

**AGENDA**  
**PROFESSIONAL EDUCATION COUNCIL**  
**3:30 - Wednesday, November 12, 2014**  
**GRH 3073**

- I. Consideration of the Minutes from the October 8, 2014 meeting (Minutes can be found on the CEBS Main Web Page – click on Faculty & Staff and then Meetings Minutes and Agendas).
  
- II. New Business
  - A. Office of Teacher Services-CEBS**
    - Presentation of Candidates Completing Requirements for Admission to the Professional Education Unit October 9, 2014 to November 12, 2014
  
    - Spring 2015 Student Teacher Candidates Report
  
  - B. College of Education and Behavioral Sciences**
    - School of Teacher Education and Teacher Services*
      1. Create a New Course – EDU 490, International Student Teaching
  
    - Educational Leadership Doctoral Program*
      1. Revise Program -0010 Doctor of Education (EdD) (Educational Leadership)
  
  - C. College of Health and Human Services**
    - Family and Consumer Sciences Department*
      1. Revise Course Prerequisites – FACS 381, Methods and Materials in Family and Consumer Sciences Education
  
  - D. Ogden College of Science and Engineering**
    - Department of Agriculture*
      1. Revise Program – 508, Major in Agriculture, Agronomy-Plant Science Concentration
  
  - E. Potter College of Arts and Letters**
    - Department of History*
      1. Revise a Program – 592, Social Studies
  
- III. Other Business

# **Candidates Completing Requirements for Admission to Professional Education Unit**

**October 9, 2014 – November 12, 2014**

## **Elementary**

Bethany Bean

Isaac Belcher

Whitney Brown

Rachel Burba

Kierra Chandler

Kristina Coates

Jordan Coffman

Alisha Cope

Chelsae Cowles

Katherine Daniel

Elizabeth Dawson

Ann Decker

April Edgar

Brittany Foster

Rebecca Garmon

Payton Grubb

Rachel Hardy

Callie Hicks

Heather Hill

Lillian Hoskinson

Kristi Hosmon

Lindsey Kohut

Sarah Larkin

## **Elementary**

Lindsay Logue

Chelsi Meredith

Mary Newton

Janna Onkst

Elizabeth Owen

Nicole Patton

Shayla Pierrard

Jessica M. Smith

Megan Smith

Jessica Sparks

Julie Storch

Tonya Thomas

Kimberly Underwood

Hannah Wallace

Melisa Woosley

## **Middle Grades**

Bridgette Davis

Shannon Lay

Katie Wallace

## **K-12**

Jenna Hall

Kelsye Hibbard

Dominic Piedmonte

Ashlee Sorke

**SECONDARY**

Marlee Barton  
Kayla Byrd  
Lane Embry  
Kimberly Stinnett

**EXED**

Emily Forbes

**IECE**

Margaret Conway  
Keeley Shaw

**Graduate**

Daletha Butts  
Hillary Jenkins  
Leah Pritchett  
Natalie West

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

**STUDENT TEACHER CANDIDATES FOR SPRING 2015  
QUALIFIED**

**\*\*\*STUDENT TEACHING APPLICATION ACCEPTED\*\*\*11/12/14**

<b>WKU ID</b>	<b>FIRST</b>	<b>LAST</b>	<b>MAJOR</b>	
	LOREN	GROSS	5-12/AGRICULTURE	
	JENNA	HALL	P-12/ART	
	LINDSEY	BYRD	P-12/MUSIC	
	ANGELA	COOK	P-12/MUSIC	
	JORDAN	EVANS	P-12/MUSIC	
	RYAN	HIMES	P-12/MUSIC	
	SHANNON	JANITCH	P-12/MUSIC	
	CHRISTEN	PROFANCIK	P-12/MUSIC	
	BRITTANI	SIMPSON	P-12/MUSIC	
	ASHLEE	SORKE	P-12/MUSIC	
	JULIE	CRONE	P-12/SPANISH	
	LAURA	MAHANEY	SEC/ENGLISH	
	KACI	WILSON	SEC/ENGLISH	
	DANIELLA	COOK	SEC/SOCIAL STUDIES	
	A. PATRICK	WHITE	SEC/SOCIAL STUDIES	
	CAIN	ALVEY	SPECIAL EDUCATION	
	SHAYLA	CARTER	SPECIAL EDUCATION	
	CORY	COOPER	SPECIAL EDUCATION	
	LAURA	FIGIELLA	SPECIAL EDUCATION	
	CRYSTA	HICKS	SPECIAL EDUCATION	
	TAYLOR	HILL	SPECIAL EDUCATION	
	SARAH	NEAL	SPECIAL EDUCATION	
	MORGAN	PIPPIN WILLIAMS	SPECIAL EDUCATION	
	WHITNEY	REED	SPECIAL EDUCATION	
	MEAGHAN	RITCHIE	SPECIAL EDUCATION	
	JALYN	SAVAGE	SPECIAL EDUCATION	
	WHITNEY	YOUNG	SPECIAL EDUCATION	

