

AGENDA
PROFESSIONAL EDUCATION COUNCIL
2:00 - Wednesday, June 13, 2012
GRH 3073

I. Consideration of the Minutes from the May 9, 2012 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

- Presentation of Candidates Completing Requirements for Admission to the Professional Education Unit May 10, 2012 to June 13, 2012
- List of Student Teacher Candidates for Fall 2012
- Recommendations for the Hanban Volunteer Teachers

B. College of Education and Behavioral Sciences

School of Teacher Education

1. Delete Course – ELED 445, Introduction to Educational Technology
2. Delete Course – ELED 445G, Introduction to Educational Technology
3. Delete Course – ELED 508, Foundations and Organization of Early Childhood Education
4. Delete Course – ELED 543, Interactive Teaching Skills
5. Revise a Program - Teacher Admission Policy
6. Revise a Program - Admission to Student Teaching Policy

Department of Educational Administration, Leadership and Research

1. Revise a Program – 098, Specialist in Education: School Administration

III. Other Business

CANDIDATES COMPLETING REQUIREMENTS FOR ADMISSION TO PROFESSIONAL EDUCATION UNIT

May 10, 2012 – June 13, 2012

ELEMENTARY P-5

Abell, Sara
Azor, Michelle
Beach, Alica
Bean, Jeremy
Berry, Ashley
Bice, Sarah
Bizianes, Jessica
Britt, Jessica
Broderick, Natalie
Brooks, Frances
Brown, Katie
Burton, Mallorie
Butler, Millicent
Canchola, Caitlin
Clark, Jasmine
Combs, Whitney
Craver, Londyn
Dauby, Melissa
Edwards, Terri
Gahafer, Stephanie
Gossett, Halie
Graham, Ashley
Graupner, Robert
Harp, Jordan
Harper, Lacy
Hesse, Kira
Hildebrant, Ashlee
Howard, Brittany
Howard, Megan
Hulett, Amber
Keeling, Rachael
Law, Stacy
Lecoffre, Johni
Logan, Heather
Loyall, Meghan
Maxwell, Atalie

McGrew, Samantha
McKinney, Ashley
Meadows, Cassandra
Montgomery, Kimberly
Morgan, Jessica
Oliaro, Allison
Pinto, Chelsea
Ray, Priscilla
Redmond, Allie
Roach, Jessica
Sams, Katelyn
Schewe, Amber
Spinks, Drucilla
Steber, Kayla
Simpson, Kelsey
Thompson, Megan
Tutko, Chelsea
Waddell, Theresa
Wallace, Amy
Watson, Mary
Williams, John
Williams, Kimberly
York, Baillie

MIDDLE GRADES

Alderson, Kristin	Math
Alvey, Ali	Science
Anderson, Morgan	ENG/SS
Boarman, Tracie	Science
Cline, Andrea	Math
Embry, Hannah	ENG/SS
Erwin, Jill	ENG/SS
German, Amber	Math
Gray, Jessica	ENG/SS
Hughes, Kelsie	Math
Lambert, Lawson	ENG/SS
Lester, Adam	Science
Moore, Whitney	ENG/SS
Pharis, Erin	Science
Pierson, Lauren	ENG/SS
Ragle-Stinson, Christy	Science
Rice, Charlotte	Math
Sneed, Hannah	Math
Swihart, Rebecca	ENG/SS

Wendt, Jared	Math
Zangari, Lisa	Math

5-12

Egan, Elizabeth	AG
Fisher, Jessica	AG
White, Samantha	FACS

P-12

Cambell, Scotlynd	Special Education
Craine, Chesley	Special Education
Hardin, Levi	Physical Education
Hicks, Crysta	Special Education
Napper, Kelsey	Physical Education
Newton, Adam	Physical Education
Scott, Dustin	Physical Education
Sharp, Leah	Music - Instrumental
Simic, Gabi	Art – Visual
Tittle, Amber	Spanish

IECE

Michael, Angelo

SECONDARY

Booher, Jacob	English
Carter, Nicholas	Math
Cline, Christopher	Social studies
Couch, Drew	English
Cowles, Riley	English
Dickson, Jefferson	English
Gary, Ciera	Biology
Gensler, Katelyn	Math
Hook, James	Social Studies
Hoover, Erica	Biology
Huff, Benjamin	Social Studies
Mayfield, Paul	Math
Meador, Jennifer	Biology
Owens, Quinton	English

