

AGENDA
PROFESSIONAL EDUCATION COUNCIL
3:30 - Wednesday, November 11, 2009
Tate Page Hall 334

- I. Consideration of the Minutes from the October 14, 2009 meeting (Minutes can be found on the CEBS Main Web Page—click on Faculty & Staff and then Meeting Minutes and Agendas)

- II. New Business
 - A. Office of Teacher Services-CEBS**
 - Presentation of Candidates Completing Requirements for Admission to the Professional Education Unit October 15 to November 11, 2009

 - List of Student Teacher Candidates for Spring 2010

 - B. Potter College of Arts and Letters – Department of Art**
 - 1. Revise Course Title – ART 105, Art Survey
 - 2. Revise Course Title – ART 106, Art Survey
 - 3. Create a New Course – ART 316, Medieval Art & Architecture
 - Department of English**
 - 4. Revise Course Prerequisites/Corequisites – ENG 566, Teaching and Testing ESL Grammar

 - C. College of Health and Human Services - Department of Consumer and Family Science**
 - 1. Revise Course Prerequisites - CFS 294, Assessment of Young Children

 - D. Ogden College of Science and Engineering-Department of Mathematics and Computer Science**
 - 1. Delete a Course – MATH 132, Calculus of a Single Variable II
 - 2. Delete a Course – MATH 232, Calculus of a Single Variable III
 - 3. Revise Course Number – MATH 429, Probability and Statistics II
 - 4. Make Multiple Revisions to a Course – MATH 327, Multivariable Calculus
 - 5. Revise Course Prerequisites/Corequisites – STAT 301, Introductory Probability and Applied Statistics
 - 6. Revise Course Prerequisites/Corequisites – MATH 403, Geometry for Elementary and Middle School Teachers
 - 7. Revise Course Prerequisites/Corequisites – MATH 411, Problem Solving for Elementary and Middle Grades Teachers
 - 8. Revise Course Prerequisites/Corequisites - MATH 413, Algebra and Technology for Middle Grades Teachers
 - 9. Revise a Program – 730, Middle Grades Mathematics

E. College of Education and Behavioral Sciences – School of Teacher Education

1. Revise Teacher Admission Policy

Master's Redesign Proposals

2. Create a New Course – TCHL 500, Foundations of Teacher Leadership
3. Create a New Course – TCHL 530, Curriculum Development
4. Create a New Course – TCHL 540, Classroom Instruction: Instructional Strategies
5. Create a New Course – TCHL 544, Equitable School and Community Partnerships
6. Create a New Course – TCHL 548, Classroom Instruction: Classroom Management
7. Create a New Course – TCHL 550, Student Assessment I: Fundamentals of Student Assessment
8. Create a New Course – TCHL 554, Student Assessment II: Standardized Testing
9. Create a New Course – TCHL 558, Student Assessment III: Classroom Tests and Instruments
10. Create a New Course – TCHL 560, Action Research for Teacher Leaders

III. Other Business

- Report From the Admission and Retention Subcommittee of the Professional Education Council
(Information will be provided at the meeting.)

Secondary

Deaton, Matthew	Social Studies
Serroque, Nicholas	Biology
Williamson, Christopher	Math

IECE

Masters

Cleary, Julie	LBD
Duke, Stephanie	LME
Kelley, Lacey	CD
Paden, Deana	Middle School Concentration Science
Roberts, Georgia	LBD
Roeder, Cheryl	LBD
Turner, Michele	LME
White, Chonda	LBD

Special Circumstance Masters

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 2010

****QUALIFIED**11/11/09****

WKU ID	FIRST	LAST	MAJOR	DEFICIENCY
	STACY	CARROLL	5-12/AG	
	CARRIE	DARNELL	5-12/AG	
	CHRISTOPHER	GERALDS	5-12/AG	
	WILLIAM	KIRKHAM	5-12/AG	
	MORGAN	McGUIRE	5-12/AG	
	BENJAMIN	FAUST	5-12/BUSINESS & MKTG	
	PHILLIP	NAPIER	5-12/BUSINESS & MKTG	
	LAURA	SELF	5-12/BUSINESS & MKTG	
	HEATHER	SHOLAR	5-12/BUSINESS & MKTG	
	MARIDETH	TRAMMEL	5-12/BUSINESS & MKTG	
	C. BROCK	WILLIS	5-12/BUSINESS & MKTG	
	SONYA	WILSON	5-12/BUSINESS & MKTG	
	MISTY	CLAYWELL	5-12/CFS	TA file complete 10/30/09
	TIFFANY	GRAVES	5-12/CFS	
	JENNA	PERKINS	5-12/CFS	
	MELINDA	RAMSTEIN	5-12/CFS	
	ANGELA	AARON	ELEMENTARY	
	SAVANNAH	ADKINS	ELEMENTARY	
	JENNIFER	BAIRD	ELEMENTARY	
	JACKIE	BASSETT	ELEMENTARY	
	JESSICA	BINKLEY	ELEMENTARY	
	CHRISTINE	BIRCH	ELEMENTARY	
	HALEY	BLAYDES	ELEMENTARY	
	KIMBERLY	BRANSCUM	ELEMENTARY	
	WHITNEY	BUCHANAN	ELEMENTARY	
	MEGAN	BURNETT	ELEMENTARY	
	SARAH	BURNS	ELEMENTARY	
	RAVEN	CALDWELL	ELEMENTARY	
	LESLEY	CAMBRON	ELEMENTARY	
	LAURA	CARBY	ELEMENTARY	
	MELISSA	CARROLL	ELEMENTARY	
	JESSICA	CECIL	ELEMENTARY	
	DRAKE	CHAPMAN	ELEMENTARY	
	KIMBERLY	COLLINS	ELEMENTARY	
	AMANDA	COOK	ELEMENTARY	
	EMILEE	COPPERSMITH	ELEMENTARY	
	ELIZABETH	CORREA	ELEMENTARY	
	ASHLEY	CRAVENS	ELEMENTARY	
	JULIE	DECKER	ELEMENTARY	

	HEATHER	DeHAVEN	ELEMENTARY	
	DANIEL	DIXON	ELEMENTARY	
	ALISON	DODSON	ELEMENTARY	
	LYNDSEY	DUKE	ELEMENTARY	
	KELLY	DUKES	ELEMENTARY	
	PATRICIA	DURBIN	ELEMENTARY	
	SABRINA	ELLIS	ELEMENTARY	
	ELIZABETH	EVANS	ELEMENTARY	
	KELLI	FITZPATRICK	ELEMENTARY	
	AURORA	FLENER	ELEMENTARY	
	ASHLEY	FOSTER	ELEMENTARY	
	BONITA	FRENCH	ELEMENTARY	
	EMILY	GARDNER	ELEMENTARY	
	ANGELA	GOODMAN	ELEMENTARY	
	WYNTER	GORMAN	ELEMENTARY	
	MANDY	HALL	ELEMENTARY	
	SANDRA	HAMILTON	ELEMENTARY	
	JONATHAN	HAMMER	ELEMENTARY	
	MARCUS	HARRISON	ELEMENTARY	
	ALI	HASELWOOD	ELEMENTARY	
	BRIDGET	HAYCRAFT	ELEMENTARY	
	JESICA	HAYDEN	ELEMENTARY	
	CHRISTINA	HENRY	ELEMENTARY	
	MILISSA	HODGE	ELEMENTARY	
	ERIN	HOLADAY	ELEMENTARY	
	TINA	HOWARD	ELEMENTARY	
	AUTUMN	HUGHES	ELEMENTARY	
	MEGAN	JAGGERS	ELEMENTARY	
	ANGELA	JOHNSON	ELEMENTARY	
	LAUREN	JOHNSON	ELEMENTARY	
	REBECCA	JOHNSON	ELEMENTARY	
	AMANDA	JOHNSTON	ELEMENTARY	
	JENNIFER	JONES	ELEMENTARY	
	LAUREN	KANTER	ELEMENTARY	
	MARGUERITE	KAPP	ELEMENTARY	
	MEREDITH	KERRICK	ELEMENTARY	
	ANDREA	KING	ELEMENTARY	
	L. BROOKE	KING	ELEMENTARY	
	JESSICA	LaHUGH	ELEMENTARY	
	ERIN	LANCASTER	ELEMENTARY	
	SHARON	LEE	ELEMENTARY	
	ASHLEE	LEWIS	ELEMENTARY	
	J. ROBERT	LINDSEY	ELEMENTARY	
	KYLE	MAGILL	ELEMENTARY	
	LACEY	MAHANEY	ELEMENTARY	
	EMILY-KAYE	MAYES	ELEMENTARY	

	CHRISTOPHER	McCOY	ELEMENTARY	
	NEYSA	McINTEER	ELEMENTARY	
	SAMANTHA	MILBY	ELEMENTARY	
	MEGAN	MILLAY	ELEMENTARY	
	JENNIFER	MILLER	ELEMENTARY	
	ASHLEY	MOORE	ELEMENTARY	
	TAYLOR	MOORE	ELEMENTARY	
	KAYLA	MUDD	ELEMENTARY	
	ALISSA	NEALY	ELEMENTARY	
	CASEY	OLIVE	ELEMENTARY	
	KEELA	OSBORNE	ELEMENTARY	
	SARAH	PAGE	ELEMENTARY	
	KELSEY	PETTEYS	ELEMENTARY	
	LORI BETH	PICKETT	ELEMENTARY	
	JOHNATHON	POLAND	ELEMENTARY	
	SAMANTHA	POTTS	ELEMENTARY	
	TARA	PRIDEMORE	ELEMENTARY	
	RYAN	PROCTOR	ELEMENTARY	
	KRISTA	REECE	ELEMENTARY	
	KAREN	RICE	ELEMENTARY	
	MELISSA	RUSSELL	ELEMENTARY	
	KATHERINE	SABAT	ELEMENTARY	
	STEPHANIE	SANDERS	ELEMENTARY	
	CARRIE	SIMMONS	ELEMENTARY	
	JOE	SMITH	ELEMENTARY	
	SHANNON	SOLOMON	ELEMENTARY	
	BRITTANY	SPARKS	ELEMENTARY	
	KASSIE	SPARKS	ELEMENTARY	
	JENNIFER	SULLENBARGER	ELEMENTARY	
	MARY	SVAJGL	ELEMENTARY	
	LACRESIA	TARRENCE	ELEMENTARY	
	TIMOTHY	TAYLOR	ELEMENTARY	
	CHASITY	THOMAS	ELEMENTARY	
	MARGARET	THOMPSON	ELEMENTARY	
	SAVANNAH	THURMAN	ELEMENTARY	
	JENNA	VICKERS	ELEMENTARY	
	L. BRIANNE	WADDELL	ELEMENTARY	
	DeLONDA	WARDEN	ELEMENTARY	
	CATHERINE	WARREN	ELEMENTARY	
	TAYLOR	WELCH	ELEMENTARY	
	CHRISTY	WILLIAMS	ELEMENTARY	
	La'SHAI	WILLIAMSON	ELEMENTARY	
	KATHRYN	WILSON	ELEMENTARY	
	TARA	WORKING	ELEMENTARY	
	NICOLE	WORKMAN	ELEMENTARY	
	JENNIFER	WRIGHT	ELEMENTARY	

	KRISTEN	YOUNG	ELEMENTARY	
	ANDREA	BILLER	EXED	
	DANON	CAMIC	EXED	
	MOLLY	CASWELL	EXED	
	SALLY	FUNKHOUSER	EXED	
	KATRINA	GARRETT	EXED	
	HILLARY	GILLENWATER	EXED	
	ASHLI	LANHAM	EXED	
	ALICIA	NEWELL	EXED	
	HANNAH	NIEMIETZ	EXED	
	HOLLI	PARYS	EXED	
	ADAM	RITTER	EXED	
	ELIZABETH	SWETMON	EXED	
	TAIRA	RAUCH	IECE	
	JERIBETH	LUCAS	IECE	
	BRITTANY	HOLLOWAY	IECE	
	AMANDA	SHAW	IECE	
	LORI	CLACK	IECE	
	AMBER	PRUITT	IECE	
	LISA	MILLER	IECE	
	MARY	BRACKEN	IECE	
	REAGAN	GONZALEZ	IECE	
	JAMES	ANGELA	MGE/LA/S.STUDIES	
	ANTHONY	DURRANT	MGE/LA/S.STUDIES	
	CHRISTIN	HALBERG	MGE/LA/S.STUDIES	
	MARIAH	HAMMONS	MGE/LA/S.STUDIES	
	SUESAN	LOCKE	MGE/LA/S.STUDIES	
	FARRAH	LOGSDON	MGE/LA/S.STUDIES	
	SARAH	RENICK	MGE/LA/S.STUDIES	
	KAMRON	SHEARN	MGE/LA/S.STUDIES	
	CARRIE	SIMPSON	MGE/LA/S.STUDIES	
	NATHAN	HART	MGE/MATH	
	KAYLEE	TAYLOR	MGE/MATH	
	CHANDA	JUDD	MGE/MATH/LA	
	LISA	PAGE	MGE/MATH/LA	
	HANNAH	SHARP	MGE/MATH/LA	Missing CS 230, transfer course
	RACHEL	AMONETT	MGE/MATH/S.STUDIES	
	BRIAN	PIKE	MGE/MATH/S.STUDIES	Missing CS 230, transfer course
	SAMANTHA	HARPER	MGE/MATH/SCIENCE	

