

CEBS CURRICULUM COMMITTEE

3:00 pm – October 5, 2010

Dean's Conference Room

I. Approval of Minutes of the September 7, 2010, 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 Psychology

1. Make Multiple Revisions to a Course – PSY 201, Statistics in Psychology
2. Make Multiple Revisions to a Course – PSY 210, Experimental Psychology
3. Make Multiple Revisions to a Course – PSY 361, Psychological Tests and Measurements
4. Create a New Course – PSY 211, Research methods in Psychology Laboratory
5. Revise a Program – 591, Psychology Extended Major
6. Revise a Program – 760, Psychology General Major

From the Department of Educational Administration, Leadership and Research

1. Create a New Course - EDFN 724, Leadership in Community and Technical Colleges
2. Create a New Course – EDFN 726, Postsecondary Change and Cultures
3. Create a New Course – EDFN 728, Postsecondary Economics and Finance

From Educational leadership Doctor (EDD) Program-Office of Doctoral Studies

1. Revise Academic Policy – Graduate Studies' Transfer Credit Policy
2. Revise Academic Policy – Graduate Studies' Admission to Candidacy (Form D)
3. Revise Academic Policy – Graduate Studies' Graduate Certificate Programs Policy
4. Revise Academic Policy – Graduate Studies' Independent Study Courses Policy
5. Revise Academic Policy – Graduate Studies' Non-Degree Seeking Students Policy
6. Revise Academic Policy – Graduate Studies' Seeking Dual Degrees Policy
7. Revise Academic Policy - Graduate Studies' Thesis and Specialist Project Committees Policy
8. Revise Academic Policy – Graduate Studies' Time Limitation for Completion of Degree Policy

From the School of Teacher Education

1. Revise Course Prerequisites – LTCY 420, Reading in Primary Grades
2. Revise a Program – 0428, Master of Science in Instructional Design
3. Create a New Course – SMED 301, Designing and Teaching Inquiry-Based Mathematics and Science Units
4. Create a New Course-SMED 501, Designing Instructional Sequences in Secondary Math and Science
5. Create a New Course-SMED 510, Advanced Topics in Knowing and Learning in Mathematics and Science
6. Create a New Course-SMED 520, Management for Positive Learning Environments

III. Other Business

Report from the Alternate Admission Subcommittee

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

Contact Person: Tony Paquin, email: tony.paquin@wku.edu, phone: 5-4423

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: PSY 201
- 1.2 Course title: Statistics in Psychology
- 1.3 Credit hours: 3

2. Revise course title: N/A

- 2.1 Current course title:
- 2.2 Proposed course title:
- 2.3 Proposed abbreviated title:
- 2.4 Rationale for revision of course title:

3. Revise course number:

- 3.1 Current course number: PSY 201
- 3.2 Proposed course number: PSY 301
- 3.3 Rationale for revision of course number: The course content is suitable for a Junior-level course and PSY 210 and a laboratory experience, PSY 211, are being made prerequisites.

4. Revise course prerequisites/corequisites/special requirements:

- 4.1 Current prerequisites/corequisites/special requirements: PSY 100 and MATH 116 (or higher math course), with a grade of "C" or better; Corequisite: PSY 210
- 4.2 Proposed prerequisites/corequisites/special requirements: PSY 210, PSY 211, and MATH 116 (or higher math course), with a grade of "C" or better.
- 4.3 Rationale for revision of course prerequisites/corequisites/special requirements: The sequence of core courses is being rearranged so that the research methods course, PSY 210, and a corequisite laboratory experience, PSY 211, will be prerequisites for PSY 301 Statistics in Psychology. The course sequence is being changed because an understanding of research methods and research design will better prepare students for understanding the statistical applications presented in PSY 301. The methods course corequisite requirement is being eliminated.

- 4.4 Effect on completion of major/minor sequence: This change should have little or no effect on time to complete requirements of the major (Ref. #s 591 & 760). Class scheduling may be somewhat easier for students because the 6-hr. PSY 201 and PSY 210 corequisite block is being eliminated. PSY 210 and PSY 211 will become prerequisites for PSY 301 Statistics in Psychology. The 1-credit-hour laboratory experience will add 1 hour to the 36-credit-hour-major.

5. Revise course catalog listing:

- 5.1 Current course catalog listing: Prerequisites: PSY 100 and MATH 116 (or higher math course), with a grade of C or higher; Corequisite PSY 210. This two-course block is a fused presentation of statistics and experimental methodology for the psychologist. It includes methods of organizing, describing, and analyzing psychological data. Selected experiments from the main areas of the field are carried out by the students in the psychology laboratory.
- 5.2 Proposed course catalog listing: Methods of organizing, describing, and analyzing psychological data.
- 5.3 Rationale for revision of course catalog listing: The revised course listing more clearly distinguishes the content of the methods course from that of the statistics course.

6. Revise course credit hours:

- 6.1 Current course credit hours:
6.2 Proposed course credit hours:
6.3 Rationale for revision of course credit hours:

7. Proposed term for implementation: Fall, 2011

8. Dates of prior committee approvals:

Department of Psychology:	<u>9/10/2010</u>
CEBS Curriculum Committee	_____
Undergraduate Curriculum Committee	_____
University Senate	_____
University Senate	_____

Attachment: Course Inventory Form

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

Contact Person: Sharon Mutter, email: sharon.mutter@wku.edu, phone: 5-4389

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: PSY 210
- 1.2 Course title: Experimental Psychology
- 1.3 Credit hours: 3

2. Revise course title:

- 2.1 Current course title: Experimental Psychology
- 2.2 Proposed course title: Research Methods in Psychology
- 2.3 Proposed abbreviated title: Research Methods
- 2.4 Rationale for revision of course title: The methodology psychology students need to know is broader than just experimental methodology and includes quasi-experimental methods, survey methodology, and qualitative methodology.

3. Revise course number: N/A

- 3.1 Current course number:
- 3.2 Proposed course number:
- 3.3 Rationale for revision of course number:

4. Revise course prerequisites/corequisites/special requirements:

- 4.1 Current prerequisites: PSY 100 and MATH 116 (or higher math course), with a grade of "C" or better; Corequisite: PSY 201
- 4.2 Proposed prerequisite: PSY 100 with a C or better; Corequisite PSY 211
- 4.3 Rationale for revision of course prerequisites/corequisites/special requirements: The sequence of core courses is being rearranged so that the research methods course, PSY 210, will be a prerequisite for Statistics in Psychology (currently PSY 201, but to become PSY 301). A corequisite 1-credit-hour laboratory experience will be required. The course sequence is being changed because an understanding of research methods and research design will better prepare students for understanding the statistical applications presented in the Statistics in Psychology course. The statistics course corequisite requirement is being eliminated.
- 4.4 Effect on completion of major/minor sequence: This change should have little or no effect on time to complete requirements of the major (Ref. #s 591 & 760).

Class scheduling may be somewhat easier for students because the 6-hr. PSY 201 and PSY 210 corequisite block is being eliminated. PSY 210 and PSY 211 will become prerequisites for PSY 301 Statistics in Psychology. The 1-credit-hour laboratory experience will add 1 hour to the 36-credit-hour-major.

5. Revise course catalog listing:

- 5.1 Current course catalog listing: Prerequisites: PSY 100 and MATH 116 (or higher math course), with a grade of C or higher; Corequisite PSY 201. This two-course block is a fused presentation of statistics and experimental methodology for the psychologist. It includes methods of organizing, describing, and analyzing psychological data. Selected experiments from the main areas of the field are carried out by the students in the psychology laboratory.
- 5.2 Proposed course catalog listing: Prerequisite: PSY 100 with a C or better; corequisite: PSY 211. Introduction to scientific thinking, research design, and research methods in psychology. Includes the nature of scientific explanations, validity, reliability, measurement scales, the rationale underlying hypothesis testing, critical evaluation of scientific evidence presented in journals and popular media, and how to write research reports.
- 5.3 Rationale for revision of course catalog listing: The revised course listing more clearly distinguishes the content of the methods course from that of the statistics course.

6. Revise course credit hours: N/A

- 6.1 Current course credit hours:
- 6.2 Proposed course credit hours:
- 6.3 Rationale for revision of course credit hours:

7. Proposed term for implementation: Fall, 2011

8. Dates of prior committee approvals:

Department of Psychology:	<u>9/10/2010</u>
CEBS Curriculum Committee	_____
Undergraduate Curriculum Committee	_____
University Senate	_____
University Senate	_____

Attachment: Course Inventory Form

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

Contact Person: Steven J. Haggbloom, email: steven.haggbloom@wku.edu, phone: 5-4427

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: PSY 361
- 1.2 Course title: Psychological Tests and Measurements
- 1.3 Credit hours: 3

2. Revise course title: N/A

- 2.1 Current course title:
- 2.2 Proposed course title:
- 2.3 Proposed abbreviated title:
- 2.4 Rationale for revision of course title:

3. Revise course number:

- 3.1 Current course number:

4. Revise course prerequisites/corequisites/special requirements:

- 4.1 Current prerequisites/corequisites/special requirements: Prerequisites: PSY 100, PSY 201, and PSY 210
- 4.2 Proposed prerequisites/corequisites/special requirements: PSY210 and PSY211.
- 4.3 Rationale for revision of course prerequisites/corequisites/special requirements: The sequence of core courses is being rearranged so that the corequisite requirement between the methods course (210) and the statistics course (old 201/new 301) will be eliminated.
- 4.4 Effect on completion of major/minor sequence: Because students will no longer need to complete MATH 116, and PSY 201(old)/301(new), as a sequence before enrollment in PSY361 it will facilitate students' efforts to stay on track and complete the prerequisite course sequence in a more timely manner.

5. Revise course catalog listing:

- 5.1 Current course catalog listing:
- 5.2 Proposed course catalog listing:
- 5.3 Rationale for revision of course catalog listing:

6. Revise course credit hours:

- 6.1 Current course credit hours:
- 6.2 Proposed course credit hours:

6.3 Rationale for revision of course credit hours:

7. Proposed term for implementation: Fall, 2011

8. Dates of prior committee approvals:

Department of Psychology: _____

CEBS Curriculum Committee _____

University Curriculum Committee _____

University Senate _____

University Senate _____

Attachment: Course Inventory Form

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

Contact Person: Sharon Mutter, email: sharon.mutter@wku.edu, phone: 5-4389

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: PSY 211
- 1.2 Course title: Research Methods in Psychology Laboratory
- 1.3 Abbreviated course title: Research Methods Lab
- 1.4 Credit hours and contact hours: 1 credit hour; 2 contact hours
- 1.5 Type of course: Laboratory
- 1.6 Prerequisites/corequisites: Prerequisite: PSY 100 with a C or better; Corequisite: PSY 211 Research Methods in Psychology
- 1.7 Course catalog listing: Prerequisite: PSY 100 with a C or better; Corequisite: PSY 211. Laboratory course to accompany PSY 210. Laboratory exercises involving research design, methodology, data collection, methods of organizing and presenting data, and research report writing.

2. Rationale:

- 2.1 Reason for developing the proposed course: Psychology is a science and as such it is important that students have a laboratory experience. This course will ensure that all psychology majors have experience in the application of psychology research methodology in a laboratory setting.
- 2.2 Projected enrollment in the proposed course: 100 students per semester
- 2.3 Relationship of the proposed course to courses now offered by the department: The Department does not currently offer any laboratory courses.
- 2.4 Relationship of the proposed course to courses offered in other departments: Other science disciplines at WKU offer laboratory courses (e.g., BIOL 114, BIOL 121, CHEM 121, CHEM 108, GEOL 113, PHYS 181)
- 2.5 Relationship of the proposed course to courses offered in other institutions: Eleven of WKU's 19 benchmark institutions offer a laboratory experience in conjunction with a research methods course.

