

AGENDA
PROFESSIONAL EDUCATION COUNCIL
3:30 - Wednesday, November 10, 2010
Tate Page Hall 334

I. Consideration of the Minutes from the October 13, 2010 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 October 13, 2010 to November 10, 2010.
- Lists for Student Teacher Candidates, Spring 2011

B. Ogden College of Science and Engineering

Dept. of Mathematics and Computer Science

1. Revise a Program – 730, Bachelor of Science in Middle Grades Mathematics
2. Revise a Program – 417, Minor in Mathematics

Department of Geography and Geology

1. Revise a Program – 133, Master of Arts in Education – Geography Education

C. College of Education and Behavioral Sciences

Department of Counseling and Student Affairs

1. Create a New Course – CNS 598, Research and Program Evaluation in Counseling
2. Revise a Program – 046, School Counseling

EdD Program

1. Revise a Program – 0010, EdD in Educational Leadership

School of Teacher Education

1. Make Multiple Revisions to a Course – LTCY 421, Reading in the Middle School
2. Revise a Program – 579, Middle Grades Education

E. College of Health and Human Services

Department of Kinesiology, Recreation and Sport

1. Revise Course Title – PE 111, Educational Gymnastics
2. Revise Course Title – PEC 320, Teaching Physical Education (K-6)
3. Revise Course Credit Hours – PE 121, Dance and Rhythmical Activities
4. Multiple Revisions to a Course – PE 110, Generic Teaching Skills
5. Multiple Revisions to a Course – PE 112, Fundamental Movement
6. Multiple Revisions to a Course – PE 222, HRFII-Strength/End/Flex
7. Multiple Revisions to a Course – PE 322, Field Experience in Physical Education
8. Multiple Revisions to a Course – PE 415, Field Experience in Physical Education I
9. New Course – PE 220, Skill Progression and Assessment
10. New Course – PE 314, Physical Education Curriculum
11. New Course – PE 319, Adapted Physical Education
12. New Course – PE 416, Special Topics in Physical Education
13. Revise a Program – 587, Bachelor of Science in Physical Education

D. Potter College of Arts and Letters

Department of English

1. Revise Course Prerequisites/Corequisites ENG 410, Composition Theory and Practice in Writing Instruction
2. Revise a Program-067, M.A. English

III. Old Business

**CANDIDATES COMPLETING REQUIREMENTS FOR ADMISSION TO
PROFESSIONAL EDUCATION UNIT
October 13, 2010 – November 10, 2010**

Elementary P-5

Alvey, Emily
Ashby, Heather
Ayer, Elizabeth
Billings, Chelsea
Blue, Kendall
Coomes, Lauren
Cunningham, Brooke
Dobbs, Kara
Elliott, Olivia
Ferguson, Hailey
Flowers, Monteka
Ford, Brooke
Garrison, Laura
Gaskins, Kelly
Gover, Morgan
Heady, Erin
Hill, Chelsea
Huddleston, Hannah
Jackson, Hannah
Kovar, Emily
LeNeave, Brittney
Livingston, Denise
Lunsford, Heather
Mayfield, Jessica
Pickerill, Carrie
Riemer, Eric
Riley, Madeline P.
Rutter, Sarah
Sharp, Shannon
Silverberg, Jamie
Smit, Gabriela
Thompson, Jennifer
Todd, Rebecca
Valone, Stephanie
Weir, Samantha
Whobrey, William
Yonts, Kimberly

Middle Grades

Edwards, Thomas	Science/English
Humphrey, Lauren	Math
Logsdon, David	Math/Science
Sneed, Allana	Math/English
Soles, Kourtney	Math/English

Sky Teach

Rogers, Frank	Physics/Astronomy
Smailhodzic, Armin	Physics/Astronomy

5-12

Bowman, Mark	Agriculture
Swihart, Angelia	FCS

P-12

Secondary

DeHaas, Hilary	Biology
Waters, Corey	Social Studies

IECE

Ballinger, Denise
Cleveland, Shawna
Ged, Judith
Taylor, Katherine

Masters

Ausband, Rassy	CD
Carroll, Chad	Chemistry
Coffman, Danielle	IECE
Cottrell, Aron	LBD
Huddleston, Charbonee	LBD
Johnson, Mindy	LBD (Pending receipt of req. doc)
Kerr, Lori	LBD
Manning, Pamela	Biology
Mosley, Jackie	LME
Pannebaker, Jennifer	IECE
Rice, Pamela	CD
Robison, Jessica	CD
Smith, Rachel	IECE

EdS

Christianson, Erika	Psychology
Follett, Shannon	Psychology
Young, Danielle	Psychology

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

STUDENT TEACHER CANDIDATES FOR SPRING 2011

*****QUALIFIED PENDING COMPLETING REQUIREMENTS***11/10/10*****

WKU ID	First	Last	MAJOR	DEFICIENCY
	DANIELLE	HEALEY	ELEMENTARY	
	MELISSA	RICKMAN	ELEMENTARY	
	SHAWNA	CLEVELAND	IECE	CA – 10/20/10
	JUDITH	GED	IECE	CA – 10/22/10
	KATHERINE	TAYLOR	IECE	CA – 10/20/10
	KAYLEE	TAYLOR	MGE/MATH	
	FRANK	ROGERS	MGE/SCIENCE/MATH	CA – 10/14/10
	KOURTNEY	SOLES	MGE/MATH/LA	APPLICATION FOR SPRING ACCEPTED ON 11/3/10
	JOSHUA	WOODS	MGE/SCIENCE	REPEATING CHEM 105
	TED	FLORENCE	SEC/ENGLISH	
	LAUREN	GRAHAM	SEC/ENGLISH	APPLICATION FOR SPRING ACCEPTED ON 11/3/10

STUDENT TEACHER CANDIDATES FOR SPRING 2011

*****APPLICATION PENDING***11/10/10*****

WKU ID	First	Last	MAJOR	DEFICIENCY
	MARK	BOWMAN	5-12/AGRICULTURE	CA – 10/29/10
	KASSI	COOPER	5-12/AGRICULTURE	NOT CA - MISSING TESTING, CERT PROGRAM
	KIRA	HARLOW	5-12/FCS	NOT CA
	ANGELIA	SWIHART	5-12/FCS	NOT CA - MISSING TESTING
	SARAH	SPRINKLE	IECE	NOT CA - PUBLIC SPEAKING
	SARA	WHITESIDE	IECE	NOT CA - MISSING TESTING
	ADAM	BRITT	MGE/MATH/S.STUDIES	
	KAYLA	CECIL	MGE/S.STUDIES/MATH	
	KELSEY	PASCHETTO	P-12/MUSIC	NOT CA - MISSING ENG 300
	JOHN MICHAEL	ADAMS	P-12/PE	NOT CA - MISSING TESTING, PUBLIC SPEAKING
	JOE	BLAIR	P-12/PE	NOT CA - MISSING TESTING, NO SEC 478
	TRENATEE	COLEMAN	P-12/PE	NOT CA - MISSING TESTING, PHOTO, NO SEC 478
	LaKISHA	DOBBINS	P-12/PE	NOT CA - MISSING TESTING, PHOTO
	JERON	DUNBAR	P-12/PE	NOT CA - MISSING TESTING, NO SEC 478
	PHILIP	PETERS	P-12/PE	NOT CA - MISSING TESTING
	JESSICA	ROGERS	P-12/PE	NOT CA - MISSING TESTING, CERT PROGRAM
	JEREMY	SIMMONS	P-12/PE	NOT CA - MISSING ENG 100, PUBLIC SPEAKING
	KELLIE	WYATT	P-12/PE	NOT CA - MISSING TESTING, NO SEC 478
	HILLARY	DeHAAS	SEC/BIOLOGY	NOT CA – MISSING CERT PROGRAM
	EMILY	RAYMER	SEC/BIOLOGY	

	MORGAN	CHEATHAM	SEC/ENGLISH	
	DAVID	ROGERS	SEC/MATH	NOT CA - MISSING ENG 100 & 300, CERT PROGRAM, PUBLIC SPEAKING, PHYS/TB, CR CK,
	ARMIN	SMAILHODZIC	SEC/PHYSICS	NOT CA – MISSING TB
	JEREMY	ADCOCK	SEC/SOCIAL STUDIES	Repeating SEC 481, Advised that degree program is over 5 yrs old.

STUDENT TEACHER CANDIDATES FOR SPRING 2011

*****APPLICATION WITHDRAWN – 11/10/11**

WKU ID	First	Last	MAJOR	DEFICIENCY
	WHITNEY	WILHELM	ELEMENTARY	PER STUDENT - 10/21/10
	SUSAN	MEYER	MGE/S.STUDIES/SCIENCE	PER STUDENT – 10/13/10
	CASEY	PHELPS	SEC/BIOLOGY	NO SEC 479 – WITHDRAWN 11/3/10

DISPOSITION / CRITICAL PERFORMANCE DEFICIENCIES

PENDING MEETING WITH DR. CARTER

11/10/11

#CP	WKU ID	First	Last	MAJOR	DEFICIENCY	Meeting w/Dr. Carter
						NOTIFICATION LETTERS ON 10/14/10
2		DANIELLE	HEALEY	ELEMENTARY		
3		MELISSA	RICKMAN	ELEMENTARY		
2		KAYLEE	TAYLOR	MGE/MATH		
5		ADAM	BRITT	MGE/MATH/S.STUDIES		11/26/10
3		JOSHUA	WOODS	MGE/SCIENCE		
2		JERON	DUNBAR	P-12/PE		
4		KELLIE	WYATT	P-12/PE		
3		TED	FLORENCE	SEC/ENGLISH		11/25/10

DISPOSITION / CRITICAL PERFORMANCE DEFICIENCIES
RESOLVED WITH DR. CARTER

11/10/11

#CP	WKU ID	First	Last	MAJOR	DEFICIENCY
1		HOLLY	ALLGEIER	ELEMENTARY	
1		JORDAN	CRADDOCK	ELEMENTARY	
1		ASHLEY	TRAVIS	ELEMENTARY	
1		BRENDA	THOMAS	IECE	
1		BRANDON	DUKES	MGE/S.STUDIES/LA	
3		MATTHEW	NAPIER	MGE/MATH/LA	
3		FRANK	ROGERS	MGE/SCIENCE/MATH	
1		TINA	SHOEMAKE	MGE/S.STUDIES/LA	
1		ROBBIE	THOMPSON	MGE/MATH/SCIENCE	
1		CAROLYN	VIRAY	MGE/SCIENCE/MATH	
3		MORGAN	CHEATHAM	SEC/ENGLISH	
2		TAYLOR	NASH	SEC/SOCIAL STUDIES	
1		ALECIA	UNDERWOOD	SPECIAL EDUCATION	DISP/ATTENDANCE

Proposal Date: September 10, 2010

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

Contact Person: David K. Neal, david.neal@wku.edu, 745-6213

- 1. Identification of program:**
 - 1.1 Current program reference number: 730
 - 1.2 Current program title: Bachelor of Science in Middle Grades Mathematics
 - 1.3 Credit hours: 32 to 33

- 2. Identification of the proposed program changes:** Establish admission requirements.

- 3. Detailed program description:**

Current Admission Requirements	Proposed Admission Requirements
None	<p>Students who wish to declare a 730 Middle Grades Mathematics major will initially be designated as “seeking admission” until the following requirements have been satisfied:</p> <ul style="list-style-type: none">• Complete MATH 117 and MATH 136, or MATH 136 and MATH 137; and MATH 205, with a grade of C or better in each course.• Have an overall GPA of at least 2.4 in all middle grades mathematics program courses (MATH 117 and above) completed prior to admission. <p>(If a course is repeated, then the second grade is used to compute the GPA. If a course is repeated multiple times, then the average of all grades after the first attempt is used to compute the GPA.)</p>

- 4. Rationale for the proposed program change:** The proposed course completion requirements will improve the retention rate of middle grades mathematics majors and ensure that all students entering the program are qualified and capable of succeeding in the program. The grade and GPA requirements will create a uniform admission standard for all students in the middle grades and secondary mathematics certifiable majors.

5. Proposed term for implementation and special provisions:

The proposed admission requirements will apply to students seeking admission to WKU for Fall 2011 and thereafter. Upon approval, the admission requirements will apply to all current students who seek to switch majors to middle grades mathematics. The requirements will not be retroactive to students who are already declared as middle grades mathematics majors.

6. Dates of prior committee approvals:

Department of Mathematics and CS	<u>September 10, 2010</u>
Ogden Curriculum Committee	<u>October 14, 2010</u>
Professional Education Council	_____
Undergraduate Curriculum Committee	_____
University Senate	_____

Attachment: Program Inventory Form

**Ogden College of Science and Technology
Department of Mathematics and Computer Science
Proposal to Revise A Program
(Action Item)**

Contact Person: Wanda Weidemann, wanda.weidemann@wku.edu, 745-6211

1. Identification of program:

- 1.1 Current program reference number: 417
- 1.2 Current program title: Minor in Mathematics
- 1.3 Credit hours: minimum of 18 hours

2. Identification of the proposed program changes:

- Delete “Minor Certifiable for Teaching Secondary Mathematics”
- Modify course numbers, titles and credit hours to reflect previously approved changes: MATH 126 Calculus and Analytic Geometry I (4.5 hours) to MATH 136 Calculus I (4 hours); MATH 227 Calculus and Analytic Geometry II (4.5 hours) to MATH 137 Calculus II (4 hours); MATH 327 Multivariable Calculus (4 hours) to MATH 237 Multivariable Calculus (4 hours); and MATH 329 Probability and Statistics I to MATH 382 Probability and Statistics I (3 hours).
- Delete MATH 122, 132, 232 as options for the calculus sequence
- Change the number of 300/400-level courses required to compensate for the reduction in hours for the calculus sequence.

