

AGENDA
PROFESSIONAL EDUCATION COUNCIL
3:30 - Wednesday, December 12, 2012
GRH 3073

- I. Consideration of the Minutes from the November 14, 2012, meeting
(Minutes can be found on the CEBS Main Web Page – click on Faculty & Staff and then Meetings Minutes and Agendas).
- II. New Business
- A. Office of Teacher Services - CEBS**
- Candidates Completing Requirements for Admission to the Professional Education Unit November 14, 2012 to December 12, 2012
 - Student Teacher Candidates List for Spring 2013
- B. College of Education and Behavioral Sciences – Department of Educational Administration, Leadership and Research**
1. Revise a Program – 0010, Educational Leadership (EdD)
 2. Revise a Program – 131, Instructional Leader, School Principal, All Grades Endorsement
- College of Education and Behavioral Sciences - Department of Psychology**
1. Revise a Program – 147, Specialist in Education: School Psychology
- C. Ogden College of Science and Engineering – Department of Mathematics**
1. Revise Course Title – MATH 511, Secondary Mathematics from an Advanced Perspective I
 2. Revise Course Title – MATH 512, Secondary Mathematics from an Advanced Perspective II
 3. Revise a Program – 049, Master of Arts in Mathematics
- D. College of Health and Human Services – Department of Communication Disorders**
1. Revise Course Catalog Listing – CD 506, Dysfluency
 2. Revise a Program – 114, Master of Science: Communication Disorders
- College of Health and Human Services - Department of Family and Consumer Sciences**
1. Revise a Program – 563, Family and Consumer Sciences Education
- III. Other Business
- Information Item - Guidelines for Admission and Retention Subcommittee
 - Information Item – Title and Code Change for Reading and Writing Endorsement for the MAE in Literacy Education, #044

CANDIDATES COMPLETING REQUIREMENTS FOR ADMISSION TO PROFESSIONAL EDUCATION UNIT

November 14, 2012- December 12, 2012

ELEMENTARY P-5

Englert, Kristen
Games, Kirsten L.
Jennex, Gabrielle A.
Jones, Jacqueline

P-12

Clark, Jenna SPED

IECE

Roten, Kayla S. IECE
Ferguson, Carley IECE

MIDDLE GRADES

SECONDARY

MASTERS

Hurt, Susan B. LBD
Keithly, Elizabeth E. Spanish – Alt Route
Ramirez, Roberto Communication Disorders

If there are any questions or concerns about the status of any candidates, 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 2013

QUALIFIED

*****STUDENT TEACHING APPLICATION ACCEPTED***12/12/12**

WKU ID	FIRST	LAST	D	MAJOR
	CHRISTEN	BUTLER		ELEMENTARY
	TIERNEY	COMAN		ELEMENTARY
	KELLEY	COVERT		ELEMENTARY
	SEMHAR	GHEBRESLASIE		ELEMENTARY
	PAMELA	LORSCH		ELEMENTARY
	D. NIKKI	MEYER		ELEMENTARY
	TRACIE	BOARMAN		MGE/SCIENCE
	ALEXANDRA	PRUES		P-12/GERMAN/SPANISH

STUDENT TEACHER CANDIDATES FOR SPRING 2013

NOT QUALIFIED

*****STUDENT TEACHING APPLICATION PENDING***12/12/12**

(THESE STUDENTS HAVE S.T. REQUIREMENTS IN PROCESS)

WKU ID	FIRST	LAST	D	MAJOR
	COURTNEY	ANDERSON	X	ELEMENTARY
	RACHEL	BOWEN	CP	ELEMENTARY
	DONNA	CAUSEY	CP	ELEMENTARY
	KARI	HARP	X	ELEMENTARY
	MELINDA	ROBINSON	X	ELEMENTARY
	BRITTANY	TAYLOR	CP	ELEMENTARY
	HANNAH	EMBRY	X	MGE/LA/S.STUDIES
	SARAH	GREENWOOD	X	MGE/LA/S.STUDIES
	ASHLEY	HUGHES	X	MGE/S.STUDIES/LA
	JOSHUA	McOWEN	X	MGE/MATH
	MARIANNE	WESSLING	CP,X	MGE/MATH
	CURTIS	WILSON	X	MGE/MATH/S.STUDIES
	ADAM	WOODRUFF	X	MGE/SOCIAL STUDIES
	NICHOLAS	CARTER	X	SEC/MATH
	LANCE	PAULEY	X	SEC/PHYSICS

	MEGAN	VINCENT	X	SEC/SOCIAL STUDIES
	KARL	WEIHE	CP,X	P-12/SPANISH
	JUSTIN	KIRBY	X	P-12/MUSIC
	DUSTIN	SEABOLT	X	P-12/MUSIC

CP = Critical Performance Score Deficiency or Disposition Score Deficiency Pending

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

STUDENT TEACHER CANDIDATES FOR SPRING 2013

STUDENT TEACHING APPLICATION WITHDRAWN

WKU ID	FIRST	LAST	MAJOR	DATE
	SARAH	CHANEY	ELEMENTARY	11/16/12
	KEVIN	JOHNSTON	ELEMENTARY	11/19/12
	KIMBERLY	BELL	MGE/MATH	11/14/12
	HEATHER	LEDOUX	MGE/MATH/S.STUDIES	12/5/12
	JORDAN	MATTINGLY	MGE/S.STUDIES/LA	11/12/12

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

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

1. Identification of program:

- 1.1 Current program reference number: 0010
- 1.2 Current program title: Educational Leadership (EDD)
- 1.3 Credit hours: 60 hours beyond the master's degree

2. Identification of the proposed program changes:

Revise program admission policy with respect to GRE/GAP scores.