3. Discussion of proposed course:

- 3.1 Course objectives:
 - Students will be able to describe the advantages and disadvantages of various research designs used in psychological research and will be knowledgeable about design issues such as eliminating confounds, control of extraneous variables, and external validity
 - Students will be familiar with a variety of research methods used in psychology
 - Students will be knowledgeable about techniques of data collection
 - Students will learn to use psychology library resources

- Students will create and make research presentations
 - Students will write research reports in APA style
- 3.2 Content outline: The course will consist of a series of weekly laboratory exercises designed to complement the topics covered in PSY 210 Research Methods in Psychology and to give students hands-on experience with research design, methodology, data collection, organization and description of data, and the presentation of research results across a range of topic areas in psychology. The particular laboratory exercises employed may vary across instructors, but in general the exercises will sample content from many areas of psychology including perception, learning, motivation, cognition, social interactions, personality, and so on.
- 3.3 Student expectations and requirements: Students will be graded on their performance on laboratory exercises. Presentations, written reports, and other assignments..
- 3.4 Tentative texts and course materials:
- Neuman, L.W. (2009). *Understanding Research*. Allyn & Bacon
 - Salkind, N. (2009). *Exploring Research* (7th Ed.). Prentice Hall.
 - Shaughnessy, J., Zechmeister, E., & Zechmeister, J. (2005). *Research Methods in Psychology*. McGraw-Hill.

4. Resources:

- 4.1 Library resources: Psychology journals already carried by the WKU library will provide an adequate library resource for this course.
- 4.2 Computer resources: Tate Page computer lab; American Psychological Association online Psychology Laboratory.

5. Budget implications:

- 5.1 Proposed method of staffing: Existing staff
- 5.2 Special equipment needed: None
- 5.3 Expendable materials needed: None
- 5.4 Laboratory materials needed: None

6. Proposed term for implementation: Fall 2011

7. Dates of prior committee approvals:

Department of Psychology:	<u>9/10/2010</u>
CEBS Curriculum Committee	_____
University Curriculum Committee	_____
University Senate	_____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

**College of Education and Behavioral Sciences
Department of Psychology
Proposal to Revise A Program
Action Item**

Contact Person: Steven J. Haggbloom, email: steven.haggbloom@wku.edu, phone: 5-4427

1. Identification of program:

- 1.1 Current program reference number: 591
- 1.2 Current program title: Psychology Extended Major
- 1.3 Credit hours: 51

2. Identification of the proposed program changes: A 1-credit-hour laboratory course, PSY 211, is being added as a research methods course, PSY 210, corequisite. PSY 210 and PSY 211 will become prerequisites for PSY 301 Statistics in Psychology. The corequisite requirement between the methods course and the statistics course will be eliminated.

3. Detailed program description:

<p>Extended Major The extended major in psychology (reference number 591) requires a minimum of 51 semester hours and leads to a bachelor of arts degree. No minor or second major is required. The extended major is especially appropriate for the student whose career objectives require a more comprehensive undergraduate psychology background. The extended major is designed for students who maintain a minimum 2.50 GPA both overall and in psychology. Requirements are PSY100, 201-210 (prerequisite MATH 116), 361, 495, and the indicated number of hours from each of the following categories.</p>	<p>Extended Major The extended major in psychology (reference number 591) requires a minimum of 52 semester hours and leads to a bachelor of arts degree. No minor or second major is required. The extended major is especially appropriate for the student whose career objectives require a more comprehensive undergraduate psychology background. The extended major is designed for students who maintain a minimum 2.50 GPA both overall and in psychology. Requirements are PSY100, 210, 211, 301 (prerequisite MATH 116), 361, 495, and the indicated number of hours from each of the following categories.</p>
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4. Rationale for the proposed program change: The sequence of core courses is being rearranged so that the research methods course, PSY 210, will have a corequisite 1-credit-hour laboratory experience, PSY 211, both of which will be prerequisites for Statistics in Psychology, PSY 301. The course sequence is being changed because an

understanding of research methods and research design will better prepare students for understanding the statistical applications presented in the Statistics in Psychology course.

5. Proposed term for implementation and special provisions (if applicable): Fall, 2011

6. Dates of prior committee approvals:

Department of Psychology:	<u>9/10/2010</u>
CEBS Curriculum Committee	_____
Undergraduate Curriculum Committee	_____
University Senate	_____
University Senate	_____

Attachment: Program Inventory Form

**College of Education and Behavioral Sciences
Department of Psychology
Proposal to Revise A Program
Action Item**

Contact Person: Steven J. Haggbloom, email: steven.haggbloom@wku.edu, phone: 5-4427

1. Identification of program:

- 1.1 Current program reference number: 760
- 1.2 Current program title: Psychology General Major
- 1.3 Credit hours: 36

2. Identification of the proposed program changes: A 1-credit-hour laboratory course, PSY 211, is being added as a research methods course, PSY 210, corequisite. PSY 210 and PSY 211 will become prerequisites for PSY 301 Statistics in Psychology. The corequisite requirement between the methods course and the statistics course will be eliminated.

3. Detailed program description:

<p>General Major The general major in psychology (reference number 760) requires a minimum of 36 semester hours and leads to a bachelor of arts degree. A minor or second major is required. At least half of the program must be in upper division courses (numbered 300 or above). Required courses are PSY100, 201-210 (prerequisite MATH 116), 361, 495, and the indicated number of hours from each of the following categories.</p>	<p>General Major The general major in psychology (reference number 760) requires a minimum of 37 semester hours and leads to a bachelor of arts degree. A minor or second major is required. At least half of the program must be in upper division courses (numbered 300 or above). Required courses are PSY100, 210, 211, 301 (prerequisite MATH 116), 361, 495, and the indicated number of hours from each of the following categories.</p>
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4. Rationale for the proposed program change: The sequence of core courses is being rearranged so that the research methods course, PSY 210, will have a corequisite 1-credit-hour laboratory experience, PSY 211, both of which will be prerequisites for Statistics in Psychology, PSY 301. The course sequence is being changed because an understanding of research methods and research design will better prepare students for understanding the statistical applications presented in the Statistics in Psychology course.

5. Proposed term for implementation and special provisions (if applicable): Fall, 2011

6. Dates of prior committee approvals:

Department of Psychology:	<u>9/10/2010</u>
CEBS Curriculum Committee	_____
Undergraduate Curriculum Committee	_____
University Senate	_____
University Senate	_____

Attachment: Program Inventory Form

Proposal Date: 08/01/2010

College of Education and Behavioral Sciences
Department of Educational Administration, Leadership, and Research
Proposal to Create a New Course
(Action Item)

Contact Person: Bud Schlinker, bud.schlinker@wku.edu 745-4890

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: EDFN 724
- 1.2 Course title: Leadership in Community and Technical Colleges
- 1.3 Abbreviated course title: Lead Comm & Tech Colleges
- 1.4 Credit hours: 3
- 1.5 Type of course: Seminar
- 1.6 Prerequisites/corequisites: None.
- 1.7 Course description: The nature of community and technical colleges, their relationship to four-year institutions, their potential for serving work force needs, and the role of the postsecondary administrator in these settings.

2. Rationale:

- 2.1 Reason for developing the proposed course: The doctoral program includes a focus area in postsecondary leadership. This focus area is designed to provide two- and four-year personnel with knowledge and experiences to help them be more effective in their current roles or allow them to pursue more senior level roles in postsecondary administration. While each of the courses in this focus area will attend to the similarities and differences between these two types of settings, this particular course will provide the students with an in-depth understanding of two-year institutions and what makes them unique. Additionally, this course is necessary if administrators from these two types of settings are to understand each others' students and each others' institutions.
- 2.2 Projected enrollment in the proposed course: The estimated enrollment is 10 students per offering based on the number of current students in the Postsecondary doctoral strand.
- 2.3 Relationship of the proposed course to courses now offered by the department: The department offers three courses related to the proposed course: EDFN 612 (Seminar in Community College Teaching) – the focus here is on teaching in these settings and not leading from administrative positions; EDFN 675 (Higher Education in America) – the focus here is more broadly on higher education as a whole and only deals with community and technical colleges as part of that landscape; EDFN 685 (Academic Problems in Higher Education) – the focus of this course is on

the larger scope of higher education and only part of the content centers on community and technical colleges. Only the EDFN 612 course is currently being taught in this department with any frequency.

2.4 Relationship of the proposed course to courses offered in other departments: The only courses that are related to this course are offered in the MAE Student Affairs program (CNS 572 – American College Student, CNS 574 – Student Develop/Higher Ed, and CNS 575 – Admin/Student Affairs). These courses, however, are generally taught from a four-year institutional perspective. The proposed course focuses on the unique aspects and contributions of community and technical colleges.

2.5 Relationship of the proposed course to courses offered in other institutions: Courses similar to this course are offered at other universities offering the doctoral degree. The following are examples:

University of Florida

EDH 6053 - The Community Junior College in America. Programs, issues, and problems.

Old Dominion University

CCL 826 - Community College Curriculum And Program Development. Doctoral level seminar with emphasis on independent reading and project work. Development and management of the community college curriculum will be discussed, focusing on curriculum purposes, structures, and trends. Some emphasis will be placed on issue in quality assurance, program review, and student outcomes assessment.

Morgan State University

EDHE 601 – Leadership and Administration in Community Colleges. This course provides an opportunity to explore the nature and theories of leadership, both classical and contemporary. Various types of urban community college leaders will be identified and discussed in terms of their style and effectiveness. Problems of urban leaders will be explored as well as their functions and duties. Readings are designed to enhance the subject matter competency of urban leaders will be required. In addition, this course examines theories and principles of leadership and administration and applies these theories and principles to concrete urban community college situations. Students create a personal plan for developing leadership and administrative skills. The course content is based upon providing specific knowledge about administrative and managerial principles and techniques related to leadership and administration.

University of Miami

EPS 543 - The Community College. An overview of American community colleges including historical evolution, purposes and functions, characteristics of students and faculty, organization and administration, curricula, current issues, and trends.

Texas Tech University

EDHE 5315 – Community College Leadership. A study of different leadership styles, strategies, and theories applicable to the community college sector.

3. Discussion of proposed course:

3.1 Course objectives:

Upon completion of this course the student will be able to:

- Discuss and explain the historical evolution of the Community and Technical College System (CTCS)
- Discuss and explain the role of CTCS as innovator
- List key pieces of legislation that impacted the CTCS
- Describe the evolving governance and decision-making procedures in the CTCS
- Assess the philosophical alignment of the CTCS with four-year institutions
- Explain the emerging role and impact of CTCS on economic development

3.2 Content outline: Topics will include the following:

- History of the CTCS – high-school based community college, public and private, commitment to meet local needs, growth and trends, the GI Bill, a national network
- Evolving Role of the CTCS – open admissions, access and service, sense of community, building partnerships, remedial education
- Alignment with Four Year Institutions – 2+2 configurations, articulation agreements, strategies and models
- Serving Workforce Development and the Traditional Student - partnerships: how to build them, what to do with them, and how to sustain them; developing quality programs; tooling program responsiveness to employer needs
- Issues and Opportunities Going Forward – technology, distance education, erasing geographic boundaries, outreach, international programs, funding concerns, student learning and competence

3.3 Student expectations and requirements: The course will be structured as a seminar. Students will read assigned sections of the text(s) and scholarly publications in the area of community and technical colleges. Tests and/or

projects (individual or group) on community and technical college issues will contribute to the evaluation of students' performance in the course.

3.4 Tentative texts and course materials:

Campbell, D. F. (1985). *Leadership strategies for community college effectiveness*. Washington, DC: American Association of Community Colleges.

Cohen, A. M., & Brawer, F. B. (2008). *The American community college*. 5th ed. San Francisco: Jossey-Bass, Inc.

Levin, J. S. (2002). *Globalizing the community college: Strategies for change in the twenty-first century*. New York: Palgrave Publishers, Ltd.

Vaughan, G. (2000). *The community college story*. Washington, DC: American Association of Community Colleges.

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: Spring 2011

7. Dates of prior committee approvals:

Educational Administration, Leadership
and Research:

September 8, 2010

CEBS Curriculum Committee

Graduate Council

University Senate



Attachment: Bibliography, Library Resources Form, Course Inventory Form

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Van Note Chism, N. (Ed.) (2008, Fall). Faculty at the margins. *New Directions for Community Colleges*, 143, 1-114.