Robinson, Kala	Social Studies
Stoltz, Timothy	Math
Stone, Brittany	Chemistry
Storm, Alicia	Math
Ter-Grigoryan, Svetlana	Social Studies
Treon, Joshua	Physics
Whitcomb, Stephen	Math
Wilson, Kaci	English
Wimsett, Jesse	Social Studies
Young, Aaron	Math

MASTERS

Barlam, Heather	CD
Bolin, Ann	LBD
Bowser, Wanda	CD
Frey, Marie	CD
Hammer, Chelsea	LBD
Hauserman, Martina	CD
Hudson, Joy	LBD
Kupper, Adrienne	CD
Nadler, Yiscah	CD
Peterman, Cassidy	CD
Ralston, Robyn	IECE

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 2012
QUALIFIED**

*****STUDENT TEACHING APPLICATION ACCEPTED***6/13/12*****

WKU ID	First	Last		MAJOR
	CHELSEA	HERMANN		ELEMENTARY
	COURTNEY	MAGLINGER		ELEMENTARY
	AMELIA	SATTERLY		ELEMENTARY
	ANGELA	MICHAEL		IECE
	SHAWNA	MULLEN		MGE/LA/S.STUDIES
	ALLISON	NORRIS		MGE/LA/S.STUDIES
	MICAH	OGLES		MGE/S.STUDIES/LA
	RACHELLE	THOMAS		MGE/SCIENCE/LA
	CHRISTOPHER	BLAKE		P-12/MUSIC
	EMILY	WHITE		P-12/MUSIC
	ADAM	NEWTON		P-12/PE
	J. BLAKE	ROBERTS		P-12/PE
	ALEX	TAYLOR		SEC/SOCIAL STUDIES

**STUDENT TEACHER CANDIDATES FOR FALL 2012
NOT QUALIFIED**

*****STUDENT TEACHING APPLICATION PENDING***6/13/12***
(THESE STUDENTS HAVE S.T. REQUIREMENTS IN PROCESS)**

WKU ID	FIRST	LAST	D	MAJOR
	ASHLY	McGINNIS	X	5-12/FCS
	KRISTEE	BOARD	X	ELEMENTARY
	MICHAEL	WARREN	CP	ELEMENTARY
	JESSICA	WILLIAMS	X	ELEMENTARY
	MARIAH	BURNLEY	CP, X	MGE/LA/S.STUDIES
	J. DEREK	NUTT	CP	MGE/LA/S.STUDIES
	HILARY	SYKES	X	MGE/LA/S.STUDIES

	KELSIE	HUGHES	CA	MGE/MATH
	STEPHANIE	MILLER	CP	MGE/MATH/S.STUDIES
	BRITTANY	CARTER	CA	P-12/MUSIC
	STEPHANIE	HUFF	X	MGE/SCIENCE/S.STUDIES
	KENNETH	POND	CP	P-12/PE
	BRITTANY	STONE	CA	SEC/CHEMISTRY
	PAUL	MAYFIELD	X	SEC/MATH
	LANCE	PAULEY	X	SEC/PHYSICS
	CRAIG	KIRCHGESSNER	CP	SEC/SOCIAL STUDIES
	MEGAN	VINCENT	X	SEC/SOCIAL STUDIES
	JUSTIN	WHITE	CP	SEC/SOCIAL STUDIES
	AMANDA	MILLER	CP	SPECIAL EDUCATION

CA = Has not met Teacher Admission Requirements

CP = Critical Performance Score Deficiency Pending

X = Deficient GPA and/or other Student Teaching Requirement Deficiency

D = Disposition Score Deficiency Pending

STUDENT TEACHER CANDIDATES FOR FALL 2012

STUDENT TEACHING APPLICATION WITHDRAWN6/13/12***

WKU ID	FIRST	LAST	MAJOR	DATE
	COURTNEY	ANDERSON	ELEMENTARY	5/21/12
	KAELYN	DAY	ELEMENTARY	5/15/12
	KARI	HARP	ELEMENTARY	5/21/12
	SHERRI	MATTHEWS	ELEMENTARY	5/9/12
	MELINDA	ROBINSON	ELEMENTARY	5/8/12
	JORDAN	DANRIDGE	SEC/EARTH SCIENCE	5/21/12

