalaureate degree with a major, or equivalent, in an approved certification area and from an accredited institution. • Be recommended for admission following a transcript review by an MAT advisor associated with the certification area sought (If deficiencies are cited the applicant may be required to take additional undergraduate courses). • Submit a letter of application including professional goals.

- Document a cumulative overall grade point average (GPA) of 2.75 or above (counting all course work, undergraduate and graduate) OR a GPA of 3.0 in the last 30 hours of course work (counting all course work, undergraduate and graduate).
- Submit a passing score on the appropriate PRAXIS II test in major area.
- Submit state minimum passing scores for GRE or PPST for admission to the professional education unit.
- Submit a successful criminal background check.
- Submit the following documentation prior to acceptance in to graduate studies: 3 references, physical (including TB test), and a signed code of ethics.

Admission Requirements for the Residency Concentration for Science and Mathematics Educators:

- A baccalaureate degree with a major in physics, chemistry, or mathematics with a 2.5 GPA in the major area of concentration.
- A minimum undergraduate GPA of 2.75.
- Satisfaction of state minimum requirements for GRE or PPST qualifying scores for admission to the professional education unit.
- A successful criminal background check.
- A passing score on the PRAXIS II test in major area (This score must be submitted within the first semester of enrollment in the teacher residency program).
- Documentation to demonstrate that applicant meets all expectations for employment with the partnership school districts

- Document a cumulative overall grade point average (GPA) of 2.75 or above (counting all course work, undergraduate and graduate) OR a GPA of 3.0 in the last 30 hours of course work (counting all course work, undergraduate and graduate).
- Submit a passing score on the appropriate PRAXIS II test in major area.
- Submit state minimum passing scores for GRE or PPST for admission to the professional education unit.
- Submit a successful criminal background check.
- Submit the following documentation prior to acceptance in to graduate studies: 3 references, physical (including TB test), and a signed code of ethics.

Admission Requirements for the Residency Concentration for Science and Mathematics Educators:

- A baccalaureate degree with a major in physics, chemistry, or mathematics with a 2.5 GPA in the major area of concentration.
- A minimum undergraduate GPA of 2.75.
- Satisfaction of state minimum requirements for GRE or PPST qualifying scores for admission to the professional education unit.
- A successful criminal background check.
- A passing score on the PRAXIS II test in major area (This score must be submitted within the first semester of enrollment in the teacher residency program).
- Documentation to demonstrate that applicant meets all expectations for employment with the partnership school districts.

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4. Rationale for the proposed program change:

- The Educational Psychology course was inadvertently left out of the previous revision.
- The word “or” between the two research course choices was inadvertently left off in the previous revision.

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

- Fall 2014

6. Dates of prior committee approvals:

School of Teacher Education: 4/12/13

CEBS Curriculum Committee 5/7/13

Professional Education Council _____

Graduate Council _____

University Senate _____

Proposal Date: April 12, 2013

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

Contact Person: Michael McDonald, michael.mcdonald@wku.edu, 5-3097; Martha Day, Martha.day@wku.edu;

1. Identification of program:

- 1.1 Current program reference number: 0495
- 1.2 Current program title: Secondary Education for Initial Certification
- 1.3 Credit hours: 36 hours

2. Identification of the proposed program changes:

- Remove Agriculture and Family and Consumer Sciences from the Alternate Route to Certification
- Remove Agriculture and Family and Consumer Sciences from the Standard Concentration
- Add Chinese to the Alternate Route to Certification Concentration
- Add Chinese to the Standard Concentration
- Add in Educational Psychology Course
- Add the word “or” between the two research course choices.

3. Detailed program description:

CURRENT PROGRAM Master of Arts in Teaching: Secondary Education (grades P-12; 5-12; 8-12) for Initial Certification	PROPOSED PROGRAM Master of Arts in Teaching: Secondary Education (grades P-12; 5-12; 8-12) for Initial Certification
The MAT in Secondary Education for Initial Certification leads to initial teacher certification in Secondary Education (grades P-12, 5-12, and 8-12, depending on certification area) for qualified individuals with bachelor’s degrees and content majors (or equivalent for those who qualify for temporary provisional certification in approved areas). Course work and experiences in the program provide students who have a deep knowledge of their respective disciplines, but no background in professional education, with the pedagogical knowledge and skills to become highly qualified educators in their fields. Upon completion of the program, graduates will be	The MAT in Secondary Education for Initial Certification leads to initial teacher certification in Secondary Education (grades P-12, 5-12, and 8-12, depending on certification area) for qualified individuals with bachelor’s degrees and content majors (or equivalent for those who qualify for temporary provisional certification in approved areas). Course work and experiences in the program provide students who have a deep knowledge of their respective disciplines, but no background in professional education, with the pedagogical knowledge and skills to become highly qualified educators in their fields. Upon completion of the program, graduates will be

professional educators who possess the dispositions and skills to apply state-of-the-art, evidence-based, best teaching practices to increase student achievement.

