

CEBS CURRICULUM COMMITTEE
3:00 pm – March 6, 2007
Dean's Conference Room

- I. Approval of Electronic Vote Minutes, February 5, 2007 and the Minutes from the February 6, 2007 CEBS Curriculum Committee meeting. (See under Current Events on the CEBS Web Page)

II. New Business

From the Department of Counseling and Student Affairs

1. Revise Course Grading System-CNS 590, Practicum
2. Revise Course Grading System-CNS 591, Practicum
3. Revise Course Grading System-CNS 595, Internship
4. Revise Course Grading System-CNS 596, Internship

From the Dean's Office – College of Education & Behavioral Sciences

1. Revise a Program – (Master of Arts in Education) Education and Behavioral Sciences Studies

From the Department of Educational Administration, Leadership & Research

1. Professional Certificate for Instructional Leadership-School Superintendent-All Grades Alternate Route to Certification Program Built Upon the School Superintendent All Grades Certification Program

From the Department of Curriculum and Instruction

1. Revise Course Prerequisites-ELED 345, Teaching Strategies for Elementary Teachers I
2. Revise Course Prerequisites-MGE 490, Student Teaching

III. Other Business

1. Two reports from the Alternate Admission Subcommittee
2. Information Only - The Dean's Office has approved one-time course offerings for the following three courses:

EDU 530, ESL for the Regular Classroom – Summer 2007
LTCY 617, Advanced Comprehension Strategies – Summer 2007
LTCY 618, Literacy Leadership and Supervision – Fall 2007

**College of Education and Behavioral Sciences
Department of Counseling and Student Affairs
Proposal to Revise Course Grading System
(Consent Item)**

Contact Person: Dr. Aaron W. Hughey, Aaron.Hughey@wku.edu, 5-4953

1. Identification of course:

- 1.1 Current course prefix and number: CNS 590
- 1.2 Course title: Practicum
- 1.3 Credit hours: 3

2. Current course grading system: Pass/Fail

3. Proposed course grading system: Standard Letter Grading

4. Rationale for revision of course grading system:

The faculty decided to switch to “Pass/Fail” grading for Practicum a couple of years ago. It has since been determined that the quality of student work in Practicum has declined since this change was made. Some students simply want to do the bare minimum necessary to just ‘get by’ as opposed to what they are actually capable of doing. Faculty need the ability to more precisely evaluate the quality of student performance in Practicum; i.e., provide more of an incentive to go above and beyond the minimum requirements. The “Standard Letter Grading” option would again afford them this opportunity.

5. Proposed term for implementation: Summer Session 2007

6. Dates of prior committee approvals:

Department of Counseling and Student Affairs: January 24, 2007

CEBS Curriculum Committee: _____

Professional Education Council _____

Graduate Council _____

University Senate _____

Attachment: Course Inventory Form

**College of Education and Behavioral Sciences
Department of Counseling and Student Affairs
Proposal to Revise Course Grading System
(Consent Item)**

Contact Person: Dr. Aaron W. Hughey, Aaron.Hughey@wku.edu, 5-4953

1. Identification of course:

- 1.1 Current course prefix and number: CNS 591
- 1.2 Course title: Practicum
- 1.3 Credit hours: 3

2. Current course grading system: Pass/Fail

3. Proposed course grading system: Standard Letter Grading

4. Rationale for revision of course grading system:

The faculty decided to switch to "Pass/Fail" grading for Practicum a couple of years ago. It has since been determined that the quality of student work in Practicum has declined since this change was made. Some students simply want to do the bare minimum necessary to just 'get by' as opposed to what they are actually capable of doing. Faculty need the ability to more precisely evaluate the quality of student performance in Practicum; i.e., provide more of an incentive to go above and beyond the minimum requirements. The "Standard Letter Grading" option would again afford them this opportunity.