Volunteer Teacher	English Name	Avg Score Portfolio (80 pts)	Avg Score Presentation (20 pts)	Recommend Certificate
Peng Wang (citytree1999@yahoo.com)	Pat	75	20	Yes
Bo Zhao (hahazbzb@hotmail.com)	Bo	78	20	Yes
Xiaodan Xing (cathyxxd@yahoo.com.cn)	Coco	78	20	Yes
Xiao Liu (lx121180@hotmail.com)	Rachel	75	20	Yes
Yuanshun Tan (tys.1984@163.com)	Samuel	80	20	Yes
Zhi Hu (hzcoconut@gmail.com)	Anny	76	20	Yes
Zhaohui Huang (vivianna8@163.com)	Viviana	78	20	Yes
Ling Wang (wlingda@163.com)	Linda	80	20	Yes
Na Yin (yinna2009@163.com)	Nancy	79	20	Yes
Ping Wang (pinky1012.com@163.com)	Ping	77	20	Yes
Shana Ma (mashana2009@163.com)	Marsha	80	20	Yes
Lan Li (lilan1981060@163.com)	Selena	77	20	Yes
Wei Xu (xwghcz@126.com)	Wei	78	20	Yes

Ying Peng (jessiepenpen@hotmail.com)	Jessie	79	20	Yes
Jinghua Chen (chen_jh78@hotmail.com)	Nears	78	20	Yes
Xiangyu Lu (shellyaigo@163.com)	Cecilia	79	20	Yes
Zhe Zhang (zhangzhe0408@hotmail.com)	Jessica	78	20	Yes
Jing Cui (ting890620@tom.com)	Jing	78	20	Yes

Proposal Date: 04/02/12

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

Contact Person: Name Dr. Pamela Jukes email: pam.jukes@wku.edu phone 745-4485

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: ELED 445
- 1.2 Course title: Introduction to Educational Technology
- 1.3 Credit hours: 3

2. Rationale for the course deletion: This course is no longer a required or elective course in the Elementary Education program; it has not been offered in over 5 years.

3. Effect of course deletion on programs or other departments, if known: none

4. Proposed term for implementation: Fall 2012

5. Dates of prior committee approvals:

School of Teacher Education	<u>04/06/12</u>
CEBS Curriculum Committee	<u>06/05/12</u>
Professional Education Council	_____
Graduate Council	_____
University Senate	_____

Attachment: Course Inventory Form

Proposal Date: 04/02/12

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

Contact Person: Name Dr. Pamela Jukes email: pam.jukes@wku.edu phone 745-4485

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: ELED 445G
- 1.2 Course title: Introduction to Educational Technology
- 1.3 Credit hours: 3

2. Rationale for the course deletion: This course is no longer a required or elective course in the Elementary Education program; it has not been offered in over 5 years.

3. Effect of course deletion on programs or other departments, if known: none

4. Proposed term for implementation: Fall 2012

5. Dates of prior committee approvals:

School of Teacher Education	<u>04/06/2012</u>
CEBS Curriculum Committee	<u>06/05/2012</u>
Professional Education Council	_____
Graduate Council	_____
University Senate	_____

Attachment: Course Inventory Form

Proposal Date: 04/02/12

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

Contact Person: Name Dr. Pamela Jukes email: pam.jukes@wku.edu phone 745-4485

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: ELED 508
- 1.2 Course title: Foundations and Organization of Early Childhood Education
- 1.3 Credit hours: 3

2. Rationale for the course deletion: This course is not included as a required or elective course in the new Elementary Education Teacher Leader Master's Program or the current MAE ELED program. This course has not been offered in over 5 years.

3. Effect of course deletion on programs or other departments, if known: none

4. Proposed term for implementation: Fall 2012

5. Dates of prior committee approvals:

School of Teacher Education	<u>04/06/12</u>
CEBS Curriculum Committee	<u>06/05/12</u>
Professional Education Council	_____
Graduate Council	_____
University Senate	_____

Attachment: Course Inventory Form

Proposal Date: 04/02/12

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

Contact Person: Name Dr. Pamela Jukes email: pam.jukes@wku.edu phone 745-4485

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: ELED 543
- 1.2 Course title: Interactive Teaching Skills
- 1.3 Credit hours: 3

2. Rationale for the course deletion: This course is not included as a required or elective course in the new Elementary Education Teacher Leader Master's Program or the current MAE ELED program. This course has not been offered in over 5 years..