There are three concentrations in this program:

1. Alternate Route to Certification Concentration for Agriculture, Art, Biology, Chemistry, Business and Marketing Education, Earth and Space Science, English/Language Arts, Family and Consumer Sciences, French, German, Mathematics, Music, Physics, Social Studies, and Spanish.
2. Standard Concentration for Agriculture, Art, Biology, Chemistry, Business and Marketing Education, Earth and Space Science, English/Language Arts, Family and Consumer Sciences, French, German, Mathematics, Music, Physical Education, Physics, Social Studies, and Spanish
3. Residency Concentration for Science and Mathematics (Secondary 8-12) (e.g. GSKyTeach)

Note that Concentrations 1 and 2 appear identical; however, the differences between these concentrations are characterized by students with and without a temporary provisional teaching certificate and those who must meet the equivalent of the state required student teaching requirements along with the specific content area in which students are seeking certification.

Students in all three concentrations are expected to become competent in theory, research, and application of best teaching practices in their respective fields and to exhibit appropriate teacher disposition behaviors as indicated by the College of Education and Behavioral Sciences Teacher Disposition Rating Form. All professional education courses in the program require satisfactory completion of critical performance

professional educators who possess the dispositions and skills to apply state-of-the-art, evidence-based, best teaching practices to increase student achievement.

There are three concentrations in this program:

1. Alternate Route to Certification Concentration for Art, Biology, Chemistry, Business and Marketing Education, **Chinese**, Earth and Space Science, English/Language Arts, French, German, Mathematics, Music, Physics, Social Studies, and Spanish.
2. Standard Concentration for Art, Biology, Chemistry, Business and Marketing Education, **Chinese**, Earth and Space Science, English/Language Arts, French, German, Mathematics, Music, Physical Education, Physics, Social Studies, and Spanish
3. Residency Concentration for Science and Mathematics (Secondary 8-12) (e.g. GSKyTeach)

Note that Concentrations 1 and 2 appear identical; however, the differences between these concentrations are characterized by students with and without a temporary provisional teaching certificate and those who must meet the equivalent of the state required student teaching requirements along with the specific content area in which students are seeking certification.

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<p>indicators (CPIs); these must be submitted as directed before the final course grade is recorded. Each course's CPIs become a part of the student's portfolio that is reviewed periodically throughout the program.</p> <p>Students who seek admission to the Alternate Route to Teacher Certification must meet additional requirements in order to qualify for temporary provisional certification, and they must complete all requirements for certification within three years of the time of employment by a school district. A recommendation for professional certification will be contingent upon successful completion of the Kentucky Teacher Internship Program (KTIP) and submission of qualifying scores on all required examinations for the desired area of certification. Additional information about the Alternate Route to Teacher Certification concentrations may be found on the website for the Office of Teacher Services.</p> <p>Upon successful completion of the MAT in Secondary Education for Initial Certification and satisfaction of all other certification requirements, students who do not participate in the Alternate Route to Certification concentrations but participate in the Standard Concentration will qualify for a Statement of Eligibility for Certification. The Internship course for these students must be a full semester or equivalent in length. Students in the residency (e.g. GSKyTeach) concentration must meet all expectations associated with that residency program.</p>	<p>recorded. Each course's CPIs become a part of the student's portfolio that is reviewed periodically throughout the program.</p> <p>Students who seek admission to the Alternate Route to Teacher Certification must meet additional requirements in order to qualify for temporary provisional certification, and they must complete all requirements for certification within three years of the time of employment by a school district. A recommendation for professional certification will be contingent upon successful completion of the Kentucky Teacher Internship Program (KTIP) and submission of qualifying scores on all required examinations for the desired area of certification. Additional information about the Alternate Route to Teacher Certification concentrations may be found on the website for the Office of Teacher Services.</p> <p>Upon successful completion of the MAT in Secondary Education for Initial Certification and satisfaction of all other certification requirements, students who do not participate in the Alternate Route to Certification concentrations but participate in the Standard Concentration will qualify for a Statement of Eligibility for Certification. The Internship course for these students must be a full semester or equivalent in length. Students in the residency (e.g. GSKyTeach) concentration must meet all expectations associated with that residency program.</p>
<p>PROGRAM COURSE REQUIREMENTS FOR EACH CONCENTRATION 30-36 Hours</p>	<p>PROGRAM COURSE REQUIREMENTS FOR EACH CONCENTRATION 30-36 Hours</p>