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Community College-Related Websites:

American Ed. Research Association <http://www.aera.net/Default.aspx?id=5522>

AACRAO <http://www.aacrao.org/sem19/cct.htm>

AASCU <http://www.aascu.org/>

AACC <http://www.aacc.nche.edu/Pages/default.aspx>

AAWCC <http://www.aawccnatl.org>

ACCT <http://www.acct.org/>

California CCA <http://www.cca4me.org/>

CC Baccalaureate Association http://www.accbd.org/journal_rp.php

CC Business Organization <http://www.ccbo.org>

CC's Can! <http://www.communitycollegescan.org/>

CC Directory <http://www.mcli.dist.maricopa.edu/cc/>

CC Futures Assembly <http://www.coe.ufl.edu/futures/>

The Community College Enterprise: A Journal of Research and Practice
<http://www.schoolcraft.edu/ccE>

CC Planning & Research Org.	http://www.ccpro.org/Conference/Confs.htm
CC Research Center	http://ccrc.tc.columbia.edu/
CC Trends and Statistics	http://www.aacc.nche.edu/AboutCC/Trends/Pages/default.aspx
The Chronicle of Higher Education	http://chronicle.com/section/Home/5/
Community College Journal	http://www.aacc.nche.edu
Community College Times	http://www.communitycollegetimes.org/
Community College Week	http://www.ccweek.com/
Federal OVAE	http://www.ed.gov/about/offices/list/ovae/pi/cclo/index.html
Discounted Dreams	http://www.discounteddreams.org/resources.html
Diverse Issues in Higher Education	http://diverseeducation.com/section/25/community-college.html
Florida Department of Education	http://www.fldoe.org/cc/
Higher Education Jobs in Education	http://education.academickeys.com/
Inst. For CC Development	http://www.iccd.cornell.edu/iccd/
Journal of Applied Res. in the CC	http://www.ncccrp.org/page.asp?page=981
KY Council on Postsecondary Ed	http://cpe.ky.gov/
KY CPE Data Portal	http://cpe.ky.gov/info/
Kentucky Dept. of Education	http://www.education.ky.gov/KDE/
League of Innovation	http://www.league.org/
Lumina Foundation	http://www.luminafoundation.org
NACCTEP (Teacher Prep)	http://www.nacctep.org/
Nat. Assoc. for CC Entrepren.	http://www.nacce.com/?page=7thAnnual
NCC Hispanic Council	http://www.ncchc.com
Nat. Council for Cont. Ed. & Trng	http://www.nccet.org
NCWE	http://www.ncwe.org/
NISOD	http://www.nisod.org/
Southern Reg. Ed. Board	http://www.sreb.org/
US DOE	http://www.ed.gov/
US Higher Ed	http://www.utexas.edu/world/univ/
US Office of Postsecondary ED	http://www2.ed.gov/about/offices/list/ope/index.html

Available in Academic Source Premier Database:

Community College Journal of Research and Practice

Community College Review

New Directions for Community Colleges

Proposal Date: 08/01/10

College of Education and Behavioral Sciences
Department of Educational Administration, Leadership, and Research
Proposal to Create a New Course
(Action Item)

Contact Person: Bud Schlinker, bud.schlinker@wku.edu 745-4890

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: EDFN 726
- 1.2 Course title: Postsecondary Change and Cultures
- 1.3 Abbreviated course title: Postsec Change & Cultures
- 1.4 Credit hours: 3
- 1.5 Type of course: Seminar
- 1.6 Prerequisites/corequisites: None
- 1.7 Course catalog listing: Study of how effective change takes place in organizations as both internal and external forces influence institutions. Resistance to change and how to overcome these barriers will also be addressed, as well as how these changes affect the culture of the organization.

2. Rationale:

- 2.1 Reason for developing the proposed course: The course is being proposed for the Ed.D. in Educational Leadership and is intended to help doctoral students with a focus on postsecondary administration to develop knowledge of issues surrounding change in postsecondary environments and the strategies for effective leadership in public institutions. The postsecondary administration focus area of the Ed.D. is designed to equip administrators in 2-year and 4-year institutions with the knowledge, skills, and dispositions they will need to be effective leaders within their institutions, regardless of the level of leadership at which they serve. Issues commonly affected by change (diversity, impact of globalization, accountability, emerging delivery systems, etc.) will be used as lenses through which change will be examined. A thorough understanding and practical knowledge of effective change processes and the barriers that affect institutional change should be part of the preparation of any administrator in such settings.
- 2.2 Projected enrollment in the proposed course: The estimated enrollment is 10 students per offering based on the current number of students in the doctoral postsecondary strand.
- 2.3 Relationship of the proposed course to courses now offered by the department: The department offers two courses related to the proposed

course: EDFN 675 (Higher Education in America) – the focus here is more broadly on higher education as a whole; EDFN 685 (Issues in Higher Education) – this course is also focused more broadly on higher education issues as a whole. The proposed course is specifically designed to cover change theory and processes in postsecondary education.

2.4 Relationship of the proposed course to courses offered in other departments: There are at least two related courses in the Ford College of Business: BA 500 (Management Dynamics – An introduction to organizational analysis and to the understanding and management of behavior in organizations), and BA 510 (Organizational Theory – Contemporary theory and research on organizational structure and design that has relevance for practical problems of designing and managing organizations). However, there will be content in the proposed course that specifically addresses the postsecondary context.

2.5 Relationship of the proposed course to courses offered in other institutions: Courses similar to this course are offered at other universities offering the doctoral degree. The following are examples:

University of Louisville – EDTD 664 (Facilitating Change in Organizations) – The course consists of the study of organizations as systems and how organizations change and develop in reaction to internal and external forces. The purpose of the course is to provide students with the knowledge and skills necessary to diagnose the need for, and facilitate the implementation of, change in organizations. Emphasis will be on both theoretical and practical aspects of organizational change in a global marketplace and the role of the HRD practitioner in implementing change.

University of Denver/University College – ORL 4180 (Leading Organizational Change) – This course will explore the concepts and skills required for effective change management. Students will examine the notion of breakpoint change, the various stages of individual and organizational change, essential relationships between leadership and management, and assorted organizational and management models for managing change.

3. Discussion of proposed course:

3.1 Course objectives:

Upon completion of the course the student will or will be able to:

- Understand and describe the structure of a complex organization.
- Identify both the internal and external forces that influence change in organizations.
- Identify and be able to use major change models.
- Develop appropriate organizational change strategies.
- Know the distinct aspects of both the personal and the institutional sides of change.

- Initiate and monitor the change process.

3.2 Content outline:

Topics will include the following within the postsecondary context:

- Introduction to organizational change
- Organizations as systems
- Change strategies/models
- Internal and external influences
- Institutional aspects impacted
- Resistance to change
- The decision making process
- Organizational interventions (small group and individual)

3.3 Student expectations and requirements: The course will be structured as a seminar. Students will read assigned sections of the text(s) and scholarly publications in the area of leading change within institutions. Tests and/or projects (individual or group) on course topics as they relate to administrative issues will contribute to the evaluation of students' performance in the course.

3.4 Tentative texts and course materials:

Carter, L., Ulrich, D., & Goldsmith, M. (2005). *Best practices in leadership development and organization change: How the best companies ensure meaningful change and sustainable leadership*. San Francisco: John Wiley & Sons.

Goldstein, L. D., Nolan, T. M., & Pfeiffer, J. W. (1993). *Applied strategic planning*. McGraw-Hill: New York.

Kezar, A. J., (2001). *Understanding and facilitating change in higher education in the 21st century*. New York: John Wiley & Sons.

Rogers, E.M. (2003). *Diffusion of innovation*. (5th Ed.) New York: Free Press.

Rothwell, W. J., Sullivan, R., & McLean, G.N. (1995). *Practicing organizational development: A guide for consultants*. San Francisco : Jossey-Bass.

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 staff 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: Spring 2011

7. Dates of prior committee approvals:

Educational Administration, Leadership
and Research:

September 8, 2010

CEBS Curriculum Committee

Graduate Council

University Senate

Attachment: Bibliography, Library Resources Form, Course Inventory Form

Bibliography

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Proposal Date: 8/20/2010

College of Education and Behavioral Sciences
Department of Educational Administration, Leadership, and Research
Proposal to Create a New Course
(Action Item)

Contact Person: Bud Schlinker, bud.schlinker@wku.edu 745-4890

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: EDFN 728
- 1.2 Course title: Postsecondary Economics and Finance
- 1.3 Abbreviated course title: Postsecondary Econ & Finance
- 1.4 Credit hours: 3
- 1.5 Type of course: Seminar
- 1.6 Prerequisites/corequisites: None.
- 1.7 Course catalog listing: Postsecondary finance issues, including sources/distribution of funding, financial aid programs, declining resources, budgeting and managing resources, and generating resources.

2. Rationale:

- 2.1 Reason for developing the proposed course: The proposed course is one of several new courses being proposed for the Ed.D. in Educational Leadership. This course is intended to help those students whose focus is postsecondary administration to develop knowledge related directly to the issues surrounding funding in postsecondary environments and the strategies for effective stewardship of public funds. This focus area of the Ed.D. is designed to equip administrators in 2-year and 4-year institutions with the knowledge, skills, and dispositions they will need to be effective leaders within their institutions, regardless of the level of leadership at which they serve. A thorough understanding and practical knowledge of the acquisition and the efficient use of funds should be part of the foundation of any administrator in such settings.
- 2.2 Projected enrollment in the proposed course: The estimated enrollment is 10 students per offering based on the number of current students in the Postsecondary doctoral strand
- 2.3 Relationship of the proposed course to courses now offered by the department: The department currently offers three related courses. The first is EDFN 675 (Higher Education in America); the focus in this course is on the broader context of postsecondary education and not the particular area of finance. A second related course, EDFN 685 (Academic Problems in Higher Education), does not focus on funding and the economic side of postsecondary education. The department's third related course is EDAD

588 (School Business Management); although some of the topics are similar to those in the proposed course, postsecondary education finance issues are vastly different from elementary and secondary education finance issues, which are the focus of EDAD 588.

2.4 Relationship of the proposed course to courses offered in other departments: While the proposed course will not duplicate courses offered in other departments, there is a related course in the Department of Economics. ECON 581 (Survey of Public Finance) deals generally with topics of taxes, government budgeting, regulation, and benefit-cost analysis, whereas the proposed course will look at these topics from strictly a postsecondary perspective. Additionally, the proposed course will examine topics not included in ECON 581, such as the challenge of generating revenues in a postsecondary environment.

2.5 Relationship of the proposed course to courses offered in other institutions: Courses similar to this course are offered at other universities offering the doctoral degree. The following are examples:

University of Illinois at Urbana/Champaign – EOL 590 (Higher Education Finance and Policy) – Designed as a seminar on major issues and topics in the financing of higher education in the United States from various perspectives. As a result of participation in seminar discussions and the completion of assignments, students will gain an understanding of the following: basic concepts regarding the financing and economics of American higher education; the role of state and federal government in financing education; concepts and processes for planning and budgeting for institutions of higher education; and, major public policy issues in financing higher education such as affordability, access/choice, equity, productivity and accountability, and the public private benefits of higher education.

Northern Illinois University – CAHE 672 (Business Management in Higher Education) – The course is designed to provide an introduction to higher education finance issues, from the perspectives of a higher education administrator.

Regent University – HIED 756 – (Higher Education Finance) - an intensive course devoted to the examination of concepts and management practices in higher education finance. The course is intended to provide prospective college and university administrators with both a theoretical and working knowledge of techniques, issues, policy, and practices as they are related to management and administration of colleges and universities in the United States.

University of Kentucky – EPE 678 (Economics of Higher Education) – This course addresses issues of equity and efficiency by analyzing 1) how students, faculty and institutions are influenced by markets and incentives,

- 2) the economic impact of higher education on students and society, and
- 3) the financial management of institutions.

University of Louisville – ELFH 684 (Educational Resource Management in Postsecondary Education – Study of resources, practices and procedures of finance and economics as related to postsecondary education. Provides investigation of specific and current educational finance issues affecting educational institutions.