**STUDENT TEACHER CANDIDATES FOR SPRING 2015  
NOT QUALIFIED**

**\*\*\*STUDENT TEACHING APPLICATION PENDING\*\*\*11/12/14  
(THESE STUDENTS HAVE S.T. REQUIREMENTS IN PROCESS)**

WKU ID	FIRST	LAST	MAJOR	D
	EMILY	ANDERSON	5-12/BUSINESS & MKTG	FH
	AMANDA	HARTLE	5-12/BUSINESS & MKTG	FH
	DESTYN	MILLER	5-12/BUSINESS & MKTG	FH
	MARLEE	BARTON	5-12/FCS	FH
	NATALIE	MULLINS	5-12/FCS	FH
	HANNA	PHILPOT	5-12/FCS	FH
	CARLY	ATKINS	ELEMENTARY	FH
	ERICA	AUSBROOKS	ELEMENTARY	FH
	LATASHA	BABB	ELEMENTARY	FH
	DEBBORAH	BARCLAY	ELEMENTARY	FH
	HALEY	BRENNAN	ELEMENTARY	FH
	SUMMER	BROWNING	ELEMENTARY	FH
	ERIN	BURCH	ELEMENTARY	FH
	JENNA	BURRIS	ELEMENTARY	FH
	REBECCA	CHARTOFF	ELEMENTARY	FH
	TAYLOR	COBB	ELEMENTARY	FH
	MALLORY	DePORTER	ELEMENTARY	FH
	PATRICIA	EMMICK	ELEMENTARY	FH
	MAKENZE	EVANS	ELEMENTARY	FH
	HOLLY	FIELDS	ELEMENTARY	FH
	KIMBERLY	FRAIM	ELEMENTARY	FH
	MAGGIE	GENARDI	ELEMENTARY	FH
	KINZIE	GILLESPIE	ELEMENTARY	FH
	MORGAN	GREEN	ELEMENTARY	FH
	KAYLA	GREENWELL	ELEMENTARY	FH
	ABBEY	GRIFFITHS	ELEMENTARY	FH
	HALEY Brooke	HAGAN	ELEMENTARY	FH
	HALEY Deanna	HAGAN	ELEMENTARY	FH
	JESSICA	HARBISON	ELEMENTARY	FH
	FAITH	HARRALSON	ELEMENTARY	FH
	KIMBERLY	HATFIELD	ELEMENTARY	FH

	JORDAN	HEIBERT	ELEMENTARY	FH
	CARRIE	HENRY	ELEMENTARY	FH
	OLIVIA	HIGDON	ELEMENTARY	FH
	ZEMIRA	HUREMOVIC	ELEMENTARY	FH
	SARA	ICE	ELEMENTARY	FH
	SHELBY	JANES	ELEMENTARY	FH
	KELLY	KEAN	ELEMENTARY	FH
	CASSANDRA	KEEN	ELEMENTARY	FH
	ANGELA	LANCASTER	ELEMENTARY	FH
	MEGAN	LEMILY	ELEMENTARY	FH
	ASHELY	LETHCO	ELEMENTARY	FH
	DARSHELL	MARTIN	ELEMENTARY	FH
	ADAM	MARTINEZ	ELEMENTARY	FH
	JOHNATHAN	MILLER, JR	ELEMENTARY	FH
	KAITLIN	PLUMMER	ELEMENTARY	FH
	JORDAN	PRICE	ELEMENTARY	FH
	KATIE	RANKIN	ELEMENTARY	FH
	EMILY	ROACH	ELEMENTARY	FH
	TERRI	ROBERTSON	ELEMENTARY	FH
	RACHEL	ROBINSON	ELEMENTARY	FH
	T. JORDAN	SCHAFFER	ELEMENTARY	FH
	SARAH	SCHELL	ELEMENTARY	FH
	STEVEN	SCHROADER	ELEMENTARY	FH
	CLAIRE	SCHROERING	ELEMENTARY	FH
	STEPHANIE	SCHWARTZ	ELEMENTARY	FH
	BRIANNA	SCOTT	ELEMENTARY	FH
	HILARY	SKAGGS	ELEMENTARY	FH
	SHEYENNE	SPRANKLE	ELEMENTARY	FH
	G. LOGAN	STEENBERGEN	ELEMENTARY	FH
	JESSICA	STORY	ELEMENTARY	FH
	KELSEY	SYMPSON	ELEMENTARY	FH
	KELSEY	THOMAS	ELEMENTARY	FH
	NOELLE	TREBENDIS	ELEMENTARY	FH
	BEVERLY	UPTON	ELEMENTARY	FH
	AMBER	WALTHER	ELEMENTARY	FH
	AMELIA	WATKINS	ELEMENTARY	FH
	ASHLEE	WEBB	ELEMENTARY	FH
	FAITH	WEDDLE	ELEMENTARY	FH
	NICK	WHEELER	ELEMENTARY	FH
	KELSEY	WILSON	ELEMENTARY	FH
	MARGARET	CONWAY	IECE	FH

	TARAH	HENDRIX	IECE	FH
	BIANCA	LUCOMBE	IECE	FH
	SAMANTHA	LYNCH	IECE	FH
	RACHEL	McLEAN	IECE	FH
	KEELEY	SHAW	IECE	FH
	REBECCA	SMITH	IECE	FH
	ANDREW	BOSTON	MGE/MATH	FH
	JORDAN	DANIEL	MGE/MATH	FH
	ROBERT	DEASON	MGE/MATH	FH
	JOHN	DRANE	MGE/MATH	FH
	SHANNON	LAY	MGE/MATH	FH
	JODY	OWEN	MGE/MATH	FH
	JESSICA	PICKERELL	MGE/MATH	FH
	RYAN	RAMSEY	MGE/MATH	FH
	PATRICK	SHARTZER	MGE/MATH	FH
	KELLI	WARFORD	MGE/MATH	FH
	ADAM	BUCHERT	MGE/S.STUDIES/LA	FH
	STEPHANIE	CURRY	MGE/S.STUDIES/LA	FH
	MARLEY	EDMONSON	MGE/S.STUDIES/LA	FH
	AMY	GIBSON	MGE/S.STUDIES/LA	FH
	TAYLOR	HOUCHIN	MGE/S.STUDIES/LA	FH
	KATHARINE	KELLY	MGE/S.STUDIES/LA	FH
	KATHERINE	KING	MGE/S.STUDIES/LA	FH
	JESSICA	PARSLEY	MGE/S.STUDIES/LA	FH
	E. McCALL	PIPER	MGE/S.STUDIES/LA	FH
	MEGAN	RICHARDSON	MGE/S.STUDIES/LA	FH
	HALIE	RILEY	MGE/S.STUDIES/LA	FH
	RICHARD	ROWLAND	MGE/S.STUDIES/LA	FH
	CHRISTOPHER	SEXTON	MGE/S.STUDIES/LA	FH
	DAVID ROSS	SMITH	MGE/S.STUDIES/LA	FH
	WILLIAM	TALBOTT	MGE/S.STUDIES/LA	FH
	TARA	THOMPSON	MGE/S.STUDIES/LA	FH
	RICHARD	WILKERSON	MGE/S.STUDIES/LA	FH
	CHAD	MONGOLD	MGE/SCIENCE	FH
	KATIE	WALLACE	MGE/SCIENCE	FH
	ERIN	BEATTIE	MGE/SEC/MATH	FH
	KAYLA	BYRD	MGE/SEC/MATH	FH



