



## **Professional Education Unit**

### **Program Review Document 3: Program Experiences**

**Preparation Program: Health Education Minor**

**Degree: None (Must accompany certifiable major)**

**Certification Level: P-12**

**Preparation Level: Initial**

**Rank Level: Rank III**

**Date Submitted: February 1, 2010**

**Link to Undergraduate Catalog: [Undergraduate Catalog](#)**

**State Regulation governing this program: 16 KAR 2:010**

The following WKU faculty and staff have contributed to the development of this document: Grace Lartey, Gary English

## Introduction

### Program Relationship to Unit Conceptual Framework and Continuous Assessment Plan

WKU's *Conceptual Framework* represents beliefs and values that are shared by all programs that prepare university students to enter education professional fields. These fields include:

- Teachers in elementary, middle, and high schools
- Library media specialists
- Principals and superintendents
- School counselors
- School nurses
- School psychologists
- Speech pathologists

All these education professional preparation programs are considered by the National Council for Accreditation of Teacher Education (NCATE) and Kentucky's Education Professional Standards Board (EPSB) to represent WKU's *Professional Education Unit*. Faculty representatives from each of the education fields in the *Unit* were involved in various aspects related to the development and approval of the *Conceptual Framework*. An abridged version of the *Conceptual Framework* is attached to this document as Appendix A.

It is important to note that during the development of the Conceptual Framework, committee members thought it important to delineate all essential beliefs, ideas, and implications *even if they were difficult to measure or live out*. Thus, many beliefs, ideas, or implications reflect what the unit *aspires* to accomplish over time.

Based on these values, the Professional Education Council adopted the unit-wide *Continuous Assessment Plan*. From this plan, each program developed a Program Assessment Plan (Appendix B). As can be seen from our plan, the first "Continuous Assessment Matrix" maps out how our program attempts to live out the unit-wide assessment vision. The "Critical Performance Assessment Alignment Matrix" describes the assessments that our program uses to measure candidate progress toward the Kentucky Teacher Standards. Unless noted, all these assessments are collected within the unit's Electronic Portfolio and Accountability Systems and are used to guide decisions as indicated in the Transition Points described in the Program Assessment Plan. The "Other Key Data Collection Matrix" identifies where other unit-wide data related to the unit *Conceptual Framework* are collected within our program.

Furthermore, to ensure that all our Health minor candidates (who are typically, Physical Education majors, work with diverse students, we have identified the clinical field placement associated with *PE 415 PE Practicum 7-12* as the designated experience where candidates are placed in diverse settings. We determined our most diverse settings by averaging the ethnic diversity of the schools in our service area (about 11%) and selecting schools as diverse that exceed this percentage. The following courses, assessments, and experiences provide additional opportunities for our program candidates to address topics related to diversity:

PE 322: PE Practicum K-6 – This is a field-based class that provides real-life opportunities for our students to observe and work with diverse student populations.

PE 323: Adapted PE K-6 – This instructional course provides content knowledge about diverse learners and additionally provide field based experiences for real-life observation, student interaction, and teaching of students with diverse learning needs.

Finally, after the Professional Education Council adopted a unit-wide set of dispositions (see Appendix A), our program has identified the following courses and experiences where we or other field observers (e.g., cooperating teachers) assess our students' display of behavior associated with these dispositions:

EDU 250: Introduction to Teacher Education  
 PE 322: PE Practicum K-6  
 PE 415: PE Practicum 7-12  
 ELED/SEC 490: Student Teaching.

**Program Overview**

▪ *Brief Program Description*

Health Education Minor Program provides a basic foundation for students desiring preparation in health promotion and disease prevention. The program is delivered face-to-face, online and independent learning. Off-site campuses include Elizabethtown/Fort Knox, Glasgow and Owensboro. The certification in health education may be used in combination with many majors to enhance student's career opportunities and as preparation for graduate study in a variety of health disciplines. Completion of the minor along with a teaching certifiable major (typically, Physical Education) leads to certification in health education.

▪ *Standards Addressed by Program*

Kentucky Teacher Standards  
 American Association for Health Education (AAHE) Guidelines  
 National Health Education Standards (NHES)

**A. Content Standards**

**1. Course Descriptions**

▪ *Core Education Courses*

**COMPLETED AS PART OF A P-12 EDUCATION MAJOR**

**EDU 250 INTRODUCTION TO TEACHER EDUCATION** - The introductory course to a career in education. The student will acquire basic knowledge of teacher ethics, career awareness, student diversity, and curriculum. Field experiences are required.

**PSY 310 EDUCATIONAL PSYCHOLOGY: DEVELOPMENT AND LEARNING** - A required educational psychology course for students seeking teacher certification. Educational psychology is designed to give the student a thorough understanding of the theories and principles of psychology as applied to teaching and learning. The students will demonstrate knowledge, understanding, and application of theories and principles of development, learning, memory, motivation, individual differences, instruction, classroom management, and measurement and evaluation.

**EXED 330 INTRODUCTION TO EXCEPTIONAL EDUCATION: DIVERSITY IN LEARNING** - Characteristics of exceptionality, special education programs, schools, and community resources and research relative to exceptionality. Field experiences in public schools and or other appropriate settings away from campus are required in this course. Students are responsible for arranging their own transportation to designated or assigned sites.

**EDU 489 STUDENT TEACHING SEMINAR** - Analyzes the connection between teaching theory and actual practice. Portfolio refinement with Teacher Performance Standards will be emphasized. Field experiences in public schools and/or other appropriate settings away from campus are required in this course. Pre-Service Teachers are responsible for their own transportation to designated or assigned sites.

#### **ELED 490: STUDENT TEACHING**

**SEC 490: STUDENT TEACHING** - Prerequisites: Admission to Teacher Education; overall GPA of 2.5 or higher; and completion of the following courses with grades of "C" or higher as listed on degree program: EDU250, PSY310, Methods course. Co-Requisites: EDU489. This is an 8-week assignment in a secondary school classroom as a part of the Professional Semester taken in the senior year.

#### **COMPLETED FOR THE HEALTH MINOR**

**SEC 483: TEACHING HEALTH** - Develops skills, procedures, and strategies for teaching health in the secondary school. Field experiences in public schools and/or other appropriate settings away from campus are required in this course. Students are responsible for arranging their own transportation to designated or assigned sites.

#### ▪ **Core Content Courses**

**SFTY 171: SAFETY AND FIRST AID** - This course is designed to prepare students to provide immediate and temporary care in emergency situations involving accidents or sudden illness. The symptoms and appropriate first aid for shock, wounds, heart problems, fractures, heat and cold injuries, poisons, and proper methods of transportation will be covered. The course is applicable to all students, especially those pursuing a teaching career here they will be responsible for other students entrusted to their supervision and care.