<p>Alternate Route to Certification Concentration for Agriculture, Art, Biology, Chemistry, Business and Marketing Education, Earth and Space Science, English/Language Arts, Family and Consumer Sciences, French, German, Mathematics, Music, Physics, Social Studies, and Spanish:</p> <p>Professional Education Component: EDU 589: Advanced Internship for the MAT (6 hrs.) EDU 520: Planning for Instruction (3 hrs.) (Must be taken in the first 6 hours)</p> <p>Program-Specific Curriculum Component: Program-specific content methods course approved by the advisor (3 hrs.)</p> <p>Strategies/Literacy Component: LTCY 510: Methods of Teaching Literacy to Adolescents (3 hrs.)</p> <p>Exceptional Education and Diversity Component: EDU 522: Fundamentals of Differentiated Instruction (3 hrs.)</p> <p>Research and Assessment Component: EDU 570: Educational Assessment for All Learners (3 hrs.)</p> <p>TCHL 520: Principles of Action Research for Teacher Leaders (3 hrs.)</p> <p>EDFN 500: Research Methods (3 hrs.)</p> <p>Educational Technology Component: LME 535: Survey of Educational Technology Practices (3 hrs.)</p>	<p>Alternate Route to Certification Concentration for Art, Biology, Chemistry, Business and Marketing Education, <u>Chinese</u>, Earth and Space Science, English/Language Arts, French, German, Mathematics, Music, Physics, Social Studies, and Spanish:</p> <p>Professional Education Component: EDU 589: Advanced Internship for the MAT (6 hrs.) EDU 520: Planning for Instruction (3 hrs.) (Must be taken in the first 6 hours)</p> <p>Educational Psychology Component: PSY 510: Advanced Educational Psychology (3 hrs.)</p> <p>Program-Specific Curriculum Component: Program-specific content methods course approved by the advisor (3 hrs.)</p> <p>Strategies/Literacy Component: LTCY 510: Methods of Teaching Literacy to Adolescents (3 hrs.)</p> <p>Exceptional Education and Diversity Component: EDU 522: Fundamentals of Differentiated Instruction (3 hrs.)</p> <p>Research and Assessment Component: EDU 570: Educational Assessment for All Learners (3 hrs.)</p> <p>TCHL 520: Principles of Action Research for Teacher Leaders (3 hrs.)</p> <p>OR</p> <p>EDFN 500: Research Methods (3 hrs.)</p> <p>Educational Technology Component: LME 535: Survey of Educational Technology Practices (3 hrs.)</p>
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Electives:

Advisor approved content electives from the student's teaching discipline (6 hrs.) (The course selections must be approved by the candidate's advisors in consultation with a representative from the candidate's teaching discipline.)

Total Hours – 36 hours

Standard Concentration for Agriculture, Art, Biology, Chemistry, Business and Marketing Education, Earth and Space Science, Engineering and Technical Education, English/Language Arts, Family and Consumer Sciences, French, German, Mathematics, Music, Physical Education, Physics, Social Studies, and Spanish

Professional Education Component:

EDU 589: Advanced Internship for the MAT (6 hrs.)

EDU 520: Planning for Instruction (3 hrs.)
(Must be taken in the first 6 hours)

Program-Specific Curriculum Component:

Program-specific content methods course approved by the advisor (3 hrs.)

Strategies/Literacy Component:

LTCY 510: Methods of Teaching Literacy to Adolescents (3 hrs.)

Exceptional Education and Diversity Component:

EDU 522: Fundamentals of Differentiated Instruction (3 hrs.)

Research and Assessment Component:

EDU 570: Educational Assessment for All Learners (3 hrs.)

TCHL 520: Principles of Action Research for Teacher Leaders (3 hrs.)