3. Detailed program description:

<p>Minor in Mathematics A minor in mathematics (reference number 417) requires a minimum of 18/21 semester hours. The program offers two options: (1) Minor for Employment in Industry and/or Graduate Studies in Mathematics. (2) Minor Certifiable for Teaching Secondary Level Mathematics. The student who elects a minor in mathematics (either option) must complete the following courses: the sequence MATH 126, 227 or the sequence MATH 122, 132, 232; and MATH 307. Option 1: Minor for Employment in Industry The student who elects a minor in mathematics but does not plan to teach is</p>	<p>Minor in Mathematics A minor in mathematics (reference number 417) requires a minimum of 18/21 semester hours. The program offers two options: (1) Minor for Employment in Industry and/or Graduate Studies in Mathematics. (2) Minor Certifiable for Teaching Secondary Level Mathematics. The student who elects a minor in mathematics (either option) must complete the following courses: the sequence MATH 126, 227 or the sequence MATH 122, 132, 232; the foundational sequence consisting of MATH 136, 137 and 307*. Option 1: Minor for Employment in Industry</p>
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<p>provided a noncertifiable minor that requires at least eighteen semester hours of mathematics. In addition to the foundational sequence (MATH 126, 227, 307*) this student is required to select two courses from MATH 305, 310, 317, 327, 329, 331, or STAT 301**.</p> <p>* Students majoring in engineering may replace MATH 307 with MATH 350.</p> <p>** Students may not count both MATH 329 and STAT 301 in the minor.</p> <p>Option 2: Minor Certifiable for Teaching Secondary Mathematics</p> <p>The student who elects a minor in mathematics certifiable for secondary education is required to complete at least twenty-one semester hours of mathematics. In addition to the foundational sequence (MATH 126, 227, 307) this student is required to complete the following:</p> <ol style="list-style-type: none"> 1. Both MATH 310 and MATH 323 2. One course chosen from MATH 305, 315, 317, 327, 329, 331, 409, or 423. The undergraduate student minoring in mathematics and planning to pursue a master's degree with either a major or minor in mathematics is advised to include both MATH 317 and 327 in the undergraduate program. 	<p>The student who elects a minor in mathematics but does not plan to teach is provided a noncertifiable minor that requires at least eighteen semester hours of mathematics. In addition to the foundational sequence (MATH 126, 227, 307*) this the student is required to select a minimum of two three courses from MATH 237, 305, 310, 315, 317, 323, 327, 331, 337, 382, 398, 405, 406, 409, 415, 417, 423, 431, 432, 435, 439, 450, 470, 482, or STAT 301***.</p> <p>* Students majoring in engineering may replace MATH 307 with MATH 350.</p> <p>** At least half of the hours that count towards the minor must be at the 300 level or above. In addition, students may not count both MATH 382 and STAT 301 in the minor.</p> <p>Option 2: Minor Certifiable for Teaching Secondary Mathematics</p> <p>The student who elects a minor in mathematics certifiable for secondary education is required to complete at least twenty-one semester hours of mathematics. In addition to the foundational sequence (MATH 126, 227, 307) this student is required to complete the following:</p> <ol style="list-style-type: none"> 1. Both MATH 310 and MATH 323 2. One course chosen from MATH 305, 315, 317, 327, 329, 331, 409, or 423. The undergraduate student minoring in mathematics and planning to pursue a master's degree with either a major or minor in mathematics is advised to include both MATH 317 and 327 in the undergraduate program.
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4. Rationale for the proposed program changes:

- The Kentucky Education Professional Standards Board (the agency that grants teacher certification in Kentucky) will no longer certify content minors.

- The revisions in course numbers, titles and credit hours reflect previously approved curriculum changes.
- The MATH 122, 132, 232 option for the calculus sequence has been removed because MATH 132 and 232 are being deleted from the WKU Course Inventory.
- The reduction in the number of credit hours in the new calculus sequence necessitates that students enroll in one more 300/400-level course to satisfy the university's minimum hours requirement for the minor.

5. Proposed term for implementation and special provisions (if applicable):
 Fall, 2011 (Note: the Kentucky Education Professional Standards Board will not certify mathematics minors who have not completed their undergraduate programs by January 2012.)

6. Dates of prior committee approvals:

Dept. of Mathematics & Computer Science:	<u>November 20, 2009</u>
Ogden College Curriculum Committee	<u>October 14, 2010</u>
Professional Education Council	_____
Undergraduate Curriculum Committee	_____
University Senate	_____

Attachment: Program Inventory Form

Proposal Date: October 16, 2010

**Ogden College of Science and Engineering
Department of Geography and Geology
Proposal to Revise a Program
(Action Item)**

Contact Person: David Keeling (david.keeling@wku.edu), 745-4555

1. Identification of program:

- 1.1 Current program reference number: Ref. # 133
- 1.2 Current program title: Master of Arts in Education – Geography Education
- 1.3 Credit hours: 30 hours

2. Identification of the proposed program changes:

- Revise program title to Master of Arts in Education – Geography Education for Teacher Leaders
- Replace core graduate education courses with new Teacher Leader (TCHL) courses.
- Develop two emphases (Cultural Geography Education and Earth Science Education) and propose a sequence of courses in each emphasis.
- Change program hours from 30 to 30-34 hours depending on courses selected.

3. Detailed program description:

Old Program	New Program
Students in this program must meet all the requirements for high school professional certification. The major requires a minimum of 18 hours (see advisor for course selection) with GEOG 500 required. The minor requires a minimum of 12 hours with GEOG 500 required. The remaining hours (within the required 30) are taken in professional education.	<p>The Master of Arts in Education - Geography Education for Teacher Leaders degree is designed for public school teachers who wish to specialize in the geosciences. Students may complete the major with content emphases in cultural geography or earth science.</p> <p>Professional education courses and experiences include Professional Learning Communities in which students interact with other graduate students from various content areas and grade levels to discuss and work on real world challenges and promising practices they encounter in schools. During the first course in the professional education portion of the program, TCHL 500 <i>Foundations of Teacher Leadership</i>, students will complete an assessment process that will be used in determining which TCHL core courses they must take (see</p>

Important Note below). All students must either complete TCHL 540, 544, 548, 550, 554, and 558 or pass proficiency evaluations for these courses. TCHL 500, 530, and 560 (or an approved discipline specific action research course) are required for all students, and there are no proficiency evaluations that may be substituted for these courses. An Action Research Project for Teacher Leaders focusing on a classroom, school, or district issue is the capstone for the completion of the program.

1. **WKU Graduate:** No qualifying GAP** score will be required for graduates of the WKU B.S. in Geology program (Earth and Space Science emphasis), the B.A. in Social Studies program, or any other baccalaureate degree program that led to initial certification for teaching geography, as long as applicants have or are eligible for a teaching certificate for Geography, Earth and Space Science, or Social Studies (Grades 8-12). A copy of the certificate or statement of eligibility must be submitted with the application.

2. **Graduate of a Kentucky Higher Education Institute other than WKU:** Applicants with undergraduate degrees from Kentucky higher education accredited universities must have a 2.75 GPA for all previous undergraduate coursework or a qualifying GAP** score and must have or be eligible for a teaching certificate* for Geography, Earth and Space Science, or Social Studies (Grades 8-12). A copy of the certificate or statement of eligibility must be submitted with the application.

3. **Graduate of an Out-of-State**

Institution of Higher Education:

Applicants with undergraduate degrees from all other higher education accredited universities must have a 2.75 GPA for all previous undergraduate coursework or a qualifying GRE/GAP** scores and must have or be eligible for a teaching certificate* for Geography, Earth and Space Science, or Social Studies (Grades 8-12). A copy of the certificate or statement of eligibility must be submitted with the application.

*Kentucky applicants whose certificates have expired may be admitted, but they may enroll for only six hours before they must apply to the Kentucky Education Professional Standards Board for re-issued certificates. After completion of six hours, a student admitted with an expired certificate must submit a copy of the re-issued certificate before being allowed to register for any additional courses. Applicants from out-of-state with expired certificates must complete the requirements for their respective states to renew their certificates and submit a copy of the reissued certificate.

**Qualifying GAP Score: 2200 or higher (GRE score multiplied by the under-graduate GPA for a score) and a GRE Analytical Writing score of 3.5 or higher.

Important Note: While enrolled in TCHL 500, master's candidates will use several documents, including their KTIP assess-ments or in-kind examples, dispositions self-surveys, referrals from school personnel, and their respective School Improvement Plan, to develop with their respective program advisors individual-ized

programs of study of 30-34 hours related to Kentucky Teacher Standards and professional goals. Each student's program of study will include some or all of the TCHL courses, plus additional education-related or content courses.

Courses underlined are required:

Content Major: 18 hours

Advisor-approved elective courses selected from the geosciences (cultural geography or earth science).

CULTURAL GEOGRAPHY Emphasis:

EDU or GEOS 507 Geographic

Concepts and Skills for Teachers (3)

Two regional geography courses (6)

Two topical geography courses (6)

Geography elective (3)

EARTH SCIENCE Emphasis:

GEOL 511 Dynamic Earth (3)

Approved content courses (15)

* (Students may choose 6 hours of content courses from Agriculture, Biology, Chemistry, or Physics with approval of the program advisor.)

Secondary Education Minor

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

Professional Education Core: 9-16 hours:

TCHL 500 – Foundations of Teacher Leadership (3)

TCHL 530 – Curriculum Development (3)

TCHL 540 – Classroom Instruction: Instructional Strategies (1)

TCHL 544 – Classroom Instruction: Equitable School and Community

Partnerships (1)

**TCHL 548 – Classroom Instruction:
Managing Learning Environment (1)
TCHL 550 – Student Assessment I:
Fundamentals Student Assessment (1)
TCHL 554 – Student Assessment II:
Standardized Testing (1)
TCHL 558 – Student Assessment III:
Classroom Tests and Instruments (2)
TCHL 560 – Action Research for
Teacher Leaders (3)**

Education Electives—0-3 hours:

Students who successfully complete the proficiency examinations for TCHL 540, TCHL 544, TCHL 548, TCHL 550, TCHL 554, and/or TCHL 558 may substitute another education course with advisor approval.

TCHL 520 Principles of Action Research for Teacher Leaders is strongly recommended

Total Program Hours: 30-34

**Secondary Education Mid-Point
Assessment Requirements:**

To ensure that all Master’s candidates are proficient on Advanced Level Kentucky Teacher Standards, all *Critical Performances* associated with the above TCHL courses must be completed, *even if a candidate’s program of studies does not include the courses*. Candidates may only complete 6 hours in their specialized coursework before they have uploaded all Critical Performances and have achieved an average score of 3.0 on all performances and an average score of 3 on dispositions. Additional course work may be required based on the assessment results.

Program Completion Requirements:

1. A minimum of 18 graduate credit

	<p>hours in geoscience (cultural geography or earth science emphases) is required.</p> <p>2. Successfully complete TCHL 560 (Course grade of C or higher) or approved discipline specific action research course.</p> <p>3. Give acceptable presentation of action research in approved venue.</p> <p>4. Achieve a minimum 3.0 GPA overall and in secondary education course work.</p>
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4. Rationale for the proposed program change:

- The program title is being revised to reflect the new “Teacher Leaders” approach to content-based programs.
- At the direction of the Kentucky Education Professional Standards Board (EPSB), colleges of teacher education throughout the state have been charged with redesigning their Master’s and 5th year non-degree advanced teacher preparation programs. The EPSB requires that the redesigned programs have available to students a core set of “teacher leader” courses, as well as newly designed courses based on input from teachers and administrators in the WKU service area.
- In the geosciences, students with career ambitions in P-12 teaching typically identify either cultural geography or earth science as their content focus. Accordingly, the program is revised to offer two emphases (Cultural Geography Education and Earth Science Education), with a structured sequence of courses in each emphasis.
- As a consequence of restructuring the program, the number of required hours will change from 30 to 30-34 hours, depending on courses selected.

5. Proposed term for implementation and special provisions (if applicable): Fall 2011.

- By state regulation students seeking advanced certification may not be admitted to the existing programs after December 31, 2010, and those admitted to the existing programs must complete them no later than January 31, 2013.

6. Dates of prior committee approvals:

Geography and Geology Department: _____10/15/2010_____

Ogden College Curriculum Committee: _____10/22/2010_____

Professional Education Council: _____

Graduate Council: _____

University Senate: _____

Attachment: Program Inventory Form

**College of Education and Behavioral Sciences
Department of Counseling and Student Affairs
Proposal to Create a New Course
(Action Item)**

Contact Person: Bill Kline, bill.kline@wku.edu, 270 745-4953

1. Identification of proposed course:

- 1.1 **Course prefix (subject area) and number:** CNS 598
- 1.2 **Course title:** Research and Program Evaluation in Counseling
- 1.3 **Abbreviated course title:** Res & Prog Eval in Counseling
- 1.4 **Credit hours and contact hours:** 3 semester hours
- 1.5 **Type of course:** L-Lecture
- 1.6 **Prerequisites/corequisites:** Admitted to MAE program in Counseling, School Counseling, or Student Affairs in Higher Education
- 1.7 **Course catalog listing:** Research designs in counseling and student affairs. Statistical methods for needs assessment and program evaluation. Action research, evidence-based practice, ethical and cultural implications.

2. Rationale:

- 2.1 Reason for developing the proposed course:** The course has been developed to provide coverage of content required by the 2009 Council for the Accreditation of Counseling and Related Educational Programs (CACREP) standards for Research and Program Evaluation in counseling core standards (Section II, G 8, a – f). These standards specify:

- studies that provide an understanding of research methods, statistical analysis, needs assessment, and program evaluation, including all of the following:
 - a. the importance of research in advancing the counseling profession;
 - b. research methods such as qualitative, quantitative, single-case designs, action research, and outcome-based research;
 - c. statistical methods used in conducting research and program evaluation;
 - d. principles, models, and applications of needs assessment, program evaluation, and the use of findings to effect program modifications;
 - e. the use of research to inform evidence-based practice; and
 - f. ethical and culturally relevant strategies for interpreting and reporting the results of research and/or program evaluation studies.

In addition, CACREP specifies program area knowledge, skills, and practice standards in Clinical Mental Health, Marriage and Family Counseling, School Counseling, and Student Affairs. These, more specific, standards require the application of the core standards content to students' intended areas of counseling practice. The proposed course will emphasize profession-specific competencies

and applications that are impractical in courses offered to broader student populations. Finally, the 2009 CACREP standards require course instructors to enter evaluation data for each student in terms of knowledge, skills, and practice competencies.

2.2 Projected enrollment in the proposed course:

Course enrollment will range from 24 to 36 students each year. Enrollment projections are based on admissions goals for the Department of Counseling and Student Affairs.

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

The Department of Counseling and Student Affairs currently does not offer a research course. The content of the proposed course will meet the CACREP accreditation standards for counseling core and program areas. The recently revised CACREP accreditation standards (2009) require specified academic content and demonstration of this content in practice. Students will apply the knowledge and skills developed in the proposed course in CNS 556 Developmental Career Counseling, CNS 552 Testing and Assessment, and practicum and internship courses (CNS 590, CNS 591, CNS 595, and CNS 596).

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

The Department of Educational Administration, Leadership, and Research offers EDFN 500 Research Methods, and the Department of Psychology offers PSY 512 Seminar in Experimental Design. Neither of these courses includes the necessary content to meet CACREP Research and Program Evaluation standards. Other examples include CD 500, COMM 502, PH 501, SOCL 510, GEOS 500, and SWRK 540. Each of these prepares students for research and practice in the respective discipline, and none is suitable for students in other disciplines.

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

This course is offered in counseling programs across the country. For example, Idaho State University offers COUN 611 Applied Statistics and Research, the University of Iowa offers 7C:276 Research in Rehabilitation. & Mental Health Counseling, and the University of North Texas offers COUN 6130 Research in Counseling. These courses have similar content and objectives to those in the proposed course.