3. Detailed program description:

Current admission policy	Proposed admission policy
<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"> 1. Transcripts of all undergraduate and graduate course work 2. Documentation of a master's degree (or other graduate degree) from an institution accredited by a nationally recognized accreditation organization 3. Completed application 4. Current (within 1 year of application deadline) resume or vita 5. An in-depth personal statement including qualifications, rationale, and goals related to pursuing the WKU Ed.D. program 6. Three current (within 1 year of application deadline) letters of recommendation from persons in a position to evaluate the applicant's potential for success in a doctoral program 7. GRE scores (Note: Official scores are required. GRE scores must include the Analytical Writing portion or the applicant must complete a writing sample.) <p>International students are encouraged to apply and must submit the following additional documents for admission consideration:</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"> 1. Transcripts of all undergraduate and graduate course work 2. Documentation of a master's degree (or other graduate degree) from an institution accredited by a nationally recognized accreditation organization 3. Completed application 4. Current (within 1 year of application deadline) resume or vita 5. An in-depth personal statement including qualifications, rationale, and goals related to pursuing the WKU Ed.D. program 6. Three current (within 1 year of application deadline) letters of recommendation from persons in a position to evaluate the applicant's potential for success in a doctoral program 7. Official GRE scores that meet the minimum GRE and GAP* scores required for doctoral degrees as described in the WKU Graduate Catalog 8. Submission of a writing sample if applicants took the GRE without the Analytic Writing portion <p>International students are encouraged to apply and must submit the following additional documents for admission</p>

<ol style="list-style-type: none"> 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, or a minimum of 7.0 on the IELTS) 2. Evidence of adequate financial resources 	<p>consideration:</p> <ol style="list-style-type: none"> 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, or a minimum of 7.0 on the IELTS) 2. Evidence of adequate financial resources <p><i>*See explanation of GAP score calculation under "Admission Requirements" in the WKU Graduate Studies Catalog for more information.</i></p>
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4. Rationale for the proposed program change:

Proposed changes reflect the changes to the GRE that were implemented effective August 2011.

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

6. Dates of prior committee approvals:

EDD Leadership Council	<u>09/13/2012</u>
Educational Administration, Leadership, & Research	<u>09/25/2012</u>
CEBS Curriculum Committee	<u>10/30/2012</u>
Professional Education Council	_____
Graduate Council	_____
University Senate	_____

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

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

1. Identification of program:

- 1.1 Current program reference number: 131
- 1.2 Current program title: Instructional Leader, School Principal, All Grades Endorsement
- 1.3 Credit hours: 30

2. Identification of the proposed program changes:

- Revise admission requirements
- Revise prerequisites
- Modify Level I core courses
- Modify Level II coursework

3. Detailed program description:

Current	Proposed
<p>Admission Requirements</p> <ol style="list-style-type: none"> 1. Has submitted an application to Graduate Studies and Research (Form A), including a copy of current and valid teaching certificate. 2. Has a master’s degree from an accredited institution; 3. Has a 3.0 GPA or above on all graduate work; 4. Has submitted a department admission packet and been recommended for admission by the Educational Administration, Leadership, & Research Admission Committee. <p><i>Specific details regarding admission requirements will be found on the department’s Website, in the Graduate Catalog, and in the department’s admission packet. The basis for this program revision is 16 KAR3:050 Instructional Leadership-School Principal, All Grades.</i></p> <p>Requirements A minimum of 30 semester hours is required; at least 15 hours must be WKU credit. Students must have previously completed a master’s degree program, which would qualify for Rank II salary classification. Therefore, the student will complete all 27 hours in Educational Administration course work. The total graduate hours must equal at least 60 hours to be recommended for Rank I. Field experiences are required in most courses. A portfolio is an exit requirement.</p>	<p>Admission Requirements</p> <ol style="list-style-type: none"> 1. A master's degree; 2. Three years of documented teaching experience in a public school or a nonpublic school that meets the state performance standards as established in KRS 156.160; 3. A GPA of 3.0 or higher on all graduate work; 4. Complete a program admission packet requiring: <ul style="list-style-type: none"> (a) Letters of reference (b) Professional portfolio (c) Prerequisite course assessments (d) School district agreement of support; 5. Be recommended based on an interview with district practitioners and department faculty. <p><i>Prerequisites—12 hours</i> EDAD 588 Allocation and Use of Resources EDAD 677 Legal Issues for Professional Educators EDAD 683 Leading Teaching and Learning EDAD 684 Instructional Leadership</p> <p><i>Level I Coursework—18 hours</i> EDAD 640 Introduction to School Leadership EDAD 641 Building Culture and Community EDAD 642 Leveraging Community Systems and</p>

<p>Continuing certification is contingent upon additional Level II courses completed and/or the completion of Kentucky Department of Education approved professional development.</p> <p><i>Prerequisites</i> A master's degree</p> <p><i>Level I required courses—27 hours</i> EDAD 585 Fundamentals of School Administration EDAD 588 School Business Management EDAD 594 Seminar Leadership: Auxiliary Programs EDAD 597 Problems in Educational Administration & Supervision EDAD 677 School Law EDAD 682 School Community Relations EDAD 683 Seminar in Curriculum Development EDAD 684 Instructional Leadership EDAD 690 Principalship</p> <p><i>Level II required courses—9 hours</i> EDAD 590 Administration of School Personnel EDAD 694 Seminar in Educational Administration EDAD 696 Advance Organizational Theory</p>	<p>Resources EDAD 643 Securing and Developing Staff EDAD 644 Creating Organizational Structures and Operations EDAD 645 Practicing the Principalship</p> <p><i>Level II Coursework—12 hours</i> EDAD 694 Seminar in Education Administration (6 hours) Advisor-approved electives (6 hours)</p>
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4. Rationale for the proposed program change:

- Modify Admission Requirements: Proposed revisions to program #131's mirror program, #121 – Planned Sixth Year/Rank I Instructional Leadership – School Principal, All Grades, were approved through the WKU curriculum process in late 2009/early 2010. The rationale for changes to #121 was based on revisions to state regulation that governs the preparation of school principals, Section 3, 16 KAR 3:050 Professional Certificate for Instructional Leadership – School Principal, All Grades. At that time, this #131 “certification only” program also should have been listed as revised to meet the state regulation.
- Modify curriculum requirements: Both #121 and #131 are identical programs regarding coursework and other requirements. Their distinction lies only in how the state Educational Professional Standards Board recognizes program completers based on their position in the state P-12 education pay structure.

