

CEBS CURRICULUM COMMITTEE
3:00 pm – September 1, 2015
GRH 3073

I. Approval of Minutes of the April 7, 2015 CEBS Curriculum Committee. (These minutes can be located on the CEBS Web Page, click on Dean's Office and then meeting minutes and agendas.)

II. **New Business**

School of Teacher Education

1. Revise Program – 044, Literacy MAE
2. Revise Program – 0428, Master of Science in Instructional Design
3. Revise Program – 0482, Gifted Education and Talent Development, MAE
4. Create New Certificate Program – Certificate for Elementary Math Specialization, P-5

Educational Administration, Leadership and Research

1. Suspend a Course – EDFN 601, Applied Statistics and Design
2. Revise a Course – EDLD 722, Survey Methods for Educational Leaders
3. New Course – EDAD 734, School Accountability and Teacher Evaluation
4. New Course – EDFN 740, Intermediate Statistics and Design
5. New Course -- EDFN 744, Seminar in Advanced Research Methods
6. Create New Certificate Program – Certificate in Measurement, Evaluation and Research

III. **Other Business**

--Elect a UCC Alternate Member

**Revise a Program
(Action)**

Date: August 11, 2015

College: College of Education and Behavioral Sciences

Department: School of Teacher Education

Contact Person: Nancy Hulan, nancy.hulan@wku.edu, 270-745-4324

1. Identification of program:

- 1.1 Reference number: 044
- 1.2 Program title: Literacy MAE

2. Proposed change(s):

- 2.1 title:
- 2.2 admission criteria: Change to allow applicants with teaching degrees from WKU and a 3.5 undergraduate GPA or higher the option to submit an alternate portfolio in lieu of GRE scores.
- 2.3 curriculum:
- 2.4 other:

3. Detailed program description:

Existing Program	Revised Program
<p>Admission Requirements</p> <p>Admission to the Literacy Education program requires:</p> <ul style="list-style-type: none"> • GRE scores (converted with undergraduate GPA to a GAP score): <ul style="list-style-type: none"> – Scores after October 1, 2002 but prior to August 2011: required GAP score based on the GRE is 2300 [GAP = (GRE-V + GRE-Q) x Undergraduate GPA]. Applicants must also achieve an Analytical Writing score of 3.5 or higher. Students who took the GRE prior to October 1, 2002 must have a GAP score of 3500 or higher. – Scores August 2011 and after: minimum GAP score of 578 or higher [GAP = (GRE-V + GRE-Q) + (Undergraduate GPA x 100)], with a minimum verbal and quantitative score of 139 each. Applicants must also achieve an Analytical Writing score of 3.5 or higher. 	<p>Admission Requirements</p> <p>Admission to the Literacy Education program requires:</p> <ul style="list-style-type: none"> • GRE scores (converted with undergraduate GPA to a GAP score) or Alternate Portfolio: <ul style="list-style-type: none"> • Scores after October 1, 2002 but prior to August 2011: required GAP score based on the GRE is 2300 [GAP = (GRE-V + GRE-Q) x Undergraduate GPA]. Applicants must also achieve an Analytical Writing score of 3.5 or higher. Students who took the GRE prior to October 1, 2002 must have a GAP score of 3500 or higher. • Scores August 2011 and after: minimum GAP score of 578 or higher [GAP = (GRE-V + GRE-Q) + (Undergraduate GPA x 100)], with a minimum verbal and quantitative score of 139 each. Applicants must also achieve an Analytical Writing score of 3.5 or higher. • Applicants with a GAP score lower than required for admission and with at least a 3.5 Analytical Writing score may contact a

<ul style="list-style-type: none"> • – Applicants with a GAP score lower than required for admission and with at least a 3.5 Analytical Writing score may contact a member of the literacy faculty for information on documentation required under the alternate admissions policy of the program area. • Submit a current teaching certificate or Statement of Eligibility valid for classroom teaching for IECE, Birth to Primary; Elementary Education, P-5; Middle Grades Education, 5-9; Secondary Education, 8- 12, 5-12, or P-12; or Special Education, P-12 when applying to the MAE: Literacy Education program. 	<p>member of the literacy faculty for information on documentation required under the alternate admissions policy of the program area.</p> <ul style="list-style-type: none"> • Applicants with teaching degrees from WKU and a 3.5 undergraduate GPA or higher have the option to submit an alternate portfolio in lieu of GRE scores. Alternate Portfolios must include the following and will be submitted to Literacy Program representative and reviewed by Literacy graduate faculty: <ul style="list-style-type: none"> • An introductory letter explaining your interest in and intention to pursue the MAE in Literacy Education (If there are questionable areas in your transcript or work samples, explain them here) • At least two letters of recommendation from professors, cooperating teachers with whom you have worked, or others who can accurately share information about your teaching, course work, or character. • Two-three work samples demonstrating your experience in education, which can include any of the following: <ul style="list-style-type: none"> • Your critical performance piece from LTCY 420/LTCY 421 or • Copies of Lesson Plans (specific to Reading/Writing/Language Arts) with post-teaching assessment pieces and reflections. • Leadership project materials from your Student Teaching Experiences. • Submit a current teaching certificate or Statement of Eligibility valid for classroom teaching for IECE, Birth to Primary; Elementary Education, P-5; Middle Grades Education, 5-9; Secondary Education, 8- 12, 5-12, or P-12; or Special Education, P-12 when applying to the MAE: Literacy Education program.
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4. Rationale: The Graduate School no longer requires the GRE for admission to the Graduate School. This change will offer an alternative to the GRE, allowing WKU graduates to demonstrate their competence and ability through a qualitative portfolio. Graduates of WKU with G.P.A. of 3.5 or higher and who submit an acceptable alternative portfolio would be able to gain admission to the Literacy MAE with this program change.

5. Proposed term for implementation: Fall 2016

6. Dates of committee approvals:

Department	<u>08/19/15</u>
College Curriculum Committee	_____
Professional Education Council (if applicable)	_____
Graduate Council	_____
University Senate	_____

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

Contact Person: Xiaoxia “Silvie” Huang, xiaoxia.huang@wku.edu, 745-4322

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:

- Removed GAP score requirement for admission based on scores for the GRE or GMAT.
- Changed minimum scores for current GRE Verbal and Quantitative from 139 each to 145 each.
- Added minimum scores of 380 and 540 for Verbal and Quantitative, respectively, for GRE prior to 2011.
- Revised the Research Tool requirement to provide more flexibility.

3. Detailed program description:

Current Program	Proposed Program
<p>The most current program information (e.g., admission requirements, required curriculum, etc.) may be found on the program website.</p> <p>Instructional design is the systematic analysis of learning and performance needs, and the development of effective strategies, processes, systems, and products to address those needs. The purpose of instructional design is to improve learning and performance for people of all ages in a variety of settings, including educational environments, work places, community settings, schools, and homes. Professionals in the field of instructional design apply systematic instructional design methodologies and a variety of instructional strategies to accomplish established goals.</p> <p>The Master of Science in Instructional Design prepares practitioners to assume leadership roles in public or private organizations. Program graduates are equipped to design and develop instructional elements such as instructional videos, online instructional activities, user manuals for instructors, instruction manuals for commercial products, professional development curricula for</p>	<p>The most current program information (e.g., admission requirements, required curriculum, etc.) may be found on the program website.</p> <p>Instructional design is the systematic analysis of learning and performance needs, and the development of effective strategies, processes, systems, and products to address those needs. The purpose of instructional design is to improve learning and performance for people of all ages in a variety of settings, including educational environments, work places, community settings, schools, and homes. Professionals in the field of instructional design apply systematic instructional design methodologies and a variety of instructional strategies to accomplish established goals.</p> <p>The Master of Science in Instructional Design prepares practitioners to assume leadership roles in public or private organizations. Program graduates are equipped to design and develop instructional elements such as instructional videos, online instructional activities, user manuals for instructors, instruction manuals for commercial products, professional development curricula for</p>

