

**AGENDA**  
**PROFESSIONAL EDUCATION COUNCIL**  
**3:30 - Wednesday, September 14, 2011**  
**GRH 3073**

- I. Consideration of the Minutes from the June 8, 2011 meeting  
(Minutes can be found on the CEBS Home Page – click on Dean’s Office and the drop down option Meetings Minutes and Agendas)

**For the Record –**

No July PEC Meeting – Electronic vote on July 7<sup>th</sup>

- Passed the Student Teacher Candidates for Fall, 2011 list
- Passed the candidates completing requirements for admission to the Professional Education Unit Dated June 9, 2011 to July 13, 2011

**For the Record –**

No August PEC Meeting – Electronic vote on August 5<sup>th</sup>

- Passed another Student Teacher Candidates for Fall, 2011 list (2<sup>nd</sup> list)
- Passed the candidates completing requirements for admission to the Professional Education Unit Dated July 13, 2011 to August 10, 2011

- II. New Business

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

- Candidates Completing Requirements for Admission to the Professional Education Unit August 11, 2011 to September 14, 2011

**B. School of Teacher Education**

1. Multiple Revisions to a Course - LTCY 320, Teaching Reading in Elementary School
2. Multiple Revisions to a Course - LTCY 420, Reading in the Primary Grades
3. Revise Course Prerequisites - TCHL 520, Principles of Action Research for Teacher Leaders

**C. Educational Leadership Doctoral Program**

1. Create a New Course – EDLD 722, Measurement and Survey Methods for Educational Leaders
2. Create a New Course – EDLD 732, Program Evaluation for Educational Leaders

- III. Other Business

Sam Evans – Information from Commissioner Holliday on the Commonwealth Instructional Improvement Technology System

Jackie Pope-Tarrence - Distribution of the Unit-Wide Assessment Report for Initial Preparation Programs

Janet Applin – CEBS Teacher Admissions Forms – proposed changes to accommodate SkyTeach students.

# CANDIDATES COMPLETING REQUIREMENTS FOR ADMISSION TO PROFESSIONAL EDUCATION UNIT

August 10, 2011 – September 14, 2011

## ELEMENTARY P-5

Berger, Nicole  
Emberton, Natalie R.  
Estes, Cheryl L.  
Hamilton, Jordan R.  
Maglinger, Courtney J.  
Menser, Stephanie A.

## MIDDLE GRADES

Brown, Mollie C.	English/Social Studies
DeVore, Jessica P.	Science/Social Studies
Eastridge, Brandi M.	English/ Social Studies
Embry, Alex	English/Social Studies
Lewis, Valerie L.	Math/Social Studies
Miller, Anthony	English/Social Studies
Ogles, Travis	Math
Ray, Stephanie	Math/Social Studies
Shelton, Jessica	Math

## 5-12

Danhauer, Arlee	Agriculture
Embry, Anthony	Business and Marketing
Hughes, Megan	Business and Marketing
Porter, Nicholas	Agriculture

## P-12

Aquadro, Kathryn	Music
Blanford, Laura B.	EXED
Compton, Nicholas	PE
Crawford, Monica	Art
Emberton, Thomas	PE
Keeling, Lee	Music
Luedtke, Andrew	PE
Reyes, Caitlin A.	Spanish
Turner, Curtis	Music
Waddell, Edward	PE
Wells, Jacob	PE
Wells, Jordan	PE

## **IECE**

Flahardy, Bethany

## **SECONDARY**

Alexander, John B.	Social Studies
Burba, Stephanie M.	Biology
Fawbush, Kayla	Math
Frechette, Andrew	Social Studies
Kostrach, Maxwell R.	English
Pharris, Jordan T.	Math
Taylor, Jordan	Math

## **MASTERS**

Armendariz, Adrian A.	Chemistry
Bressman, Brandon M.	Chemistry
Casebolt, John A.	Physics
Clements, Taylor J.	Math
Dick, Kevin	Math
Flynn, Janis	IECE
Heimerdinger, Matthew D.	Math
Higgins, Ashley	LME
Johnson, Kathleen G.	Math
Marsh, Joshua	Chemistry
Moore, Rachel	CD
Sosh, Amanda F.	LBD
Story, Elizabeth	CD
Thomas, Melissa	CD
Volz, Kathryn	Math
Yeomans, Margaret A.	LBD

**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](mailto:fred.carter@wku.edu)) prior to the PEC meeting.**

**College of Education and Behavioral Sciences  
School of Teacher Education  
Proposal to Make Multiple Revisions to a Course  
(Action Item)**