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

6. Dates of prior committee approvals:

Educational Administration, Leadership, & Research	<u>9-25-2012</u>
CEBS Curriculum Committee	<u>10-30-2012</u>
Professional Education Council	_____
Graduate Council (for information)	_____
University Senate (for information)	_____

**College of Education and Behavioral Sciences
Department of Psychology
Proposal to Revise a Program
(Action Item)**

Contact Person: Steven J. Haggbloom, steven.haggbloom@wku.edu, 54427

1. Identification of program:

- 1.1 Current program reference number: 147
- 1.2 Current program title: Specialist in Education: School Psychology
- 1.3 Credit hours: 67

2. Identification of the proposed program changes:

Revise program admission policy with respect to GRE/GAP scores.

3. Detailed program description:

Current admission policy	Proposed admission policy
<p>Admission Requirements Applicants should have course work in introductory psychology, statistics, research methods, and either abnormal or personality psychology; a minimum score of 850 or equivalent* on the Graduate Record Examination General Test (Verbal + Quantitative); and a minimum undergraduate GPA of 3.0. Applicants should send three letters of recommendation, a psychology department application form and the graduate studies application form to the Office of Graduate Studies. Beyond these stated minimum requirements, selection is competitive. A criminal background check, TB test, and physical exam will be required of successful applicants during the first semester of graduate study at the applicant's expense.</p> <p>*All admitted students must separately qualify for admission to professional education, including meeting the standardized test score requirements found on the CEBS Teacher Admissions webpage. Students whose GRE scores do not meet the professional education minimums may qualify for admission by submitting qualifying scores on the PRAXIS I. For more information, contact the school psychology program coordinator.</p>	<p>Admission Requirements Applicants should have course work in introductory psychology, statistics, research methods, and either abnormal or personality psychology; a minimum score of 142 or equivalent* on both the Verbal and Quantitative scales on the Graduate Record Examination General Test; a minimum GRE Writing score of 3.5, and a minimum undergraduate GPA of 3.0 (no specific GAP score is required). Applicants should send three letters of recommendation, a psychology department application form and the graduate studies application form to the Office of Graduate Studies. Beyond these stated minimum requirements, selection is competitive. A criminal background check, TB test, and physical exam will be required of successful applicants during the first semester of graduate study at the applicant's expense.</p> <p>*All admitted students must separately qualify for admission to professional education, including meeting the standardized test score requirements found on the CEBS Teacher Admissions webpage. Students whose GRE scores do not meet the professional education minimums may qualify for admission by submitting qualifying scores on the PRAXIS I. For more information, contact the school psychology program coordinator.</p>

4. **Rationale for the proposed program change:** Proposed changes reflect the changes to the GRE that were effective August 2011. The minimum scores of 142 on both the Verbal and Quantitative portions of the GRE are consistent with the Office of Graduate Studies' policy for applicants to Specialist programs. The minimum GRE Writing score of 3.5 is slightly lower than the recommended 4.0. However, as indicated in the Graduate Studies policy, the school psychology program is the only specialist program at WKU that does not require applicants to have a Masters degree. Practically all of our students only have the Bachelors degree upon entry into our program. Requiring a 4.0 Writing score would be requiring our applicants with Bachelors degrees to meet the same standard as applicants with Masters degrees to other programs. Furthermore, data from the graduate students that we accepted and who enrolled in our program from 2005-2011 indicates 8 of the 56 students (14%) had a 3.5 Writing score. Those 8 students had a mean Verbal GRE score of 147 and a mean Quantitative GRE score of 144 (after converting to the new GRE scores), indicating qualified applicants based on the other parts of the GRE. All 8 students are or have been successful graduate students and school psychologists upon graduating from the program. Changing the Writing score to 4.0 would be overly restrictive for our program and would appear to eliminate 14% of otherwise worthy candidates from entrance into the school psychology program.

5. **Proposed term for implementation and special provisions (if applicable):** To be implemented for applicants for admission for fall 2013

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

Department of Psychology:	<u>September 7, 2012</u>
CEBS Curriculum Committee	<u>December 4, 2012</u>
Professional Education Council	_____
Graduate Council	_____
University Senate	_____

Proposal Date: October 18, 2012

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

Contact Person: Summer Bateiha, summer.bateiha@wku.edu, 745-5491

- 1. Identification of course:**
 - 1.1 Current course prefix (subject area) and number: MATH 511
 - 1.2 Current course title: Secondary Mathematics from an Advanced Perspective I
 - 1.3 Credit hours: 3

- 2. Proposed course title:** Algebra from an Advanced Perspective

- 3. Proposed abbreviated course title:** Algebra Advanced Perspective
(max. of 30 characters including spaces)

- 4. Rationale for the revision of course title:** The new title more clearly identifies the content of the course.