	BRITTANY	TALLEY	MGE/SOCIAL STUDIES	FH
	CAITLIN	BELCHER	P-12/MUSIC	FH
	EMILY	CURTIS	P-12/MUSIC	FH
	KELSYE	HIBBARD	P-12/MUSIC	FH
	ISABELLE	LaBARGE	P-12/MUSIC	FH
	WILLIAM	LINDSEY	P-12/MUSIC	FH
	DOMINIC	PIEDMONTE	P-12/MUSIC	FH
	CHARLES	PRICE	P-12/MUSIC	FH
	BLAKE	ALLEN	P-12/PE	FH
	MYLES	ALLEN	P-12/PE	FH
	HUNTER	GARY	P-12/PE	FH
	CHELSEA	GIBBS	P-12/PE	FH
	C. MITCHELL	HENRY	P-12/PE	FH
	J. TRAVIS	JOHNSTON	P-12/PE	FH
	ANTHONY	ECHEVESTE	P-12/SPANISH	FH
	REBEKAH	SLEDGE	P-12/SPANISH	FH
	RACHAEL	WALTERS	P-12/SPANISH-FRENCH	FH
	KIMBERLY	STINNETT	SEC/CHEMISTRY	FH
	MADALIENE	HUNT	SEC/EARTH SCIENCE	FH
	MEGAN	MURPHY	SEC/ENGLISH	FH
	KAYLA	SWEENEY	SEC/ENGLISH	FH
	ALLISON	TETA	SEC/ENGLISH	FH
	MOLLY	KEEN	SEC/MATH	FH
	RICHARD	ROBERTS	SEC/MATH	FH
	JEREMIAH	STRINGER	SEC/MATH	FH
	MEGAN	WADE	SEC/MATH	FH
	JUSTIN	ALLEN	SEC/SOCIAL STUDIES	FH
	JORDAN	CHAPMAN	SEC/SOCIAL STUDIES	FH
	BRAD	FAULK	SEC/SOCIAL STUDIES	FH
	JORDAN	FERGUSON	SEC/SOCIAL STUDIES	FH
	DAVID	FOUTS	SEC/SOCIAL STUDIES	FH
	JACOB	FRANTZ	SEC/SOCIAL STUDIES	FH
	ELISE	GIBSON	SEC/SOCIAL STUDIES	FH

	RACHEL	GIVENS	SEC/SOCIAL STUDIES	FH
	D'ARCY	REVLETT	SEC/SOCIAL STUDIES	FH
	PORSHIA	AUSTIN	SPECIAL EDUCATION	FH
	EMILY	BLYTHE	SPECIAL EDUCATION	FH
	DYLAN	CARTER	SPECIAL EDUCATION	FH
	AMANDA	DENNISON	SPECIAL EDUCATION	FH
	SHAKIA	HARRIS	SPECIAL EDUCATION	FH
	LESLIE	TURNER	SPECIAL EDUCATION	FH
	JOHNNA	WOODWARD	SPECIAL EDUCATION	FH

FH = Missing field observation hours / November 2014

**STUDENT TEACHER CANDIDATES FOR SPRING 2015  
NOT QUALIFIED  
\*\*\*STUDENT TEACHING APPLICATION PENDING\*\*\*11/12/14  
(THESE STUDENTS HAVE S.T. REQUIREMENTS IN PROCESS)**

WKU ID	FIRST	LAST	MAJOR	D
	KEVIN	NEWBERRY	5-12/AGRICULTURE	CA, FH
	TABATHA	CLAYTON	ELEMENTARY	P
	ELIZABETH	GRAMMEL	ELEMENTARY	CP, FH
	TERRY	JONES	ELEMENTARY	X, FH
	MIRANDA	MALONE	ELEMENTARY	CP, P, FH
	SHEENA	OATES	ELEMENTARY	X
	CHLOE	RHODES	ELEMENTARY	X, FH
	AMY	RODGERS	ELEMENTARY	P, FH
	KATHRYN	COLE	IECE	CA, FH
	HILLARY	MULLINS	IECE	P, FH
	WHITNEY	POOL	IECE	CA, X
	JONATHAN	BEARD	MGE/MATH	CA, X, FH
	BRIDGETTE	DAVIS	MGE/MATH	CA, FH
	TANNER	HALL	MGE/MATH	X, FH
	ANGELA	KELLEY	MGE/MATH	CA, X, FH
	LESLIE	WHITAKER	MGE/S.STUDIES/LA	X, FH
	MEAGAN	HAMMER	P-12/MUSIC	CA
	ELLYN	KERCHENSKI	P-12/MUSIC	CA, FH
	BRANIGAN	LAWRENCE	P-12/MUSIC	CA, X, FH
	BENJAMIN	LUNA	P-12/MUSIC	CA
	JAMES	ROBINSON	P-12/MUSIC	X
	JOSEPH	STONE	P-12/MUSIC	CA
	MARTIN	CROSS	P-12/PE	CP, FH
	STEVEN	JONES	P-12/PE	CP, FH

	LIBBY	ISENHOWER	P-12/SPANISH	CA, FH
	NATASHA	FATKIN	SEC/ENGLISH	X
	SPENCER	STEELE	SEC/ENGLISH	X, FH
	DRENNAN	BRAGG	SEC/SOCIAL STUDIES	X, FH
	ELLIE	GARRETT	SEC/SOCIAL STUDIES	X
	VAUGHN	SKAGGS	SEC/SOCIAL STUDIES	X, FH

CA = Not Admitted into Teacher Education

CP = Critical Performance Score Deficiency or Disposition Score Deficiency Pending