Contact Person: Jennifer D. Montgomery ([jennifer.montgomery@wku.edu](mailto:jennifer.montgomery@wku.edu); 745-2878)

**1. Identification of course:**

- 1.1 Current course prefix (subject area) and number: LTCY 320
- 1.2 Course title: Teaching Reading in Elementary School
- 1.3 Credit hours: 3

**2. Revise course title:**

- 2.1 Current course title: Teaching Reading in Elementary School
- 2.2 Proposed course title: Foundations of Teaching Literacy in the Elementary Grades
- 2.3 Proposed abbreviated title: Foundation Elem Literacy
- 2.4 Rationale for revision of course title: The course focuses on the knowledge, theory, and research regarding literacy in preparation for LTCY 420, a course in which students apply their learning. In addition, the course provides instruction in all strands of the English Language Arts, including reading, writing, listening and speaking, and language. The revised title more accurately describes the content of the course.

**3. Revise course catalog listing:**

- 3.1 Current course catalog listing: An introduction to reading instruction for elementary grade children; includes an examination of reading needs, teaching methods, materials, and resources related to reading skills development. 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.
- 3.2 Proposed course catalog listing: An introduction to literacy instruction for elementary grade children; includes an examination of reading needs, instructional methods, materials, and resources related to the development of standards-based literacy skills and strategies; provides instruction on foundational theories and research. Field experiences in public schools and/or other appropriate settings away from campus are required. Students are responsible for arranging their own transportation to designated or assigned sites.
- 3.3 Rationale for course catalog listing: To be more descriptive of the course content and remain current with the demands of the field.

**4. Proposed term for implementation: Spring 2012**

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

School of Teacher Education:	08/18/2011
CEBS Curriculum Committee	09/06/2011
Professional Education Council	_____
Undergraduate Curriculum Committee	_____
University Senate	_____

**Attachment: Course Inventory Form**

**College of Education and Behavioral Sciences  
School of Teacher Education  
Proposal to Make Multiple Revisions to a Course  
(Action Item)**

Contact Person: Jennifer D. Montgomery ([jennifer.montgomery@wku.edu](mailto:jennifer.montgomery@wku.edu); 745-2878)

**1. Identification of course:**

- 1.1 Current course prefix (subject area) and number: LTCY 420
- 1.2 Course title: Reading in the Primary Grades
- 1.3 Credit hours: 3

**2. Revise course title:**

- 2.1 Current course title: Reading in the Primary Grades
- 2.2 Proposed course title: Literacy Methods in the Elementary Grades
- 2.3 Proposed abbreviated title: Literacy Elem Grades
- 2.4 Rationale for revision of course title: The use of “primary grades” implies kindergarten through third grade. The course addresses kindergarten through fifth grade. In addition, the course provides instruction in all strands of the English Language Arts, including reading, writing, listening and speaking, and language. The revised title more accurately describes the content of the course.

**3. Revise course catalog listing:**

- 3.1 Current course catalog listing: A second course in reading designed to offer a detailed view of the principles, materials, and methods of instruction for grades P-5. Field experiences in public schools and/or other appropriate setting away from campus are required in this course. Students are responsible for arranging their own transportation to designated or assigned sites.
- 3.2 Proposed course catalog listing: A second course in literacy designed to offer standards-based, practical applications of instruction that build on the content of LTCY 320. Field experiences in public schools and/or other appropriate settings away from campus are required. Students are responsible for arranging their own transportation to designated or assigned sites.
- 3.3 Rationale for revision of course catalog listing: To be more descriptive of the course content and remain current with the demands of the field.

**4. Proposed term for implementation: Spring 2012**

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

School of Teacher Education:	08/18/2011
CEBS Curriculum Committee	09/06/2011
Professional Education Council	_____
Undergraduate Curriculum Committee	_____
University Senate	_____

**Attachment: Course Inventory Form**

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

Contact Person: Dr. Lisa D. Murley, [lisa.murley@wku.edu](mailto:lisa.murley@wku.edu), 745-8822

- 1. Identification of course:**
  - 1.1 Course prefix (subject area) and number: TCHL 520
  - 1.2 Course title: Principles of Action Research for Teacher Leaders
  - 1.3 Credit hours: 3
  
- 2. Current prerequisite:** Completion of Teacher Leader professional education core courses except TCHL 560
  
- 3. Proposed pre- or corequisite:** TCHL 500 or admission to a graduate program that leads to initial teacher certification.
  