- 5. Proposed term for implementation:** Spring 2013

- 6. Dates of prior committee approvals:**

Department of Mathematics	_____10/26/12_____
OCSE Graduate Committee	_____11/16/12_____
Professional Education Council	_____
Graduate Council	_____
University Senate	_____

Attachment: Course Inventory Form

Proposal Date: October 18, 2012

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

Contact Person: Summer Bateiha, summer.bateiha@wku.edu, 745-5491

- 1. Identification of course:**
 - 1.1 Current course prefix (subject area) and number: MATH 512
 - 1.2 Current course title: Secondary Mathematics from an Advanced Perspective II
 - 1.3 Credit hours: 3

- 2. Proposed course title:** Geometry from an Advanced Perspective

- 3. Proposed abbreviated course title:** Geometry Advanced Perspective
(max. of 30 characters including spaces)

- 4. Rationale for the revision of course title:** The new title more clearly identifies the content of the course.

- 5. Proposed term for implementation:** Spring 2013

- 6. Dates of prior committee approvals:**

Department of Mathematics	_____10/26/12_____
OCSE Graduate Committee	_____11/16/12_____
Professional Education Council	_____
Graduate Council	_____
University Senate	_____

Attachment: Course Inventory Form

**Ogden College of Science & Engineering
Department of Mathematics
Proposal to Revise a Program
(Action Item)**

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

1. Identification of program:

- 1.1 Current program reference number: 049
- 1.2 Current program title: Master of Arts in Mathematics
- 1.3 Credit hours: 30-34

2. Identification of the proposed program changes:

- A change of the admission requirements for the program using the new GRE scoring system and the new system adopted for the GAP score.
- Streamlining admission requirements so that candidates do not have to wade through requirements for mathematics and secondary education.
- Revised the list of core mathematics courses.

3. Detailed program description:

Old Program	New Program
<p>This program is intended for students who are secondary teachers in Kentucky who already hold teacher certification and are seeking rank change through attainment of a Master’s degree, This degree does not give a student initial teacher certification, nor is it intended to prepare a student for doctoral studies in mathematics.</p> <p>Admission Requirements: Either (1) a bachelor’s degree in mathematics or (2) completion of the following undergraduate courses: (a) a calculus sequence through multivariable calculus, (b) linear algebra, (c) discrete mathematics, (d) probability or calculus-based statistics, (e) abstract algebra, and (f) geometry. Applicants without a bachelor’s degree in mathematics may be admitted with at most one deficiency in the undergraduate courses listed above. Applicants must have a 2.75 GPA in all required undergraduate mathematics</p>	<p>This program is intended for students who are secondary teachers in Kentucky who already hold teacher certification and are seeking rank change through attainment of a Master’s degree, This degree does not give a student initial teacher certification, nor is it intended to prepare a student for doctoral studies in mathematics.</p> <p>Admission Requirements: Either (1) a bachelor’s degree in mathematics or (2) completion of the following undergraduate courses: (a) a calculus sequence through multivariable calculus, (b) linear algebra, (c) discrete mathematics, (d) probability or calculus-based statistics, (e) abstract algebra, and (f) geometry. Applicants without a bachelor’s degree in mathematics may be admitted with at most one deficiency in the undergraduate courses listed above. Applicants must have one of the following: (a) A GAP score of 600.</p>

courses or a GAP score of 3000.

Mathematics --18 hours

The following courses are required:

Core Mathematics Courses:

MATH 501 Introduction to Probability and Statistics I

MATH 503 Introduction to Analysis

MATH 423G Geometry II or MATH 523

Topics from Geometry

MATH 514 Applications and Modeling for Teachers

Elective Mathematics Courses (6 hours required):

MATH 405G, 406G, 409G, 415G, 417G, 421G, 423G, 431G, 432G, 435G, 439G, 450G, 470G, 475G, 500, 504, 509, 510, **511, 512**, 517, 523, 529, 531, 532, 535, 536, 539, 540, 541, 542, 550, 560, 570, 590, 599, STAT 549.

A maximum of 9 hours at the 400G level may be included in the entire program.

Comprehensive exams in mathematics are required. A student who chooses to do a thesis is required to complete 6 hours of MATH 599 Thesis Research and Writing and to give an oral defense of the thesis.

Secondary Education (12-16 hours)

This program is designed to develop Teacher Leaders who can positively impact student learning in their classrooms and schools.

Courses and experiences include Professional Learning Communities in which students interact with other graduate students from various content areas and grade levels to discuss and work on real world challenges and promising practices they encounter in schools.

An Action Research Project for Teacher Leaders focusing on a classroom, school, or district issue is the capstone for the completion of the Secondary Education portion of the degree.

(GAP = GRE score (verbal+ quantitative only) + 100* GPA)

(b) A GRE score of at least 300

Note that for the above two options WKU requires a minimum score of 139 for both the verbal and the quantitative parts on the GRE.

(c) For students that graduate from WKU with a mathematics major, a GPA of at least 3.3 in their mathematics major.

Applicants must also have or be eligible for a teaching certificate* for Secondary Mathematics (Grades 8-12). A copy of the certificate or statement of eligibility must be submitted with the application.

***Kentucky teachers whose certificates have expired may be admitted into the program, but they may enroll in no more than six hours before they must apply to the Kentucky Education Professional Standards Board for re-issued certificates. After completion of six hours, a student admitted with an expired certificate must submit a copy of the re-issued certificate before being allowed to register for any additional courses. Applicants from out-of-state with expired certificates must complete the requirements for their respective states to renew their certificates and submit a copy of the reissued certificate.**

Mathematics --18 hours

The following courses are required:

Core Mathematics Courses:

MATH 501 Introduction to Probability and Statistics I

MATH 503 Introduction to Analysis

MATH 511 Algebra from an Advanced Perspective

MATH 512 Geometry from an Advanced Perspective

Elective Mathematics Courses (6 hours required):

MATH 405G, 406G, 409G, 415G, 417G, 421G, 423G, 431G, 432G, 435G, 439G, 450G, 470G, 475G, 500, 504, 509, 510, **514**, 517,

During the first course in the program, TCHL 500 *Foundations of Teacher Leadership*, students will complete an assessment process that will be used in determining which TCHL core courses they must take (see *Important Note* below). All students must either complete TCHL 540, 544, 548, 550, 554, and 558 or pass proficiency evaluations for these courses. TCHL 500, 530, and 560 are required for all students, and there are no proficiency evaluations that may be substituted for these courses.