EDFN 500: Research Methods (3 hrs.)

Electives:

Advisor approved content electives from the student's teaching discipline (6 hrs.) (The course selections must be approved by the candidate's advisors in consultation with a representative from the candidate's teaching discipline.)

Total Hours – 36 hours

Standard Concentration for Art, Biology, Chemistry, Business and Marketing Education, Chinese, Earth and Space Science, Engineering and Technical Education, English/Language Arts, French, German, Mathematics, Music, Physical Education, Physics, Social Studies, and Spanish

Professional Education Component:

EDU 589: Advanced Internship for the MAT (6 hrs.)

EDU 520: Planning for Instruction (3 hrs.)
(Must be taken in the first 6 hours)

Educational Psychology Component:

PSY 510: Advanced Educational Psychology (3 hrs.)

Program-Specific Curriculum Component:

Program-specific content methods course approved by the advisor (3 hrs.)

Strategies/Literacy Component:

LTCY 510: Methods of Teaching Literacy to Adolescents (3 hrs.)

Exceptional Education and Diversity Component:

EDU 522: Fundamentals of Differentiated Instruction (3 hrs.)

Research and Assessment Component:

EDU 570: Educational Assessment for All Learners (3 hrs.)

TCHL 520: Principles of Action Research for

<p>Educational Technology Component: LME 535: Survey of Educational Technology Practices (3 hrs.)</p> <p>Electives: Advisor approved content electives from the student's teaching discipline (6 hrs.) (The course selections must be approved by the candidate's advisors in consultation with a representative from the candidate's teaching discipline.)</p> <p>Total Hours – 36 hours</p> <p>Residency Concentration for Science and Mathematics Education (e.g. GSKyTeach)</p> <p>Professional Education Component: SMED 590: Teacher Internship (8 hrs.) SMED 501: Designing Instructional Sequences in Secondary Grades Math and Science (3 hrs.)</p> <p>Educational Psychology Component: SMED 510: Adv. Topics in Knowing and Learning in Math and Science (3 hrs.)</p> <p>Program-Specific Curriculum Component: SMED 589: Science and Mathematics Education Internship Seminar (3 hrs.)</p> <p>Strategies/Literacy Component: SMED 530: Literacy Support for Diverse Learners in Mathematics and Science (3 hrs.)</p> <p>Exceptional Education and Diversity Component: SMED 520: Management for Positive Learning Environments (3 hrs.)</p> <p>Research and Assessment Component: SMED 560: Developing Professional Learning Communities for Instructional Improvement (3</p>	<p>Teacher Leaders (3 hrs.)</p> <p>EDFN 500: Research Methods (3 hrs.)</p> <p>Educational Technology Component: LME 535: Survey of Educational Technology Practices (3 hrs.)</p> <p>Electives: Advisor approved content electives from the student's teaching discipline (6 hrs.) (The course selections must be approved by the candidate's advisors in consultation with a representative from the candidate's teaching discipline.)</p> <p>Total Hours – 36 hours</p> <p>Residency Concentration for Science and Mathematics Education (e.g. GSKyTeach)</p> <p>Professional Education Component: SMED 590: Teacher Internship (8 hrs.) SMED 501: Designing Instructional Sequences in Secondary Grades Math and Science (3 hrs.)</p> <p>Educational Psychology Component: SMED 510: Adv. Topics in Knowing and Learning in Math and Science (3 hrs.)</p> <p>Program-Specific Curriculum Component: SMED 589: Science and Mathematics Education Internship Seminar (3 hrs.)</p> <p>Strategies/Literacy Component: SMED 530: Literacy Support for Diverse Learners in Mathematics and Science (3 hrs.)</p> <p>Exceptional Education and Diversity Component: SMED 520: Management for Positive Learning Environments (3 hrs.)</p>
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<p>hrs.)</p> <p>SMED 620: Collaborative Research to Improve Mathematics and Science Teaching (3 hrs.)</p> <p>AND</p> <p>SMED 630: Action Research Seminar (1 hr.)</p> <p>Total Hours - 30</p>	<p>Research and Assessment Component:</p> <p>SMED 560: Developing Professional Learning Communities for Instructional Improvement (3 hrs.)</p> <p>SMED 620: Collaborative Research to Improve Mathematics and Science Teaching (3 hrs.)</p> <p>AND</p> <p>SMED 630: Action Research Seminar (1 hr.)</p> <p>Total Hours - 30</p>
<p>ADMISSION REQUIREMENTS</p>	<p>ADMISSION REQUIREMENTS</p>
<p>Applicants must meet one of the following, depending upon chosen concentration:</p> <p>Admission Requirements for the Standard Concentration and the Alternate Route to Certification Concentration:</p> <p>To be considered for admission, applicants must:</p> <ul style="list-style-type: none"> • Document completion of a baccalaureate degree with a major, or equivalent, in an approved certification area and from an accredited institution. • Be recommended for admission following a transcript review by an MAT advisor associated with the certification area sought (If deficiencies are cited the applicant may be required to take additional undergraduate courses). • Submit a letter of application including professional goals. • Document a cumulative overall grade point average (GPA) of 2.75 or above (counting all course work, undergraduate and graduate) OR a GPA of 3.0 in the last 30 hours of course work (counting all course work, undergraduate and graduate). • Submit a passing score on the appropriate PRAXIS II test in major area. <p>Submit state minimum passing scores</p>	<p>Applicants must meet one of the following, depending upon chosen concentration:</p> <p>Admission Requirements for the Standard Concentration and the Alternate Route to Certification Concentration:</p> <p>To be considered for admission, applicants must:</p> <ul style="list-style-type: none"> • Document completion of a baccalaureate degree with a major, or equivalent, in an approved certification area and from an accredited institution. • Be recommended for admission following a transcript review by an MAT advisor associated with the certification area sought (If deficiencies are cited the applicant may be required to take additional undergraduate courses). • Submit a letter of application including professional goals. • Document a cumulative overall grade point average (GPA) of 2.75 or above (counting all course work, undergraduate and graduate) OR a GPA of 3.0 in the last 30 hours of course work (counting all course work, undergraduate and graduate). • Submit a passing score on the appropriate PRAXIS II test in major area. <p>• Submit state minimum passing scores</p>

