

CEBS CURRICULUM COMMITTEE

3:00 pm – April 5, 2011

GRH 3073

I. Approval of Minutes of the March 1, 2011, CEBS Curriculum Committee. (These minutes can be found on the CEBS Web Page, click on Faculty and Staff and then meeting minutes and agendas.)

II. New Business

From the Department of Educational Administration, Leadership and Research

1. Revise Course Grading System – EDLD 798, Int/Admin & Supervision

From the Educational Leadership Doctoral (EDD) Program

1. Create a New Course – EDLD 712, Research Methods and Design for Educational Leaders

From the Department of Counseling and Student Affairs

1. Make Multiple Revisions to a Course – CNS 590, Practicum

2. Make Multiple Revisions to a Course – CNS 591, MHC/MFT Practicum

3. Make Multiple Revisions to a Course – CNS 596, MHC/MFT Internship

III. Other Business

▪Policy on Alternate Admissions to Graduate Study

▪Selection of Outstanding Graduate Student

**College of Education and Behavioral Sciences
Department of Educational Administration, Leadership, and Research
Proposal to Revise Course Grading System
(Consent Item)**

Contact Person: Tony Norman, tony.norman@wku.edu, 745-3021

- 1. Identification of course:**
 - 1.1 Current course prefix (subject area) and number: EDLD 798
 - 1.2 Course title: INT/ADMN & SUPERVISION
 - 1.3 Credit hours: 1-6

- 2. Current course grading system:** Letter Grading (A-F)

- 3. Proposed course grading system:** Pass/No Pass

- 4. Rationale for revision of course grading system:** This is a practicum/internship course in which students may participate in a wide variety of experiences associated with their individual professional goals. Beyond documentation of hours and a brief reflection on their experience, students do not create products or complete assessments that could legitimately (or accurately) be assigned letter grades.

- 5. Proposed term for implementation:** Summer 2011

- 6. Dates of prior committee approvals:**

EALR Department:	<u>2-1-2011</u>
CEBS Curriculum Committee	_____
Professional Education Council	_____
Graduate Council	_____
University Senate	_____

Attachment: Course Inventory Form

**College of Education and Behavioral Sciences
Educational Leadership Doctoral (EDD) Program
Proposal to Create a New Course
(Action Item)**

Contact Person: Steve Miller, steve.miller@wku.edu, 745-4890

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: EDLD 712
- 1.2 Course title: Research Methods and Design for Educational Leaders
- 1.3 Abbreviated course title: Research Methods for Ed Ldrs
- 1.4 Credit hours: 3
- 1.5 Type of course: Seminar
- 1.6 Prerequisites/corequisites: Prerequisites: Admission to EdD program and one of the following: EDFN 500 or equivalent or instructor permission.
- 1.7 Course description: Quantitative and qualitative research methods and design; survey design and administration; and analysis of research reports.

2. Rationale:

- 2.1 Reason for developing the proposed course: The proposed course will replace the current EDLD 711-Methodology in Leadership Research course. Having now worked with several students through to the research and dissertation process and having also articulated research standards for the EdD program, the faculty have a clearer idea of what sequence of content and skills EdD students needs to be successful in conducting research. Faculty have determined that EDLD 711 focuses too early and too heavily on developing research critiques and the first chapters of the dissertation. The new course will instead focus on research methods. In particular, the course will build on students' knowledge and understanding of research formats including quantitative and qualitative designs. Principles of survey design and administration will also be covered. Although students will become familiar with the procedures/techniques of literature reviews, the projects conducted will not be tied directly to their dissertation topic. Because the faculty plan to make similar changes to the scope and sequence of the later EDLD research courses (721 and 731), it makes more sense to develop a new course rather than modify an existing one. This also mitigates confusion that would arise in keeping track of whether students have completed the original or revised version of EDLD 711.
- 2.2 Projected enrollment in the proposed course: 20 students per offering. Each cohort admits on average 20 students, and this course will be required for all doctoral students.
- 2.3 Relationship of the proposed course to courses now offered by the department: The proposed course is similar to the EDLD 711 course presently in the EdD program that, as described in 2.1, has been determined should be replaced. Also as mentioned in 2.1, the EdD program also offers EDLD 721 and 731, but faculty are completing proposals to replace these courses as well.
- 2.4 Relationship of the proposed course to courses offered in other departments: The EALR department currently offers a cafeteria-style selection of courses designed for specific populations and programmatic needs. For example, EDFN 500 Research Methods, an introductory course in research that is a survey course designed for all beginning graduate students and as such largely serves the masters level students. To serve other graduate programs in other departments and colleges, EALR offers EDFN 501 and 601, two basic quantitative statistics courses; and EDFN 548 and 603, two qualitative courses. However, these courses are part of a service orientation of course offerings by the department and are not a planned sequential progression like the EDLD research courses will be.
- 2.5 Relationship of the proposed course to courses offered in other institutions: Courses similar to the proposed course are offered at other universities offering the Educational Leadership doctoral degree. The following are examples:
Eastern Kentucky University
EDL 810 – Introduction to Quantitative Research Methods