3. Discussion of proposed course:

3.1 Course objectives:

Upon completion of this course the student will be able to:

- Demonstrate an understanding of the historical and current trends in financing of postsecondary education in the United States
- Demonstrate an understanding of the sources of funding and expenditure areas for postsecondary education
- Demonstrate an understanding of the rising costs of tuition, and the role of financial aid/student debt
- Articulate ways in which higher education finance directly impacts the individual administrator's daily work
- Critically evaluate the scholarly literature and research in the financing of postsecondary education
- Demonstrate a mastery of concepts of financial management, planning and budgeting, fund accounting, auditing, and risk management
- Demonstrate basic skills in environmental scanning and strategic planning for financial issues facing postsecondary institutions.

3.2 Content outline: Topics will include the following:

- History and current financing trends
- Sources and expenditure of funds
- Student financial aid
- Financial management
- Planning and budgeting
- Fund accounting
- Auditing
- Risk management
- Strategic planning

3.3 Student expectations and requirements: The course will be structured as a seminar. Students will read assigned sections of the text(s) and scholarly publications in the area of funding and financing postsecondary

institutions. Tests and/or projects (individual or group) on postsecondary finances as they relate to administrative issues will contribute to the evaluation of students' performance in the course.

3.4 Tentative texts and course materials:

Barr, M. J. (2002). *Academic administrator's guide to budgets and financial management*. San Francisco: Jossey-Bass.

Yeager, J. L., Nelson, G. M., Potter, E. A., Weidman, J. C. & Zullo, T. G. (Eds.) (2001). *ASHE reader on finance in higher education*. Boston: Pearson Custom Publishing.

Callan, P. M., & Finney, J. E. (1997). *Public and private financing of higher education: Shaping public policy for the future*. Westport, CT: American Council on Education and the Oryx Press.

Dickenson, R. C. (1999). *Prioritizing academic programs and services*. San Francisco: Jossey-Bass.

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: Spring 2011

7. Dates of prior committee approvals:

Educational Administration, Leadership
and Research:

September 8, 2010

CEBS Curriculum Committee

Graduate Council

University Senate

Attachment: Bibliography, Library Resources Form, Course Inventory Form

Bibliography

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- Bok, D. (2004). *Universities in the marketplace: The commercialization of higher education*. Princeton, NJ: University Press.
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**College of Education and Behavioral Sciences
Educational Leadership Doctoral (EDD) Program
Office of Doctoral Studies
Proposal to Revise an Academic Policy
(Action Item)**

Contact Person: Tony Norman, tony.norman@wku.edu, 745-3061

1. Identification of proposed policy revision:

Change in Graduate Studies' *Transfer Credit* policy as it applies to students in the doctoral program

2. Catalog statement of existing policy:

A maximum of 12 transfer credits may be used in any master's or specialist degree program, and up to 15 transfer credits may be permitted in the EdD program. However, some programs have more restrictive policies regarding the number of hours that will be accepted in a particular program. In any case, the following requirements must be met:

1. The credit(s) must have been earned at an accredited graduate institution.
2. The course work to be transferred must be properly designated as having been taken for graduate credit.
3. The grade point average must be at least 3.0 (4.0 scale) on all graduate course work appearing on the transcript before specific courses can be transferred.
4. Additionally, the courses to be transferred must carry a grade of 3.0 (4.0 scale) or better.
5. Credits earned during a given term must not exceed the number of weeks of instruction and must have been earned within the six-year time limit for degree completion.
6. Any course(s) to be transferred must be appropriate for degree completion.
7. At least 12 hours in the major area and at least 6 hours in the minor area must be taken at Western. *The "Transfer Credit Practices" report published by the American Association of Registrar's and Admissions Officers is the reference used in evaluating credits.*

Transfer credits taken during the final semester of a program will delay program completion until official transcripts have been received in the Office of Graduate Studies and Research. In cooperative or joint programs with other universities, credits earned in the program at these institutions are not considered transfer credits. A majority of credits applied toward certificate requirements must be earned at Western.

2. Catalog statement of proposed policy: Additions are in bold.

A maximum of 12 transfer credits may be used in any master's or specialist degree program, and up to 15 transfer credits may be permitted in the **EdD doctoral** program. However, some programs have more restrictive policies regarding the number of hours that will be accepted in a particular program. In any case, the following requirements must be met:

1. The credit(s) must have been earned at an accredited graduate institution.
2. The course work to be transferred must be properly designated as having been taken for graduate credit.
3. The grade point average must be at least 3.0 (4.0 scale) on all graduate course work appearing on the transcript before specific courses can be transferred.
4. Additionally, the courses to be transferred must carry a grade of 3.0 (4.0 scale) or better.
5. Credits earned during a given term must not exceed the number of weeks of instruction. **For master's and education specialist programs**, credits must have been earned within the six-year

time limit for degree completion. **For the doctoral program, credits must have been earned no more than ten years prior to admission to the program.**

6. Any course(s) to be transferred must be appropriate for degree completion.
7. **Although requirements 5 and 6 above are general rules for transfer credit, program chairs/advisors and/or the Office of Graduate Studies may use their discretion regarding time limits on or appropriateness of transfer credits.**
8. At least 12 hours in the major area and at least 6 hours in the minor area must be taken at Western. *The "Transfer Credit Practices" report published by the American Association of Registrar's and Admissions Officers is the reference used in evaluating credits.*

Transfer credits taken during the final semester of a program will delay program completion until official transcripts have been received in the Office of Graduate Studies and Research. In cooperative or joint programs with other universities, credits earned in the program at these institutions are not considered transfer credits. A majority of credits applied toward certificate requirements must be earned at Western.

4. Rationale for proposed policy revision:

The purpose of the unique design of the doctoral program was to attract current leaders in educational and organizational settings who seek to enhance their skills. Thus, successful applicants must demonstrate their current leadership and research capacity. This means that although these candidates may have older coursework, they have lived out and built on that knowledge base in the current positions. Ignoring this combination of coursework and life experience not only diminishes the unique quality of our program but also makes our program less attractive to the very candidates we seek to attract. However, the addition of transfer requirement #7 provides the necessary discretionary power for program chairs and Graduate Studies to make sound judgments about prior coursework rather than being bound to somewhat arbitrary policies that may fail to ensure the transfer of solely quality coursework for which the policies are intended.

5. Impact of proposed policy revision on existing academic or non-academic policies:

This policy revision affects the current "Time Limitation for Completion of Degree" policy. A separate proposal to revise the time limitation policy accompanies the present proposal.

6. Proposed term for implementation: Spring 2011

7. Dates of prior committee approvals:

EDD Leadership Council	<u>9-3-2010</u>
CEBS Curriculum Committee	_____
Graduate Council	_____
University Senate	_____

**College of Education and Behavioral Sciences
Educational Leadership Doctoral (EDD) Program
Office of Doctoral Studies
Proposal to Revise an Academic Policy
(Action Item)**

Contact Person: Tony Norman, tony.norman@wku.edu, 745-3061

- 1. Identification of proposed policy revision:** Change in Graduate Studies' *Admission to Candidacy (Form D)* policy to reflect the doctoral program
- 2. Catalog statement of existing policy:**

Admission to candidacy is a traditional component of graduate study, the purpose of which is to provide a planned, formal review of the student's progress toward the specified program of study. The review enables the student, in consultation with appropriate University officials, to make warranted changes in the program. Admission to candidacy should be an expression of confidence that the student will (with appropriate, continued effort) be able to complete all requirements for the degree.

All degree-seeking graduate students must apply for and be admitted to candidacy by submitting an Admission to Candidacy Form (Form D) to the Office of Graduate Studies. *Admission to Graduate Studies and Research and admission to candidacy are two separate procedures.* Students seeking master's or specialist degrees should submit a Form D *before* the completion of 21 credit hours and *after* completing at least 15 hours of course work and, if applicable, completing the research tool and removing any deficiencies with a grade of A or B. The Form D *MUST* be submitted no later than one semester *prior* to the intended semester of planned degree completion. Failure to meet the filing deadline for the Form D may delay graduation by at least one semester.

Students who have not filed a Form D prior to the completion of 21 hours of course work are subject to a registration hold. This hold will not be removed until the Form D is signed by the major advisor, and received in the Graduate Studies office. Failure to complete this requirement can delay graduation by at least one semester.

Once an EdD student has completed 30 hours, s/he should apply for the qualifying exam with the department. This application is to be completed by the doctoral student and dissertation chair at, or prior to, the completion of thirty (30) required core credits. Once the student completes the qualifying exam the student may apply for and gain admission to candidacy. Admission to candidacy should occur no later than the semester prior to your final semester of course work.

Admission to Candidacy requirements:

1. An approved program of study,
2. Removal of any deficiencies or conditions for admission,
3. Attainment of at least a 3.0 grade point average on all graduate course work and at least a 3.0 overall GPA at the time of admission to candidacy,
4. Completion of the foreign language examination or research tool as specified for the program, and
5. Approval of the major advisor and Dean of Graduate Studies and Research.

Note: Master's or specialist degree students who enroll in 12 to 15 hours of course work (applicable to their approved degree programs) during their first semester should submit their applications for candidacy (Form D) to the Office of Graduate Studies at the end of that semester; Ed.D. students should submit their applications for candidacy after the complete the requirements to be admitted as a candidate for the degree.

3. Catalog statement of proposed policy: Additions are underlined

Admission to candidacy is a traditional component of graduate study, the purpose of which is to provide a planned, formal review of the student's progress toward the specified program of study. The review enables the student, in consultation with appropriate University officials, to make warranted changes in the program. Admission to candidacy should be an expression of confidence that the student will (with appropriate, continued effort) be able to complete all requirements for the degree.

All degree-seeking graduate students must apply for and be admitted to candidacy by submitting an Admission to Candidacy Form (Form D) to the Office of Graduate Studies. *Admission to Graduate Studies and Research and admission to candidacy are two separate procedures.* Students seeking master's or specialist degrees should submit a Form D *before* the completion of 21 credit hours and *after* completing at least 15 hours of course work and, if applicable, completing the research tool and removing any deficiencies with a grade of A or B. The Form D *MUST* be submitted no later than one semester *prior* to the intended semester of planned degree completion. Failure to meet the filing deadline for the Form D may delay graduation by at least one semester.

Students seeking a master's or specialist degree who have not filed a Form D prior to the completion of 21 hours of course work are subject to a registration hold. This hold will not be removed until the Form D is signed by the major advisor, and received in the Graduate Studies office. Failure to complete this requirement can delay graduation by at least one semester.

Once ~~an EdD~~ doctoral students ~~has~~ have ~~completed 30 hours~~ registered for any portion of the final 9 course credits of their program (excluding dissertation credits), ~~she~~ they should apply for the qualifying exam with their dissertation chair ~~department~~. ~~This application is to be completed by the doctoral student and dissertation chair at, or prior to, the completion of thirty (30) required core credits.~~ Once the student completes the qualifying exam, the student may apply for and gain admission to candidacy (Form D). Admission to candidacy should occur no later than the semester prior to ~~your~~ the final semester of course work.

Admission to Candidacy requirements:

1. An approved program of study,
2. Removal of any deficiencies or conditions for admission,
3. Attainment of at least a 3.0 grade point average on all graduate course work and at least a 3.0 overall GPA at the time of admission to candidacy,
4. Completion of the foreign language examination or research tool as specified for the program, and
5. Approval of the major advisor and Dean of Graduate Studies and Research.

Note: Master's or specialist degree students who enroll in 12 to 15 hours of course work (applicable to their approved degree programs) during their first semester should submit their applications for candidacy (Form D) to the Office of Graduate Studies at the end of that semester; ~~EdD~~ doctoral students should submit their applications for candidacy after ~~the~~ they complete the requirements to be admitted as a candidate for the degree.

4. Rationale for proposed policy revision:

The change in the timeline for completing the Form D reflects the longer nature of the doctoral program.

5. Impact of proposed policy revision on existing academic or non-academic policies:

None anticipated.