**PH 261: FOUNDATIONS OF HEALTH EDUCATION** - An introduction to the discipline of health education, including history, theoretical basis, comparison and contrast of work settings, ethics, professional organizations and perspectives on the future.

**PH 365: HUMAN SEXUALITY** - This course includes sociological and physiological aspects of human sexuality in relation to family life, courtship, marriage, reproduction, child health, morbidity, and aging. Includes information on sex education in the home, school and community.

**PH 381: COMMUNITY HEALTH** - Study of international, national, state and local health problems, and the governmental, voluntary and private sectors of the health care system. Emphasis is placed upon preventative strategies appropriate for contemporary public health concerns.

**PH 461: COMPREHENSIVE SCHOOL HEALTH** - This course examines the application of the components of the comprehensive school health program. Discussion of the role of administrators, teachers, counselors and health service personnel in conducting, coordinating and evaluating the comprehensive school health program. Includes visitation in public schools.

**PH 467: DRUG ABUSE EDUCATION** - A drug abuse education and prevention course designed to provide current and documented information about abused substances. Includes study of the development, implementation and evaluation of drug prevention programs in the home, school, community and workplace.

**BIO 131: HUMAN ANATOMY AND PHYSIOLOGY** - A basic anatomy and physiology course designed for students in physical education, home economics and health science careers. Emphasis is placed upon the concept of homeostasis and the relationship of structure and function.

**PH 100: PERSONAL HEALTH** - Personal problems of students are emphasized and factors influencing behavior related to health in our complex society are explored. The major purpose is for the students to assess their individual behavior in the light of current scientific knowledge concerning mental health: drugs, alcohol and tobacco; health care; selection of health products; disease prevention; nutrition; exercise, rest and relaxation.

**CFS 111: HUMAN NUTRITION** - Study of nutrients essential to human life and well-being. Nutrients are studied relative to their function in metabolism, sources in food, and relationship to health.

or

**PH 385: ENVIRONMENTAL HEALTH** - This course examines the environment and its relationship to health status. Areas of emphasis include food protection, air, water and land pollution, hazardous wastes, and noise and radiation hazards.

or

**PH 456: INDEPENDENT STUDY IN HEALTH AND SAFETY** - Specific and detailed analysis of practical problem areas in health and safety. Designed specifically for independent study.

## 2. Standard Alignment Matrices

- *Program Alignment to Kentucky Teacher Standards*

Appendix B contains our Program Assessment Plan. The “Critical Performance Assessment Alignment Matrix” describes the assessments that our program uses to measure candidate progress toward the Kentucky Teacher Standards.

- *Program Alignment to Learned Society Standards: AAHPERD/AAHE Standards*

Table 1 demonstrates the alignment of our content courses with our learned society standards.

LEARNED SOCIETY STANDARDS (AAHPERD/AAHE)	Table 1. Content Course Alignment to Learned Society Standards					
	PH 100	PH 261	PH 381	PH 461	PH 381	SEC 483
Content Knowledge: Demonstrating the knowledge & skills of a literate educator.	X		X	X		X
Needs Assessment: Determining priorities for school health education.		X	X	X		X
Planning: Planning effective comprehensive school health education curricula & programs.			X	X		X
Implementation: Implement health instruction.				X		X
Assessment: Candidates assess student learning.				X		X
Administration & Coordination: Plan and coordinate a school health education programs.		X	X	X		
Being a Resource: Candidates serve as a resource person in health education	X		X	X		
Communication & Advocacy: Candidates communicate and advocate for health and school health education.			X			

### 3. Courses/Experiences that Address the Professional Code of Ethics

In order for candidates to be admitted into WKU's initial teacher preparation programs, they must first attend a Teacher Orientation during which the EPSB's Professional Code of Ethics is discussed. At the conclusion of the orientation, candidates must sign that they have read and are committed to upholding the code of ethics.

In addition, the introductory education foundations courses, EDU 250 and MGE 275, provide opportunities for candidates to discuss professional ethics.

#### B. KERA Initiatives

The Combined Curriculum Document (CCD), located at the following url:

<http://www.education.ky.gov/KDE/Instructional+Resources/Curriculum+Documents+and+Resources/Teaching+Tools/Combined+Curriculum+Documents/>, is a resource created by the Kentucky Department of Education to show the connection between the Academic Expectations (what students should know and be able to do as a result of their school experience), the Program of Studies (the minimum required content standards students shall be taught to meet the high school graduation requirements), and the Core Content for Assessment (the content that is appropriate to be included on the state assessment). The CCD subsumes these three Kentucky P-12 curriculum requirements under the umbrella of "Big Ideas." Table 2 describes how we introduce our candidates to the CCD and to each of the "Big Ideas" associated with our education preparation program, as well as how we ensure our candidates are prepared to teach these concepts to meet the KDE P-12 curriculum requirements in their future P-12 classrooms.

<b>Table 2: Alignment to KERA Initiatives for Health Education Minor</b>			
<b>Course</b>	<b>Academic Expectations</b>	<b>Core Content for Assessment (CC)</b>	<b>Program of Studies (POS)</b>
<b>PH 100</b>	Students review their personal and family's predisposing factors to chronic diseases and design a health behavior plan.	Students review their personal and family's predisposing factors to chronic diseases and design a health behavior plan.	Students review their personal and family's predisposing factors to chronic diseases and design a health behavior plan.
<b>PH 261</b>	Students plan a health promotion program to reduce a health problem among children and adolescents	Students plan a health promotion program to reduce a health problem among children and adolescents	Students plan a health promotion program to reduce a health problem among children and adolescents
<b>PH 365</b>	Students critique a movie or a book on a sexuality issue. Critique examines the presentation of sexuality: accurate or stereotype.	Students critique a movie or a book on a sexuality issue. Critique examines the presentation of sexuality: accurate or stereotype.	Students critique a movie or a book on a sexuality issue. Critique examines the presentation of sexuality: accurate or stereotype.
<b>PH 381</b>	Students conduct a needs assessment of a target population and write a report.	Students conduct a needs assessment of a target population and write a report.	Students conduct a needs assessment of a target population and write a report.
<b>PH 385</b>	Students shadow an environmental health professional for a day and write a report.	Students shadow an environmental health professional for a day and write a report.	Students shadow an environmental health professional for a day and write a report.
<b>PH 461</b>	Students develop and present P-12 health learning	Students develop and present P-12 health learning	Students develop and present P-12 health learning

