

AGENDA
PROFESSIONAL EDUCATION COUNCIL
3:30 - Wednesday, September 14, 2016
GRH 3073

- I. Consideration of the Minutes from the May 11, 2016 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 – College of Education and Behavioral Sciences**
 - Candidates Completing Requirements for Admission to the Professional Education Unit August 12, 2016 to September 14, 2016

 - B. Ogden College of Science and Engineering – Office of the Dean**
 - Revise a Program – 734 Middle School Science (“MSS”)

 - C. College of Health and Human Services – Family and Consumer Sciences**
 - Create an Equivalent Course – FACS 422 (PSY 422), Adolescent Psychology

- II. Other Business
 - A. Proposed revisions to the Admission and Retention Subcommittee Guidelines, as made by Janet Applin
 - B. Electronic Votes (All Passed)
 - 2.1 July 29, 2016
 - 2.2 July 31, 2016
 - 2.3 August 11, 2016
 - 2.4 August 15, 2016

Candidates Completing Requirements for Admission to Professional Education Unit

August 12, 2016 - September 14, 2016

ELEMENTARY

Aud, Lexi			
Tolliver, Katherine		SPED: LBD/Elem	
Stivers, Julie			
Littlepage, Lindsey			
Clayton, Hayley			
Hendrick, Chelsea			
Weick, Samantha			

MIDDLE GRADES

Tichenor, Brittni		Math	
Davis, Pristina		SS/LA	
Proctor, Mallory		SS/LA	
Roberts, Delilah		Math	
Lester, Brittany		SS/LA	
Sherwood, Katrina		Math	
Hayes, Barry		Math	
Burkeen, Christine		Math	
Paull, Jacky		SS/LA	

P-12

Escobar, Tanya		Spanish	
Talley, Michael		PE	
Faris, Alivia		FACS	
Alexander, Sara		English	
Cable, Clark		Health	

Brownfield, Ashlee		Math	
Cook, Andrew		Music	
Gilbert, Logan		English	
Rippy, Chason		PE	
Dennis, Catherine		English	
Mantle, Jacob		Social Studies	

IECE

Thomas, Kaleigh		IECE	
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GRADUATE

Higdon, Jackie		MAT: SPED	
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If there are any questions or concerns about the status of any candidate, the person with the question or concern should contact Dr. Sam Evans, Teacher Services (745-4664 or sam.evans@wku.edu) prior to the PEC meeting.

**Ogden College of Science and Engineering
Office of the Dean
Proposal to Revise A Program
(Action Item)**

Contact Person: Les Pesterfield, lester.pestterfield@wku.edu, 745-3603

1. Identification of program:

- 1.1 Current program reference number: 734
- 1.2 Current program title: Middle School Science (“MSS”)
- 1.3 Credit hours: 47

2. Identification of the proposed program changes:

- 2.1 Decrease the number of hours in the major from 47 to 30

3. Detailed program descriptions:

Current program	Proposed program
<p>General:</p> <ul style="list-style-type: none"> 1. 23 hours of introductory science core courses are required. 2. A science research methods course, SMED 360, is required. 3. 24 hours of upper level science courses are required including a required course in each of the five disciplines and two from a list of restricted electives. 4. Completion of MATH 117 or 136 or 142 as a support course is required. 5. All courses must be completed with a grade of C or better. All science courses must be completed with an average GPA of 2.75 or better. 6. Students must also complete the SMED major. 	<p>General:</p> <ul style="list-style-type: none"> 1. 15 hours of introductory science core courses are required. 2. A science research methods course, SMED 360, is required. 3. 12 hours of upper level science courses are required including a required course in three of the five disciplines and one from a list of restricted electives. 4. Completion of MATH 117 or 136 or 142, BIOL 120/121 and CHEM 105/106 or 120/121 as support courses is required. 5. All courses must be completed with a grade of C or better. All science courses must be completed with an average GPA of 2.75 or better. 6. Students must also complete the SMED major.
<p>Required introductory science courses (23hrs)</p> <p>ASTR 104 Astronomy of the Solar System (3) or ASTR 106 Astronomy of Stellar Systems (3)</p> <p>BIOL 120/121 — Biological Concepts:</p>	<p>Required introductory science courses (15 hours)</p> <p>ASTR 104 Astronomy of the Solar System (3) or ASTR 106 Astronomy of Stellar Systems (3)</p>