5. Proposed term for implementation: Summer Session 2007

6. Dates of prior committee approvals:

Department of Counseling and Student Affairs: January 24, 2007

CEBS Curriculum Committee: _____

Professional Education Council _____

Graduate Council _____

University Senate _____

Attachment: Course Inventory Form

**College of Education and Behavioral Sciences
Department of Counseling and Student Affairs
Proposal to Revise Course Grading System
(Consent Item)**

Contact Person: Dr. Aaron W. Hughey, Aaron.Hughey@wku.edu, 5-4953

1. Identification of course:

- 1.1 Current course prefix and number: CNS 595
- 1.2 Course title: Internship
- 1.3 Credit hours: 3

2. Current course grading system: Pass/Fail

3. Proposed course grading system: Standard Letter Grading

4. Rationale for revision of course grading system:

The faculty decided to switch to “Pass/Fail” grading for Practicum a couple of years ago. It has since been determined that the quality of student work in Practicum has declined since this change was made. Some students simply want to do the bare minimum necessary to just ‘get by’ as opposed to what they are actually capable of doing. Faculty need the ability to more precisely evaluate the quality of student performance in Practicum; i.e., provide more of an incentive to go above and beyond the minimum requirements. The “Standard Letter Grading” option would again afford them this opportunity.

5. Proposed term for implementation: Summer Session 2007

6. Dates of prior committee approvals:

Department of Counseling and Student Affairs: January 24, 2007

CEBS Curriculum Committee: _____

Professional Education Council _____

Graduate Council _____

University Senate _____

Attachment: Course Inventory Form

**College of Education and Behavioral Sciences
Department of Counseling and Student Affairs
Proposal to Revise Course Grading System
(Consent Item)**

Contact Person: Dr. Aaron W. Hughey, Aaron.Hughey@wku.edu, 5-4953

1. Identification of course:

- 1.1 Current course prefix and number: CNS 596
- 1.2 Course title: Internship
- 1.3 Credit hours: 3

2. Current course grading system: Pass/Fail

3. Proposed course grading system: Standard Letter Grading

4. Rationale for revision of course grading system:

The faculty decided to switch to “Pass/Fail” grading for Practicum a couple of years ago. It has since been determined that the quality of student work in Practicum has declined since this change was made. Some students simply want to do the bare minimum necessary to just ‘get by’ as opposed to what they are actually capable of doing. Faculty need the ability to more precisely evaluate the quality of student performance in Practicum; i.e., provide more of an incentive to go above and beyond the minimum requirements. The “Standard Letter Grading” option would again afford them this opportunity.

5. Proposed term for implementation: Summer Session 2007

6. Dates of prior committee approvals:

Department of Counseling and Student Affairs: January 24, 2007

CEBS Curriculum Committee: _____

Professional Education Council _____

Graduate Council _____

University Senate _____

Attachment: Course Inventory Form

College of Education and Behavioral Sciences
CEBS Dean's Office
Proposal to Revise a Program
 (Action Item)

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

1. Identification of program

- 1.1 Reference number: 042
- 1.2 Current program title: (Master of Arts in Education) Education and Behavioral Sciences Studies
- 1.3 Credit hours: 30

2. Identification of the proposed changes:

- Delete restricted electives in the categories of the core. Selection of courses for each category will be determined by the program advisor, based on an evaluation of student's professional needs and goals.

3. Detailed program description:

<p>Current program:</p> <p>This program is designed for students who wish to do advanced study of education or behavioral sciences but whose career goals are not addressed by existing programs. Completion of this program does not lead to initial or advanced certification by Kentucky's Education Professional Standards Board, nor does it lead to certification or licensure in counseling or psychology.</p> <p>Applicants for admission are expected to attain a GAP score consistent with the minimum established by the university (currently 2200); earn a GRE-Verbal score of at least 350; and achieve a GRE Analytical Writing score of at least 3.5. In addition, applicants are expected to have an undergraduate degree in an area related to education or behavioral sciences. Accompanying the application must be a personal statement that describes the applicant's professional/career goals, including a discussion of how the applicant believes completing the MAE in Education and Behavioral Science Studies will contribute to the realization of those goals. International students who apply must achieve a minimum score of 550 on the TOEFL (or 213 on the computer-based version). The Listening subscale score must be at least 50 (16 on the computer-based version), and the essay writing subscale score must be at least 4.0.</p> <p>A minimum of 30 semester hours of graduate level course work is required for the non-thesis option; 24 hours of course work is required for the thesis option. All students must pass a final comprehensive examination.</p>	<p>Proposed program:</p> <p>This program is designed for students who wish to do advanced study of education or behavioral sciences but whose career goals are not addressed by existing programs. Completion of this program does not lead to initial or advanced certification by Kentucky's Education Professional Standards Board, nor does it lead to certification or licensure in counseling or psychology.</p> <p>Applicants for admission are expected to attain a GAP score consistent with the minimum established by the university (currently 2200); earn a GRE-Verbal score of at least 350; and achieve a GRE Analytical Writing score of at least 3.5. In addition, applicants are expected to have an undergraduate degree in an area related to education or behavioral sciences. Accompanying the application must be a personal statement that describes the applicant's professional/career goals, including a discussion of how the applicant believes completing the MAE in Education and Behavioral Science Studies will contribute to the realization of those goals. International students who apply must achieve a minimum score of 550 on the TOEFL (or 213 on the computer-based version). The Listening subscale score must be at least 50 (16 on the computer-based version), and the essay writing subscale score must be at least 4.0.</p> <p>A minimum of 30 semester hours of graduate level course work is required for the non-thesis option; 24 hours of course work is required for the thesis option. All students must pass a final comprehensive examination. Selection of</p>
--	---