- 4. Rationale for the revision of pre-requisite:** The content of the current prerequisite courses does not necessarily need to be mastered for students to be successful in TCHL 520. Revising this prerequisite will allow students to take TCHL 520 early in the program, which will allow more opportunity to apply the course concepts thus contributing to greater success in TCHL 560 Action Research Capstone for Teacher Leaders.
  
- 5. Effect on completion of major/minor sequence:** The proposed revision should assist students in completing the program in a timely manner.
  
- 6. Proposed term for implementation:** Spring 2012
  
- 7. Dates of prior committee approvals:**

School of Teacher Education:	_____ 8-18-11 _____
CEBS Curriculum Committee	_____ 9-6-11 _____
Professional Education Council	_____
Graduate Council	_____
University Senate	_____

**Attachment: Course Inventory Form**



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

Contact Person: Kyong Chon, [kyong.chon@wku.edu](mailto:kyong.chon@wku.edu), 745-2942

**1. Identification of proposed course:**

- 1.1 Course prefix (subject area) and number: EDLD 722
- 1.2 Course title: Measurement and Survey Methods for Educational Leaders
- 1.3 Abbreviated course title: Survey Methods for Ed Ldrs
- 1.4 Credit hours: 3
- 1.5 Type of course: Lecture
- 1.6 Prerequisites: EDLD 712 and one of the following: EDFN 501 or equivalent or instructor permission.
- 1.7 Course description: Examination of psychometric properties of measurement instruments used in leadership research; data collection and analysis methods used in survey research; issues related to validity, reliability, and fairness; approaches to evaluate the desired properties of research tools; and quantitative data analysis.

**2. Rationale:**

- 2.1 Reason for developing the proposed course: This course will replace the current EDLD 721- Measurement and Validity in Leadership Research course. Because the faculty are making similar changes to the scope and sequence of the other EDLD research courses (711 and 731), it makes more sense to develop a new course than to modify an existing one. This also mitigates confusion that would arise in keeping track of whether students have completed the original or revised version of EDLD 721. The proposed new course will introduce doctoral students to research methods focusing on measurement and survey procedures. In particular, the course will build on students' knowledge and understanding of research formats using quantitative designs. Students will acquire and develop fundamental concepts and skills necessary for leadership research involving assessment tools. Principles of sampling design, administration procedures, and methods of data collection and analysis with survey data will also be covered.
- 2.2 Projected enrollment in the proposed course: 20. Each cohort admits on average 20 students, and this course will be required for all doctoral students.
- 2.3 Relationship of the proposed course to courses now offered by the department: The proposed course is similar to the EDLD 721 course presently in the EdD program that, as described in 2.1, has been determined should be replaced. Also as mentioned in 2.1, the EdD program also offers EDLD 711 and 731, but faculty are completing proposals to replace these courses as well.
- 2.4 Relationship of the proposed course to courses offered in other departments: EALR department currently offers a cafeteria-style selection of courses designed for specific populations and programmatic needs. For example, EDFN 500 Research Methods is an introductory course in research that is a survey course designed for all beginning graduate students and as such largely serves the master's level students. To serve other graduate programs in other departments and colleges, EALR offers EDFN 501 and 601, two basic quantitative statistics courses; and EDFN 548 and 603, two qualitative courses. However, these courses are part of a service orientation of course offerings by the department and are not a planned sequential progression like the EDLD research courses will be. Additional master's level courses from other departments include SOCL 510 and 513; PSY 512, PSY 513, and 563; ECON 506; COMM 501 and 502; and HCA 520; but again none of these were designed for doctoral students as part of a sequence of courses geared toward doctoral level research.

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

The programs at Western Illinois and Wichita State appear the most directly similar to the proposed three-course block at WKU as it moves from consumption and use of research to discussion of methods and tools and ends with development of a prospectus prior to the traditional development of a proposal and completion of a dissertation. Western Illinois' offerings are EDL 715 Research in Schools and Communities, EDL 725 Prospectus Development, EIS 701 Quantitative Research for Educational Leaders. Wichita State lists a course almost identical to the one proposed herein with EL 969 Introduction to Educational Research and Academic Writings, which again is followed by EL 989 Advanced Research Methods in Educational Research.