3. Effect of course deletion on programs or other departments, if known: none

4. Proposed term for implementation: Fall 2012

5. Dates of prior committee approvals:

School of Teacher Education	<u>04/06/12</u>
CEBS Curriculum Committee	<u>06/05/12</u>
Professional Education Council	_____
Graduate Council	_____
University Senate	_____

Attachment: Course Inventory Form

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

Contact Person: Sherry Powers, sherry.powers@wku.edu, 745-5414, or Janet Applin, janet.applin@wku.edu, 745-6105

1. Identification of program:

- 1.1 Current program reference number: (various); the revised policy will apply to students in all undergraduate and graduate programs leading to initial teacher certification.
- 1.2 Current program title: (various); the revised policy will apply to students in all undergraduate and graduate programs leading to initial teacher certification.
- 1.3 Credit hours: varies by program.

2. Identification of the proposed program changes:

- Increases grade point average requirements for admission to teacher education as approved by Kentucky’s Education Professional Standards Board.
- Specifies testing requirement changes approved by Kentucky’s Education Professional Standards Board for all teacher education candidates.

3. Detailed program description:

Current Policy	Proposed Policy
<p>Admission to professional education requires that the student:</p> <ul style="list-style-type: none"> 1. File an application for admission to professional education. 2. File a statement indicating no convictions or pending charges on a felony or a sexual misconduct misdemeanor. 3. Submit documentation of a completed physical exam, TB test, and thumbprint criminal background check, all dated within one year prior to admission to teacher education. 4. Submit an appropriate photograph for the teacher admission file. 5. File a statement indicating a commitment to uphold the Professional Code of Ethics for Kentucky School Personnel. 6. Complete teacher admission standardized testing requirement for 	<p>Admission to professional education requires that the student:</p> <ul style="list-style-type: none"> 1. File an application for admission to professional education. 2. File a statement indicating no convictions or pending charges on a felony or a sexual misconduct misdemeanor. 3. Submit documentation of a completed physical exam, TB test or assessment, and thumbprint criminal background check, all dated within one year prior to admission to teacher education. 4. File a statement indicating a commitment to uphold the Professional Code of Ethics for Kentucky School Personnel. 5. Complete teacher admission standardized testing requirements for demonstration of basic skills by satisfying the indicated cut-off score(s) for one of the following <ul style="list-style-type: none"> • The Pre-Professional Skills Test (PPST) with minimums of 174 in

demonstration of basic skills by satisfying the indicated cut-off score(s) for one of the following:

- The Enhanced American College Test (ACT) with a minimum composite score of 21
- The Scholastic Aptitude Test (SAT) with a minimum composite score of 1500
- The Pre-Professional Skills Test (PPST) with minimums of 173 in Mathematics, 173 in Reading, and 172 in Writing
- The Graduate Record Exam (GRE) with a minimum Verbal + Quantitative total of 800 and an Analytical Writing score of at least 3.5, or a minimum GAP score (undergraduate GPA multiplied by GRE V+Q) of 2200 and an Analytical Writing score of at least 3.5

Required of undergraduate students (in addition to the requirements for all students):

1. Attend a Teacher Education Admissions Orientation session.
2. Achieve the required minimum GPA of 2.5 overall.
3. Demonstrate proficiency in oral communication by attaining a minimum grade of “C” in COMM 145 or 161 (or approved equivalent course).
4. Demonstrate proficiency in written communication by attaining a GPA of at least 2.5 in ENG 100 and ENG 300 (or approved equivalent courses), with neither grade lower than a “C” (English credit earned with an Advanced Placement score of 3 or higher, ACT English score of 29, SAT Verbal score of 620, or CLEP proficiency will be accepted as equivalent to a “B”).
5. Obtain three favorable faculty recommendations.
6. If not on iCAP, submit a copy of an

Mathematics, **176** in Reading, and **174** in Writing

- The Graduate Record Exam (GRE) with a minimum **150** Verbal, **143** Quantitative, and an Analytical Writing score of at least **4.0**

Required of undergraduate students (in addition to the requirements for all students)

1. Attend a Teacher Education Admissions Orientation session.
2. Achieve the required minimum GPA of **2.75** overall.
3. Demonstrate proficiency in oral communication by attaining a minimum grade of “C” in COMM 145 or 161 (or
4. Demonstrate proficiency in written communication by attaining a GPA of at least 2.5 in ENG 100 and ENG 300 (or approved equivalent courses), with neither grade lower than a "C" (English credit earned with an Advanced Placement score of 3 or higher, ACT English score of 29, SAT Verbal score of 620, or CLEP proficiency will be accepted as equivalent to a “B”).
5. Obtain three favorable faculty recommendations **from instructors of designated courses**.
6. If not on iCAP, submit a copy of an

approved written degree program for a program leading to initial certification.

