

WKU Curriculum Contract

**MASTER OF ARTS IN EDUCATION
SECONDARY EDUCATION FOR TEACHER LEADERS #0435 OR #035**

Contact Information:

Last,	First	Middle	WKU ID Number
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Street Address	City	State	Zip Code
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Preferred Phone Number w/ Area Code	E-mail Address
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Specific degree requirements with advisement sheets attached.

WESTERN KENTUCKY UNIVERSITY

MASTER OF ARTS IN SECONDARY EDUCATION FOR TEACHER LEADERS #0435 OR #035

BRIEF DESCRIPTION OF PROGRAM

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

The program is divided into two instructional components. The first component, Professional Education, provides advanced-level pedagogy, leadership, and content related to Kentucky Teacher Standards and applicable to all P-12 teachers working in a wide gamut of developmental levels and content areas. The second component, Specialization, directs the candidate into an individual program in content, pedagogy, and/or areas of professional growth concurrent with the goals of each candidate.

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

Required Courses

Secondary Education major, Ref.#0435

Professional Education Component—10-16 hours

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

Important Note: While enrolled in TCHL 500, master's candidates will use several documents, including their KTIP assessments or in-kind examples, dispositions self-surveys, referrals from school personnel, and their respective School Improvement Plan, to develop with their respective program advisors individualized programs of study of 30-37 hours related to Kentucky Teacher Standards and professional goals. Each student's program of study will include some or all of the TCHL courses, plus additional education-related or content courses. Courses below in boldface are required.

Students are expected to enroll in TCHL 500 at the beginning of their program and in TCHL 560 toward the end, and in general, students should complete the professional education core (the TCHL courses except TCHL 560) as early as possible. Students should consult with their advisors regarding the optimal sequence of course work to meet their professional goals.

___ **TCHL 530** – Curriculum Development (3 hours)

___ **TCHL 559** – Action Research Design (1 hour)

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

TCHL 500, 530, 559, & 560 are required for all students, and there are no proficiency evaluations that may be substituted for these courses.

___ **TCHL 545** – Classroom Instructional Strategies (3 hours)

___ **TCHL 555** – School and Classroom Assessment (3 hours)

TCHL 545 and 555 are required for all students OR the student must pass proficiency evaluations for these courses.

Specialization Component—15-21 hours

___ **Advisor-approved content-specific course-** (6 hours)

___ **Electives** (9-15 hours): With advisor approval, students may select appropriate elective courses from: the discipline in which the student is certified; academic disciplines related to P -12 common core standards; CEBS content courses in exceptional education, interdisciplinary early childhood education,

library media education, literacy, or psychology (NOTE: these courses do not lead to certification in any of the areas); and approved endorsements (e.g., English as a Second Language, Gifted and Talented Education, Environmental Education, Instructional Computer Technology).

Total Hours = 30-37 Hours

Secondary Education minor, Ref.#035

Professional Education Component—10-16 hours

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

Important Note: While enrolled in TCHL 500, master's candidates will use several documents, including their KTIP assessments or in-kind examples, dispositions self-surveys, referrals from school personnel, and their respective School Improvement Plan, to develop with their respective program advisors individualized programs of study of 30-37 hours related to Kentucky Teacher Standards and professional goals. Each student's program of study will include some or all of the TCHL courses, plus additional education-related or content courses. Courses below in boldface are required.

Students are expected to enroll in TCHL 500 at the beginning of their program and in TCHL 560 toward the end, and in general, students should complete the professional education core (the TCHL courses except TCHL 560) as early as possible. Students should consult with their advisors regarding the optimal sequence of course work to meet their professional goals.

___ **TCHL 530** – Curriculum Development (3 hours)

___ **TCHL 559** – Action Research Design (1 hour)

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

TCHL530, 559, & 560 are required for all students, and there are no proficiency evaluations that may be substituted for these courses.

___ **TCHL 545** – Classroom Instructional Strategies (3 hours)

___ **TCHL 555** – School and Classroom Assessment (3 hours)

TCHL 545 and 555 are required for all students OR the student must pass proficiency evaluations for these courses.

Education Electives—2-8 hours

Students who successfully complete the proficiency examinations for TCHL 545 and/or TCHL 555 may substitute another education course with advisor approval.

Total Program Hours: 18 hours

Admission Requirements

Criteria vary, depending on the student's undergraduate institution and GPA.

- Applicants who are alumni of WKU teacher preparation programs must submit a current, valid teaching certificate or Statement of Eligibility* for Secondary (Grades 8-12, 5-12, or P-12).

- Applicants with undergraduate degrees from all other accredited universities will be admitted without a qualifying GRE score if they have a minimum 2.75 GPA for all previous coursework (undergraduate and graduate) and a valid teaching certificate for secondary education. A copy of the certificate must be submitted with the application.