	BRANDI	ABSHEAR	MGE/S.STUDIES/LA	
	RACHEL	CHENAULT	MGE/S.STUDIES/LA	
	MICHEAL	DECKER	MGE/S.STUDIES/LA	
	STEVEN	EVERAGE	MGE/S.STUDIES/LA	
	SARAH	GRANT	MGE/S.STUDIES/LA	
	KATIE	GRAY	MGE/S.STUDIES/LA	
	SCOTTIE	KOONCE	MGE/S.STUDIES/LA	
	JONATHAN	KRISTIANSEN	MGE/S.STUDIES/LA	Completing Independent Study PSY 422
	DARLA	OLDHAM	MGE/S.STUDIES/LA	
	LaDONNA	PATRICK	MGE/S.STUDIES/LA	
	JARED	WHITNEY	MGE/S.STUDIES/LA	
	KYLE	MAY	MGE/S.STUDIES/SCIENCE	
	MANDY	LOVE	MGE/SCIENCE	
	TERRY	CHILDS	MGE/SCIENCE/LA	
	DONNA	RIGGS	MGE/SCIENCE/S.STUDIES	
	MICHAEL	SALTSMAN	MGE/SCIENCE/S.STUDIES	
	LAUREN	SHELTON	MGE/SCIENCE/S.STUDIES	
	DANIELLE	WELLS	MGE/SCIENCE/S.STUDIES	
	SUSAN	ABELL	P-12/MUSIC	
	ALESHIA	AKIN	P-12/MUSIC	
	LEIGH	ANDERSON	P-12/MUSIC	
	PHILLIP	BROCK	P-12/MUSIC	
	COURTNEY	CALVERT	P-12/MUSIC	
	CHRIS	CREED	P-12/MUSIC	
	MELISSA	GENSLER	P-12/MUSIC	
	CODY	GILSTRAP	P-12/MUSIC	
	CHARLES	JEWELL	P-12/MUSIC	
	ASHLEY	LEWIS	P-12/MUSIC	
	JESSICA	LUNSFORD	P-12/MUSIC	
	KARA	OGLESBY	P-12/MUSIC	
	KALLIE	ROGERS	P-12/MUSIC	
	PAUL	ROTRAMEL	P-12/MUSIC	
	CHRISTOPHER	BASS	P-12/PE	
	KYLE	CATON	P-12/PE	
	JOSHUA	CULVER	P-12/PE	
	BRIDGETT	GARDNER	P-12/PE	
	HEATHER	GOHMAN	P-12/PE	
	WILLIAM	HENNESS	P-12/PE	
	RACHEL	JENNINGS	P-12/PE	

	CATHERINE	MORRIS	P-12/PE	
	CARLY	RANSON	P-12/PE	
	JOSHUA	ROOF	P-12/PE	
	BRANDON	SMITH	P-12/PE	
	DANIEL	THORN	P-12/PE	
	JOSHUA	WHITAKER	P-12/PE	
	BUDDY	WRIGHT	P-12/PE	
	ERIC	HUGGINS	P-12/SPANISH	
	CHELSEA	PERRY	SEC/BIOLOGY	
	JOEY	STINSON	SEC/BIOLOGY	
	IAN	BORDERS	SEC/ENGLISH	
	ASHLEY	BROWN	SEC/ENGLISH	
	BYRON	CASEBIER	SEC/ENGLISH	
	JORDAN	FULKERSON	SEC/ENGLISH	
	BENJAMIN	LOWERY	SEC/ENGLISH	
	SCOTT	PHILLIPS	SEC/ENGLISH	
	JOSHUA	RIDDLE	SEC/ENGLISH	
	CASEY	TABOR	SEC/ENGLISH	
	RACHAEL	CARRICO	SEC/MATH	
	TIMOTHY	DETHRIDGE	SEC/MATH	
	WHITNEY	DEVORE	SEC/MATH	
	JAMES	HOLDER	SEC/MATH	
	GARY	HUTCHINSON, JR	SEC/MATH	
	DANIEL	JUBERG, JR	SEC/MATH	
	SAMUEL	KESSLER	SEC/MATH	
	ELIZABETH	KRANTZ	SEC/MATH	
	BRANDI	RILEY	SEC/MATH	
	THOMAS	ALEXANDER	SEC/SOCIAL STUDIES	
	JONATHAN	BERNHARDT	SEC/SOCIAL STUDIES	
	BRANDON	BEVILL	SEC/SOCIAL STUDIES	
	ARTHUR	COOK	SEC/SOCIAL STUDIES	
	ROBERT	FRECH	SEC/SOCIAL STUDIES	
	SUSAN	GIFFORD	SEC/SOCIAL STUDIES	
	MICHAEL	LEE	SEC/SOCIAL STUDIES	
	CHRISTOPHER	MARTIN	SEC/SOCIAL STUDIES	
	JUSTIN	MITCHELL	SEC/SOCIAL STUDIES	
	DAVID	PODOLAK	SEC/SOCIAL STUDIES	
	DEREK	SCHWARTZ	SEC/SOCIAL STUDIES	
	ALEX	STRODE	SEC/SOCIAL STUDIES	

STUDENT TEACHER CANDIDATES FOR SPRING 2010

****APPLICATION PENDING**11/11/09****

	JOHN	HURLEY	5-12/AG	Currently taking Eng 300, application approved by Dr. Carter.
	MICHAEL	KLEAVING	5-12/AG	
	BENJAMIN	MAPLES	5-12/AG	Must submit a Certification Only Program
	AMBER	WEAVER	5-12/AG	TA file Missing Cr Background Ck
	BARTON	WILSON	5-12/AG	
	B. ROSS	WOODBURN	5-12/AG	
	ERIN	STEELE	5-12/CFS	
	MARTHA	CRUMBAKER	ELEMENTARY	TA file lacking test scores and several transfer credits
	CHELSEA	HENDERSON	ELEMENTARY	
	MALLORY	NAUMAN	ELEMENTARY	
	MELISSA	SALDANA	ELEMENTARY	
	ASHLEY	GENTRY	IECE	
	APRIL	GOFF	IECE	TA file Missing TA-4 Recommendation
	AMANDA	JOHNSON	IECE	TA file Missing Cr Background CK
	AMANDA	WRIGHT	IECE	Currently enrolled in Public Speaking, exception approved by Dr. Carter
	JANETTA	GRAY	MGE/LA/S.STUDIES	
	BRIANA	HEARD	MGE/MATH/SCIENCE	
	ROY	INHULSEN	MGE/S.STUDIES/LA	
	JAMES	WITT III	P-12/ART	Currently taking Eng 300, application approved by Dr. Carter.
	LAUREN	CARR	P-12/MUSIC	

	JAMES	COWHERD	P-12/PE	TA file lacking Certification Program
	JOSHUA	LINDSEY	P-12/PE	
	DUSTY	STEARNS	P-12/PE	Currently enrolled in Pub. Speaking, application approved by Dr. Carter
	DAVID	HERRINGTON	SEC/CHEMISTRY	
	JESSICA	RICHARDSON	SEC/ENGLISH	
	KIMBERLY	ERWIN	SEC/MATH	
	KEVIN	DeFEBBO	SEC/SOCIAL STUDIES	
	LISA	KAPPLER	SEC/SOCIAL STUDIES	
	JOHNNY	WILLIAMS	SEC/SOCIAL STUDIES	

STUDENT TEACHER CANDIDATES FOR SPRING 2010

****APPLICATION WITHDRAWN PER STUDENT**11/11/09****

	ASHLEY	Pearson	5-12/AG	Withdrew 10/20/09
	LINDSEY	GRAVES	ELEMENTARY	Withdrew 10/29/09
	MICHAELA	PRIDY	ELEMENTARY	Withdrew 10/27/09
	TREVOR	SPRINGATE	ELEMENTARY	Withdrew 10/12/09
	HEATHER	IVORY	ELEMENTARY	Withdrew 10/29/09
	BENJAMIN	BERRY	P-12/ART	Withdrew 10/23/09
	DUSTIN	THOMPSON	SEC/SOCIAL STUDIES	Withdrew 10/29/09

STUDENT TEACHER CANDIDATES FOR SPRING 2010

****NOT QUALIFIED**11/11/09****

	JUSTIN	WHITE	SEC/SOCIAL STUDIES	Denied 9/28/09

Proposal Date: September 21, 2009

**Potter College of Art and Letters
Department of Art
Proposal to Revise Course Title
(Consent Item)**

Contact Person: Guy Jordan, guy.jordan@wku.edu, 270-745-8865

- 1. Identification of course:**
 - 1.1 Current course prefix (subject area) and number: ART 105
 - 1.2 Current course title: Art Survey
 - 1.3 Credit hours: 3
- 2. Proposed course title:** History of Art to 1300
- 3. Proposed abbreviated course title:** History of Art to 1300
- 4. Rationale for the revision of course title:** The new title for ART 105 clarifies the content of the course and prevents unnecessary confusion between ART 105 and ART 106, which currently share the same title (Art Survey) in the 2009/2010 WKU Undergraduate Catalog.
- 5. Proposed term for implementation:** Spring 2010
- 6. Dates of prior committee approvals:**

Art Department:	September 21, 2009
Potter College Curriculum Committee	October 1, 2009
Professional Education Council	
General Education Committee	
Undergraduate Curriculum Committee	
University Senate	

Attachment: Course Inventory Form

Proposal Date: 09/21/09

**Potter College of Art and Letters
Department of Art
Proposal to Revise Course Title
(Consent Item)**

Contact Person: Guy Jordan, guy.jordan@wku.edu, 270-745-8865

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: ART 106
- 1.2 Current course title: Art Survey
- 1.3 Credit hours: 3

2. Proposed course title: History of Art since 1300

3. Proposed abbreviated course title: History of Art since 1300

4. Rationale for the revision of course title:

The new title for ART 106 clarifies the content of the course and prevents unnecessary confusion between ART 106 and ART 105, which currently share the same title (Art Survey) in the 2009/2010 WKU Undergraduate Catalog.

5. Proposed term for implementation: Spring 2010

6. Dates of prior committee approvals:

Art Department: September 21, 2009

Potter College Curriculum Committee October 1, 2009

Professional Education Council

General Education Committee

Undergraduate Curriculum Committee

University Senate

Attachment: Course Inventory Form

Proposal Date: Sept. 17, 2009

Potter College of Arts and Letters
Department of Art
Proposal to Create a New Course
(Action Item)

Contact Person: Ingrid Cartwright, ingrid.cartwright@wku.edu, 270-745-6101

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: ART 316
- 1.2 Course title: Medieval Art & Architecture
- 1.3 Abbreviated course title: Medieval Art and Architecture
- 1.4 Credit hours and contact hours: 3
- 1.5 Type of course: L
- 1.6 Prerequisites: Art 105 or Permission of Instructor
- 1.7 Course catalog listing: A study of the art and architecture of Europe from the early third century through the fourteenth century.

2. Rationale:

- 2.1 Reason for developing the proposed course: This course is revised offering of ART 300: Early Medieval Art and ART 301: Romanesque and Gothic Art. Combining the two courses into one allows current faculty to cover a broader chronological range in a single semester and serves student needs by providing the opportunity to survey the art of the medieval area in a single course. Additionally, merging the two courses better suits the teaching specializations of current faculty.
- 2.2 Projected enrollment in the proposed course: 25
- 2.3 Relationship of the proposed course to courses now offered by the department: This course addresses the chronological period between ART 309: Art of the Ancient World and ART 401: Italian Renaissance Art; ART 403: Northern Renaissance Art. It duplicates the material covered by ART 300: Early Medieval Art and ART 301: Romanesque and Gothic Art, both of which are proposed to be suspended.
- 2.4 Relationship of the proposed course to courses offered in other departments: This course does not duplicate the content of any other course in the university curriculum, but complements those that investigate the 1) history (HIST 307: The Middle Ages), 2) literature (HUM 172: Literature of Medieval and Renaissance Europe; ENG 333: Medieval Literature), and 3) religious currents (HUM 173: Philosophy and Religion of Medieval and Renaissance Europe; RELS 430: Christianity to 1517) of Europe during the same chronological period.

2.5 Relationship of the proposed course to courses offered in other institutions: Instituting this course would bridge two courses within the department, which is similar to other course offerings in the region. Similar comprehensive approaches to Medieval Art courses are offered at Northern Kentucky University (ART 351), Southern Illinois University-Carbondale (AD 41), Morehead State University (ART 362), and Southern Indiana University (ART 327). The University of Kentucky offers a similar course (A-H: Studies in Medieval Art).

3. Discussion of proposed course:

- 3.1** Course objectives: Students taking this course gain a knowledge of the formation and development of the art and architecture of Europe from the third century through the fourteenth century with an attention to architecture, painting, sculpture, printmaking, and the decorative arts, all considered within their social and cultural milieu. Moreover, students will gain an appreciation of the critical role art and architecture played in the religious, political, and philosophical discourse of Europe during this era.
- 3.2** Content Outline: The course will cover the art and architecture of Europe from the early third century through the fourteenth century. The course will examine the art and architecture of the Byzantine Empire, Migration, Carolingian, Ottonian, Romanesque, and Gothic periods. Themes covered include:
- the beginnings of Judeo-Christian artistic production in the late Roman Empire
 - the function of icons in the Byzantine church and the iconoclastic controversies
 - production methods and the illumination of liturgical books
 - medieval pilgrimage and its impact on the design of Romanesque religious architecture
 - the role of relics in medieval culture
 - the visual manifestations of scholasticism in Gothic architecture.
- 3.3** Student expectations and requirements: In addition to gaining an understanding of the chronological development of the visual arts in Europe during the medieval era, students will learn to think critically about the form and function of images produced by the disparate cultural traditions that span the broad chronology of this era. Student learning will be assessed through quizzes, a midterm, a final exam, and a research paper.
- 3.4** Tentative texts and course materials: Textbook: James Snyder, *Art of the Middle Ages* (2005); other books and articles from the library.

4. Resources:

- 4.1 Library resources: The library has sufficient holdings in this area, including many major journals and periodicals.
- 4.2 Computer resources: On-line databases that relate to this era include *Iter: Gateway to the Middle Ages and Renaissance* (400-1700), available in the WKU libraries.

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: Spring 2011**7. Dates of prior committee approvals:**

Art Department:	9/21/09
Potter College Curriculum Committee	11/5/09
Professional Education Council	_____
University Curriculum Committee	_____
University Senate	_____

Attachment: Bibliography

Bibliography

Essential Library Materials:

Books:

Clark, William, and Charles M. Radding. *Medieval Architecture, Medieval Learning: Builders and Masters in the Age of Romanesque and Gothic*. New Haven: Yale University Press, 1992.

Conant, Kenneth John. *Carolingian and Romanesque Architecture, 800-1200*. New York: Penguin Books, 1978.

Davis-Weyer, Cecelia. *Early Medieval Art, 300-1150: Sources and Documents*. Englewood Cliffs, N. J., Prentice-Hall, 1971.

Egbert Wylie, Virginia. *The Mediaeval Artist at Work*. Princeton, N. J., Princeton University Press, 1967.

Jantzen, Hans. *High Gothic: the Classic Cathedrals of Chartres, Reims, Amiens*. Princeton, N.J.: Princeton University Press, 1984.

Lewis, Suzanne. *Reading Images: Narrative Discourse and Reception in the Thirteenth-Century Illuminated Apocalypse*. Cambridge; New York: Cambridge University Press, 1995

Panofsky, Erwin. *Gothic Architecture and Scholasticism*. New York, Meridian Books, 1957.

Pulliam, Heather. *Word and Image in the Book of Kells*. Dublin, Ireland; Portland, OR: Four Courts Press, 2006.

Simson, Otto. *The Gothic Cathedral; Origins of Gothic Architecture and the Medieval Concept of Order*. New York: Pantheon Books, 1956.