	activities. Students also plan lessons based on the NHES.	activities. Students also plan lessons based on the NHES.	activities. Students also plan lessons based on the NHES.
<b>PH 467</b>	Students write a paper on a drug related topic.	Students write a paper on a drug related topic.	Students write a paper on a drug related topic.
<b>BIO 131</b>	Students are introduced to the concept of homeostasis and relationship and structure and function of the human body.	Students are introduced to the concept of homeostasis and relationship and structure and function of the human body.	Students are introduced to the concept of homeostasis and relationship and structure and function of the human body.
<b>SFTY 171</b>	Students practice basic life support procedures (first aid, adult, child and infant CPR, adult and child AED).	Students practice basic life support procedures (first aid, adult, child and infant CPR, adult and child AED).	Students practice basic life support procedures (first aid, adult, child and infant CPR, adult and child AED).
<b>CFS 111</b>	Students discuss tools, such as the DRI, Food Pyramid and Exchange Lists, and their role in selecting a nutritionally adequate diet.	Students discuss tools, such as the DRI, Food Pyramid and Exchange Lists, and their role in selecting a nutritionally adequate diet.	Students discuss tools, such as the DRI, Food Pyramid and Exchange Lists, and their role in selecting a nutritionally adequate diet.
<b>SEC 483</b>	Students plan a variety of lessons based on the NHES. Students plan, implement and evaluate the effectiveness of student learning.	Students plan a variety of lessons based on the NHES. Students plan, implement and evaluate the effectiveness of student learning.	Students plan a variety of lessons based on the NHES. Students plan, implement and evaluate the effectiveness of student learning.

### C. EPSB Themes

Our program is committed to graduating education professionals who are prepared to work with diverse students, to assess student learning, to understand the importance of literacy across the curriculum, and to close the achievement gap. Table 3 below delineates the courses in our program that ensure that education candidates are prepared in these areas.

COURSES	EPSB Themes				How Course Addresses Theme
	Diversity	Assessment	Literacy	Closing Achievement Gap	
<b>PH 100</b>		X			Students assess their personal health and their predisposing factors to chronic diseases.
<b>PH 261</b>	X				Students identify differences in populations (gender, ethnicity) and plan programs as such.
<b>PH 365</b>	X				This course exposes students to diversity.
<b>PH 381</b>	X	X			Students identify differences in populations (gender, ethnicity) and plan programs as such. They also assess the needs and prioritize the needs for such populations.
<b>PH 461</b>	X	X	X	X	Students learn and apply assessment strategies and types of assessment. They also identify differences in populations (socio-economic, ethnicity, gender) and plan age appropriate differentiation strategies.
<b>PH 467</b>		X			Students identify various drugs and assess their influences/effects on the human body.

<b>BIO 131</b>		X			Students identify the structure and function of the human body.
<b>SFTY 171</b>		X			Students assess life-threatening situations and apply basic life support procedures.
<b>CFS 111</b>	X				Students assess and use various tools to meet a variety of nutritional needs.
<b>PH 385</b>	X	X			Students identify various environments that pose environmental hazards.
<b>SEC 483</b>	X	X	X	X	Students learn and apply assessment strategies and types of assessment. They also identify differences in populations (socio-economic, ethnicity, gender) and plan age appropriate differentiation strategies. The critical performances include observations in the classroom.

#### **D. Program Faculty**

See Table 4 on the next page



<b>Table 4: Education and Content Faculty Information</b>						
<b>Faculty Name</b>	<b>Highest Degree, Field, &amp; University</b>	<b>Assignment: Indicate the role(s) of the faculty member<sup>1</sup></b>	<b>Faculty Rank<sup>2</sup></b>	<b>Scholarship<sup>3</sup>, Leadership in Professional Organizations, and Service<sup>4</sup>: List up to 3 major contributions in the past 3 years<sup>5</sup></b>	<b>Teaching or other professional experience in P-12 schools</b>	<b>Status to institution &amp; education unit<sup>6</sup></b>
Thomas Nicholson	PhD; Southern Illinois University	Faculty PH 467	Professor	Leadership: Vice Chair, American Public Health Association, Labor Caucus	Bowling Green Junior High School, Youth Service/Family Resource Center Advisory Committee Chair	FT/PT
Marilyn Gardner	PhD; University of Alabama	Faculty PH 365	Associate Professor	Leadership: State Council Member: Action for Healthy Kids	None	FT/PT
Jae Kim	MA; MS; Western Kentucky University	Faculty PH 365	Instructor		None	FT/PT
Cecilia Watkins	PhD; University of Tennessee	Faculty PH 261 PH 381	Associate Professor	Scholarship: Watkins, C., Lartey, G. & Golla, V. (2008). Workers' perception: Environmental factors influencing obesity at the workplace. <i>American Journal of Health Studies</i> , 23, 74-80.	None	FT/PT
Gary English	PhD; University of New Mexico	Department Chair PH 461 SEC 483	Associate Professor	Scholarship: English, G., Bonaguro, J. A., & Madison, S. (2005). Existing abilities and the perceived importance of skill development for establishing coordinated school health programs. <i>American Journal</i>	3 years of high school teaching experience (1985-1988); Director, New York Statewide Center for Healthy	FT/PT

<sup>1</sup> For example, faculty, clinical super clinical supervisor, department chair, etc.

<sup>2</sup> For example, professor, associate professor, assistant professor, adjunct professor, instructor, administrator, etc.

<sup>3</sup> *Scholarship* is defined by NCATE as systematic inquiry into the areas related to teaching, learning, and the education of teachers and other school personnel. Scholarship includes traditional research and publication as well as the rigorous and systematic study of pedagogy, and the application of current research findings in new settings. Scholarship further presupposes submission of one's work for professional review and evaluation.

<sup>4</sup> *Service* includes faculty contributions to college or university activities, schools, communities, and professional associations in ways that are consistent with the institution and unit's mission.

<sup>5</sup> For example, three contributions of scholarship, leadership, and service might be 1) Scholarship - article published in a specific journal, 2) Leadership - officer of a state or national association, and 3) Service - an evaluation of a local school program. NOTE: You MUST provide evidence of SCHOLARSHIP.

<sup>6</sup> Use these codes: FT/FT – full time to the university and full time to the unit/program; FT/PT – full time to the university and part time to the unit/program; or, PT/PT – part time to the university and part time to the unit/program.