<p><u>Required core</u></p> <p><i>Research Foundations</i> 3 hours EDFN 500 Research Methods</p> <p><i>Professional Foundations</i> 3 hours EDFN 576 Issues and Trends in Education EDAD 585 Fundamentals of School Admin ADED 510 Introduction to Adult Education CNS 550 Introduction to Counseling CNS 571 Intro to Student Affairs in Higher Ed PSY 541 Introduction to Professional Psychology PSY 455G Intro to the Clinical Practice of Psy LME 512 Issues in Library Media Education</p> <p><i>Strategies/Methodologies of Education or Behavioral Sciences</i> 3 hours EDU 544 Classroom Teaching Strategies LTCY 519 Foundations of Reading Instruction ELED 503 Organization of the Elem School Curr ELED 509 Advanced Methods/Materials for Early Childhood Ed GTE 537 Curr/Strategies/Materials for Gifted Ed SEC 580 The Curriculum CNS 558 Counseling Theories CNS 573 Leadership in Student Affairs CNS 575 Administration of Student Affairs PSY 511 Psychology of Learning PSY 519 Psych Perspec Classroom Behavior PE 505 Foundations of Curriculum Construction ENG 565 Integrated Teaching Eng Second Lang ADED 520 Methods for Teaching Adults EDAD 682 School Community Relations EDAD 683 Seminar in Curriculum Development IECE 520 Organizing Programs for IECE</p> <p><i>Developmental Issues</i> 3 hours EXED 516 Exceptional Child: Perspec/Issues PSY 510 Advanced Educational Psychology PSY 520 Indiv. Differences & Human Diversity PSY 521 Advanced Child Psychology ADED 611 Adult Development and Learning CNS 572 American College Student CNS 574 Student Development in Higher Ed CNS 557 Human & Family Devel in Counseling GTE 536 Nature/Needs Gifted/Creative/Talented CFS 577 Seminar in Child Devel Research</p> <p><i>*Professional Development</i> 3 hours EDU 501 Designing Prof. Devel Plan (1 hour) ———and——— EDU 596 Eval Prof. Devel Plan (2 hours) ———OR——— Practicum/Seminar Course Field-based, practical application, selected with prior approval by advisor. <i>*Capstone Course</i> 3 hours</p>	<p>courses for each category of the core will be determined by the program advisory committee, based on an evaluation of the student's professional needs and goals.</p> <p><u>Required core</u></p> <p><i>Research Foundations</i> 3 hours EDFN 500 Research Methods or equivalent, approved by advisory committee</p> <p><i>Professional Foundations</i> 3 hours</p> <p><i>Strategies/Methodologies of Education or Behavioral Sciences</i> 3 hours</p> <p><i>Developmental Issues</i> 3 hours</p> <p><i>*Professional Development</i> 3 hours Practicum/Seminar Course (Field-based, practical application, selected with prior approval by advisor)</p> <p><i>*Capstone Course</i> 3 hours EDU 595 Directed Study in Education or Behavioral Sciences</p> <p><i>*Note: A thesis (6 hours) may be substituted for the Professional Development and Capstone Course requirements.</i></p> <p style="text-align: right;">Total for core: 18 hours</p> <p><u>Option 1: Education Studies: 12 hours</u></p> <ul style="list-style-type: none"> • Advisor-approved pedagogy-related, strategies, or methods course 3 hours • Content courses 9 hours Courses from non-education fields; must be approved by advisor. <p><u>Option 2: Behavioral Science Studies: 12 hrs.</u></p> <ul style="list-style-type: none"> • Courses selected with advisor approval from Counseling, Psychology, Consumer Family Sciences, Sociology, Social Work, or other behavioral science areas. <p style="text-align: right;">Program Total: 30 hours</p>
--	---