3. Discussion of proposed course:

3.1 Course objectives:

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

- Understand the importance of research in advancing the counseling profession.

- Understand methods such as qualitative, quantitative, single-case designs, action research, and outcome-based research as it pertains to research in counseling and student affairs.
- Understand statistical methods used in conducting counseling and student affairs related research and program evaluation.
- Apply principles, models, and applications of needs assessment, program evaluation, and the use of findings to effect the modification of counseling and student affairs programs.
- Apply the use of research to inform evidence-based practice in counseling and student affairs.
- Apply ethical and culturally relevant strategies for interpreting and reporting the results of counseling and student affairs based research and/or program evaluation studies.
- Understands how to critically evaluate research relevant to the practice of counseling and student affairs.
- Apply program evaluation for programs in clinical mental health, marriage and family counseling settings, schools, and in student affairs environments.
- Apply evidence-based and basic strategies for evaluating counseling and student affairs outcomes in various contexts.
- Apply relevant research findings to inform the practice of counseling and student affairs.
- Apply outcome measurements for counseling and student affairs programs, interventions and treatments.
- Use data increase the effectiveness of various interventions and programs in counseling and student affairs.

3.2 Content outline:

- Research as a means of advancing the counseling profession
- Research methods used in counseling and student affairs
- Statistical methods used in conducting counseling and student affairs research and program evaluation
- The use of findings from research and program evaluation to modify counseling and student affairs programs
- Evidence-based practice in counseling and student affairs
- Ethical and culturally relevant strategies for interpreting and reporting the results of counseling and student affairs based research and/or program evaluation studies
- Evaluation of research relevant to the practice of counseling and student affairs
- Program evaluation in clinical mental health, marriage and family counseling settings, schools, and in student affairs environments
- Use of evidence-based research and basic strategies in program evaluation process
- Application of research findings to inform the practice of counseling and student affairs

- Use of outcome measurements for counseling and student affairs programs, interventions and treatments
- Use data to increase the effectiveness of various interventions and programs in counseling and student affairs

3.3 **Student expectations and requirements:** Course evaluation will include measures of student performance on course group research projects, research papers and / or proposals, and examinations.

3.4 Tentative texts and course materials:

Altschuld, J. W. & White, J. L. (2010). *Needs assessment*. Thousand Oaks, CA: Sage.

Chen, H. (2005). *Practical program evaluation: Assessing, and improving planning, implementation, and effectiveness*. Thousand Oaks, CA: Sage.

Creswell, J.W. (1994). *Research design: Qualitative and quantitative approaches*. Thousand Oaks, CA: Sage.

Drummond, R.J. (2000). *Appraisal procedures for counselors and helping professionals* (4th ed.). New York: Macmillan.

Flick, U. (1998). *An introduction to qualitative research*. Thousand Oaks, CA: Sage.

Galvan, J.L. (1999). *Writing literature reviews: A guide for students of the social and behavioral sciences*. Los Angeles, CA: Pyrczak.

Heppner, P. P., Wampold, B. E., & Kivlighan, D. (2007). *Research design in counseling* (3rd ed.). Belmont, CA: Brooks/Cole.

Publication Manual of the American Psychological Association (6th ed.). (2009). Washington, DC: American Psychological Association.

Journal of Counseling and Development

Journal of Mental Health Counseling

Professional School Counseling

The Family Journal: Counseling and Therapy for Couples and Families

Journal of College Student Development

4. Resources:

- 4.1 Library resources: Current resources are sufficient.
- 4.2 Computer resources: Current resources are sufficient.

5. Budget implications:

- 5.1 Proposed method of staffing: Existing faculty members
- 5.2 Special equipment needed: None
- 5.3 Expendable materials needed: None
- 5.4 Laboratory materials needed: None

6. Proposed term for implementation: Fall 2011

7. Dates of prior committee approvals:

Department of Counseling and Student Affairs 10/20/2010

CEBS Curriculum Committee 11/02/2010

Professional Education Council _____

Graduate Council _____

University Senate _____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

**College of Education and Behavioral Sciences
Department of Counseling and Student Affairs
Proposal to Revise A Program
(Action Item)**

Contact Person: Cynthia Mason, Cynthia.mason@wku.edu , 270 745-4953

1. Identification of program:

- 1.1 Current program reference number: 046
- 1.2 Current program title: School Counseling
- 1.3 Credit hours: 36

2. Identification of the proposed program changes:

- Change program description to be consistent with proposed changes in curriculum and program philosophy.
- Remove Admissions Requirements and replace with Application Process for the Department of Counseling and Student Affairs Master's Degree Program in School Counseling.
- Revise curriculum to meet the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) accreditation standards for School Counseling programs.
- Change title of CNS 559 Counseling Techniques as listed in the catalog narrative to reflect its official title, Techniques of Counseling.
- Change title of CNS 590 School Practicum as listed in the catalog narrative to reflect its official title, Practicum.

3. Detailed program description:

Master of Arts in Education: School Counseling, Ref. # 046

The most current program information (e.g., admission requirements, required curriculum, etc.) may be found on the departmental website at:

<http://edtech.wku.edu/~counsel/programs.htm>.

The School Counseling program is intended for the educator who plans to enter the field of school counseling or intends to upgrade personal relationship building. This **36-hour** program leads to the Master of Arts in Education degree and provisional certification for school counselors in all grade levels, primary through grade twelve.

Master of Arts in Education: School Counseling, Ref. # 046

The most current program information (e.g., admission requirements, required curriculum, etc.) may be found on the departmental website at:

<http://edtech.wku.edu/~counsel/programs.htm>.

The School Counseling program reflects current national accreditation standards for the preparation of school counselors and the most contemporary model for school counseling. Program graduates will develop identities as professional school counselors.

This **48-hour** program leads to the Master of Arts in Education degree and provisional certification for school counselors in all grade

Admission Requirements

Applicants for admission are expected to attain a GAP score consistent with the minimum established by the university (currently 2200) and achieve a GRE Analytical Writing score of at least 3.5. Kentucky residents must also possess a valid teaching certificate; applicants from other states will be considered on a case-by-case basis.

After acceptance into Graduate Studies the student should meet with the assigned advisor during the first 12 hours of course work to complete a Form B/C that lists all of the courses the student must take to complete the degree program. The advisor also will go over a suggested course sequence to facilitate progression through the program.

After completing approximately 15 hours, the student should complete the Admission to Candidacy (Form D) and submit it to his or her advisor, who will send it to Graduate Studies.

After being admitted by Graduate Studies and Research applicants must also complete the Admission to the Counseling and Student Affairs Programs application packet. This application packet includes a letter of introduction/personal statement that addresses goals for the program, picture, signed statement, criminal background check, and two letters of recommendation. The application must be submitted after completing two CNS courses but before completing five courses. It is recommended that EDFN 500 be taken within the first 15 hours; it cannot be taken during the last semester of enrollment.

Applications are available in the departmental office.

levels, primary through grade twelve.

Application for admission to the MAE: School Counseling

The Department of Counseling and Student Affairs School Counseling Program in School Counseling accepts applications from teachers certified in Kentucky AND from applicants who are not certified as teachers in Kentucky. Qualifications for initial certification as school counselors vary for those who are not certified as teachers. These qualifications are presented as minimum admissions requirements. Review the procedures presented below carefully to ensure you will have supplied the necessary information.

Review of completed applications begins April 15 each year for admission the following fall semester. These reviews use a holistic approach to evaluate applicants' potential to be successful as students and as school counselors. This approach involves the submission of application portfolios that allows department faculty members to develop more complete assessments of applicants in terms of previous academic achievement, writing abilities, personal experience, and personal and interpersonal awareness. Faculty rate application materials and rank applications according to these ratings. The faculty will ask the most highly ranked applicants to campus for an interview. After the completion of the interviews, faculty will make admissions decisions based on applicants' credentials and the interview assessment. The application process is competitive with a limited number of openings available on the main and off campus sites.

Application for admission requires three steps:

Step 1. Submit required materials to

Graduate Studies. **Step 2.** Apply for admission to the School Counseling Program. **Step 3.** If invited by the faculty, participate in an interview process on campus.

Step 1. Submit required materials to Graduate Studies

- A. Complete the online graduate application process found at the following address:
https://acsapps.wku.edu/pls/prod/bwskalog.P DispLoginNon?app_level=GR
- B. Pay a non-refundable application-processing fee. Payment is required prior to submission of required materials and the online application form.
- C. Submit official transcripts of all post-secondary academic work. Applicants without a Kentucky teaching certificate must have a minimum overall GPA of at least 2.5, or a minimum GPA of at least 3.0 in the last 60 hours. Admission is competitive; the GPA listed above is the minimum.
- D. Submit an official report of the **Graduate Record Examination (GRE)** (*including the analytic writing section*) directly to Graduate Studies. *Be sure to complete the GRE several months prior to the April 15 application deadline to allow sufficient time for the official test score reports to be received by Graduate Studies.*
NOTE: All applicants for the School Counseling Program are required to submit GRE scores. Minimum scores for applicants who are not certified as teachers require at least a 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.

Admissions are competitive and these scores represent minimum acceptable scores.

- E.** *Understand that submitting materials to Graduate Studies is required and that it is the first step in the application process. Submission of materials to Graduate Studies does not imply a guarantee of admission to the Department of Counseling and Student Affairs master's degree program in School Counseling.*

Step 2 . Apply to the School Counseling Program.

The second step in applying for admission is to submit the following materials on or before April 15. These materials comprise an application portfolio. These portfolios allow department faculty members to evaluate applicants from a holistic perspective that includes academic achievement, writing skills, personal experience, and personal and interpersonal awareness. Applicants submit the specified materials directly to the Department of Counseling and Student Affairs. The faculty will use these materials to determine eligibility for Step 3, the on campus interview. A complete application includes the following materials:

1. A personal statement of at least 6 and not more than 10 pages in length. This statement should use APA format and style. The statement must include the following content.
 - a. Discuss what it would mean to you to become a school counselor.
 - b. Describe your personal characteristics that prepare you to become an effective school counselor.

- c. Discuss how you deal with your emotional reactions to events in your life.
- d. Describe your experiences with diverse persons and cultures. Discuss what you have learned from these experiences.
- e. Briefly discuss how you deal with stressful events.
- f. Explain how your friends and family would describe the way you function in your relationships with them.
- g. Present your career objectives and discuss how a master's degree in school counseling will prepare you to meet these objectives.

2. A completed admission form [PDF](#) | [MS Word](#),

- a. Signature required - Read the statement on the admission form carefully before signing it. You are attesting to the fact that you have never been convicted of a felony, and finally, you are attesting that you have never been charged with a crime involving abuse or personal harm.
- b. If you have been charged or convicted of such felonies, attach a statement that explains the circumstances. (Understand that you must complete a criminal background check prior to your application.)
Falsification of the information in this statement or another part of the application is grounds for immediate dismissal from the program.

3. Three recommendations that use the

Candidate Recommendation Form: [PDF](#)
| [MS Word](#)

- a. Recommendations are required from people who are able to comment on your professional competence. *Professors, adjuncts and instructors of the Department of Counseling and Student Affairs classes are NOT accepted as references.*
 - b. **AFTER** you fill out the first side of the recommendation form with your name, program of study and signature, give the form to your reference. Also, give this person an envelope in which they will seal the recommendation.
 - c. Ask each reference to sign his or her name across the sealed flap, indicating a completed recommendation is inside the envelope. The reference returns this sealed, signed recommendation **TO YOU**. When you have these completed forms from two references, attach them to the rest of your application.
4. An unofficial copy of your transcripts and GRE scores.
 5. A current vita
 6. Mail your complete application portfolio to:

Department of Counseling and
Student Affairs
School Counseling Program
Western Kentucky University
Tate Page Hall 409
1906 College Heights Blvd. #51031
Bowling Green, KY 42101

The application requires attention to detail, thought and effort. You should allow approximately 6 weeks to complete the

various parts of this application, including time to get recommendations to and from the individuals making the recommendations.

Step 3. If invited, participate in the on-campus interview process.

Based on evaluation of the materials in the application portfolio submitted in Step 2, highly ranked applicants will receive notification of their eligibility for an interview. Applicants will receive this notification approximately 10 days to 2 weeks after the application deadline. Eligible applicants will be scheduled for interviews on campus with faculty and current students. Interviews will focus on the following:

1. Discussion of interests in school counseling and the selection of the Western Kentucky University Department of Counseling and Student Affairs.
2. Discussion of academic and professional goals.
3. Expectations of faculty.
4. Demonstration of interpersonal skills and insight into personal motivations.
5. Assessment of attitudes in the areas of diversity, interpersonal conflict, management of emotions, interpersonal risk taking, and self-care.

Participation in the interview process does not guarantee admission but is a prerequisite for admission. Offers of admission will be extended to those applicants whose credentials qualify them for the interview assessment and who are ranked high following the interview assessment.

After Step 2, applicants with lower rankings will receive letters indicating that they are not eligible for admission during the current admission cycle. Applicants with higher rankings who do not qualify for interviews

<p>Degree Requirements—36 hours The specific requirements for the MAE program in School Counseling are as follows: Required—36 hours EDFN 500 Research Methods CNS 550 Introduction to Counseling CNS 551 Classroom Guidance OR PSY 519 Psychological Perspectives on Classroom Behavior CNS 552 Testing and Assessment CNS 554 Group Counseling CNS 555 Social and Cultural Diversity OR PSY 520 Individual Differences & Human Diversity CNS 557 Human Development CNS 558 Counseling Theories CNS 559 Counseling Techniques CNS 660 Administration of Counseling Services CNS 568 Counseling Children and Adolescents CNS 590 School Practicum <i>Note: All students must pass a final comprehensive examination. Comprehensive examinations are given in the fall, spring, and summer semesters. Students must meet the criteria established by the College of Education and Behavioral Sciences in order to be eligible to take the comprehensive examination. The comprehensive exam policy and application may be found here: http://edtech.wku.edu/programs/graduate/mae-comp-exams/index.htm.</i></p>	<p>will be placed on a waiting list with the possibility of an interview depending on the number of students admitted during the initial round of interviews.</p> <p>Degree Requirements—48 hours The specific requirements for the MAE program in School Counseling are as follows: CNS 550 Introduction to Counseling CNS 551 Classroom Guidance CNS 598 Research and Program Evaluation in Counseling CNS 552 Testing and Assessment CNS 554 Group Counseling CNS 555 Social and Cultural Diversity CNS 556 Developmental Career Counseling CNS 557 Human Development CNS 558 Counseling Theories CNS 559 Techniques of Counseling CNS 660 Administration of Counseling Services CNS 568 Counseling Children and Adolescents CNS 658 Seminar Guidance/Counseling CNS 590 Practicum CNS 595 Internship (6 hours) <i>Note: All students must pass a final comprehensive examination. Comprehensive examinations are given in the fall, spring, and summer semesters. Students must meet the criteria established by the College of Education and Behavioral Sciences in order to be eligible to take the comprehensive examination. The comprehensive exam policy and application may be found here: http://edtech.wku.edu/programs/graduate/mae-comp-exams/index.htm.</i></p>
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4. Rationale for the proposed program change:

- Change program description to be consistent with proposed changes in curriculum and program philosophy.