6. Proposed term for implementation: Spring 2011

7. Dates of prior committee approvals:

EDD Leadership Council 9-3-2010

CEBS Curriculum Committee _____

Graduate Council _____

University Senate _____

Proposal Date: 7/27/2010

**College of Education and Behavioral Sciences
Educational Leadership Doctoral (EDD) Program
Office of Doctoral Studies
Proposal to Revise an Academic Policy
(Action Item)**

Contact Person: Tony Norman, tony.norman@wku.edu, 745-3061

1. Identification of proposed policy revision:

Change in Graduate Studies' *Graduate Certificate Programs* policy to reflect the doctoral program

2. Catalog statement of existing policy:

Students may apply to a graduate certificate program; however, admission or completion of a graduate certificate does not guarantee admission to a graduate degree program. Admission to pursue a graduate certificate is based upon a bachelor's degree and adequate preparation in the area of study. A maximum of 12 hours of graduate certificate course work, if appropriate, may subsequently be applied toward graduate degree requirements.

3. Catalog statement of proposed policy: Additions in italics

Students may apply to a graduate certificate program; however, admission or completion of a graduate certificate does not guarantee admission to a graduate degree program. Admission to pursue a graduate certificate is based upon a bachelor's degree and adequate preparation in the area of study. A maximum of 12 hours of graduate certificate course work, if appropriate, may subsequently be applied toward ~~graduate~~ *graduate master's or educational specialist* degree requirements. *A maximum of 15 hours of graduate certificate course work, if appropriate, may subsequently be applied toward doctoral degree requirements.*

4. Rationale for proposed policy revision:

Because doctoral programs require more hours than most master's and specialist programs, it is appropriate to allow more certificate coursework hours to count in doctoral programs.

5. Impact of proposed policy revision on existing academic or non-academic policies:

None anticipated.

6. Proposed term for implementation: Spring 2011

7. Dates of prior committee approvals:

EDD Leadership Council _____ 9-3-2010

CEBS Curriculum Committee _____

Graduate Council

University Senate

**College of Education and Behavioral Sciences
Educational Leadership Doctoral (EDD) Program
Office of Doctoral Studies
Proposal to Revise an Academic Policy
(Action Item)**

Contact Person: Tony Norman, tony.norman@wku.edu, 745-3061

1. Identification of proposed policy revision:

Change in Graduate Studies' *Independent Study Courses* policy to reflect the doctoral program

2. Catalog statement of existing policy:

A maximum of 6 hours of workshops, independent studies, special problems, individual special topics, and readings in the discipline may be used on any degree program.

3. Catalog statement of proposed policy: Additions in italics

A maximum of 6 hours of workshops, independent studies, special problems, individual special topics, and readings in the discipline may be used on any *master's or specialist* degree program. *A maximum of 12 hours of workshops, independent studies, special problems, individual special topics, and readings in the discipline may be used on the doctoral degree program.*

4. Rationale for proposed policy revision:

Because doctoral programs require more hours than most master's and specialist programs, it is appropriate to allow more independent study hours to count in doctoral programs.

5. Impact of proposed policy revision on existing academic or non-academic policies:

None anticipated.

6. Proposed term for implementation: Spring 2011

7. Dates of prior committee approvals:

EDD Leadership Council	<u>9-3-2010</u>
CEBS Curriculum Committee	_____
Graduate Council	_____
University Senate	_____

Graduate Council

University Senate

**College of Education and Behavioral Sciences
Educational Leadership Doctoral (EDD) Program
Office of Doctoral Studies
Proposal to Revise an Academic Policy
(Action Item)**

Contact Person: Tony Norman, tony.norman@wku.edu, 745-3061

1. Identification of proposed policy revision:

Change in Graduate Studies' *Seeking Dual Degrees* policy to reflect the doctoral program

2. Catalog statement of existing policy:

Students may not seek two degrees (master's, specialist, or doctorate) simultaneously nor may they pursue a master's or Rank I at the same time. A student may, however, pursue a certificate (i.e., Women's Studies Certificate, Leadership Studies Certificate, etc.) along with a graduate degree program.

3. Catalog statement of proposed policy: Additions in italics

Students may not seek two degrees (master's, specialist, or doctorate) simultaneously. ~~nor may they pursue a master's or Rank I at the same time.~~ *Professional education students seeking Kentucky Rank II status may enroll in a master's or planned 5th year non-degree program. Professional education students with a previous master's or Rank II status who are seeking Rank I status may enroll in a second master's, education specialist, or planned 6th year only non-degree program. If appropriate for their respective programs and with formal approval by Graduate Studies, doctoral students may complete the requirements for a WKU-approved planned 6th year non-degree program within their doctoral coursework and will be recommended for Rank I status upon completion of the non-degree program requirements.* ~~As~~ *Students may, however,* pursue a certificate (i.e., Women's Studies Certificate, Leadership Studies Certificate, etc.) along with *any* graduate degree program.

4. Rationale for proposed policy revision:

The original language that students may not pursue a master's and Rank I at the same time does not make sense in that it is stated as a prohibition—as if there were some advantage for students to do this. The intent seems to have been to help students understand that they should not apply for a non-degree program (e.g., planned 6th year leading to Rank I status) if the degree program they are seeking will logically lead to the non-degree benefit (i.e., the raise in teacher salary associated with earning a Rank I). Regarding the planned 6th year embedded within the doctoral program (if appropriate), the planned 6th year leading to Rank I is not a true degree program but is an artificial Kentucky status for teacher pay increases. Our inquiry regarding how other Kentucky EDD programs (EKU, NKU, Morehead) are dealing with recommending Rank I status for doctoral students revealed all are allowing candidates to request the Rank I status at the immediate completion of 60 hours of graduate level coursework rather than making them wait until the completion of the EDD program.

5. Impact of proposed policy revision on existing academic or non-academic policies:

None anticipated.

6. Proposed term for implementation: Spring 2011

7. Dates of prior committee approvals:

EDD Leadership Council 9-3-2010

CEBS Curriculum Committee _____

Professional Education Council _____

Graduate Council _____

University Senate _____

**College of Education and Behavioral Sciences
Educational Leadership Doctoral (EDD) Program
Office of Doctoral Studies
Proposal to Revise an Academic Policy
(Action Item)**

Contact Person: Tony Norman, tony.norman@wku.edu, 745-3061

1. Identification of proposed policy revision:

Change in Graduate Studies' *Thesis and Specialist Project Committees* policy to reflect the doctoral program

2. Catalog statement of existing policy:

Thesis and Specialist Project Committees

Students pursuing graduate programs requiring the thesis or specialist project are assisted by a thesis or specialist project committee. The student in conjunction with the thesis chairperson selects at least two additional graduate faculty members.

In some cases, an individual who is not a part of Western's faculty may be asked to serve on a thesis or specialist project committee. Prior to this service, such an individual must qualify and be recommended for adjunct membership on Western's graduate faculty. An individual who has expertise in a pertinent area, but who does not meet the requirements for appointment to regular or associate membership on the graduate faculty, may serve as a fourth member of the committee with approval of the Dean of Graduate Studies.

3. Catalog statement of proposed policy: Additions in italics

~~Thesis and Specialist Project Committees~~ *Thesis, Specialist Project, and Dissertation Committees*

Students pursuing graduate programs requiring the ~~thesis or specialist project~~ *thesis, specialist project, or dissertation* are assisted by a ~~thesis or specialist project~~ *thesis, specialist project, or dissertation* committee. The student in conjunction with the committee ~~thesis~~ chairperson selects at least two additional graduate faculty members.

In some cases, an individual who is not a part of Western's faculty may be asked to serve on a ~~thesis or specialist project~~ *thesis, specialist project, or dissertation* committee. Prior to this service, such an individual must qualify and be recommended for adjunct membership on Western's graduate faculty. An individual who has expertise in a pertinent area, but who does not meet the requirements for appointment to regular or associate membership on the graduate faculty, may serve as a fourth member of the committee with approval of the Dean of Graduate Studies.

4. Rationale for proposed policy revision:

This revision updates the above policy to reflect the dissertation requirement for doctoral students.

5. Impact of proposed policy revision on existing academic or non-academic policies:

None anticipated.

6. Proposed term for implementation: Spring 2011

7. Dates of prior committee approvals:

EDD Leadership Council 9-3-2010

CEBS Curriculum Committee _____

Graduate Council _____

University Senate _____

**College of Education and Behavioral Sciences
Educational Leadership Doctoral (EDD) Program
Office of Doctoral Studies
Proposal to Revise an Academic Policy
(Action Item)**

Contact Person: Tony Norman, tony.norman@wku.edu, 745-3061

1. Identification of proposed policy revision:

Change in Graduate Studies' *Time Limitation for Completion of Degree* policy to reflect doctoral program

2. Catalog statement of existing policy:

All requirements for graduate degrees must be completed within six years from the date the first course is taken. Failure to complete a degree in six years will result in the loss of all credits taken outside of the time limit. Students may request an extension to be approved by the Dean of Graduate Studies and Research. Extensions are considered on a case-by-case basis, and a student is not guaranteed approval. All records are purged after six years from the date of last enrollment at the university or degree completion.

3. Catalog statement of proposed policy: Additions in italics

All requirements for *the master's and educational specialist* ~~graduate~~ degrees must be completed within six years from the date the first course is taken. *All requirements for the doctoral degree must be completed within ten years from the date the first course is taken.* Failure to complete a degree ~~in six years~~ *within the specified time limit* will result in the loss of all credits taken outside of the time limit. Students may request an extension to be approved by the Dean of Graduate Studies and Research. Extensions are considered on a case-by-case basis, and a student is not guaranteed approval. All records are purged after six years from the date of last enrollment at the university or degree completion.

4. Rationale for proposed policy revision:

As students are given six years to complete the 30 hour master's or educational specialist degrees, it would seem logical to provide students in the 60 hour doctoral program ten years to complete this degree.

5. Impact of proposed policy revision on existing academic or non-academic policies:

None anticipated.

6. Proposed term for implementation: Spring 2011

7. Dates of prior committee approvals:

EDD Leadership Council 9-3-2010

CEBS Curriculum Committee _____

Graduate Council

University Senate

Proposal Date: 9/1/10

**College of Education and Behavioral Sciences
School of Teacher Education
Proposal to Revise Course Prerequisites
(Consent Item)**

Contact Persons: Cassie Zippay & Tadayuki Suzuki, cassie.zippay@wku.edu & tadayuki.suzuki@wku.edu, 52679 (Zippay) & 52418 (Suzuki)

1. Identification of course:

- 1.1 Course prefix (subject area) and number: LTCY 420
- 1.2 Course title: Reading in Primary Grades
- 1.3 Credit hours: 3

2. Current prerequisites: LTCY 320, ELED 355 with grades of “C” or higher, admission to Teacher Education.

3. Proposed prerequisites: LTCY 320, ELED 345 with grades of “C” or higher, admission to Teacher Education.

4. Rationale for the revision of prerequisites: Last year the faculty made a change in the prerequisites and failed to catch a typographical error in the ELED course listed. The course that was mistakenly listed was ELED 355, but the faculty intended to list ELED 345. The present proposal is an effort to correct a typographical error.

5. Effect on completion of major/minor sequence: Students will enroll in professional education course in the appropriate sequence.

6. Proposed term for implementation: Spring 2011

7. Dates of prior committee approvals:

School of Teacher Education:	09/17/2010
CEBS Curriculum Committee	_____
Professional Education Council	_____
Undergraduate Curriculum Committee	_____
University Senate	_____

Attachment: Course Inventory Form

**College of Education and Behavioral Sciences
School of Teacher Education
Proposal to Revise a Program
(Action Item)**

Contact Person: Robert C. Smith, Email: robert.smith@wku.edu, Phone: 5-3446

1. Identification of program:

- 1.1 Current program reference number: 0428
- 1.2 Current program title: Master of Science in Instructional Design
- 1.3 Credit hours: 30

2. Identification of the proposed program changes:

Revise admission requirements.