EDU 595 Directed Study in Education or Behavioral Sciences

**Note: A thesis (6 hours) may be substituted for the Professional Development and Capstone Course requirements.*

Total for core: 18 hours

Option 1: Education Studies: 12 hours

- Advisor-approved pedagogy-related, strategies, or methods course 3 hours
~~May be selected from strategies/Methodologies courses listed above, as well as from other education related courses.~~
- Content courses 9 hours
Courses from non-education fields; must be approved by advisor.

Option 2: Behavioral Science Studies: 12 hours

- Courses selected with advisor approval from Counseling, Psychology, Consumer Family Sciences, Sociology, Social Work, or other behavioral science areas.
~~May be selected from content courses listed above, if appropriate, as well as from other content courses.~~

Program Total: 30 hours

4. Rationale for proposed program revisions:

The proposed change will facilitate development of a program tailored to individual student needs, while still giving the program the structure it needs to be coherent.

5. Proposed term for implementation and special provisions: Fall, 2007

6. Dates of prior committee approvals:

Program Advisory Committee for MAE: EBSS 02/23/07

CEBS Curriculum Committee

Professional Education Council

Graduate Council

University Senate

Attachment: Program Inventory Form

PROFESSIONAL CERTIFICATE FOR INSTRUCTIONAL LEADERSHIP

SCHOOL SUPERINTENDENT – ALL GRADES

Alternative Route to Certification Program

Built upon the School Superintendent All Grades Certification Program

WESTERN KENTUCKY UNIVERSITY

EDUCATIONAL ADMINISTRATION

**DEPARTMENT OF EDUCATIONAL ADMINISTRATION,
LEADERSHIP, AND RESEARCH**

COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES

WESTERN KENTUCKY UNIVERSITY

EXECUTIVE SUMMARY

Western Kentucky University proposes to offer an Alternative Route to Certification for School Superintendent – All Grades.

All programs in educational administration in the Department of Educational Administration, Leadership and Research in the College of Education and Behavioral Sciences at Western Kentucky University (WKU) are designed to develop and train transformational leaders. These standards-based programs of study are designed to prepare high quality educational administrators who have demonstrated a significant degree of commitment to the profession and desire an opportunity to develop and enhance their leadership skills. These leaders base all decisions and actions on effects related to the improvement of student success viewed holistically. Successful completion of program requirements are intended to develop transformational leaders who:

- (1) Interpret and utilize data and to improve instruction and performance.
- (2) Demonstrate knowledge of and commitment to issues of equity and ethics in a pluralistic world.
- (3) Facilitate an inclusive, collaborative culture including all such community stakeholders in the promotion of creativity and optimal performance.
- (4) Influence and lead individuals through systemic reform of their context.

The continuous assessment plan will be the same as used for the traditional program. A system of integrated elements provides ongoing assessment of all certification programs offered within the unit. The system includes collecting and reviewing both internal and external input from candidates and from employers. This data is then used to make program changes as appropriate.

All KERA initiatives and EPSB initiatives are addressed within the program content from the perspective of the school district leadership with particular emphasis on the role of the superintendent and/or assistant superintendent.

Candidates who lack some or all of the traditional program requirements can be admitted to the program upon request of a local school district that wishes to consider them as an applicant for a position. If employed, they will have two years to complete all requirements. Applicants to the alternative route to certification program will be assessed individually by a faculty committee to determine the extent to which each applicant has appropriate and adequate educational training and job experience to be admitted to the program. Any areas of deficiency identified by the committee must be satisfied as prerequisite requirements before completion of the program.

The primary reason for implementing an alternative route to certification program for School Superintendent All Grades is to better serve the needs of those school districts within our service region. The alternative route program enables the district to consider the best candidates for positions of superintendent or assistant superintendent, including consideration of candidates that previously have not completed requirements for the superintendent's certification endorsement or are otherwise not eligible for certification under traditional program guidelines.