				of Health Education, 36, 95), 295-301. Leadership: Vice President Elect, Kentucky association for Health, Physical Education, and Dance (2008-2010). Service: Reviewer, American Journal of Health Education (Teaching Ideas).	Schools (2001-2005); Team leader, Oregon Department of Education, Healthy Kids Learn better Program (2005-2007)	
Grace Lartey	PhD; University of Toledo	Faculty PH 261 PH 381	Assistant Professor	Scholarship: Lartey, G. K., Price, J. H., Telljohann, S., Dake, J., & Yingling, F. (2007). Primary grade teachers' perceptions and practices regarding pedestrian safety education. Journal of School Health, 77, 265-272.	2 years of high school teaching experience	FT/PT
Darlene Shearer	DrPH; University of Alabama	Faculty PH 381	Assistant Professor	Scholarship: Gallagher, K. M., Stanley, A., Shearer, D., & Mosca, C. (2005). Implementation of youth development programs: Promise and challenges. Journal of Adolescent Health, 37, S61-S68. 3. Service: Evaluation of a school based abstinence education program in the Hillsborough County School System	None	FT/PT
David Dunn	DrPH, Tulane University	Faculty PH 385	Professor		None	PT/PT
Jose Pedro Do Amaral	Ph.D., Biology, University of OK	Faculty BIO 131	Instructor		None	FT/PT
Karen Mason	PhD; University of Kentucky	Faculty CFS 111	Associate Professor	Scholarship: Mason, K. & Kelly, D. (In progress). "Healthy Weight Kids Smart Card", a nutrition project that encourages healthy food choices of middle and high school students in Warren County.	None	FT/PT
Alisa Grimes	MA; Western Kentucky University	Instructor SFTY 171	Instructor		None	PT/.PT
<b>Cooksey, Elizabeth</b>	EdD, Ed, U Louisville	Faculty		Scholarship: Editorial Board member - Worked on programs for NAME 2008 & 2009. Submitted chapter for NAME publication 2009. Submitted individual proposal to NAME. Leadership: Chair- Delta Sigma Theta Scholarship Committee. WKU International Committee member. Helped to develop ongoing program modules for course to update and define. Service: Helped develop ongoing program development		FT/FT

				<p>for beginning education courses EDU 250 and development of a course in diversity. Worked on graduate program development.</p> <p>Work with high school English teachers and school curriculum committee at Bowling Green High School. Also curriculum work with language arts teachers at Warren East Middle School.</p> <p>Co-sponsor of Kappa Delta Pi Honor Society.</p> <p>FBLA judge.</p> <p>United Way work.</p> <p>Book discussion with 250 students. Training them to appreciate literature and to identify with those of their peers who have chosen difficult teaching situations.</p>		
<b>Davison, Judy</b>	EdD, Ed, U Northern Iowa	Faculty	Assistant Professor	<p><b>Scholarship &amp; Awards:</b> Davison, J.C. &amp; McCain, T. (2007). Developing multicultural sensitivity through international student teaching: The challenges faced by a southern university. Growing a Soul for Social Change: Building the Knowledge Base for Social Justice. Charlotte, North Carolina: Information Age Publishing.</p> <p>Blaisdell, M.J., Bohning, K., Davison, J, Duerstock, B. et al.(contributors). In Stefanich, G. (Ed.). (2007). Classroom and laboratory modifications for students with disabilities. In G.P. Stefanich (Ed.), Science Teaching in Inclusive Classrooms: Models &amp; Applications (pp.1-60). Washington, DC: National Science Foundation.</p> <p>Fulbright Senior Specialist appointments: University of Greenwich, England (May-June 2004) &amp; National College of Ireland, Dublin, Ireland (Oct-Nov, 2007).</p> <p><b>Leadership:</b> 6 year Academic Review Chair, NCATE steering committee, International Student Teaching co-chair.</p> <p><b>Service:</b> International: WKU representative to COBEC. Fulbright Assn. International Education Task Force member. 2006-present. Fulbright Assn. International Arts Task Force member. 2006-present. National : UK Fulbright Teacher Exchange Liaison Project. Mentor for 2 UK educators. Rockford High School, Rockford, OH. &amp; Boston College, Boston, MA., 2005-2006.</p>	Teaching or Professional Experience in Schools: Developed & delivered on-site graduate course (EDU522) to assist in establishing graduate student cohorts. Supervised 18 Alternate Route interns. Region II FBLA Conference Judge. 2005 & 2006. Franklin Middle School Science Fair Judge. 2005.	FT/FT
<b>Gandy, Stephanie</b>	EdD, Ed, Louisiana Tech U	Faculty	Assistant Professor	<p>Scholarship: awarded \$200,000 in grant monies from the National Geographic Society Education Foundation; 5 publications in national peer-reviewed journals (in last 3 years).</p> <p>Leadership; Awarded Fulbright Senior Specialist status for five years; Awarded Distinguished Educator for 2007 by the Kentucky Association of Teacher Educators.</p> <p>Professional Associations: Co-coordinator for the Kentucky Geographic Alliance; serve on Enhancement of Geographic Literacy Award Selection Subcommittee</p>	Teaching Experience: 27 years in public elementary schools	FT/FT

				for the National Council for the Social Studies .		
<b>Huss, Jeanine</b>	PhD, Ed, Oklahoma State U Main Campus PhD, Ed, Oklahoma State U Main Campus	Faculty	Assistant Professor	Scholarship: . Huss, J. and Baker, C. Collaborative inquiries: Opportunities for bringing agriculture into the classroom (under review with Science and Children; Fall 2008). Moseley, C; Huss, J. and Utley, J. Assessing K-12 teachers' personal environmental education teaching efficacy and outcome expectancy (under review with School Science and Mathematics, Winter 2008). Teacher Quality Grant Eureka! I've Got It! \$1055; Primary Investigator; 2008-2009. Teacher Quality Grant WET and PLT workshops; \$1355; Primary Investigator; 2008-2009 . Leadership: 2 year Board member of Kentucky Association of Environmental Education 2007-2009. Service: Served as alternate for PEC 2007-2009. Students teach science labs for one day at local school.	Taught 4th grade science at Cumberland Trace Elementary School. Taught 4th grade science at Briarwood Elementary two years ago.  Taught Project WILD to 80 students every semester for last three years.  Taught Project Learning Tree and Project WET to 80 students Fall 2008 and Spring 2009	FT/FT
<b>Jukes, Pamela</b>	EdD, Ed, U Kentucky	Faculty	Associate Professor	Presentations: Kentucky Council for Social Studies Fall 2006, 2007, 2008. Leadership in Professional Associations: EPSB: Kentucky Teacher Internship Program - Teacher Performance Assessment Trainer Content Area Program Review Committee (review college/university folios), 2000-present . Service: KTIP Committee - Teacher Educator (2-3 interns each of the past 3 years) Kentucky Education Association -Student Program faculty advisor Chair, Student Scholarship & Awards Committee, Curriculum & Instruction .	Taught P-12 for 10 1/2 years	FT/FT
<b>Murley, Lisa</b>	EdD, Ed, U Louisville	Faculty	Other	Scholarship: Murley, L., Keedy, J., & Welsh, J. (2008). Examining school improvement through the lens of principal and teacher flow of influence in high-achieving, high-poverty schools. Leadership and School Policy, 7, 380-400. Student Performance V Student Attitudes Research Project. Murley, L., Gandy, K. & Jukes, P. 2008 Murley, L., Gandy, K. Kirby-Stokes, C, Tzoke, A. & Barker, N. (2008). Collaboration with Community Partners: Engaging Teacher Candidates in Leadership Roles. Presentation for Kentucky Association of Teacher Educators. Georgetown Kentucky. Murley, L. Gandy, K., & Lucey, T., (2008). Interpreting Teacher Preparation Models: The Confidence of Graduates from Three Institutions. Presentation at the Association of Teacher Educators Conference in Washington, DC.	K-8 Kentucky Lifetime Elementary Teaching Certificate. K-12 Kentucky Educational Supervisor Certificate. Murley, L. (2007 & 2008) Assessment Professional Development Presentation; Owensboro Catholic Middle and High School Faculty. Elementary Block I Supervision: Cumberland Trace Elementary School, 2003-present; Rockfield Elementary School, 2007-2008; Lost River Elementary School,	