P = Repeating required coursework

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

FH = Missing field observation hours / November 2014

### STUDENT TEACHER CANDIDATES FOR SPRING 2015

\*\*\*APPLICATION WITHDRAWN, 11/12/14\*\*\*

WKU ID	FIRST	LAST	MAJOR	DATE
	KAREN	MAHONEY	ELEMENTARY	10/22/14
	RACHEL	PORTER	ELEMENTARY	10/1/14
	AMANDA	JONES	MGE/MATH	10/24/14

Proposal Date: Sept. 5, 2014

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

Contact Person: Fred Carter [Fred.carter@wku.edu](mailto:Fred.carter@wku.edu) & Janet Applin, [janet.applin@wku.edu](mailto:janet.applin@wku.edu), 5-4014

**1. Identification of proposed course:**

- 1.1 Course prefix (subject area) and number: EDU 490
- 1.2 Course title: International Student Teaching
- 1.3 Abbreviated course title: International Student Teaching  
(maximum of 30 characters or spaces)
- 1.4 Credit hours: 1 Variable credit (yes or no)
- 1.5 Grade type: Pass/Fail
- 1.6 Prerequisites/corequisites: All professional education courses must be completed including the 3 credit hour Student Teaching Seminar and 10 credit hours of student teaching; a minimum overall GPA of 3.0; a completed and submitted Study Abroad application with a letter of interest, two letters of recommendation from WKU faculty members to the Director of Teacher Services, and a completed successful interview with the faculty selection team.
- 1.7 Course description: This course is part of the professional semester and is an elective taken during the senior year after successfully completing 12 weeks of stateside student teaching. Students will teach classes as assigned, serve as teacher assistants, observe, and teach English as appropriate in various international classrooms for four (4) weeks.

**2. Rationale:**

- 2.1 Reason for developing the proposed course: This course will allow teacher services and the School of Teacher Education to provide one course for each international student teaching location. Prior to a temporary course being offered in Fall 2014, there were separate course sections for each individual student teaching area (Elementary Education, Special Education, Interdisciplinary Early Childhood Education, Middle Grades Education, and Secondary Education) and each individual international location. For example, in Spring 2014, there were 43 separate sections of Student Teaching for international student teaching. Creating this course will allow one section for each international location as opposed to one section for each location for each area of student teaching and cut down the number of sections to 8 from 43. In addition, in light of security concerns, fewer numbers of sections will allow international studies to locate specific students more efficiently in the event of emergency situations. This course has been requested by the Center for International Studies to allow more efficient scheduling and monitoring of student enrollment in these courses.
- 2.2 Projected enrollment in the proposed course: In fall 2014, twenty-four (24) students are enrolled in the temporary EDU 490. In spring 2013, 57 student teachers completed international student teaching. Based on these numbers, we estimate 20 to 60 students each term with spring terms traditionally yielding larger groups of student teachers.

- 2.3 Relationship of the proposed course to courses now offered by the department: Student teaching courses are only offered by the College of Education and Behavioral Sciences through the School of Teacher Education and Teacher Services.
- 2.4 Relationship of the proposed course to courses offered in other departments: There are no other student teaching courses offered in other academic units leading to recommendation for Kentucky Teacher Certification.
- 2.5 Relationship of the proposed course to courses offered in other institutions: All of WKU's benchmark institutions offering teacher preparation and recommendations for Kentucky Teacher Certification are mandated to provide a professional semester in which student teaching is completed. WKU is the leader however, when it comes to international experiences in student teaching. The KY Education Professional Standards Board has supported WKU's international student teaching program and has held it up as a model for other institutions. As a comparison, in spring 2014, the University of Kentucky had 10 student teachers complete an international experience and Northern Kentucky University had 3 student teachers complete an international experience. This is compared to WKU's 24 and 57 students respectively. Other institutions seeking to expand their international student teaching programs have modeled WKU's processes and procedures.

### **3. Discussion of proposed course:**

- 3.1 Schedule type: T
- 3.2 Learning Outcomes: In concordance with the university's vision of being an, "A Leading American University with International Reach," and the CEBS mission of, "Empowering individuals to lead and serve in our dynamic world", the CEBS International Committee develops and facilitates international experiences through programs and activities. These activities are dynamic in nature and change depending on the current cultural environment and international location. The activities foster growth for CEBS students and faculty resulting in a deeper global awareness and appreciation of diversity within our global society.
- 3.3 Content Outline: Students experiencing student teaching abroad will:
  - Attend and participate in two seminars for International Student Teaching in preparation for the experience.
  - Cooperate with the host contact person to meet and fulfill teaching requirements.
- 3.4 Student expectations and requirements – Students will:
  - Research chosen international location prior to departure.
  - Demonstrate knowledge through their pre-travel interviews of the Teacher Services and WKU Study Abroad policies and procedures for international study.
  - Submit a weekly blog or email to the Director of Teacher Services
  
  - Document experiences through photographs and/or videotapes of teaching sessions if allowed by the host educators
  - Participate in de-briefing with the Director of Teacher Services upon return to WKU.
- 3.5 Tentative texts and course materials: No texts are required, however, student must research their chosen international location on the web prior to departure and thoroughly

review the Teacher Services website for international student teaching policies and procedures as well as the WKU Study Abroad Offices.

**4. Resources:**

- 4.1 Library resources: Current Library Resources are Adequate
- 4.2 Computer resources: Current Computer Resources are Adequate

**5. Budget implications:**

- 5.1 Proposed method of staffing: The Director of Teacher Services is listed as instructor on all Student Teaching courses in the college. This is the traditional practice and will be continued with this international student teaching course.
- 5.2 Special equipment needed: None
- 5.3 Expendable materials needed: None
- 5.4 Laboratory materials needed: None

**6. Proposed term for implementation: Spring 2015**

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

School of Teacher Education	Sept. 12 2014
CEBS Curriculum Committee	Oct. 2, 2014
Professional Education Council	
Undergraduate Curriculum Committee	
University Senate	

**Revise a Program  
(Action)**

Date: 9/18/2014

College: College of Education & Behavioral Sciences

Department: Educational Leadership Doctoral Program

Contact Person: Tony Norman, [tony.norman@wku.edu](mailto:tony.norman@wku.edu), 270-745-3061

**1. Identification of program:**

1.1 Reference number: 0010

1.2 Program title: Doctor of Education (EdD) (Educational Leadership)

**2. Proposed change(s):**

2.1  title:

2.2  admission criteria:

2.3  curriculum: Establish core courses in some program specializations.