This alternative route to certification program will allow candidates to be admitted to and complete the program who do not have a traditional background and/or have not completed the prerequisite requirements for the traditional program. Depending on the prior education and/or job experience of the candidate, some or all program requirements may be credited based on that prior experience. Likewise, if it is deemed that the candidate has any particular deficiencies, then the candidate may be required to take additional coursework beyond the traditional program requirements.

Request for Approval of Alternative Route to Certification for School Superintendent

Institution: Western Kentucky University

Date:

Reviewer:

Type of Proposal:

Individual Program

Umbrella Program

I. Statement of Intent Unacceptable Acceptable Target

Narrative should include the following items: (0 = Not Present; + = Present; I = Inadequate)

What will be offered?

Why is an alternative to the traditional program necessary?

How will this program differ from the traditional program?

Western Kentucky University proposes to offer an alternative route to certification for School Superintendent All Grades.

The primary reason for implementing an alternative route to certification program for School Superintendent All Grades is to provide the opportunity for any school district to be able to select the best possible candidate for superintendent or assistant superintendent based on the criteria which the local committee has developed to meet the specific needs of their district. The alternative route program will enable the consideration of candidates that were previously ineligible as they had not completed certification requirements or were not otherwise eligible for certification. Offering this program at Western Kentucky University will provide a service for those school districts that are within the WKU service area. There were three districts just in the past year who requested WKU's assistance in providing this opportunity for a candidate within their district. In the absence of having an approved Alternative Route to Certification program for Superintendent, WKU had to refer the districts and candidates to other state institutions. School districts within the WKU service region have an expectation that all of their certification needs will be met through WKU.

Also, fueling the need for this program is the increasing number of principals who received certification through an alternative route to principal certification program. Many of these school administrators are in school leadership positions and are quite successful. However, many of them are not eligible for superintendent certification as they lack some of the necessary prerequisites. These same prerequisites were waived in order for them to be admitted for principal certification and should not now be a barrier to superintendent certification.

This alternative route to certification program will allow candidates to be admitted to and complete the program who do not have a traditional background and/or have not completed the prerequisite requirements for the traditional program. Depending on prior education and/or job experience of the candidate for alternative route to certification, some course requirements may be credited based on that prior experience and education. Likewise, if it is deemed

that the candidate has any serious deficiencies, then the candidate may be required to take additional coursework beyond the traditional program requirements.

Assessment of applicants to the alternative route to certification program for School Superintendent All Grades will be done on an individual basis by a department faculty committee. Depending on the nature of the individual candidate's educational background and/or job experience, faculty from other departments and colleges in the university may be consulted to assist the department faculty in the assessment of the applicant. The six Interstate School Leaders Licensure Consortium Standards and the six standards included in Technology Standards for School Administrators will provide the guideline for assessment. The department committee will also determine what, if any, additional coursework and/or field experience beyond the specialty area coursework may be necessary for the alternative route candidate as well as determining what, if any, requirements will be waived.

II. Program Description _____ Unacceptable _____ Acceptable _____ Target

Contains: ((0 = Present; Blank = Not Present)

_____ **Methods of delivery**

Courses will be delivered through a combination of online courses that include limited face-to-face meetings and mentored fieldwork in local school district sites.

_____ **Timeline and sequence of courses/activities**

PROGRAM EXPERIENCES

Candidates aspiring to complete and obtain the Professional Certificate for Instructional Leadership--School Superintendent must have completed both Level I and Level II preparation and certificates for one of the positions of early elementary school principal, middle school principal, secondary school principal, or supervisor of instruction. These facets comprise the basis for the program components: General Education, Specialty Area and Professional Studies. If candidates have not completed any of these other preparation programs, then they must demonstrate through other education and/or job experience, essential knowledge and understanding consistent with or an appropriate substitute for what is provided in either the undergraduate or graduate degree or background and these certification programs. This determination will be made by the department admissions committee.

A. GENERAL EDUCATION

The General Education components are based on the undergraduate background and the master's degree or graduate background as identified in the Western Kentucky University Graduate Catalog. The General Education requirements and components are basically the same for all programs. Specifics are identified in the Admission requirements in Section IV of the Folio.