<p>teachers, multi-media instructional units, training packs for trainers, instructional materials for vocational/technical courses, lesson and unit plans for classroom use, and educational curricula. Program graduates will possess the following competencies:</p> <ul style="list-style-type: none"> _ Ability to analyze a variety of instructional performance issues in business, government, education, and home settings _ Ability to design and develop instructional solutions, including appropriate combinations of traditional instructor-led strategies, constructivist techniques, technology systems, and performance support systems _ Ability to ethically and effectively manage instructional design projects, including project management/tracking and scheduling, budgeting, and client consultation skills _ Ability to design appropriate assessment plans for instructional solutions _ Ability to evaluate the efficiency and effectiveness of instructional solutions <p>Students who graduate with a master's degree in instructional design are equipped for employment as instructional designers and trainers in businesses, corporations, school and university settings, government agencies, and military services. Instructional design graduates may also be employed as managers of technology-based systems and designers of technology products in settings that include corporations, universities, community colleges, medical centers, libraries, and school districts.</p> <p>The curriculum for all Instructional Design courses is modularized (except for ID 560 and ID 570). A student must demonstrate proficiency in each module. All courses will be offered for 3 hours credit (except for Special Topics and Practicum).</p> <p>Admission Requirements 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. Admission based on a previously completed master's degree requires the following: Admission may be recommended for applicants who hold a master's degree or higher from a regionally accredited institution and who earned an overall graduate GPA of 3.0 or higher. 2. Admission based on scores for the GRE or GMAT requires one of the following: <ol style="list-style-type: none"> (a) Admission with GRE <ol style="list-style-type: none"> i. Scores prior to August 2011- The 	<p>teachers, multi-media instructional units, training packs for trainers, instructional materials for vocational/technical courses, lesson and unit plans for classroom use, and educational curricula. Program graduates will possess the following competencies:</p> <ul style="list-style-type: none"> _ Ability to analyze a variety of instructional performance issues in business, government, education, and home settings _ Ability to design and develop instructional solutions, including appropriate combinations of traditional instructor-led strategies, constructivist techniques, technology systems, and performance support systems _ Ability to ethically and effectively manage instructional design projects, including project management/tracking and scheduling, budgeting, and client consultation skills _ Ability to design appropriate assessment plans for instructional solutions _ Ability to evaluate the efficiency and effectiveness of instructional solutions <p>Students who graduate with a master's degree in instructional design are equipped for employment as instructional designers and trainers in businesses, corporations, school and university settings, government agencies, and military services. Instructional design graduates may also be employed as managers of technology-based systems and designers of technology products in settings that include corporations, universities, community colleges, medical centers, libraries, and school districts.</p> <p>The curriculum for all Instructional Design courses is modularized (except for ID 560 and ID 570). A student must demonstrate proficiency in each module. All courses will be offered for 3 hours credit (except for Special Topics and Practicum).</p> <p>Admission Requirements Applicants to the MS in Instructional Design program must qualify for admission through one of the following three admission options.</p> <ol style="list-style-type: none"> 2. Admission based on a previously completed master's degree requires the following: Admission may be recommended for applicants who hold a master's degree or higher from a regionally accredited institution and who earned an overall graduate GPA of 3.0 or higher. 2. Admission based on scores for the GRE or GMAT requires one of the following: <ol style="list-style-type: none"> (c) Admission with GRE <ol style="list-style-type: none"> i. Scores prior to August 2011-
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<p>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.</p> <p>ii. Scores after August 2011 - Minimum GAP score (undergraduate GPA X 100) + (GRE Verbal + Quantitative score) of 550, with a minimum verbal and quantitative score of 139 each. An Analytical Writing score of 3.5 or higher is also required.</p> <p>(b) Admission with GMAT- The required GAP score based on the GMAT score is 1050 (GAP=Undergraduate grade point average times 200 plus GMAT score). An analytical writing score of 3.5 or higher is also required.</p> <p>3. Admission with a baccalaureate degree but without GRE or GMAT scores requires all of the following:</p> <p>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 3.0 or least a 3.2 GPA in their last 60 hours of undergraduate credit for the degree.</p> <p>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:</p> <p>i. A letter of application that provides a rationale for admission without a GRE or GMAT score.</p> <p>ii. A statement explaining the applicant's career goal(s) and purpose(s) for pursuing the master's program in Instructional Design.</p> <p>iii. A current vita.</p> <p>iv. At least two letters of recommendation:</p> <p>A. 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.</p> <p>B. One letter of reference from an employer or</p>	<p>Minimum verbal and quantitative scores of 380 and 540, respectively. An Analytical Writing score of 3.5 or higher is also required.</p> <p>ii. Scores after August 2011 - A minimum verbal and quantitative score of 145 each. An Analytical Writing score of 3.5 or higher is also required.</p> <p>(d) Admission with GMAT- Minimum Verbal score of 21 or higher and Quantitative score of 32 or higher. An Integrated Reasoning score of 3 or higher is required. An Analytical writing score of 3.5 or higher is required.</p> <p>3. Admission with a baccalaureate degree but without GRE or GMAT scores requires all of the following:</p> <p>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 3.0 or least a 3.2 GPA in their last 60 hours of undergraduate credit for the degree.</p> <p>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:</p> <p>i. A letter of application that provides a rationale for admission without a GRE or GMAT score.</p> <p>ii. A statement explaining the applicant's career goal(s) and purpose(s) for pursuing the master's program in Instructional Design.</p> <p>iii. A current vita.</p> <p>iv. At least two letters of recommendation:</p> <p>A. 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.</p> <p>B. One letter of reference from an employer or supervisor that addresses the</p>
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<p>supervisor that addresses the applicant's dispositions that predict success as a member of an instructional design or training team.</p> <p>v. At least a 3-page paper that indicates the applicant's analytical writing ability.</p> <p>The admission decision by program faculty under this alternative will be 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>Program requirements The program includes one 3-hour research course, 15 hours of required courses, and 12 hours of advisor-approved Professional Emphasis courses for a program total of 30 hours.</p> <p>Research Tool (3 hours) EDFN 500 Research Methods</p> <p>Required Core (15 hours) ID 560 Instructional Design Foundations (3 hours) ID 570 Systematic Instructional Design (3 hours) ID 587 Trends and Issues in Instructional Design (3 hours) ID 590 Practicum in Instructional Design (3 hours) *ID 595 Internship in Instructional Design (Capstone Course, (3 hours)</p> <p>Professional Emphasis (12 hours) The student and ID faculty advisor will collaborate to select courses in the best interest of the student's career goals.</p> <ul style="list-style-type: none"> • Students must take 6-12 hours of Instructional Design courses from the list below. • If the 12 hours are completed in Instructional Design courses, no more than 6 hours between the ID 575 Special Topics in ID and ID 590 Practicum in ID courses may be taken. • However, if a student elects to take 6 hours of advisor-approved adult education courses, educational technology courses, or transfer courses, then neither ID 575 Special Topics in ID or ID 590 Practicum in ID may be completed as part of the Professional Emphasis. The student must complete two other ID courses listed 	<p>applicant's dispositions that predict success as a member of an instructional design or training team.</p> <p>v. At least a 3-page paper that indicates the applicant's analytical writing ability.</p> <p>The admission decision by program faculty under this alternative will be 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>Program requirements The program includes one 3-hour research course, 15 hours of required courses, and 12 hours of advisor-approved Professional Emphasis courses for a program total of 30 hours.</p> <p>Required Core (15 hours) ID 560 Instructional Design Foundations (3 hours) ID 570 Systematic Instructional Design (3 hours) ID 587 Trends and Issues in Instructional Design (3 hours) ID 590 Practicum in Instructional Design (3 hours) *ID 595 Internship in Instructional Design (Capstone Course, (3 hours)</p> <p>Professional Emphasis (12 hours) The student and ID faculty advisor will collaborate to select courses in the best interest of the student's career goals.</p> <ul style="list-style-type: none"> • Students must take 6-12 hours of Instructional Design courses from the list below. • If the 12 hours are completed in Instructional Design courses, no more than 6 hours between the ID 575 Special Topics in ID and ID 590 Practicum in ID courses may be taken. • However, if a student elects to take 6 hours of advisor-approved adult education courses, educational technology courses, or transfer courses, then neither ID 575 Special Topics in ID or ID 590 Practicum in ID may be completed as part of the Professional Emphasis. The student must complete two other ID courses listed below. <p>Course Selections for Professional Emphasis:</p>
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<p>below.</p> <p>Course Selections for Professional Emphasis:</p> <ul style="list-style-type: none"> • ID 575 Special Topics in Instructional Design (1-6 hours) • ID 590 Practicum in Instructional Design (1-3 hours) • ID 572 Performance Improvement Analysis in the Workplace (3 hours) • ID 577 Management of Instructional Systems (3 hours) • ID 583 Training Design and Development (3 hours) • ID 588 Multimedia Design (3 hours) • ID 585 Distance Education Opportunities and Challenges (3 hours) <p>Students may take up to 6 hours from the following areas with advisor approval:</p> <ul style="list-style-type: none"> • Adult Education courses • Educational Technology courses • Other appropriate areas <p>*The capstone course requires the development and application of an authentic and professional quality product for their approved workplace setting. A professional portfolio is compiled and submitted in the capstone course in multimedia format (CD, DVD, or web based) focused on projects and activities from across the program.</p>	<ul style="list-style-type: none"> • ID 575 Special Topics in Instructional Design (1-6 hours) • ID 590 Practicum in Instructional Design (1-3 hours) • ID 572 Performance Improvement Analysis in the Workplace (3 hours) • ID 577 Management of Instructional Systems (3 hours) • ID 583 Training Design and Development (3 hours) • ID 588 Multimedia Design (3 hours) • ID 585 Distance Education Opportunities and Challenges (3 hours) <p>Students may take up to 6 hours from the following areas with advisor approval:</p> <ul style="list-style-type: none"> • Adult Education courses • Educational Technology courses • Other appropriate areas <p>*The capstone course requires the development and application of an authentic and professional quality product for their approved workplace setting. A professional portfolio is compiled and submitted in the capstone course in multimedia format (CD, DVD, or web based) focused on projects and activities from across the program.</p> <p>Elective or Research Tool (3 hours)</p> <p>a. Prior Graduate Research Course Transferred to this Instructional Design Program: If the student has successfully completed a graduate research course with a grade of B or higher and it is within six years from the student's graduation from this program, the research course may be counted in this category.</p> <p>b. Student must take Research Course</p> <p>i. If the student has never completed a graduate research course, the student will need to complete EDFN 500 Research Methods or equivalent with a grade of B or higher to satisfy the Research Tool requirement.</p> <p>ii. If the student completed a graduate research course with a grade of C or lower, the student must complete EDFN 500 Research Methods or equivalent with a grade of B or higher to satisfy the Research Tool requirement.</p> <p>c. Student may Select a 3-hour Elective Course with the approval of advisor: If the student has successfully completed a graduate research course with a grade of B</p>
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	<p>or higher but the course will be older than six years from the student's graduation from this program, the student may complete a Research Competency Exam to satisfy the Research Tool requirement. The student will need to take a 3-hour elective course for this category. (The Research Competency Exam is created by the Instructional Design faculty and it is free to students.)</p>
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4. Rationale for the proposed program changes:

- The Instructional Design program needs more flexibility to accommodate the diverse needs of potential students who are typically full-time working adults.
 - GAP score is calculated based on both student undergraduate GPA and GRE/GMAT score. By removing the GAP score while at the same time increasing the minimum score for GRE Verbal and Quantitative, we provide education opportunities for potential adult students who might have performed poorly in their undergraduate studies but determined to improve their education through the Instructional Design program.
 - By providing more options for the Research Tool requirement, we acknowledge student previous successful research course experience and increase the flexibility for students to meet the requirement.

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

Spring 2016

6. Dates of prior committee approvals:

School of Teacher Education: _____08/19/15_____

CEBS Curriculum Committee: _____

Graduate Council: _____

University Senate _____

**Revise a Program
(Action)**

Date: August 15, 2015

College: College of Education and Behavioral Sciences

Department: School of Teacher Education

Contact Person: Julia Link Roberts, Ed.D. julia.roberts@wku.edu , 5.6323

1. Identification of program:

1.1 Reference number: 0482

1.2 Program title: Gifted Education and Talent Development, Master of Arts in Education

2. Proposed change(s):

2.1 title:

2.2 admission criteria: Change admission criteria to match what was approved by the EPSB and the CPE and to make criteria consistent across concentrations.

2.3 curriculum: Change Teacher Leader Concentration TCHL courses to the newly created TCHL courses as those in this original program have been discontinued.

2.4 other:

3. Detailed program description:

Existing Program	Revised Program
<p>A master's degree focused in gifted and talented education adds to the graduate level coursework in gifted education at WKU. Since 1983, a 12 credit hour gifted endorsement has been available at WKU, with all required courses offered every year. Courses are taught by graduate faculty with specialties in gifted and talented education. The nationally and internationally recognized professors have authored multiple textbooks and have been honored by leading organizations in the field. The new MAE in Gifted Education and Talent Development has two pathways — one leading to certification and the other with a research focus.</p>	<p>The MAE in Gifted and Talented Education offers two concentrations:</p> <ul style="list-style-type: none"> • The Teacher Leader Concentration • The Advanced Research Concentration <p>The Teacher Leader Concentration of the MAE in Gifted Education and Talent Development is designed to develop Advanced Certification for Teachers who can positively impact student learning in their classrooms and schools with all children and young people, including those who are gifted and talented. Courses and experiences include Professional Learning Communities in which students interact with other graduate students from various content areas and grade levels to discuss and work on real world challenges and promising practices they encounter in schools. Candidates who complete the MAE will be eligible for a recommendation for Rank II and</p>

Educators pursuing the Advanced Certification for Teacher Leader concentration may be completing the graduate program to continue in a teaching position or to become a curriculum coordinator. Counselors, principals, librarians, and other specialized teachers will enhance their knowledge and skills in a concentration that leads to Rank II certification and the gifted education endorsement.

The Advanced Research Focus will prepare students for a variety of careers in higher education, government policy work, or other organizations and could lead to a Rank I or specialist degree.

The MAE in Gifted Education and Talent Development is offered primarily online. Exceptions include the practicum and requests for face-to-face instruction for cohort groups.

Program graduates will possess the following competencies. They will:

- demonstrate understanding of the foundations of the field of gifted education, including theories, models, research, laws and policies, and diverse points of view on issues.
- demonstrate respect for children as unique individuals, including the characteristics of children with gifts and talents and concomitant needs.
- demonstrate understanding of the effects

both the Gifted and Talented Education (KE37) and Teacher Leader (KTLE) endorsements. Individuals holding a Rank II will be eligible for a Rank I with both the Gifted and Talented Education (KE37) and Teacher Leader (KTLE) endorsements.

Educators pursuing the Advanced Certification for Teacher Leader concentration may be completing the graduate program to continue in a teaching position or to become a curriculum coordinator. Counselors, principals, librarians, and other specialized teachers will enhance their knowledge and skills in a concentration that leads to Rank II or a Rank I if candidates already hold a Rank II certification and the gifted education endorsement.

The MAE in Gifted Education and Talent Development with the Advanced Research Focus concentration may be used to achieve Rank I. An additional three-hour practicum and a passing score on Praxis II in Gifted Education are required for those seeking the Endorsement in Gifted Education.

The Advanced Research Focus will prepare students for a variety of careers in higher education, government policy work, or other organizations and could lead to a Rank I or specialist degree.

The research concentration is planned for those pursuing different pathways:

- Educators pursuing a rank change.
- Educators pursuing a rank change and the Endorsement in Gifted Education. (Additional three-hour practicum and passing score on the Praxis II in Gifted Education required).
- Individuals who are pursuing an advanced degree in gifted education – not certified personnel and that would include but not be limited to international students, psychologists, and those planning to earn a Ph.D. or Ed.D.

The MAE in Gifted Education and Talent Development is offered primarily online. Exceptions include the practicum and requests for face-to-face

~~that gifts and talents can have on learning in school as well as throughout a lifetime.~~

- ~~• demonstrate a repertoire of evidence-based curriculum and instructional strategies to differentiate instruction for children and young people with gifts and talents.~~
- ~~• be able to actively create learning environments that foster cultural understanding, active engagement in learning, and positive social interactions for individuals with gifts and talents.~~
- ~~• demonstrate understanding of the role of language and communication in talent development and conditions that facilitate and hinder such development.~~
- ~~• be able to plan and implement curriculum and instruction that addresses the needs (often created by the strengths) of learners with gifts and talents.~~
- ~~• be able to plan and use assessment to identify and place children with gifts and talents, tailor instruction to address their needs, and assess learning progress.~~
- ~~• demonstrate professional and ethical standards as they guide growth in individuals with gifts and talents and encourage lifelong learning.~~
- ~~• be able to collaborate with families, other educators, and related service providers to ensure learning and well-being of children and young people with gifts and talents.~~

Program Admission

Criteria vary, depending on the student's undergraduate institution and GPA as well as the concentration the student is pursuing.

The following criteria apply for students seeking admission to the Advanced Certification for Teacher Leaders concentration:

A copy of the applicant's teaching certificate or statement of eligibility must be submitted with the application for admission to the Advanced Certification for Teacher Leaders concentration.

instruction for cohort groups.

Program Admission

Criteria vary, depending on the student's undergraduate institution and GPA as well as the concentration the student is pursuing.

The following criteria apply for students seeking admission to the Advanced Certification for Teacher Leaders concentration:

A copy of the applicant's teaching certificate or statement of eligibility must be submitted with the application for admission to the Advanced Certification for Teacher Leaders concentration.

WKU Graduate Admission

Applicants who are alumni of WKU teacher preparation programs must submit a current, valid teaching certificate or Statement of Eligibility for IECE Birth to Primary; Elementary Education, P-5; Middle Grades Education, 5-9; Secondary Education, 8-12, 5-12, or P-12; or Special

WKU Graduate Admission

Applicants who are alumni of WKU teacher preparation programs must submit a current, valid teaching certificate or Statement of Eligibility for IECE Birth to Primary; Elementary Education, P-5; Middle Grades Education, 5-9; Secondary Education, 8-12, 5-12, or P-12; or Special Education, P-12.

Graduate of a Kentucky Higher Education Institute other than WKU

Applicants with undergraduate degrees from Kentucky higher education accredited universities must have a 2.75 GPA for all previous undergraduate coursework and a 3.0 GPA for previous graduate coursework or qualifying GAP scores (as defined below by year taken), and must have or be eligible for a teaching certificate for IECE Birth to Primary; Elementary Education, P-5; Middle Grades Education, 5-9; Secondary Education, 8-12, 5-12, or P-12; or Special Education, P-12.

Graduate of an Out-of-State Institution of Higher Education

Applicants with undergraduate degrees from all other higher education accredited universities must have a 2.75 GPA for all previous undergraduate coursework and a 3.0 GPA for previous graduate coursework or qualifying GAP scores (as defined below by year taken), and must have or be eligible for a teaching certificate for IECE Birth to Primary; Elementary Education, P-5; Middle Grades Education, 5-9; Secondary Education, 8-12, 5-12, or P-12; or Special Education, P-12.