At Oakland University there is again an apparent assumption of some prerequisite skills and courses prior to admission and then an 8 hour block in two courses ED 732 Research Methodology and ED 733 Analytical Methods, prior to the ED 903 course Leadership Research Issues and Proposal Development for an additional 4 hours. Similarly, Stephen F. Austin offers blocks of learning in AED 603 Exploring Contemporary and Emerging Paradigms of Educational Research and AED 623 Designing Research within Educational Settings followed up by AED 682 Developing the Dissertation Research Proposal.

### 3. Discussion of proposed course:

- 3.1 Course objectives: Upon completing this course students will be able to:
- Prepare measurement instruments and surveys consistent with psychometric principles for conducting research.
  - Evaluate psychometric properties of measurement instruments and surveys based on relevant technical information.
  - Access quantitative data from secondary sources and prepare data for subsequent analysis.
  - Compute and interpret univariate and multivariate parametric statistics.
  - Use SPSS, SAS, or other similar software packages to perform data analysis.
- 3.2 Content outline: Topics will include the following:
- *Problem Formation in Research*
  - *Design and Development of Instruments*
  - *Principles of Test Development*
  - *Use of Standardized Achievement Tests*
  - *Sources of Validity Evidence*
  - *Concepts and Estimation of Reliability*
  - *Bias and Fairness Issues in Measurement Procedure*
  - *Survey Design and Administration*
  - *Sampling Design and Data Collection in Survey Research*
  - *Methods for Quantitative Studies*
  - *Univariate and Multivariate Analyses*
  - *Reporting Results using APA Guidelines*
  - *Interpretation and Discussion of Results*
- 3.3 Student expectations and requirements: Students will be expected to read assigned text and materials and be prepared to participate actively in class discussion. Students will be also expected to demonstrate and apply their learning outcomes from computer lab sessions to assignments and a course project. Students will complete a mock methodological plan on a topic relevant to this course and their personal leadership objectives as required by the individualized component of the doctoral program design. A midterm and a final exam may also be used to assess understanding of the course content.
- 3.4 Tentative texts and course materials:
- Popham, W. J. (2000). *Modern educational measurement: practical guidelines for educational*

*leaders* (3rd ed.). Needham: Allyn & Bacon.  
 Fowler, F.J., Jr. (2009). *Survey research methods* (4<sup>th</sup> ed.). Thousand Oaks, CA: Sage.  
 Wiersma, W., & Jurs, S. G. (2009). *Research Methods in Education: An Introduction* (9th ed.). Boston: Allyn & Bacon.  
 American Educational Research Association, American Psychological Association, & National Council on Measurement in Education. (1999). *Standards for educational and psychological testing*. Washington, DC: American Educational Research Association.  
 American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association.

**4. Resources:**

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

**5. Budget implications:**

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

**6. Proposed term for implementation:** Spring 2012

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

EDD Leadership Council	<u>3-4-2011</u>
Educational Administration, Leadership, & Research	<u>5-10-2011</u>
CEBS Curriculum Committee	<u>7-5-2011</u>
Professional Education Council	_____
Graduate Council	_____
University Senate	_____

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

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

Contact Person: Jie Zhang, [jie.zhang@wku.edu](mailto:jie.zhang@wku.edu), 745-2933

**1. Identification of proposed course:**

- 1.1 Course prefix (subject area) and number: EDLD 732
- 1.2 Course title: Program Evaluation for Educational Leaders
- 1.3 Abbreviated course title: Program Evaluation for Ed Ldrs
- 1.4 Credit hours: 3
- 1.5 Type of course: Lecture
- 1.6 Prerequisite: EDLD 722
- 1.7 Course description: Program evaluation theory, methods, and practices with a focus on the practical craft of evaluation research; discussion of theoretical and strategic issues of program evaluation; application of quantitative and qualitative research methods to program evaluation contexts.