<p>Cells, Metabolism, and Genetics (4)</p> <p>BIOL 122/123 Biological Concepts: Evolution, Diversity & Ecology (4)</p> <p>CHEM 105/106 Fund. of Gen. Chemistry (4) —or CHEM 120/121 College Chemistry I (5)</p> <p>GEOL 111/113 The Earth (4) OR GEOL 112/114 Earth History (4)</p> <p>PHYS 201 College Physics I (4) or PHYS 231/232 College Physics and Biophysics I (4)</p>	<p>BIOL 122/123 Biological Concepts: Evolution, Diversity & Ecology (4)</p> <p>GEOL 111/113 The Earth (4) OR GEOL 112/114 Earth History (4)</p> <p>PHYS 201 College Physics I (4) or PHYS 231/232 College Physics and Biophysics I (4)</p>
<p>Science research course: SMED 360 Research Methods for Mathematics and Science Teachers (3)</p>	<p>Science research course: SMED 360 Research Methods for Mathematics and Science Teachers (3)</p>
<p>Upper level science courses (2+ hours):</p> <p>All of following courses (15 hours):</p> <p>ASTR 405 Astronomy for Teachers (3)</p> <p>BIOL 303 Life Sciences for Middle Grades Teachers (3)</p> <p>CHEM 470 Chemistry/Middle School (3)</p> <p>GEOL 305 Earth Systems Science for Teachers (3)</p> <p>PHYS 410 Physics for Teachers (3)</p> <p>Two restricted elective (min. 6 hours) from:</p> <p>BIOL 319/322 Molecular and Cell Biology (4)</p> <p>BIOL 325 Insect Biodiversity (3)</p> <p>BIOL 326 Ornithology (3)</p> <p>BIOL 327 Genetics (4)</p> <p>BIOL 334 Animal Behavior (3)</p> <p>BIOL 348 Plant Taxonomy (3)</p> <p>GEOG 471 Natural Resource Mgt. (3)</p> <p>GEOL 308 Structural Geology (4)</p> <p>GEOL 310 Global Hydrology (3)</p> <p>GEOL 311 Oceanography (3)</p> <p>GEOL 325 Intro Minerals and Rocks (3)</p> <p>GEOL 380 Intro Field Techniques (3)</p> <p>GEOL 405 Paleontology (4)</p> <p>SMED 300 Middle Grade Science Skills (3)</p> <p>SMED 400 Applying Middle Grade Science Across Disciplines (3)</p>	<p>Upper level science courses (12 hours):</p> <p>Three of the five following courses (9 hours):</p> <p>ASTR 405 Astronomy for Teachers (3)</p> <p>BIOL 303 Life Sciences for Middle Grades Teachers (3)</p> <p>CHEM 470 Chemistry/Middle School (3)</p> <p>GEOL 305 Earth Systems Science for Teachers (3)</p> <p>PHYS 410 Physics for Teachers (3)</p> <p>One restricted elective (min. 3 hours) from:</p> <p>BIOL 319/322 Molecular and Cell Biology (4)</p> <p>BIOL 325 Insect Biodiversity (3)</p> <p>BIOL 326 Ornithology (3)</p> <p>BIOL 327 Genetics (4)</p> <p>BIOL 334 Animal Behavior (3)</p> <p>BIOL 348 Plant Taxonomy (3)</p> <p>GEOG 471 Natural Resource Mgt. (3)</p> <p>GEOL 308 Structural Geology (4)</p> <p>GEOL 310 Global Hydrology (3)</p> <p>GEOL 311 Oceanography (3)</p> <p>GEOL 325 Intro Minerals and Rocks (3)</p> <p>GEOL 380 Intro Field Techniques (3)</p> <p>GEOL 405 Paleontology (4)</p> <p>SMED 300 Middle Grade Science Skills (3)</p> <p>SMED 400 Applying Middle Grade Science Across Disciplines (3)</p>
<p>Support courses MATH 117 Trigonometry (3) or</p>	<p>Support courses MATH 117 Trigonometry (3) or</p>

MATH 136 Calculus I (4) or MATH 142 Calculus with Applications for Life Sciences (5)	MATH 136 Calculus I (4) or BIOL 120/121 Biological Concepts: Cells, Metabolism, and Genetics (4) CHEM 105/106 Fund. of Gen. Chemistry (4) or CHEM 120/121 College Chemistry I (5)
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4. Rationale for the proposed program change:

The primary reason for the proposed change is to bring the number of required hours into alignment with other middle school science certification programs across the region.

Institution	Science content hours	Upper-division hours	Support course hours	Total hours
WKU current	47	24	3	50
proposed	30	15	11	41
University of Louisville	32	6	14	46
Morehead State University ³	33	9	6	39
Indiana State ¹	40	8	4	44
Middle Tennessee State ¹	28	4	12	40
University of Kentucky ²	27	0	6	33
Northern Kentucky University ²	23	0	6	29
Appalachian State ^{1,2}	26	0	4	30

¹ benchmark institution, ² dual certification program with math, ³ UTeach replication site

Middle school science education is unique in that middle school science (MSS) educators are not specialist in a single discipline but generalist across multiple content areas. The *Disciplinary Core Ideas* (DCI) as identified in the *Next Generation Science Standards* (NGSS) for middle school science instruction fall under three categories: Physical Sciences, Life Sciences, and Earth and Space Science. Given the wide range of topics found in the DCI's of MSS, a breadth of knowledge across the content areas of astronomy, biology, chemistry, geology and physics is necessary. As a result, middle school science preparation programs are front-end loaded with a higher number of lower-division coursework hours than might be anticipated.

Additionally, even though the current MSS 734 major requires 47 hours, it is not a standalone major. All MSS majors must also declare a Science and Math Education Major (SMED) 774. The SMED major currently requires 34 hours (31 of which are unduplicated).

