

CEBS CURRICULUM COMMITTEE
3:00 pm – August 5, 2008
Dean's Conference Room

I. Approval of Minutes from the June 3, 2008 meeting. (Click on Faculty & Staff and then Meeting Minutes and Agendas on the CEBS Web Page.)

II. New Business

From the Department of Counseling and Student Affairs

1. New Course – CNS 710, Leadership and Stress Management

From the Department of Curriculum and Instruction

1. New Course – SMED 101, Introduction to Inquiry-Based Approaches to Teaching
2. New Course – SMED 102, Introduction to Inquiry-Based Lesson Design
3. New Course – SMED 210, Knowing and Learning in Mathematics and Science
4. New Course – SMED 220, Classroom Interactions

From the Office of the Dean-CEBS

1. Proposal to Create a Certification Policy

III. Other Business

--Reports from the Alternate Admissions Subcommittee

Proposal Date: 04/30/2008

**College of Education and Behavioral Sciences
Department of Counseling and Student Affairs
Proposal to Create a New Course
(Action Item)**

Contact Person: Fred E. Stickle, email: fred.stickle@wku.edu, Phone: 745-4953

1. Identification of proposed course:

- 1.1 Course Prefix and Number: CNS 710
- 1.2 Course Title: Leadership in Stress Management
- 1.3 Abbreviated title: Leadership/Stress Management
- 1.4 Credit hours and contact hours: 3
- 1.5 Type of course: Seminar
- 1.6 Prerequisites: None
- 1.7 Catalog course listing: Examines the meaning of stress, its effects on the individual and the organization, how it manifests itself, and strategies for its management. Explores the organizational demands that contribute to stress and addresses how leaders in organizations can help provide preventive stress management.

2. Rationale:

- 2.1 Reason for developing the proposed course: Stress is a major problem in our society today. Work stress is costing businesses billions of dollars (Greenberg, 2008). Individuals who take on leadership positions can better lead if they have a working knowledge of how stress affects people and various methods of how to reduce harmful stress. For some, a leadership position may contribute to a person's stress in such a way that they are ineffective as a leader. The course will teach 1) how to better manage personal stress and 2) how to contribute to stress reduction for individuals under their leadership. The course is consistent with the university's mission "to prepare students to be productive, engaged leaders in a global society".
- 2.2 Projected enrollment in the proposed course: Twenty per offering. An informal survey of graduate students reveals that this will be a course of interest. The anticipated enrollment of each doctoral cohort is approximately 25.
- 2.3 Relationship of the proposed course to courses now offered by the department: The topic of stress is touched on in a number of counseling courses including: CNS 554 Group Counseling, CNS 555 Social and Cultural Diversity, CNS 559 Techniques of Counseling, CNS 561 Counseling Children, CNS 562 Counseling Adolescents, CNS 564

Counseling the Elderly, CNS 580 Family Life Studies, CNS 582 Sex Therapy, CNS 583 Marriage Therapy, CNS 584 Violent and Dysfunctional Families, and CNS 667 Drug Abuse Counseling. CNS 559, Techniques of Counseling includes teaching on stress reduction through relaxation and cognitive restructuring. Leadership in Stress Management will focus on the leader and how they can better manage and reduce harmful stress in organizations.

- 2.4 Relationship of the proposed course to courses offered in other departments: Public Health has a new course entitled Stress Management (PH 530). It covers the health aspects of stress and the management of stress. It does not center on leadership aspects of managing stress in organizations. There are no specific courses at the graduate level on the topic of leadership in stress management. EDLD 720, Individual and Group Issues in Leadership include motivation, attitudes, negotiation/crises, conflict management and interpersonal communication in leadership. But the course does not discuss stress management. Students taking EDLD 720 may be interested in also taking CNS 710. No other course at the 600 or 700 level includes topics on stress management for leaders.
- 2.5 Relationship of the proposed course to courses offered in other institutions: This course is similar to graduate level courses offered at other institutions including the following examples:

Ohio State University

PSY 539 - Stress, Social Support, and the Professional Helper

Stress at work and elsewhere: emphasis on treatment through social support.

University of Texas

MANA5342 - Preventive Stress Management

Examines the organizational demands that cause stress. Identifies the psychophysiology of the stress response and the individual/organizational costs of distress. Emphasis is placed on the principles and methods of preventive stress management, such as social support, exercise, and the relaxation response.

University of Nevada

HED 607 - Stress Management

Explores such things as the meaning of stress, its effects, how it manifests itself physically, mistakes made in handling stress, and strategies for self-care in managing stress. Particular emphasis on the role of physical activity in controlling stress and the development of a controlled lifestyle that provides a balance between work and play and rest and exercise. 3 Credits.

3. Discussion of proposed course:

3.1 Course objectives: The objectives of the course are that the student will: Understand the anatomical, neurological, physiological, and psychological components of the stress response and the implications of these processes in providing leadership for the management of stress in organizations.

- Articulate how stress impacts a leader's health and well-being and affects performance in many areas of life, including the organization in which one works.
- Provide leadership in the selection of an appropriate stress management strategy for organizations, taking into consideration the nature of the stressor, the theoretical mechanisms underlying the strategy, and demonstrate the effectiveness of the strategy in the given circumstance in the organization.
- Provide leadership in the development of a behavior modification plan to change specific behaviors in order to reduce the negative effects of stress and to enhance the positive effects of stress both individually and in the organization.
- Examine and be able to identify how a person in a leadership position may contribute to destructive stress in an organization.
- Be able to demonstrate how a person in a leadership position may assist in specific behaviors that may reduce the negative effects of stress in an organization.

3.2 Course outline:

- Understanding Stress
 - Contemporary concepts of stress
 - Response-based concept of stress
 - Event-based concept of stress
 - Interactional Model of stress
 - Research on stress
- The nature of stress in leadership
 - The effect leadership in the organization has on personal stress of the leader
 - How the leader may increase or decrease negative stress among the staff of an organization
- Sources of stress for leaders
 - Environmental/social stress
 - Occupational stress
 - Physical basis of stress
- Assessing organizational stress
 - The leader's role in assessing stress
 - Instruments leaders may use in assessing stress

- Current research leaders use in assessing organizational stress
- Leadership in reducing negative stress in organizations
 - The role of the leader in reducing stress
 - Stress management skills for leaders
 - Coping with stress
 - Research on effective ways leaders may reduce negative stress in organizations

3.3 Student expectations and requirements: Students will complete all assigned reading and be prepared to actively participate in class discussion. Students will be expected to complete the various stress assessment instruments and report their findings. Students will be given tests over the content presented. A formal research paper will be required of each student.