				<p>Leadership in Professional Associations: Kappa Delta Pi International Honor Society Advisor; 2006-present.                  Service : Corcori Elementary School, Cartago Costa Rica; Visited school to establish a relationship with faculty; Upon return to the U.S. sent much needed school supplies back to the school. 2008.                  ESL After School Homework Tutoring Volunteer, Nueva Vida Hispanic Church, Bowling Green, KY 2007-2008.                  Teacher Internship Program State Trainer and Kentucky Teacher Internship Program Teacher Education Committee Member: Rhonda Napper, Oakland Elementary School; Tess Dewise, Briarwood Elementary School; &amp; Karen Craig Padgett and Melissa Zimmer, Cumberland Trace Elementary School                  Master of Arts in Education Redesign Committee: 2008.                  Doctoral Design Committee: 2005-present, NCATE Steering Committee: 2008.</p>	<p>2006-2007; Bristow Elementary School, 2005-2006; North Warren Elementary School, 2004-2005                  KTIP Service (listed above)</p>	
<b>Pierce, Judy</b>	EdD, Ed, West Virginia U	Faculty	Professor	<p>Articles National- Gandy, K., &amp; Pierce, J. (2009). Collaboration with community partners: Engaging teacher candidates. The Social Studies. . [In press].                  State- Atwell, N., Ferguson, J., &amp; Pierce, J. (2007 ). Teacher preparation: Building quality and capacity in rural areas. Kentucky Teacher Educator, 11 - 19.                  Pierce, J., &amp; Jukes, P. (2004/2005). Teaching children about Native Americans in the Elementary classroom. Southern Social Studies Journal, 29 (2), 3 - 18.                  Presentations - National- Pierce, J. (2006). Female soldiers: Who were these women? Society of Women in the Civil War Annual Conference. Frederick, Maryland.                  Committees/Organizations -State                  Pierce, J. (2005 – present). Kentucky Abraham Lincoln Bicentennial Advisory Council.                  Pierce, J. (2006 – present). Kentucky Abraham Lincoln Bicentennial Education Committee.                  Pierce, J. (2006 – present). Kentucky Abraham Lincoln Bicentennial Education Committee.</p>	Multiple years of teaching	FT/FT

**E. WKU Curriculum Contract**

See the following pages.



**Undergraduate Health Education Minor Certification Program (Reference #389), Grades P-12**

**Note:** Candidates who complete the minor in health education will be professionally prepared to teach health education (Grades P-12). Candidates seeking teacher certification in health education must complete a teacher certifiable major in order to be recommended for certification in health education.

**Admission Requirements:**

To be admitted into a teacher preparation program, candidates must meet all minimal criteria described on the next page under “Transition Point 1: Admission to Education Preparation Programs.”

**Health Education Minor—26 hours**

- \_\_\_ SFTY 171 – 1 hr
- \_\_\_ PH 261 – 3 hrs
- \_\_\_ PH 365 – 3 hrs
- \_\_\_ PH 381 – 3 hrs
- \_\_\_ PH 461 – 3 hrs
- \_\_\_ PH 467 – 3 hrs
- \_\_\_ BIOL 131 – 4 hrs

***Professional Education – 3 hours***

- \_\_\_ SEC 483 – 3 hrs

***Required Elective Courses – 3 hrs (Choose one.)***

- \_\_\_ CFS 111 – 3 hrs
- \_\_\_ PH 385 – 3 hrs
- \_\_\_ PH 456 – 3 hrs

**Teacher Certifiable Major—Varied hours**

*Candidates must complete a teacher certifiable major in order to be recommended for certification in health education.*

**General Education Component—44 hours**

See WKU catalog for guidance in selecting appropriate coursework to meet WKU’s General Education requirements. Students seeking the Health Education Minor *must* take **PH 100**, which can be used to satisfy General Education Category F: Health/Wellness.

**Mid-Point Assessment Requirements:**

To be admitted into the Student Teaching Semester, candidates must meet all minimal criteria described on the next page under “Transition Point 2: Admission to Final Experience.”

**Program Completion Requirements:**

1. To complete a teacher preparation program, candidates must meet all minimal criteria described on the next page under “Transition Point 3: Program Exit.”
2. Note that there are additional requirements described on the next page that must be met in order to be recommended for initial certification.
3. Rules and regulations governing the completion of this program of study have been described above and on the next page. By signing below, you are acknowledging that you understand and accept responsibility for meeting these requirements.

\_\_\_\_\_  
Candidate’s Name (printed)

\_\_\_\_\_  
Education Advisor’s Signature/Date

\_\_\_\_\_  
Candidate’s Signature/Date

\_\_\_\_\_  
Specialization Advisor’s Signature/Date

**Delineation of Unit/Program Transition Points – Initial Preparation**

Transition Point 1: Admission to Education Preparation Programs			
Data Reviewed	Minimal Criteria for Admission/Continuation	Review Cycle	Reviewed By
Unit Level Data:		Each Month	Professional Education Council
▪ Admission Application	▪ Completion of application		
▪ Overall GPA	▪ 2.5+		
▪ Adherence to Professional Code of Ethics	▪ Candidate signature		
▪ Speech Proficiency	▪ C or higher in speech course		
▪ Writing Proficiency	▪ 2.5+ average, no course lower than C		
▪ Test Scores	▪ ACT (21+) or ▪ SAT (990+) or ▪ PPST (173 – M, 173 – R, 172 – W) or ▪ GRE (800+ and 3.5+ writing assessment) or ▪ GAP (2000+ and 3.5+ writing assessment)		
▪ Faculty Recommendations (Unit Dispositions)	▪ All positive		
Transition Point 2: Admission to Final Experience (e.g., Student Teaching, Clinical Practice, Culminating Assessment)			
Data Reviewed	Minimal Criteria for Continuation	Review Cycle	Reviewed By
Unit Level Data:		Each Semester	Professional Education Council
▪ Admission to Education Preparation	▪ Admission		
▪ GPAs	▪ 2.5+ overall ▪ 2.5+ professional education courses ▪ 2.5+ content courses		
▪ Semester Hours Completed	▪ 90+ hours (including 75% of content courses)		
▪ Dispositions Scores	▪ All dispositions average "At Standard" (3+)		
▪ Critical Performance Scores	▪ 3.0+ overall ▪ 2.5+ per Kentucky Teacher Standard measured		
Transition Point 3: Program Exit			
Data Reviewed	Minimal Criteria for Exit	Review Cycle	Reviewed By
Unit Level Data:		Each Semester	Office of Teacher Services
▪ Seminar Course Grade	▪ C or higher - based on Teacher Work Sample holistic score of 2+		
▪ Student Teaching Grade	▪ C or higher - based on 7+ Kentucky Teacher Standards at or above "Proficient" (3+), no Standard below "Developing" (2), AND 11+ dispositions "At Standard" (3+)		