2.4  other: Update terms (“strand” changed to “specialization”) and course titles. Clean up degree requirements description for clarity.

**3. Detailed program description:**

Existing Program	Revised Program
<p>The EdD in Educational Leadership provides knowledge and skills for its graduates to become effective change agents within educational and education-related environments. The program is designed to prepare scholarly practitioners whose program content and experiences emphasize application to the real world.</p> <p>The primary purpose of the program is to develop the ability of education and education-related organizational practitioners to obtain and synthesize knowledge for the solution of institutional problems and practices. The program provides value-added opportunities for candidates to develop breadth and depth in understanding leadership, policy, and applied research methodologies. In addition, program experiences contribute to the development of future leaders who will creatively generate new knowledge, critically conserve valuable and useful ideas, and responsibly transform those understandings through writing, teaching, and application. The dissertation for all areas of emphasis is expected to contribute knowledge and understanding of a critical issue drawn from the candidate’s field of practice and be applicable for improving educational organizations.</p>	<p>The EdD in Educational Leadership provides knowledge and skills for its graduates to become effective change agents within educational and education-related environments. The program is designed to prepare scholarly practitioners whose program content and experiences emphasize application to the real world.</p> <p>The primary purpose of the program is to develop the ability of education and education-related organizational practitioners to obtain and synthesize knowledge for the solution of institutional problems and practices. The program provides value-added opportunities for candidates to develop breadth and depth in understanding leadership, policy, and applied research methodologies. In addition, program experiences contribute to the development of future leaders who will creatively generate new knowledge, critically conserve valuable and useful ideas, and responsibly transform those understandings through writing, teaching, and application. The dissertation for all areas of emphasis is expected to contribute knowledge and understanding of a critical issue drawn from the candidate’s field of practice and be applicable for improving educational organizations.</p>



<p>The Ed.D. in Educational Leadership:</p> <ul style="list-style-type: none"> <li>• encourages participants to become practitioner scholars by promoting skills and knowledge in practice-based settings and to gain scholarship and experience in applied behaviors;</li> <li>• provides opportunities to explore a range of career specialties in various settings so that participants can make sound career choices;</li> <li>• models interdisciplinary and inter-institutional collaboration through the program’s management and accountability structures;</li> <li>• provides participants with leadership capacity to bring about changes that enhance student learning; and</li> <li>• provides interdisciplinary research preparation focused on contextually based problems central to future global competitiveness.</li> </ul> <p>Although this program is administratively housed in the College of Education and Behavioral Sciences Dean’s Office, it is an interdisciplinary program involving faculty and courses from several departments throughout the university.</p> <p>Admission Requirements Intended candidates for the degree are individuals who have completed at least a master’s degree (or other appropriate graduate degree), have demonstrated leadership capacity within their organizational settings, and/or are committed to enhancing their abilities to learn and to enhance the educational missions of their organizations and communities.</p> <p>Program admission is based on a holistic evaluation of the candidate’s application file, which must include:</p> <ol style="list-style-type: none"> <li>1. Transcripts of all undergraduate and graduate course work</li> <li>2. Documentation of a master’s degree (or other graduate degree) from an institution accredited by a nationally recognized accreditation organization</li> <li>3. Completed application</li> <li>4. Current (within 1 year of application deadline) resume or vita</li> <li>5. An in-depth personal statement including qualifications, rationale, and goals related to pursuing the WKU Ed.D. program</li> <li>6. Three current (within 1 year of application deadline) letters of recommendation from persons in a position to evaluate the</li> </ol>	<p>The Ed.D. in Educational Leadership:</p> <ul style="list-style-type: none"> <li>• encourages participants to become practitioner scholars by promoting skills and knowledge in practice-based settings and to gain scholarship and experience in applied behaviors;</li> <li>• provides opportunities to explore a range of career specialties in various settings so that participants can make sound career choices;</li> <li>• models interdisciplinary and inter-institutional collaboration through the program’s management and accountability structures;</li> <li>• provides participants with leadership capacity to bring about changes that enhance student learning; and</li> <li>• provides interdisciplinary research preparation focused on contextually based problems central to future global competitiveness.</li> </ul> <p>Although this program is administratively housed in the College of Education and Behavioral Sciences Dean’s Office, it is an interdisciplinary program involving faculty and courses from several departments throughout the university.</p> <p>Admission Requirements Intended candidates for the degree are individuals who have completed at least a master’s degree (or other appropriate graduate degree), have demonstrated leadership capacity within their organizational settings, and/or are committed to enhancing their abilities to learn and to enhance the educational missions of their organizations and communities.</p> <p>Program admission is based on a holistic evaluation of the candidate’s application file, which must include:</p> <ol style="list-style-type: none"> <li>1. Transcripts of all undergraduate and graduate course work</li> <li>2. Documentation of a master’s degree (or other graduate degree) from an institution accredited by a nationally recognized accreditation organization</li> <li>3. Completed application</li> <li>4. Current (within 1 year of application deadline) resume or vita</li> <li>5. An in-depth personal statement including qualifications, rationale, and goals related to pursuing the WKU Ed.D. program</li> <li>6. Three current (within 1 year of application deadline) letters of recommendation from persons in a position to evaluate the</li> </ol>
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<p>applicant's potential for success in a doctoral program</p> <ol style="list-style-type: none"> <li>7. Official GRE scores that meet the minimum GRE and GAP* scores for doctoral degrees as described in the WKU Graduate Catalog are preferred. (Note: The WKU Ed.D. program uses the master's or other graduate degree GPA for GAP calculation.)</li> <li>8. Submission of a writing sample if applicants took the GRE without the Analytical Writing portion or if Analytic Writing score falls below preferred minimum</li> </ol> <p>International students are encouraged to apply and must submit the following additional documents for admission consideration:</p> <ol style="list-style-type: none"> <li>1. Evidence of ability to communicate in English (as evidenced by a minimum of 570 on the paper based TOEFL; a minimum of 88 on the iBT TOEFL, a minimum of 7.0 on the IELTS; or a degree from an institution with English as the language of instruction)</li> <li>2. Evidence of adequate financial resources</li> </ol> <p><i>*See explanation of GAP score calculation under "Admission Requirements" in the WKU Graduate Studies Catalog for more information.</i></p> <p><b>Degree Requirements</b>  The program consists of 60 hours beyond a master's or other graduate degree. The program includes a) an orientation seminar (3 hours), b) 9 hours of core leadership courses, c) 9 hours of core research and statistics courses, c) 21-24 hours of coursework related to the student's program strand (see below) and dissertation topic, d) 6 hours of job-embedded internship, and e) 9-12 hours of dissertation. Each student's academic background and professional experiences will be assessed at the time of admission, and students may be allowed to count up to 12 hours of previously-completed graduate-level course work toward program requirements. To complete the program, students must 1) pass a qualifying exam that includes questions related to program core and strand outcomes; and 2) propose, complete, and</p>	<p>applicant's potential for success in a doctoral program</p> <ol style="list-style-type: none"> <li>7. Official GRE scores that meet the minimum GRE and GAP* scores for doctoral degrees as described in the WKU Graduate Catalog are preferred. (Note: The WKU Ed.D. program uses the master's or other graduate degree GPA for GAP calculation.)</li> <li>8. Submission of a writing sample if applicants took the GRE without the Analytical Writing portion or if Analytic Writing score falls below preferred minimum</li> </ol> <p>International students are encouraged to apply and must submit the following additional documents for admission consideration:</p> <ol style="list-style-type: none"> <li>1. Evidence of ability to communicate in English (as evidenced by a minimum of 570 on the paper based TOEFL; a minimum of 88 on the iBT TOEFL, a minimum of 7.0 on the IELTS; or a degree from an institution with English as the language of instruction)</li> <li>2. Evidence of adequate financial resources</li> </ol> <p><i>*See explanation of GAP score calculation under "Admission Requirements" in the WKU Graduate Studies Catalog for more information.</i></p> <p><b>Degree Requirements</b>  The program consists of 60 hours beyond a master's or other graduate degree. The program includes <b>the following core coursework:</b></p> <ul style="list-style-type: none"> <li>• Orientation seminar course (3 hours)</li> <li>• Core leadership courses (9 hours)</li> <li>• Core research and statistics courses (9 hours)</li> <li>• Job-embedded internship (6 hours)</li> <li>• Dissertation (9-12 hours)</li> </ul> <p><b>Additionally, students complete 21-24 hours of coursework related to their program strand specialization.</b></p> <p>Each student's academic background and professional experiences will be assessed at the time of admission, and students may be allowed to count up to 12 hours of</p>
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successfully defend a dissertation.