3.4 Tentative texts and course materials:
 Greenberg, Gerrold S. (2008) Comprehensive Stress Management. 10th Edition. New York, New York: McGraw-Hill.
 Lin, Zhiang & Covleg, Kathleen (2003) Designing Stress Resistant Organizations. Norwell, Massachuettts: Klumer Academic Publishers.

4. Resources:

- 4.1 Library Resources: Adequate.
- 4.2 Computer resources: Adequate.

5. Budget implications:

- 5.1 Proposed method of staffing: Current faculty.
- 5.2 Special equipment: None.
- 5.3 Expendable materials needed: None.
- 5.4 Laboratory materials needed: None.

6. Proposed term for implementation: Spring 2009

7. Dates of prior committee approvals:

Counseling & Student Affairs Department April 30, 2008

CEBS Curriculum Committee _____

Professional Education Council _____

Graduate Council _____

University Senate _____

Attachments: Bibliography, Library Resources Form, Course Inventory Form

Bibliography

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- Blonna, R. (2006). *Coping with Stress in a Changing World*. McGraw-Hill Companies.
- Boss, P. (2002). *Family Stress Management: A Contextual Approach*. Thousand Oaks, CA: Sage Publications.
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- Sutherland, L., & Cooper, J. P. (2002). *Strategic Stress Management*. Palgrave Macmillan.
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- Winner, J., & Myers, S. (2003). *Stress Management Made Simple: Effective Ways to Beat Stress for Better Health*. Blue Fountain Press.
- Wong, P. T. P., Wong, L. C. J., & Lonner, W. J. (2006). *Handbook of Multicultural Perspectives on Stress and Coping*. New York, NY: Springer.
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Proposal Date: 3/12/2008

College of Education and Behavioral Sciences
Department of Curriculum and Instruction
Proposal to Create a New Course
(Action Item)

Contact Person: Richard Gelderman, richard.gelderman@wku.edu, (270) 745-6203

1. Identification of proposed course:

- 1.1 Course prefix and number: SMED 101
- 1.2 Course title: Step 1: Introduction to Inquiry-Based Approaches to Teaching
- 1.3 Abbreviated course title: Step 1: Inquiry-Based Teaching
- 1.4 Credit hours / contact hours: 1.0 / 1.5
- 1.5 Type of course: A (Applied Learning)
- 1.6 Prerequisites: none
- 1.7 Course catalog listing:

Introduction to theory and practice necessary to design and deliver high quality inquiry-based math and science instruction. Students explore and practice the guided inquiry process, creating lesson plans and implementing these during visits to elementary classrooms. Fieldwork required; students are responsible for arranging their own transportation to sites.

2. Rationale:

- 2.1 Reason for developing the proposed course:

This course is part of SKyTeach, a National Math and Science Initiative (NMSI) funded program to replicate the University of Texas at Austin's UTeach curriculum for preparation of math and science teachers. Adopting this sequence meets NMSI's requirement for replication of UTeach at WKU. In this first course of the SKyTeach curriculum, students are invited to explore teaching as a career by teaching math/science lessons in elementary classrooms. The early field experience allows students to obtain direct experience with planning and implementing inquiry-based lessons, led by SKyTeach Master Teachers who are experienced middle or secondary teachers. The elementary classrooms will be selected both for diversity of the student body and for quality of the classroom teacher, providing the best and most supportive environment for this first taste of teaching.
- 2.2 Projected enrollment in the proposed course:

Based on enrollments in current math and science teacher education sequence and the successful recruitment of math/science majors for the one-time-only fall 2008 sections of this course, we expect 80 students per year. When the SKyTeach program is approved it will become the sole path to math/science teacher certification for middle or high school.
- 2.3 Relationship of the proposed course to courses now offered by the department:

The combination of this course and SMED 102 most closely resembles EDU 250 and MGE 275; however SMED 101 goes beyond classroom observations to include planning and teaching math and science lessons in classrooms supervised by experienced elementary teachers.

- 2.4 Relationship of the proposed course to courses offered in other departments:
No other department offers a specific introduction to math and science education for middle grade and secondary teachers.
- 2.5 Relationship of the proposed course to courses offered in other institutions:
This course is a replication of the STEP 1 course in the University of Texas at Austin's UTeach program.

3. Discussion of proposed course:

3.1 Course objectives:

This course will provide math and science majors with first-hand experience with inquiry-based math/science lessons in elementary classrooms. Upon completion of this course, students will be able to:

- Utilize content knowledge to plan and teach three upper elementary grade lessons
- Use sources of exemplary inquiry-based mathematics and science lessons
- Write performance objectives and assessments of those objectives for each lesson
- Design and teach inquiry-based lesson plans using the “5-E” model (engage, explore, explain, expand, evaluate).
- Determine their own personality/learning style using survey instruments and discuss implications for teaching and learning
- Use questions to elicit feedback to determine students' acquisition of knowledge
- Implement safe classroom practices
- Assess commitment to pursue teaching as a career path

3.2 Content outline:

Students will attend one weekly class led by a SKyTeach Master Teacher to learn about the design and delivery of best practice science and math lessons. Later in the term, students, working in teams, will present three lessons in an elementary grade classroom. Each pair of students will have a mentor teacher who will provide feedback on the instruction provided.

- Writing a 5E Lesson Plan
- Writing Measurable Lesson Objectives
- Inquiry-Based Instruction
- Preparing to Teach Lessons
- Evaluation Strategies
- Using the Internet for Instruction
- Cooperative Learning
- Diverse Learning Styles
- Student Demonstrations

3.3 Student expectations and requirements:

Students will be assessed on the results of in-class and out-of-class assignments,

the creation and evaluation of three lesson plans, and the feedback from the mentor teacher and Master Teacher regarding the performance of those lesson plans in an elementary classroom.