Program description changes reflect the use of current national accreditation standards for School Counselor preparation (CACREP, 2009) and the roles and professional identity presented in the most widely acknowledged contemporary School Counseling model (American School Counselor Association Model, 2010).

- Remove Admissions Requirements and replace with a holistic application process that accommodates applicants certified as teachers and applicants who are not certified as teachers in Kentucky.

Modifications in admissions requirements and procedures will provide a platform for a more holistic evaluation process. Traditional academic qualifications, life and work experience, a reflective writing sample, along with an admissions interview will provide faculty with more relevant admissions information regarding prospective counselors. In addition, because the program will accept applicants who do not have teacher certification in Kentucky, essential qualifications necessary for initial certification is included.

- Revise curriculum to meet the CACREP accreditation standards for School Counseling programs.

CACREP accreditation standards for School Counseling preparation programs require a minimum of 48 semester hours. These hours include specific course content, skills, and clinical experiences. The addition of 12 semester hours (CNS 556 Developmental Career Counseling, CNS 658 Seminar Counseling/Guidance, and CNS 595 Internship [6 hours]) was necessary to meet the current CACREP standards. These courses exist in the current Graduate Catalog.

EDFN 500 Research Methods was removed and replaced with CNS 598 Research and Program Evaluation in Counseling in order to meet specific CACREP core and program area requirements.

- Change title of CNS 559 Counseling Techniques as listed in the catalog narrative to reflect its official title, Techniques of Counseling.

The title of CNS 559 Counseling Techniques is incorrect in the School Counseling catalog narrative. The proposed change aligns catalog narrative with the official title of CNS 559, which is Techniques of Counseling.

- Change title of CNS 590 School Practicum as listed in the catalog narrative to reflect its official title, Practicum.

The title of CNS 590 School Practicum is incorrect in the School Counseling catalog narrative. The proposed change aligns catalog narrative with the official title of CNS 590, which is Practicum.

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

Fall 2011.

6. Dates of prior committee approvals:

Department of Counseling and Student Affairs: 10/20/2010

CEBS Curriculum Committee 11/02/2010

Professional Education Council _____

Graduate Council: _____

University Senate: _____

Attachment: Program Inventory Form

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

Contact Person: Tony Norman, tony.norman@wku.edu, 745-3061

1. Identification of program:

- 1.1 Current program reference number: 0010
- 1.2 Current program title: EdD in Educational Leadership
- 1.3 Credit hours: 60 hours above the master's degree

2. Identification of the proposed program changes:

Create policy to accept graduate credit recommendation from the American Council on Education (ACE) and to award credit to students who have completed the National Board Certified Teacher process. If approved, policy will appear in the catalog and on the program website.

3. Detailed program description:

Current program policy	Proposed program policy
No policy exists.	<p>Students admitted to the EdD program may apply to receive graduate credit for successful completion of the National Board Certified Teacher process. Those approved will receive up to six (6) hours of credit for EDU 695. To be eligible to receive credit, students must document that they:</p> <ul style="list-style-type: none"> • have been admitted to the EdD program in either the Teacher Leader or P-12 Administrative Leadership concentration; • have completed at least 9 hours in the EdD program; and • hold current National Board Certification status. <p>The student must submit an application form to the Doctoral Studies Leadership Council, which must approve the application and determine how to count the EDU 695 hours in the student's program. The hours may not be substituted for required (core) courses in the program. Once a recommendation for the awarding of hours for NBCT completion is approved by the Doctoral Studies Leadership Council, the student must arrange for the American Council on Education (ACE) to send an official transcript documenting</p>

	the student's NBCT status to WKU's Office of Graduate Studies and Research so that the credit may be entered on the student's transcript. No charge will be assessed by WKU.
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4. Rationale for the proposed program change: Attainment of NBCT status indicates that the student has completed a rigorous study and assessment program addressing what experienced teachers should know and be able to do. Successful NBCT applicants have documented a high level of both content knowledge and skills in teaching the content and in assessing student learning. The NBCT process is administered by the National Board for Professional Teaching Standards, which is an independent, nonprofit organization created to promote high standards for teachers. The American Council on Education has evaluated the NBCT program and recommends that institutions award up to nine hours of graduate credit to teachers who successfully complete the NBCT process.

Edd program faculty believe that the quality and quantity of work required for successful completion of the NBCT process justify awarding up to six hours of elective credit to students in the Teacher Leader and P-12 Administrative Leadership concentrations.

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

6. Dates of prior committee approvals:

EDD Leadership Council	<u>10-19-2010</u>
CEBS Curriculum Committee	<u>11-02-2010</u>
Professional Education Council	_____
Graduate Council	_____
University Senate	_____

Attachment: Program 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; 745-2878)
Cassie Zippay (cassie.zippay@wku.edu; 745-2679)

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: LTCY 421
- 1.2 Course title: Reading in the Middle School
- 1.3 Credit hours: 3

2. Revise course title:

- 2.1 Current course title: Reading in the Middle School
- 2.2 Proposed course title: Content Area Reading in the Middle and Secondary Grades
- 2.3 Proposed abbreviated title: Reading Middle/Secondary Grades.
- 2.4 Rationale for revision of course title: Previously LTCY 421, Reading in the Middle Grades, and LTCY 444, Reading in the Secondary Grades, have been offered. The two classes share similar objectives and content. To simplify course offerings, LTCY 421 will be the sole offering to address both middle and secondary grades. The revised title is also more specific to the type of reading done in the middle and secondary grades.

3. Revise course prerequisites:

- 3.1 Current prerequisites: None
- 3.2 Proposed prerequisite: EDU 250, MGE 275, AGED 250, or AMS 330 with a grade of C or higher; and admission to Teacher Education
- 3.3 Rationale for revision of course prerequisites:
The course is designed for students who are education majors and have been exposed to basic theories, principles, and practices of instruction. The prerequisite prevents students from inappropriately enrolling in the course.
- 3.4 Effect on completion of major/minor sequence: None. Education majors are required to take EDU 250, MGE 275, AGED 250, or AMS 330.

4. Revise course catalog listing:

- 4.1 Current course catalog listing: A course in reading designed to offer a detailed view of the principles, materials and methods of instruction for middle grade students. 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.
- 4.2 Proposed course catalog listing: A course in reading designed to offer a detailed view of the principles, materials and methods of instruction for middle and secondary grade students. 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.

4.3 Rationale for revision of course catalog listing: To match the revised course title and be more descriptive of the course content.

5. Proposed term for implementation: Summer 2011

6. Dates of prior committee approvals:

School of Teacher Education:	10/19/2010
CEBS Curriculum Committee	10/02/2010
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 A Program
(Action Item)**

Contact Person: Dr. John A. Moore, john.moore@wku.edu, 745-5415
Dr. Elizabeth Cooksey, elizabeth.cooksey@wku.edu, 745-2515

1. Identification of program:

- 1.1 Current program reference number: 579
- 1.2 Current program title: Middle Grades Education
- 1.3 Credit hours: 70-81 (see third bullet in section 4)

2. Identification of the proposed program changes:

- revise program title: Middle Level Education in Social Studies and Language Arts
- create alternatives to allow students to pursue single-subject certification in Social Studies or Language Arts/Communication
- revise program total hours to 70-94

3. Detailed program description:

<u>Current Program</u>	<u>Proposed Program</u>
<p>This program requires 44 semester hours of general education that should include a biological science course and a physical science course; 40 semester hours of professional education courses (MGE 275, PSY 310, EXED 330, PSY421 or 422, LTCY 421 or LTCY 444, MGE 385, 475, 481, 490, EDU 489, and a computer literacy course which must be CS 145, CIS 141, or LME 448); and 27-30 hours in each of two teaching fields:</p> <p style="text-align: center;">SOCIAL STUDIES TEACHING FIELD (27-30 hrs.) dual area</p> <p>HIST 119 Western Civilization to 1648 (3) OR HIST 120 Western Civilization since 1648 (3) HIST 240 The United States to 1865 (3) HIST 241 The United States since 1865</p>	<p>The Middle Level Education in Social Studies and Language Arts program (ref. # xxx) leads to the Bachelor of Science degree and certification for Grades 5-9 in Social Studies, Language Arts/Communication, or both. Three concentrations are available:</p> <ul style="list-style-type: none"> 1. Dual area teacher certification in middle level social studies and language arts/communication 2. Single area teacher certification in middle level social studies 3. Single area teacher certification in middle level language arts/communication <p>The program requires completion of:</p> <ul style="list-style-type: none"> • a biological science course and a physical science course, generally taken as part of general education course work; • 37-40 semester hours of professional

<p>(3) GEOG 110 World Regional Geography (3) GEOG 360 Geography of North America (3) ECON 150 Introduction to Economics (3) OR Econ 202 Principles of Economics (Micro) (3) AND Econ 203 Principles of Economics (Macro) (3)</p> <p>PS 110 American National Government (3)</p> <p>SOC 100 Introduction to Sociology (3) OR ANTH 120 Introduction to Anthropology: Man & Culture (3)</p>	<p>education courses: MGE 275 (3 hours), PSY 310 (3 hours), EXED 330 (3 hours), PSY 421 or 422 (3 hours), LTCY 421 (3 hours), MGE 385 (3 hours), a 3-hour MGE methods course for each area of certification, MGE 490 (10 hours), and EDU 489 (3 hours), plus a 3-hour computer literacy course selected from CS 145, CIS 141, and LME 448; and</p> <ul style="list-style-type: none"> the indicated content-area course work for dual area or single area teacher certification in one of the three concentrations.
<p>ELECTIVES (3 hrs.) Select One HIST 360 History of Africa (3) HIST 364 Colonial Latin America (3) HIST 365 Modern Latin America (3) HIST 460 Traditional East Asia (3) HIST 461 Modern East Asia (3) HIST 471 Modern China (3) HIST 472 Modern Japan (3) HIST 479 Topics in the World History (30)</p>	<p>Concentration 1: Dual area certification in middle level social studies and language arts/communication Students who choose this concentration must complete both of the following methods courses as part of the professional education course work listed above: MGE 475 <i>Teaching Language Arts</i> (3 hours) and MGE 481 <i>Teaching Social Studies</i> (3 hours). In addition, they must complete the following content requirements:</p>
<p>ENGLISH/COMMUNICATIONS TEACHING FIELD (24 hrs.)</p> <p>ENG 100 Intro to College Writing (3) ENG 300 Writing in the Disciplines (3) ENG 302 Language and Composition (3) ENG 390 Masterpieces of American Literature (3) COMM 145 Fundamentals of Speech Communication (3) OR COMM 161 Business and Professional Speaking (3)</p> <p>LME 407 Literature for Young Adults (3)</p>	<p><u>Social Studies (dual area certification): 27-30 hours</u> HIST 119 Western Civilization to 1648 (3) OR HIST 120 Western Civilization since 1648 (3) HIST 240 The United States to 1865 (3) HIST 241 The United States since 1865 (3) GEOG 110 World Regional Geography (3) GEOG 360 Geography of North America (3) ECON 150 Introduction to Economics (3) OR Econ 202 Principles of Economics (Micro) (3) AND Econ 203 Principles of Economics (Macro) (3)</p> <p>PS 110 American National Government (3)</p>
<p>ELECTIVES (6 hrs.)</p>	<p>SOC 100 Introduction to Sociology (3) OR</p>

<p>ENG 301 ENG 401 ENG 410</p>	<p>Argument and Analysis (3) Advanced Composition (3) Comp. Theory/Practice in Writing (3hours) (Prerequisite: ENG 304)</p>	<p>ANTH 120 Introduction to Anthropology: Man & Culture (3)</p>
		<p>Electives (3 hours): An upper division non U.S., non-European history course.</p>
		<p><u>Language Arts/Communication (dual area certification): 24 hours</u></p>
		<p>ENG 100 Intro to College Writing (3) ENG 300 Writing in the Disciplines (3)</p>
		<p>ENG 302 Language and Composition (3) ENG 390 Masterpieces of American Literature (3)</p>
		<p>COMM 145 Fundamentals of Speech Communication (3) OR</p>
		<p>COMM 161 Business and Professional Speaking (3)</p>
		<p>LME 407 Literature for Young Adults (3)</p>
		<p>ELECTIVES (6 hrs.)</p>
		<p>ENG 301 Argument and Analysis (3) ENG 401 Advanced Composition (3) ENG 410 Comp. Theory/Practice in Writing (3hours) (Prerequisite: ENG 304)</p>
		<p>Total required hours for this concentration: 91-94</p>
		<p>Concentration 2: Single area teacher certification in middle level social studies Students who choose this concentration must complete MGE 481 <i>Teaching Social Studies</i> (3 hours) as part of the professional education course work listed above. In addition, they must complete the following content requirements:</p>
		<p><u>Social Studies (single area teacher certification): 36-39 hours</u></p>
		<p>HIST 119 Western Civilization to 1648 (3)</p>
		<p>OR</p>
		<p>HIST 120 Western Civilization since 1648 (3)</p>
		<p>HIST 240 The United States to 1865 (3)</p>
		<p>HIST 241 The United States since 1865</p>

(3)
 GEOG 110 World Regional Geography (3)
 GEOG 360 Geography of North America
 (3)
 ECON 150 Introduction to Economics (3)
 OR
 Econ 202 Principles of Economics (Micro) (3)
 AND
 Econ 203 Principles of Economics (Macro) (3)

PS 110 American National
 Government (3)

SOC 100 Introduction to Sociology (3)
 OR
 ANTH 120 Introduction to Anthropology:
 Man & Culture (3)

ELECTIVES (12 hrs.)

**Select Four (At least one of these courses must
 be a non U.S., non-
 European history course.)**

HIST 305 Ancient Greece (3)
 HIST 306 Ancient Rome (3)
 HIST 307 Middle Ages (3)
 HIST 317 Renaissance Europe (3)
 HIST 353 Indian Peoples of North
 America (3)
 HIST 358 Blacks/AM HIST to 1877 (3)
 HIST 456 Kentucky History (3)
 HIST 453 American Women's History (3)
 GEOG 330 Introduction to Cultural Geog. (3)
 GEOG 350 Economic Geography (3)
 GEOG 451 Kentucky Geography (3)
 GEOG 480 Urban Geography (3)

**Total required hours for this concentration:
 73-76**

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

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

Language Arts/Communication (single area
 teacher certification): 33 hours

ENG 100	Intro to College Writing (3)
ENG 300	Writing in the Disciplines (3)
ENG 301	Argument and Analysis (3)
ENG 302	Language and Composition (3)
ENG 304	English Language (3)
ENG 390	Masterpieces of American Literature (3)
ENG 401	Advanced Composition (3)
ENG 404	History of English Language (3)
ENG 410	Comp. Theory/Practice in Writing Instruction (3)
COMM 145	Fundamentals of Speech Communication (3)
OR	
COMM 161	Business and Professional Speaking (3)
LME 407	Literature for Young Adults (3)

**Total required hours for this concentration:
70**

Students must be admitted to professional education before enrolling in LTCY 421. See <http://edtech.wku.edu/programs/req-for-adm-to-prof-ed.htm> for details on the requirements for admission to professional education.