**CORE COURSES**

EDLD 702 Orientation to Doctoral Studies (3 hours) - taken during the first semester after admission to the program

*Leadership courses (9 hours)*

EDLD 710 Leadership I – Leadership Theories and Ethics (3 hours)

EDLD 720 Leadership II – Individual and Group Issues in Leadership (3 hours)

EDLD 730 Leadership III – Leading the Organization (3 hours)

*Research courses (9 hours)*

EDLD 712 Research Methods and Design for Educational Leaders (3 hours)

EDLD 722 Measurement and Survey Methods for Educational Leaders (3 hours)

EDLD 732 Program Evaluation for Educational Leaders (3 hours)

*Internship course (1-3 hours per course enrollment for a total of 6 hours)*

EDLD 798 Internship in Administration and Supervision (3 hours)

*Dissertation course (1-3 hours per course enrollment for a total of 9-12 hours)*

EDLD 799 Dissertation\*

*\*Students are encouraged to take EDLD 797 – Dissertation Seminar (3 hours) to prepare for their dissertation experience.*

**PROGRAM STRAND COURSES**

The specific selection of program strand courses for a student’s program will be based on an evaluation of the candidate’s background and strengths, as well as on the candidate’s professional objectives and needs. With advisor approval, courses will be selected to support intellectual and professional development related to one of the four program strands:

- P-12 Administrative Leadership – designed for individuals desiring to serve or to

previously-completed graduate-level course work toward program requirements.

To complete the program, students must 1) pass a qualifying exam that includes questions related to program core and strand specialization outcomes; and 2) propose, complete, and successfully defend a dissertation.

**CORE COURSES**

EDLD 702 ~~Orientation to Doctoral Studies~~ Educational Leadership Doctoral Program Orientation (3 hours) - taken during the first semester after admission to the program

*Leadership courses (9 hours)*

EDLD 710 ~~Leadership I~~ – Leadership Theories and Ethics (3 hours)

EDLD 720 ~~Leadership II~~ – Individual and Group Issues in Leadership (3 hours)

EDLD 730 ~~Leadership III~~ – Leading the Organization (3 hours)

*Research courses (9 hours)*

EDLD 712 Research Methods and Design for Educational Leaders (3 hours)

EDLD 722 Measurement and Survey Methods for Educational Leaders (3 hours)

EDLD 732 Program Evaluation for Educational Leaders (3 hours)

*Internship course (1-3 hours per course enrollment for a total of 6 hours)*

EDLD 798 ~~Internship in Administration and Supervision~~ Educational Leadership Doctoral Program Internship (3 hours)

*Dissertation course (1-3 hours per course enrollment for a total of 9-12 hours)*

EDLD 799 Dissertation Research\*

*\*Students are encouraged to take EDLD 797 – Dissertation Seminar (3 hours) to prepare for their dissertation experience.*

**PROGRAM STRAND SPECIALIZATION COURSES (21-24 hours)**

- enhance their capacity to serve as public school/school district administrators;
- Teacher Leadership –designed for individuals desiring to serve or to enhance their capacity to serve in leadership roles related to areas such as assessment, curriculum, technology, literacy, and classroom teaching;
  - Postsecondary Education Leadership – designed for individuals desiring to serve or to enhance their capacity to serve in two-year and four-year institutions; or
  - Organizational Leadership – designed for individuals desiring to serve or to enhance their capacity to serve in education-related organizations that are not classified as schools, colleges, or universities.