- Applicants with undergraduate degrees from all other accredited universities with a GPA lower than 2.75 (undergraduate and graduate) must achieve a GAP (GRE score multiplied by the

undergraduate GPA) score of 2200 or higher and a GRE Analytical Writing score of 3.5 or higher and have a valid teaching certificate for secondary education. A copy of the certificate must be submitted with the application.

- Applicants to the MAE program in Secondary Education must hold or be eligible to hold a teaching certificate at the secondary level.

*Applicants whose certificates have expired may be admitted, but they may enroll for only six hours before they must apply to the EPSB for re-issued certificates. After completion of six hours, a student admitted with an expired certificate must submit a copy of the re-issued certificate before being allowed to register for any additional courses.

Mid-Point Assessment Requirements

To ensure master's candidates are proficient on Advanced Level Teacher Standards, it is recommended that a majority of the Critical Performances associated with the above TCHL courses be completed prior to the Specialization Component. Students must achieve an average of 3.0 on all Critical Performances and an average score of 3 on dispositions even though a candidate's program of studies does not include the courses. Additional course work may be required based on the assessment results.

Program Completion Requirements

Students must successfully complete TCHL 560 – Action Research Capstone for Teacher Leaders (with a course grade of C or higher) and present research results in an approved venue. Students must achieve a minimum 3.0 GPA overall and in program course work.

Total Program Hours: 30-37

Delineation of Unit/Program Transition Points – ADVANCED PREPARATION

Transition Point 1: Admission to Education Preparation Programs			
Data Reviewed	Minimal Criteria for Admission/Continuation	Review Cycle	Reviewed By
<p>Unit Level Data:</p> <ol style="list-style-type: none"> 1. Admission Application to Graduate Studies 2. Undergraduate Degree 3. GPA 4. GRE Score 5. Valid Teaching Certificate or 6. Statement of Eligibility for Secondary (Grades 8-12, 5-12, or P-12). 	<ol style="list-style-type: none"> 1. Completion of Application 2. Evidence of Degree 3. 2.75 + Applicants with undergraduate degrees from all other accredited universities will be admitted without a qualifying GRE score if they have a minimum 2.75 GPA for all previous coursework (undergraduate and graduate). 4. Applicants with undergraduate degrees from all other accredited universities with a GPA lower than 2.75 (undergraduate and graduate) must achieve a GAP (GRE score multiplied by the undergraduate GPA) score of 2200 or higher and a GRE Analytical Writing score of 3.5 or higher. 5. Applicants to the MAE program in Secondary Education must hold or be eligible to hold a teaching certificate at the secondary level. <p>Applicants whose certificates have expired may be admitted, but they may enroll for only six hours before they must apply to the EPSB for re-issued certificates. After completion of six hours, a student admitted with an expired certificate must submit a copy of the re-issued certificate before being allowed to register for any additional courses.</p>	<p>Each Month</p>	<p>Graduate Studies</p>
Transition Point 2: Admission to Final Experience			
Data Reviewed	Minimal Criteria for Continuation	Review Cycle	Reviewed By
<p>Program Specific Data:</p> <ol style="list-style-type: none"> 1. GPA 2. Graduate Course Completion 3. Critical Performance Scores 	<ol style="list-style-type: none"> 1. 3.0 + overall 2. Enrollment in Final Courses in Major 3. 3.0 + overall 	<ol style="list-style-type: none"> 1. By Semester 2-4. Annually 	<ol style="list-style-type: none"> 1. Graduate Studies

4. Disposition Scores	4. 3.0+ overall		2.-4. Program Faculty
Transition Point 3: Program Exit			
Data Reviewed	Minimal Criteria for Exit	Review Cycle	Reviewed By
<u>Program Specific Data</u> 1. GPA 2. Course Completion 3. Successful completion of TCHL 560 – Action Research Capstone for Teacher Leaders (Course Grade of C or higher) and present research results in an approved venue. Candidates must achieve a minimum 3.0 GPA overall and in program course work.	1. 3.0 + overall 2. Degree Program of Study Completed 3. Grade of C or higher in TCHL 560	1. & 2. Annually 3. By Semester	1. & 2. Graduate Studies 3. Program Faculty

Remediation Opportunities:

- 1: Candidates who do not qualify for the MAE, may choose Rank II options.
- 2: Candidates may request additional instruction from faculty and may resubmit Critical Performances in order to improve their scores.

EPSB Disclaimer: Teacher certification requirements are subject to change. For those seeking an endorsement, a Praxis II exam may be required. Before registering for the test(s), please refer to the Education Professional Standards Board (EPSB) website at www.epsb.ky.gov for current requirements or contact the Division of Professional Learning and Assessment at 502-564-4606 or toll free 888-598-7667.

By signing below, the candidate ensures that he or she has been advised of, understands, and agrees to adhere to all program requirements, including assessment requirements, of the program.

Candidate’s Name (printed)

Education Advisor’s Signature/Date

Candidate’s Signature/Date

Specialization Advisor’s Signature/Date