B. SPECIALTY AREA

The Specialty Area is based on the courses required in the Level I and Level II programs for principal and supervisor of instruction. The certification program for School Superintendent is a twelve [12] semester hour program that can be completed within one calendar year. The following, specific courses are required for all students who aspire to obtain the Professional Certificate for Instructional Leadership School Superintendent: **EDAD 639 The Superintendency** - Prerequisites: Permission of instructor and two years of school administrative experience. Function, role, and responsibilities of the school superintendent. Topics include politics and education; superintendent's relationships with the school board, central office staff, and with the state department of education; the budget process; strategic planning; and curriculum leadership.

EDAD 649 School System Administration – Prerequisites: Permission of instructor. School systems operations including finances, auxiliary services human resources, federal and state programs, facilities, and curriculum and instruction.

EDAD 659 Strategic Planning In Education - Prerequisites: Permission of instructor. Examination of planning processes used by leaders to direct educational change and improvement. Includes strategic planning approaches designed to address macro and micro organizational goals.

EDAD 598 Field-Based Experience in Educational Administration. - Clinical experiences with practitioners in the field to acquaint the prospective administrator/supervisor with the realities of educational organizations.

In those instances where the alternative route candidate demonstrates exceptional and appropriate leadership experience through other job experience, one or more of these courses or prerequisites may be waived based on that exceptional experience. This will be determined by the department admissions committee.

C. PROFESSIONAL STUDIES

The professional studies component is based on the certification for teaching, principalship and/or supervisor of instruction, master's degree, and the years of educational experience. The emphasis for this program is found in the Specialty Area component.

Clinical/field experiences

The program for School Superintendent gives emphasis to field and clinical experiences requiring a practicum with the course EDAD 639, The Superintendency. The practicum involves a minimum of twenty-five [25] clock-hours. Under the direction of the cooperating administrator, the student must work in a specified number of activities representative of the types of experiences deemed appropriate and approved for the candidate's program. All or a portion of these field and clinical experiences may be waived by the department admissions committee for alternative route candidates.

Faculty:

Vickie Basham Ed.D.

Gayle Ecton Ed.D.

Jeanne Fiene Ph.D.

Ric Keaster Ed.D.

William Kelley Ed.D.

William Schlinker Ed.D.

Jim Stone Ed.D.

Sharon Spall Ed.D.

Jianliang Wang Ed.D.

Christopher Wagner Ph.D.

Dedicated resources

1. Each district will provide at least one field placement per candidate. For example some students will have a full time quasi-administrative position, which might provide a teacher salary plus twenty days. In other cases a district might be more limited with resources and only be able to provide release time for activities such as job shadowing. In any event each district that recommends a candidate accepted for the cohort will provide some leadership role for him/her to fill.
2. Each district will provide at least one mentor as a support to the candidate.
3. District based practitioners will be identified as experts to enhance currency of university based summer programs in areas such as transportation, finance, and auxiliary programs.
4. Western Kentucky University will provide the technological resource support that will allow web-enhanced instructional delivery. The entire program will be web-enhanced with particular emphasis on utilizing the web to support the field experiences. The web will allow the mentoring team to maintain virtual office hours and for virtual chats between the student and mentoring team as well as between the cohort for virtual seminars. Additionally, students can collaborate on related projects using the web. Discussion boards will be used for on-going discussion of issues and problems encountered in the field experience as well as to address topical issues assigned as part of the field experience. The web site will also provide resource support to the cohort through external links, sharing of files, and networking capabilities.
5. The entire faculty in educational administration and research has expressed a commitment to working collaboratively in the development and delivery of this program. Similarly other college and university faculty will be drawn into the collaboration as needs arise. For example curriculum expertise may be folded in from the teacher education faculty or new leadership theory and practice from a colleague in the business college.

Collaboration with colleges/departments outside education

Collaboration with colleges/departments outside of education will be necessary to help assess a non-traditional applicant's relevant education and work experience. Faculty members from colleges/departments outside of the College of Education and Behavioral Sciences and/or Department of Educational Administration, Leadership, and Research, will be added to the department's committee to help assess non-traditional candidates whose work experience and/or educational background is outside of education.