In order to meet the prerequisites for admission to student teaching, students must complete all professional education and content courses with grades of “C” or higher; attain at least a 2.5 GPA overall, in professional education courses, and in each content area; and achieve specified ratings on dispositional and critical performance assessments. For details on the prerequisites for student teaching, see <http://edtech.wku.edu/~teachsvs/student-teaching/requirements-for-admission.htm>.

Students in the Middle Level Education in Social Studies and Language Arts program receive advising in the Office of Teacher Services, TPH 408, (270) 745-4897. Refer to the School of Teacher Education website (<http://edtech.wku.edu/ste>) for additional information. Students with a major in Middle Level Education in Social Studies and Language Arts receive a 12-hour waiver in the upper-division hour requirement in the major

	<p>field.</p> <p>Individuals who have or are eligible for certification in middle school math or science and who wish to seek either middle level social studies or middle level language arts/communication certification are required to complete the content course work indicated for dual area certification along with the corresponding methods course and LTCY 421.</p>
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4. Rationale for the proposed program change(s):

- The program was revised effective Fall 2009 to remove two certification areas (mathematics and science), which are now part of the SKyTeach program. Because the present program is now only for middle grades social studies and language arts/communication, a revised title is needed to clearly communicate the nature of the program.
- The present requirement that students must complete content courses for both certification areas (i.e., Social Studies and Language Arts/Communication) was established several years ago when hiring practices in Kentucky middle schools were such that program graduates in social studies and language arts/communication needed two areas of certification in order to be competitive for employment. However, recent data provided by the Education Professional Standards Board show that a majority of middle school social studies and language arts/communication teachers are teaching in only one certification area. Therefore, program faculty believe that a more flexible program, one that allows students to choose preparation for either two-subject or single-subject certification, will best meet the needs of students.
- The total of program hours is revised as a consequence of making the other revisions noted above. Note that the total program hours (76-81) shown on p. 41 of the present catalog is not correct; the correct present total is 91-94.

5. Proposed term for implementation and special provisions (if applicable):
Fall , 2011

6. Dates of prior committee approvals:

School of Teacher Education	10/15/10
CEBS Curriculum Committee	11/02/10
Professional Education Council	
Undergraduate Curriculum Committee	
University Senate	

Attachment: Program Inventory Form

CHHS
Department of Kinesiology Recreation and Sport
Proposal to Revise Course Title
(Consent Item)

Contact Person: Keri Esslinger, keri.esslinger@wku.edu 745-6038

1. Identification of course:

- 1.1 Current course prefix and number: PE 111
- 1.2 Current course title: Educational Gymnastics
- 1.3 Credit hours: 2

2. Proposed course title: Movement Themes and Concepts I

3. Proposed abbreviated course title: Movement Themes and Concepts I

4. Rationale for the revision of course title: The content of educational gymnastics is a precursor to the current fundamental movement course containing movement themes and concepts. However, they are taught concurrently and the titles do not distinguish their progression. By titling them “Movement Themes and Concepts I”, and “Movement Themes and Concepts II”, and offering them fall/spring, we anticipate our students will better connect the progression and content of the courses.

5. Proposed term for implementation: Fall 2011

6. Dates of prior committee approvals:

KRS Department: _____ 10/4/10

CHHS Undergraduate Curriculum Committee _____ 10/27/10

Professional Education Council _____

Undergraduate Curriculum Committee _____

University Senate _____

Attachment: Course Inventory Form

Proposal Date: 10/4/2010

**College of Health and Human Services
Department of Kinesiology, Recreation and Sport
Proposal to Revise Course Title
(Consent Item)**

Contact Person: Dr. Adolfo R. Ramos, adolfo.ramos@wku.edu, 270-745-6042

- 1. Identification of course:**
 - 1.1 Current course prefix and number: PE 320
 - 1.2 Current course title: Teaching Physical Education (K-6)
 - 1.3 Credit hours: 2

- 2. Proposed course title:** Methods of Physical Education in Early and Middle Childhood Physical Education

- 3. Proposed abbreviated course title:** Methods in EMC Physical Ed.

- 4. Rationale for the revision of course title:** The proposed title change is designed to signify a more comprehensive approach to the application of methods in physical education.

- 5. Proposed term for implementation:** Fall 2011

- 6. Dates of prior committee approvals:**

KRS Department:	_____ 10/4/10 _____
CHHS Curriculum Committee	_____ 10/27/10 _____
Professional Education Council	_____
Undergraduate Curriculum Committee	_____
University Senate	_____

Attachment: Course Inventory Form

Proposal Date:10/4/10

CHHS
Department of Kinesiology Recreation and Sport
Proposal to Revise Course Credit Hours
(Action Item)

Contact Person: Elizabeth Pyle; elizabeth.pyle@wku.edu; 270-745-5123

1. Identification of course:

- 1.4 Current course prefix and number: PE 121 Dance and Rhythmical Activities
- 1.5 Course title: Dance & Rhythm. Act.
- 1.6 Credit hours: 3

2. Proposed course credit hours: 2

3. Rationale for the revision of course credit hours: All other movement and skill themed courses in the physical education major are 2 credit hours.

4. Proposed term for implementation: Fall 2011

5. Dates of prior committee approvals:

KRS Department/Division: 10/4/10

CHHS Curriculum Committee 10/27/2010

Professional Education Council _____

Undergraduate Curriculum Committee _____

University Senate _____

Attachment: Course Inventory Form

CHHS
Department of Kinesiology Recreation and Sport
Proposal to Make Multiple Revisions to a Course
(Action Item)

Contact Person: Keri Esslinger, keri.esslinger@wku.edu 745-6038

1. Identification of course:

- 1.1 Current course prefix and number: PE 110
- 1.2 Course title: Generic Teaching Skills
- 1.3 Credit hours: 2

2. Revise course title:

- 2.1 Current course title: Generic Teaching Skills
- 2.2 Proposed course title: Introduction to Teaching Physical Education
- 2.3 Proposed abbreviated title: Intro to Teaching Physical Ed.
- 2.4 Rationale for revision of course title: The title change is to specify that it is the first course, thus the use of the term “Introduction” in the physical education department to instruct the students in pedagogical skills, methods and management in physical education.

3. Revise course number:

- 3.1 Current course number: 110
- 3.2 Proposed course number: 223
- 3.3 Rationale for revision of course number: Students are currently taking this course very early in the program. By the time they reach the methods and curriculum courses it has become hard for them to apply what they have learned in this course to those courses. By moving it into the sophomore year, the students will have the content from this course within one year of the junior block, rather than 2 years.

4. Revise course prerequisites/corequisites/special requirements:

- 4.1 Current prerequisites/corequisites/special requirements: (indicate which) N/A
- 4.2 Proposed prerequisites/corequisites/special requirements: N/A
- 4.3 Rationale for revision of course prerequisites/corequisites/special requirements: N/A
- 4.4 Effect on completion of major/minor sequence: N/A

5. Revise course catalog listing:

- 5.1 Current course catalog listing: Course designed to provide majors with the abilities to define, describe, and demonstrate a range of teaching skills to support Kentucky’s New Teacher Standards.

- 5.2 Proposed course catalog listing:
Designed to provide majors with the abilities to define, describe, and demonstrate, a range of skills to support multiple accreditation standards for teaching physical education in a variety of settings.
- 5.3 Rationale for revision of course catalog listing: More clearly describes and defines the course content.

6. Revise course credit hours:

- 6.1 Current course credit hours: 2
- 6.2 Proposed course credit hours:3
- 6.3 Rationale for revision of course credit hours: This course is being moved from a 100 level course to a 200 level course. With that change, the expectations and content of the course will be increased, as will the time expectation of the students and faculty. Students will be expected to spend time in the physical education lab analyzing video using new software that was not available in previous years.

7. Proposed term for implementation: Fall 2011

8. Dates of prior committee approvals:

KRS Department: _____ 10/4/10 _____

CHHS Undergraduate Curriculum Committee _____ 10/27/10 _____

Professional Education Council _____

Undergraduate Curriculum Committee _____

University Senate _____

Attachment: Course Inventory Form

**College of Health and Human Services
Department of Kinesiology, Recreation and Sport
Proposal to Make Multiple Revisions to a Course
(Action Item)**

Contact Person: Dr. Adolfo R. Ramos, adolfo.ramos@wku.edu, 270-745-6042

1. Identification of course:

- 1.1 Current course prefix and number: PE 112
- 1.2 Course title: Fundamental Movement
- 1.3 Credit hours: 2

2. Revise course title:

- 2.1 Current course title: Fundamental Movement
- 2.2 Proposed course title: Movement Themes and Concepts II
- 2.3 Proposed abbreviated title: Movement Themes & Concepts II
- 2.4 Rationale for revision of course title: The proposed title change is designed to help students understand the connection and progression between PE 111, Movement Themes and Concepts I, and this course.

3. Revise course number:

- 3.1 Current course number: 112
- 3.2 Proposed course number: 123
- 3.3 Rationale for revision of course number: Most courses in the physical education program have the first two numbers correspond to the semester offered and year it is suggested a student takes the course. Ex. 112 would be a 1st year 1st semester course. The proposed change in course number is aligned with changing the course from Fall to Spring semester to follow the appropriate progression from Movement Themes and Concepts I to Movement Themes and Concepts II.

4. Revise course prerequisites/corequisites/special requirements:

- 4.1 Current prerequisites/corequisites/special requirements: N/A
- 4.2 Proposed prerequisites/corequisites/special requirements: N/A
- 4.3 Rationale for revision of course prerequisites/corequisites/special requirements: N/A
- 4.4 Effect on completion of major/minor sequence: N/A

5. Revise course catalog listing:

- 5.1 Current course catalog listing: N/A
- 5.2 Proposed course catalog listing: N/A
- 5.3 Rationale for revision of course catalog listing: N/A

6. Revise course credit hours:

- 6.1 Current course credit hours: N/A
- 6.2 Proposed course credit hours: N/A
- 6.3 Rationale for revision of course credit hours: N/A

7. Proposed term for implementation: Fall 2011

8. Dates of prior committee approvals:

KRS Department: 10/4/10

CHHS Undergraduate Curriculum Committee 10/27/10

Professional Education Council _____

Undergraduate Curriculum Committee _____

University Senate _____

Attachment: Course Inventory Form

CHHS
Department of Kinesiology Recreation and Sport
Proposal to Make Multiple Revisions to a Course
(Action Item)

Contact Person: Keri Esslinger, keri.esslinger@wku.edu 745-6038

1. Identification of course:

- 1.1 Current course prefix and number: PE 222
- 1.2 Course title: HRF II---Strength/End/Flex
- 1.3 Credit hours: 2

2. Revise course title:

- 2.1 Current course title: HRF II---Strength/End/Flex
- 2.2 Proposed course title: Fitness/Wellness Applications
- 2.3 Proposed abbreviated title: Fitness/Wellness Applications
- 2.4 Rationale for revision of course title: The current state of physical education calls for physical educators to be familiar with fitness as well as wellness knowledge, and application of their knowledge. Currently the Child Nutrition Reauthorization Act looks to physical educators to provide fitness and wellness programming in the schools for not only students but also faculty. Fitness and wellness currently is included in this course, but never in the title. We feel the title should better reflect the course.

3. Revise course number:

- 3.1 Current course number: N/A
- 3.2 Proposed course number: N/A
- 3.3 Rationale for revision of course number: N/A

4. Revise course prerequisites/co-requisites/special requirements:

- 4.1 Current prerequisites/co-requisites/special requirements: N/A
- 4.2 Proposed prerequisites/co-requisites/special requirements: N/A
- 4.3 Rationale for revision of course prerequisites/co-requisites/special requirements: N/A
- 4.4 Effect on completion of major/minor sequence: N/A

5. Revise course catalog listing:

- 5.1 **Current course catalog listing:** Designed to help physical education majors build a foundation of current knowledge and practice in strength, endurance, and flexibility training for application in the education setting.

5.2 **Proposed course catalog listing:** Designed to help physical education majors build a foundation of current knowledge and practice in health related fitness and wellness for application in the education setting.

5.3 **Rationale for revision of course catalog listing:** The catalog listing should reflect the title and content change of the course.

6. Revise course credit hours:

6.1 Current course credit hours: N/A

6.2 Proposed course credit hours: N/A

6.3 Rationale for revision of course credit hours: N/A

7. Proposed term for implementation: Fall 2011

8. Dates of prior committee approvals:

KRS Department: 10/4/10

CHHS Undergraduate Curriculum Committee 10/27/10

Professional Education Council _____

Undergraduate Curriculum Committee _____

University Senate _____

Attachment: Course Inventory Form

CHHS
Department of Kinesiology Recreation and Sport
Proposal to Make Multiple Revisions to a Course
(Action Item)

Contact Person: Keri Esslinger, keri.esslinger@wku.edu 745-6038

1. Identification of course:

- 1.1 Current course prefix and number: PE 322
- 1.2 Course title: PE Practicum in K-6
- 1.3 Credit hours: 1

2. Revise course title:

- 2.1 Current course title: PE Practicum in K-6
- 2.2 Proposed course title: Field Experience in Physical Education I
- 2.3 Proposed abbreviated title: Field Experience PE I
- 2.4 Rationale for revision of course title: The revision allows for more flexibility in placement of students for this experience. Students who choose to go to the non-certification option may choose to fulfill their field experience in an alternative setting to a K-6 classroom.

3. Revise course number:

- 3.1 Current course number: N/A
- 3.2 Proposed course number: N/A
- 3.3 Rationale for revision of course number: N/A

4. Revise course prerequisites/co-requisites/special requirements:

- 4.1 Current prerequisites/co-requisites/special requirements: (indicate which) N/A
- 4.2 Proposed prerequisites/co-requisites/special requirements: N/A
- 4.3 Rationale for revision of course prerequisites/co-requisites/special requirements: N/A
- 4.4 Effect on completion of major/minor sequence: N/A

5. Revise course catalog listing:

- 5.1 **Current course catalog listing:** Field-based experiences in elementary school physical education emphasizing the abilities to understand, recognize, analyze, and demonstrate a range of teaching skills in an elementary school context.
- 5.2 **Proposed course catalog listing:** Field-based experiences in Early and Middle Childhood emphasizing the abilities to understand, recognize, analyze, and demonstrate a range of teaching skills.