Snyder, James. *Medieval Art: Painting, Sculpture, Architecture; 4th-14th Century*. Englewood Cliffs, N.J.: Prentice-Hall; New York: H.N. Abrams, 1989.

Serials:

Art Bulletin

Art History

Renaissance Quarterly

Supplemental Materials:

None. The library has everything needed to teach the course and enough resources for students to consult while writing their research papers.

Media Resources

Iter: Gateway to the Middle Ages and Renaissance

Proposal Date: September 18, 2009

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

Contact Person: Alex Poole, alex.poole@wku.edu,5-5780

1. Identification of course:

- 1.1 Course prefix (subject area) and number: English 566
- 1.2 Course title: Teaching and Testing ESL Grammar
- 1.3 Credit hours: 3

2. Current prerequisites/corequisites/special requirements: none

3. Proposed prerequisite: English 407G Linguistic Analysis

4. Rationale for the revision of prerequisite: English 566 requires students to understand complex issues related to the teaching and learning of English grammar. We have found that students without a background in syntax and morphology struggle with such issues. English 407/G offers students a solid background in syntax and morphology.

5. Effect on completion of major/minor sequence: ENG 407G is required already, so we are not adding a new requirement; we are merely establishing a specific sequence. Since we offer ENG 407/G every year and every other summer, this change should not slow completion of any applicable TESL program.

6. Proposed term for implementation: Fall 2010

7. Dates of prior committee approvals:

English Department/Division: _____10/25/09_____

PCAL Curriculum Committee _____11/5/09_____

Professional Education Council _____

Graduate Council _____

Attachment: Course Inventory Form

Proposal Date: October 12, 2009

**College of Health and Human Services
Department of Consumer and Family Science
Proposal to Revise Course Prerequisites
(Consent Item)**

Contact Person: Janet Fugate; janet.fugate@wku.edu; 745-4613

- 1. Identification of course:**
 - 1.1 Course prefix (subject area) and number: CFS 294
 - 1.2 Course title: Assessment of Young Children
 - 1.3 Credit hours: 3 hrs.

- 2. Current prerequisites:** CFS 191: Child Development, CFS 192: Working with Young Children and Families or instructor permission

- 3. Proposed prerequisites:** CFS 191 or instructor permission.

- 4. Rationale for the revision of prerequisites:** CFS 192 is an introductory class course to the field of early childhood education. The content of CFS 192 is not necessary for a student to be successful in CFS 294.

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

These changes should make completion of the course sequence easier for students.

- 6. Proposed term for implementation:** Fall 2010

- 7. Dates of prior committee approvals:**

CFS Department/Division:	10/16/09
CHHS Undergraduate Curriculum Committee	10/28/2009
Professional Education Council	
Undergraduate Curriculum Committee	
University Senate	

Attachment: Course Inventory Form

Proposal Date: October 19, 2009

**Ogden College of Science and Engineering
Department of Mathematics and Computer Science
Proposal to Delete a Course
(Consent Item)**

Contact Person: Mark Robinson mark.robinson@wku.edu 745-6223

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: MATH 232
- 1.2 Course title: Calculus of a Single Variable III
- 1.3 Credit hours: 3

2. Rationale for the course deletion:

The demand for MATH 232 has never been very high, and the course has been offered only one time since its creation. Continuing to list the course is misleading to students and advisors.

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

The department has several other courses that will meet the needs of students whose programs require calculus. MATH 232 never was specifically required by any major or minor program at the university.

4. Proposed term for implementation: Fall 2010

5. Dates of prior committee approvals:

Mathematics and Computer Science Department October 30, 2009

OCSE Curriculum Committee November 5, 2009

Professional Education Council _____

Undergraduate Curriculum Committee _____

University Senate _____

Attachment: Course Inventory Form

Proposal Date: 10-2-09

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

Contact Person: John Spraker john.spraker@wku.edu 745-6220

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: MATH 429
- 1.2 Title: Probability and Statistics II
- 1.3 Credit hours: 3

2. Proposed course number: Math 482

3. Rationale for the revision of course number:

In March of 2009 the mathematics faculty endorsed a new course numbering system that would assign a second digit of “8” to all courses dealing with probability or statistics. Because we are changing the number of MATH 329 (Probability and Statistics I) to MATH 382, we believe that it would be sensible to change the number of the sequential course, MATH 429 (Probability and Statistics II), to MATH 482

4. Proposed term for implementation: Fall 2010

5. Dates of prior committee approvals:

Department of Mathematics and Computer Science: 10/2/09

OCSE Curriculum Committee 11/5/09

Professional Education Council _____

Undergraduate Curriculum Committee _____

University Senate _____

Attachment: Course Inventory Form

Proposal Date: October 20, 2009

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

Contact Person: Mark Robinson mark.robinson@wku.edu 745-6223

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: MATH 327
- 1.2 Course title: Multivariable Calculus
- 1.3 Credit hours: 4.0

2. Revise course number:

- 2.1 Current course number: MATH 327
- 2.2 Proposed course number: MATH 237
- 2.3 Rationale for revision of course number: The department is adopting a numbering system for its courses in which the tens digit indicates the specific mathematical area of the course. The numbers 30-39 will be for calculus courses. Because this course, the third course in the calculus sequence, is generally offered as a sophomore-level course at other institutions, the number will be changed to the 200-level without changing the course content.

3. Revise course prerequisites/corequisites/special requirements:

- 3.1 Current prerequisites: MATH 227 or MATH 232.
- 3.2 Proposed prerequisites: MATH 137 with grade of C or better.
- 3.3 Rationale for revision of course prerequisites: Effective with the Fall 2010 semester, MATH 227 is being renumbered as MATH 137. For success in Multivariable Calculus, students should have demonstrated mastery of Calculus II by earning at least a grade of C. MATH 232 has not been offered in four years and is being deleted from the course inventory.
- 3.4 Effect on completion of major/minor sequence: None.

4. Proposed term for implementation: Fall 2010

5. Dates of prior committee approvals:

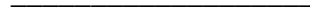
Mathematics and Computer Science Department October 30, 2009

Ogden College Curriculum Committee November 5, 2009

Professional Education Council _____

Undergraduate Curriculum Committee _____

University Senate



Attachment: Course Inventory Form

Proposal Date: October 16, 2009

**Ogden College of Science and Engineering
Department of Mathematics and Computer Science
Proposal to Revise Course Prerequisites/Corequisites
(Consent Item)**

Contact Person: Melanie Autin, melanie.autin@wku.edu, 745-6171

1. Identification of course:

- 1.1 Course prefix (subject area) and number: STAT 301
- 1.2 Course title: Introductory Probability and Applied Statistics
- 1.3 Credit hours: 3.0

2. Current prerequisites/corequisites/special requirements:

Prerequisite: MATH 126 or MATH 132

3. Proposed prerequisites/corequisites/special requirements:

Prerequisite: MATH 136 or MATH 142

4. Rationale for the revision of prerequisites/corequisites/special requirements:

MATH 126 has been renamed MATH 136. MATH 132 is no longer being offered. MATH 142 (Calculus with Applications for Life Sciences) covers the calculus topics that are necessary for taking STAT 301; thus, students that complete MATH 142 are adequately prepared for STAT 301.

5. Effect on completion of major/minor sequence:

Not applicable

6. Proposed term for implementation:

Fall 2010

7. Dates of prior committee approvals:

Department of Mathematics and Computer Science 10/30/2009

OCSE Curriculum Committee 11/5/2009

Professional Education Council _____

Undergraduate Curriculum Committee _____

University Senate _____

Attachment: Course Inventory Form

Proposal Date: October 2, 2009

**Ogden College of Science & Engineering
Department of Mathematics and Computer Science
Proposal to Revise Course Prerequisites/Corequisites
(Consent Item)**

Contact Person: Hope Marchionda
hope.marchionda@wku.edu
270-745-2961

1. Identification of course:

- 1.1 Course prefix (subject area) and number: MATH 403
- 1.2 Course title: Geometry for Elementary and Middle School Teachers
- 1.3 Credit hours: 3

2. Current prerequisites:

Prerequisites: MATH 211 and MATH 212, or equivalent

3. Proposed prerequisites:

Prerequisites: MATH 205 and MATH 206 with a grade of C or better OR MATH 211 and MATH 212 with a grade of C or better.

4. Rationale for the revision of prerequisites:

A new course sequence has been approved to replace MATH 211 and MATH 212. MATH 211 will not be offered after Fall 2010 and MATH 212 will not be offered after Spring 2011. Instead, students majoring in elementary education or middle grades mathematics will be required to take MATH 205, MATH 206, and MATH 308.

5. Effect on completion of major/minor sequence:

This change does not effect the completion of the major/minor sequence, but it does allow for students to take the new sequence of prerequisite courses instead of the old sequence.

6. Proposed term for implementation:

Fall 2010

7. Dates of prior committee approvals:

Department of Mathematics & Computer Science October 2, 2009

Ogden Curriculum Committee November 5, 2009

Professional Education Council _____

University Curriculum Committee _____

University Senate _____

Attachment: Course Inventory Form

Proposal Date: October 2, 2009

**Ogden College of Science & Engineering
Department of Mathematics and Computer Science
Proposal to Revise Course Prerequisites/Corequisites
(Consent Item)**

Contact Person: Hope Marchionda
hope.marchionda@wku.edu
270-745-2961

1. Identification of course:

- 1.1 Course prefix (subject area) and number: MATH 411
- 1.2 Course title: Problem Solving for Elementary and Middle Grades Teachers
- 1.3 Credit hours: 3

2. Current prerequisite:

Prerequisites: MATH 403 or MATH 323 or permission of instructor.

3. Proposed prerequisites:

Prerequisites: MATH 205, MATH 206, and MATH 308 with a grade of C or better, OR MATH 211, MATH 212, and MATH 308 with a grade of C better, OR permission of instructor.

4. Rationale for the revision of prerequisites:

The mathematics faculty has determined that the content of MATH 403 (Geometry for Elementary and Middle School Teachers) or MATH 323 (Geometry 1) is not necessary for student success in MATH 411. Instead, the required three-course introductory sequence of mathematics courses for elementary teachers – MATH 205, MATH 206, MATH 308 (or MATH 211*, MATH 212*, MATH 308)- will provide students with an appropriate foundation for the content of MATH 411.

*The MATH 211-212 sequence is being replaced by the MATH 205-206 sequence. MATH 211 will not be offered after Fall 2010. MATH 212 will not be offered after Spring 2011.

5. Effect on completion of major/minor sequence:

Since this course is only offered once a year, eliminating MATH 403 as a prerequisite will allow students more options for completing the program on schedule.

6. Proposed term for implementation:

Fall 2010

7. Dates of prior committee approvals:

Department of Mathematics & Computer Science October 2, 2009

Ogden Curriculum Committee November 5, 2009

Professional Education Council _____

University Curriculum Committee _____

University Senate _____

Attachment: Course Inventory Form

Proposal Date: October 2, 2009

**Ogden College of Science & Engineering
Department of Mathematics and Computer Science
Proposal to Revise Course Prerequisites/Corequisites
(Consent Item)**

Contact Person: Hope Marchionda
hope.marchionda@wku.edu
270-745-2961

1. Identification of course:

- 1.1 Course prefix (subject area) and number: MATH 413
- 1.2 Course title: Algebra and Technology for Middle Grades Teachers
- 1.3 Credit hours: 3

2. Current prerequisites:

Prerequisite: MATH 212 or equivalent.

3. Proposed prerequisites:

Prerequisite: MATH 117 or MATH 136, with a grade of C or better.

4. Rationale for the revision of prerequisites:

When creating the new Middle Grades Mathematics major, it was determined that students did not need MATH 212 to be successful in MATH 413, since MATH 212 is a geometry course and MATH 413 is an algebra course. After evaluating the topics in MATH 413, it has been determined that MATH 117 or MATH 136 would provide students with a better foundation for success in MATH 413.

5. Effect on completion of major/minor sequence:

This revision will not affect a student's completion of the major. MATH 117 and/or MATH 136 are required in the new Middle Grades Mathematics major (#730) and in the old single concentration mathematics option in the Middle Grades Education major (#579). A student in the old two-field concentration in the MGE major, who might not have the necessary prerequisite of MATH 117 or MATH 136, is not required to take MATH 413.

6. Proposed term for implementation:

Fall 2010

7. Dates of prior committee approvals:

Department of Mathematics & Computer Science October 2, 2009

Ogden Curriculum Committee November 5, 2009

Professional Education Council _____

University Curriculum Committee _____

University Senate _____

Attachment: Course Inventory Form

Proposal Date: October 21, 2009

**Ogden College of Science and Engineering
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: 730
- 1.2 Current program title: Middle Grades Mathematics
- 1.3 Credit hours: Minimum of 32.5 hours

2. Identification of the proposed program changes:

- (a) Replace MATH 126 (4.5 hours) with MATH 136 (4 hours)
- (b) Replace MATH 227 (4.5 hours) with MATH 137 (4 hours)
- (c) Change required hours from “minimum of 32.5 hours” to “minimum of 32 hours.”

3. Detailed program description:

Old Program	New Program
<p>Major in Middle Grades Mathematics A major in middle grades mathematics (reference number 730) is for students who plan to teach mathematics in grades 5-9 only. The degree requires a second major in science and mathematics education (SMED, Ref. 774). Upon successful completion of both majors, the student will receive a Bachelor of Science degree.</p> <p>The student must complete a minimum of 32.5 hours in mathematics by taking the following required courses: MATH 117 and 126 OR MATH 126 and 227; MATH 203 or STAT 301; MATH 205, 206, 304, 308, 403 or 323, 411 or 421, 413, 490.</p> <p>Students must attain a grade of “C” or better in each required course and must have a 2.5 GPA overall in required mathematics courses.</p>	<p>Major in Middle Grades Mathematics A major in middle grades mathematics (reference number 730) is for students who plan to teach mathematics in grades 5-9 only. The degree requires a second major in science and mathematics education (SMED, Ref. 774). Upon successful completion of both majors, the student will receive a Bachelor of Science degree.</p> <p>The student must complete a minimum of 32 hours in mathematics by taking the following required courses: MATH 117 and 136 OR MATH 136 and 137; MATH 203 or STAT 301; MATH 205, 206, 304, 308, 403 or 323, 411 or 421, 413, 490.</p> <p>Students must attain a grade of “C” or better in each required course and must have a 2.5 GPA overall in required mathematics courses.</p>

4. Rationale for the proposed program change:

The Department of Mathematics has recently changed the numbers and credit hours for the beginning calculus courses. MATH 126, Calculus and Analytic Geometry I (4.5 hours) has been changed to MATH 136, Calculus I (4 hours). MATH 227, Calculus and Analytic Geometry II (4.5 hours) has been changed to MATH 137, Calculus II (4 hours). This proposal reflects those changes and lowers the number of required hours by 0.5 because only the first calculus course is required.