Incorporation of Kentucky Teacher/Principal Internship Programs

N/A

III. Admission Criteria: _____ Unacceptable _____ Acceptable _____ Target

A. Western Kentucky University Criteria:

1. The candidate must have earned a grade point average of 3.2 or above [4.0 scale] in all graduate work attempted.
2. The candidate must have earned an acceptable score on the GRE, MAT, or NTE.
3. The candidate must present three positive recommendations from colleagues or superiors who are familiar with the candidate's potential for a leadership position in the schools.
4. The candidate must receive favorable consideration from the admissions review committee, which shall be composed, of faculty teaching in the program and practicing administrators in the public schools. If the candidate is from a nontraditional background outside of education, faculty from colleges and/or departments outside of education will be added to the admissions committee.

- B.** The candidate must have completed three [3] years of full-time teaching and two [2] years of administrative experience. May be waived by department admissions committee for alternative route candidates.
- C.** The candidate must have completed the master's degree.
- D.** The candidate must have been issued a Standard Teaching Certificate valid for regular classroom teaching, in grades K-4, 5-8, or 9-12. May be waived by department admissions committee for alternative route candidates.
- E.** The candidate must have completed both Level I and Level II preparation and certification for any principal, or supervisor of instruction. For specifics on each of these programs refer to the respective Folio. May be waived by department admissions committee for alternative route candidates.
- F.** A specific recommendation from the district administration and additional assessment of prior experience and or competencies are required for those seeking admission to the alternative program.
- G.** Candidates who have not completed teacher education certification requirements and/or do not hold a valid teaching certificate for elementary, middle, or secondary grades, can be admitted to this program under the provisions of SB 77 providing they meet the other requirements of this alternative route program. These candidates must submit a portfolio that provides detailed documentation of their relevant work experience, educational background, and other experience and training substantiating why they are a good candidate for a school leadership program. The department admissions committee will review these candidates and make a determination as to any additional requirements that these candidates will need to complete as part of the certification program

IV. Program/Candidate Continuous Assessment Plan (if different from the one approved by the EPSB for the traditional program): _____ Unacceptable _____ Acceptable _____ Target

Program/candidate continuous assessment plan will be same as for the approved traditional program.

V. Curriculum Contract: _____ Unacceptable _____ Acceptable _____ Target

GRADUATE COLLEGE

Form B-105
**CERTIFICATION PROGRAM FORM
 SUPERINTENDENT**

***Mailing label - please fill out completely

This program is for:

Certification Only _____

Certification and Rank I _____

 *** NAME _____
Last First Middle/Maiden

ID Number: _____

ADDRESS: _____

GPA _____

GRE APTITUDE _____

Street

PHONE: _____

City/State
Zip Code

Undergraduate Degree Institution: _____ Date: _____

Graduate Degree Institution: _____ Date: _____

Certification Held _____

CERTIFICATION BEING PURSUED: SUPERINTENDENT
STANDARD TEACHING CERTIFICATE REQUIRED

EDUCATION COURSES	HRS	DATE	TR	SUBJECT MATTER	HRS	DATE	TR
PREREQUISITE							
Completion of Level I and II preparation requirements for administrative endorsement as principal or supervisor.							

EDUCATION COURSES	HRS	DATE	TR	SUBJECT MATTER	HRS	DATE	TR
EDAD 639	3						
EDAD 649	3						
EDAD 659	3						
EDAD 598 (superintendent)*	3						

STUDENT _____

CERTIFICATION OFFICER _____

(Signature)
(Date)
(Signature)
(Date)

RANK I ADVISOR _____

GRADUATE DEAN _____

(Signature)
(Date)
(Signature)
(Date)

**NOTE: (1) A 3.0 GPA is required for admission to the program.
 (2) Students must submit a comprehensive professional exit portfolio.**

Waivers requested: X Yes _____ No

Regulations:

16 KAR 3:010

Section 1c

Section 3a

Section 3d

**College of Education and Behavioral Sciences
Department of Curriculum and Instruction
Proposal to Revise Course Prerequisites
(Consent Item)**

Contact Person: Tabitha Daniel, Tabitha.daniel@wku.edu, 7452615

1 Identification of course:

- 1.1 Course prefix (subject area) and number: ELED 345
- 1.1 Course title: Teaching Strategies for Elementary Teachers I
- 1.1 Credit hours: 3

2 Current prerequisites/corequisites:

Prerequisites: EDU 250 and PSY 310 with a grade of "C" or higher; a passing score on specified standardized instrument and admission to Teacher Education pending.
Prerequisite or Corequisite: EXED 330