Morehead State University

EDD 810 – Understanding and Conducting Research: Effective Schools This course provides advanced study on quality of applied educational research and the development and application of effective educational research designs aimed at eliminating barriers to student learning.

Northern Kentucky University

EDD 810 – An Introduction to Action Research and Descriptive Statistics

Learning associates will be introduced to the process of dissertation action research including the development of a three-chapter proposal that may become the focus of their research. Learning associates will develop skills to critique their research literature as well as strategies for developing research ideas. Learning associates will focus on developing an understanding about and how to apply descriptive statistics. Topics include measures of central tendency, measures of dispersion, and graphical summaries.

California State University – Long Beach

EDLD 730 – Educational Research Epistemologies and Methodologies

In-depth exploration of epistemological underpinnings of educational research, qualitative and quantitative studies, and emergent research methodologies pertinent to educational practice and policy.

Clemson University

EDL 911 – Systematic Inquiry in Education Leadership

Spans multiple epistemologies including qualitative and quantitative designs

3. Discussion of proposed course:

3.1 Course objectives: Upon completing this course students will be able to:

- Formulate research topics that relate to problems in the context of specific settings and connect to an appropriate content knowledge base.
- Determine an appropriate research design based on the context and populations that constitute a problem, including the identification of a possible database.
- Formulate research questions that relate to gaps in the current state of the art for a given knowledge base.
- Formulate research questions that guide the collection of data vis-à-vis the identified problem/purpose of the study.
- Incorporate quantitative and/or qualitative methods into design, and then synthesize data sources using mixed methods if necessary.
- Create and disseminate survey instruments consistent with accepted professional protocols.
- Recognize explicitly possible threats to validity or credibility of research and address them to the extent possible.
- Access information and published research from library and on-line sources to perform literature reviews and support data analysis.
- Write a literature narrative that synthesizes past research about a defined topic and highlights gaps in the existing body of theoretical and practical knowledge.

3.2 Content outline: Topics will include the following:

- Identification of the “State of the Art”
- Advancing the Field
- Problem Formation in Research
- Linking Problems to Literature Reviews
- Design and Development of Instruments
- Survey Design and Administration
- Methods for Quantitative Studies
- Research Design in Quantitative Studies
- Methods for Qualitative Studies
- Research Design in Qualitative Studies
- Reporting Results
- Historical Research Design
- Interpretation and Discussion of Results

- The Publication Sequence
- 3.3 Student expectations and requirements: Students will be expected to read assigned text and materials and be prepared to participate actively in class discussion. Students will be expected to apply class discussion topics to exercises. Students may make oral presentations in addition to written assignments. Examinations and quizzes may also be used to assess understanding of the course content.
- 3.4 Tentative texts and course materials:

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association.

Babbie, E. R. (2010). *The practice of social research* (12th ed.). Belmont, CA: Wadsworth Cengage.

Blaikie, N. (2000). *Designing social research*. Malden, MA: Polity Press.

Creswell, J. W. (2008). *Research design: Qualitative, quantitative, and mixed methods approaches* (3rd ed.). Thousand Oaks, CA: Sage.

Fowler, F. J., Jr. (2009). *Survey research methods* (4th ed.). Thousand Oaks, CA: Sage Publications.

Gall, M. D., Gall, J.P., & Borg, W. R. (2007). *Educational research: An Introduction*. Boston, MA: Allyn & Bacon.