Secondary Education Admission Requirements

(Criteria vary, depending on the student's undergraduate institution and GPA):

1. WKU Graduate: Admission

No qualifying GAP score will be required for graduates of the WKU B.A. in Mathematics program, as long as they have or are eligible for a teaching certificate for Secondary Mathematics (Grades 8-12). A copy of the certificate or statement of eligibility must be submitted with the application.**

2. Graduate of a Kentucky Higher Education

Institute other than WKU:

Applicants with undergraduate degrees from Kentucky higher education accredited universities must have a 2.75 GPA for all previous undergraduate coursework or a qualifying GAP score and must have or be eligible for a teaching certificate* for Secondary Mathematics (Grades 8-12). A copy of the certificate or statement of eligibility must be submitted with the application.**

3. Graduate of an Out-of-State Institution of Higher Education

Applicants with undergraduate degrees from all other higher education accredited

523, 529, 531, 532, 535, 536, 539, 540, 541, 542, 550, 560, 570, 590, 599, STAT 549.

A maximum of 9 hours at the 400G level may be included in the entire program.

Comprehensive exams in mathematics are required. A student who chooses to do a thesis is required to complete 6 hours of MATH 599 Thesis Research and Writing and to give an oral defense of the thesis.

Secondary Education (12-16 hours)

This program is designed to develop Teacher Leaders who can positively impact student learning in their classrooms and schools. Courses and experiences include Professional Learning Communities in which students interact with other graduate students from various content areas and grade levels to discuss and work on real world challenges and promising practices they encounter in schools.

An Action Research Project for Teacher Leaders focusing on a classroom, school, or district issue is the capstone for the completion of the Secondary Education portion of the degree.

During the first course in the program, TCHL 500 *Foundations of Teacher Leadership*, students will complete an assessment process that will be used in determining which TCHL core courses they must take (see *Important Note* below). All students must either complete TCHL 540, 544, 548, 550, 554, and 558 or pass proficiency evaluations for these courses. TCHL 500, 530, and 560 are required for all students, and there are no proficiency evaluations that may be substituted for these courses.

Important Note: While enrolled in TCHL 500, master's candidates will use several documents, including their KTIP assessments or in-kind examples, dispositions self-surveys, referrals from school personnel, and their

universities must have a 2.75 GPA for all previous undergraduate coursework or a qualifying GRE/GAP score and must have or be eligible for a teaching certificate* for Secondary Mathematics (Grades 8-12). A copy of the certificate or statement of eligibility must be submitted with the application.**

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

****Qualifying GAP Score: 2200 or higher (GRE score multiplied by the undergraduate GPA) and a GRE Analytical Writing score of 3.5 or higher**

Important Note: While enrolled in TCHL 500, master's candidates will use several documents, including their KTIP assessments or in-kind examples, dispositions self-surveys, referrals from school personnel, and their respective School Improvement Plan, to develop with their respective program advisors individualized programs of study of 30-34 hours related to Kentucky Teacher Standards and professional goals. Each student's program of study will include some or all of the TCHL courses, at least one content course specific to their initial teaching certification areas, plus additional education-related or content courses.

Courses denoted with an asterisk below are required.

respective School Improvement Plan, to develop with their respective program advisors individualized programs of study of 30-34 hours related to Kentucky Teacher Standards and professional goals. Each student's program of study will include some or all of the TCHL courses, at least one content course specific to their initial teaching certification areas, plus additional education-related or content courses.

Courses denoted with an asterisk below are required.

Secondary Education

Students must complete a total of at least 12 hours in education course work, including the following:

Professional Education Core—9-16 hours

*TCHL 500 – Foundations of Teacher Leadership (3 hours)

*TCHL 530 – Curriculum Development (3 hours)

TCHL 540 – Classroom Instruction: Instructional Strategies (1 hour)

TCHL 544 – Classroom Instruction: Equitable School and Community Partnerships (1 hour)

TCHL 548 – Classroom Instruction: Managing the Learning Environment (1 hour)

TCHL 550 – Student Assessment I:

Fundamentals of Student Assessment (1 hour)

TCHL 554 – Student Assessment II:

Standardized Testing (1 hour)

TCHL 558 – Student Assessment III:

Classroom Tests and Instruments (2 hours)

*TCHL 560 – Action Research Capstone for Teacher Leaders (3 hours)

Education Electives—0-3 hours

Students who successfully complete the proficiency examinations for TCHL 540, TCHL 544, TCHL 548, TCHL 550, TCHL 554, and/or TCHL 558 may substitute another education course with advisor approval. TCHL 520 *Principles of Action Research for Teacher Leaders* is strongly recommended.

Secondary Education

Students must complete a total of at least 12 hours in education course work, including the following:

Professional Education Core—9-16 hours

*TCHL 500 – Foundations of Teacher Leadership (3 hours)

*TCHL 530 – Curriculum Development (3 hours)

TCHL 540 – Classroom Instruction: Instructional Strategies (1 hour)

TCHL 544 – Classroom Instruction: Equitable School and Community Partnerships (1 hour)

TCHL 548 – Classroom Instruction: Managing the Learning Environment (1 hour)

TCHL 550 – Student Assessment I: Fundamentals of Student Assessment (1 hour)

TCHL 554 – Student Assessment II: Standardized Testing (1 hour)

TCHL 558 – Student Assessment III: Classroom Tests and Instruments (2 hours)

*TCHL 560 – Action Research Capstone for Teacher Leaders (3 hours)

Education Electives—0-3 hours

Students who successfully complete the proficiency examinations for TCHL 540, TCHL 544, TCHL 548, TCHL 550, TCHL 554, and/or TCHL 558 may substitute another education course with advisor approval. TCHL 520 *Principles of Action Research for Teacher Leaders* is strongly recommended.