Students will be able to:	Evidence (Student Products)
1. Utilize content knowledge to plan and teach three upper elementary grade lessons.	<ul style="list-style-type: none"> • One paragraph in each lesson plan that provides background information on the concept(s) presented • Content accuracy throughout the lesson plan • Observations by the mentor teacher and the Master Teacher
2. Utilize exemplary sources of inquiry-based science and mathematics lessons.	<ul style="list-style-type: none"> • Participation in model lessons presented in class • Sources of lessons are cited in each lesson plan
3. Write performance objectives and assessments of those objectives for each lesson.	<ul style="list-style-type: none"> • Performance objectives and corresponding assessments are included in each lesson plan
4. Design and teach three inquiry-based lesson plans using the “5-E” model.	<ul style="list-style-type: none"> • Three inquiry-based lesson plans • Written feedback by the mentor teacher for three inquiry-based lessons taught in an upper elementary classroom • Written feedback by the Master Teacher for at least one inquiry-based lesson taught in an upper elementary classroom
5. Determine personality/learning styles using survey instruments (<i>e.g.</i> , Kiersy Temperament Sorter or Gardner’s Multiple Intelligences) and discuss implications for teaching and learning.	<ul style="list-style-type: none"> • Completion and analysis of survey instrument(s) • Participation in class discussions on the implications of personality and learning styles for teaching and learning
6. Use probing questions to elicit feedback to determine students’ acquisition of knowledge.	<ul style="list-style-type: none"> • Participation in class discussions on questioning strategies • Extensive examples of possible questions and expected responses listed in each lesson plan • Written feedback for every lesson from the mentor teacher indicating the effective use of questioning strategies
7. Implement safe classroom practices	<ul style="list-style-type: none"> • Safety issues addressed in each lesson plan • Observations by the mentor teacher and the Master Teacher
8. Assess commitment to pursue teaching as a career path.	<ul style="list-style-type: none"> • Participate in a class discussion on intentions to pursue teaching as a career path

3.4 Tentative texts and course materials:

No text will be required. All course material will be available through a website.

4. Resources:

- 4.1 Library resources: see attached library resource form and bibliography
- 4.2 Computer resources: no new additional resources required

5. Budget implications:

- 5.1 Proposed method of staffing:
Master Teacher position funded through SKyTeach grant
- 5.2 Special equipment needed:
Inquiry-based math and science kits, funded through SKyTeach
- 5.3 Expendable materials needed:
Inquiry-based math and science kits, initially funded through SKyTeach
- 5.4 Laboratory materials needed:
Inquiry-based math and science kits, funded through SKyTeach

6. Proposed term for implementation: Winter 2009

7. Dates of prior committee approvals:

- Department of Curriculum & Instruction: 25 April 2008
- CEBS Curriculum Committee: _____
- Ogden College Curriculum Committee: _____
- Professional Education Council: _____
- University Curriculum Committee: _____
- University Senate: _____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

SMED 101 – Step 1: Introduction to Inquiry-Based Approaches to Teaching

Books in WKU Libraries collection – representative list of supplemental materials

- Brandwein, Paul. Elements in a strategy for teaching science in the elementary school. Cambridge: Harvard University Press, 1962.
- Guillaume, Andrea; Yopp, Ruth and Yopp, Hallie. 50 Strategies for Active Teaching: Engaging K-12 learners in the classroom. Boston: Kluwer Academic, 2007.
- Kronowitz, Ellen C. Teacher's Guide to Success: Teaching Effectively in Today's Classrooms. New York: Wiley, 2008.
- Marzano, Robert. Art and science of teaching : a comprehensive framework for effective instruction. New York: Oxford University Press, 1984.
- Schwab, Joseph. The Teaching of Science As Enquiry. Cambridge: Harvard University Press, 1962.
- Ciardiello, A. Vincent. Puzzle them first! : Motivating adolescent readers with question-finding. New York: Harcourt, Brace & World, 2007.
- Rowe, Mary Budd. Teaching science as continuous inquiry. New York: McGraw-Hill, 1978.

Journals in WKU Libraries collection – representative list of supplemental materials

- Journal of Research in Science Teaching,
Mathematics Teacher,
Mathematics Teaching in the Middle School,
Physics Teacher, Science and Children,
Science Education,
Science Scope,
Science Teacher,
Teaching Children Mathematics

LIBRARY RESOURCES

Date: January 21, 2008

Proposed Course: SMED 101 – Step 1: Introduction to Inquiry-Based Approaches to Teaching

Current Library holdings in support of the described course are:

 adequate inadequate*

* Additional materials that would raise support to an adequate level:

Monographs or Nonprint Resources:

(Note: put any additional recommended titles on reverse side)

Serials to be recommended for adoption:

Comments:

**Richard Gelderman, Faculty Member Proposing
Course**

Liaison Librarian

Coordinator, Collection Development

A tentative course proposal including bibliography must be submitted to the appropriate Subject Reference Librarian at least three weeks prior to the departmental curriculum committee meeting when the proposal will be considered. The availability of Library Resources Statement will be completed and returned to the course proposer.

Proposal Date: 3/12/2008

College of Education and Behavioral Sciences
Department of Curriculum and Instruction
Proposal to Create a New Course
(Action Item)

Contact Person: Richard Gelderman, richard.gelderman@wku.edu, (270) 745-6203

1. Identification of proposed course:

- 1.1 Course prefix and number: SMED 102
- 1.2 Course title: Step 2: Introduction to Inquiry-Based Lesson Design
- 1.3 Abbreviated course title: Step 2: Inquiry Lesson Design
- 1.4 Credit hours / contact hours: 2.0 / 3.0
- 1.5 Type of course: A (Applied Learning)
- 1.6 Prerequisite: SMED 101
- 1.7 Course catalog listing:

Further exploration of inquiry-based learning experiences, developing skills designing, teaching, analyzing, and assessing inquiry-based math and science lessons. Students design lesson plans and perform these during visits to middle school classrooms. Fieldwork required; students are responsible for arranging their own transportation to sites.