- for GRE or PPST for admission to the professional education unit
- Submit a successful criminal background check.
- Submit the following documentation prior to acceptance in to graduate studies: 3 references, physical (including TB test), and a signed code of ethics.

Admission Requirements for the Residency Concentration for Science and Mathematics Educators:

- A baccalaureate degree with a major in physics, chemistry, or mathematics with a 2.5 GPA in the major area of concentration.
- A minimum undergraduate GPA of 2.75.
- Satisfaction of state minimum requirements for GRE or PPST qualifying scores for admission to the professional education unit.
- A successful criminal background check.
- A passing score on the PRAXIS II test in major area (This score must be submitted within the first semester of enrollment in the teacher residency program).
- Documentation to demonstrate that applicant meets all expectations for employment with the partnership school districts.

for GRE or PPST for admission to the professional education unit

- Submit a successful criminal background check.
- Submit the following documentation prior to acceptance in to graduate studies: 3 references, physical (including TB test), and a signed code of ethics.

Admission Requirements for the Residency Concentration for Science and Mathematics Educators:

- A baccalaureate degree with a major in physics, chemistry, or mathematics with a 2.5 GPA in the major area of concentration.
- A minimum undergraduate GPA of 2.75.
- Satisfaction of state minimum requirements for GRE or PPST qualifying scores for admission to the professional education unit.
- A successful criminal background check.
- A passing score on the PRAXIS II test in major area (This score must be submitted within the first semester of enrollment in the teacher residency program).
- Documentation to demonstrate that applicant meets all expectations for employment with the partnership school districts.

4. Rationale for the proposed program change:

- The Agriculture program is not approved by the Education Professional Standards Board as an Alternative Route to Certification Program. Family and Consumer Sciences does not wish to offer initial certification at the graduate level although approved by the EPSB.
- Family and Consumer Sciences does not wish to offer initial certification at the graduate level although approved by the EPSB.
- Adding Chinese to the Alternate Route to Certification Program to increase offerings in the MAT.
- Adding Chinese to the Standard Concentration to increase offerings in the MAT.
- The Educational Psychology course was inadvertently left out of the previous revision.
- The word “or” between the two research course choices was inadvertently left off in the previous revision.

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

- Fall 2014

6. Dates of prior committee approvals:

School of Teacher Education: _____ 4/12/13

CEBS Curriculum Committee _____ 5/07/13

Professional Education Council _____

Graduate Council _____

University Senate _____