3. Detailed program description:

Current Program	Proposed Program
<p>Admission requirements:</p> <p>Admission to the Master of Science in Instructional Design program requires a GAP score (undergraduate GPA X GRE score) of 2500 and a minimum GRE Analytical Writing score of 3.5.</p>	<p>Admission Requirements:</p> <p>Applicants to the MS in ID program must qualify for admission through one of the following three admission options.</p> <ol style="list-style-type: none">1. <u>Admission based on scores for the GRE or GMAT</u> requires one of the following:<ol style="list-style-type: none">A. Admission with GRE- The required GAP score based on the GRE is 2200 (GAP= GRE-V plus GRE-Q multiplied by undergraduate GPA). An Analytical Writing score of 3.5 or higher is also required. Students who took the GRE General Test prior to October 1, 2002 must have a GAP score of 3500 or higher.B. Admission with GMAT- The required GAP score based on the GMAT score is 1020 (GAP= Undergraduate grade point average times 200 plus GMAT score). An analytical writing score of 3.5 or higher is also required.

2. Admission with a baccalaureate degree but without GRE or GMAT scores requires all of the following:

A. Applicants who hold a bachelor's degree from a regionally accredited college or university may apply for admission without a GRE or GMAT score if they achieved an overall undergraduate GPA of 2.75 or least a 2.75 GPA on their last 60 hours of appropriate undergraduate credit for the degree.

B. The following materials must be submitted as part of an admission portfolio with the application form for admission to Graduate Studies and the MS in Instructional Design degree program:

- a. A letter of application that explains why the applicant should be admitted without a GRE or GMAT score.
- b. A statement explaining the applicant's career goal(s) and purpose(s) for pursuing the master's program in Instructional Design.
- c. A current vita.
- d. At least two letters of recommendation:
 - (1). One letter of reference from a college/university instructor that details the applicant's potential for successful completion of the Master of Science program in instructional design.
 - (2). One letter of reference from an employer or supervisor that addresses the applicant's dispositions that predict success as a member of an instructional design or training team.
- e. At least a 3-page paper that indicates the applicant's analytical writing ability.

	<p>The admission decision by program faculty under this option is based on a review of the full set of admission documents. Applicants should strive to provide evidence of potential for completion of the degree and success in the field of instructional design.</p> <p>3. <u>Admission based on a previously completed master's degree requires the following:</u></p> <p>Admission may be granted for applicants who hold a master's degree or higher with an overall graduate GPA of 3.0 or higher from a regionally-accredited institution.</p> <p>In making a decision to recommend admission, the faculty may consider factors such as the nature of the previous degree, the quality of coursework, the age of the previous graduate degree, standardized test scores, and other factors as deemed appropriate.</p>
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4. Rationale for the proposed program change:

The proposed change in admission requirements is intended to make the MS in ID program more accessible and marketable to a variety of target audiences that need qualified instructional designers to effectively develop and deliver training for their workforces. These include military and civilian personnel at military installations (particularly Ft. Knox Training Center and Ft. Campbell), the Army Corps of Engineers, hospitals/health care industries, medium-large manufacturing companies, and campuses of the Kentucky Community and Technical College System, and beyond. The proposed admission requirements also allow flexibility in judging the potential for successful completion of the degree for applicants who come from an expected wide range of work experiences and academic backgrounds.

The proposed changes were crafted based on reviews of admission requirements at similar programs at the University of South Alabama, Georgia State University, Nova-Southeastern University, and the University of Kentucky. Admission policies based on factors other than or in addition to standardized test scores are not uncommon in programs similar to the MS in ID.

5. Proposed term for implementation and special provisions (if applicable): Summer 2011

6. Dates of prior committee approvals:

School of Teacher Education: 09/17/2010

CEBS Curriculum Committee _____

Professional Education Council _____

Graduate Council _____

University Senate _____

Attachment: Program Inventory Form

Proposal Date: 6/02/2010

College of Education and Behavioral Sciences
School of Teacher Education
Proposal to Create a New Course
(Action Item)

Contact Person: Rico Tyler, rico.tyler@wku.edu, (270) 745-4707

1. Identification of proposed course:

- 1.1 Course prefix and number: SMED 301
- 1.2 Course title: Designing and Teaching Inquiry-Based Mathematics and Science Units
- 1.3 Abbreviated course title: Inquiry-Based Unit Design
- 1.4 Credit hours/contact hours: 3.0/3.0
- 1.5 Type of course: A (Applied Learning)
- 1.6 Prerequisite: Sophomore standing and 9 hours of math/science coursework
- 1.7 Course catalog listing:
Develops students' skills in designing, teaching, analyzing, and assessing inquiry-based math and science lessons and units within multiple and diverse field experiences. Fieldwork required; students are responsible for arranging their own transportation to sites.

2. Rationale:

2.1 Currently, students seeking a Science and Math Education degree (SMED) through SkyTeach begin their professional preparation with SMED 101 *Introduction to Inquiry-Based Approaches to Learning* and SMED 102 *Introduction to Inquiry-Based Lesson Design*. Since both of these courses focus on the preparation and teaching of lessons in actual classrooms, the limited content background and freshman status of SMED 101/102 students require instructors to make some compromises. To lessen content and management demands SMED 101/102 students teach in elementary and middle grade classrooms. Lessons are selected from a lesson bank. Extensive mentoring and content tutoring are required before each lesson is taught.

While SMED 101/102 is designed around the needs of freshman students, significant numbers of later entering students with both a stronger content background in math/science and more maturity with respect to their teaching vocation than first-year SMED 101 and 102 students also take these courses. The SKyTeach faculty have determined that a different course would better meet the needs of students who have acquired stronger content backgrounds in math/science by the time they decide to pursue teaching credentials. The proposed course, which will be allowed as an alternative for SMED 101 *Introduction to Inquiry-Based Approaches to Learning* and SMED 102 *Introduction to Inquiry-Based Lesson Design*, would allow these students to get on track and catch up with "native" students who began the SKyTeach program in the first semester of the first year. Students taking this new course will go beyond the expectations for SMED 101 and 102 students by preparing, teaching, and assessing individual lessons and sequences of lessons for middle grade and secondary students.

- 2.1 Projected enrollment in the proposed course:
Based on enrollments in current math and science teacher education sequences and the successful recruitment of math/science majors into SKyTeach, we expect 40 students per year.
- 2.2 Relationship of the proposed course to courses now offered by the department:
This course will most closely resemble SMED 101 and 102; however, the lesson design, classroom management and assessment design expectations will require more mature students who have already acquired foundational math and science content coursework and who have indicated a firm commitment to K-12 teaching. Field experiences will be in multiple middle grade and secondary settings and of longer duration than those in the 100-level courses.
- 2.3 Relationship of the proposed course to courses offered in other departments:
No other department offers a similar introduction to math and science education for middle grade and secondary teachers.
- 2.4 Relationship of the proposed course to courses offered in other institutions:
This course follows a similar “combination course” model in the University of Texas at Austin’s UTeach program. However, the proposed 300-level course will be reserved for more mature students with a stronger content background than typical 100-level students and will be more intensified in assignments and field experiences than a 100-level combination course would typically require.

3. Discussion of proposed course:

3.1 Course objectives:

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

- Utilize content knowledge to plan and teach six middle school and secondary lessons, including a 3-day lesson sequence
- Use sources of exemplary inquiry-based mathematics and science lessons
- Write performance objectives and assessments of those objectives for each lesson
- Consider the unique contextual attributes of schools and students in order to implement teaching strategies that are effective in diverse school environments
- Design and deliver three inquiry-based lesson plans using the “5-E” model
- Use and evaluate the appropriateness of technology
- Use questions to elicit feedback to determine students’ acquisition of knowledge
- Use higher order pre- and post-assessments to evaluate student learning and to revise

lesson plans

- Provide instructive feedback to peers
- Reflect on teaching experiences in order to revise lesson plans
- Implement safe classroom practices

3.2 Content outline:

Students will attend two weekly classes led by a SKyTeach Master Teacher to learn about the design and delivery of best practice science and math lessons. Working in teams, students will present six lessons in diverse middle grades and secondary classrooms. Mentor teachers who will provide feedback on the instruction provided.

- Writing effective 5E lesson plan and professional teaching materials
- Implementing and evaluating inquiry-based instruction
- Best practices for effective instruction: use of technology, cooperative learning, diverse learning styles, student demonstrations, questioning techniques, formative and summative assessment
- Understanding student factors that influence teaching
- Classroom management, procedures, positive expectations and basic legal issues
- Using data for lesson revision
- Creating effective sequences of related lessons

3.3 Student expectations and requirements:

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

Students will be able to:	Evidence (Student Products)
1. Utilize content knowledge to plan and teach 3 individual lessons.	<ul style="list-style-type: none">• Each lesson plan must provide background information on the concept(s) presented• Content accuracy throughout the lesson plan• Observations by the mentor teachers and the Master Teachers
2. Utilize exemplary sources of inquiry-based science and mathematics lessons.	<ul style="list-style-type: none">• Participation in model lessons presented in class• Sources of lessons are cited in each lesson plan
3. Experience teaching elementary and middle school students in order to understand their unique attributes and implement teaching strategies that are effective in the each school environment.	<ul style="list-style-type: none">• Each lesson plan must explicitly indicate why the instructional strategies are effective for this level of students• Participation in a class session that addresses key student attributes• Written feedback from the mentor teachers and the Master Teacher who observe lessons
4. Design and teach six inquiry-based lesson plans using safe	<ul style="list-style-type: none">• Six inquiry-based lesson plans with 5-E template

Students will be able to:	Evidence (Student Products)
practices and the “5-E” model.	that includes safety recommendations. <ul style="list-style-type: none"> • Written feedback by the mentor teacher • Written feedback by the Master Teacher
5. Design and teach lessons that incorporate use of technology.	<ul style="list-style-type: none"> • Participation in technology activities during class • Written feedback from the mentor teacher indicating that lessons incorporated technology
6. Use probing questions to elicit feedback on students’ acquisition of knowledge.	<ul style="list-style-type: none"> • Extensive examples of possible questions and expected responses listed in each lesson plan • Written feedback for every lesson
7. Use pre- and post-assessments to evaluate student learning, to provide instructive feedback to middle school students, and as a basis for revising a lesson plan.	<ul style="list-style-type: none"> • Analyze the use of pre- and post-assessments to evaluate student learning • Pre- and post-assessments with written comments for instructive feedback for lesson plans • Pre- & post-assessments used to revise lesson plan
8. Provide instructive feedback to peers	<ul style="list-style-type: none"> • Written feedback provided to peers who present their lessons during class
9. Design and teach a 3-day sequence of inquiry-based lesson plans using safe practices and the “5-E” model.	<ul style="list-style-type: none"> • Each lesson plan must provide background information on the concept(s) presented • Content accuracy throughout the lesson plan • Observations by the mentor teachers and the Master Teachers • Sequence must include pre-assessments, formative assessments and a summative assessment

3.4 Tentative texts and course materials:

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

4. Resources:

- 4.1 Library resources: No new additional resources required
- 4.2 Computer resources: No new additional resources required

5. Budget implications:

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

Inquiry-based math and science kits, funded through SKyTeach

6. Proposed term for implementation: Spring 2011

7. Dates of prior committee approvals:

School of Teacher Education: _____

CEBS Curriculum Committee: _____

Professional Education Council: _____

University Curriculum Committee: _____

University Senate: _____

**College of Education and Behavioral Sciences
School of Teacher Education
Proposal to Create a New Course
(Action Item)**

Contact Person: Vicki Metzgar vicki.metzgar@wku.edu 270-745-2451

1. Identification of proposed course

- 1.1 Course prefix (subject area) and number: SMED 501
- 1.2 Course title: Designing Instructional Sequences in Secondary Math and Science
- 1.3 Abbreviated course title: DESIGN INSTR SEQ SEC MATH/SCI
- 1.4 Credit hours: 3
- 1.5 Schedule type: A-Applied Learning
- 1.6 Prerequisites/corequisites: none
- 1.7 Course description:

The course is an introduction to theory and practice of designing and delivering high quality inquiry-based math and science instruction. Students explore and practice the guided inquiry process, create lesson plans, and implement lessons with secondary students.

2. Rationale

- 2.1 Reason for developing the proposed course:

This course is part of the graduate science and mathematics education program (GSKyTeach), a graduate version of the successful SKyTeach undergraduate experience at WKU. Designing Instructional Sequences in Secondary Math and Science is one of three courses in the GSKyTeach program required of GSKyTeach candidates prior to entering an internship year in a public secondary school. The two other courses offered are:

- 1. Knowing and Learning in Mathematics and Science (SMED 510)
- 2. Management for Positive Learning Environments (SMED 520)

Students develop and teach inquiry-based lessons using the 5-E model (engage, explore, explain, expand, and evaluate).