Kentucky applicants whose certificates have expired may be admitted, but they may enroll for only six hours before which they must apply to the Kentucky Education Professional Standards Board for a re-issued certificate. After completion of six hours, a student admitted with an expired certificate must submit a copy of the reissued certificate before being allowed to register for any additional courses. Applicants from out-of-state with expired certificates must complete the requirements for their respective states to renew their certificates and submit a copy of the reissued certificate.

Education, P-12.

Graduate of a Kentucky Higher Education Institute other than WKU

Applicants with undergraduate degrees from Kentucky higher education accredited universities must have a 2.75 GPA for all previous undergraduate coursework and a 3.0 GPA for previous graduate coursework or qualifying GAP scores (as defined below by year taken), and must have or be eligible for a teaching certificate for IECE Birth to Primary; Elementary Education, P-5; Middle Grades Education, 5-9; Secondary Education, 8-12, 5-12, or P-12; or Special Education, P-12.

Graduate of an Out-of-State Institution of Higher Education

Applicants with undergraduate degrees from all other higher education accredited universities must have a 2.75 GPA for all previous undergraduate coursework and a 3.0 GPA for previous graduate coursework or qualifying GAP scores (as defined below by year taken), and must have or be eligible for a teaching certificate for IECE Birth to Primary; Elementary Education, P-5; Middle Grades Education, 5-9; Secondary Education, 8-12, 5-12, or P-12; or Special Education, P-12.

Kentucky applicants whose certificates have expired may be admitted, but they may enroll for only six hours before which they must apply to the Kentucky Education Professional Standards Board for a re-issued certificate. After completion of six hours, a student admitted with an expired certificate must submit a copy of the reissued certificate before being allowed to register for any additional courses. Applicants from out-of-state with expired certificates must complete the requirements for their respective states to renew their certificates and submit a copy of the reissued certificate.

The following criteria apply for candidates seeking admission to the Advanced Research Focus concentration:

Applicants must meet the following:

The following criteria apply for candidates seeking admission to the Advanced Research Focus concentration:

Applicants must meet the following:

Submit a qualifying GAP score of 550 or higher [GAP = (GRE V score + GRE Q) added to (Undergraduate GPA x 100)] and a GRE Analytical Writing score of 3.5 or higher, and document an undergraduate GPA of 3.0 or higher. Admission to the program requires a minimum score of 139 on the Verbal and Quantitative sections of the GRE.

Students who took the GRE between 2002 and August 2011 must submit a qualifying GAP score of 2200 or higher [GAP = (GRE V + GRE Q) x Undergraduate GPA] and a GRE Analytical Writing score of 3.5 or higher, and document an undergraduate GPA of 3.0 or higher.

Students who took the GRE prior to 2002 must submit a qualifying GAP score of 3500 or higher [GAP = (GRE V + GRE Q + GRE A) x Undergraduate GPA], and document an undergraduate GPA of 3.0 or higher.

Please refer to the [admission section](#) of this catalog for Graduate School admission requirements.

Program Requirements (30-37 hours)

Advanced Certification for Teacher Leader Concentration

The program for the MAE in Gifted Education and Talent Development, Advanced Certification for Teacher Leaders concentration has four instructional components. The first component, Professional Education, provides advanced level pedagogy, leadership, and content related to Kentucky Teacher Standards and applicable to all P-12 teachers working in the wide gamut of developmental and content areas. The second component, Specialization, directs the candidates into gifted education as the selected area of specialization. The third component is the practicum, and electives make up the fourth component. Students may be

- **Submit application to Graduate School and meet all Graduate School requirements***
- **Have earned a Master's Degree from an accredited institution if pursuing a Rank I with this degree concentration**
- **Have a 3.2 on all graduate coursework**
- **Be officially admitted before beginning course sequence**
- **Submit copies of all transcripts**

*Please refer to the [admission section](#) of this catalog for Graduate School admission requirements

Program Requirements (30-37 hours)

Advanced Certification for Teacher Leader Concentration

The program for the MAE in Gifted Education and Talent Development, Advanced Certification for Teacher Leaders concentration has four instructional components. The first component, Professional Education, provides advanced level pedagogy, leadership, and content related to Kentucky Teacher Standards and applicable to all P-12 teachers working in the wide gamut of developmental and content areas. The second component, Specialization, directs the candidates into gifted education as the selected area of specialization. The third component is the practicum, and electives make up the fourth component. Students may be required to complete additional elective hours to achieve the program minimum of 30 hours.

Advanced Certification Core Gifted Education Component

[GTE 536](#)

Nature and Needs of Gifted, 3

required to complete additional elective hours to achieve the program minimum of 30 hours.			
Advanced Certification Core Gifted Education Component			
GTE 536	Nature and Needs of Gifted, Creative, and Talented Students	3	
GTE 537	Curriculum, Strategies, and Materials for Gifted Students	3	
GTE 539	Assessment and Identification of Gifted and Talented Children	3	
GTE 540	Developing Creativity and Leadership in Gifted Youth	3	
PSY 432G	Psychology of the Gifted and Creative	3	
Professional Education Component			
TCHL 500	Foundations of Teacher Leadership ¹	3	
TCHL 540	Classroom Instruction: Instructional Strategies ²	1	
TCHL 544	Equitable School and Community Partnerships ²	1	
TCHL 548	Classroom Instruction: Managing the Learning Environment ²	1	
TCHL 550	Student Assessment I: Fundamentals of Student Assessment ²	1	
TCHL 554	Student Assessment II: Standardized Testing ²	1	
TCHL 558	Student Assessment III: Classroom Tests and Instruments ²	2	
TCHL 560	Action Research Capstone for Teacher Leaders	3	
Practicum			
GTE 538	Practicum for Teachers of Gifted Students	3	
Electives			
Select 0-6 hours with advisor approval ³		0-6	
Total Hours		30-37	
¹ While enrolled in TCHL 500 , students will use several documents, including their KTIP assessments or in-kind examples, dispositions self-surveys, referrals from school personnel, and their respective School Improvement Plan, to develop with their respective program advisors individualized programs of study of 30-37 hours related to Kentucky Teacher Standards and professional goals. Each student's program of			
			Creative, and Talented Students
GTE 537			Curriculum, Strategies, and Materials for Gifted Students 3
GTE 539			Assessment and Identification of Gifted and Talented Children 3
GTE 540			Developing Creativity and Leadership in Gifted Youth 3
PSY 432G			Psychology of the Gifted and Creative 3
			Practicum Component (3 hours)
			GTE 538
			Practicum for Teachers of Gifted Students
			Professional Education Component
			TCHL 500 Foundations of Teacher Leadership 3
			TCHL 545 Classroom Instruction Strategies 3
			TCHL 555 School and Classroom Assessment 3
			TCHL 559 Action Research Design for Teacher Leaders 1
			TCHL 560 Action Research Capstone for Teacher Leaders 3
			TCHL 545 and 555 are required for all students OR the student must pass proficiency evaluations for these courses.

study will include some of the TCHL courses, plus courses in gifted and talented education.

² All students must either complete [TCHL 540](#), [TCHL 544](#), [TCHL 548](#), [TCHL 550](#), [TCHL 554](#), and [TCHL 558](#), or pass proficiency evaluations for these courses. [TCHL 500](#) and [TCHL 560](#) and the program core courses are required for all students, and there are no proficiency evaluations that may be substituted for these courses.

³ Advisor approved courses selected from disciplines in which student is certified or related courses relevant to the student's professional needs and goals.

Electives (0-6 hours)

Candidates who test out of TCHL 545 or 555, must replace those courses with elective hours on their program of study.

With advisor approval, candidates may select appropriate elective courses from: The discipline in which the candidate is certified.

Academic disciplines related to the P-12 Common Core Standards.

CEBS Content courses in exceptional education, interdisciplinary early childhood education, library media education, literacy, or psychology; or Courses identified as prerequisites for Instructional Leader programs.

Candidates who choose not to take the proficiency evaluations or those who take the evaluations and do not demonstrate proficiency have the option of taking an additional 6 hours of elective courses if they wish to add to their content or professional education knowledge.

Mid-Point Assessment Requirements

To ensure that all master's candidates are proficient on Advanced Level Kentucky Teacher Standards, all *Critical Performances* associated with the above TCHL courses must be completed by candidates for the Advanced Certification for Teacher Leaders concentration, *even if a candidate's program of studies does not include the courses*. All candidates

Mid-Point Assessment Requirements

To ensure that all master's candidates are proficient on Advanced Level Kentucky Teacher Standards, all *Critical Performances* associated with the above TCHL courses must be completed by candidates for the Advanced Certification for Teacher Leaders concentration, *even if a candidate's program of studies does not include the courses*. All candidates

will upload all Critical Performances and have achieved an average score of 3.0 on all performances and an average score of 3 on dispositions. Additional coursework may be required based on the assessment results.