More information may be found at:  
<http://www.wku.edu/cebs/doctorate/>

The specific selection of program strand specialization courses for a student's program will be based on an evaluation of the candidate's background and strengths, as well as on the candidate's professional objectives and needs. With advisor approval, courses will be selected to support intellectual and professional development related to one of the four program strands specializations:

*P-12 Administrative Leadership courses (21-24)* –designed for individuals desiring to serve or to enhance their capacity to serve as public school/school district administrators;  
 EDAD 707 Educational Leadership Policies and Politics (3 hours)  
 Advisor Approved Electives (18-21 hours)

*Teacher Leadership courses (21-24 hours)* – designed for individuals desiring to serve or to enhance their capacity to serve in leadership roles related to areas such as assessment, curriculum, technology, literacy, and classroom teaching;  
 Advisor Approved Electives (21-24 hours)

*Postsecondary Education Leadership courses (21-24 hours)* –designed for individuals desiring to serve or to enhance their capacity to serve in two-year and four-year institutions; or  
 EDFN 675 Higher Education in America (3 hours)  
 EDFN 685 Issues in Higher Education (3 hours)  
 Advisor Approved Electives (15-18 hours)

*Organizational Leadership courses (21-24 hours)* – designed for individuals desiring to serve or to enhance their capacity to serve in education-related organizations that are not classified as schools, colleges, or universities.  
 BA 751 Strategic Leadership (3 hours)  
 BA 752 Leading Innovation, Creativity and Change (3 hours)  
 Advisor Approved Electives (15-18 hours)

	More information may be found at: <a href="http://www.wku.edu/cebs/doctorate/">http://www.wku.edu/cebs/doctorate/</a>
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4. **Rationale:** “Specialization” replaces “strand” because the Kentucky CPE created consistent labels for various program options. Core specialization courses are listed to ensure the “core knowledge” students in each specialization should possess at program completion. Establishing core knowledge also creates greater consistency in evaluating students during the qualifying exam process. Other edits make the program courses up to date and its program requirements clearer to readers.

5. **Proposed term for implementation:** Fall 2015

6. **Dates of committee approvals:**

EDD Leadership Council	9/18/2014
CEBS Curriculum Committee	10/07/2014
Professional Education Council (if applicable)	_____
Graduate Council	_____
University Senate	_____

Proposal Date: 09/15/2014

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

Contact Person: Kathy Croxall, [Kathy.croxall@wku.edu](mailto:Kathy.croxall@wku.edu), 270-745-3997

- 1. Identification of course:**
  - 1.1 Course prefix and number: FACS 381
  - 1.2 Course title: Methods and Materials in Family and Consumer Sciences Education
- 2. Current prerequisites:** FACS 380 and MGE 275 and Junior standing for FACS Education majors or consent of instructor.
- 3. Proposed prerequisites:** FACS 380 and MGE 275 and admission to Teacher Education for FACS Education majors or consent of instructor.
- 4. Rationale for the revision of prerequisites/co-requisites/special requirements:** FACS students are currently not required to be admitted to teacher education until they register for LTCY 421, which most take the last semester prior to student teaching. This late date results in students not knowing if they will be able to get into the last class they need. If they can't get into the course, they find they have to wait a full semester to graduate, increasing both emotional and financial stress.
- 5. Effect on completion of major/minor sequence:** It will require students to complete their teacher education applications, including passing the Praxis exam (Praxis I) earlier than many currently do. It could slow some students down in their program, but at least they will still have other courses they can take while meeting the requirements; therefore not having to sit out a semester prior to student teaching. Students will need to be advised to complete all requirements early, including taking the Praxis 1 exam by the end of their sophomore year.
- 6. Proposed term for implementation:** Summer 2015
- 7. Dates of prior committee approvals:**

Family and Consumer Sciences Department

09/24/2014

CHHS Undergraduate Curriculum Committee

10/17/2014

Professional Education Council

Undergraduate Curriculum Committee

University Senate

Proposal Date: September 23, 2014

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

Contact Person: Todd Willian, [todd.willian@wkul.edu](mailto:todd.willian@wkul.edu), (270) 745-5969

**1. Identification of program:**

- 1.1 Current program reference number: 508
- 1.2 Current program title: Major in Agriculture, Agronomy-Plant Science Concentration
- 1.3 Credit hours: 60

**2. Identification of the proposed program changes:**

- Reduce number of required hours from 60 to 52
- Add AGRO 317 and AGECE 391 to subcategory 2
- Add AGRI 315, AGRO 457 and AGRO 458 to subcategory 3
- Delete AGECE 362, AGRO 455/456 and AGRO 475 from subcategory 3
- Move AGRI 398 courses from subcategory 4 to subcategory 1
- Move AGRO 351 from subcategory 2 to subcategory 4
- Add a 1 hour laboratory (AGRO 111) to subcategory 4

**3. Detailed program description:**

**(Side-by-side table is required for most program changes showing revised program on the right and identifying deletions by strike-through and additions in boldface.)**

- See attached document

**4. Rationale for the proposed program change:**

- These revisions will allow program requirements listed in ICAP and those listed in the catalog to match, thus eliminating the need for ICAP Exception Appeal Form submissions.
- Moving AGRI 398 courses to subcategory 1 accurately reflects the 29 hours of required core agriculture courses.
- Additions to and deletions from subcategories 2 and 3 are based upon conversations with numerous agronomic industry personnel. These changes will better prepare students for careers in crop science.