Required of applicants seeking a second baccalaureate degree or certification-only for initial certification (in addition to the requirements for all students):

1. Document a minimum overall GPA of at least 2.5 (counting all course work completed at the time of admission to teacher education), or a minimum GPA of at least 3.0 in the last 60 hours.
2. Demonstrate proficiency in oral communication, either by attaining a minimum grade of “C” in COMM 145 or 161 (or approved equivalent course); OR by documenting a minimum undergraduate degree GPA of at least 2.5.
3. Demonstrate proficiency in written communication, either by attaining a GPA of at least 2.5 in ENG 100 and ENG 300 (or approved equivalent courses), with neither grade lower than a “c” (English credit earned with an Advanced Placement score of 3 or higher, ACT English score of 29, SAT Verbal score of 620, or CLEP proficiency will be accepted as equivalent to a “B”): OR by documenting a minimum undergraduate degree GPA of at least 2.5.
4. Obtain three favorable faculty recommendations.
5. Submit a copy of an approved written degree program or certification-only program for a program leading to initial certification.

Required of graduate students seeking initial certification (in addition to the requirements for all students):

1. Document a minimum overall GPA of

approved written degree program for a program leading to initial certification.

7. Submit an appropriate photograph for the teacher admissions file.

Required of applicants seeking a second baccalaureate degree or certification-only for initial certification (in addition to the requirements for all students):

1. Document a minimum overall GPA of at least **2.75** (counting all course work completed at the time of admission to teacher education), or a minimum GPA of at least 3.0 in the last **30** hours.
2. Demonstrate proficiency in oral communication, either by attaining a minimum grade of “C” in COMM 145 or 161 (or approved equivalent course); OR by documenting a minimum undergraduate degree GPA of at least **2.75**.
3. Demonstrate proficiency in written communication, either by attaining a GPA of at least 2.5 in ENG 100 and ENG 300 (or approved equivalent courses), with neither grade lower than a “C” (English credit earned with an Advanced Placement score of 3 or higher, ACT English score of 29, SAT Verbal score of 620, or CLEP proficiency will be accepted as equivalent to a “B”); OR by documenting a minimum undergraduate degree GPA of at least **2.75**.
4. Obtain three favorable faculty recommendations.
5. Submit a copy of an approved written degree program or certification-only program for a program leading to initial certification.

Required of graduate students seeking initial certification (in addition to the requirements for all students):

1. Document a minimum overall GPA of

<p>at least 2.5 (counting all course work completed at the time of admission to professional education), or a minimum GPA of at least 3.0 in the last 60 hours.</p> <p>2. Submit a copy of an approved program of studies (Form B/C) for a program leading to initial certification.</p>	<p>at least 2.75 (counting all course work completed at the time of admission to professional education), or a minimum GPA of at least 3.0 in the last 30 hours including undergraduate and graduate coursework.</p> <p>2. Submit a copy of an approved program of studies (Form B/C) for a program leading to initial certification.</p>
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4. Rationale for the proposed program change:

- The proposed policy revision is needed to bring WKU’s requirements into alignment with a new state regulation regarding GPA and testing requirement changes required by Kentucky’s Education Professional Standards Board.
- As this policy applies only to students seeking formal admission to professional education, it will not affect other policies related to students’ academic programs. The proposed policy is expected to facilitate the professional education admission process for students in the various categories.

5. Proposed term for implementation: The proposed policy will apply to all students who apply for admission to professional education beginning September 1, 2012 and thereafter.

6. Dates of prior committee approvals:

School of Teacher Education	<u>05/25/2012</u>
CEBS Curriculum Committee	<u>06/05/2012</u>
Professional Education Council	_____
Undergraduate Curriculum Committee	_____
University Senate	_____

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

Contact Person: Sherry Powers, sherry.powers@wku.edu, 745-5414, or Fred Carter, fred.carter@wku.edu, 745-4897

1. Identification of program:

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

2. Identification of the proposed program changes:

- Increases grade point average requirements for admission to student teaching.
- Adds field experience requirements approved by Kentucky’s Education Professional Standards Board for all teacher candidates.