**To be recommended for initial certification, an applicant must document:**

- Completion of an approved teacher preparation program in each desired certification area;
- Passing score(s) on the appropriate PRAXIS II exam(s) (e.g., Content, PLT) or other assessments required for each desired certification area;
- Achievement of at least a 2.5 GPA overall, in each major and minor, and in professional education courses;
- Attainment of at least a "C" in all professional education courses, including EDU 489 and student teaching; and
- Completion of a portfolio based on the Kentucky Teacher Standards.

**EPSB Disclaimer:** Teacher certification requirements are subject to change. Before registering for the test(s), please refer to the Education Professional Standards Board (EPSB) website at [www.epsb.ky.gov](http://www.epsb.ky.gov) for current requirements or contact Ms. Rice at 502-564-4606 or toll free 888-598-7667.

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Advisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## F. Syllabi

The following syllabi associated with our program are available are at  
<http://edtech.wku.edu/peu/course-syllabi-epsb.htm>:

### Core Education Courses

EDU 250: INTRODUCTION TO TEACHER EDUCATION  
PSY 310: EDUCATIONAL PSYCHOLOGY  
EXED 330: INTRODUCTION TO EXCEPTIONAL CHILD EDUCATION  
SEC 483: TEACHING HEALTH  
EDU 489: STUDENT TEACHING SEMINAR  
ELED 490: STUDENT TEACHING  
SEC 490: STUDENT TEACHING

### Sample Content Courses

SFTY 171: SAFETY AND FIRST AID  
PH 261: FOUNDATIONS OF HEALTH EDUCATION  
PH 365: HUMAN SEXUALITY  
PH 381: COMMUNITY HEALTH  
PH 467: DRUG ABUSE EDUCATION  
BIO 131: HUMAN ANATOMY AND PHYSIOLOGY  
PH 100: PERSONAL HEALTH  
CFS 111: HUMAN NUTRITION  
PH 385: ENVIRONMENTAL HEALTH



**APPENDIX A**



**Professional Education Unit**

**Conceptual Framework Core Beliefs**

# Conceptual Framework

(03032008 version)

## **Mission**

- The professional education unit of Western Kentucky University recruits, prepares, and supports school practitioners and education leaders who can facilitate the learning of all children and empower them to achieve at high levels as they become life-long learners and productive citizens in a global society.

## **Vision**

- The professional education unit aspires to become a nationally recognized community of scholars who apply the best that theory, research, and experience can contribute to teaching and learning and create new knowledge that makes teaching, learning, and the operation of school more efficient and effective.

### Beliefs About Children & Schools

#### BELIEF 1

**All children can learn at high levels.**

#### BELIEF 2

**All children have a right to a quality education that empowers them to meet high expectations for learning as defined by a democratic society.**

### Beliefs About Education Professionals

#### BELIEF 3

**Diversity in our schools adds richness to the learning environment and provides enhanced opportunities and possibilities for teaching and learning.**

#### BELIEF 4

**Highly effective education professionals require high levels of ability, rigorous training, and on-going development of teaching/leadership skills that include reflective decision-making.**

#### BELIEF 5

**Highly effective education professionals know, apply, and reflect on the effectiveness of a variety of theories, models and strategies in order to produce maximum learning for all students in all types of school contexts and cultures.**

#### BELIEF 6

**Highly effective education professionals interact with the home and/or community of their students to facilitate teaching and learning.**

#### BELIEF 7

**Highly effective education professionals have a strong content knowledge, sound pedagogical knowledge and skills, and essential dispositions for facilitating learning and functioning as team members in schools.**

- WKU has adopted the following knowledge and skills as key to the success of education professionals:

## *Kentucky's Teacher Standards*

**Standard 1 – Content Knowledge:** Demonstrates a current and sufficient knowledge of certified content areas to develop student knowledge and performance in those areas

**Standard 2 – Designs/Plans:** Designs/plans instruction and learning climates that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge

**Standard 3 – Learning Climate:** Creates a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge

**Standard 4 – Implements/Manages:** Introduces/implements/manages instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge

**Standard 5 – Assessment:** Assesses learning and communicates results to students and others with respect to student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge

**Standard 6 – Technology:** Uses technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, parents, and the community; and conduct research

**Standard 7 – Reflection:** Reflects on and evaluates specific teaching/learning situations and/or programs

**Standard 8 – Collaboration:** Collaborates with colleagues, parents, and other agencies to design, implement, and support learning programs that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge

**Standard 9 – Professional Development:** Evaluates his/her overall performance with respect to modeling and teaching Kentucky's learning goals, refines the skills and processes necessary, and implements a professional development plan

**Standard 10 – Leadership:** Provides professional leadership within the school, community, and education profession to improve student learning and well-being

- WKU has adopted the following dispositions as key to the success of education professionals:

<i>Candidate Values...</i>	<i>As Demonstrated by...</i>
<i>Learning</i>	<b>Attendance</b> - Consistently attends class and is on time
	<b>Class participation</b> - Actively engaged and interested in the class activities
	<b>Class preparation</b> - Consistently comes to class well prepared
	<b>Communication</b> - Uses language to express ideas very effectively regardless of the age of the listener
<i>Personal Integrity</i>	<b>Emotional control</b> - Displays steady emotional temperament, is receptive to viewpoints of others and their suggestions
	<b>Ethical behavior</b> - Shows self to be a person of strong character
<i>Diversity</i>	Willingly works with others from different ability, race, gender, or ethnic groups
<i>Collaboration</i>	Actively seeks out and incorporates ideas of others and willingly works with others to improve the overall environment
<i>Professionalism</i>	<b>Respect for school rules, policies, and norms</b> - Knows school rules and policies, follows them consistently, understands the purpose of regulations and respects their intent
	<b>Commitment to self-reflection and growth</b> - Actively seeks suggestions and constructive criticism, regularly engages in learning through self-reflection
	<b>Professional development and involvement</b> - Makes use of information from professional organizations, professional publications, and educational resources
	<b>Professional responsibility</b> - Accepts responsibility for own actions and for helping all students learning and actively seeks self-improvement

BELIEF 8

Highly effective education professionals utilize technology for teaching and learning, assessment management, and research to the greatest extent possible.