Program Completion Requirements

~~Candidates must successfully complete TCHL 560—Action Research Capstone for Teacher Leaders (Course Grade of C or higher) and present research results in a venue approved by their advisor. Candidates must have at least a 3.0 GPA overall and in program coursework.~~

Advanced Research Focus Concentration

The program for the Advanced Research Focus concentration requires the Core Gifted Education courses (15 hours) and the specialization (15 hours) in Advanced Gifted Education, Research Methods, and Thesis. Students may complete additional elective hours in a discipline in which student is certified or related courses relevant to the student’s professional needs and goals.

Core Gifted Education Component		
GTE 536	Nature and Needs of Gifted, Creative, and Talented Students	3
GTE 537	Curriculum, Strategies, and Materials for Gifted Students	3
GTE 539	Assessment and Identification of Gifted and Talented Children	3
GTE 540	Developing Creativity and Leadership in Gifted Youth	3
PSY 432G	Psychology of the Gifted and Creative	3
Advanced Gifted Education, Research Methods, and Thesis		
EDFN 500	Research Methods	3
GTE 636	Issues in Gifted Education and Talent Development	3
GTE 637	Seminar in Gifted Education and Talent Development	3
EDU 599	Thesis Research and Writing	6

will upload all Critical Performances and have achieved an average score of 3.0 on all performances and an average score of 3 on dispositions. Additional coursework may be required based on the assessment results.

Teacher Leader Concentration Program Completion Requirements

1. Successfully complete TCHL 560 (course grade of B or higher)
2. Give acceptable presentation of action research in an approved venue
3. Achieve a minimum 3.0 GPA in course work
4. Complete the gifted education practicum demonstrating the knowledge and skills to teach children with gifts and talents
5. P-12 Gifted Endorsement requires passing score on the Praxis II in Gifted Education

Advanced Research Focus Concentration

The program for the Advanced Research Focus concentration requires the Core Gifted Education courses (15 hours) and the specialization (15 hours) in Advanced Gifted Education, Research Methods, and Thesis. Students may complete additional elective hours in a discipline in which student is certified or related courses relevant to the student’s professional needs and goals.

Core Gifted Education Component		
GTE 536	Nature and Needs of Gifted, Creative, and Talented Students	3
GTE 537	Curriculum, Strategies, and Materials for Gifted Students	3
GTE 539	Assessment and Identification of Gifted and Talented Children	3
GTE 540	Developing Creativity and Leadership in Gifted Youth	3
PSY 432G	Psychology of the Gifted and Creative	3
Advanced Gifted Education, Research Methods, and Thesis		
EDFN 500	Research Methods	3

Electives		GTE 636 Issues in Gifted Education and Talent Development	3
Select 0-3 hours with advisor approval ¹	0-3	GTE 637 Seminar in Gifted Education and Talent Development	3
Total Hours	30-33	EDU 599 Thesis Research and Writing	6
¹ Advisor-approved courses selected from disciplines in which student is certified or related courses relevant to the student's professional needs and goals.		Electives	
		Select 0-3 hours with advisor approval ¹	0-3
		Total Hours	30-33
		¹ Advisor-approved courses selected from disciplines in which student is certified or related courses relevant to the student's professional needs and goals.	
Program Completion Requirements			
Candidates must successfully defend a thesis and have at least a 3.0 GPA overall and in program coursework.			
Advanced Research Concentration Program Completion Requirements			
Candidates must successfully defend a thesis and have at least a 3.0 GPA overall and in program coursework.			

4. **Rationale:**
- Because the original program proposal went through the internal university process in 2012, some items were revised to address questions from the Education Professional Standards Board and the Council on Postsecondary Education. As a result, these items also need to be clarified in the Graduate Catalog.
 - Since the original program was approved through the internal university process in 2012, the old TCHL courses were discontinued and the new TCHL courses have been approved – this proposal reflects those changes.

5. **Proposed term for implementation: Spring 2016**

6. **Dates of committee approvals:**

Department – School of Teacher Education	<u>08/19/15</u>
CEBS College Curriculum Committee	_____
Professional Education Council	_____
Graduate Council	_____
University Senate	_____

Certificate Program - Create New (Action)

Date: August 9, 2015

College: College of Education and Behavioral Sciences

Department: School of Teacher Education

Contact Person: Janet Lynne Tassell, janet.tassell@wku.edu, 745-5306

1. Identification of program:

- 1.1 Program title: Certificate for Elementary Math Specialization, P-5
- 1.2 Required hours: 15 hours
- 1.3 Program Description:

The Elementary Math Specialization P-5 Certificate is designed to give education professionals a breadth of elementary mathematics content and mathematics pedagogy knowledge. It will also further develop collaborative skills needed to enhance mathematical knowledge for teaching in P-5 team teaching or co-teaching settings.

Students may include the certificate course work within the Specialization component of the Masters of Arts in Education (MAE), Planned 5th year, Planned 6th year/Rank I and EdS programs in Elementary Education/Teacher Leader.

This graduate certificate program requires 15 hours that may earned for the certificate only (stand-alone) or incorporated into a degree program.

This certificate may also be appropriate for:

- *Out-of-state licensed, elementary teachers: Some states do not recognize the Elementary Math Specialist Endorsement as a licensing addition. Therefore, the “certificate” would be the route to show completion on their transcript.
- Middle or secondary licensed mathematics teachers or special education licensed teachers: For an Elementary Math Specialist Endorsement, EPSB requires teachers to hold an elementary license. However, non-elementary teachers express a desire to take the courses in the endorsement. They also wish to gain knowledge and experience for P-5 mathematics.

*Applicants in Elementary Education should check with their licensing entity to determine eligibility for the EMS Endorsement vs. EMS certificate to see which is available and the best fit.

Required courses are ELED 571, ELED 572, and ELED 573, plus two graduate mathematics courses selected with advisor approval from MATH 411G (required unless MATH 411 was taken as an undergraduate), and either MATH 507 or MATH 508.

Note: Students who did not complete MATH 411 as an undergraduate will need to complete MATH 411G to complete prerequisites for this certificate and then will select one of the above courses to complete the 6 hour requirement.

- 1.4 Classification of Instructional Program Code (CIP): 13.1311

2. Learning outcomes of the proposed certificate program:

This program is designed for post-baccalaureate educators who desire to enhance their knowledge and skills related to elementary mathematics instruction. Upon completion of this certificate, students will:

- I. Demonstrate content knowledge for teaching mathematics:
 - a. Demonstrate deep understanding of mathematics for grades P-5 with a consideration of how students progress beyond elementary school to middle grades mathematics in the following areas: Number and Operations; Algebra and Functions; Geometry and Measurement; Data Analysis and Probability.
 - b. Develop further specialized mathematics knowledge for teaching.
 - Create opportunities for learners to develop, apply, and critically evaluate their selection and use of these practices.
 - Diagnose mathematical misconceptions and/or errors as well as design appropriate interventions.
 - Choose and/or design tasks to support the learning of new mathematical ideas or methods, or to test learners' understanding of them.
- II. Demonstrate pedagogical knowledge for teaching mathematics:
 - a. Demonstrate understanding of learners and learning.
 - Utilize and build upon learners' existing knowledge, skills, understandings, conceptions and misconceptions to advance learning.
 - Create social learning contexts that engage learners in discussions and mathematical explorations among peers to motivate and extend learning opportunities.
 - b. Demonstrate expertise of teaching.
 - Design, select and/or adapt worthwhile mathematics tasks and sequences of examples that support a particular learning goal.
 - Use questions to effectively probe mathematical understanding and make productive use of responses.
 - Model effective problem solving and mathematical practices—questioning, representing, communicating, conjecturing, making connections, reasoning and proving, self-monitoring and cultivate the development of such practices in learners.
 - Analyze and evaluate student ideas and work, and design appropriate responses.
 - Develop skillful and flexible use of different instructional formats—whole group, small group, partner, and individual—in support of learning goals.
 - Manage diversities of the classroom and school—cultural, disability, linguistic, gender, socio-economic, developmental—and use appropriate strategies to support mathematical learning of all students.
 - c. Demonstrate skills in designing and implementing curriculum and assessment.
 - Use learning trajectories related to mathematical topics and apply this knowledge to sequence activities and design instructional tasks.
 - Know the different formats, purposes, uses, and limitations of various types of assessment of student learning; be able to choose, design, and/or adapt assessment tasks for monitoring student learning.
 - Use the formative assessment cycle and be able to find or create appropriate resources for this purpose.
- III. Apply leadership knowledge and skills.

- Plan, develop, implement, and evaluate professional development programs at the school and district level and support teachers in systematically reflecting and learning from practice.
- Use leadership skills to improve mathematics programs at the school and district levels.

3. **Rationale:**

3.1 Reason for developing the proposed certificate program:

An elementary mathematics specialization is for elementary teachers, teacher leaders, mathematics teachers, and special education teachers who are responsible for supporting effective mathematics instruction and student learning at the classroom, school, district, or state levels. Many education scholars have made the case that practicing elementary school teachers are not adequately prepared to meet the demands for increasing student achievement in mathematics (National Council of Teachers of Mathematics, 2000; National Mathematics Advisory Panel, 2008; National Research Council, 1989). In particular, most elementary teachers are generalists—that is, they study and teach all core subjects, rarely developing in-depth knowledge and expertise with regard to teaching elementary mathematics. Furthermore, school district leaders employ many types of leaders and teachers in their districts. Oftentimes, math curriculum coordinators have middle and/or secondary level mathematics experience, but do not have the knowledge/training for working with elementary mathematics.