3. Detailed program description:

Current Policy	Proposed Policy
<p>Admission to student teaching requires that the student has:</p> <ul style="list-style-type: none"> 1. been admitted to professional education. 2. applied for student teaching by February 15th for fall placement and by September 15th for spring placement. 3. a grade point average of 2.5 or higher in each of the following: <ul style="list-style-type: none"> a. overall hours b. major(s) c. minor(s) d. professional education hours 4. completed all professional education courses except student teaching and EDU 489 or EXED 434, and received grades of “C” or higher in all these courses. 5. met additional requirements described in prerequisites for ELED 490, MGE 	<p>Admission to student teaching requires that the student has:</p> <ul style="list-style-type: none"> 1. been admitted to professional education. 2. applied for student teaching by February 15th for fall placement and by September 15th for spring placement. 3. a grade point average of 2.75 or higher in each of the following: <ul style="list-style-type: none"> a. overall hours b. certifiable major(s) c. certifiable minor(s) d. professional education hours 4. completed all professional education courses except student teaching and EDU 489 or SPED 434, and received grades of “C” or higher in all these courses. 5. met additional requirements described in prerequisites for ELED 490, MGE

<p>490, SEC 490, EXED 490, or IECE 490.</p> <ol style="list-style-type: none"> 6. completed 75% of the major or all of the minor if student teaching is to be done in the minor. 7. attained senior status (90 credit hours.) 8. achieved on average “at standard” (3 or higher) on all professional education dispositions. 9. achieved critical performance assessment scores that average at least 3.0 overall and at least 2.5 per Kentucky Teacher Standard measured. 10. a valid and current medical examination (not older than one year from the end of the semester in which the student plans to student teach.) 11. demonstrated moral, social, and ethical behavior that is acceptable in the school community and the community at large, as defined in the Professional Code of Ethics for Kentucky School Certified Personnel. <p>Note: Kentucky and Federal criminal records checks will be conducted by the student’s assigned school districts after the student teaching placement has been made.</p>	<p>490, SEC 490, SPED 490, or IECE 490.</p> <ol style="list-style-type: none"> 6. completed 75% of the major or all of the minor if student teaching is to be done in the minor. 7. attained senior status (90 credit hours.) 8. documented a minimum of 200 clock hours of approved field experiences in a variety of Primary-Grade 12 school settings and submitted a record of all clinical hours for review and confirmation. 9. achieved on average “at standard” (3 or higher) on all professional education dispositions. 10. achieved critical performance assessment scores that average at least 3.0 overall and at least 2.5 per Kentucky Teacher Standard measured. 11. a valid and current medical examination (not older than one year from the end of the semester in which the student plans to student teach.) 12. demonstrated moral, social, and ethical behavior that is acceptable in the school community and the community at large, as defined in the Professional Code of Ethics for Kentucky School Certified Personnel. <p>Note: Kentucky and Federal criminal records checks will be conducted by the student’s assigned school districts after the student teaching placement has been made.</p>
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4. Rationale for the proposed program change:

- The proposed policy revision is needed to bring WKU’s requirements into alignment with a new state regulation regarding field experience (clinical) hours as specified by Kentucky’s Education Professional Standards Board.
- In addition, this revision increases grade point average requirements to be consistent with a revision to WKU’s policy regarding admission to professional education. The new state regulation stipulates that candidates for admission to the professional education unit must have at least a 2.75 GPA overall. WKU’s teacher admissions policy also includes the expectation that grades in certain courses must be at least a C or higher. For consistency in expectations, the proposed policy will establish that at the time of admission to student teaching, student academic performance must be at least at the level that it was at the time of admission to professional education.

5. Proposed term for implementation: The proposed policy will apply to all students who apply for admission to student teaching for the Spring 2014 semester and thereafter.