5.3 **Rationale for revision of course catalog listing:** The revision allows for more flexibility in placement of students for this experience. Students who choose to go to the non-certification option may choose to fulfill their field experience in an alternative setting to a K-6 classroom.

6. Revise course credit hours:

6.1 Current course credit hours: 1

6.2 Proposed course credit hours: 2

6.3 Rationale for revision of course credit hours: The physical education program has acquired new software that the students will be using in their field experience course(s). The addition of this software to the current course objectives will create more expectations of the students. The addition of the credit reflects the increased time and content of this course.

7. Proposed term for implementation: Fall 2011

8. Dates of prior committee approvals:

KRS Department: 10/4/10

CHHS Undergraduate Curriculum Committee 10/27/10

Professional Education Council _____

Undergraduate Curriculum Committee _____

University Senate _____

Attachment: Course Inventory Form

CHHS
Department of Kinesiology Recreation and Sport
Proposal to Make Multiple Revisions to a Course
(Action Item)

Contact Person: Keri Esslinger, keri.esslinger@wku.edu 745-6038

1. Identification of course:

- 1.1 Current course prefix and number: PE 415
- 1.2 Course title: PE Practicum in 7-12
- 1.3 Credit hours: 2

2. Revise course title:

- 2.1 Current course title: PE Practicum in 7-12
- 2.2 Proposed course title: Field Experience in Physical Education II
- 2.3 Proposed abbreviated title: Field Experience PE II
- 2.4 Rationale for revision of course title: The revision allows for more flexibility in placement of students for this experience. Students who choose to go to the non-certification option may choose to fulfill their field experience in an alternative setting to a 7-12 classroom.

3. Revise course number:

- 3.1 Current course number: N/A
- 3.2 Proposed course number: N/A
- 3.3 Rationale for revision of course number: N/A

4. Revise course prerequisites/co-requisites/special requirements:

- 4.1 Current prerequisites/co-requisites/special requirements: N/A
- 4.2 Proposed prerequisites/co-requisites/special requirements: N/A
- 4.3 Rationale for revision of course prerequisites/co-requisites/special requirements: N/A
- 4.4 Effect on completion of major/minor sequence: N/A

5. Revise course catalog listing:

- 5.1 **Current course catalog listing:** Field-based experiences secondary physical education emphasizing the abilities to understand, recognize, analyze, and demonstrate a range of teaching skills in a secondary school context.
- 5.2 **Proposed course catalog listing:** Field-based experiences in adolescent/young adulthood emphasizing the abilities to understand, recognize, analyze, and demonstrate a range of teaching skills.
- 5.3 **Rationale for revision of course catalog listing:** The revision allows for more flexibility in placement of students for this experience. Students who choose to go

to the non-certification option may choose to fulfill their field experience in an alternative setting to the classroom.

6. Revise course credit hours:

6.1 Current course credit hours: 1

6.2 Proposed course credit hours: 2

6.3 The physical education program has acquired new software that the students will be using in their field experience course(s). The addition of this software to the current course objectives will create more expectations of the students. The addition of the credit reflects the increased time and content of this course.

7. Proposed term for implementation: Fall 2011

8. Dates of prior committee approvals:

KRS Department: 10/4/2010

CHHS Undergraduate Curriculum Committee 10/27/2010

Professional Education Council _____

Undergraduate Curriculum Committee _____

University Senate _____

Attachment: Course Inventory Form

Proposal Date: April 14, 2010

**College of Health and Human Services
Department of Kinesiology, Recreation, and Sport
Proposal to Make Multiple Revisions to a Course
(Action Item)**

Contact Person: Tammie Stenger-Ramsey, tammie.stenger@wku.edu, 745-6063

1. Identification of course:

- 1.1 Current course prefix and number: REC 304
- 1.2 Course title: Technology Applications in Recreation
- 1.3 Credit hours: 3.0

2. Revise course title:

- 2.1 Current course title: Technology Applications in Recreation
- 2.2 Proposed course title: Technology in Evaluation
- 2.3 Proposed abbreviated title: Technology in Evaluation
- 2.4 Rationale for revision of course title: Provide better description of and more accurately reflect course content.

3. Revise course catalog listing:

- 3.1 Current course catalog listing: Technology in the workplace with specific emphasis on equipment and applications used by recreation professionals
- 3.2 Proposed course catalog listing: Utilization of technology and computer software to assist with creating instruments, analyzing data, and reporting results from recreation needs assessments and program evaluation.
- 3.3 Rationale for revision of course catalog listing: More accurately reflect course content. Better show compliance with National Recreation and Park Association Council on Accreditation Standards.

4. Proposed term for implementation: Spring 2011

5. Dates of prior committee approvals:

Kinesiology, Recreation, and Sport Department: May 22, 2010

CHHS Curriculum Committee 10/27/2010

Undergraduate Curriculum Committee _____

University Senate _____

Attachment: Course Inventory Form

Enter College Name Here
Department of Kinesiology, Recreation, and Sport
Proposal to Create a New Course
(Action Item)

Contact Person: Sharon Whitlock; sharon.whitlock@wku.edu; 745-5026

1. Identification of proposed course:

- 1.1 Course prefix and number: PE 220
- 1.2 Course title: Skill Progression and Assessment
- 1.3 Abbreviated course title: Skill Progression & Assessment
- 1.4 Credit hours and contact hours: 2
- 1.5 Type of course: L, B
- 1.6 Prerequisites: None
- 1.7 Course catalog listing: Focuses on appropriate learning progressions for instructional tasks to achieve a necessary link between learning outcomes using a skills approach and a tactical awareness of games approach

2. Rationale:

- 2.1 Reason for developing the proposed course: Reason for developing the proposed course: This course is designed for Physical Education Teacher Education (PETE) majors and Physical Education Movement Studies (PEMS) majors. The course prepares students to work with children and adolescents; it will be a critical component to the planning aspects of the instructional process and the design of learning tasks to serve as the essential connection between outcomes as and assessment.
- 2.2 Projected enrollment in the proposed course: 25 to 30 students based on current and projected program enrollment.
- 2.3 Relationship of the proposed course to courses now offered by the department: The Physical Education Teacher Education program offers courses that focus on elementary physical education content (P.E. 111 - Educational Gymnastics, 112, - Fundamental Movement and 121 - Dance & Rhythm Activities, and secondary physical education content (P.E. 211 -Net/Wall & Target Sports, 212 - Striking/Fielding & Invasion Sports). Although these courses focus on skills within the context of the courses, there is no course that is focusing on the direct link between the progression of skill development, objectives and assessments. This course will prepare students to provide appropriate expected learning outcomes. It will facilitate designing learning experiences aligned with assessment measures to determine if the outcomes have been achieved.
- 2.4 Relationship of the proposed course to courses offered in other departments: There is no other similar course offered outside the Physical Education Teacher Education program. This proposed course will offer experiences unique to preparation in PETE and PEMS. Relationship of the proposed course to courses

offered in other institutions: Morehead State offers HPE 301 Classroom Assessment in HPE. There are no other comparable courses in undergraduate Physical Education Teacher Education programs in Kentucky or the Benchmark Institutions.

3. Discussion of proposed course:

3.1 Course objectives: At the conclusion of the course, students will

- Understand what task progressions are and the role of learning tasks in instructional alignment
- Clarify what makes an activity appropriate
- Explain how the learning task and assessment can be the same
- Design and apply appropriate assessments
- Explain why assessment is central to task progressions

3.2 Content outline:

- Analyze Skills being Taught
- Structure Progression of Tasks to Promote Success
- Design Tasks that are Engaging, Safe and Fun
- Design Tasks that Stimulate Cognitive Engagement
- Assess Students' Learning as part of the Task

3.3 Student expectations and requirements:

Evaluation will be based on assignments such as the following:

- Peer teaching
- Exams
- Written design of task progressions and assessment
- Application Activities (Group activity-based assignments)

3.4 Tentative texts and course materials:

Griffy, D. & Housner, L.D (2007). *Designing effective instructional tasks for physical education and sport*. Champaign, IL: Human Kinetics.

4. Resources:

4.1 Library resources: Adequate

4.2 Computer resources: Adequate

5. Budget implications:

5.1 Proposed method of staffing: Existing faculty

5.2 Special equipment needed: none

5.3 Expendable materials needed: none

5.4 Laboratory materials needed: none

6. Proposed term for implementation: Fall 2011

7. Dates of prior committee approvals:

KRS Department: _____ 10/4/10

CHHS Curriculum Committee _____ 10/27/10

Professional Education Council _____

Undergraduate Curriculum Committee _____

University Senate _____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

Proposal Date: 10/4/2010

College of Health and Human Services
Department of Kinesiology, Recreation and Sport
Proposal to Create a New Course
(Action Item)

Contact Person: Elizabeth Pyle; elizabeth.pyle@wku.edu; 270-745-5123

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: PE 314
- 1.2 Course title: Physical Education Curriculum
- 1.3 Abbreviated course title: Physical Education Curriculum
- 1.4 Credit hours and contact hours: 3
- 1.5 Type of course: L, B
- 1.6 Prerequisites/corequisites: N/A
- 1.7 Course catalog listing: A comprehensive study of guidelines for curriculum development within domain of physical education based on developmentally appropriate content and movement framework.

2. Rationale:

- 2.1 Reason for developing the proposed course: The course will provide a comprehensive approach to the design of curriculum content and models within the field of physical education.
- 2.2 Projected enrollment in the proposed course: 20-30 based on current and projected program enrollment.
- 2.3 Relationship of the proposed course to courses now offered by the department: This is a combination of PE 321 and PE 414, as well as the addition of content such as an in-depth investigation of various curriculum models that can be applied within the scope and continuum of physical education.
- 2.4 Relationship of the proposed course to courses offered in other departments: The following departments have curriculum development courses in which the material presented could be used within a formal educational setting or an alternative setting such as day care centers, youth organizations or libraries: CFS 295 Curriculum Development for Infants and Toddlers; AGED 471 Organization and Planning in AGED; and LME 407 Literature for Young Adults.
- 2.5 Relationship of the proposed course to courses offered in other institutions: The following curriculum courses are offered these benchmark institutions: PEP 400 Introduction to Curriculum development in PE (Ball State University); KIN 477 PE Curriculum (Western Illinois University).

3. Discussion of proposed course:

- 3.1 Course objectives: The student will:

- Demonstrate an understanding of curriculum development as it relates to society in terms of diversity, technology, and health& wellness issues.
- Demonstrate an understanding of the importance of curriculum development as it relates to the delivery of content in the field of physical education.
- Demonstrate an understanding of the various curriculum models as each relates to the delivery of content within the field of physical education.
- Create a sequential and progressive curriculum in one or more areas of physical education.

3.2 Content outline:

- Introduction to curriculum terminology
- Physical education curriculum as it relates to society in terms of technology, diversity, aging; obesity, etc.
- Foundational aspects of curriculum development
- Relationship of physical education curriculum to the standards movement, goals and objectives, assessment and evaluation, etc.
- Curriculum Models: movement education; health-related fitness model, personal-social model; interdisciplinary model; adventure education model; sport model; games for understanding model, etc.
- Curriculum development and factors affecting its development
- Research and curriculum change
- Program organization and curriculum
- Curriculum development for various settings
- Extracurricular programs

3.3 Student expectations and requirements: Attendance and active participation in class, as well as completion of all exams, quizzes, projects, and other forms of assessment.

3.4 Tentative texts and course materials:

Stillwell, J.L. & Willgoose, C.E. (2006). *The Physical Education Curriculum* (6th Edition). Long Grove, IL: Waveland Press, Inc.

4. Resources:

- 4.1 Library resources: adequate
- 4.2 Computer resources: adequate

5. Budget implications:

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

6. Proposed term for implementation: Fall 2011

7. Dates of prior committee approvals:

KRS Department/Division: _____ 10/4/10

CHHS Curriculum Committee _____ 10/27/10

Professional Education Council _____

Undergraduate Curriculum Committee _____

University Senate _____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

**College of Health and Human Services
Department of Kinesiology, Recreation and Sport
Proposal to Create a New Course
(Action Item)**

Contact Person: Elizabeth Pyle; elizabeth.pyle@wku.edu; 270-745-5123

1. Identification of proposed course:

- 1.1 Course prefix and number: PE 319
- 1.2 Course title: Adapted Physical Education
- 1.3 Abbreviated course title: Adapted Physical Education
- 1.4 Credit hours and contact hours: 3
- 1.5 Type of course: L, B
- 1.6 Prerequisites/corequisites: None
- 1.7 Course catalog listing: Provides knowledge and skills for assessing, interpreting, programming and instructing children and adults with disabilities/special needs in a wide range of physical education programs.

2. Rationale:

- 2.1 Reason for developing the proposed course: In addition to combining the material from PE 323(Adaptive P.E. K-6) and PE 413 (Adaptive P.E. 7-12), this course will cover a more comprehensive acquisition of knowledge and skills required to work with populations with special needs. Since this new course will include additional content, an increase to 3 credit hours is necessary; this credit hour allocation is also consistent to requirements from other benchmark institutions.
- 2.2 Projected enrollment in the proposed course: 20-30 based on current and projected program enrollment.
- 2.3 Relationship of the proposed course to courses now offered by the department: REC 328 Inclusive Recreation covers just the one area of work with special needs populations; the content of this new course will provide knowledge and skills for working with special needs populations from the perspective of the physical education domain.
- 2.4 Relationship of the proposed course to courses offered in other departments: No other department offers the content specific material presented in this course.
- 2.5 Relationship of the proposed course to courses offered in other institutions: The proposed course will now be more aligned in content and credit hours (3) with similar courses offered at benchmark institutions: PHE 562 Adapted Physical Education (Eastern Kentucky University); and PHED 475 Adapted Physical Education (Morehead State University); PEP 327 Assessment in Adapted Physical Education and Activities (Ball State University); KIN 393 Adapted Physical Education (Western Illinois University); PE 397 Adapted Physical Education (Indiana State University).

3. Discussion of proposed course:

3.1 Course objectives: The student will:

- Evaluate the influence of selected diseases, conditions, or disabilities on the learning and performance of physical education activities.
- Demonstrate the ability to assess physical education abilities of a person with a special need/disability.
- Demonstrate the ability to modify physical education activities to meet an individual's unique needs and abilities.
- Demonstrate the ability to successfully implement an adapted physical education program for people with special needs/disabilities.
- Learn current concepts and trends in adapted physical education.

3.2 Content outline:

- Introduction & Legal Mandates
- Program Organization and Management: A Continuum of Placements
- Measurement, Assessment and Program Evaluation
- Psychosocial Aspects of Disability
- Parents and the Collaborative Team Approach
- Motor Development
- Perceptual-Motor Learning
- Physical Fitness Development
- Individuals with Unique Needs
- Teaching Motor, Sport, and Play Skills
- Sports for the Disabled

3.3 Student expectations and requirements: Attendance and active participation in class, as well as completion of all exams, quizzes, projects, and other forms of assessment.