5. Proposed term for implementation and special provisions: Fall 2010

6. Dates of prior committee approvals:

Department of Mathematics & Computer Science: October 30, 2009

Ogden College Curriculum Committee November 5, 2009

Professional Education Council _____

Undergraduate Curriculum Committee _____

University Senate _____

Attachment: Program Inventory Form

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

Contact Person: Retta Poe, retta.poe@wku.edu, 745-4662

1. Identification of programs:

1.1 Current program reference number: (various); the revised policy will apply to students in all undergraduate and graduate programs leading to initial teacher certification.

1.2 Current program title: (various); the revised policy will apply to students in all undergraduate and graduate programs leading to initial teacher certification.

1.3 Credit hours: varies by program.

2. Identification of proposed policy revision:

- Modifies requirements for admission to professional education. All individuals seeking initial teacher certification, though admitted to their respective academic programs, must be separately admitted to the professional education unit.

3. Detailed program description:

Existing policy: Formal application for admission to professional education must be made while students are enrolled in EDU 250 or MGE 275 or IECE 321, generally during the second semester sophomore year. Transfer students with junior standing must apply during the first semester of enrollment. To be eligible for admission to professional education, the student must:

- attend a Teacher Admissions Orientation;
- achieve and maintain a minimum overall GPA of 2.5;
- complete 30 semester hours of course work outside of teacher education;
- demonstrate writing proficiency by attaining a GPA of 2.5 in ENG 100 and ENG 300 or equivalent courses, with neither grade lower than a “C” (English credit earned with an Advanced Placement score of 3 or higher, ACT English score of 29, SAT Verbal score of 620, or CLEP proficiency will be accepted as equivalent to a “B”);
- demonstrate proficiency in the use of oral language by attaining a grade of “C” or higher in an approved general education speech course for education majors or by attaining an overall GPA of at least 2.5 (4.0 scale) on an undergraduate degree from an accredited institution;
- submit documentation of a completed physical exam, TB screening, and thumb print criminal background check, none of which can be more than one year old at the time of submission;
- receive a passing score on a specified standardized instrument (Enhanced ACT with a minimum composite score of 21; the SAT with a minimum composite score of 1500; or the PreProfessional Skills Test with minimums of 173 in Mathematics, 173 in

- Reading, and 172 in Writing; or the GRE with a minimum score of 800 overall and writing assessment of 3.5 or a **2000** GAP score (undergraduate GPA x GRE) for a completed baccalaureate degree);
- submit all required forms, including application for admission, statement indicating no conviction or pending charges on a felony or sexual misconduct misdemeanor, statement of commitment to uphold the Professional Code of Ethics for Kentucky School Personnel, commitment to abide by teacher education policies and procedures, and other forms provided by the Office of Teacher Services;
 - arrange for recommendations to be completed by three faculty members; and
 - submit an appropriate photo.

Proposed policy:

The following are required of all students seeking admission to professional education:

1. File an application for admission to professional education.
2. File a statement indicating no convictions or pending charges on a felony or a sexual misconduct misdemeanor.
3. Submit documentation of a completed physical exam, TB test, and thumbprint criminal background check, all dated within one year prior to admission to teacher education.
4. Submit an appropriate photograph for the teacher admission file.
5. File a statement indicating a commitment to uphold the Professional Code of Ethics for Kentucky School Personnel.
6. Complete teacher admission standardized testing requirement for demonstration of basic skills by satisfying the indicated cut-off score(s) for one of the following:
 - The Enhanced American College Test (ACT) with a minimum composite score of 21
 - The Scholastic Aptitude Test (SAT) with a minimum composite score of 1500
 - The Pre-Professional Skills Test (PPST) with minimums of 173 in Mathematics, 173 in Reading, and 172 in Writing
 - The Graduate Record Exam (GRE) with a minimum Verbal + Quantitative total of 800 and an Analytical Writing score of at least 3.5, or a minimum GAP score (undergraduate GPA multiplied by GRE V+Q) of **2200 and an Analytical Writing score of at least 3.5**

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

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

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

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

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

1. Document a minimum overall GPA of at least 2.5 (counting all course work completed at the time of admission to professional education), or a minimum GPA of at least 3.0 in the last 60 hours.
2. Submit a copy of an approved program of studies (Form B/C) for a program leading to initial certification.

- 4. Rationale for proposed program policy revision:** The reason for revising the policy is to provide clarity regarding admission to professional education for students seeking a second baccalaureate degree, certification-only at the baccalaureate level, or initial certification at the graduate level. The original policy was written to apply to undergraduate students seeking a first baccalaureate degree. Over the past few years, as more students have sought admission to professional education in second baccalaureate programs, baccalaureate-level certification-only programs, and graduate programs, various pieces of the policy have been tweaked, but a thorough review and revision had not occurred. The proposed policy revision is an effort to remedy the lack of clarity in how the professional education admission policy applies to the other groups of students.

As this policy applies only to students seeking formal admission to professional education, it will not affect other policies related to students’ academic programs. The proposed policy is expected to facilitate the professional education admission process for students in the various categories.

- 5. Proposed term for implementation:** The policy will be effective upon approval.

- 6. Dates of prior committee approvals:**

School of Teacher Education _____10/02/09_____

CEBS Curriculum Committee _____11/03/09_____

Professional Education Council

Undergraduate Curriculum Committee

Graduate Council

University Senate

Proposal Date: 10/20/09

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

Contact Person: Janet Applin, janet.applin@wku.edu, 745-6105
Ric Keaster, ric.keaster@wku.edu, 745-7088

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: TCHL 500
- 1.2 Course title: Foundations of Teacher Leadership
- 1.3 Abbreviated course title: Foundations Tchr Leadership
- 1.4 Credit hours and contact hours: 3 hours
- 1.5 Type of course: L
- 1.6 Prerequisite: Admission to a master's or 5th year non-degree program that leads to advanced teacher preparation
- 1.7 Course catalog listing:
Survey course covering foundational concepts of leadership, especially as they relate to the role of teacher leaders in P-12 settings. Includes orientation assessments leading to individualized programs for students.

2. Rationale:

- 2.1 Reason for developing the proposed course:
At the direction of the Kentucky Education Professional Standards Board, colleges of teacher education throughout the state have been charged with the task of redesigning their master's and 5th year non-degree advanced teacher preparation programs. The purposes of the proposed course are to: (a) introduce all candidates to the fundamental concepts and skills related to performing leadership roles within schools; (b) orient the candidates to the field of study encompassing Teacher Leadership; and (c) facilitate intensive self-reflection and self-evaluation to determine strengths, weaknesses and areas of professional growth related to teacher leadership for graduate program candidates. Due to the nature of the course and its intent, topics will be approached in a "survey" manner and are intended to equip the candidates with the language and core skills of teacher leaders.
- 2.2 Projected enrollment in the proposed course:
It is estimated that approximately 50 students per term will enroll. All students admitted to the revised master's or 5th year non-degree programs for advanced teacher preparation will be required to enroll in this course or an approved equivalent.

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

This course relates to others in the School of Teacher Education in that teacher leadership skills are introduced through a professional development framework. EDU 501 Professional Development Planning is a similar course that has a focus on professional development planning; however, it is not grounded in a teacher leadership context as is the proposed course. Examples of other courses in the School of Teacher Education with similar content include EXED 515 Education of Exceptional Children, which orients graduate students seeking initial Exceptional Education certification to their graduate program specific to Exceptional Education; EDU 596 Seminar in Portfolio Development and Professional Growth, which requires candidates to present their graduate portfolio which is an authentic assessment of each candidate's competence with the Kentucky Teacher Standards; and EXED 620 Seminar in Administration of Special Education, which focuses on "Current trends and issues in the administration and supervision of special education programs" but is more specific to the unique aspects of leading programs in those particular environments. Likewise, LME 501 Program Organization and Administration focuses on the "Development and administration of the library media program to support the educational goals of the school. Includes school/community needs assessment, program design, implementation of evaluation, budget, and other management areas"; while there is some overlap with the proposed course, the emphasis in LME 501 is to provide an orientation for library media specialists rather than teacher leaders in classroom roles.

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

There are leadership courses offered in several departments across campus. In fact, there are programs/departments that deal entirely with leadership. The Department of Educational Administration, Leadership, and Research offers several courses on school leadership, and the Gordon Ford College of Business offers the MBA, which provides course work related to business leadership. Likewise, the Ed. D. in Educational Leadership focuses on various aspects of leadership as well. The majority of the 500 level EDAD courses as well as the 700 level EDLD courses have a framework of leadership embedded within the administrative course strands. However, those EDAD and EDLD courses are post-master's courses, unlike the proposed course that, if approved, will be the introductory course in all master's and 5th year non-degree programs leading to advanced teacher preparation.

While the EDAD and EDLD courses are within the CEBS, they are focused on teacher education and school leadership, which is similar to the proposed course. However, the EDAD and EDLD courses focus primarily

on educational leadership as it pertains to school administrators. This proposed course will orient new graduate students to teacher leadership rather than leadership from an administration framework. Examples of orientation courses in other departments are CNS 550 Introduction to Counseling, PSY 541 Professional Issues and Ethics in Psychology, EDLD 700 Orientation to Doctoral Studies, and BIOL 501 Biological Perspectives. Many professional programs offer courses that address topics similar to the ones covered in this course but have a context-focused approach to these topics. Some of the content across all of these courses is likely to be similar, especially if the courses are “survey” in nature, hitting the highlights of leadership theory and strategies.

Another related course is LEAD 500 Effective Leadership Studies. LEAD 500 deals with “An in-depth investigation of the basics of effective leadership including current and historical leadership theories. Assessment of leadership styles will be a key component.” The proposed course, however, is focused on these topics as they relate to the role of the Teacher Leader in schools. Additionally, some of the other courses being developed for the new Teacher Leadership program will complement this course as part of the cohesive program being designed.

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

Teacher Leader as a role in P-12 settings is a relatively new concept, and Teacher Leadership programs in universities are even rarer. To find a similar course offered at other institutions, one would need to look to other leadership departments (e.g., management departments in colleges of business or educational leadership departments in colleges of education). An example follows from Northern Kentucky University:

NKU - EDA 701 – A study of leadership with particular emphasis on understanding the nature, defining characteristics, responsibilities, contextual determinants, and importance of leadership within educational organizations.

The syllabus for the courses suggests a much more in-depth approach to these topics than the proposed course. The reason there are not more courses like the proposed course in Kentucky is that Teacher Leadership programs are new, and designing courses for these programs is still in the infant stage at many institutions.

All teacher education programs offering master’s or 5th year non-degree programs for advanced teacher preparation in the state of Kentucky are undergoing program revisions to adhere to the guidelines set forth by the KY EPSB. WKU’s master’s/5th year non-degree program redesign team has taken a unique approach in that it has chosen to develop completely

new courses that are individualized to student and constituent needs, such as the proposed course. While other institutions have similar orientation courses for education professionals in educational leadership programs, most are introductory courses for those seeking degrees and certification in educational administration. Benchmark institutions of WKU that have master's programs in Educational Leadership or Administration include Ball State; California State University – Chico; University of Central Missouri; Eastern Illinois University; Eastern Michigan University; Middle Tennessee State University; and Western Illinois University. Of the benchmark institutions mentioned, none has master's degree programs specifically addressing teacher leadership. However, universities in the state of Kentucky, due to the mandate from the EPSB have been creating master's and planned 5th year non-degree programs in Teacher Leadership. For example, Northern Kentucky University and Asbury College both have Teacher Leadership programs in progress, and both offer an orientation course for those seeking the "Teacher Leader" credential. Other universities in the state are in the process of developing their Teacher Leader programs, as is WKU.

3. **Discussion of proposed course:**

3.1 Course objectives:

Upon completion of this course, students will be able to:

- Demonstrate an understanding of the importance of quality leadership in schools
- Utilize self-reflection and self-assessment to determine strengths and weaknesses of professional skills related to Teacher Leadership
- Discuss how Teacher Leaders perform a variety of roles to help influence student learning
- Discuss relevant concepts for motivating faculty and students
- Demonstrate basic leadership skills (e.g., communication, conflict management, group processes, etc.) necessary to lead effectively in education environments
- Plan effective professional development for individuals and groups in school settings
- Help facilitate others in organizational improvement processes (i.e., effective change efforts)
- Demonstrate the ability to work effectively with others both inside and outside the school
- Plan effective professional development for individuals and groups in school settings
- Demonstrate an understanding of ethical issues in teacher leadership.
- Demonstrate an awareness of legal issues in teacher leadership.
- Demonstrate an awareness of resource management in teacher leadership

3.2 Content outline:

Introduction to Teacher Leadership

Definitions, Contexts, and Impact
Self-assessments of Teaching and Leadership

Framework for Teacher Leadership*

The “Lens” of Student Learning
Domains of School Culture
 Communications and Community Relations
 Teaching and Learning
 School-wide Policies/Programs
Contexts of Teacher Leadership
 Teacher’s Department/Team
 Across the School
 Beyond the School

Skills of Teacher Leadership

Interpersonal Effectiveness
Motivating Others and Managing Conflict
Group Processes and Teambuilding
Problem Solving and Decision Making
Facilitating Change and Dealing with Resistance
School Culture and Professional Learning Communities
Enhancing Student Learning through Collaboration with Others
Effective Professional Development

* Danielson, C. (2006). *Teacher leadership that strengthens professional practice*. Alexandria, VA: ASCD

3.3 Student expectations and requirements:

Students will be required to read assigned materials and complete other assigned tasks within the course (e.g., communication samples, group projects, etc.). All assignments will be evaluated and will contribute to the final grade in the course. Assessments will primarily be performance-based and problem-based, allowing for the demonstration of the skills of focus within the course. A final exam will allow the students to synthesize the content of the course through an analysis of a case study that will require them to use the information gained in the course to address the case from the perspective of a Teacher Leader.

3.4 Tentative texts and course materials:

Texts may be selected from the following:

American Psychological Association (2009). *Publication manual of the American Psychological Association (6th ed)* Washington, DC: Author.
Danielson, C. (2006). *Teacher leadership that strengthens professional practice*. Alexandria, VA: ASCD
Educational Evaluation and Policy Analysis,20(1), 9–29.(Also available at

<http://nces.ed.gov/pubs98/dev97/98212e.asp>)

Institute for Educational Leadership (2001). *Leadership for student learning: Redefining the teacher as leader* (Available at <http://www.iel.org/programs/21st/reports/teachlearn.pdf>.)