**Beliefs About Assessment and Accountability**

BELIEF 9

Highly effective education professionals hold themselves accountable for their own performance by collecting, analyzing, and reporting learning results and using this information to improve performance and programs.

BELIEF 10

Highly effective education units develop and maintain assessment systems that follow the continuous progress of candidates toward the achievement of high standards-based performance expectations that are clearly defined and publicly communicated.

**Alignment Matrix: NCATE, Kentucky Teacher Standards, PEU Conceptual Framework, WKU Strategic Plans**

NCATE Relationship	Standard Source		WKU PEU Conceptual Framework		WKU Strategic Planning Documents	
			Conceptual Framework Standards/Values	Conceptual Framework Beliefs	Academic Affairs Strategic Plan (Objectives)	WKU Strategic Plan (Goals)
NCATE Content/Pedagogical Content Knowledge	Conceptual Framework Aligned with Kentucky Teacher Standards	KTS1	Content Knowledge	3,5,7	1a,1e,2e	2
NCATE Pedagogical Knowledge & Skills		KTS 2	Designs/Plans	1-3,5,7	1e	1
		KTS 3	Learning Climate	1-3,7	1e	1
		KTS 4	Implements/Manages	2,3,5,7	1e	1
		KTS 5	Assessment/Evaluation	1,2,4,6,7,9	1e	1
		KTS 6	Technology	5,7-9	1g,3b	1,3
		KTS 7	Reflection	5,7-9	1a,1e	1
		KTS 8	Collaboration	1-3,6	4b	4
		KTS 9	Professional Development	4,5,7,9	3b	3
		KTS 10	Leadership	1,2,4,5,7,9	1b,d	1
	NCATE Dispositions	KTS 2-4	Dispositions	1-3,5-7,9	1a-c	1
NCATE Standard 3	Conceptual Framework		Field Experiences & Clinical Practice	3,5,6	1e	1
NCATE Standard 4		KTS 2-4	Diversity	1-3,6	1b,1c,2g,2h,3d	1-3
NCATE P-12 Learning			Impacts P-12 Student Learning	5,8,9	1b	1

## APPENDIX B



### Professional Education Unit

## Program Assessment Plan – Initial Preparation

**Name of Preparation Program: Health Education (Minor)**

**Date Completed: 9/12/2008**

**Date Submitted: 9/15/2008**

**Submitted By: Grace Lartey**

**Plan Version: 03032008**

WKU PROFESSIONAL EDUCATION UNIT WIDE CONTINUOUS ASSESSMENT MATRIX - INITIAL PREPARATION											
	Component 1: Admission Data		Component 2: Course Based Assessment Data	Component 3: Clinical Experiences Data		Component 4: Culminating Assessment Data		Component 5: Exit and Follow Up Data			
Conceptual Framework Standards/Values	Faculty Recs	KY REQ's	Critical Performances	Early Clinical Experiences	Final Clinical Experience	Final Clinical Evaluation	Capstone Assessment (TWS)	Exit Survey	Praxis II	Alumni Survey	Employer Survey
Content Knowledge		Various Data Required by State for Admission into Teacher Preparation Programs	Aligned to Kentucky Teacher Standards			1a-d, Overall	DFI 2	1a-d	State Approved Certification Exams	1a-d	1a-d
Designs/Plans				2a-e, Overall	CF 1-5, LG 1-4, DFI 1, 3-5	2a-e	2a-e	2a-e			
Learning Climate				3a-e, Overall		3a-e	3a-e	3a-e			
Implements/Manages				4a-e, Overall	IDM 1-3	4a-e	4a-e	4a-e			
Assessment/Evaluation				5a-d, Overall	AP 1-5, ASL 1-4	5a-e	5a-e	5a-e			
Technology				6a-d, Overall	DFI 6	6a-d	6a-d	6a-d			
Reflection				7a-c, Overall	RSE 1-3	7a-c	7a-c	7a-c			
Collaboration				8a-b, Overall		8a-d	8a-d	8a-d			
Professional Development				9a-c, Overall	RSE 4-5	9a-d	9a-d	9a-d			
Leadership				10a, Overall		10a-d	10a-d	10a-d			
Dispositions	FR a-f					FX a-l		Disp a-l			
Field Experiences & Clinical Practice				Summary Form	OTS Data						
Diversity				Summary Form	OTS Data	Disp g	CF 1-5, AP 5, DFI 4, IDM 2				
Impacts P-12 Student Learning							AP 1-5, ASL 1-4				
<b>DATA MAINTAINED BY:</b>	OTS		Faculty	C&I Staff	OTS	OTS/EdTech	C&I Staff/Ed Tech	Ed Tech	OTS	Ed Tech	Ed Tech
<b>DATA HOUSED IN:</b>	CEBS ACCSYS		CEBS ACCSYS	CEBS ACCSYS		CEBS ACCSYS		CEBS ACCSYS			
<b>DATA REPORTING CYCLE:</b>	Semester		Yearly	Yearly	Yearly	Yearly	Yearly	Yearly	Yearly	Yearly	Biannually
<b>DATA REVIEWED BY:</b>	PEC		Faculty/Programs/PEC	Programs/PEC	Programs/PEC	Programs/PEC	Programs/PEC	Programs/PEC	PEC	Programs/PEC	Programs/PEC
<b>TRANSITION POINTS:</b>	1: Program Admission		2: Admission to Culminating Assessment and Final Clinical Experience			3: Program Exit					

\*All initial preparation programs collect these data.

## How Data Fit and Are Used Within the Electronic Accountability System

WKU Professional Education Unit Electronic Accountability System Components								
DEMOGRAPHICS						REPORTS		
COMPONENT 1		COMPONENT 2		COMPONENT 3		COMPONENT 4	COMPONENT 5	
Admission Data		Electronic Portfolio System		Early Clinical Experiences	Final Clinical Experience	Culminating Assessment Data	Certification & Praxis	Follow Up Surveys
INITIAL PREPARATION	Data entered by Office of Teacher Services after Student Orientation	Course Based Critical Performances uploaded by candidates and scored by faculty		Data entered by Curriculum & Instruction staff after candidates submit Fieldwork Summary Form	Data entered by Office of Teacher Services	Teacher Work Sample Scores entered electronically by faculty & Ed Technology	Data entered by Office of Teacher Services	Electronic survey data merged into Accountability System
ADVANCED PREPARATION	Data entered by Office of Teacher Services after Graduate Admission	Course Based Critical Performances uploaded by candidates and scored by faculty		<i>Data currently housed by each program</i>	<i>Data currently housed by each program</i>	Course Based Critical Performances uploaded by candidates and scored by faculty	Data entered by Office of Teacher Services	<i>Data currently housed by each program</i>
TRANSITION POINTS	1: Program Admission	2: Admission to Culminating Assessment and/or Final Clinical Experience			(Overlap in some AP Programs)	3: Program Exit		

\*Italics indicates data currently housed elsewhere that will be added to Accountability System in the future.