3.4 Tentative texts and course materials:

Horvat, M., Kalakian, L.H., Croce, R., Dahlstrom, D. (2010).

Developmental/Adapted Physical Education: Making Ability Count. (5th Edition).

Menlo Park, CA: Benjamin Cummings.

4. Resources:

4.1 Library resources: adequate

4.2 Computer resources: adequate

5. Budget implications:

5.1 Proposed method of staffing: current Physical Education faculty

5.2 Special equipment needed: none

5.3 Expendable materials needed: none

5.4 Laboratory materials needed: none

6. Proposed term for implementation: Fall 2011

7. Dates of prior committee approvals:

KRS Department: 10/4/10

CHHS Undergraduate Curriculum Committee 10/27/10

Professional Education Council _____

Undergraduate Curriculum Committee _____

University Senate _____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

Proposal Date: 10/4/10

College of Health and Human Services
Department of Kinesiology, Recreation & Sport
Proposal to Create a New Course
(Action Item)

Contact Person: Name, email, phone Elizabeth Pyle; elizabeth.pyle@wku.edu ; 270-745-5123

1. Identification of proposed course:

- 1.1 Course prefix and number: PE 416
- 1.2 Course title: Special Topics in Physical Education
- 1.3 Abbreviated course title: Special Topics in Physical Ed.
- 1.4 Credit hours: 1-3
- 1.5 Type of course: S, I, C
- 1.6 Prerequisites: Permission of Instructor
- 1.7 Course catalog listing: An in-depth examination of a topic of current interest and relevance to physical education practitioners

2. Rationale:

- 2.1 Reason for developing the proposed course: A course of this type with content that will vary with the needs of the professional and will meet a need in a timely manner. By addressing current topics, the department can provide an immediate response to issues that are needed to help those within physical education.
- 2.2 Projected enrollment in the proposed course: 20-30 based on current and projected enrollment of the PE program.
- 2.3 Relationship of the proposed course to courses now offered by the department: There are no other courses similar to this offered.
- 2.4 Relationship of the proposed course to courses offered in other departments:
PH 469 Critical Issues in Health & Safety
LEAD 395 Contemporary Leadership Issues
JOUR 422 Current Issues in Mass Communication
- 2.5 Relationship of the proposed course to courses offered in other institutions: Most universities offer an independent study or special topics course i.e.; Eastern Kentucky University offers PHE 590: Special Topics in PE (undergraduate).

3. Discussion of proposed course:

- 3.1 Course objectives: Specific objectives will be determined when the course topic is identified. In general, the objectives will be:
 - Explore a topic of current interest in physical education
 - Develop assessment skills in a targeted area of physical education
 - Develop intervention skills in a targeted area of physical education
- 3.2 Content outline: Detailed outline cannot be specified due to the nature of the course. The outline will be specified when the course topic is identified.

- 3.3 Student expectations and requirements: research papers, projects, and exams
- 3.4 Tentative texts and course materials: text and course materials will change as the topic changes

4. Resources:

- 4.1 Library resources: adequate
- 4.2 Computer resources: adequate

5. Budget implications:

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

6. Proposed term for implementation: Fall 2011

7. Dates of prior committee approvals:

KRS Department: _____ 10/4/10

CHHS Curriculum Committee _____ 10/27/10

Professional Education Council _____

Undergraduate Curriculum Committee _____

University Senate _____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

**College of Health & Human Services
Department of Kinesiology, Recreation & Sport
Proposal to Revise A Program
(Action Item)**

Contact Person: Keri Esslinger keri.esslinger@wku.edu

- 1. Identification of program:**
 - 1.1 Current program reference number: **587**
 - 1.2 Current program title: **Bachelor of Science in Physical Education**
 - 1.3 Credit hours: **49 hours in Physical Education and 25 professional education**
- 2. Identification of the proposed program changes:**
 - Create 2 concentrations within the Physical Education major; 1) Physical Education Teacher Education, and 2) Physical Education Movement Studies (Non-Certification).
 - Modify the Physical Education major
 - Create: PE 220, 314, 319, and 416
 - Revise: PE 110, 111, 112, 121, 222, 320, 322, & 415
- 3. Detailed program description (changes in bold):**

Current Program	Proposed Program
Program Description (WKU catalog)	New Program Description
The major in Physical Education (reference number 587) is designed to develop positive teaching skills in physical activity and to meet the needs for the development of qualified teachers. The major requires 48 semester hours and leads to a Bachelor of Science and teacher certification in Physical Education for the candidates that are formally admitted to professional education. Students in the Physical Education major must complete the following courses: PE 110 , 111, 112 , 121, 122, 211, 212, 221 , 222, 300, 310, 311, 312 , 313, 320, 321 , 322, 323 , 324, 413 , 414 and 415. BIOL 131 is a prerequisite for PE 310, 311, and 312 . Students majoring in Physical Education are required to meet with their advisor before enrolling for the	The major in Physical Education (reference number 587) is designed to develop positive teaching skills in physical activity and to meet the needs for the development of qualified teachers in public/private schools or business settings or community agencies . The major requires 48 semester hours leading to a Bachelor of Science in Physical Education. Students, who complete the professional education requirements with Physical Education Teacher Education concentration, may be certified in the teacher education program. Students in the Physical Education major must complete the following courses: PE 111, 121, 122, 123 , 211, 212, 220 , 222, 223 , 300, 310, 311, 313, 314 , 319 , 320, 322, 324, 325, 415, and 416 . BIOL 131 is a prerequisite for PE 310 and 311. Students need to select one of the two concentrations: 1) Physical Education Teacher Education, or 2) Physical Education Movement Studies (Non-Certification). The Physical Education Teacher Education concentration requires: EDU 250, EXEC 330, PSY 310, SEC 478, SEC 489, ELED 490, and SEC 490 (25 hours). The Physical Education Movement Studies (Non-Certification) concentration requires 25 total hours, with 12 hours of advisor approved electives and 13 hours

next semester. A Health Education minor is recommended for all teacher education Physical Education majors.

from the following: SFTY 171, CFS 111, PH 381, PH 467, PH 385, PH 390, and PH 456. At least 14 hours of the Physical Education Movement Studies (Non-Certification) concentration need to be upper division level. Students majoring in Physical Education are required to meet with their advisor before enrolling for the next semester. A Health Education minor is recommended for all Physical Education Teacher Education majors. **Students must maintain a “C” or better in each course in the major.**

Current Program

Proposed Program

Physical Education (Teacher Education)				Physical Education (Teacher Education)			
PE	110	Generic Teaching Skills	2	PE	223	Introduction to Teaching Physical Ed.	3
PE	111	Educational Gymnastics	2	PE	111	Movement Themes and Concepts I	2
PE	112	Fundamental Movement	2	PE	123	Movement Themes and Concepts II	2
PE	121	Dance & Rhythm. Act.	3	PE	121	Dance & Rhythm. Act.	2
PE	122	Foundations of Kinesiology	3	PE	122	Foundations of Kinesiology	3
PE	211	Net/Wall & Target Sports	2	PE	211	Net/Wall & Target Sports	2
PE	212	Striking/Fielding & Inv. Sp	2	PE	212	Striking/Fielding. & Inv. Sp	2
				PE	220	Skill Progression and Assessment	2
PE	221	HRF I- Aerobics	2				
PE	222	HRF II – St/Endur/Flex.	2	PE	222	Fitness/Wellness Applications	2
PE	300	Outdoor Education Act.	2	PE	300	Outdoor Education Act.	2
PE	310	Kinesiology	3	PE	310	Kinesiology	3
PE	311	Exercise Physiology	3	PE	311	Exercise Physiology	3
PE	312	Basic Athletic Training	3				
PE	313	Motor Development	3	PE	313	Motor Development	3
PE	320	Teaching P.E. K-6	2	PE	320	Methods in Early & Middle Childhood Physical Education	2
PE	321	P.E. Curriculum K-6	3	PE	314	Physical Education Curriculum	3
PE	322	P.E. Practicum K-6	1	PE	322	Field Experience in Physical Ed. I	2
PE	323	Adaptive P. E. K-6	1	PE	319	Adapted Physical Education	3
PE	324	Evaluation in P.E.	3	PE	324	Evaluation in P.E.	3
				PE	325	Technology Applications in Phy Ed.	1
PE	413	Adaptive P. E. 7-12	1				

PE	414	P.E. Curriculum 7-12	3				
PE	415	P.E. Practicum 7-12	1	PE	415	Field Experience in Physical Ed. II	2
				PE	416	Special Topics in Physical Education	1
Total		Core	49	Total		Core	48
		Teacher Education				Teacher Education Concentration	
EDU	250	Introduction to Teacher Education	3	EDU	250	Introduction to Teacher Education	3
PSY	310	Educ. Psy. Dev. and Learning	3	PSY	310	Educ. Psy. Dev. and Learning	3
EXE D	330	Intro to Exept. Ed. and Div.	3	EXED	330	Intro to Exept. Ed. and Div.	3
SEC	478	Teaching Physical Education	3	SEC	478	Teaching Physical Education	3
EDU	489	Student Teaching Seminar	3	EDU	489	Student Teaching Seminar	3
SEC	490	Student Teaching	5	SEC	490	Student Teaching	5
ELE D	490	Student Teaching Excep. Education	5	ELED	490	Student Teaching Excep. Education	5
Total		Teacher Education	25	Total		Teacher Education Concentration	25
	Overall		74	Overall		Core + Concentration	73
						Physical Education Movement Studies (Non-Certification)	
				Total		Core	48
						From the following courses:	13
				SFTY	171	Safety and First Aid (1)	
				CFS	111	Human Nutrition (3 credits)	
				PH	381	Community Health (3 credits)	
				PH	467	Drug Abuse Education (3 credits)	
				PH	385	Environmental Health (3 credits)	
				PH	390	Wellness and Fitness Assessment (3 credits)	
				PH	456	Independent Study (3 credits)	
						Approved Electives	12

				Total		Physical Education Movement Studies (Non-Certification)	25
	Overall	Credits	74	Overall		Core + Concentration	73

4. Rationale for the proposed program change:

The current revision to our program is two-fold. It will be the first major revision in fifteen years and will align our program with the current NASPE standards. The new standards represent a paradigm shift to more comprehensive vision in teacher preparation programs. The inclusion of a non-certification concentration will expand the career options for physical education majors beyond the school setting.

5. Proposed term for implementation: Fall 2011

6. Dates of prior committee approvals:

KRS Department:	<u>10/4/10</u>
CHHS Undergraduate Curriculum Committee	<u>10/27/10</u>
Professional Education Council	_____
Undergraduate Curriculum Committee	_____
University Senate	_____

Attachment: Program Inventory Form

Proposal Date: 14 July 2010

**Potter College of Arts and Letters
Department of English
Proposal to Revise Course Prerequisites/Corequisites
(Consent Item)**

Contact Person: karen.schneider@wku.edu 5-3046

- 1. Identification of course:**
 - 1.1 Course prefix (subject area) and number: ENG 410
 - 1.2 Course title: Composition Theory and Practice in Writing Instruction
 - 1.3 Credit hours: 3

- 2. Current prerequisites:** ENG 304

- 3. Proposed prerequisites:** ENG 300 and ENG 302 or ENG 304

- 4. Rationale for the revision of prerequisites:** We need to add ENG 300 because ENG 410 is an advanced composition course that assumes knowledge of and practice with the skills emphasized in ENG 300. That it has not always been a pre-requisite is an oversight. Depending on the major, ENG 302 can be taken in lieu of ENG 304 and so is also an appropriate pre-requisite for this class.

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

- 6. Proposed term for implementation:** 201110

- 7. Dates of prior committee approvals:**

English Department/Division:	__9/17/10__
PCAL Curriculum Committee	__October 4, 2010__
Professional Education Council (if applicable)	
Undergraduate Curriculum Committee	
University Senate	

Attachment: Course Inventory Form

**Potter College of Arts and Letters
Department of English
Proposal to Revise A Program
(Action Item)**

Contact Person: Karen Schneider, karen.schneider@wku.edu, 5-3046

1. Identification of program:

- 1.1 Current program reference number: 067
- 1.2 Current program title: M.A. English
- 1.3 Credit hours: 30 hrs plus research tool

2. Identification of the proposed program changes:

- Establish the M.A. in English degree options (literature, creative writing, composition and rhetoric, TESL [teaching of English as a second language], and teaching) as official concentrations.
- Add to the British literature requirement that students take at least 3 hours of courses with a primary focus on literature written before 1800 and at least 3 hours of courses with a primary focus on literature written after 1800.
- Change the writing elective to a creative writing elective for the creative writing concentration and to a rhetoric/composition elective for the rhetoric and composition concentration.
- For the creative writing and rhetoric/composition concentrations, restrict the electives for students counting 520 as the research tool to courses appropriate to their concentrations.
- For the literature concentration, require at least 3 hours each of British and American literature for the literature electives and require at least 6 hours poetry and 6 hours fiction in the literature courses.
- For the TESL concentration, require 471G TESL Practicum.
- Delete 462G Topics in Contemporary Literary Theory
- Suspend the following courses:
 - ENG 483G The English Renaissance
 - ENG 485G The Seventeenth Century
 - ENG 494G Kentucky Literature
 - ENG 496G Women's Poetry
 - ENG 498G Robert Penn Warren
- Revise the following courses:
 - Change description/title, ENG 457 Modern British Literature
 - Change title, ENG 484 Romantic Movement

Change description/title, ENG 487 Dante
 Change description/title, ENG 497 Women's Fiction
 Change description/title ENG 460 Literary Criticism

- Add the following courses:
 430G Nineteenth-Century American Literature
 468G Early Modern British Literature
 478G Visiting Writer Summer Workshop
- Replace current 12 hours of education courses in the teaching concentration with the Teacher Leader professional education core courses
- Add personal statement, with identification of selected concentration, to required application materials.