Marshall, C., & Rossman, G. B. (2006). *Designing qualitative research* (4th ed.). Thousand Oaks, CA: Sage Publications.

Neuman, W. L. (2003) *Social research methods: Qualitative and quantitative approaches* (5th ed.). Boston, MA: Allyn & Bacon.

Patton, M. Q. (2002). *Qualitative research and evaluation methods* (3rd ed.). Thousand Oaks, CA: Sage.

Shaddish, W. R., Cook, T. D., & Campbell, D. T. (2002). *Experimental and quasi-experimental designs for generalized causal inference*. Boston, MA: Houghton Mifflin.

Slavin, R. E. (2007). *Educational research in an age of accountability*. Boston, MA: Allyn and Bacon.

Webb, E. J., Campbell, D. R., Schwartz, R. D., & Sechrest, L. (2000). *Unobtrusive measures* (Rev. ed.). Thousand Oaks, CA: SAGE.

4. Resources:

- 4.1 Library resources: The proposed course will require the use of existing university library databases and journal holdings. No additional purchases will be needed.
- 4.2 Computer resources: Current computer and other technology resources are adequate to deliver the course. No additional resources are necessary.

5. Budget implications:

- 5.1 Proposed method of staffing: Doctoral faculty will teach the course.
- 5.2 Special equipment needed: There will be no additional resource requirements.
- 5.3 Expendable materials needed: There will be no additional resource requirements.
- 5.4 Laboratory materials needed: There will be no additional resource requirements.

6. Proposed term for implementation: Summer 2011

7. Dates of prior committee approvals:

EDD Leadership Council	<u>3-4-2011</u>
Educational Administration, Leadership, & Research	<u>3-22-2011</u>
CEBS Curriculum Committee	_____
Graduate Council	_____
University Senate	_____

Attachments: Library Resources Form, Course Inventory Form

**College of Education and Behavioral Sciences
Department of Counseling and Student Affairs
Proposal to Make Multiple Revisions to a Course
(Action Item)**

Contact Person: Bill Kline, bill.kline@wku.edu, 745-4953

1. Identification of course:

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

2. Revise course title: N/A:

3. Revise course number: N/A

4. Revise course prerequisites/corequisites/special requirements:

4.1 Current prerequisites:

15 hours in counseling courses including the following courses: CNS 550, 554 and 558.

4.2 Proposed prerequisites:

Completion of CNS 559 and CNS 554 or CNS 577 and 589, all with grades of B or better.

4.3 Rationale for revision of course prerequisites:

The proposed prerequisites changes reflect recently approved curriculum changes for School Counseling and Student Affairs programs and are intended to ensure essential competence for beginning clinical placement.

4.4 Effect on completion of major/minor sequence:

No impact, changes are consistent with program course sequencing.

5. Revise course catalog listing:

5.1 Current course catalog listing:

Supervised experiences in a setting related to area in which individual plans to seek certification/employment.

5.2 Proposed course catalog listing:

Supervised experiences in a school, community college, or university setting. (Course Fee)

5.3 Rationale for revision of course catalog listing:

The proposed course description changes are consistent with program area placement requirements. Course fee has been previously approved and assessed.

- 6. **Revise course credit hours:** N/A
- 7. **Proposed term for implementation:** Spring 2012
- 8. **Dates of prior committee approvals:**

Department of Counseling and Student Affairs: _____

CEBS Curriculum Committee _____

Professional Education Council _____

Graduate Council _____

University Senate _____

Attachment: Course Inventory Form

**College of Education and Behavioral Sciences
Department of Counseling and Student Affairs
Proposal to Make Multiple Revisions to a Course
(Action Item)**

Contact Person: Bill Kline, bill.kline@wku.edu, 745-4953

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: CNS 591
- 1.2 Course title: MHC/MFT Practicum
- 1.3 Credit hours: 3

2. Revise course title: N/A

3. Revise course number: N/A

4. Revise course prerequisites:

4.1 Current prerequisites:
CNS 554 and CNS 558 and CNS 559.

4.2 Proposed prerequisites:
CNS 559 and CNS 554 with grades of B or better and CNS 560, CNS 567, CNS 583, CNS 588, and CNS 637.