We currently have an Elementary Math Specialist Endorsement approved and with gaining enrollment each semester. For licensed elementary teachers in Kentucky, the endorsement is straightforward, as the program was established and recognized by EPSB and CPE. However, other teachers do not fit into the KY elementary teacher category. The following populations could gain from a “certificate” credential, separated from the “endorsement” credential:

- Out-of-state elementary, licensed teachers: Some states do not recognize the Elementary Math Specialist Endorsement as a licensing addition. Therefore, these participants do not have anything to show for their endorsement upon completion, other than their transcript.
- Middle, secondary, or special education teachers: For an Elementary Math Specialist Endorsement, EPSB requires teachers to hold an elementary license. However, non-elementary teachers express a desire to take the courses in the endorsement.

3.2 Relationship of the proposed certificate program to other programs now offered by the department:

- We offer a 15-hour online Elementary Math Specialist Endorsement at WKU. The certificate would be the same coursework, with the difference upon completion being a certificate vs. the endorsement to add to the license.
- The Educational Technology certificate has been established to mirror the Educational Technology Endorsement, for some of the same reasons.

3.3 Relationship of the proposed certificate program to certificate programs offered in other departments:

Other CEBS endorsement programs outside of the STE are administrative endorsements in EALR and counselor endorsements in C & SA. In Potter College, there is the English as a Second Language (grades P-12) endorsement. The proposed endorsement will not have any course work that overlaps with the other endorsements.

- 3.4 Projected enrollment in the proposed certificate program:
We project approximately 5-8 students each semester have a need for this certificate based on current inquiries. This number is in addition to the current EMS Endorsement enrollment.
- 3.5 Similar certificate programs offered elsewhere in Kentucky and in other states (including programs at benchmark institutions):
WKU is one of two approved Education Math Specialist (EMS) Endorsements in Kentucky. WKU has the largest enrollment, and the first to design the endorsement. University of Louisville is approved for an endorsement program trying to grow their numbers. There are no other certificate programs in Kentucky.

Benchmark institutions outside of Kentucky were not included in this examination because this is a Kentucky-based endorsement, now being expanded to a certificate.

- 3.6 Relationship of the proposed certificate program to the university mission and objectives:

WKU's Mission states "Western Kentucky University (WKU) prepares students of all backgrounds to be productive, engaged, and socially responsible citizen-leaders of a global society. The University provides research, service and lifelong learning opportunities for its students, faculty, and other constituents. WKU enriches the quality of life for those within its reach." Considering the nature of elementary mathematics education, preparing teachers with the EMS endorsement to work in Kentucky schools represents a strong match to WKU's Mission.

In addition, the WKU Quality Enhancement Plan (QEP) has three specific areas to address in the evidence and argument areas that correspond to the goals of elementary mathematics education and the qualities that teachers with the EMS endorsement demonstrate. These QEP outcomes are:

- (1) Evidence-Gathering – gathering sound and relevant evidence to address an issue;
Example: interviewing a math student to determine numeracy level and creating an action plan (ELED 572)
- (2) Sense-Making – analyzing and synthesizing the assembled evidence; and
Example: using math pedagogy discussion tools to work with an elementary teacher and affect change (ELED 571)
- (3) Argumentation – articulating a logical and supported argument based on the analysis.
Example: implementing several formative mathematics assessment strategies with classroom students and analyzing the outcome (ELED 573)
Example: solving mathematical problem-solving problems and expressing the solution to peers for discussion (Math 411g)

The certificate option will further extend WKU outreach to math teachers! We currently have students enrolled from many states, such as Maryland, Massachusetts, and Tennessee to mention a few. Our hope is to expand this offering for an international reach as well, with people contacted through our collaboration with Harlaxton College, UK, for example. The vision of the certificate aligns with WKU's mission of international reach.

4. Admission Criteria:

Applicants for the **endorsement** for Elementary Mathematics Specialist must have or be eligible for a teaching certificate for Elementary Education, Grades P-5. Applicants who wish to count the certificate hours toward a master's degree or other graduate program must meet the eligibility requirements of that program. In addition, students in the Planned 6th-year/Rank I program in Elementary Education may also elect to incorporate this certificate within their programs. The certificate can be incorporated in the EdS in Elementary Education as well.

Applicants for the **certificate** in Elementary Mathematics Specialist may meet one of the following criteria:

- *Out-of-state licensed elementary teachers
- Middle or secondary licensed mathematics teachers or special education licensed teachers

*Applicants in Elementary Education should check with their licensing entity to determine eligibility for the EMS Endorsement vs. EMS certificate to see which is available and the best fit.

Refer to the university admission requirements of the graduate school for admission to this certificate program.

5. Curriculum:

Fifteen hours will be required, as follows:

Pedagogy requirements - 9 hours

ELED 571: Leadership, Math, and Technology Education (3 credit hours)

ELED 572: Math and Technology Methods for Diverse Learners (3 credit hours)

ELED 573: Math and Technology Assessment (3 credit hours)

Mathematics content requirements – 6 hours (selected with advisor approval)

Required (unless student completed MATH 411 as part of baccalaureate program): (0-3 hours)

MATH 411G: Problem Solving for Elementary and Middle Grades Teachers (3 hours)

Restricted elective(s): (3-6 hours)

MATH 507: Math for Elementary and Middle Grades Teachers (3 hours) OR

MATH 508: Number Concepts for Elementary and Middle Grades Teachers (3 hours)

Students who completed MATH 411 as undergraduates must take both MATH 507 and 508.

Total: 15 hours

6. Budget implications:

This certificate will not cost additional funds. One of the mathematics content courses, MATH 411G is regularly offered each fall and spring semester. MATH 507 and MATH 508, are regularly offered on alternating summers. The pedagogy courses are also being offered regularly on a schedule for one course in the fall (ELED 571), spring (ELED 572), and summer (ELED 573). The current faculty will teach these courses. The certificate participants will be in the same courses alongside the endorsement participants.

7. Term of implementation: Spring 2016

8. Dates of committee approvals:

Department	<u>8/19/15</u>
College Curriculum Committee	_____
Office of Academic Affairs (if ≥18 hour program)	<u>NA</u>
Professional Education Council (if applicable)	_____
Graduate Council	_____
University Senate	_____
Board of Regents	_____

**Course - Suspend/Delete/Reactivate
(Consent)**

Date: August 20, 2015

College, Department: College of Education and Behavioral Sciences, Department of Educational Administration, Leadership, and Research

Contact Person: Marguerita K. DeSander, marguerita.desander@wku.edu, 270-745-6039

1. Identification of course or program:

- 1.1 Current course prefix (subject area) and number: EDFN 601
- 1.2 Course title: Applied Statistics and Design

2. Action (check one): suspend delete reactivate

3. Rationale: EDFN 740 will replace EDFN 601 due to the need for it to build on material in 700-level courses (EDLD 722 and EDLD 732) and incorporate substantive changes to the content for doctoral students, such as adding more advanced topics such as generalized linear models. However, future programs may require EDFN 601, so the course is not being deleted.

4. Effect on programs or other departments: The suspension of EDFN 601 depends on the approval of EDFN 740, which is an elective course for EdD program. Students enrolled in current EDFN 601 are mostly doctoral students. They will be advised about the course suspension in a timely manner.

5. Term of implementation: Spring 2016

6. Dates of committee approvals:

Department

April 28, 2015

College Curriculum Committee

Professional Education Council (if applicable)

Graduate Council

University Senate

**Revise a Course
(Action)**

Date: 8/20/2015

College, Department: CEBS, Educational Administration, Leadership, and Research

Contact Person: Kimberlee Everson, Kimberlee.everson@wku.edu, 270-745-2115

1. Identification of course

- 1.1 Course prefix (subject area) and number: EDLD 722
- 1.2 Course title: Survey Methods for Educational Leaders

2. Proposed change(s):

- 2.1 course number:
- 2.2 course title:
- 2.3 credit hours:
- 2.4 grade type:
- 2.5 prerequisites: EDFN 501 or equivalent (Remove other prerequisites)
- 2.6 corequisites:
- 2.7 course description:
- 2.8 other:

3. Rationale for revision of course: The previous prerequisites were EDFN 501 and EDLD 712. EDLD 712 focuses on developing a prospectus for the dissertation. It may serve some students better to take EDLD 722 before EDLD 712. EDLD 712 is not a necessary prerequisite for EDLD 722. However, an introductory statistics course, EDFN 501, or equivalent, continues to be necessary for success in EDLD 722.