3. **Detailed program description:**

<u>Current</u>	<u>Proposed</u>
<p>The master's program prepares students for teaching in high school or college, for continuing graduate work toward a doctorate in English, or for many other careers that involve strong communication skills. The MA in English can be taken with a concentration in literature, creative writing, rhetoric and composition, teaching, or TESL (Teaching English as a Second Language). All five options may lead to Rank II/I for secondary teachers.</p> <p>Admission Requirements In addition to Graduate Studies requirements, admission to a concentration in literature or teaching requires 27 hours of undergraduate English with a GPA of 3.0 or better. Admission requirements for the creative writing, rhetoric and composition, and TESL concentrations include a minimum of four undergraduate English courses beyond general education requirements, at least two being upper-level literature courses, with a GPA of 3.0 or better. A satisfactory writing sample is required for the creative writing option. A thesis is mandatory in the creative writing specialization but optional in the others.</p> <p>Those students seeking Rank II or Rank I certification for Grades 8-12 must possess a</p>	<p>The master's program prepares students for teaching in high school or college, for continuing graduate work toward a doctorate in English, or for many other careers that involve strong communication skills. The MA in English can be taken with a concentration in literature, creative writing, rhetoric and composition, teaching, or TESL (Teaching English as a Second Language).</p> <p>Admission Requirements In addition to Graduate Studies requirements, admission to a concentration in literature or teaching requires 27 hours of undergraduate English with a GPA of 3.0 or better. Admission requirements for the creative writing, rhetoric and composition, and TESL concentrations include a minimum of four undergraduate English courses beyond general education requirements, at least two being upper-level literature courses, with a GPA of 3.0 or better. Candidates in the teaching concentration must satisfy admission standards for Teacher Leader. The teaching concentration is officially approved for rank change and teacher certification renewal.</p> <p>Those students seeking Rank II or Rank I certification for Grades 8-12 must have or be eligible for a secondary school teaching</p>

secondary school teaching certificate and must include a copy with the application for admission.

Degree requirements

All students in the MA program take English 520 (which should be taken in the first semester of graduate study), 6 hours of American literature, and 6 hours of British literature. **Literature specialists** also take a non-literature elective and an additional 12 hours of literature or 6 hours of literature and 6 hours of thesis credit. **TESL specialists take** 565, 566, 407G, 408G, and an elective. **Creative writing specialists take** 501, a 3-hour writing elective, a 3-hour elective, and write a creative thesis. **Rhetoric and Composition specialists take** 412G and 12 hours of writing classes or 6 hours and a thesis. **Teaching track specialists take** 3 hours of English composition, SEC 580, EDU 544, PSY 510 or 511, and a 3-hour elective in the College of Education and Behavioral Sciences.

All **specializations** include a research tool requirement, which the student may satisfy by demonstrating reading proficiency in a foreign language or by completing English 520. If English 520 is designated as the research tool, it may not be included in the 30 credit hours required for the degree, and students must take an additional 3 hours for a total of 33 hours. An examination over the course work, related materials, and thesis (if there is one) must be completed. Rank II/I candidates also present a portfolio at the time of the examination. Early in the graduate program, the student should obtain from the English graduate advisor a copy of the Reading List for the MA oral examination.

certificate and must include a copy with the application for admission. Kentucky candidates whose certificates have expired may be admitted, but they may enroll for only six hours before they must apply to the Kentucky Education Professional Standards Board for re-issued certificates. After completion of six hours, such students must submit a copy of the re-issued certificate before being allowed to register for any additional courses. Applicants from out-of-state with expired certificates must complete the requirements for their respective states to renew their certificates and submit a copy of the reissued certificate.

A satisfactory writing sample is required for the creative writing **concentration**. A thesis is mandatory in the creative writing **concentration** but optional in the others.

All candidates should include a personal statement, with identification of desired concentration, with application materials.

Degree requirements

All students in the MA program take English 520 (which should be taken in the first semester of graduate study), 6 hours of American literature, and 6 hours of British literature. **The literature concentration also requires** a non-literature elective and an additional 12 hours of literature or 6 hours of literature and 6 hours of thesis credit. **The TESL concentration requires** 565, 566, 407G, 408G, and an elective. **The creative writing concentration requires** 501, a 3-hour writing elective, a 3-hour elective, and a creative thesis. **The rhetoric and composition concentration requires** 412G and 12 hours of writing classes or 6 hours and a thesis. **The teaching concentration requires** 3 hours of English composition and **12-16 hours of Teacher Leader (TCHL) courses in the School of Teacher Education.**

All **concentrations** include a research tool requirement, which the student may satisfy by demonstrating reading proficiency in a foreign

<p><i>Required Core for All Specialties – 15 hours</i> ENG 520 Introduction to Graduate Studies 6 hours of American Literature 6 hours of British Literature</p> <p><i>Literature Specialist</i> Required Core 3 hours of non-literature English electives 12 hours of literature electives OR 6 hours of literature electives and a thesis Research tool</p> <p><i>Creative Writing Specialist</i> Required Core ENG 501 Graduate Writing Workshop 3 hours of writing electives 3 hours of English electives Creative Thesis Research Tool</p> <p><i>TESL Specialist</i> Required Core ENG 565 Integrated Teaching ESL ENG 566 Teaching and Testing ESL ENG 407G Linguistic Analysis ENG 408G Psycholinguistics and Sociolinguistics 3 hours of electives Research Tool</p> <p><i>Rhetoric and Composition Specialists</i> Required Core ENG 412G History of Rhetoric 12 hours of writing electives OR 6 hours of writing electives and a thesis Research Tool</p>	<p>language or by completing English 520. If English 520 is designated as the research tool, it may not be included in the 30 credit hours required for the degree, and students must take an additional 3 hours for a total of 33 hours. An examination over the course work, related materials, and thesis (if there is one) must be completed. Rank II/I candidates also present a portfolio at the time of the examination. Early in the graduate program, the student should obtain from the English graduate advisor a copy of the Reading List for the MA oral examination.</p> <p><i>Required Core for All Concentrations–15 hrs</i> ENG 520 Introduction to Graduate Studies 6 hours of American Literature 6 hours of British Literature (3 hours pre-1800 & 3 hours post-1800)</p> <p><i>Literature Concentration</i> Required Core 3 hrs of non-literature English electives 12 hours of literature electives (at least 3 hours British and at least 3 hours American) OR 6 hours of literature electives (3 hours British & 3 hours American) and a thesis Research tool The literature courses must include 6 hours of poetry and 6 hours of fiction courses.</p> <p><i>Creative Writing Concentration</i> Required Core ENG 501 Graduate Writing Workshop 3 hours of creative writing electives 3 hours of English electives Creative Thesis Research Tool (Students using 520 as the research tool should choose a writing class for the additional 3 required hours.)</p> <p><i>TESL Concentration</i> Required Core ENG 565 Integrated Teaching ESL ENG 566 Teaching and Testing ESL ENG 407G Linguistic Analysis ENG 408G Psycholinguistics and</p>
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<p><i>Teaching Track Specialists</i> Required Core 3 hours English composition SEC 580 Curriculum EDU 544 Classroom Teaching Strategy PSY 510 Advanced Educational Psychology OR PSY 511 Psychology of Learning 3 hours of electives in College of Education & Behavioral Sciences Research Tool</p> <p>Graduate Courses in English <i>All courses worth 3 credit hours unless otherwise noted.</i> ENG 401G Advanced Composition ENG 402G Editing and Publishing ENG 403G Writing Memoir and Autobiography ENG 404G History of the English Language ENG 407G Linguistic Analysis ENG 408G Psycholinguistics and Sociolinguistics ENG 410G Composition Theory and Practice in Writing Instruction ENG 412G Theory and Practice of Rhetoric ENG 415G Writing and Technology ENG 457G Modern British Literature ENG 460G Literary Criticism: Historical Perspectives ENG 462G Topics in Contemporary Literary Theory ENG 465G Film Genres ENG 466G Film Theory ENG 471G TESL Practicum ENG 474G Advanced Poetry Writing</p>	<p>Sociolinguistics 471G TESL Practicum Research Tool</p> <p><i>Rhetoric and Composition Concentration</i> Required Core ENG 412G History of Rhetoric 12 hours of rhetoric or composition electives OR 6 hours of writing electives and a thesis Research Tool (Students using 520 as the research tool will need to take an additional course and may choose from the following: 402G Editing and Publishing, 403G Writing Memoir and Autobiography, 404G History of the English Language, 407G Linguistic Analysis, 408G Psycho/Sociolinguistics, 501 Graduate Writing Workshop, 502 Graduate Directed Writing, 598 Advanced Directed Study.)</p> <p><i>Teaching Track Concentration</i> Required Core 3 hours English composition Research Tool 9-16 hrs in School of Teacher Education *TCHL 500 – Foundations of Teacher Leadership (3 hrs) *TCHL 530 – Curriculum Development (3 hrs) TCHL 540 – Classroom Instruction: Instructional Strategies (1 hr) TCHL 544 – Classroom Instruction: Equitable School and Community Partnerships (1 hr) TCHL 548 – Classroom Instruction: Managing the Learning Environment (1 hr) TCHL 550 – Student Assessment I: Fundamentals of Student Assessment (1 hr) TCHL 554 – Student Assessment II: Standardized Testing (1 hr) TCHL 558 – Student Assessment III: Classroom Tests and Instruments (2 hrs) *TCHL 560 – Action Research Capstone for Teacher Leaders (3 hrs)</p> <p>This concentration is designed to develop</p>
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<p>ENG 475G Advanced Fiction Writing ENG 481G Chaucer ENG 482G Shakespeare I ENG 483G The English Renaissance ENG 484G The Romantic Movement ENG 485G The Seventeenth Century ENG 486G The Eighteenth Century ENG 487G Dante ENG 488G Literature of the Victorian Age ENG 489G The English Novel ENG 490G The American Novel ENG 493G American Poetry ENG 494G Kentucky Literature ENG 495G Southern Literature ENG 496G Women’s Poetry ENG 497G Women’s Fiction ENG 498G Robert Penn Warren ENG 499G Directed Study English ENG 501 Graduate Writing Workshop ENG 502 Graduate Directed Writing ENG 504 Studies in American Literature ENG 509 Practicum in One-to-One Writing Instruction (1 hour) ENG 510 Graduate Rhetoric and Writing ENG 511 Writing Instruction Practicum (1 hour) ENG 514 Studies in British Literature ENG 520 Introduction to Graduate Studies ENG 524 Studies in World Literature ENG 534 Studies in Genre ENG 565 Integrated Teaching ESL ENG 566 Teaching & Testing ESL Grammar ENG 586 Seminar in British Writers ENG 596 Seminar in American Writers ENG 597 Special Topics in English ENG 598 Advanced Directed Study ENG 599 Thesis Research and Writing (6 hours) ENG 600 Maintaining Matriculation (1- 6 hours)</p>	<p>Teacher Leaders who can positively impact student learning in their classrooms and schools. Courses and experiences include Professional Learning Communities in which students interact with other graduate students from various content areas and grade levels to discuss and work on real world challenges and promising practices they encounter in schools.</p> <p>While in TCHL 500 Foundations of Teacher Leadership, students will complete an assessment process that will be used to determine which TCHL core courses they must take. All students must complete TCHL 540, 544, 548, 550, 554, and 558 OR satisfactorily complete proficiency evaluations for those courses. *No proficiency exam is offered for TCHL 500, 530, or 560; these are required.</p> <p>Graduate Courses in English <i>All courses worth 3 credit hours unless otherwise noted.</i> ENG 401G Advanced Composition ENG 402G Editing and Publishing ENG 403G Writing Memoir and Autobiography ENG 404G History of the English Language ENG 407G Linguistic Analysis ENG 408G Psycholinguistics and Sociolinguistics ENG 410G Composition Theory and Practice in Writing Instruction ENG 412G Theory and Practice of Rhetoric ENG 415G Writing and Technology ENG 430G Nineteenth-Century American Literature ENG 457G British Literature since 1900 ENG 460G Literary Theory and Criticism ENG 465G Film Genres ENG 466G Film Theory ENG468G Early Modern English Literature ENG 471G TESL Practicum ENG 474G Advanced Poetry Writing ENG 475G Advanced Fiction Writing</p>
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	<p>ENG 478G Visiting Writer Summer Workshop ENG 481G Chaucer ENG 482G Shakespeare I ENG 484G British Romanticism ENG 486G The Eighteenth Century ENG 487G Dante’s <i>The Divine Comedy</i> and Its Influences ENG 488G Literature of the Victorian Age ENG 489G The English Novel ENG 490G The American Novel ENG 493G American Poetry ENG 495G Southern Literature ENG 497G Women’s Literature ENG 499G Directed Study English ENG 501 Graduate Writing Workshop ENG 502 Graduate Directed Writing ENG 504 Studies in American Literature ENG 509 Practicum in One-to-One Writing Instruction (1 hour) ENG 510 Graduate Rhetoric and Writing ENG 511 Writing Instruction Practicum (1 hour) ENG 514 Studies in British Literature ENG 520 Introduction to Graduate Studies ENG 524 Studies in World Literature ENG 534 Studies in Genre ENG 565 Integrated Teaching ESL ENG 566 Teaching & Testing ESL Grammar ENG 586 Seminar in British Writers ENG 596 Seminar in American Writers ENG 597 Special Topics in English ENG 598 Advanced Directed Study ENG 599 Thesis Research and Writing (6 hours) ENG 600 Maintaining Matriculation (1- 6 hours)</p>
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4. Rationale for the proposed program change:

- Students pursuing an M.A. in English can choose from five areas of focus: literature, creative writing, composition and rhetoric, TESL (teaching of English as a second language), and teaching. These different plans have been informally and inconsistently called specializations, tracks, and concentrations. They meet the definition of

concentration (at least 30% and no more than 50% of the major, and all share a common core). We want to establish these formally as concentrations so that they can be listed on students' applications and degrees.

- Requiring students to take at least one pre-1800 and one post-1800 British literature class helps ensure a broad historical focus and helps better prepare them for the comprehensive exam. Requiring at least 3 hours each of British and American literature for the literature electives in the literature concentration serves a similar purpose of broadening the focus and preparing students for the comprehensive exam, as does setting a minimum requirement of 6 hours in both poetry and fiction.
- Adding the 471G Practicum as a requirement to the TESL concentration gives students experience and also aligns the M.A. requirements with those for the TESL endorsement and the TESL certification.
- Students who use ENG 520 Introduction to Graduate Studies as their research tool must take an additional 3 hours. Restricting the choices for those additional hours for the creative writing and Rhetoric/Composition concentrations to writing courses furthers students' education in their chosen concentration.
- The course changes reflect the department's effort to update course titles with more current terminology, reduce redundancy, and establish more consistency in the British and American courses.
- At the direction of the Kentucky Education Professional Standards Board (EPSB), colleges of teacher education throughout the state have been charged with redesigning their master's and non-degree planned fifth-year advanced teacher preparation programs. The EPSB requires that the redesigned programs have available to students a core set of "teacher leader" courses. We have chosen to make the teaching concentration in our English M.A. meet the EPSB requirement so it will be approved for rank change and teacher certificate renewal.
- Some students in the teaching concentration may have to complete up to 16 hours of education course work in order to meet all professional education core requirements. In this case, students may have a program total of up to 34 hours (plus the research tool).
- The personal statement will allow us to make appropriate G. A. assignments.

5. Proposed term for implementation and special provisions (if applicable): 201110

6. Dates of prior committee approvals:

English Department/Division: _____9/17/10_____

PCAL Curriculum Committee _____10/4/10_____

Professional Education Council (if applicable) _____

Graduate Committee _____

University Senate _____

Attachment: Program Inventory Form