3 Proposed prerequisites/corequisites:

Prerequisites: EDU 250 and PSY 310 with a grade of "C" or higher; a passing score on specified standardized instrument, **overall GPA of 2.5 or higher**, and admission to Teacher Education pending
Prerequisite or Corequisite: EXED 330

4 Rationale for the revision of prerequisites:

In order to be admitted to Teacher Education a student has to have achieved a 2.5 or higher GPA. However, every semester there are students with insufficient GPAs enrolling in ELED 345, taking spaces away from other students who have already met the GPA requirement for admission to Teacher Education. Because there is more student demand for ELED 345 than there are available slots, the faculty would like to give the slots to the students who are most likely to qualify for admission to the program. Therefore, the faculty are proposing that to enroll in the course, students will have to have a high enough GPA to qualify for admission to Teacher Education.

5. Effect on completion of major/minor sequence:

No effect

6. Proposed term for implementation:

Summer 2007

7. Dates of prior committee approvals:

Department of Curriculum and Instruction

2-23-2007

CEBS Curriculum Committee

Professional Education Council

University Curriculum Committee

University Senate

**College of Education and Behavioral Sciences
Department of Curriculum and Instruction
Proposal to Revise Course Prerequisites
(Consent Item)**

Contact Person: Dr. Terrence McCain, terry.mccain@wku.edu 270.745-6055

1. Identification of course:

- 1.1 Course prefix (subject area) and number: MGE 490
- 1.2 Course title: Student Teaching
- 1.3 Credit hours: 5 or 10 hours

2. Current prerequisites and co-requisite:

Prerequisites: Admission to Teacher Education; overall GPA of 2.5 or higher; and completion of the following courses with grades of "C" or higher: MGE 275, EXED 330, MGE Methods course(s), LTCY 421 or 444, PSY 421 or 422 and PSY 310

Co-requisite: EDU 489

3. Proposed prerequisite and co-requisites:

Prerequisites: Admission to Teacher Education; overall GPA of 2.5 or higher; and completion of all professional education and content courses with grades of "C" or higher.

Co-requisite: EDU 489

4. Rationale for the revision of prerequisites/co-requisites/special requirements: The faculty believe that grades of "C" or higher should be required not only in the professional education courses but also in the content courses so that students will have a stronger knowledge base in the content areas that they are teaching.

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

6. Proposed term for implementation: The requirement of grades of "C" or higher in professional education courses is not changed, so it is effective immediately. The requirement of grades of "C" or higher in content courses will affect students who declare the major in Middle Grades Education beginning Fall, 2007 and thereafter.

7. Dates of prior committee approvals:

Department of Curriculum and Instruction

02/23/07

CEBS Curriculum Committee

Professional Education Council

University Curriculum Committee

University Senate

Attachment: Course Inventory Form

MEMO TO: CEBS Curriculum Committee

FROM: Retta Poe

DATE:02/13/07

SUBJECT: Report from the Alternate Admission Subcommittee

Members of the Alternate Admission Subcommittee of the CEBS Curriculum Committee were requested to individually review one application for alternate admission to the MAE program in Literacy Education. All members of the subcommittee reviewed the application and returned their recommendations to me by 2/13/07.

Subcommittee members reviewed the application using the *Checklist for Alternate Admissions Subcommittee*, which was developed based on the college's policy for alternate admission applications. The subcommittee recommended that S.T. be unconditionally admitted to the MAE program in Literacy Education.

I have forwarded the application to Graduate Studies in accordance with the recommendations of the Alternate Admission Subcommittee.

MEMO TO: CEBS Curriculum Committee

FROM: Retta Poe

DATE: 02/26/07

SUBJECT: Report from the Alternate Admission Subcommittee

Members of the Alternate Admission Subcommittee of the CEBS Curriculum Committee were requested to individually review one application for alternate admission to the MAE program in Instructional Leader - Principal. Four of the five members of the subcommittee reviewed the application and returned their recommendations to me by 2/26/07 (one member abstained).

Subcommittee members reviewed the application using the *Checklist for Alternate Admissions Subcommittee*, which was developed based on the college's policy for alternate admission applications. The subcommittee recommended that L.G. be unconditionally admitted to the MAE program in Instructional Leader - Principal.

I have forwarded the application to Graduate Studies in accordance with the recommendations of the Alternate Admission Subcommittee.