2. Rationale:

- 2.1 Reason for developing the proposed course:

This course is part of SKyTeach, a National Math and Science Initiative (NMSI) funded program to replicate the University of Texas at Austin's UTeach curriculum for preparation of math and science teachers. Adopting this sequence meets NMSI's requirement for replication of UTeach at WKU. In this second course of the SKyTeach curriculum, students develop and teach inquiry-based lessons, led by SKyTeach Master Teachers who are experienced classroom teachers. The students continue their exploration of teaching as a career by teaching science/math lessons in middle school classrooms, selected to provide the best and most supportive environment for this introduction to teaching.
- 2.2 Projected enrollment in the proposed course:

Based on enrollments in current math and science teacher education sequence and the successful recruitment of math/science majors for the one-time-only fall 2008 sections of SMED 101, we expect 60 students per year. When the SKyTeach program is approved it will become the sole path to math/science teacher certification for middle or high school.
- 2.3 Relationship of the proposed course to courses now offered by the department:

The combination of this course and SMED 102 most closely resembles EDU 250 and MGE 275; however SMED 101 goes beyond classroom observations to include planning and teaching math and science lessons in classrooms supervised by experienced middle grade teachers.

2.4 Relationship of the proposed course to courses offered in other departments:
No other department offers a similar introduction to math and science education for middle grade and secondary teachers.

2.5 Relationship of the proposed course to courses offered in other institutions:
This course is a replication of the STEP 2 course in the University of Texas at Austin's UTeach program.

3. Discussion of proposed course:

3.1 Course objectives:

The goals of this course are to provide math and science majors with first-hand experience with inquiry-based math/science lessons in middle grade classrooms. The course emphasizes writing good 5-E lesson plans in KTIP format, with a focus on the importance of using appropriate questioning strategies throughout the lesson. Students develop pre- and post-assessments for performance objectives. Students analyze and modify one of the lessons they taught, taking into account the results of the assessments, their reflection on how successful the lesson was, and feedback from their mentor teachers and the course instructor who observed the lesson. After completing this course, students will be able to:

- Utilize content knowledge to plan and teach three middle school lessons
- Use sources of exemplary inquiry-based mathematics and science lessons
- Consider the unique attributes of adolescents in order to implement teaching strategies that are effective in the middle school environment
- Design and deliver three inquiry-based lesson plans using the "5-E" model
- Use and evaluate the appropriateness of technology
- Use questions to elicit feedback to determine students' acquisition of knowledge
- Use pre- and post-assessments to evaluate student learning and to revise lesson plans
- Provide instructive feedback to peers
- Reflect on teaching experiences in order to revise lesson plans
- Implement safe classroom practices
- Assess decision to pursue teaching as a career path

3.2 Content outline:

Students will attend one weekly class led by a SKyTeach Master Teacher to learn about the design and delivery of best practice science and math lessons. Later in the term, students, working in teams, will present three lessons in an middle grade classroom. Each pair of students will have a mentor teacher who will provide feedback on the instruction provided.

Introduction to the course and teaching as a career

Understanding Adolescents, student factors that influence teaching

Technology and Inquiry

Questioning, intro to strategies for formative and summative assessment

Preparing to Teach Lessons

Management, Procedures, positive expectations and basic legal issues

Introduction to Final Project, classroom factors that influence teaching

Creating Professional Teaching Materials

Using Data for Lesson Revision
 Variations of Classroom Inquiry
 Preparation for Final Project
 Structure of Public Education
 Final Project Presentations

3.3 Student expectations and requirements:

Students will be assessed on the results of in-class and out-of-class assignments, the creation and evaluation of three lesson plans, and a final project that incorporates feedback from the mentor teacher and university instructor regarding the performance of those lesson plans.

Students will be able to:	Evidence (Student Products)
1. Utilize content knowledge to plan and teach three middle school lessons.	<ul style="list-style-type: none"> • Each lesson plan must provides background information on the concept(s) presented • Content accuracy throughout the lesson plan • Observations by the mentor teachers and the university instructor
2. Utilize exemplary sources of inquiry-based science and mathematics lessons.	<ul style="list-style-type: none"> • Participation in model lessons presented in class • Sources of lessons are cited in each lesson plan
3. Experience teaching adolescents in order to understand their unique attributes and implement teaching strategies that are effective in the middle school environment.	<ul style="list-style-type: none"> • Each lesson plan must explicitly indicate why the instructional strategies are effective for adolescents • Participation in a class session that addresses attributes of adolescents • Written feedback from the mentor teachers and the university instructor who observe lessons
4. Design and teach three inquiry-based lesson plans using safe practices and the “5-E” model.	<ul style="list-style-type: none"> • Three inquiry-based lesson plans with 5-E template that includes safety recommendations. • Written feedback by the mentor teacher for three inquiry-based lessons taught in a middle school • Written feedback by the university instructor for inquiry-based lessons taught in a middle school
5. Design and teach lessons that incorporates use of technology.	<ul style="list-style-type: none"> • Participation in technology activities during class • Written feedback from the mentor teacher indicating that lessons incorporated technology
6. Use probing questions to elicit feedback on students’ acquisition of knowledge.	<ul style="list-style-type: none"> • Extensive examples of possible questions and expected responses listed in each lesson plan • Written feedback for every lesson from the mentor teacher indicating the effective use of questioning strategies
7. Use pre- and post-assessments to evaluate student learning, to	<ul style="list-style-type: none"> • Analyze the use of pre- and post-assessments to evaluate student learning

Students will be able to:	Evidence (Student Products)
provide instructive feedback to middle school students, and as a basis for revising a lesson plan.	<ul style="list-style-type: none"> • Pre- and post-assessments with written comments for instructive feedback for lesson plans • Pre- & post-assessments used to revise lesson plan
8. Provide instructive feedback to peers	<ul style="list-style-type: none"> • Written feedback provided to peers who present their lessons during class

3.4 Tentative texts and course materials:

H. K. Wong, and R. Wong. (1998) The First Days of School. Harry K Wong Publications: Mountain View, CA.

4. Resources:

4.1 Library resources: see attached library resource form and bibliography

4.2 Computer resources: no new additional resources required

5. Budget implications:

4.3 Proposed method of staffing:

Master Teacher position funded through SKyTeach grant

4.4 Special equipment needed:

Inquiry-based math and science kits, funded through SKyTeach

4.5 Expendable materials needed:

Inquiry-based math and science kits, initially funded through SKyTeach

4.6 Laboratory materials needed:

Inquiry-based math and science kits, funded through SKyTeach

6. Proposed term for implementation: Spring 2009

7. Dates of prior committee approvals:

Department of Curriculum & Instruction: 25 April 2008

CEBS Curriculum Committee: _____

Ogden College Curriculum Committee: _____

Professional Education Council: _____

University Curriculum Committee: _____

University Senate: _____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

SMED 102 – Step 2: Introduction to Inquiry-Based Lesson Design

Books in WKU Libraries collection – representative list of supplemental materials