Maxey, S. (2002). *Ethical school leadership*. Lanham, MD: Scarecrow.

Miles, K., & Darling-Hammond, L. (1998). Rethinking the allocation of teaching resources: Some lessons from high-performing schools. *Educational Evaluation and Policy Analysis*, 20(1), 9–29.(Also available at <http://nces.ed.gov/pubs98/dev97/98212e.asp>)

Nash, R. J. (2002). *Real world ethics: Frameworks for educators and human service professionals*. New York: Teachers College Press.

Reeves, D. (2006). *The learning leader: How to focus school improvement for better results*. Alexandria, VA: ASCD.

Schimmel, D., Fischer, L., & Stellman, L.R. (2008) *School law: What every educator should know*. Boston, MA: Allyn & Bacon.

Supplemental materials that focus on the Skills of Teacher Leadership

4. Resources:

- 4.1 Library resources: Present resources are adequate.
- 4.2 Computer resources: Present resources are 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: Summer, 2010

7. Dates of prior committee approvals:

School of Teacher Education :	10/26/09
CEBS Curriculum Committee	10/27/09
Professional Education Council	_____
Graduate Council	_____
University Senate	_____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

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

Contact Person: Jeanine M. Huss, Jeanine.huss@wku.edu, 745-2293

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: TCHL 530
- 1.2 Course title: Curriculum Development
- 1.3 Abbreviated course title: Curriculum Development
- 1.4 Credit hours and contact hours: 3 hours
- 1.5 Type of course: L
- 1.6 Prerequisite or Corequisite: TCHL 500
- 1.7 Course catalog listing: Study of curriculum design and evaluative techniques used by P-12 teachers. Covers research-based strategies for implementing integrated, differentiated curriculum. Students must have access to technology resources and/or equipment identified by instructor.

2. Rationale:

- 2.1 Reason for developing the proposed course:
This course is designed to prepare P-12 classroom teachers to design and implement curriculum and instructional elements.
The proposed course is part of the proposed revisions to all master's/5th year non-degree programs leading to advanced teacher preparation. Kentucky policy makers recently adopted this path for traditional master's/5th year non-degree students (e.g., special education, elementary education). The proposed curriculum course is part of the master's/5th year non-degree *Integrated Core Focus* that requires students to complete 9-16 hours of content basic to the teaching and learning process. This advanced curriculum design course will enhance the teacher's ability to design appropriate curriculum based on students' needs, current research on student learning, and the Kentucky curriculum documents.

2.2 Course Enrollment:

It is anticipated that 50 students will enroll per semester. All students pursuing master's or 5th year non-degree programs for advanced teacher preparation will be required to complete this course or an approved equivalent.

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

department:

The courses mentioned below focus on the theoretical views of curriculum with a small emphasis on practice of writing lessons/units. The proposed course will strengthen the theory and practice connection for students by having students reflect on theory to revise a unit. Students will develop a holistic understanding of curriculum through creation and reflection of units.

There are three courses now offered, ELED 503 - Organizing Elementary Curriculum, MGE 571 - Middle School Curriculum, and SEC 580 - Secondary School Curriculum, that have some aspects of the proposed course, but no course that currently exists with the same course emphasis. Presently, students take one of these courses based on their placement in the school system. The new course will incorporate K-12 teachers, which will allow for better collaboration amongst the professional learning community participants. Students enrolled in MGE 571 take an existing lesson plan and revise it to include a diversity component. ELED 503 teaches students the philosophies of teaching and has students look at their school's plan. SEC 580 students also revise an existing lesson plan to include a diversity piece. All three of the above courses focus on the theoretical framework of curriculum and focus less on the practical nature of curriculum.

EXED 523 Curriculum and Methods in Early Childhood Special Education is a course for designing curriculum for Birth-5 years students with disabilities but only offered for students admitted into the Interdisciplinary Early Childhood Education master's degree program.

EXED 533 Curriculum for Learning Behavioral Disorders and EXED 535 Curriculum for Moderate and Severe Disabilities are both courses offered for students admitted into the Exceptional Education master's degree programs.

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

EDAD 683 Seminar in Curriculum Development, offered in the Department of Educational Administration, Leadership and Research, is a similar course but only offered for students admitted into the Principalship program. It addresses curriculum development from the perspective of school administrators, whereas the proposed course is intended for classroom teachers.

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

- The University of Kentucky offers EDC 732, Principles of Curriculum Construction for three hours. It provides for studying the basic principles of curriculum development and the relationship of social and psychological factors to curriculum organization. It also considers the means of curriculum development in the school systems.

- Murray State University offers EDU 633 Curriculum Development for three hours. It provides a comprehensive analysis of the process of curriculum development, which includes the examination of the theoretical dimensions of curriculum development. The process includes consideration of the bases of curriculum, aims, and objectives of schools, planning instruction and curriculum evaluation.
- Murray State University also offers EDU 634 Problems in Curriculum Development in the Public School for one to three hours. It is designed for people desiring to work in specific curriculum areas, K-12 and can be taken up to six hours.
- Eastern Kentucky University offers EMS 850 Curriculum for Leaders in Education for three hours. A course focusing on definition, planning, implementation, and assessment of P-12 curricula. It is designed for students pursuing programs in Instructional Leadership.
- Eastern Kentucky also offers ESE 860 Curriculum Development in Family and Consumer Sciences for three hours which explains the educational trends and their implications, principles of curriculum construction applied to family and consumer sciences in middle and secondary school.
- Eastern Kentucky also offers ESE 882 Curriculum Development in Music Education for three hours. This provides students with the theory and process of curriculum development in music education, considers the instructional process, the importance of sequence, continuity, and articulation; strategies for change.
- Eastern Kentucky University also offers ELE 810 Elementary School Curriculum for three hours. It provides an in-depth study of the principles, materials, and procedures in current curriculum development and revision in the elementary school.

3. Discussion of proposed course:

3.1 Course objectives:

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

- Organize curriculum for horizontal and vertical alignment.
- Understand the elements of a standards-based unit.
- Incorporate state curriculum guidelines.
- Develop standards-based instructional units incorporating Depth of Knowledge (DOK) and taxonomies.
- Develop, correlate, analyze, and provide appropriate assessment strategies for each unit of study developed.
- Reflect on personal growth with curriculum design within the unit(s).
- Integrate and sequence-appropriate content knowledge into the unit.
- Develop an awareness of instructional quality.

3.2 Content outline:

Topics will include:

- Organizing curriculum for horizontal and vertical articulation through a holistic perspective and implementation utilizing contextual awareness, curriculum maps, and crosswalk documents.
- Connecting theory of curriculum with the created standards-based unit and reflection of design and implementation of the unit
- Understanding the elements of a standards-based unit, which include:
 - Contextual factors and student achievement data that affect classroom instruction and design (differentiated instruction);
 - Setting new high and worthwhile goals at the beginning of each curriculum sequence that are appropriate for the students;
 - Implementing instruction in alignment with the goals;
 - Evaluating student learning in light of the goals and the instruction and
 - Reflecting on student learning, the effectiveness of the instructional design, including particular concerns and issues.
- Utilizing state curriculum guidelines.
- Implementing the Depth of Knowledge (DOK) and taxonomies to guide the development of standards-based units of study
- Use appropriate assessment strategies to develop, correlate, analyze, and provide feedback.
- Understanding content in order to appropriately integrate and sequence developmentally appropriate practices within a unit.
- Understanding the tenets of instructional quality.

3.3 Student expectations and requirements:

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

- Participate in a Professional Learning Community
- Online reflection and discussion of selected journal articles
- Course content quizzes
- Participation in class discussion and activities
- Performance-based assessment which includes teaching of units in an actual classroom with follow up unit analysis and reflection papers

3.4 Tentative texts and course materials:

Texts may be selected from the following:

Ainsworth, L. (2003). *Unwrapping standards*. Denver, CO: Advanced Learning Press.

Jacobs, H. (1997). *Mapping the big picture*. Alexandria, VA: Association for Supervision and Curriculum Development.

Kentucky Department of Education. (2006). *Program of studies, core content for assessment & academic expectations*. Frankfort, KY: Kentucky Department of Education.

McTighe, J. & Wiggins, G. (2004). *Understanding by design: Professional development workbook*. Alexandria, VA: Association for Supervision and Curriculum Development.

Tomlinson, C. & Mctighe, J. (2006). *Integrating Differentiated Instruction and Understanding by Design*. Alexandria, VA: Association for Supervision and Curriculum Development.

Wiggins, G., & Mctighe, J. (2005). *Understanding by Design*. (2nd ed.). Upper Saddle River, NJ: Pearson/Merrill Prentice Hall.

4. Resources:

- 4.1 Library resources: Present resources are adequate.
- 4.2 Computer resources: The College of Education and Behavioral Sciences has adequate computer resources for faculty and student support.

5. Budget implications:

- 5.1 Proposed method of staffing: Present faculty will teach this course.
- 5.2 Special equipment needed: Each instructor will need a web camera. Funding for this will come from the School of Teacher Education.
- 5.3 Expendable materials needed: None
- 5.4 Laboratory supplies needed: None

6. Proposed term for implementation: Summer, 2010

7. Dates of prior committee approvals:

School of Teacher Education:	10/26/09
CEBS Curriculum Committee	10/27/09
Professional Education Council	_____
Graduate Council	_____
University Senate	_____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

Proposal Date: 10/21/09

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

Contact Person: Dr. Pamela Jukes, pam.jukes@wku.edu, 270.745.4485

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: TCHL 540
- 1.2 Course title: Classroom Instruction: Instructional Strategies
- 1.3 Abbreviated course title: Instructional Strategies
- 1.4 Credit hours and contact hours: 1 hour
- 1.5 Type of course: L
- 1.6 Prerequisite or corequisite: TCHL 500
- 1.7 Course catalog listing:
Examination of research-based best practices for designing and implementing classroom instruction in diverse P-12 classroom settings.

2. Rationale:

- 2.1 Reason for developing the proposed course:
The proposed course is part of the proposed revision of all master's and 5th year non-degree programs leading to advanced teacher preparation. Kentucky policy makers recently adopted this path for traditional master's and 5th year non-degree students (e.g., special education, elementary education). The proposed course is one of three one-hour courses focused on best practices of classroom instruction. The best practices concept is part of the Teacher Leader Integrated Core Focus that requires students to complete 9-16 hours of an integrated content approach to curriculum basic to the teaching and learning process. Teachers must possess a solid knowledge base regarding instructional strategies along with the related theoretical perspectives and results from research to effectively utilize strategies that meet the needs of a diverse student population.
- 2.2 Projected enrollment in the proposed course:
It is anticipated that 50 students will enroll per semester. All students pursuing advanced teacher preparation will be required to take this course or an approved equivalent.
- 2.3 Relationship of the proposed course to courses now offered by the department:
No courses in the department currently exist with the proposed approach to leadership content. Research-based best practice is currently addressed

in Classroom Teaching Strategy (EDU 544), but EDU 544 does not require students to apply course content in the P-12 classroom. While EDU 522 Fundamentals of Differentiated Instruction requires the design of a plan to meet the needs of diverse learners in the regular classroom, the proposed course will require students to implement the plan and analyze the results of the differentiation. Exceptional Child: Perspectives/Issues (EXED 516) explores student characteristics, resources and techniques for special needs children. In the proposed course, students will select and implement research-based best practices that meet the needs of diverse learners. Students are required to design curriculum for children with and without disabilities in Planning Curriculum and Instruction IECE (IECE 523); however, the focus is restricted to birth through kindergarten instead of P-12 as in the proposed course. Technology is also included in Integration of Educational Technology (LME 547). The proposed course is broader and does not go into the depth included in LME 547. Finally, while LTCY 518 Literacy Learning and Technology covers some topics included in the proposed course, the focus in the proposed course will be more general and not specific to literacy instruction.

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

Some of the content of the proposed course is addressed in Advanced Educational Psychology (PSY 510), but the proposed course will be more applied and practical, focused on specific techniques for use in P-12 classrooms.

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

Western Kentucky University is one of eleven teacher preparation institutions in ten states participating in The Renaissance Partnership Project, which is focused on improving the quality of their graduates. One Renaissance Partnership institution, California State University at Fresno, offers Advanced Instructional Theories and Strategies (CI 275) that looks at theory as well as application of research-based strategies in the classroom. This is similar to the focus of the proposed course, but it does not include the implementation of lessons using best practice. The University of Florida Teacher Leadership for School Improvement Graduate Program offers a similar course with EDG 6931: Data Driven Instruction Practicum (1 hour). This supports the inclusion of such a course in the proposed revisions of WKU master's and 5th year non-degree programs leading to advanced teacher preparation. The proposed course differs from the UF course in that the WKU course offers an emphasis on diverse populations, best practice, and the use of data analysis and technology as a part of the course content. The elementary, middle, and secondary graduate programs at Western Kentucky University seek to offer students a rigorous and relevant curriculum. The proposed course

will add a dimension to the program that is currently unavailable to our students.

3. Discussion of proposed course:

3.1 Course objectives:

At the conclusion of this course, the student will be able to:

- Explore and analyze research-based best practices for classroom instruction, and discuss implications for use.
- Evaluate the influence of individual differences on teaching and learning.
- Identify ways in which best practices can enhance the learning of diverse students.
- Demonstrate a working knowledge of the research-based best practices by developing lesson plans for these practices.
- Implement lesson plans using selected best practices in a classroom and evaluate the success of the implementation.
- Utilize technology to communicate knowledge, ideas, and information about the instructional strategies with other class members.

3.2 Content outline:

Some topics included in the proposed course include examining research-based instructional strategies, analyzing case studies and critiquing strategies modeled, and designing, revising, and implementing research-based strategies that meet the needs of all learners.

- Framework for Effective Instruction
- Case Studies of Effective Instructional Strategies
- Designing a Unit That Incorporates Research-Based Instructional Strategies

3.3 Student expectations and requirements:

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

- Participate in a Professional Learning Community
- Complete assignments related to text materials
- Best Practice application through online discussion board
- Develop a lesson plan sequence that demonstrates working knowledge of best practices and follows the Kentucky Teacher Internship Program format.
- Implement one of the lessons in the sequence in a diverse classroom setting.
- Reflect on the lesson implemented that follows the Kentucky Teacher Internship Program guidelines.
- Final exam
- Regular class attendance
- Participation in class discussion and class activities

- 3.4 Tentative texts and course materials:
Text may be selected from the following:

Joyce, B. R. & Weil, M. (2009). *Models of teaching* (8th ed.). New York: Allyn & Bacon.

Marzano, R. (2007). *The art and science of teaching*. Alexandria, VA: ASCD.