Secondary Education Mid-Point Assessment Requirements:

To ensure that all master's candidates are proficient on Advanced Level Kentucky Teacher Standards, all *Critical Performances* associated with the above TCHL courses must be completed, *even if a candidate's program of studies does not include the courses*. Except for TCHL 560, which should be taken toward the end of their program, candidates may only complete 6 hours in their Specialization

Secondary Education Mid-Point Assessment Requirements:

To ensure that all master's candidates are proficient on Advanced Level Kentucky Teacher Standards, all *Critical Performances* associated with the above TCHL courses must be completed, *even if a candidate's program of studies does not include the courses*. Except for TCHL 560, which should be taken toward the end of their program, candidates may only complete 6 hours in their Specialization Component before they have taken all TCHL courses and/or uploaded all Critical Performances and have achieved an average score of 3.0 on all performances and an average score of 3 on dispositions. Additional course work may be required based on the assessment results.

Secondary Education Completion Requirements:

1. Successfully complete TCHL 560 (Course grade of C or higher).
2. Give acceptable presentation of action research in approved venue.
3. Achieve a minimum 3.0 GPA overall and in secondary education course work.

Total program hours for the MA in Mathematics is 30-34 hours.

<p>Component before they have taken all TCHL courses and/or uploaded all Critical Performances and have achieved an average score of 3.0 on all performances and an average score of 3 on dispositions. Additional course work may be required based on the assessment results.</p> <p>Secondary Education Completion Requirements:</p> <ol style="list-style-type: none"> 1. Successfully complete TCHL 560 (Course grade of C or higher). 2. Give acceptable presentation of action research in approved venue. 3. Achieve a minimum 3.0 GPA overall and in secondary education course work. <p>Total program hours for the MA in Mathematics is 30-34 hours.</p>	
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4. Rationale for the proposed program change:

One change of the admission requirements for the program is needed because of the new GRE scoring system and the new system adopted for the GAP score by WKU. In addition, changes were made to the mathematics admission requirements so that the secondary teaching admission requirements could be deleted. This was done to make the process more understandable for applicants. The last proposed change is aligning the core mathematics courses with the content secondary teachers are most likely to teach so that they can gain the depth of knowledge that they need to be effective at preparing high school students for college.

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

Spring 2013

6. Dates of prior committee approvals:

Mathematics Department: _____ 10/26/12

OCSE Graduate Committee _____ 11/16/12

Professional Education Council _____

Graduate Curriculum Committee _____

University Senate _____

College of Health and Human Services
Dean's office 745-8912
Report to the Professional Education Council

The following items are submitted for consideration at the December 12, 2013 meeting of the PEC:

Type of Item	Item Description and Contact Information
Consent	Proposal to Revise Course Catalog Listing CD 506 Dysfluency Contact: Lauren Bland, lauren.bland@wku.edu , 270-745-8860
Action	Proposal to Revise a Program 114 Master of Science: Communication Disorders Contact: Dr. Richard Dressler, richard.dressler@wku.edu , 270-745-6280
Action	Proposal to Revise a Program 563 Family and Consumer Sciences Education Contact: Kathy Croxall, kathy.croxall@wku.edu , 745-3997

**College of Health and Human Services
Department of Communication Disorders
Proposal to Revise A Program
(Action Item)**

Contact Person: Dr. Richard Dressler, richard.dressler@wku.edu, 270-745-6280

1. Identification of program:

- 1.1 Current program reference number: 114
- 1.2 Current program title: Master of Science: Communication Disorders
- 1.3 Credit hours: 49

2. Identification of the proposed program changes: Current graduate catalog information for admission lists old GRE scoring system

3. Detailed program description:

Old Program	New Program
<p>Applicants to the master's degree program in Communication Disorders must meet the following minimum requirements:</p> <ul style="list-style-type: none">1. GRE Verbal score of 3502. GRE Writing score of 3.53. Average GPA for the last 60 credit hours of college coursework of 3.5 (There must be a minimum of 60 credit hours with a letter grade. Only courses with a letter grade will be used. Pass/Fail grades are not included.)	<p>Applicants to the master's degree program in Communication Disorders must meet the following minimum requirements:</p> <ul style="list-style-type: none">1. GRE Verbal score of 143. Students testing on or after Aug. 1, 2011 need concordant scores established by the Education Testing Service.2. GRE Writing score of 3.53. Average GPA for the last 60 credit hours of college coursework of 3.5 (There must be a minimum of 60 credit hours with a letter grade. Only courses with a letter grade will be used. Pass/Fail grades are not included.)

4. Rationale for the proposed program change:

New graduate catalog listing should match new GRE scoring system.