4. Term of implementation: Spring 2016

5. Dates of committee approvals:

Department

April 28, 2015

College Curriculum Committee

Professional Education Council (if applicable)

Graduate Council

University Senate

Create a New Course (Action)

Date: 8/20/2015

College, Department: College of Education and Behavioral Sciences, Department of Educational Administration, Leadership, and Research

Contact Person: Kimberlee Everson, Kimberlee.everson@wku.edu, 270-745-2115

1. Proposed course:

- 1.1 Course prefix (subject area) and number: EDAD 734
- 1.2 Course title: School Accountability and Teacher Evaluation
- 1.3 Abbreviated course title: School and Teacher Eval
- 1.4 Credit hours: 3
- 1.5 Variable credit (yes or no): No
- 1.6 Repeatable (yes or no) for total of ___ hours: No
- 1.7 Grade type: Standard letter grade
- 1.8 Prerequisites: None
- 1.9 Corequisites: EDFN 722 or permission of instructor
- 1.10 Course description: A critical examination of K-12 school and teacher accountability models in Kentucky, the United States, and worldwide, including an introduction to statistical approaches used to link student outcomes to school and teacher quality.
- 1.11 Course equivalency: None

2. Rationale:

- 2.1 Reason for developing the proposed course: K-12 educational systems are requiring greater accountability from schools and teachers, and these accountability initiatives are becoming increasingly focused on student outcomes. This course will help students understand this movement from both policy perspectives and quantitative methodological perspectives.
- 2.2 Relationship of the proposed course to other courses at WKU: EALR offers two courses EDAD 688, Planning for School Improvement, and EDAD 706, Educational Leadership and Reform, which are tangentially related. However, neither course focuses directly on the issues of school accountability or teacher evaluation policy and methods. Teacher Education offers EDU 701, Teacher Leadership and Assessment I, and EDU 702, Teacher Leadership and Assessment II. Both courses focus on student assessment rather than evaluation of teachers.

3. Discussion of proposed course:

- 3.1 Schedule type: L (Lecture)
- 3.2 Learning Outcomes: At the conclusion of the course, the students will be able to:
 - Compare and contrast various accountability systems at district, state, and national levels.
 - Evaluate arguments for and against student outcome-based teacher or school evaluation.
 - Describe and understand the limitations of statistical methodologies currently used in the U.S. to link student outcomes to teachers or schools.

- Create estimates of teacher and/or school effectiveness based on student outcomes using at least one statistical approach.

3.3 Content outline:

- History of the student outcomes-based accountability movement.
- Kentucky’s accountability model.
- A sampling of other accountability models used in the U.S. or internationally.
- Critical examination of and simplified practice analyses with statistical methodologies currently used in the U.S., such as:
 - Status models
 - Growth models
 - Value-added models
 - Student growth percentiles

3.4 Student expectations and requirements: Student expectations and course requirements may include such activities as directed readings, group discussions, statistical analyses, conducting student presentations of results, and creating reports. All assignments will be evaluated and will contribute to the final grade in the course. Assessments will primarily be performance (project) based, allowing the student to demonstrate acquired skills in an authentic setting.

3.5 Tentative texts and course materials: Much of the material will be delivered through lecture and guest lecture. Readings will be selected to reflect the current policy landscape from relevant journal articles as well as texts such as the following:

- Harris, D.N. (2011). *Value-Added Measures in Education*. Cambridge: Harvard Education Press.
- Marzano, R.J., and Toth, M.D. (2013). *Teacher Evaluation that Makes a Difference: A New Model for Teacher Growth and Student Achievement*. Alexandria, VA: ASCD.

4. Budget implications:

- 4.1 Proposed method of staffing: An EALR faculty will teach the course.
- 4.2 Special equipment, materials, or library resources needed: There will be no additional resource requirements.

5. Term for implementation: Fall 2016

6. Dates of committee approvals:

Department	<u>April 28, 2015</u>
College Curriculum Committee	_____
Professional Education Council (if applicable)	_____
Graduate Council	_____
University Senate	_____

Create a New Course (Action)

Date: 8/20/2015

College, Department: College of Education and Behavioral Sciences, Department of Educational Administration, Leadership, and Research

Contact Person: Kimberlee Everson, Kimberlee.everson@wku.edu, 270-745-2115

1. Proposed course:

- 1.1 Course prefix (subject area) and number: EDFN 740
- 1.2 Course title: Intermediate Statistics and Design
- 1.3 Abbreviated course title: Intermediate Statistics
- 1.4 Credit hours: 3
- 1.5 Variable credit (yes or no): no
- 1.6 Repeatable (yes or no) for total of ___ hours: no
- 1.7 Grade type: Standard letter grade
- 1.8 Prerequisites: EDLD 722 and EDLD 732 or permission of instructor
- 1.9 Corequisites: None
- 1.10 Course description: Content will include multiple linear regression, generalized linear models, analysis of variance, and research design.
- 1.11 Course equivalency: None

2. Rationale:

- 2.1 Reason for developing the proposed course: This course replaces EDFN 601 due to the need for it to build on material in 700-level courses (EDLD 722 and EDLD 732) and incorporate more advanced topics such as generalized linear models. The course is intended for students desiring strong quantitative skills for research roles in the field of education or other social sciences.
- 2.2 Relationship of the proposed course to other courses at WKU: Currently the department offers EDFN 601, Applied Statistics and Design. However many substantive changes to content need to be made. Thus, this new course will replace EDFN 601. PSYS 510, Advanced Research Methods in Psychology, PSYS 512, Analysis of Variance, and PSYS 513, Correlation and Regression Analysis. However, the content of the course is not identical as EDFN 740 will have a greater emphasis on linear models. KIN 515, Advanced Measurement and Evaluation, includes similar content but is focused on kinesiology-based applications. Similarly BA 540 and ECON 506 offer similar curriculum but focused on business applications.

3. Discussion of proposed course:

- 3.1 Schedule type: L (Lecture)
- 3.2 Learning Outcomes: At the conclusion of the course, the students will be able to:
 - Design statistical studies effectively.
 - Analyze primary and secondary datasets using appropriate intermediate statistical techniques.
 - Interpret statistical results correctly.
 - Manage data in SPSS effectively.
- 3.3 Content outline:

- Nonparametric Statistics (Chi-Square)
 - Review of One-Way ANOVA
 - Factorial Analysis of Variance
 - Within-Subjects Designs, Repeated Measures
 - Multiple Regression
 - Logistic Regression
 - Interaction Effects, Moderation
 - Introduction to:
 - ANCOVA
 - Mediation
 - HLM
 - Handling Missing Data
 - Data management in SPSS
 - Secondary data sets and the use of sampling weights
- 3.4 Student expectations and requirements: Student expectations and course requirements may include such activities as directed readings, group discussions, conducting analyses, conducting student presentations of results, creating reports. All assignments will be evaluated and will contribute to the final grade in the course. Assessments will primarily be performance (project) based, allowing the student to demonstrate acquired skills in an authentic setting.
- 3.5 Tentative texts and course materials:
- Pituch, K.A., Whittaker, T.A., and Stevens, J.P. (2007). *Intermediate Statistics: A Modern Approach*. New York, NY: Taylor & Francis Group.
 - Pelham, B.W. (2013). *Intermediate Statistics: A Conceptual Course*. London: SAGE.

4. Budget implications:

- 4.1 Proposed method of staffing: An EALR faculty will teach the course.
- 4.2 Special equipment, materials, or library resources needed: There will be no additional resource requirements.

5. Term for implementation: Spring 2016

6. Dates of committee approvals:

Department	<u>April 28, 2015</u>
College Curriculum Committee	_____
Professional Education Council (if applicable)	_____
Graduate Council	_____
University Senate	_____

Create a New Course (Action)

Date: 08/20/2015

College, Department: College of Education and Behavioral Sciences, Educational Administration, Leadership and Research

Contact Person: Marguerita K. DeSander, marguerita.desander@wku.edu, 270-745-6039

1. Proposed course:

- 1.1 Course prefix (subject area) and number: EDFN 744
- 1.2 Course title: **Seminar in Advanced Research Methods**
- 1.3 Abbreviated course title: Adv Research Methods
(maximum of 30 characters or spaces)
- 1.4 Credit hours: 3
- 1.5 Variable credit (yes or no): no
- 1.6 Repeatable (**yes** or no) for total of _ hours: yes, 12 hours
- 1.7 Grade type: Standard letter grade
- 1.8 Prerequisites: Permission of instructor.
- 1.9 Corequisites: NA
- 1.10 Course description: Advanced topics in research, evaluation, statistics or measurement applied to educational or social and behavioral science problems.
- 1.11 Course equivalency: NA

2. Rationale:

- 2.1 Reason for developing the proposed course: This course will introduce advanced topics in educational and social science research. Topics vary semester by semester, depending on the faculty availability and expertise. This course is an elective course for the MER certificate students and may be appealing to doctoral students who wish to advance their research skills.
- 2.2 Relationship of the proposed course to other courses at WKU: EALR offers a series of research methods and statistics courses: EDFN 500 Research Methods, EDFN 501 Educational Statistics, and EDFN 601 Applied Statistics and Design. EALR faculty also teaches three core research courses EDLD 712/722/732. This seminar course will offer a variety of topics in advanced research methods courses and allow students to gain in-depth understanding of a particular quantitative or qualitative research methodology. Several departments provide courses in advanced statistics, psychometrics, and qualitative research. For example, the department of psychological sciences offers PSYS 518: Stat Psychometrics. Sociology department offers SOC 510: Qualitative method in social research, and SOC 514: Advanced Social Statistics. None of these advanced research methods courses are offered in the seminar structure and encompass a wide range of methodological topics as does the proposed course.