Marzano, R., Norford, J., Paynter, D. Pickering, D. & Gaddy, D. (2001). *A handbook for classroom instruction that works*. Alexandria, VA: ASCD.

Silver, H., Strong, R. & Perini, M. (2007). *The strategic teacher*. Alexandria, VA: ASCD.

4. Resources:

- 4.1 Library resources: Present resources are adequate.
4.2 Computer resources: Present resources are adequate.

5. Budget implications:

- 5.1 Proposed method of staffing: Present faculty will teach the course.
5.2 Special equipment needed: None
5.3 Expendable materials needed: None
5.4 Laboratory materials needed: None

6. Proposed term for implementation:

Summer 2010

7. Dates of prior committee approvals:

School of Teacher Education	10/26/09
CEBS Curriculum Committee	10/27/09
Professional Education Council	_____
Graduate Council	_____
University Senate	_____

Attachments: Bibliography, Library Resources Form, Course Inventory Form

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

Contact Person: Dr. Lisa Murley (lisa.murley@wku.edu; 745-8822)

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: TCHL 544
- 1.2 Course title:
Classroom Instruction: Equitable School and Community Partnerships
- 1.3 Abbreviated course title: Equitable Schools
- 1.4 Credit hours and contact hours: 1
- 1.5 Type of course: L
- 1.6 Prerequisite or corequisite: TCHL 500
- 1.7 Course catalog listing: Study of school and community partnerships designed to build equitable schools for students and families resulting in increased student achievement.

2. Rationale:

- 2.1 Reason for developing the proposed course:
The proposed course is part of the proposed revision of all master's and 5th year non-degree programs leading to advanced teacher preparation. Kentucky policy makers recently adopted this path for master's and 5th year non-degree program students (e.g., special education, elementary education). The proposed course is one of three one-hour courses focused on best practices of classroom instruction. The best practices concept is part of the Teacher Leader Integrated Core Focus that requires students to complete individually determined coursework hours of an integrated content approach to curriculum basic to the teaching and learning process based on competency determined in TCHL 500 Introduction to Teacher Leadership. Teachers must possess a solid knowledge base about school and stakeholder partnerships along with the related theoretical perspectives and results from research to establish successful partnerships. Understanding the role of partnerships in school improvement efforts, gaining best practices and strategies for establishing successful partnerships, and acquiring evaluative skills to maintain and improve partnership efforts will improve teacher efficacy.
- 2.2 Projected enrollment in the proposed course:
It is anticipated that 50 students will enroll per semester. All students pursuing advanced teacher preparation will be required to take this course or an approved equivalent.

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

No courses in the department currently exist with a main focus of school and stakeholder partnerships. Typically, this content is embedded in other courses and does not receive the targeted examination that can be offered in the proposed course. EDU 544 Classroom Teaching Strategies; EDU 522 Foundations of Diversity; MGE 571 Middle School Curriculum; and SEC 580 Curriculum integrate the importance of stakeholder partnerships, but cannot devote the time needed for the examination of methods and applications, as is the intent of the proposed course content. IECE 523 Planning Curriculum and Instruction provides this content; however, the focus is restricted to birth through kindergarten instead of P-12 as in the proposed course.

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

No course offered in other departments is similar to the proposed course with the focus of school and stakeholder partnerships that utilize research-based best practices with an emphasis on culturally diverse populations and increased student achievement. Existing courses in other departments address stakeholder partnership topics linked to that course's particular content. For example:

- CNS 553 Community Resources in Counseling targets surveying social agencies, both public and private, with which counselors and those in the helping field should be familiar along with an analysis of the referral process and the utilization of these resources with the clientele with which one works.
- EDAD 682 School-Community Relations is designed to establish a wholesome relationship with school-community stakeholders with an emphasis on their involvement in school programs.
- SOCL 551 Sociology of the Family focuses on the family institution and the impact of modern culture on the family.
- Courses in other departments about stakeholder partnerships include (but are not limited to): SWRK 436G Services to Children and PH 576 Education and Communication Techniques in Public Health Education.

The proposed course content, however, is unique in that it offers a focus on school and stakeholder partnerships designed for P-12 classroom teachers.

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

The University of Louisville and University of Kentucky graduate programs do not offer courses focused on school and stakeholder partnerships. Johns Hopkins University Graduate School

offers a 15-credit certification program focused on school and stakeholder partnerships entitled *Leadership for School, Family, and Community Collaboration*. Courses required in this program include 851.705 Effective Leadership; 882.524 Education of Culturally Diverse Students; 893.601 Evaluation and Research of Technology Supported Interventions and Programs; 851.630 School, Family, and Community Collaboration for School Improvement I; and 852.631 School, Family, and Community Collaboration for School Improvement II.

Western Kentucky University is one of eleven teacher preparation institutions in ten states participating in The Renaissance Partnership Project, which is focused on improving the quality of their graduates. A review of classroom school and stakeholder partnership course offerings for P-12 teacher education graduate programs at these institutions found that four universities offered courses similar to this proposed course. California State University at Fresno offers CI 274 Social Interaction in Teaching; University of Northern Iowa offers 210:149G Child, Family, School and Community Relationships; Middle Tennessee University offers ELED 6870 Home-School Interaction; and Southeast Missouri University offers CE614 Parent/School Partnerships in ECE/Elementary.

Western Kentucky University's master's and 5th year non-degree advanced teacher preparation programs seek to offer students a rigorous and relevant curriculum. The proposed course will add a dimension to the programs that is currently unavailable to our students, and one in which the content is found valuable and useful for students at highly regarded institutions such as Johns Hopkins University and the Renaissance Partnership Universities.

3. Discussion of proposed course:

3.1 Course objectives:

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

- Examine the role of school and stakeholder partnerships (both at the school and district level) in student achievement.
- Determine the components of successful school and stakeholder partnerships.
- Create a school and stakeholder partnership plan for a selected school that is designed to enhance student success.

3.2 Content outline:

Some topics included in the proposed course include defining stakeholders and partnerships, analyzing case studies and school and stakeholder partnerships, and designing a school and stakeholder partnership plan.

- Framework for School and Stakeholder Partnerships
 - Definition of Stakeholders and Partnerships
 - Need and Purpose of School and Stakeholder Partnerships

Student Achievement and Partnerships

- Case Studies of School and Stakeholder Partnerships
Examination of Successful and Unsuccessful Partnerships
- Designing a Partnership
Planning and Developing a Partnership Plan

3.3 Student expectations and requirements:

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

- Evaluation of Sample Partnership Plans
- Development of School and Stakeholder Partnership Plan
- Course content quizzes
- Final exam
- Regular class attendance
- Participation in class discussion and class activities

3.4 Tentative texts and course materials:

Text may be selected from the following:

Epstein, J., Sanders, M., Simon, B., Salinas, K., Rodriguez-Janson, F., & Van Voorhis, F. (2008). *School, family, and community partnerships: Your handbook for action*. Thousand Oaks, CA: Corwin Press.

Epstein, J. (2001). *School, family, and community partnership*. Boulder, CO: Westview Press.

4. Resources

- 4.1 Library resources: Present resources are adequate.
- 4.2 Computer resources: Present resources are adequate.

5. Budget implications:

- 5.1 Proposed method of staffing: Present faculty will teach this course.
- 5.2 Special equipment needed: None
- 5.3 Expendable materials needed: None
- 5.4 Laboratory supplies needed: None

6. Proposed term for implementation: Summer, 2010

7. Dates of prior committee approvals:

School of Teacher Education	10/26/09
CEBS Curriculum Committee	10/27/09
Professional Education Council	_____
Graduate Council	_____

University Senate

Attachments: Bibliography, Library Resources Form, Course Inventory Form

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

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

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: TCHL 548
- 1.2 Course title:
Classroom Instruction: Classroom Management
- 1.3 Abbreviated course title: Classroom Mgmt
- 1.4 Credit hours and contact hours: 1
- 1.5 Type of course: L
- 1.6 Prerequisite or corequisite: TCHL 500
- 1.7 Course catalog listing:
Study of classroom management principles and interventions.

2. Rationale:

- 2.1 Reason for developing the proposed course:
The proposed course is part of the proposed revision of all master's and 5th year non-degree programs leading to advanced teacher preparation. Kentucky policy makers recently adopted this path for traditional master's and 5th year non-degree program students (e.g., special education, elementary education). The proposed course is one of three one-hour courses focused on best practices of classroom instruction. The best practices concept is part of the Teacher Leader Integrated Core Focus that requires students to complete 6-12 hours of an integrated content approach to curriculum basic to the teaching and learning process. The proposed course will be one of three hours required for the Classroom Instruction sequence. The purpose of the proposed course will be to help students obtain skills in classroom management to improve student learning. Teachers must provide a safe and positive learning environment for optimal student achievement.
- 2.2 Projected enrollment in the proposed course:
It is anticipated that 50 students will enroll per semester. All students pursuing advanced teacher preparation will be required to take this course or an approved equivalent.
- 2.3 Relationship of the proposed course to courses now offered by the department: The proposed course will offer a more targeted study of classroom management than other courses presently offered in the teacher

education graduate program. EDU 544 Classroom Teaching Strategies; ELED 507 Advanced Materials and Methods in Social Studies; MGE 571 Middle School Curriculum; SEC 580 Curriculum; and EXED 531 Advanced Prescriptive Teaching integrate some classroom management concepts, but cannot devote the time needed for an exclusive, targeted approach to a classroom management curriculum, as is the intent of the proposed course content.

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

- EDAD 680 Removing Barriers to Learning is designed to assist students in planning, providing and coordinating support programs and services to prevent and remove barriers to learning for all students.
- PSY 510 Advanced Educational Psychology is designed to examine cognitive, social, and moral development, learner diversity, learning theories, motivation, effective classroom management, productive instructional practices, and assessment.
- PSY 511 Psychology of Learning is designed to examine theories of learning including conditioning, social learning, reinforcement, problem solving, motivation and structure of the learning situation.
- PSY 519 Perspectives in Classroom Behavior is designed for coping with problem behaviors in the classrooms covering both preventative and problem encounter measures.
- Other courses in other departments that target management practices specific to that particular field of study include (but are not limited to): SOCL 531, Deviant Behavior and CNS 551 Classroom Guidance.

The proposed course content, however, differs in that it offers a targeted focus on classroom management principles and interventions designed for P-12 classroom teachers.

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

The University of Kentucky MAE graduate program offers a similar course, EDC 610 Discipline and Classroom Management, which is designed to examine the causes and solutions to disruptive and noncompliant behavior and classroom management problems that are within the control of the classroom teacher. The proposed course is unique in that it offers an emphasis in the use of technology to analyze student behavior data as part of an intervention inventory and plan.

Western Kentucky University is one of eleven teacher preparation institutions in ten states participating in The Renaissance Partnership Project, which is focused on improving the quality of their graduates. A review of classroom management course offerings for P-12 teacher education graduate programs at these institutions found that seven of the eleven universities offered courses similar to the proposed course. Emporia State University offers ED

879 Classroom Management Through Positive Reinforcement; University of Northern Iowa offers 210:230 Advanced Techniques in Instructional Management; Eastern Michigan University offers CURR 560 School and Classroom Discipline; Virginia's Longwood University offers EDU 573 Inquiry into the Classroom Community; Middle Tennessee University offers LED 6090 Creating Learning Environments for Young Children; Pennsylvania's Millersville University offers ELED 502 Education in Today's Elementary School with a focus on classroom management issues; and Southeast Missouri University offers CE652 Advanced Studies in Classroom Management.

The WKU master's and 5th year non-degree programs seek to offer students a rigorous and relevant curriculum. The proposed course will add a dimension to these programs that is currently unavailable to our students.

3. Discussion of proposed course:

3.1 Course objectives:

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

- Evaluate classroom management principles and prescribe appropriate interventions for student behavior problems.
- Utilize technology to support classroom management initiatives to improve student achievement.

3.2 Content outline:

Some topics included in the proposed course include classroom management principles, interventions, and the use of technology to support classroom management.

- Classroom Management Approaches and Interventions
 - Principles of Classroom Management
 - Interventions for Common and Chronic Behavior Problems
- Classroom Management and Technology
 - Discipline Problem Behavior Inventory and Plan

3.3 Student expectations and requirements:

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

- Online discussion of selected journal articles
- Technology project relating to classroom management and use of student behavioral data
- Reflection on main ideas and implications from readings/case studies
- Research paper describing classroom management principles and interventions
- Quizzes
- Final exam
- Regular class attendance
- Participation in class discussion and class activities

3.4 Tentative texts and course materials:

Levin, J. & Nolan, J. (2009). *Principles of classroom management* (6th ed.). Boston, MA: Allyn & Bacon.

4. Resources:

4.1 Library resources: Present resources are adequate.

4.2 Computer resources: Present resources are adequate.

5. Budget implications:

5.1 Proposed method of staffing: Present faculty will teach this course.

5.2 Special equipment needed: None

5.3 Expendable materials needed: None

5.4 Laboratory supplies needed: None

6. Proposed term for implementation: Summer, 2010

7. Dates of prior committee approvals:

School of Teacher Education 10/26/09

CEBS Curriculum Committee 10/27/09

Professional Education Council _____

Graduate Council _____

University Senate _____

Attachments: Bibliography, Library Resources Form, Course Inventory Form

Proposal Date: August 26, 2009

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

Contact Person: Stephen K. Miller, steve.miller@wku.edu, 745-6901

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: TCHL 550
- 1.2 Course title: Student Assessment I: Fundamentals of Student Assessment
- 1.3 Abbreviated course title: Assess I: St. Assessment I
- 1.4 Credit hours and contact hours: 1
- 1.5 Type of course: L
- 1.6 Prerequisite/Corequisite: TCHL 500
- 1.7 Course catalog listing:
Develops an understanding of validity, reliability, descriptive statistics, and professional aspects of evaluating students to improve student learning.

2. Rationale:

- 2.1 Reason for developing the proposed course:
The course is one of a proposed sequence of three new courses on student assessment. An understanding of test validity specifically and evaluation and measurement generally is essential to helping teacher leaders improve assessments for student learning. Collectively, the three proposed courses on student assessment --TCHL 550 Student Assessment I: Fundamentals of Student Assessment; TCHL 554 Student Assessment II: Standardized Testing; TCHL 558 Student Assessment III: Classroom Tests/Instruments—will provide information on improving databased decision making through the analysis of student learning. Because teachers often have difficulty understanding validity and reliability of assessments and how these relate to the cognitively complex content articulated in state standards, an understanding of the underpinnings of evaluation and measurement is essential to helping teacher leaders improve student learning.