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

3 Fall semester 2017

6. Dates of prior committee approvals:

SKyTeach Faculty

08/17/2016

Ogden Dean's Office

08/17/2016

Ogden College Curriculum Committee

09/01/2016

Professional Education Council

Undergraduate Curriculum Committee

University Senate

**College of Health and Human Services
Department of Family and Consumer Sciences
Proposal to Create an Equivalent Course
(Consent Item)**

Contact Person: Adam R. West, adam.west@wku.edu, 270-745-5138

1. Identification of existing course:

- 1.1 Current course prefix and number: PSY 422
- 1.2 Course title: Adolescent Psychology

2. Identification of proposed equivalent course prefix(es) and numbers: FACS 422

3. Rationale for each equivalent course:

- The Department of Psychology cannot offer the needed number of sections of PSY 422 that will be required for a revised major in Family and Consumer Sciences. The current offering of PSY 422 is one section per semester, with one of these offerings per year as an online section. The needs of the Department of Family and Consumer Sciences (FACS) require at least one additional online section each semester to meet the needs of a fully online undergraduate program. Having FACS 422 as an equivalent course will allow qualified FACS faculty to teach the additional required sections.
- Students in the Family and Consumer Science Education major concentration will benefit from having an FACS prefix course on their transcripts as opposed to a PSY prefix course. This is important for students seeking employment as Family and Consumer Science teachers in public schools in Kentucky.
- The Psychology Department has given approval for this proposal via emails from Dr. Pitt Derryberry, Co-Department Head, Department of Psychology (see attached).

4. Proposed term for implementation: Spring 2017

5. Dates of prior committee approvals:

Department of Family and Consumer Sciences	11 May 2016
Department of Psychology	17 August 2016
College of Health and Human Services Curriculum Committee	Sept. 2, 2016
College of Education and Behavioral Sciences	Sept. 6, 2016
Professional Education Council	
Undergraduate Curriculum Committee	
University Senate	

Adam R. West

From: Derryberry, Pitt <pitt.derryberry@wku.edu>
Sent: Tuesday, May 03, 2016 4:09 PM
To: West, Adam
Cc: Wininger, Steven; Wilson, Travis
Subject: RE: Adolescent Development Course

Adam – I think all of this sounds good and will work. We would add FACS 191 as an “or” prerequisite for PSY 422. In other words, students would need to take PSY 100 or FACS 191 prior to taking 422. We tend to offer PSY 422 on-line in the fall. Steve and I are fine with your sections being primarily on-line, though. This will provide more flexibility to those students whose major requires the course, and it also might allow us to offer an a face-to-face section in the fall.

At this point, its fine with us for you to go ahead and proceed with your proposal. It will need to indicate that your course is “cross listed” with PSY 422 or “equivalent” to PSY 422. I’m not sure which is the appropriate term so check with Liz Sturgeon (chair of UCC) on which is the correct term to use. Once yours is approved, we will send a course revision to UCC which will add FACS 191 as an acceptable prerequisite option and will also designate that PSY 422 will be cross-listed with/equivalent to (whichever is determined to be the appropriate term) with your course.

Keep us posted and thanks for working with us on this.

Pitt

W. Pitt Derryberry, Ph.D.
Professor and Co-Department Head
Department of Psychology
Western Kentucky University

Phone: 270-745-5250

West, Adam

From: Derryberry, Pitt
Sent: Wednesday, August 17, 2016 1:54 PM
To: West, Adam
Cc: Wininger, Steven; Wilson, Travis; Kelley, Danita
Subject: RE: Adolescent Psychology Course Equivalent

Hi Adam. Just wanted to let you know that we discussed the FACS 422 course equivalent to PSY 422 today in our department meeting. The department approved so it is fine for the proposal to go forward. As far as submitting the proposal from here is concerned, Steve and I believe that the easiest thing would be for you to submit the proposal to your college and our college at the same time. We will also go ahead and submit paperwork to the CEBS curriculum committee requesting that FACS 191 be added as a prerequisite for PSY 422 (i.e., PSY 100 or FACS 191). Let me know if this plan works on your end.

Pitt

W. Pitt Derryberry, Ph.D.
Professor and Co-Department Head
Department of Psychology
Western Kentucky University

Phone: 270-745-5250

Proposed Revisions to the Admission and Retention Subcommittee Guidelines

Approved by the PEC 12/12/2012

**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, to review student applications for admission to professional education and student teaching when needed, and ~~and~~ to review the status of students admitted to certification programs and make recommendations regarding continuance.

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Membership

The committee is composed of five members of the PEC, appointed by the Vice 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.
- When a student wishes to appeal the decision to deny admission to the professional education unit (teacher admissions) or admission to student teaching, the student should write a formal request and send it to the dean of the College of Education and Behavioral Sciences (CEBS) indicating that said student is requesting an appeal and why – in other words, why should the committee recommend that the student be admitted?
- 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 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,~~ letter, the subcommittee chair will inform the student when the next scheduled meeting of the Admission and Retention Subcommittee will be held. The committee convenes once per month on an as needed basis. ~~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.~~

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- 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 ~~may wish~~ 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 [through email](#) 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.