4.3 Rationale for revision of course prerequisites:
The proposed prerequisites reflect recently approved curriculum changes and are intended to ensure essential training for clinical placement.

4.4 Effect on completion of major/minor sequence:
No impact, changes are consistent with program course sequencing.

5. Revise course catalog listing:

5.4 Current course catalog listing:
Supervised experiences in a setting related to the area in which the individual plans to seek licensure, certification or employment. Course is graded Pass/Fail/IP. There is a \$5.00 fee.

5.5 Proposed course catalog listing:
Supervised experiences in a mental health or marriage and family therapy setting. (Course Fee)

5.6 Rationale for revision of course catalog listing:
The course description change accommodates recently approved curriculum changes for Clinical Mental Health Counseling and Marriage and Family Therapy concentration areas. The course grading system is being changed from Pass/Fail to Standard Letter Grading to more accurately represent student performance. Fee has been previously approved and assessed.

6. Revise course credit hours: N/A

7. **Proposed term for implementation:** Spring 2012

8. **Dates of prior committee approvals:**

Department of Counseling and Student Affairs: 2/16/2011

CEBS Curriculum Committee _____

Graduate Council: _____

University Senate _____

Attachment: Course Inventory Form

**College of Education and Behavioral Sciences
Department of Counseling and Student Affairs
Proposal to Make Multiple Revisions to a Course
(Action Item)**

Contact Person: Bill Kline, bill.kline@wku.edu, 745-4953

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: CNS 596
- 1.2 Course title: MHC/MFT Internship
- 1.3 Credit hours: 3

2. Revise course title: N/A

3. Revise course number: N/A

4. Revise course prerequisites:

- 4.1 Current prerequisites:

Prerequisites: CNS 591

- 4.2 Proposed prerequisites:

CNS 591 with a grade of B or better.

- 4.3 Rationale for revision of course prerequisites:

The proposed prerequisite is necessary to ensure necessary clinical competence for program progression.

- 4.4 Effect on completion of major/minor sequence:

No impact, changes are consistent with program course sequencing.

5. Revise course catalog listing:

- 5.7 Current course catalog listing:

Supervised experiences in a setting related to the area in which the individual plans to seek licensure, certification or employment. Course is graded Pass/Fail/IP. There is a \$5.00 fee.

- 5.8 Proposed course catalog listing:

Supervised experiences in a mental health or marriage and family therapy setting. (Course Fee)

- 5.9 Rationale for revision of course catalog listing:

The proposed course description is consistent with recently approved curricular changes in the mental health counseling and marriage and family therapy concentrations of the MAE in Counseling. The course grading system is being changed from Pass/Fail to Standard Letter Grading to more accurately represent student performance.

- 6. **Revise course credit hours:** N/A
- 7. **Proposed term for implementation:** Spring 2012
- 8. **Dates of prior committee approvals:**

Department of Counseling and Student Affairs: 2/16/2011

CEBS Curriculum Committee _____

Graduate Council _____

University Senate _____

Attachment: Course Inventory Form

Policy on Alternate Admissions to Graduate Study

College of Education and Behavioral Sciences

Consistent with the mission of Western Kentucky University to “provide students with rigorous academic programs,” it is expected that applicants for alternate admission to graduate study in the College of Education and Behavioral Sciences will demonstrate that they are qualified to pursue graduate study in rigorous academic programs. Accordingly, applicants who do not meet University or program admission criteria whose undergraduate GPA and Graduate Record Examination (GRE) scores do not meet the university’s minimum standards will be required to provide evidence of extenuating circumstances that justify granting exceptions to those standards/criteria.

An applicant for alternate admission to graduate study in the College of Education and Behavioral Sciences must submit a professional portfolio “consisting of the record of vocational attainment and recognition; a statement of goals ~~for~~ indicating commitment to pursue graduate education; letters of support from instructors, co-workers, or work supervisors; scholarly papers and/or projects; and any other supportive materials” (~~2001–2003~~2010–2011 Graduate Catalog, p. ~~16~~14).