- Brandwein, Paul. Elements in a strategy for teaching science in the elementary school. Cambridge: Harvard University Press, 1962
- Ciardiello, A. Vincent. Puzzle them first! : Motivating adolescent readers with question-finding. New York: Harcourt, Brace & World, 2007
- Guillaume, Andrea; Yopp, Ruth and Yopp, Hallie. 50 Strategies for Active Teaching: Engaging K-12 learners in the classroom. Boston: Kluwer Academic, 2007
- Kronowitz, Ellen C. Teacher's Guide to Success: Teaching Effectively in Today's Classrooms. New York: Wiley, 2008
- Marzano, Robert. Art and science of teaching : a comprehensive framework for effective instruction. New York: Oxford University Press, 1984
- Rowe, Mary Budd. Teaching science as continuous inquiry. New York: McGraw-Hill, 1978
- Schwab, Joseph. The Teaching of Science As Enquiry. Cambridge: Harvard University Press, 1962.
- Wong, Harry K. and Wong, Rosemary. The First Days of School. Harry K Wong Publications: Mountain View, CA, 1998

Journals in WKU Libraries collection – representative list of supplemental materials

- Journal of Research in Science Teaching
- Mathematics Teacher
- Mathematics Teaching in the Middle School
- Physics Teacher
- Science and Children
- Science Education
- Science Scope
- Science Teacher
- Teaching Children Mathematics

Liaison Librarian

Coordinator, Collection Development

A tentative course proposal including bibliography must be submitted to the appropriate Subject Reference Librarian at least three weeks prior to the departmental curriculum committee meeting when the proposal will be considered. The availability of Library Resources Statement will be completed and returned to the course proposer.

Proposal Date: 3/12/2008

College of Education and Behavioral Sciences
Department of Curriculum and Instruction
Proposal to Create a New Course
(Action Item)

Contact Person: Richard Gelderman, richard.gelderman@wku.edu, (270) 745-6203

1. Identification of proposed course:

- 1.1 Course prefix and number: SMED 210
- 1.2 Course title: Knowing and Learning in Mathematics and Science
- 1.3 Abbreviated course title: Knowing and Learning
- 1.4 Credit hours and contact hours: 3.0
- 1.5 Type of course: L (lecture)
- 1.6 Prerequisite: SMED 101
- 1.7 Course catalog listing:
Introduction to theories and principles of educational psychology and related fields with emphasis on knowing and learning in math and science. Introduction to research on learning, memory, individual development, and intelligence. Applications of learning theory will be explicitly tied to design of lesson plans, assessment mechanisms and classroom management.

2. Rationale:

- 2.1 Reason for developing the proposed course:
This course is part of SKyTeach, a National Math and Science Initiative (NMSI) funded program to replicate the University of Texas at Austin's UTeach curriculum for preparation of math and science teachers. Adopting this sequence meets NMSI's requirement for replication of UTeach at WKU. This course replaces the usual education psychology course. It will be an introduction to the theories for knowing and learning in math and science, drawing on insights from many fields of inquiry.
- 2.2 Projected enrollment in the proposed course:
Based on enrollments in the current math and science teacher education sequence and the successful recruitment of math/science majors for the one-time-only fall 2008 sections of SMED 101, we expect 60 students per year. When the SKyTeach program is approved it will become the sole path to math/science teacher certification for middle or high school.
- 2.3 Relationship of the proposed course to courses now offered by the department:
This course combines components MGE/SEC 477/479 with material incorporated into PSY 310. SKyTeach students will take this course instead of existing courses.
- 2.4 Relationship of the proposed course to courses offered in other departments:
This course will resemble PSY 310 but will emphasize knowing and learning in mathematics and science as understood from a multidisciplinary perspective.

2.5 Relationship of the proposed course to courses offered in other institutions:
 This course is a replication of the *Knowing and Learning* course in the University of Texas at Austin's UTeach program.

3. Discussion of proposed course:

3.1 Course objectives:

Students will be introduced to the theories for knowing and learning in math and science, drawing on insights from many fields of inquiry including psychology, anthropology, critical literacy, sociology, biology, linguistics, neuroscience, philosophy, developmental theory, artificial intelligence, and domains of math & science. Students will discuss the standards for knowing; how knowing and learning are structured; and how knowing changes and develops. In addition, the course will include discussion of tensions between general characterizations of knowing (e.g. intelligence) and the specifics of coming to understand powerful ideas in math and science; as well as current issues and tensions in education, especially related to the content and evolution of scientific ideas.

3.2 Content outline:

- Science of Mind-Tasks and Representations
- Modeling Problem Solving
- Local, State and National Standards for Math and Science Education
- How Experts Differ From Novices
- Learning and Transfer
- Design of Learning Environments
- How People Learn: Mathematics Instruction / Science Instruction
- Clinical Interviews: I, II, & III
- Teacher Learning
- Rethinking the Foundations of Assessment
- Technology to Support Learning

3.3 Student expectations and requirements:

Students will be able to:	Evidence (Student Products)
1. Articulate standards for knowing science and mathematics and the theoretical frames which would lead to the adoption of a given set of standards.	<ul style="list-style-type: none"> • Contributing to class discussion • Analysis of clinical interviews • Written examinations
2. Describe how knowing and learning are structured and how what we know changes and develops.	<ul style="list-style-type: none"> • Contributing to class discussion • Analysis of clinical interviews • Written examinations
3. Describe paradigms for evaluating understanding (<i>i.e.</i> , theories of general intelligence <i>versus</i> expert/novice)	<ul style="list-style-type: none"> • Contributing to class discussion • Written examinations
4. Describe links between knowing and developing in learning theory,	<ul style="list-style-type: none"> • Contributing to class discussion • Analysis of clinical interviews

Students will be able to:	Evidence (Student Products)
and content and evolution of scientific ideas.	<ul style="list-style-type: none"> • Written examinations
5. Clinical Interviews with subject(s) engaged in a problem solving activity. Students will record the interview, transcribe and analyze the activity.	<ul style="list-style-type: none"> • Transcription and analysis of interviews • Rubric given to students before clinical interview to make transparent what will be assessed
6. Express informed opinions on current issues and tensions in education, especially as they relate to mathematics and science instruction.	<ul style="list-style-type: none"> • Contributing to class discussion • Analysis of clinical interviews • Written examinations

3.4 Tentative texts and course materials:

L. Darling-Hammond and J. Bransford (eds.). (2005). *Preparing Teachers for a Changing World: What Teachers Should Learn and Be Able to Do*. Wiley: Jossey-Bass.