**5. Proposed term for implementation and special provisions (if applicable): Fall 2015**

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

Department/ Unit

September 18, 2014

College Curriculum Committee

November 7, 2014

Professional Education Council (if applicable)

Undergraduate Curriculum Committee

University Senate

<p>1. Take the following required basic agriculture courses: Select From: AGRI 108 AGRO 110 ANSC 140 AGMC 170 AGMC 171 AGRI 291 AGRO 320 AGRO 350 AGEC 360 AGRI 494 Needs: 27 hours</p>	<p>1. The following 29 hours of basic agriculture courses are required: AGRO 110 (3 credit hours) ANSC 140 (3) AGMC 170/171 (3) AGRI 108 (3) AGRI 291 (3) AGRO 320 (3) AGRO 350 (3) AGEC 360 (3) <b>AGRI 398-001 (1)</b> <b>AGRI 398-002 (1)</b> AGRI 494 (3)</p>
<p>2. Take the following courses from the Agronomy-Plant Science concentration: Needs 22 hours Select from: AGRO 310 <del>AGRO 351</del> AGRO 352 AGEC 361 AGRO 409 AGRO 410 AGRO 414 AGRO 420 AGRO 421 AGRO 422</p>	<p>2. Select 18 credit hours from the following courses for the Agronomy-Plant Science concentration: AGRO 310 (3) <b>AGRO 317 (3)</b> AGRO 352(3) AGEC 361 (3) <b>AGEC 391 (3)</b> AGRO 409/410 (3) AGRO 414 (3) AGRO 420/421 (3) AGRO 422 (3)</p>
<p>3. Take three of the following courses. Note: AGRO 455 and 456 must be taken together. Needs: 3 sets Select from: <del>AGEC 362</del> AGRO 452 AGRO 454</p>	<p>3. Select 3 credit hours from the following courses: <b>AGRI 315 (3)</b> AGRO 452 (3) AGRO 454 (3) <b>AGRO 457/458 (3)</b> AGRI 493 (3)</p>



<p>AGRO 455 AGRO 456 AGRO 475 AGRI 493</p>	
<p>4. Take two AGRI 398 courses. Needs: 2 hours Select from: AGRI 398</p>	<p>4. The following laboratory courses are required: <b>AGRO 111 (1)</b> <b>AGRO 351 (1)</b></p>

Proposal Date: September 15, 2014

**Potter College  
Department of History  
Proposal to Revise a Program  
(Action Item)**

Contact Person: Richard Weigel, [Richard.Weigel@wku.edu](mailto:Richard.Weigel@wku.edu), 5-5724

- 1. Identification of program:**
  - 1.1 Current program reference number: 592
  - 1.2 Current program title: Social Studies
  - 1.3 Credit hours: 60
  - 1.4 On-line delivery %: 40-50 % (varies by semester)
  
- 2. Identification of the proposed program changes: adding additional course options**
  
- 3. Detailed program description:**

**Current Program**

**Proposed Program**

<p>The major in social studies requires a minimum of sixty hours and leads to a bachelor of Arts degree. Students completing this major may be certified in social studies. (pages 75-76 of current WKU catalog)</p>	<p>The major in social studies requires a minimum of sixty hours and leads to a bachelor of Arts degree. Students completing this major may be certified in social studies.</p>
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**Current Program**

**Proposed Program**

Prefix	#	Course Title	Hrs.	Prefix	#	Course Title	Hrs.
HIST	101	World History to 1500	3	HIST	101	World History to 1500	3
	102	World History sn 1500	3		102	World History sn 1500	3
	240	U.S. to 1865	3		240	U.S. to 1865	<b>3</b>
	241	U.S. sn 1865	3		241	U.S. sn 1865	3
	498	Senior Seminar	3		498	Senior Seminar	3
	300-400 level	(U.S. History)	3		300-400 level	(U.S. History)	3
	300-400 level	(Europe to 1648)	3		300-400 level	(Europe to 1648)	<b>3</b>
	300-400 level	(Europe since 1648)	3		300-400 level	(Europe since 1648)	<b>3</b>
	300-400 level	(Areas other than Europe or U.S.)	3		300-400-level	(Areas other than Europe or U.S.)	<b>3</b>

	level						
PS	110	Amer. Govt.	3	PS	110	Amer. Govt.	<b>3</b>
	250 or 260	International or Comparative Politics	<b>3</b>		250 or 260	International or Comparative Politics	<b>3</b>
	310, 316, 326, 327, 328, 370	Restricted Elective in U.S. Politics	<b>3</b>		310, 316, 326, 327, 328, <b>357</b> , 370, <b>373</b> , or <b>435</b>	Restricted Elective in U.S. Politics	<b>3</b>
GEOG	<del>101</del> 110	<del>Human Geography</del> World Regional Geography	3	GEOG	110	World Regional Geography	<b>3</b>
	350, 360, 425, or <del>430</del>	Restricted Electives	3 3		<b>330, 350,</b> <b>360, 364,</b> <b>378, 425,</b> <b>465, 466,</b> or <b>467</b>	Restricted Electives	<b>3</b> <b>3</b>
ECON	202	Microeconomics	3	ECON	202	Microeconomics	<b>3</b>
	203	Macroeconomics	3		203	Macroeconomics	<b>3</b>
ANTH	120	Cultural Anthropology	3	ANTH	120	Cultural Anthropology	<b>3</b>
PSY	100	Gen. Psychology	3	PSY	100	Gen. Psychology	<b>3</b>
SOCL	100	Intro. Sociology	3	SOCL	100	Intro. Sociology	<b>3</b>
TOTALS		Credit Hours	60	TOTALS		Credit Hours	<b>60</b>

Changes are to be in **BOLD** on both sides of the table. Please do not highlight or use different color font.

**4. Rationale for the proposed program change: To provide additional options of courses basic to the program. We propose removing GEOG 101 Human Geography, which is no longer taught, and substituting GEOG 330 Introduction to Cultural Geography for GEOG 430, which was previously Cultural Geography and is now Topics in Cultural Geography, and adding GEOG 364 Europe, 378 Food, Culture, and Environment, 465**

**Asia, 466 Africa, and 467 Middle East as options in Geography. As options in Political Science, we propose adding PS 357 U.S. Foreign Policy, 373 Minority Politics, and 435 American Political Thought.**

**5. Proposed term for implementation and special provisions (if applicable):  
Spring 2015**

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

\_\_\_\_\_ Department/Division: 10/20/14

\_\_\_\_\_ Curriculum Committee 11/06/14

Professional Education Council \_\_\_\_\_

Undergraduate Curriculum Committee \_\_\_\_\_

University Senate \_\_\_\_\_