Most teachers do not have a sophisticated sense of whether tests really measure the content for which they are intended. TCHL 550 Student Assessment I: Fundamentals of Student Assessment will emphasize validity and reliability. Similarly, most teachers have not considered the ethical principles that underlie the assessment of students, either in the classroom or via standardized tests. Understanding and utilizing this information to improve student assessment for learning constitutes the content of the proposed course.

Assessment is central to current reform initiatives in education, including both KERA and No Child Left Behind, which are premised on accountability mandates,

i.e., students are required to demonstrate continuing improvement over and above their current levels of performance. That demanding standard simply cannot be achieved without being able to interpret and utilize classroom assessments and standardized tests as diagnostic information for short and long-term school improvement. Teacher leaders will be in the forefront of this effort. But with leadership comes responsibility: high levels of ethical standards require a firm grounding in the fundamentals of assessment theory and practice, included in TCHL 550 Student Assessment I: Fundamentals of Student Assessment.

- 2.2 Projected enrollment in the proposed course: It is anticipated that 50 students will enroll per semester. All students pursuing advanced teacher preparation will be required to take this course or an approved equivalent.
- 2.3 Relationship of the proposed course to courses now offered by the department: Some of the information in TCHL 550 Student Assessment I: Fundamentals of Student Assessment is currently covered in EDU 524, Educational Assessment, although that course may be discontinued after the program revisions for advanced certification programs are approved and implemented. TCHL 550 Student Assessment I: Fundamentals of Student Assessment will address only issues related to validity and professional practice. TCHL 554 Student Assessment II: Standardized Testing will focus on interpretation of state and national assessment measures. TCHL 558 Student Assessment III: Classroom Tests/Instruments will cover designing and creating classroom assessments. Collectively, the three proposed new assessment courses (4 credit hours) expand the treatment and content coverage on student assessment for learning compared to the old course, EDU 524 Educational Assessment (3 credit hours). Other classes in teacher education--ELED 505 Advanced Materials and Methods in Modern Mathematics for Elementary Teachers; ELED 506 Seminar in Elementary School Science; ELED 507 Advanced Materials and Methods in Social Studies; MGE 571 Middle School Curriculum; SEC 580 Curriculum; IECE 521 Assessment in Interdisciplinary Early Childhood Education; EXED 530 Advanced Assessment Techniques; and, EDU 544 Classroom Teaching Strategies--address assessment of specific content, do not focus on validity or ethical practices per se, and cover teachers' locally constructed disciplinary work rather than addressing assessment principles that underlie testing for the entire range of P-12.
- 2.4 Relationship of the proposed course to courses offered in other departments: TCHL 550 Student Assessment I: Fundamentals of Student Assessment will be one of three courses focused specifically on principles of assessment especially for teachers. EDFN 500 Research Methods is a general course on research methods and introductory statistics but does not address classroom assessment, although the larger issue of program evaluation is introduced there. Other courses focus on a specific type of assessment or fundamental principles of psychometrics rather than assessment for teachers and classroom or standardized tests in particular, e.g., PSY 563 Statistics and Psychometric Theory; PSY 643 Psychoeducational Assessment; CNS 552 Testing and Assessment in Counseling; PE 515 Assessment in Physical Education; SWRK 573 Assessment and Case Management of Child Sex Abuse;

PSY 561 Advanced Assessment in Educational Settings; and PSY 560 Assessment of Cognitive and Intellectual Functioning. Among these, the CNS 552 course comes closest to the content of TCHL 550 Student Assessment I: Fundamentals of Student Assessment, but is pitched toward counselors and their work in assessing individuals or groups rather than helping teachers understand assessment principles and interpret student assessments for learning.

- 2.5 Relationship of the proposed course to courses offered in other institutions:
The content of TCHL 550 is widely covered in teacher education, counselor education, and educational psychology departments across the country. With regard to evaluating tests and student learning, many universities, such as the University of Delaware, have educational assessment courses, e.g., EDUC 660 Educational Measurement and EDUC 605 Measurement Applications in Education. Content related to TCHL 550 is more likely to be covered in courses specifically focused on tests and measurement. For example, the University of Louisville offers ECPY 540 Evaluation & Measurement, an examination of testing generally, from principles of psychometrics to standardized assessment, although this is not required of teachers in master's programs.

Western Kentucky University is one of eleven teacher preparation institutions in ten states participating in The Renaissance Partnership Project, which is focused on improving the quality of their graduates. A review of assessment course offerings for P-12 teacher education graduate programs at these institutions found that six of the eleven universities offered courses similar to these three proposed new courses on student assessment. California State University at Fresno offers CI 260 Reflective Teaching; Eastern Michigan University offers CURR 650 Improving Instruction through Inquiry and Assessment; Idaho State University offers EDUC 622 Educational Assessment and Evaluation; Virginia's Longwood University offers EDUC 681 Foundations of Evaluation and Learning; Middle Tennessee University offers ELED 6620 Assessment of Teaching and Learning; and Pennsylvania's Millersville University offers EDSU 703 Curriculum and Supervision. Among these, the course at Idaho State University is most like the content of TCHL 550 Student Assessment I: Fundamentals of Student Assessment, but that course is really more parallel to the complete course at the University of Louisville, ECPY 540, than the proposed TCHL 550, which focuses only on psychometric principles related to validity and professional/ethical testing practices.

The specific content of TCHL 550 (as well as TCHL 554 and TCHL 558) is consistent with the EPSB Guidelines for the redesign of Teacher Leader programs in the Commonwealth. It is presumed that other institutions in Kentucky will address the evaluation of assessments in their master's and planned 5th year non-degree redesign programs, but specifically how is unknown at this juncture.

3. Discussion of proposed course:

3.1 Course objectives:

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

- Compute simple descriptive statistics for assessment data and essentials of inferential statistics.
- Explain the forms of validity evidence and the types of reliability evidence.

3.2 Content outline:

- Descriptive Statistics and Inferential Statistics
 - Simple calculations
 - Interpret the appropriate inferential statistics
- Validity and Reliability
 - Types of validity evidence
 - Measures of reliability

3.3 Student expectations and requirements:

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

- Participation in a Professional Learning Community
- Discussion of selected journal articles on assessment
- Evaluating student progress plan
- Data analysis project
- Course content quizzes
- Final exam
- Regular class attendance
- Participation in class discussion and class activities

3.4 Tentative texts and course materials:

Texts may be selected from the following:

Nitko, A. J., & Brookhart, S. M. (2007). *Educational assessment of students* (5th ed). Upper Saddle River, NJ: Pearson Merrill/Prentice Hall.

Association for Supervision and Curriculum Development. (2005). Assessment to promote learning [Special section]. *Educational Leadership*, 63(3), 10-80.

Recommended Texts:

Kentucky Department of Education. (2006). *Program of studies, core content for assessment, & academic expectations*. Frankfort, KY: Author.

Kentucky Department of Education. (2006). *Core content for assessment 4.1*. Frankfort, KY: Author.

4. Resources:

- 4.1 Library resources: The library has resources that are adequate to support this course.
- 4.2 Computer resources: Present resources are adequate.

5. Budget implications:

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

6. Proposed term for implementation:

Summer, 2010

7. Dates of prior committee approvals:

School of Teacher Education:	October 26, 2009
CEBS Curriculum Committee	October 27, 2009
Professional Education Council	_____
Graduate Council	_____
University Senate	_____

Attachments: Bibliography, Library Resources Form, Course Inventory Form

Proposal Date: Revised August 26, 2009

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

Contact Person: Stephen K. Miller, steve.miller@wku.edu, 745-6901

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: TCHL 554
- 1.2 Course title: Student Assessment II: Standardized Testing
- 1.3 Abbreviated course title: Assess II: Standardized Testing
- 1.4 Credit hours and contact hours: 1
- 1.5 Type of course: L
- 1.6 Prerequisite: TCHL 550 or permission of instructor
- 1.7 Course catalog listing:
Examination of both national norm-referenced and state criterion-referenced tests and utilization of accountability data in planning for school improvement.

2. Rationale:

- 2.1 Reason for developing the proposed course:
Understanding, interpreting, and utilizing the results of standardized testing for the purpose of school improvement are essential to helping teacher leaders increase student learning. Collectively, the three proposed courses on student assessment-- TCHL 550 Student Assessment I: Fundamentals of Student Assessment; TCHL 554 Student Assessment II: Standardized Testing; TCHL 558 Student Assessment III: Classroom Tests/Instruments—will provide information on improving databased decision making through the analysis of student assessments. Teachers often have difficulty interpreting standardized assessments, relating this information to the cognitively complex content articulated in state standards, and recognizing the connection between local school improvement efforts and statewide standards.

According to the WKU Assessment Report for Initial Preparation Programs, 74% of pre-service teachers "passed" the assessment standard. The assessment standard had the lowest "pass" percentage of all the standards. In addition, according to the student teaching evaluation proficiency rates noted in the same report, the "proficient" percentage on the assessment standard was one of the lowest at 92%. In the WKU College of Education and Behavioral Sciences Practitioner Survey, the average rating for "utilizing varied types of assessments" was 3.6 on a scale of one to five. Again, this ranked as one of the lowest items marked.

In the proposed course, TCHL 554 Student Assessment II: Standardized Testing, understanding how to interpret and utilize both national and statewide standardized

testing for instructional improvement is central to the course content. Feedback from student testing is necessary to maximize the quality of interactions between the teacher and the student as they engage the curriculum. Furthermore, standardized testing constitutes the primary criterion upon which the standards-based accountability movement is judged, and assessment is the hallmark of both KERA and No Child Left Behind. Both of these school reform packages are premised on accountability mandates, i.e., students are required to demonstrate continuing increases over and above their current levels of performance. That demanding standard simply cannot be achieved without being able to interpret and utilize standardized assessments, i.e., diagnostic information for long-term school improvement. Thus, TCHL 554 Student Assessment II: Standardized Testing will provide a key component of the knowledge necessary for teacher leaders to become more effective in their work.

- 2.2 Projected enrollment in the proposed course: It is anticipated that 50 students will enroll per semester. All students pursuing advanced teacher preparation will be required to take this course or an approved equivalent.
- 2.3 Relationship of the proposed course to courses now offered by the department: Some of the information in TCHL 554 Student Assessment II: Standardized Testing is currently covered in EDU 524 Educational Assessment, although that course may be discontinued after the program revisions for advanced certification programs are approved and implemented. TCHL 554 will focus on interpretation of standardized assessments at state and national levels. TCHL 550 Student Assessment I: Fundamentals of Student Assessment will cover issues related to validity and professional practice. TCHL 558, Student Assessment III: Classroom Tests/Instruments will address only the creation of teacher-made testing instruments. Collectively, these three proposed new assessment courses (4 credit hours) expand the treatment and content coverage on student assessment for learning compared to the old course, EDU 524 Educational Assessment (3 credit hours). Other courses in teacher education--ELED 505 Advanced Materials and Methods in Modern Mathematics for Elementary Teachers; ELED 506 Seminar in Elementary School Science; ELED 507 Advanced Materials and Methods in Social Studies; MGE 571 Middle School Curriculum; SEC 580 Curriculum; and EDU 544 Classroom Teaching Strategies; IECE 521 Assessment in Interdisciplinary Early Childhood Education --address assessment of specific content but do not focus on standardized assessments for the entire range of P-12.
- 2.4 Relationship of the proposed course to courses offered in other departments: TCHL 554 Student Assessment II: Standardized Testing is the only course focused specifically on helping teachers interpret standardized tests for school improvement. EDFN 500 Research Methods is a general course on research methods and introductory statistics but does not address standardized assessment in any depth, although the larger issue of program evaluation is introduced there. Other classes focus on a specific type of assessment rather than standardized tests in particular, e.g., PSY 643 Psychoeducational Assessment; PSY 563 Statistics and Psychometric Theory; EXED 530 Advanced Assessment Techniques; CNS 552

Testing and Assessment in Counseling; PE 515 Assessment in Physical Education; SWRK 573 Assessment and Case Management of Child Sex Abuse; PSY 561 Advanced Assessment in Educational Settings; and PSY 560 Assessment of Cognitive and Intellectual Functioning. Among these, the PSY 560 course comes closest to the content of TCHL 554 (Student Assessment II: Standardized Testing) but has more general focus on assessment across a variety of purposes and contexts rather than helping teachers interpret standardized assessments.

- 2.5 Relationship of the proposed course to courses offered in other institutions: The content of TCHL 554 Student Assessment II: Standardized Testing is widely covered in teacher education, counselor education, and educational psychology departments across the country. With regard to standardized testing, for example, the University of Delaware has two related courses on educational assessment--EDUC 660 Educational Measurement and EDUC 605 Measurement Applications in Education. Content related to TCHL 554 Student Assessment II: Standardized Testing is often covered in courses about tests and measurement. The University of Louisville offers ECPY 540 Evaluation & Measurement, an examination of testing generally, from principles of psychometrics to standardized assessment.

Western Kentucky University is one of eleven teacher preparation institutions in ten states participating in The Renaissance Partnership Project, which is focused on improving the quality of their graduates. A review of assessment course offerings for P-12 teacher education graduate programs at these institutions found that six of the eleven universities offered coursework similar to the content in the three proposed new courses on student assessment. California State University at Fresno offers CI 260 Reflective Teaching; Eastern Michigan University offers CURR 650 Improving Instruction through Inquiry and Assessment; Idaho State University offers EDUC 622 Educational Assessment and Evaluation; Virginia's Longwood University offers EDUC 681 Foundations of Evaluation and Learning; Middle Tennessee University offers ELED 6620 Assessment of Teaching and Learning; and Pennsylvania's Millersville University offers EDSU 703 Curriculum and Supervision. Among these, the course at Idaho State University is most like the content of this one-hour course, but is really more parallel to the complete course at the University of Louisville, ECPY 540, than the proposed TCHL 554, which will focus only on interpreting and using standardized assessments for school improvement planning.

The specific content of TCHL 554 Student Assessment II: Standardized Testing (as well as TCHL 550 Student Assessment I: Fundamentals of Student Assessment and TCHL 558 Student Assessment III: Classroom Tests/Instruments) is consistent with the EPSB Guidelines for the redesign of Teacher Leader programs in the Commonwealth. TCHL 554 Student Assessment II: Standardized Testing is also consistent with Standard 2 of Kentucky's Standards and Indicators for School Improvement. It is presumed that other institutions in Kentucky will address standardized assessments in their master's and planned 5th year non-degree redesign programs, but specifically how is unknown at this juncture.

3. Discussion of proposed course:

3.1 Course objectives:

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

- Explain the construction of standardized assessment instruments.
- Distinguish between and interpret norm-referenced and criterion-referenced assessments.
- Analyze and use school and classroom data from standardized tests to inform school improvement efforts.
- Understand legal/ethical issues involved in the assessment of students.