3. Discussion of proposed course:

- 3.1 Schedule type: Seminar
- 3.2 Learning Outcomes: Upon completing this course, students will be able to:
 - Understand concepts and procedures in advanced research methods;
 - Critically analyze the literature using the advanced research methods;

- Apply advanced research methods to address research problems in education or other social sciences.

3.3 Content outline:

These are examples of topics that might be covered in a particular semester:

- Structural equation modeling (SEM)
- Item response theory
- Categorical data analysis
- Hierarchical Linear Modeling (HLM)
- Data management and software
- Advanced survey methods
- Mixed methods research
- Institutional assessment
- Advanced evaluation methods
- Quasi-experiment design and data analysis

3.4 Student expectations and requirements: Students will be expected to read assigned text and materials and be prepared to participate actively in class discussion. Students will be also expected to demonstrate and apply their learning outcomes from computer lab sessions to assignments and a course project. Students will complete a mock methodological plan on a topic relevant to this course. A midterm and a final exam may also be used to assess understanding of the course content.

3.5 Tentative texts and course materials: Textbooks and readings depend on the topic but will include rigorous texts addressing the appropriate methodology.

4. Budget implications:

- 4.1 Proposed method of staffing: An EALR faculty will teach the course.
- 4.2 Special equipment, materials, or library resources needed: There will be no additional resource requirements.

5. Term for implementation: Spring 2016

6. Dates of committee approvals:

Department	<u>April 28, 2015</u>
College Curriculum Committee	_____
Professional Education Council (if applicable)	_____
Graduate Council	_____
University Senate	_____

Certificate Program - Create New (Action)

Date: August 20, 2015

College: College of Education and Behavioral Sciences

Department: Department of Educational Administration, Leadership, and Research

Contact Person: Marguerita K. DeSander, marguerita.desander@wku.edu, 270-745-6039

1. Identification of program:

- 1.1 Program title: **Certificate in Measurement, Evaluation, and Research**
- 1.2 Required hours: 18 credit hours
- 1.3 Program Description: The Certificate is designed for graduate students who need training in the areas of research methods, measurement, statistics, and program evaluation to engage in educational and social science research.
- 1.4 Classification of Instructional Program Code (CIP): 45.0102

2. Learning outcomes of the proposed certificate program:

Students who successfully complete the certificate program will be able to:

- Understand the concepts, methods and issues in measurement and assessment, program evaluation, and research methodology in education or other social sciences;
- Apply understanding of the research process by identifying research problems, formulating hypotheses, designing and conducting research and evaluation studies;
- Develop reliable and valid instruments, research protocols, and data collection strategies;
- Develop quantitative and analytic skills to manage projects and perform statistical analysis using computer programs;
- Understand evidence-based research and use program evaluation to improve practices and inform decision making;
- Effectively present research and evaluation findings both orally and in writing.

3. Rationale:

3.1 Reason for developing the proposed certificate program:

With an increasing emphasis being placed on data-driven decisions in organizations and institutions associated with education outcomes and accountability policies, high demand for individuals with advanced training in educational measurement, program evaluation, and quantitative methods is expected to continue for the foreseeable future. Measurement, Evaluation, and Research (MER) related jobs are growing faster than ever. Academic institutions, government agencies, professional organizations, school districts, and research companies are engaged in testing, survey research, program evaluation and monitoring and are hiring people with skills in research methodology. Students completing the MER certificate program are in high demand in the job market and have a range of career options in the areas of research design, data collection and analysis, program evaluation, and assessment. The MER certificate program will appeal to individuals with master's degrees or doctoral degrees, or students currently enrolled in the doctoral program, who want to pursue careers as researchers, measurement specialists, and evaluators in educational or organizational settings, as well as P12 teachers or leaders who are interested in assuming leadership roles in school accountability and evaluation tracks.

According to the U.S. Bureau of Labor Statistics (BLS, www.bls.gov), the median annual salary earned by operations research analysts, the category under which research officers fall, was \$74,630 in May 2013. The employment of operations research analysts is expected to grow by 27% between 2012 and 2022, much faster than average for all occupations, per the BLS.

3.2 Relationship of the proposed certificate program to other programs now offered by the department:

The MER certificate program is distinct from but complementary with other certificate programs offered in EALR: School Principal, Director of Pupil Personnel, and Superintendent. Students enrolled in other certificate programs in EALR may be interested in enhancing their research, evaluation, and assessment skills by taking the MER courses.

3.3 Relationship of the proposed certificate program to certificate programs offered in other departments:

To our knowledge, no similar certificate programs are offered at WKU.

3.4 Projected enrollment in the proposed certificate program:

Initial enrollment may be low over the first two years. Based on similar 700 level courses in other EALR/EDD programs, the enrollment should increase to 15 to 20 students and rise beyond that in the following years. Since the program core courses are EDD/EALR related, initial course enrollment is expected to attract students from the EDD program. Enrollment may expand with the development of marketing strategies.

3.5 Similar certificate programs offered elsewhere in Kentucky and in other states (including programs at benchmark institutions):

No similar certificate program is found at other Kentucky universities, such as Eastern Kentucky University, or Northern Kentucky University. University of Louisville has a Ph.D. program in evaluation and measurement. As far as benchmark institutions outside Kentucky, University of North Carolina- Greensboro offers a Master of Science degree in Educational Research Methodology that includes courses in research methodology, educational measurement and program evaluation, one of the largest concentrations of research methodology training in the nation. Northern Illinois University (NIU) offers a Master of Science degree in Educational Research and Evaluation and two certificate programs: Advanced Quantitative/Qualitative Methodology in Education. However, the NIU certificate programs separate tracks in quantitative and qualitative research, and no measurement or evaluation courses are included in the quantitative track. Our program offers maximum flexibility by integrating evaluation, measurement and research specializations, quantitative and qualitative research paradigms, and blending face-to-face and online learning.

3.6 Relationship of the proposed certificate program to the university mission and objectives:

This program supports WKU's mission of valuing lifelong learning and prepare students of all backgrounds to be productive, engaged, and socially responsible citizen-leaders of a global society. It also supports WKU's statement of purpose to encourage engaged research in support of economic development, quality of life, and improvement of education. The proposed certificate program will equip students with valuable skills in research methods, measurement, statistics, and evaluation and maximize their abilities to conduct research activities and inform best practices and decision making in educational and organizational settings.

4. Admission Criteria:

Candidates must hold a Master's Degree from an accredited college or university with a minimum GPA of 3.5 from graduate work at the Master's Degree level. EDFN 501, or equivalent, with a grade of B or higher must be completed before admission to the program.

5. Curriculum:

The 18-hour program includes 9 hours of required credit and 9 hours of elective coursework approved by faculty advisor.

Prerequisites:

EDFN 500: Research Methods or EDLD 712: Research Methods for Educational Leaders or equivalent

EDFN 501: Educational Statistics or equivalent

Required Courses: (9 hours)

EDFN 722: Survey Methods in Education

Cross-list with EDLD 722: Survey Methods for Educational Leaders

EDFN 732: Program Evaluation in Education

Cross-list with EDLD 732: Program Evaluation for Educational Leaders

EDFN 740: Intermediate Statistics and Design (New Course) or equivalent

Prerequisites: EDFN 722 & 732

Note: EDFN 740 will replace the suspended EDFN 601: Applied Statistics and Design. Students who have taken EDFN 601 prior to Fall 2016 are eligible to transfer credits to substitute EDFN 740.

Elective Courses (9 hours):

Students will work with advisor to select elective courses from the Department of Educational Administration, Leadership and Research, Department of Psychology, Department of Psychological Sciences, or School of Teacher Education or other departments with advisor approval.

EDFN 603: Qualitative Research in Education

EDFN 703 Field Methods for Qualitative Research

EDFN 744: Seminar in Advanced Research Methods (New Course)

Prerequisites: Permission of instructor.

Note: Varying advanced topics from the fields of measurement, evaluation, statistics, and research methods. ***Can be taken more than once for elective credit.***

EDAD 734: School Accountability and Teacher Evaluation (New Course)

Prerequisites: Permission of instructor

6. Budget implications:

Budget implications for this proposal are nominal. The department is staffed appropriately to deliver the core courses for the program and will be able to support adjunct instructors when needed. The program will use courses that are already developed for the core of the certificate, and work with other departments to identify appropriate electives. The existing library resources are sufficient for research and support for students. The Department's budget is sufficient to provide for marketing and recruitment funds for the MER as part of the overall marketing plan for EALR.

7. **Term of implementation: Fall 2016**

8. **Dates of committee approvals:**

Department	<u>April 28, 2015</u>
College Curriculum Committee	_____
Office of Academic Affairs (if ≥18 hour program)	_____
Professional Education Council (if applicable)	_____
Graduate Council	_____
University Senate	_____
Board of Regents	_____