6. Dates of prior committee approvals:

School of Teacher Education 05/25/2012

CEBS Curriculum Committee 06/05/2012

Professional Education Council _____

Undergraduate Curriculum Committee _____

Graduate Council _____

University Senate _____

**College of Education and Behavior Sciences
Department of Educational Administration, Leadership and Research
Proposal to Revise A Program
(Action Item)**

Contact Person: Jim Berger, 5-3892, jim.berger@wku.edu

1. Identification of program:

- 1.1 Current program reference number: 098
- 1.2 Current program title: Specialist in Education: School Administration
- 1.3 Credit hours: Minimum of 36 hours

2. Identification of the proposed program changes:

- **Modify admission criteria to reflect new GRE scores and WKU Graduate Studies and Research Admission Criteria**

3. Detailed program description:

Current Program	Proposed Program
<p>The most current program information (e.g., admission requirements, required curriculum, etc.) may be found on the departmental website at http://www.wku.edu/ealr.</p> <p>The Specialist in Education Degree in School Administration is an advanced professional degree involving a minimum of 36 semester hours of study beyond the master's degree. The degree is designed primarily for those planning to enter the school principalship or other administrative/supervisory positions.</p>	<p>The most current program information (e.g., admission requirements, required curriculum, etc.) may be found on the departmental website at http://www.wku.edu/ealr.</p> <p>The Specialist in Education Degree in School Administration is an advanced professional degree involving a minimum of 36 semester hours of study beyond the master's degree. The degree is designed primarily for those planning to enter the school principalship or other administrative/supervisory positions.</p>
<p>Admission Requirements</p> <ol style="list-style-type: none"> 1. A master's degree from an accredited college or university with a minimum GPA of 3.5 from graduate work at the master's degree level; 2. A minimum score of 850 on the GRE, score in the 50th percentile or higher on the MAT, or a 646 Communication and 643 General Knowledge for the NTE; 3. A Graduate Studies and Research Application for Admission (Form A), along with a copy of current and valid teaching certificate; 4. Three recommendation letters from graduate faculty and/or professional associates; Educational Administration, Leadership, & Research application forms for programmatic admission; and 5. A departmental review. 	<p>Admission Requirements</p> <ol style="list-style-type: none"> 1. A master's degree from an accredited college or university with a minimum GPA of 3.5 from graduate work at the master's degree level; 2. Minimum scores of 148 Verbal and 148 Quantitative on the GRE and an overall GAP score of 605 ((Verbal + Quantitative) + (GPA * 100)), a score in the 50th percentile or higher on the MAT, or a 646 Communication and 643 General Knowledge for the NTE; 3. A Graduate Studies and Research Application for Admission (Form A), along with a copy of current and valid teaching certificate; 4. Three recommendation letters from graduate faculty and/or professional associates; Educational Administration, Leadership, & Research application forms for programmatic admission; and 5. A departmental review.

Degree Requirements

1. A minimum of thirty-six (36) semester hours of graduate credit in a planned program beyond the master's degree,
2. A minimum of twelve (12) semester hours must be full-time residence credit,
3. A minimum of nine (9) semester hours of residence credit must be completed before admission to candidacy and a minimum fifteen (15) semester hours of credit after admission to candidacy.
4. Candidates may transfer a maximum of six (6) semester hours, approved by the student's advisory committee, from an institution with an accredited advanced graduate program in educational administration. At least twenty-one (21) semester hours must be in courses numbered 500 or above. Minimum full-time residence requirements may be met through two semesters, or a semester and a summer, or two summers.

Specialist Project

The specialist project is considered to be an integral part of the specialist program.

1. The student must enroll for six (6) hours of credit in EDAD 699.
2. The project shall be planned with reference to the student's field of specialization and professional goals.
3. The project may take the form of a field project, a creative study, or a more formal research study. Regardless of the form of the project, the study shall culminate in a written scholarly project.
4. This project must be approved by the student's graduate committee and by Graduate Studies and Research.
5. Copies of the written project will be bound and retained by the University Library.
6. Candidates must follow the guidelines of the Educational Administration, Leadership and Research Department.
7. The project must conform to APA Style and university guidelines.
8. The time limit for the completion of all requirements for the specialist degree is six years from the date of first registration in the Specialist in Education Degree Program.
9. A student cannot be formally admitted to the Specialist in Education Degree program until all admission requirements are met.

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4. Rationale for the proposed program change:

- The GRE changed, effective August 1, 2011, to a new scoring system. The changes in the minimum GRE scores for the Specialist Degree in School Administration were designed to reflect the new scores and the modifications being made to the GAP score from Graduate Studies and Research.

5. Proposed term for implementation and special provisions (if applicable): Fall, 2013

6. Dates of prior committee approvals:

EALR Department/Division:	4/24/2012
CEBS Curriculum Committee	6/5/2012
Graduate Council	_____
University Senate	_____