- 2.2 Projected enrollment in the proposed course:

Enrollment in all GSKyTeach courses will be limited to the number of residency candidates who are recruited and enrolled in the GSKyTeach program. The initial cohort consisted of 15 residency candidates. The number of candidates may fluctuate between 10-25 candidates as the program budget allows.

2.3 Relationship of the proposed course to courses now offered by the department:

SMED 501 is designed to specifically meet the needs of graduate students in the GSKyTeach program, who will have no foundational knowledge or educational background. The proposed course will be tailored for science and mathematics instruction, exclusively.

SMED 501 most closely resembles EDU 250 and MGE 275; however SMED 501 goes beyond classroom observations to include planning and teaching math and science lessons in classrooms supervised by teachers.

2.4 Relationship of the proposed course to courses offered in other departments:

No other department offers a specific introduction to math and science education for middle grade and secondary teachers.

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

This course is a quasi-replication of the STEP 1 and STEP 2 courses in the University of Texas at Austin's UTeach program.

3. Description of proposed course

3.1 Course objectives:

Students will work with university faculty members and master teachers (practitioners in the teaching profession) to practice designing and the delivery of best practice science and math lessons to students.

- How does one integrate the 5-E (engage, explore, explain, expand, and evaluate) model into science and math courses?
- What are the features in writing measurable lesson objectives?
- How does one consistently integrate inquiry-based instruction into math and science courses?
- What criteria may be used to monitor student learning
- How do learning styles affect individual and group student-learning in inquiry-based instruction?
- How does one create and combine appropriate teaching materials into the 5-E model of instruction?
- Can one describe the structure of public education?

3.2 Content outline:

- Plan, create, plan, develop, and introduce 5-E model lessons using best practices for student engagement, questioning techniques, and collecting information for lesson revision.
- Interpret, develop, recognize, and assess measurable learning objectives.

- Administer and integrate inquiry-based instruction into math and science courses using hands-on activities, integration of technology—including free programs on the Internet.
- Analyze student learning by questioning techniques, formative and summative assessments, student demonstrations, etc.
- Differentiate between learning styles and models of teaching pedagogy.
- Construct, synthesize and evaluate 5-E model of instruction lessons in a professional manner.
- Describe the structure of public education (e.g. management, procedures, positive expectations, and legal issues).

3.3 Student expectations and requirements:

The student will be able to:

- Incorporate the 5-E model of instruction.
- Integrate measurable learning objectives.
- Support inquiry-based instruction.
- Critique learning styles and models of teaching.
- Prepare and reflect upon 5-E lesson plans in a professional manner.
- Negotiate the structure of public education.

3.4 Tentative texts and course materials:

Materials from the University of Texas-Austin's UTeach program (available online) will be used.

4. Resources:

4.1 Library resources:
Current library holdings are sufficient.

4.2 Computer resources:
Current WKU resources are sufficient.

4.3 Enrollment in first offering:
15 students

5. Budget implications:

5.1 Proposed method of staffing:

Tuition will cover the cost of staffing for the course.

5.2 Special equipment needed:

There is no special equipment necessary to teach this course.

5.3 Expendable materials needed:

Current available materials are sufficient.

5.4 Laboratory materials needed:

No laboratory materials will be required for this course.

6. Proposed term for implementation:

Summer 2010

7. Dates of prior committee approvals:

School of Teacher Education:	<u>September 17, 2010</u>
CEBS Curriculum Committee	_____
Professional Education Council (if applicable)	_____
General Education Committee (if applicable)	_____
Graduate Council	_____
University Senate	_____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

**College of Education and Behavioral Sciences
School of Teacher Education
Proposal to Create a New Course
(Action Item)**

Contact Person: Vicki H. Metzgar, vicki.metzgar@wku.edu, 270-745-3343

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: SMED 510
- 1.2 Course title: Advanced Topics in Knowing and Learning in Mathematics and Science
- 1.3 Abbreviated course title: Advanced Topics Know and Learn
- 1.4 Credit hours and contact hours: 3.0
- 1.5 Type of course: C (lecture/lab)
- 1.6 Co requisite: SMED 501
- 1.7 Course catalog listing:

This course revolves around an exploration of *essential questions* specifically relevant to teaching mathematics and science. Students consider what standards for knowing are to be used, how knowing and learning are structured, and how what is known changes and develops.

2. Rationale:

- 2.1 Reason for developing the proposed course:

This course is part of the graduate science and mathematics education program (GSKyTeach), a graduate version of the successful SKyTeach undergraduate experience at WKU. Knowing and Learning in Mathematics and Science is one of the initial sequence of three courses in the GSKyTeach program required of GSKyTeach candidates prior to entering an internship year in a public secondary school. The two other courses offered are:

- 1. Designing Instructional Sequences in Secondary Mathematics and Science (SMED 501)
- 2. Management for Positive Learning Environments (SMED 520)

Knowing and Learning builds and expands upon current theories of learning and conceptual development in the STEM fields. One goal is for students to construct a model of knowing and learning that will guide their future classroom practice. This course involves an exploration of *essential questions*, specifically those relevant to teaching science and mathematics. Students evaluate standards for knowing and learning, describe the structure of knowing and learning standards, and analyze changes and developments in knowing and learning. Ultimately,

students explore and integrate the *essential questions* between general and cross-disciplinary characterizations of knowing (e.g., intelligence), as well as the specifics of coming to understand powerful ideas in mathematics and science.

2.2 Projected enrollment in the proposed course:

Enrollment in all GSKyTeach courses will be limited to the number of residency candidates who are recruited and enrolled in the GSKyTeach program. The initial cohort consisted of 15 residency candidates. The number of candidates may fluctuate between 10-25 candidates as the program budget allows.

2.3 Relationship of the proposed course to courses now offered by the department:

SMED 510 is designed to specifically meet the needs of graduate students in the GSKyTeach program, who will have no foundational knowledge or educational background. The proposed course will be tailored for science and mathematics instruction, exclusively.

To a limited degree, the following courses are related to SMED 510:

Students in the Alternate Route to Teacher Certification/ Master of Arts in Education (ARTC/MAE) program must take Psychology 510 to meet the requirements for Educational Psychology in that program.

2.4 Relationship of the proposed course to courses offered in other departments:

Education graduate students must take one of these courses from the Psychology department to meet the requirements for psychology in their programs.

PSY 510: Advanced Educational Psychology: Application of psychological and developmental theories to teaching and learning. Examination of cognitive, social, and moral development, learner diversity, learning theories, motivation, effective classroom management, productive instructional practices, and assessment.

PSY 511: Psychology of Learning: Theories of learning including conditioning, social learning, reinforcement, problem solving, motivation and structure of the learning situation.

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

Although there is not a course of this design and rigor at a benchmark institution, the following partially relate:

Middle Tennessee State University—PSY 510 ADVANCED ED PSY
Application of psychological and developmental theories to teaching and learning. Examination of cognitive, social, and moral development, learner diversity,

learning theories, motivation, effective classroom management, productive instructional practices, and assessment.

Ball State University—EDPSY 765 THEORIES OF LEARNING

A doctoral seminar in contemporary learning theories. Covers the systematic roots of learning theories within psychology and their implications for educational and psychological practice.

Wichita State University—CESP 820 LEARNING THEORY AND INSTRUCTION

Applications of some major learning theories and learning principles.

3. Discussion of proposed course:

3.1 Course objectives:

Students will explore the *essential questions* of knowing and learning in mathematics and science:

- What does it mean to know a science or math concept?
- What does it mean to learn a science or math concept?
- How can we understand what and how students are thinking?
- What are the links between knowing and developing in learning theories?
- What are the connections in the content and evolution of mathematical and scientific ideas?
- What are the associations between kinds of assessments and theories of knowing and learning?
- For the science and mathematics educator, what are the tensions between general and cross-disciplinary characterizations of knowing (e.g., intelligence), as well as the specifics of coming to understand powerful ideas in mathematics and science?
- How are various uses of technology associated with specific approaches to learning?

3.2 Content outline:

- Discuss and explain the process of learning and current learning theories
- Differentiate between knowing and learning math and science concepts
- Create domain-specific essential questions and standards
- Reflect upon personal perceptions of ideas and consider alternative perspectives
- Examine learning as a social process, emphasizing student identity, agency, and participation
- Analyze the effects of standardized testing and instructional approaches
- Integrate a clinical interview process with a student analysis of problem-solving activities

- Evaluate findings of the clinical interview process using peer-reviewed literature

3.3 Student expectations and requirements:

The student will be able to:

- Construct models of knowing and learning to guide classroom practice
- Articulate various standards and assessments for knowing science and mathematics
- Communicate the process of knowing and learning in terms of cognitive structures and overtime
- Describe various paradigms for evaluating science and mathematics understanding
- Apply the clinical interview method to determine the problem solving methods used by students in science or mathematics
- Appraise informed opinions on current issues and tensions in education, especially as they relate to mathematics and science instruction

Evidence of these expectations may be evaluated by meaningful contributions to class discussion, written analyses, traditional examinations, and submission of formal report (e.g. clinical interview method).

3.4 Tentative texts and course materials:

Bransford, J. D. (Ed.), Brown, A. L. (Ed.), Cocking, R. R. (Ed.). (2000). *How people learn: Brain, mind, experience, and school: Expanded edition*. U.S., District of Columbia: National Academy of Sciences - National Research Council, Washington, DC. Commission on Behavioral and Social Sciences and Education.

Hays, R. T. (2006). *The science of learning: A systems theory approach*. United States: Brown Walker Press.

Seidman, I. (1991). *Interviewing as qualitative research: A guide for researchers in education and the social sciences*. New York, NY, US: Teachers College Press.

4. Resources:

4.1 Library resources:

Current library holdings are sufficient.

4.2 Computer resources:

Current WKU resources are sufficient.

5. Budget implications:

5.1 Proposed method of staffing:

Tuition will cover the cost of staffing for the course.

5.2 Special equipment needed:

There is no special equipment necessary for this course.

5.3 Expendable materials needed:

Current available materials are sufficient.

5.4 Laboratory materials needed:

No laboratory materials will be required for this course.

6. Proposed term for implementation:

Summer 2011

7. Dates of prior committee approvals:

School of Teacher Education: September 17, 2010

CEBS Curriculum Committee _____

Professional Education Council (if applicable) _____

General Education Committee (if applicable) _____

Graduate Council _____

University Senate _____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

Bigge, M. L., & Shermis, S. S. (1999). *Learning theories for teachers* (6th ed.). New York: Addison Wesley Longman, Inc.

Black, P., & Wiliam, D. (1998). Inside the black box: Raising standards through classroom assessment. *Phi Delta Kappan*, 80(2), 139-144, 146-148.z

Boeree, C. G. (1998). B.F. Skinner. Retrieved October 29, 2005 from <http://www.ship.edu/~cgboeree/skinner.html>

Cammarata, J. F., & Ross, J. (2005). Education for living--and for life. *American School Board Journal*, 192(11), 42.

Feynman, R., Leighton, R. (1985) *Surely you're joking, Mr. Feynman!* (Adventures of a curious character), New York: Norton & Company.

Freire, P., Freire, A. M. A., & Macedo, D. P. (1998). *The paulo freire reader*. New York: Continuum.

Gagne, R. M. (1983). Some issues in the psychology of mathematics instruction. *Journal for Research in Mathematics Education*, 14(1), 7-18.

Gardner, H. (1985). *The mind's new science: A history of the cognitive revolution*. New York, NY: Basic Books, Inc.

Gardner, H. (1995). Reflection on multiple intelligences: Myths and messages. *Phi Delta Kappan*, p200-209.

Gardner, H., Kornhaber, M. L., & Wake, W. K. (1996). *Intelligence: Multiple perspectives*. Fort Worth, TX: Harcourt Brace.

Grubb, W. N. (1996). The new vocationalism: What it is, what it could be. *Phi Delta Kappan*, 77(8), 535-536, 538-546.