J.D. Bransford, A.L. Brown and R.R. Cocking (eds.). (1999). *How People Learn: Brain, Mind, Experience, and School*. National Academy Press.

J. T. Bruer. (1993). *Schools For Thought: A Science of Learning in the Classroom*. MIT Press: Bradford Books.

4. Resources:

4.1 Library resources: see attached library resource form and bibliography

4.2 Computer resources: no new additional resources required

5. Budget implications:

5.1 Proposed method of staffing: current staff

5.2 Special equipment needed: none

5.3 Expendable materials needed: none

5.4 Laboratory materials needed: none

6. Proposed term for implementation: Spring 2009

7. Dates of prior committee approvals:

Department of Curriculum & Instruction: ___April 25, 008___

Department of Psychology: ___July 29, 2008___

CEBS Curriculum Committee: _____

Ogden College Curriculum Committee: _____

Professional Education Council: _____

University Curriculum Committee: _____

General Education Committee: _____

University Senate: _____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

SMED 210: Knowing and Learning in Mathematics and Science

Books in WKU Libraries collection – representative list of supplemental materials

Preparing Teachers for a Changing World: What Teachers Should Learn and Be Able to Do; L. Darling-Hammond and J. Bransford (eds.); 2005; Wiley

How People Learn: Brain, Mind, Experience, and School; J.D. Bransford, A.L. Brown and R.R. Cocking (eds.); 1999; National Academy Press

Schools For Thought: A Science of Learning in the Classroom; J.T. Bruer; 1993; MIT Press

LIBRARY RESOURCES

Date: January 21, 2008

Proposed Course: SMED 210: Knowing and Learning in Mathematics and Science

Current Library holdings in support of the described course are:

_____ adequate _____ inadequate*

* Additional materials that would raise support to an adequate level:

Monographs or Nonprint Resources:

(Note: put any additional recommended titles on reverse side)

Serials to be recommended for adoption:

Comments:

Richard Gelderman, Faculty Member Proposing
Course

Liaison Librarian

Coordinator, Collection Development

A tentative course proposal including bibliography must be submitted to the appropriate Subject Reference Librarian at least three weeks prior to the departmental curriculum committee meeting when the proposal will be considered. The availability of Library Resources Statement will be completed and returned to the course proposer.

Proposal Date: 3/12/2008

College of Education and Behavioral Sciences
Department of Curriculum and Instruction
Proposal to Create a New Course
(Action Item)

Contact Person: Richard Gelderman, richard.gelderman@wku.edu, (270) 745-6203

1. Identification of proposed course:

- 1.1 Course prefix and number: SMED 220
- 1.2 Course title: Classroom Interactions
- 1.3 Abbreviated course title: Classroom Interactions
- 1.4 Credit hours and contact hours: 3.0
- 1.5 Type of course: L (lecture)
- 1.6 Prerequisite: SMED 210
- 1.7 Course catalog listing:
Designed to expand students' abilities to understand how learning theories are applied in instructional settings as students develop, implement and evaluate activities and strategies for teaching diverse students equitably. Fieldwork required; students are responsible for arranging their own transportation to sites.

2. Rationale:

- 2.1 Reason for developing the proposed course:
This course is part of SKyTeach, a National Math and Science Initiative (NMSI) funded program to replicate the University of Texas at Austin's UTeach curriculum for preparation of math and science teachers. Adopting this sequence meets NMSI's requirement for replication of UTeach at WKU. This course ties together the earlier courses in the program, with the students' initial experiences to teaching and the initial theories for knowing and learning math and science. Increased attention is paid to classroom management strategies, use of technology, and instructional methods suited for students with diverse learning needs. The mentored field experiences continue with lessons taught in high school classrooms.
- 2.2 Projected enrollment in the proposed course:
Based on enrollments in the current math and science teacher education sequence and the successful recruitment of math/science majors for the one-time-only fall 2008 sections of SMED 101, we expect 60 students per year. When the SKyTeach program is approved it will become the sole path to math/science teacher certification for middle or high school.
- 2.3 Relationship of the proposed course to courses now offered by the department:
This course will most closely resemble MGE 385, MGE 485, SEC 351, and SEC 453. SKyTeach students will take this course in lieu of the existing courses.
- 2.4 Relationship of the proposed course to courses offered in other departments:

No other department offers courses in math and science education for middle grade and secondary teachers.

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

This course is a replication of the *Classroom Interactions* course in the University of Texas at Austin's UTeach program.

3. Discussion of proposed course:

Course objectives:

Students who successfully complete this course will be able to:

- understand, discuss, and judge the merits of multiple models of teaching
- critically evaluate research results on best teaching practices
- observe and analyze how instruction develops content understanding
- observe and analyze instruction with regard to equitable and diverse participation
- develop a plan to create a positive learning environment and a well-managed classroom
- plan and teach multi-day math/science lessons on an assigned topic
- use student work as evidence of classroom results
- use school, classroom and student data to examine instructional and equity issues
- use teaching technologies and understand how they can affect classroom interaction
- begin development of a professional teaching portfolio

Content outline:

- Learning with Meaning
- Teacher Interview
- Unit Planning: 5E's
- Plan, Teach, and Analyze Lessons
- Motivating Positive Student Behavior
- Safety Certification
- Structuring Group Work
- Alternative Assessments
- Effective Rules and Procedures for Classroom Management
- Adaptations for Students with Special Needs and Giftedness
- Equity Frameworks: Gender, Culture, ELL, Funding, and Assessment

Student expectations and requirements:

Students will be able to:	Evidence (Student Products)
1. Compare models of teaching and use various models of teaching as appropriate to design three high school lessons.	<ul style="list-style-type: none">• Written justification of lesson plans• Discussions evaluating teaching• Using various models (in class and in field)• Observation by mentor teacher & instructor

Students will be able to:	Evidence (Student Products)
2. Plan multiple-day lesson plans on assigned subjects in high school math and science	<ul style="list-style-type: none"> • Lesson plans, including essays justifying them and responses to reviewer comments • Evaluations of practice teaching • Complete appropriate sections of portfolio
3. Teach multiple-day lessons in high school math/science classes.	<ul style="list-style-type: none"> • Video tapes of teaching • Observer comments on teaching.
4. Analyze their own and others' teaching in terms of how the instruction develops the content understanding of the students involved.	<ul style="list-style-type: none"> • Analyses of teaching with video samples and other student artifacts • Development of a knowledge map for assigned lessons in high school classrooms • Complete appropriate sections of portfolio
5. Analyze their own and others' ability to address equity issues in teaching (e.g., those learning in a second language, with disabilities, from minority cultures, etc.).	<ul style="list-style-type: none"> • Analyze teaching with video samples and other artifacts with regard to equity issues • Presentation and discussion of video samples and artifacts of teaching • Complete appropriate sections of portfolio
6. Become familiar with policies, classroom strategies, and state and national standards.	<ul style="list-style-type: none"> • Participation in discussion and Internet postings regarding policies concerning students who have diverse needs
7. Explore theory and research regarding classroom interactions and broader educational policies effecting content understanding and equity for all students	<ul style="list-style-type: none"> • Participation in discussions of readings • Posting of commentaries on the Internet • Written analyses of readings
8. Become familiar with relevant types of teaching technology and analyze how technology can affect classroom interactions.	<ul style="list-style-type: none"> • Artifacts produced by use of technology • Discussions of effectiveness of technology • Written analyses of the uses of technology • Complete appropriate sections of portfolio

Tentative texts and course materials:

H. K. Wong and R. Wong. (1998). The First Days of School. Harry K Wong Publications: Mountain View, CA.

4. Resources:

- 4.3 Library resources: see attached library resource form and bibliography
- 4.4 Computer resources: no new additional resources required

5. Budget implications:

- 5.5 Proposed method of staffing: current staff
- 5.6 Special equipment needed: none
- 5.7 Expendable materials needed: none

5.8 Laboratory materials needed: none

6. Proposed term for implementation: Fall 2009

7. Dates of prior committee approvals:

Department of Curriculum & Instruction: 25 April 2008

CEBS Curriculum Committee: _____

Ogden College Curriculum Committee: _____

Professional Education Council: _____

University Curriculum Committee: _____

University Senate: _____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

SMED 220: Classroom Interactions

Books in WKU Libraries collection – representative list of supplemental materials

- Foundations for the future*; R. Lesh & J.J. Kaput (eds.); 2008; Dordrecht: Kluwer Publishing
- Building Academic Language: Essential Practices for Content Classrooms*; J. Zwiers; 2007; Wiley
- Classroom Management: Creating a Successful K-12 Learning Community*; P. Burden; 2006; Wiley
- Creating Classrooms Where Teachers Love to Teach And Students Love to Learn*; R. Sornson; 2005; Love and Logic Press
- The Construction of New Mathematical Knowledge in Classroom Interaction: An Epistemological Perspective*; H. Steinbring; 2005; Springer
- Confident Classroom Leadership*; P. Hook & A. Vass; 2000; David Fulton
- Ghosts in the machine: Women's voices in research with technology*, N. Yelland & A. Rubin (eds); 2000; Peter Lang
- Comprehensive Classroom Management: Creating Communities of Support and Solving Problems*; V.F. Jones & L.S. Jones; 1998; Allyn and Bacon
- Maintaining Sanity In The Classroom: Classroom Management Techniques*; R. Dreikurs, B. Bronia Grunwald, F.C. Pepper; 1998; Taylor & Francis
- Reasons for Learning: Expanding the Conversation on Student-Teacher Collaboration*; J.G. Nicholls & T.A. Thorkildsen, eds.; 1995; Teachers College Press, Columbia University
- Teaching With Love & Logic: Taking Control of the Classroom*; J. Fay & D. Funk; 1995; Love and Logic Press
- Educational Environments: Evaluation, Antecedents, and Consequences*; B.J. Fraser & H.J. Walberg, eds.; 1991; Pergamon Press
- Gender influences in classroom interaction*; L. Cherry Wilkinson & C.B. Marrett, eds.; 1985; Academic Press
- The Growing Teacher: How to Become the Teacher You've Always Wanted to Be*; J. Carlson & C. Thorpe; 1984; Prentice-Hall
- Developing attitude toward learning*; R.F. Mager; 1968; Fearon Publishers

Journals

- Advances in Physiology Education*,
American School Board Journal,
Educational Leadership,
Harvard Educational Review,
Journal of Research in Science Teaching,
Mathematics Teacher,
Mathematics Teaching in the Middle School,
Mathematical Thinking and Learning,
The Science Teacher,
Teaching Children Mathematics

LIBRARY RESOURCES

Date: January 21, 2008

Proposed Course Name and Number: SMED 220: Classroom Interactions

Current Library holdings in support of the described course are:

 adequate inadequate*

* Additional materials that would raise support to an adequate level:

Monographs or Nonprint Resources:

(Note: put any additional recommended titles on reverse side)

Serials to be recommended for adoption:

Comments:

Richard Gelderman, Faculty Member Proposing
Course

Liaison Librarian

Coordinator, Collection Development

A tentative course proposal including bibliography must be submitted to the appropriate Subject Reference Librarian at least three weeks prior to the departmental curriculum committee meeting when the proposal will be considered. The availability of Library Resources Statement will be completed and returned to the course proposer.

College of Education and Behavioral Sciences
Proposal to Create a Certification Policy
(Action Item)

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

1. **Identification of proposed policy:** Policy on Expiration of Courses and Programs Leading to Professional Education Certification

2. **Statement of proposed policy:**

For undergraduate certification-only programs:

A student who entered WKU as a beginning freshman or transfer student prior to Fall 2005 (i.e., a student not eligible for iCAP) generally has five years from the date of approval of the certification- only program to complete the program.