5. Proposed term for implementation and special provisions: Summer 2013

6. Dates of prior committee approvals:

Communication Disorders Department: 10-19-12

CHHS Graduate Curriculum Committee

11/19/2012

Professional Education Council

Graduate Council

University Senate

**College of Health and Human Services
Department of Family and Consumer Sciences
Proposal to Revise A Program
(Action Item)**

Contact Person: Kathy Croxall, kathy.croxall@wku.edu, 745-3997

1. Identification of program:

- 1.1 Current program reference number: 563
- 1.2 Current program title: Family and Consumer Sciences Education
- 1.3 Credit hours: 82

2. Identification of the proposed program changes: A requirement for advising prior to registration that has been implied in the past is being added. A statement regarding admission to the teacher education program is being added. Three required courses are being changed: DMT 110, Design Concepts, is being replaced by FACS 281, Design Foundations for Family and Consumer Sciences Education, LTCY444, Reading in the Secondary Grades/Reading in the Middle School, is being replaced by LTCY 421, Content Area Reading in the Middle and Secondary Grades, and EDU 250, Introduction to Teacher Education is being replaced by SPED 330 Introduction to Exceptional Education: Diversity in Learning. CS 145, Introduction to Computing, is being dropped because it is no longer offered.

3. Detailed program description:

(Side-by-side table is requested for ALL program changes except title changes showing new program on right and identifying changes in bold type.)

Current Program	Proposed Program
The concentration in Family and Consumer Sciences Education requires a minimum of 51 hours in consumer and family sciences, and 31 hours in professional education for a total of 82 semester hours and leads to a Bachelor of Science degree. A grade of "C" or above must be earned in the following courses required for this major: FACS 111, 151, 180, 191, 310, 311, 380, 381, 481, 492, 493, 494, DMT 100, 110, 131, 223, CS 145 or CIS 141. Professional education courses required are: EDU 250, 489, SEC 351, 352,	The concentration in Family and Consumer Sciences Education requires a minimum of 51 hours in consumer and family sciences, and 31 hours in professional education for a total of 82 semester hours and leads to a Bachelor of Science degree. A grade of "C" or above must be earned in the following courses required for this major: FACS 111, 151, 180, 191, 281 , 310, 311, 380, 381, 481, 492, 493, 494, DMT 110 , IDFM 100, 131, 223, CS 145 or CIS 141. Professional education courses required are: EDU 250 , 489, SPED 330 , SEC 351, 352, 490,

490, MGE 275, 490, LTCY 444, and PSY 310. No minor is required.			MGE 275, 490, LTCY 444 LTCY421 , and PSY 310. No minor is required. Students majoring in FACS Education are required to meet with their advisor before enrolling for the upcoming semester. All requirements for admission to professional education must be met to fulfill the Kentucky standards for the designated teaching certificate. Current information on teacher education and certification are available on the website for the Office of Teacher Services: http://www.wku.edu/stc/		
IDFM 100	3	Intro to Housing/Interior Design	IDFM 100	3	Intro to Housing/Interior Design
DMT 110	3	Design Concepts	FACS 281	3	Design Foundations for FCS Ed
IDFM 131	3	Basic Apparel Construction	IDFM 131	3	Basic Apparel Construction
IDFM 223	3	Textiles	IDFM 223	3	Textiles
FACS 111	3	Human Nutrition	FACS 111	3	Human Nutrition
FACS 151	3	Food Sciences	FACS 151	3	Food Sciences
FACS 180	3	Foundations in FCS	FACS 180	3	Foundations in FCS
FACS 191	3	Child Development	FACS 191	3	Child Development
FACS 310	3	Management of Family Resources	FACS 310	3	Management of Family Resources
FACS 311	3	Family Relations	FACS 311	3	Family Relations
FACS 380	3	Professional Presentation Skills	FACS 380	3	Professional Presentation Skills
FACS 381	3	Methods and Materials in Family & Consumer Sciences	FACS 381	3	Methods and Materials in Family & Consumer Sciences
FACS 481	3	Advanced Methods	FACS 481	3	Advanced Methods
FACS 492	3	Growth and Guidance of Children	FACS 492	3	Growth and Guidance of Children
FACS 493	3	Family Life Education	FACS 493	3	Family Life Education
FACS 494	3	Parenting Strategies	FACS 494	3	Parenting Strategies
CS 145 OR CIS 141	3	Introduction to Computing OR Basic Computer Literacy	CIS 141	3	Basic Computer Literacy
EDU 250	3	Introduction to	SPED	3	Introduction to

		Teacher Education	330		Exceptional Education: Diversity in Learning
LTCY 444	3	Reading in the Middle Grades	LTCY 421	3	Content Area Reading in the Middle and Secondary Grades
MGE 275	3	Foundations of Middle Grades Instruction	MGE 275	3	Foundations of Middle Grades Instruction
MGE 490	5	Student Teaching	MGE 490	5	Student Teaching
PSY 310	3	Educational Psychology: Development and Learning Applied Ed.	PSY 310	3	Educational Psychology: Development and Learning Applied Ed.
SEC 351	3	Teaching Strategies in the Secondary School	SEC 351	3	Teaching Strategies in the Secondary School
SEC 352	3	Planning for Student Diversity	SEC 352	3	Planning for Student Diversity
SEC 489	3	Student Teaching Seminar	SEC 489	3	Student Teaching Seminar
SEC 490	5	Student Teaching	SEC 490	5	Student Teaching
Total Hours	82		Total Hours	82	

4. Rationale for the proposed program change: The program is being updated in the following ways for the following reasons:

- Information regarding advising and admission to the teacher education program is being specifically included where it was implied in the past. This is to ensure there is no confusion on the part of students regarding the need to be admitted to Teacher Education.
- CS 145 will no longer be taught, so that course is being dropped as an option.
- LTCY 444 is no longer being taught so that course is being replaced by LTCY 421.
- DMT 110 is being discontinued. FACS 281 will allow the content from that course to be presented for FCS teacher candidates. FACS teacher candidates have expressed a need for additional practice time on specific sewing skills, including the embroidery machines and serger. Practical application of the principles and elements of design into interior design and textiles projects will be emphasized.
- National Council for Accreditation of Teacher Education (NCATE) documentation over the past few years indicates that former FCS education students have identified a need for more coursework in teaching special needs students due to the large number of these students in the classes they are teaching. Students currently take both EDU 250 and MGE 275, which involves some duplication. Increasing numbers of students are taking EDU 250 as concurrent enrollment while in high school. While this gives them exposure to the content, it does not involve the same quality of observation experiences students need. Student comments indicate that MGE

275 is preferred since it gives them exposure to the middle grades, which most are lacking. Replacing EDU 250 with SPED 330 will better prepare them for this challenge.