**2. Rationale:**

- 2.1 Reason for developing the proposed course: This course will replace the current EDLD 731-Advanced Data Analysis Tools in Leadership Research course. Because the faculty are making similar changes to the scope and sequence of the other EDLD research courses (711 and 721), it makes more sense to develop a new course than to modify an existing one. This also mitigates confusion that would arise in keeping track of whether students have completed the original or revised version of EDLD 731. In the proposed new course, doctoral students will learn the concepts, methods and applications of evaluation research; learn how to read evaluation research critically; understand how to use evaluation results to anticipate or improve program performance; and be able to propose an appropriate evaluation plan to assess the implementation and effectiveness of a program.
- 2.2 Projected enrollment in the proposed course: 20. Each cohort admits on average 20 students, and this course will be required for all doctoral students.
- 2.3 Relationship of the proposed course to courses now offered by the department: The proposed course is similar to the EDLD 731 course presently in the EdD program that, as described in 2.1, has been determined should be replaced. Also as mentioned in 2.1, the EdD program also offers EDLD 721 and 731, but faculty are completing proposals to replace these courses as well.
- 2.4 Relationship of the proposed course to courses offered in other departments: EALR department currently offers a cafeteria-style selection of courses designed for specific populations and programmatic needs. For example, EDFN 500 Research Methods is an introductory course in research that is a survey course designed for all beginning graduate students and as such largely serves the masters level students. To serve other graduate programs in other departments and colleges, EALR offers EDFN 501 and 601, two basic quantitative statistics courses; and EDFN 548 and 603, two qualitative courses. However, these courses are part of a service orientation of course offerings by the department and are not a planned sequential progression like the EDLD research courses will be. Additional master's level courses from other departments include SOCL 510 and 513; PSY 512, 514, and 563; ECON 506; COMM 501 and 502; and HCA 520; but again none of these were designed for doctoral students as part of a sequence of courses geared toward doctoral level research.
- 2.5 Relationship of the proposed course to courses offered in other institutions: Courses similar to this course are offered at other universities offering the Educational Leadership doctoral degree. The following are examples:

**East Carolina University** - LEED 8060-Program Evaluation: Theory and research on program evaluation. Techniques used in designing, implementing, and reporting program evaluations.  
**East Tennessee State University** - ELPA 6954-Educational Program Evaluation  
**North Carolina State University** - ELP 780- Evaluation Theory and Practice  
**University of Phoenix** - EDD 732-Program Evaluation  
**University of Louisville** - ELFH 606- Evaluation of Educational Processes  
**Old Dominion University** - FOUN 891- Program Evaluation in Education

### 3. Discussion of proposed course:

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

- Explain the major concepts in program evaluation;
- Describe the types, purposes and uses of program evaluation;
- Identify key stakeholders and their needs;
- Build and use logic models in program planning, implementation, evaluation and reporting;
- Formulate meaningful evaluation questions develop an evaluation plan to address these questions effectively;
- Apply quantitative and qualitative designs in evaluation contexts;
- Select or develop appropriate measurement tools;
- Use SPSS, NVivo, or other similar software packages to perform data analysis;
- Recognize multiple and sometimes conflicting agendas of different stakeholders and yet maintain professionalism and integrity in reporting and using evaluation information;
- Understand the strengths and weaknesses of a variety of data sources;
- Understand ethical, social, political, and value issues confronted by program evaluators.

3.2 Content outline: Topics will include the following:

- *Basics of program evaluation*
- *Types of program evaluation*
- *Phases of program evaluation*
- *Evaluation theory*
- *Program theory/logic model*
- *Evaluation planning with consideration of the evaluation standards*
- *Quantitative design for program evaluation: Randomized experiment, quasi-experiment, relational design*
- *Qualitative and mixed methods design for program evaluation*
- *Data analysis and interpretation in program evaluation*
- *Program evaluation reporting and uses*
- *Metaevaluation*
- *Ethical, political, and value issues in program evaluation*

3.3 Student expectations and requirements: Students will be expected to read assigned texts and materials and be prepared to participate actively in class discussion. Students will be also expected to demonstrate and apply their learning outcomes from computer lab sessions to assignments and a course project. Students will complete a mock methodological plan on a topic relevant to this course, and their personal leadership objectives as required by the individualized component of the doctoral program design. A midterm and a final exam may also be used to assess understanding of the course content.

3.4 Tentative texts and course materials:

Shadish, W., Cook, T. D., & Campbell, D. T. (2002). *Experimental and quasi-experimental designs for generalized causal inference*. Boston, MA: Houghton Mifflin.

Patton, M. Q. (2002). *Qualitative research and evaluation methods* (3rd ed.). Thousand Oaks, CA: Sage.

Weiss, C. H. (1998). *Evaluation: Methods for studying programs and policies* (2nd ed.). Upper Saddle River, NJ: Prentice Hall.

**4. Resources:**

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

**5. Budget implications:**

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

**6. Proposed term for implementation: Spring 2012**

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

EDD Leadership Council	<u>3-4-2011</u>
Educational Administration, Leadership, & Research	<u>5-10-2011</u>
CEBS Curriculum Committee	<u>7-5-2011</u>
Professional Education Council	_____
Graduate Council	_____
University Senate	_____

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