However, “if the requirements for certification are changed at the state level, students seeking certification may be required to modify their programs of study to meet the new requirements” (2007-08 Undergraduate Catalog, p. 137).

A student who entered WKU as a beginning freshman or transfer student Fall 2005 and thereafter (i.e., iCAP-eligible students) will be allowed seven consecutive years from the student’s catalog term (initial term of entry) to complete teacher certification requirements. The Dean of the College of Education and Behavioral Sciences may grant an extension to this deadline.

However, “if the requirements for certification are changed at the state level, students seeking certification may be required to modify their programs of study to meet the new requirements” (2007-08 Undergraduate Catalog, p. 137).

For undergraduate courses used to satisfy requirements in programs leading to teacher certification:

Approved courses for programs leading to teacher certification must be aligned with current standards. Some older courses are not aligned with current standards, and thus it may not be appropriate to count them in a student’s program.

Generally speaking, professional education and “content” courses used to satisfy program requirements in programs leading to professional education certification should be no more than 10 years old. Decisions about whether older courses may be used will be made on a case-by-case basis by the department head of the student’s major. Students who wish to use courses older than 10 years to satisfy program requirements may be required to demonstrate proficiency related to current course content and learning outcomes.

For graduate certification-only programs, endorsement programs, Planned Fifth-Year (Rank II) programs, and Planned Sixth-Year (Rank I) programs:

All requirements for graduate certification-only, endorsement, Planned Fifth-Year, and Planned Sixth-Year programs must be completed within ten years from the date the first course was taken. Students may request an extension, which must be approved by the Dean of the College of Education and Behavioral Sciences on recommendation of the advisor and department head.

3. **Rationale for proposed policy:** Although the undergraduate and graduate catalogs include policy statements regarding expiration dates for undergraduate and graduate degree programs, no formal policy exists regarding expiration of courses and (non-degree) programs leading to professional education certification. Such a policy is needed to provide guidance both to advisors and to students who wish to complete programs after a long interruption. The goal of the policy is to help assure that students recommended for certification in professional education have knowledge and skills that meet current standards.

4. **Impact of proposed policy on existing academic or non-academic policies:** The proposed policy is consistent with undergraduate and graduate policies regarding completion of degree programs.

5. **Proposed date of implementation:** The policy will be implemented immediately. Informally the policy has provided guidance for certification recommendations for at least the past 10 years; approval of the policy will assure more consistency in its application.

6. **Dates of approval:**

CEBS Curriculum Committee _____

Professional Education Council _____

Undergraduate Curriculum Committee _____

Graduate Council _____

University Senate _____

MEMO TO: CEBS Curriculum Committee

FROM: Retta Poe

DATE: 06/02/08

SUBJECT: Report from the Alternate Admission Subcommittee

Members of the Alternate Admission Subcommittee of the CEBS Curriculum Committee were requested to individually review two applications for alternate admission to the MAE program in Exceptional Education, two applications for alternate admission to the MAE program in School Counseling, one application for alternate admission to the MAE program in Student Affairs, and one application for alternate admission to the MAE program in Instructional Leader – School Principal. All five members of the subcommittee participated in reviewing the one of the applications, and four members reviewed the other five applications. Subcommittee members returned their recommendations to me by 5/27/08.

Subcommittee members reviewed the applications using the *Checklist for Alternate Admissions Subcommittee*, which was developed based on the college=s policy for alternate admission applications. The subcommittee recommended that J.D. and A.W. be unconditionally admitted to the MAE program in Exceptional Education, that G.H. and D.H. be unconditionally admitted to the MAE program in School Counseling, that T.G. be unconditionally admitted to the MAE program in Student Affairs, and that T.C. be unconditionally admitted to the MAE program in Instructional Leader-School Principal.

I have returned the alternate admission applications to Graduate Studies with the recommendations listed above.

MEMO TO: CEBS Curriculum Committee

FROM: Retta Poe

DATE: 06/11/08

SUBJECT: Report from the Alternate Admission Subcommittee

Members of the Alternate Admission Subcommittee of the CEBS Curriculum Committee were requested to individually review two applications for alternate admission to the MAE program in Exceptional Education and one application for alternate admission to the MA program in Psychology. Four of five members of the subcommittee participated in reviewing the applications, and subcommittee members returned their recommendations to me by 6/06/08.

Subcommittee members reviewed the applications using the *Checklist for Alternate Admissions Subcommittee*, which was developed based on the college's policy for alternate admission applications. The subcommittee recommended that G.F. be unconditionally admitted to the MAE program in Exceptional Education and that L.J. be unconditionally admitted to the MA program in Psychology. I have returned the alternate admission applications to Graduate Studies with these recommendations.

Regarding the second alternate admission application to the MAE program in Exceptional Education: after the committee had reviewed the application from K.N. for admission to the MAE program in Exceptional Education: Moderate and Severe Disabilities, I determined, following consultation with Dean Evans, that K.N. was not eligible for admission to the MSD program because she lacks the requisite initial certification. Accordingly, I returned her application for admission to Graduate Studies with the recommendation that she be denied admission, due to her present certification status.

MEMO TO: CEBS Curriculum Committee

FROM: Retta Poe

DATE: 07/09/08

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 School Counseling, one application for alternate admission to the MAE in Marriage and Family Counseling, one application for alternate admission to the MAE in Exceptional Education, and one application for alternate admission to the EdS program in School Psychology. Four of five members of the subcommittee participated in reviewing the applications, and subcommittee members returned their recommendations to me by 7/07/08.

Subcommittee members reviewed the applications using the *Checklist for Alternate Admissions Subcommittee*, which was developed based on the college=s policy for alternate admission applications. The subcommittee recommended that M.R. be unconditionally admitted to the MAE program in School Counseling, that L.S. be unconditionally admitted to the MAE program in Marriage and Family Counseling, and that A.D. be unconditionally admitted to the EdS program in School Psychology. I have returned the alternate admission applications to Graduate Studies with these recommendations.

However, committee members agreed that the alternate admission portfolio submitted by E.C. did not provide sufficient documentation to support her request for alternate admission to the MAE program in Exceptional Education. I have returned the application to the program faculty in Exceptional Education, who have agreed to contact E.C. and offer to allow her to revise her portfolio and re-submit it.