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

6. Dates of prior committee approvals:

FACS Department/Division:	Aug. 20, 2012
CHHS Undergraduate Curriculum Committee	Sept. 10, 2012
Professional Education Council	_____
Undergraduate Curriculum Committee	_____
University Senate	_____

**Admission and Retention Subcommittee
Professional Education Council**

Guidelines for Subcommittee Actions

Committee Charge: To hear appeals regarding denial of admission to programs leading to certification by Kentucky's Education Professional Standards Board, and to review the status of students admitted to certification programs and make recommendations regarding continuance.

Membership

The committee is composed of five members, appointed by the Chair of the Professional Education Council (PEC): one PEC member who holds a professional certificate in education; three university faculty members, at least one of whom represents a department outside the College of Education and Behavioral Sciences; and the vice chair of the PEC, who serves as chair of the subcommittee. PEC members chosen to serve on the subcommittee must not be from the same program area/department as the student whose appeal is before the subcommittee.

Procedure for Initiating the Appeal Process

- The CEBS dean will send written notification to a student who is denied admission to the professional education unit, or who has been recommended for dismissal by his/her program faculty, with concurrence from the department head and CEBS dean. The dean's letter will also provide brief information regarding the appeals process and will indicate that a follow-up letter will be forthcoming to provide further details.
- The chair of the Admission and Retention Subcommittee will send the student a letter to describe the appeals process. In the case of a student recommended for dismissal from the professional education unit, the letter will offer the student the opportunity to request that he or she be allowed to withdraw voluntarily from the unit, and the letter will provide directions and a deadline for taking this action. The student who elects to appeal the denial of admission or the recommendation for dismissal will be given a deadline by which he or she must notify the subcommittee chair of the intent to appeal. In this case, the student will be expected to provide a written notification of appeal, articulating the basis for the appeal. In addition, the student will be invited to provide any supporting documentation for the appeal.
- Upon receipt of the student's letter, the subcommittee chair will schedule a meeting of the Admission and Retention Subcommittee to hear the appeal. Generally, the appeal hearing will be scheduled within two weeks of when the student's letter of appeal is received.
- In the case of a denial of admission, if the student does not respond by the deadline, or if the student writes to indicate that he or she does not wish to appeal the denial of admission, no further action will take place; i.e., the student will not be recommended for admission to the professional education unit.
- In the case of a recommendation for dismissal from the professional education unit, if the student does not respond by the deadline, or if the student writes to indicate that he or she does not wish or intend to appeal the recommendation for dismissal, the dean will request that the recommendation for dismissal be placed on the agenda of a subsequent PEC meeting for final action. At the dean's discretion, the Admission and Retention Subcommittee may be asked to review the recommendation to dismiss the student from professional education, before the recommendation is presented to the full PEC.

Procedure for Conducting Hearings of Student Appeals

- Subcommittee members will be provided with copies of the student's appeal and any documentation provided by the student in support of the appeal. In addition, the Office of Teacher Services (in the case

of a denial of admission) or the program faculty (in the case of a recommendation for dismissal) will be requested to provide documentation to support the denial of admission/recommendation for dismissal, and copies of these documents will also be provided to subcommittee members.

- The following persons will be invited to attend the hearing, in addition to subcommittee members: the student, and either the Director of the Office of Teacher Services or his/her designee (in the case of a denial of admission), or a representative from the program faculty who have recommended dismissal from the program.
- The Director of the Office of Teacher Services (or designee) or program faculty representative will be asked to present the case for denial/dismissal, and then the student will be invited to respond and present his/her appeal. Subcommittee members will have an opportunity to question both parties. Neither the student nor the university representative will be allowed to ask questions of each other.
- After all information has been presented, the student and the university representative will be asked to leave while subcommittee members discuss the case. Once a decision is reached, the chair will share the subcommittee's recommendation with both parties.
- The subcommittee chair will send a follow-up letter to both parties to confirm the subcommittee's recommendation.
- If both parties are satisfied with the recommendation, that recommendation will be forwarded to the PEC for final action.
- If either party wishes to appeal the subcommittee's recommendation to the full PEC, he or she may indicate that intention in writing by the deadline indicated in the letter. In this case, the appeal will be heard by the full PEC, at a meeting to be determined by the PEC Chair. Both parties will be invited to attend the PEC meeting at which the appeal is scheduled to be heard. The appeal hearing will be conducted in closed session, and after the student and the university representative have presented their information and answered PEC members' questions, the student and the university representative will be asked to leave. After discussion, the PEC will vote on a recommendation regarding the disposition of the student's appeal.
- The decision by the PEC is final.

Information Item

MEMO TO: Curriculum Committees

FROM: Retta E. Poe, Assistant to the Dean, CEBS

DATE: 11/14/12

SUBJECT: Title and code change for Reading and Writing endorsement for the MAE in Literacy Education, Ref. #044

Because of recent changes made at the state level, we have determined that a title and code change for the Reading and Writing endorsement are needed. Students who complete the MAE in Literacy Education (Ref. #044) may be eligible for this endorsement. Please note the following change:

Old: KE39 or KLS Reading and Writing (Grades P-12)

New: KRE Reading P-12

CEBS Curriculum Committee

_____12-04-12_____

Professional Education Council

Graduate Council

University Senate