3.2 Content outline:

- Standardized Assessments
 - Criterion- and norm-referenced tests
 - Local, state, and national assessments
 - Principles of analysis
 - Interpretation of standardized tests
 - Ethical and Legal Aspects of Student Assessment
- Evidence-based School Improvement
 - Disaggregation of data
 - Connecting data to school improvement
 - Utilizing school and classroom data in goal setting
 - Utilizing teacher tests and standardized assessments
- Improving Assessment Results
 - Strategies for test taking
 - Using standardized test results to inform teacher-made tests
 - Using results to articulate alignment of curriculum, instruction, and assessment

3.3 Student expectations and requirements:

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

- Participation in a Professional Learning Community
- Discussion of selected journal articles on assessment
- Data analysis project, e.g., disaggregation of data
- Development of a school and/or classroom improvement plan based on data
- Course content quizzes
- Final exam
- Regular class attendance
- Participation in class discussion and class activities

- 3.4 Tentative texts and course materials:
 Texts may be selected from the following:

Nitko, A. J., & Brookhart, S. M. (2007). *Educational assessment of students* (5th ed). Upper Saddle River, NJ: Pearson Merrill/Prentice Hall.
 Association for Supervision and Curriculum Development. (2005). Assessment to promote learning [Special section]. *Educational Leadership*, 63(3), 10-80.

Recommended Texts:

Kentucky Department of Education. (2006). *Program of studies, core content for assessment, & academic expectations*. Frankfort, KY: Author.
 Kentucky Department of Education. (2006). *Core content for assessment 4.1*. Frankfort, KY: Author.

4. Resources:

- 4.1 Library resources: The library has resources that are adequate to support this course.
 4.2 Computer resources: Present resources are adequate.

5. Budget implications:

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

6. Proposed term for implementation:

Summer, 2010

7. Dates of prior committee approvals:

School of Teacher Education	October 26, 2009
CEBS Curriculum Committee	October 27, 2009
Professional Education Council	_____
Graduate Council	_____
University Senate	_____

Attachments: Bibliography, Library Resources Form, Course Inventory Form

Proposal Date: 8/26/2009

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

Contact Person: Stephen K. Miller, steve.miller@wku.edu, 745-6901

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: TCHL 558
- 1.2 Course title: Student Assessment III: Classroom Tests and Instruments
- 1.3 Abbreviated course title: Assess III: Classroom Tests
- 1.4 Credit hours and contact hours: 2
- 1.5 Type of course: L
- 1.6 Prerequisites: TCHL 550 or instructor approval
- 1.7 Course catalog listing:
Development of advanced skills for designing and creating classroom assessment instruments.

2. Rationale:

- 2.1 Reason for developing the proposed course:
Effective classroom assessment is essential to helping teacher leaders improve student learning. Collectively, the three proposed courses on student assessment-- TCHL 550 Student Assessment I: Fundamentals of Student Assessment; TCHL 554 Student Assessment II: Standardized Testing; TCHL 558 Student Assessment III: Classroom Tests/Instruments—will provide information on improving data-based decision making through the analysis of student assessments. Teachers need these skills because they often have difficulty aligning classroom assessments to the cognitively complex content articulated in state standards.

According to the WKU Assessment Report for Initial Preparation Programs, 74% of pre-service teachers "passed" the assessment standard. The assessment standard had the lowest "pass" percentage of all the standards. In addition, according to the student teaching evaluation proficiency rates noted in the same report, the "proficient" percentage on the assessment standard was one of the lowest at 92%. In the WKU College of Education and Behavioral Sciences Practitioner Survey, the average rating for "utilizing varied types of assessments" was 3.6 on a scale of one to five. Again, this ranked as one of the lowest items marked. These results suggest that more time in the MAE program needs to be devoted to helping teachers develop skills necessary to construct high quality assessments.

In TCHL 558 Student Assessment III, Classroom Tests/Instruments, students will analyze and create classroom assessments, a central facet of instructional improvement, i.e., maximizing the quality of interactions between the teacher and

the student as they engage the curriculum. Furthermore, classroom assessment is a central theme in the standards of NCATE, EPSB, and the Standards and Indicators for School Improvement (SISI). Finally, both KERA and No Child Left Behind constitute value-added accountability mandates: students are required to demonstrate continuing improvement over and above their current levels of performance. That demanding standard simply cannot be achieved without high quality formative assessment of the instruction that is being utilized in the classroom. That is the essence of improving classroom instruction. Because practitioners cannot function effectively in their own classrooms without this knowledge base and skill set, the content of the proposed new course is crucial to teachers' leading responsibly.

- 2.2 Projected enrollment in the proposed course: It is anticipated that 50 students will enroll per semester. All students pursuing advanced teacher preparation will be required to take this course or an approved equivalent.
- 2.3 Relationship of the proposed course to courses now offered by the department: Some of the information in TCHL 558 Student Assessment III: Classroom Tests/Instruments is currently covered in EDU 524 Educational Assessment, although that course may be discontinued after the program revisions for advanced certification programs are approved and implemented. TCHL 558 Student Assessment III: Classroom Tests/Instruments will address only designing and creating classroom instruments for assessment. TCHL 550 Student Assessment I: Fundamentals of Student Assessment will cover issues related to validity and professional practice. TCHL 554 Student Assessment II: Standardized Testing will focus on interpretation of state and national assessment measures. Collectively, the three proposed new assessment courses (4 credit hours) expand the treatment and content coverage on student assessment for learning compared to the old course, EDU 524 Educational Assessment (3 credit hours). Other courses in teacher education--ELED 505 Advanced Materials and Methods in Modern Mathematics for Elementary Teachers; ELED 506 Seminar in Elementary School Science; ELED 507 Advanced Materials and Methods in Social Studies; MGE 571 Middle School Curriculum; SEC 580 Curriculum; EXED 530 Advanced Assessment Techniques; IECE 521 Assessment in Interdisciplinary Early Childhood Education; and, EDU 544 Classroom Teaching Strategies--address assessment of specific content but do not focus on classroom assessment practices per se for the entire range of P-12.
- 2.4 Relationship of the proposed course to courses offered in other departments: This is the only course focused specifically on classroom assessment. EDFN 500 Research Methods is a general course on research methods and introductory statistics but does not address classroom assessment, although the larger issue of program evaluation is introduced there. Other courses focus on a specific type of assessment rather than assessment generally and classroom assessment in particular, e.g., PSY 643 Psychoeducational Assessment; CNS 552 Testing and Assessment in Counseling; PE 515 Assessment in Physical Education; SWRK 573 Assessment and Case Management of Child Sex Abuse; PSY 561 Advanced Assessment in

Educational Settings; and PSY 560 Assessment of Cognitive and Intellectual Functioning.

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

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

Whichever route is taken, classroom assessment is generally considered a vital part of master's level teacher preparation. The specific content of the proposed new course, TCHL 558 Student Assessment III: Classroom Tests/Instruments (as well as TCHL 550 Student Assessment I: Fundamentals of Student Assessment and TCHL 554 Student Assessment II: Standardized Testing) is consistent with the EPSB Guidelines for the redesign of Teacher Leader programs. The proposed TCHL 558 is also consistent with Standard 2 of Kentucky's Standards and Indicators for School Improvement. It is presumed that other institutions in Kentucky will address classroom assessment in their master's and planned 5th year non-degree redesign programs, but specifically how is unknown at this juncture.

3. Discussion of proposed course:

3.1 Course objectives:

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

- Explain the principles that guide educators in the process of selecting, developing, and using educationally meaningful assessments.
- Create assessments that align with the cognitive complexity and content articulated in state standards.
- Analyze the variety of assessments within a practitioner's classroom.

- Craft a formative and summative assessment plan for a unit of instruction.
- Articulate a philosophy for evaluating student progress.

3.2 Content outline:

- Designing Effective Assessments
 - Relation of assessment to instruction
 - Relation of assessment to the curriculum
 - Purpose and forms of classroom assessment
 - Process of planning a classroom assessment
 - Advantages and limitations of different types of questions and tests
 - Strategies for constructing effective test items
 - Scoring and post-evaluation of assessments
- Formative and Summative Assessment
 - Distinction between formative and summative assessment
 - Incorporating formative assessment into ongoing instructional improvement
 - Utilizing formative assessment to provide feedback and instructional supplements to students, both remedial “correctives” and accelerated “enrichments”
 - Utilizing summative assessments to monitor overall quality of outcomes
- Evaluating and Grading Student Progress

3.3 Student expectations and requirements:

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

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

3.4 Tentative texts and course materials:

Texts may be selected from the following:

Nitko, A. J., & Brookhart, S. M. (2007). *Educational assessment of students* (5th ed). Upper Saddle River, NJ: Pearson Merrill/Prentice Hall.

Association for Supervision and Curriculum Development. (2005). Assessment to promote learning [Special section]. *Educational Leadership*, 63(3), 10-80.

Recommended Texts:

Kentucky Department of Education. (2006). *Program of studies, core content for assessment, & academic expectations*. Frankfort, KY: Author.

Kentucky Department of Education. (2006). *Core content for assessment 4.1*. Frankfort, KY: Author.

4. Resources:

- 4.1 Library resources: The library has resources that are adequate to support this course.
- 4.2 Computer resources: Present resources are adequate

5. Budget implications:

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

6. Proposed term for implementation:

Summer, 2010

7. Dates of prior committee approvals:

School of Teacher Education	October 26, 2009
CEBS Curriculum Committee	October 27, 2009
Professional Education Council	_____
Graduate Council	_____
University Senate	_____

Attachments: Bibliography, Library Resources Form, Course Inventory Form

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

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

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: TCHL 560
- 1.2 Course title: Action Research for Teacher Leaders
- 1.3 Abbreviated course title: Action Research Tch Leaders
- 1.4 Credit hours and contact hours: 3
- 1.5 Type of course: L
- 1.6 Prerequisite: TCHL 550
- 1.7 Course catalog listing:
Fundamental principles of action research in educational settings.
Students will conduct an action research project in their work settings.
Course should be taken after completing first 9 hours of TCHL courses.

2. Rationale:

- 2.1 Reason for developing the proposed course:
Based on a 2007 WKU College of Education and Behavioral Sciences Practitioner Survey, with a majority of the respondents being classroom practitioners (54.7%), respondents noted that it was important to make content knowledge relevant to the real world (34%), differentiate classroom instruction to address individual learners' needs (34%), and manage classrooms effectively (27%). These were the three key concerns. The teaching of action research methods as part of this proposed course is intended to effectively address all these areas. NCATE standards include the expectation that graduates be prepared to assume leadership roles and collaborate with colleagues for school improvement (1.d), which is one purpose of action research. This course connects to the mission statement of the university, as students will be more "productive, engaged, and socially responsible citizen-leaders" by improving schools as well as "provid[ing] research, service and lifelong learning opportunities" for the students. WKU's strategic plan calls for the university to "increase relevant sponsored research" and to promote student learning by "developing and empowering future leaders." The last decade has seen the emergence of action research as an approach to producing innovative solutions for school improvement. This experience-based approach to developing teacher leaders uses meaningful problems as a way to learn.

Students will be on the cutting edge of applied research as they address critical, real problems while explicitly seeking effective solutions.

2.2 Projected enrollment in the proposed course: It is anticipated that 50 students will enroll per semester. All students pursuing advanced teacher preparation will be required to take this course or an approved equivalent.

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

Students will take the proposed course relatively early in the revised master's programs. This will help students both to acquire/improve skills in reading research findings and to develop tentative plans to conduct an action research project; each student will be required to complete a satisfactory action research project to pass the course. There are several current courses dealing with the foundations of research and applied research. The courses listed below, however, do not address conducting action research within K-12 schools.

- ELED 545 Investigations in Classroom Teaching
- MGE 545 Investigations in Classroom Teaching
- EXED 534 Seminar: Research in Exceptional Child Education
- LME 509 Investigations in Educational Technology
- EDU 604 Management of the Learning Environment

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

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

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

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

There are comparable action research courses available at the master's level at several universities in the United States. The University of Kentucky has an EDL 669 Leadership for School Problem Solving course focusing on action research with data-driven solutions for the improvement of practice in school settings. The University of Louisville has an EDSP 687 Practicum/Action Research course. George Mason University also has an EDCI 626 action research course.

3. Discussion of proposed course:

3.1 Course objectives:

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

- Explore the use of action research as part of a school improvement strategy germane to the student's school or classroom.
- Analyze and explore current topics in education research.
- Integrate theoretical and experiential knowledge into instruction.
- Frame questions appropriate for classroom and school inquiry.
- Gain skills in selected research methods.
- Develop, pursue, document, and report on an action research inquiry.
- Present their findings to a broader audience.

3.2 Content outline:

Foundations of Action Research:

- Definition and understanding of the tenets of action research
- Exploring the various approaches to research
- Understanding the similarities and differences between action research and other educational research
- Exploring the historical and philosophical roots of action research
- Exploring how action research is a part of a school improvement strategy
- Review of current literature and development of a research question related to the student's action research topic
- Defining what makes a researchable issue

Planning and Implementation:

- Research ethics
- The Human Subjects Review Board process
- The strategies, procedures, and tools for effective action research
- Examining data and their appropriate interpretations
- Communicating the results of action research
- The uses of reflection for educational practitioners
- Determining how action research impacts teaching and learning regarding instructional effectiveness
- Development and implementation of an action research project

- 3.3 Student expectations and requirements:
Students will be required to have access to a field setting during the course and to complete an action research project. For those outside of these experiences, opportunities for collaboration or for alternative projects may be approved.

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

- Course content quizzes
- Final exam
- Regular class attendance
- Participation in class discussion and class activities

Students will be required to develop and conduct an action research project and present the results to an appropriate audience.

- 3.4 Tentative texts and course materials:
Texts may be selected from the following:

Sagor, R. (2000). *Guiding school improvement with action research*.
Alexandria, VA: ASCD.

Mills, G. E. (2006). *Action research: A guide for the teacher researcher*.
Saddle River, NJ: Prentice Hall.

4. Resources:

4.1 Library resources: Present resources are adequate.

4.2 Computer resources: None needed

5. Budget implications:

5.1 Proposed method of staffing: Existing Staff

5.2 Special equipment needed: None

5.3 Expendable materials needed: None

5.4 Laboratory materials needed: None

6. Proposed term for implementation: Summer, 2010

7. Dates of prior committee approvals:

School of Teacher Education:

10/26/09

CEBS Curriculum Committee

10/27/09

Professional Education Council

Graduate Council

University Senate

Attachment: Bibliography, Library Resources Form, Course Inventory Form