Core Content Courses	Kentucky Teacher Standards									
	I	II	III	IV	V	VI	VII	VIII	IX	X
	Content Knowledge	Designs/Plans	Learning Climate	Manages Instruction	Assessment	Technology	Reflection	Collaboration	Professional Development	Leadership
PH 261	Healthy People Application									
						Health Promotion Planning Project		Health Promotion Planning Project		
			Health Teacher Interview							
PH 381	Community Needs Assessment/ Project	Community Needs Assessment/ Project			Community Assessment/ Project					Community Needs Assessment/ Project
PH 461	Utilization of one of the 10 health content areas.	Lesson Plan, Unit Plans		Lesson Plan/Oral Presentation/ Learning Activity		Utilization of Healthteacher – on-line curriculum & teaching resource website	Topic justification paper.	Working in groups to form a comprehensive P-12 curriculum for a specific health content area.		
			Multiple Intelligence activity/paper		Rubric Development	Rubrics Development	Peer Teaching/Oral Presentation		Peer Teaching/Oral Presentation	School Health Coordinator's Role Paper

**Delineation of Unit/Program Transition Points – Initial Preparation**

Transition Point 1: Admission to Education Preparation Programs			
Data Reviewed	Minimal Criteria for Admission/Continuation	Review Cycle	Reviewed By
<u>Unit Level Data:</u> <ul style="list-style-type: none"> <li>▪ Admission Application</li> <li>▪ Overall GPA</li> <li>▪ Adherence to Professional Code of Ethics</li> <li>▪ Speech Proficiency</li> <li>▪ Writing Proficiency</li> <li>▪ Test Scores</li> </ul> <ul style="list-style-type: none"> <li>▪ Faculty Recommendations (Unit Dispositions)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Completion of application</li> <li>▪ 2.5+</li> <li>▪ Candidate signature</li> <li>▪ C or higher in speech course</li> <li>▪ 2.5+ average, no course lower than C</li> <li>▪ ACT (21+) or</li> <li>▪ SAT (990+) or</li> <li>▪ PPST (173 – M, 173 – R, 172 – W) or</li> <li>▪ GRE (800+ and 3.5+ writing assessment) or</li> <li>▪ GAP (2000+ and 3.5+ writing assessment)</li> <li>▪ All positive (18+)</li> </ul>	Each Month	Professional Education Council
Transition Point 2: Admission to Final Experience (e.g., Student Teaching, Clinical Practice, Culminating Assessment)			
Data Reviewed	Minimal Criteria for Continuation	Review Cycle	Reviewed By
<u>Unit Level Data:</u> <ul style="list-style-type: none"> <li>▪ Admission to Education Preparation</li> <li>▪ GPAs</li> </ul> <ul style="list-style-type: none"> <li>▪ Semester Hours Completed</li> <li>▪ Dispositions Scores</li> <li>▪ Critical Performance Scores</li> </ul>	<ul style="list-style-type: none"> <li>▪ Admission</li> <li>▪ 2.5+ overall</li> <li>▪ 2.5+ professional education courses</li> <li>▪ 2.5+ content courses</li> <li>▪ 90+ (including 75% of content courses)</li> <li>▪ All dispositions average "At Standard" (3+)</li> <li>▪ 3.0+ overall</li> <li>▪ 2.5+ per Kentucky Teacher Standard measured</li> </ul>	Each Semester	Professional Education Council
Transition Point 3: Program Exit			
Data Reviewed	Minimal Criteria for Exit	Review Cycle	Reviewed By
<u>Unit Level Data:</u> <ul style="list-style-type: none"> <li>▪ Seminar Course Grade</li> </ul> <ul style="list-style-type: none"> <li>▪ Student Teaching Grade</li> </ul>	<ul style="list-style-type: none"> <li>▪ C or higher - based on Teacher Work Sample holistic score of 2+</li> <li>▪ C or higher - based on 7+ Kentucky Teacher Standards at or above "Proficient" (3+), no Standard below "Developing" (2), AND 11+ dispositions "At Standard" (3+)</li> </ul>	Each Semester	Office of Teacher Services

**Remediation Opportunities:**

**TP 1:** Candidates may continue to submit Faculty Recommendations until three are positive.

**TP 2:** Candidates may request additional instruction from faculty and may resubmit Critical Performances in order to improve their scores.

**TP 3:** Candidates may request additional instruction from faculty and may resubmit the Teacher Work Sample in order to improve their score. Candidates may repeat student teaching.

Other Key Data Collection Matrix

Preparation Program: Health Education – Minor (Built on Physical Education Major)

CF Values	Unit-Wide Assessment	Program Level Data Collection Points (Courses)				
		1	2	3	4	5
Dispositions	Dispositions Form	EDU 250	PE 322	PE 415	ELED/SEC 490	
Field Experiences & Clinical Practice	Early Clinical Experience Summary Information	EDU 250	PE 322	PE 415		
Field Experiences & Clinical Practice	Final Clinical Experience Summary Information	ELED/SEC 490				
KTS/Impacts P-12 Student Learning	Capstone Assessment/Teacher Work Sample	EDU 489				
KTS/Dispositions	Final Clinical Experience Evaluation	ELED/SEC 490				
KTS	Exit Survey	EDU 489				
Diversity*	Early Clinical Experience Summary Information	PE 415				

\*Please indicate the course or experience your program uses to guarantee that all candidates work with diverse students.

**Annual Program Assessment Report Outline (Due September 15)**  
**Academic Year \_\_\_\_\_**

1. Present your continuous assessment results in the following areas:
  - a. Admission Data
  - b. Course Based Assessment Data
  - c. Clinical Experiences Data – *Be sure to include dispositions assessment results, P-12 student diversity statistics, and results of efforts to ensure all candidates work with diverse students.*
  - d. Culminating Assessment Data – *Be sure to include impact on P-12 student learning data.*
  - e. Exit and Follow Up Data
  
2. Summarize the above results by Kentucky Teacher (Initial Programs) OR Program Standards (Advanced Programs) AND other key Conceptual Framework values. *Be sure to describe what the results tell you about your candidates' progress toward/proficiency on each standard/CF value.*
  
3. Summarize your efforts to report and disseminate your results (Unit/College-wide meetings, department/program level meetings, written reports, presentations, etc.).
  
4. Summarize key discussions and/or decisions made based on assessment results:
  - a. Describe any assessment or data collection changes you have made/will make based on your assessment results.
  - b. Describe any program curriculum or experience changes you have made/will make based on your assessment results.
  - c. Describe any decisions about group/individual student progress you have made/will make based on your assessment results.