The portfolio should provide *specific evidence* that the applicant’s standing with respect to University or program admission requirements does not provide the GAP score is not an accurate reflection of the applicant’s aptitude for success in a graduate program, and the documentation should clearly address the applicant’s area(s) of deficiencies. Such evidence could include:

- reference letters from instructors who can provide specific examples of ~~the~~ applicant’s intellectual and academic ability and skills;
- explanation and documentation of extenuating circumstances that may have contributed to the applicant’s inability to qualify for admission through the normal standard procedure (i.e.g., factors that may have contributed to the low GPA or GRE scores);
- documentation of professional accomplishments that suggest that the applicant may have overcome earlier impediments to success in a graduate program;
- information that might explain a low GPA, low GRE scores, and/or a discrepancy between GRE scores and GPA;
- completion of courses or experiences that provided remediation for skills deficits; and/or
- other supporting evidence specifically related to the program to which the applicant is applying.

The portfolio will be reviewed by a committee of graduate faculty in the program to which the applicant seeks admission. ~~The~~ committee’s recommendation can be to admit the applicant unconditionally, to admit the applicant on a conditional basis (with the conditions for full admission clearly indicated), or to deny admission. ~~A~~ favorable recommendation must be approved by the department head and is then forwarded to the Associate Dean for Academic Programs, who will submit the application and recommendation to the Alternate Admission Subcommittee of the College CEBS Graduate Programs Committee Curriculum Committee for its review and recommendation.

It should be noted that any of the three recommendations (unconditional admission, conditional admission, denial of admission) is possible; completion of the Alternate Admissions Process leads only to consideration, not approval, of the application.

If I am denied admission under the regular admissions guidelines because of low GRE, GAP, or Analytical Writing scores, what are my options?

Applicants who are denied admission because of a low [GRE scores, low](#) GAP score (GRE-V plus GRE-Q, multiplied by GPA), and/or low Analytical Writing score have essentially two options: to prepare (study) for the GRE and re-take it, and then re-apply; or to apply for alternate admissions. -As a rule, applicants for alternate admission in the College of Education and Behavioral Sciences are expected to have taken the GRE at least once *after* being denied admission.

Why am I expected to re-take the GRE after being denied admission?

It has been the faculty's experience that some potential graduate students fail to invest appropriate effort in preparing for the GRE. -Instead of availing themselves of the many resources available to those who want to maximize their performance on the GRE, they take the GRE after minimal or no preparation. Therefore, the faculty expect to see evidence that applicants have taken seriously the need to invest effort in preparation for the exam; investing this effort may be considered one indication of applicants' determination to invest effort in graduate studies, should they be admitted.

What strategy should I follow in preparing to re-take the GRE?

Applicants should be aware that continuing to re-take the GRE without engaging in remediation efforts is not likely to be a successful strategy. -Applicants who lack the skills that are presumed to underlie successful performance on the GRE should investigate options for skill development, such as enrolling in appropriate math or English courses, completing a GRE preparation course, or participating in appropriate professional development experiences that may result in skill improvements. -For advice about skill remediation strategies [or GRE prep courses](#), applicants should consult a faculty advisor for the program to which they are seeking admission.

Who may apply for admission under the alternate procedure?

Any individual may apply for admission [to a CEBS graduate program](#) under the alternate procedure. ~~However, applicants whose GAP score is less than 2000 and/or whose Analytical Writing score is less than 3.0 should anticipate a low probability of being admitted under the alternate admissions process.~~

How long will the alternate admissions application process take?

Because the review process involves several steps, it ~~is likely to~~ [may](#) take ~~at least as much as~~ two months, longer if the application is received during the summer or near semester breaks.

On what factors will the decision be based?

As described above, the relevant factors are those that support a belief that [the Graduate Admissions Policy admission criteria](#) should be waived because of extenuating circumstances that may have prevented the applicant from meeting established admissions ~~standards~~ [criteria](#).

From whom should I request letters of recommendation?

Greater weight will be given to letters of recommendation from instructors, especially graduate faculty members, who can provide specific examples of an applicant's academic skills and aptitudes that would contribute to success in graduate courses. -Less helpful are letters from colleagues or co-workers whose knowledge of the applicant is limited to his or her motivation, personal qualities, or success in present work roles.

Whom shall I contact if I have questions about this policy?

Questions may be directed to the head of the department to which the applicant wishes to be

admitted, or to the Associate Dean for Academic Programs (Dr. Retta Poe, 270 745-4662, retta.poe@wku.edu).

DRAFT