Heubert, J. P., & Hauser, R. M. (1999). *High stakes: Testing for tracking, promotion, and graduation*. Washington, D.C.: National Academy Press.

Lave, J., Smith, S., & Butler, M. (1988). Problem solving as an everyday practice. In R. I. Charles & E. A. Silver (Eds.), *The teaching and assessing of mathematical problem solving* (Vol. 3, pp. 61-81). Reston, VA: National Council of Teachers of Mathematics.

Lemann, N. (1999). Behind the SAT. *Newsweek*, 134(10), 52.

Moses, R. P., Cobb, C. E., & Jr. (2001). *Radical equations: Math literacy and civil rights*. Boston: Beacon Press.

Papert, S. (1980). *Mindstorms: Children, computers, and powerful ideas*. New York: Basic Books.

- Piaget, J. (1970). *Structuralism*. New York: Basic Books.
- Polya, G. (1957). *How to solve it*. Princeton, NJ: Princeton University Press.
- Popham, W. J. (1999). Why standardized tests don't measure educational quality. *Educational Leadership*, 56(6), 8-15.
- Popham, W. J. (2003). The seductive allure of data. *Educational Leadership*, 60(5), 48-51.
- Resnick, L. B. (1987). The 1987 presidential address: Learning in school and out. *Educational Researcher*, v16 n9 p13-20 Dec 1987.
- Roth, Wolff-Michael and Barton, Angela Calabrese. (2004). *Rethinking Scientific Literacy*. N.Y.: RoutledgeFalmer.
- Sacks, P. (1999). *Standardized minds: The high price of america's testing culture and what we can do to change it*. Cambridge, Mass.: Perseus Books.
- Schoenfeld, A. H. (1988). When good teaching leads to bad results - the disasters of well-taught mathematics courses. *Educational Psychologist*, 23(2), 145-166.
- Senge, P. M. (1990). *The fifth discipline: The art and practice of the learning organization* (1st ed.). New York: Doubleday/Currency.
- Skinner, B. F. (1968). *The technology of teaching*. Englewood Cliffs: Prentice-Hall, Inc.
- Stroup, W. M. (2003). Stroup on ELIZA. Retrieved January 17, 2005, from http://www.edb.utexas.edu/faculty/wstroup/kandl2000_site/resources.html
- Stroup, W. M. (2005). Learning the basics with calculus. *Journal of Computers in Mathematics and Science Teaching*, 24(2), 179-196.
- Stroup, W. M., Ares, N., & Hurford, A. C. (2004). A taxonomy of generative activity design supported by next-generation classroom networks. Paper presented at the Proceedings of the twenty-sixth annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education, Toronto, Ontario, Canada.
- Vygotsky, L. S., & Cole, M. (1978). *Mind in society: The development of higher psychological processes*. Cambridge: Harvard University Press.

**College of Education and Behavioral Sciences
School of Teacher Education
Proposal to Create a New Course
(Action Item)**

Contact Person: Vicki Metzgar vicki.metzgar@wku.edu 270-745-2451

1. Identification of proposed course

- 1.1 Course prefix (subject area) and number: SMED 520
- 1.2 Course title: Management for Positive Learning Environments
- 1.3 Abbreviated course title: Mgmt Pos Lrng Envmnts
- 1.4 Credit hours: 3
- 1.5 Schedule type: C-Lecture/Lab
- 1.6 Prerequisites/corequisites: Admission to GSKyTeach program
- 1.7 Course description:

This course expands students' abilities to understand how learning theories are applied in instructional settings as students develop, implement, and evaluate activities and strategies for teaching diverse student populations equitably. Emphasizes proactive, positive classroom management for teaching and learning. Fieldwork required; students are responsible for arranging their own transportation to sites.

2. Rationale

- 2.1 Reason for developing the proposed course:

This course is part of the graduate science and mathematics education program (GSKyTeach), a graduate version of the successful SKyTeach undergraduate experience at WKU. Management for Positive Learning Environments is one of the initial sequence of three courses in the GSKyTeach program required of GSKyTeach candidates prior to entering an internship year in a public secondary school. The two other courses offered are:

1. Designing Instructional Sequences in Secondary Mathematics and Science (SMED 501)
2. Knowing and Learning in Mathematics and Science (SMED 510)

- 2.2 Relationship of the proposed course to courses offered in other academic units: No other academic units offer courses leading to secondary certification in science or mathematics.

- 2.3 Relationship of the proposed course to courses now offered by the department:

SMED 520 is designed to specifically meet the needs of graduate students in the GSKyTeach program, who will have no foundational knowledge or educational

background. The proposed course will be tailored for science and mathematics instruction, exclusively.

Students in the Alternate Route to Teacher Certification/ Master of Arts in Education (ARTC/MAE) program have no course requirement for a course similar to SMED 520. This course most closely resembles the SKyTeach course SMED 320, Classroom Interactions. This course is more rigorous, requiring students to demonstrate a greater degree of management skills which are necessary as these students enter public secondary schools in the fall.

2.4 Relationship of the proposed course to courses offered in other departments:

There are no courses offered by other departments at WKU related to this course.

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

Although there is not a course of this design and rigor at a benchmark institution, the following partially relate:

Middle Tennessee State University offers one course that has only marginal similarities to SMED520. It is FOED 6850 Cultural Issues in Education. Three credits. Ways the school and community can give greater understanding of and improve the life chances of minority group members.

3. Description of proposed course

3.1 Course Objectives:

- To make prospective teachers aware of multiple models of teaching (including direct instruction, inquiry teaching and use of small groups); the advantages, disadvantages, and uses of each; and what each model requires of teachers.
- To deepen students' understanding of mathematics and science.
- To allow prospective teachers to explore ways of probing student understanding through authentic assessment and student artifacts and enhancing student understanding through lesson plans built around models of how people learn.
- To make prospective teachers aware of equity and diversity issues in classroom teaching and ways of ensuring that all students have an opportunity to learn.
- To make students aware of the proficiencies for professional certification.
- To develop students' capacity to identify and evaluate best teaching practices as presented in research literature.

3.2 Content outline:

- Promoting equity in classroom interactions
- Promoting literacy in the teaching of mathematics and science content
- Designing for learner-centered instruction and safety in laboratory classrooms

- Engaging students with content interactions
- Building positive teacher-student interactions
- Facilitating student-student interactions
- Preparation, Implementation, and Analysis of Teaching

3.3 Student expectations and requirements:

Students will:

- design instruction for the first days of a course to demonstrate proficiency at classroom organization and management
- reflect on their personal abilities and skills as they relate to the Kentucky Teacher Standards and create a plan to address specific needs
- reflect on teaching that occurs weekly through participation in SMED 501 as it relates to meeting the needs of students of diverse needs and abilities
- create demonstrations or programs that will enable the prospective teachers to relate to their own students and build positive working relationships with students, parents, and administrators in public schools
- research a discipline model and present a plan for establishing discipline among students in their classes
- research an example of teacher misconduct and present the results to their classmates for a wider discussion of professional standards of conduct for educators
- peer teach a classroom management issue and write a reflection of the experience self assessing readiness for real classroom management issues

3.4 Tentative texts and course materials:

There are no texts for this course. Course materials consist of readings appropriate for building knowledge of secondary mathematics and science teaching skills that enhance the one's ability to manage classroom interactions, provide for the needs of diverse learners, and to promote literacy in the content of mathematics and science. The following list is illustrative, but not complete.

Breyfogle, M. & Herbel-Eisenmann, B. (2004). Focusing on students' mathematical thinking. *Mathematics Teacher*, 97 (4), 244-247.

Chazan, D. (2000). Chapter 2: Curricular engagement and personal trajectories: "Motivation" in high school mathematics. In *Beyond Formulas in Mathematics and Teaching* (37-58). New York: Teachers College Press.

Clough, M., Smasal, R., & Clough, D. (1994). Managing each minute. *The Science Teacher*, 61 (6), 30-34.

Connery, K. (2007). Graphing predictions: Enhancing higher-order thinking skills in math and science. *The Science Teacher*, 74(2), 42-46.

Dekker, T. (2007). A model for constructing higher level classroom assessments. *Mathematics Teacher*, 101 (1), 56-61.

Driver, R., Squires, A., Rushworth, P. & Wood-Robinson, V. (1994). Introduction, pp.1-13, Microbes, pp.54-58, Ecosystems, pp.59-69 in *Making sense of secondary science*, London and New York: Rutledge.

Evertson, C. & Harris, A. (1994). What we know about managing classrooms. *Educational Leadership*, 49 (7), 74-77.

Gerver, R. & Sgroi, R. (2003). Creating and using guided-discovery lessons. *Mathematics Teacher*, 96 (1), 6-13.

Lederman, N. (1999). Teachers' understanding of the nature of science and classroom practice: Factors that facilitate or impede the relationship. *Journal of Research in Science Teaching*, 36(8), 916-929.

Lederman, N. & Lederman, J. (2004). Revising instruction to teach nature of science. *The Science Teacher*, 71(9), 36-39.

Medina-Jerez, W., Clark, D., Medina, A., & Ramirez-Marin, F. (2007). Science for ELLs: Rethinking our approach. *The Science Teacher*, 74(3), 52-56.

Monk, D. (1994). Subject area preparation of secondary mathematics and science teachers and student achievement. *Economics of Education Review*, 13(2), 125-145.

Morge, S. (2007). Eliciting students' beliefs about who is good at mathematics. *Mathematics Teacher*, 101(1), 50-55.

Nicol, C. (1998-1999). Learning to Teach Mathematics: Questioning, Listening, and Responding. *Educational Studies in Mathematics*, 37(1), 45-66.

Rider, R. (2007). Shifting from traditional to nontraditional teaching practices using multiple representations. *Mathematics Teacher*, 100 (7), 494-499.

Rothstein (2004). Class and the classroom. *American School Board Journal*, 191(10), 17-21.

Rouselle, L. & Noel, M. (2006). Basic numerical skills in children with mathematics learning disabilities: A comparison of symbolic vs non-symbolic number magnitude processing. *Cognition*, 102, 361-395.

Sadker, D. (2000). Gender equity: still knocking at the classroom door. *Equity & Excellence in Education*, 33(1), 80-83.

Vasquez-Mireles, S. & West, S. (2007). Mix it up: Suggestions for correlating science and mathematics. *The Science Teacher*, 74(2), 47-49.

4. Resources:

4.1 Library resources:

Current library holdings are sufficient.

4.2 Computer resources:

Current WKU resources are sufficient.

5. Budget Implications:

5.1 Proposed method of staffing:

Tuition will cover the cost of staffing for the course.

5.2 Special equipment needed:

No special equipment will be necessary for this course.

5.3 Expendable materials needed:

Current available materials are sufficient.

5.4 Laboratory materials needed:

No laboratory materials will be required for this course.

6. Proposed term for implementation:

Summer 2011

7. Dates of prior committee approvals:

School of Teacher Education:

September 17, 2010

CEBS Curriculum Committee

Professional Education Council

General Education Committee

Graduate Council

University Senate

MEMO TO: CEBS Curriculum Committee
FROM: Retta Poe
DATE: 09/24/10
SUBJECT: Report from the Alternate Admission Subcommittee

In recent weeks members of the Alternate Admission Subcommittee of the CEBS Curriculum Committee have conducted individual reviews of four applications for alternate admission. The students' initials, the programs for which admission was sought, the decisions, and the dates of the decisions are indicated below:

MAE: Student Affairs in Higher Education

R.P. sought admission. Committee recommended that the application be denied 8/30/10.

MAE: School Counseling

L.B. sought admission. Committee recommended that the application be denied 9/10/10.

MAE: Adult Education

A.H. sought admission. A majority of the committee recommended that she be admitted unconditionally 9/10/10.

MAE: Interdisciplinary Early Childhood Education

T.P. sought admission. Committee recommended that she be admitted unconditionally 9/17/10.

Subcommittee members reviewed the applications using the *Checklist for Alternate Admissions Subcommittee*, which was developed based on the college's policy for alternate admission applications. I have returned the alternate admission applications to Graduate Studies with the recommendations indicated.