



Agenda—October 8, 2015
Academic Affairs Conference RM 239

- I. Call to Order
- II. Consideration of September 10, 2015 minutes
- III. Committee Reports
 - a. Curriculum Committee: Report included, Discussion
 - b. Student Research Grants Committee: No report included, Discussion
 - c. Policy Committee: Report included, Discussion
- IV. Report from Dean of the Graduate School
- V. Public Comments
- VI. Announcements & Adjourn

Graduate Council Program and Curriculum Committee (GCC)

Report to the Graduate Council

Date: September 29, 2015

From: Eric Reed, Chair

Consent Agenda Report. The GCC submits the following consent items from its September 29, 2015 meeting for approval by the Graduate Council:

1. Suspend Course

EDFN 601, Applied Statistics and Design

2. Revise Course

SLP 507 Aphasia

SLP 509 Speech Science

SLP 511 Neurology Speech Language

SLP 512 Seminar in Phonology

SLP 513 Cognitive Linguistic Disorders

SLP 514 Dysphagia

BA 513, Information Technology & Strategy

3. Create a New Course

EDAD 734, School Accountability and Teacher Evaluation

EDFN 740, Intermediate Statistics and Design

EDFN 744, Seminar in Advanced Research Methods

SLP 600 Maintaining Matriculation

4. Revise a Program

046, School Counseling

044, Literacy MAE

0428, MS-Instructional Design

0482, Gifted Ed. & Talent Development, MAE

152 Master of Public Health

172 Post MSN Certificate: Nursing Education

0454 Master of Science in Kinesiology

057, Master of Business Administration

0447, Engineering Technology Management

5. Create New Certificate Program

Measurement, Evaluation and Research, Certificate

Elementary Math Specialization, P-5, Certificate

Information Item Report. The GCC submits the following information items to the Graduate Council:

I. The GCC membership, as of its second meeting, includes:

Kirk Atkinson (GF)

Amy Cappiccio (CHHS)

Chris Groves (OCSE)

Andrea Paganelli (CEBS, filling in for Marge Maxwell until the spring semester)

Eric Reed (PCAL)

Andrew Rosa (UC)

II. As a professional courtesy, please give advance notice to the chairs of the Graduate Council and the GCC if you plan to move a curriculum item from the “consent” to the “action” agenda during the Graduate Council meeting. That way, the proponents can be invited to address any questions or issues that arise out of the discussion.

III. The GCC will develop more detailed procedures for how it will process program and curriculum proposals. We hope to have fairly complete guidelines by the end of the semester.

**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): X 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: Fall 2016

6. Dates of committee approvals:

Department	<u>April 28, 2015</u>
College Curriculum Committee	<u>September 1, 2015</u>
Professional Education Council (if applicable)	<u>September 9, 2015</u>
Graduate Council	_____
University Senate	_____

**Revise a Course
(Action)**

Date: Feb 25, 2015

College, Department: CHHS, Department of Communication Sciences and Disorders

Contact Person: Jo Shackelford

Phone: 270-745-4306

Email: jo.shackelford@wku.edu

1. Identification of course

- 1.3 Course prefix and number: SLP 507
- 1.4 Course title: Aphasia

2. Proposed change(s):

- 2.1 course number:
- 2.2 course title:
- 2.3 credit hours:
- 2.4 grade type:
- 2.5 prerequisites:
- 2.6 corequisites:
- 2.7 course description:
Current: Symptomatology, etiology, differential diagnosis, and remediation of adult dysphasia.
- 2.8 other:
Proposed: Symptomatology, etiology, differential diagnosis, and remediation of adult aphasia.

3. Rationale for revision of course: The proposed changes reflect current practice and terminology in the profession.

4. Term of implementation: Summer 2016

5. Dates of committee approvals:

Department of Communication Sciences and Disorders

March 26, 2015

CHHS Graduate Curriculum Committee

Sept. 14, 2015

Graduate School Curriculum Committee

Graduate Council

University Senate

**Revise a Course
(Action)**

Date: Feb 25, 2015

College, Department: CHHS, Department of Communication Sciences and Disorders

Contact Person: Richard Dressler

Email: Richard.dressler@wku.edu

Phone: 270-745-6280

1. Identification of course

- 1.1 Course prefix and number: SLP 509
- 1.2 Course title: Speech Science

2. Proposed change(s):

- 2.1 course number:
- 2.2 course title:
- 2.3 credit hours:
- 2.4 grade type:
- 2.5 prerequisites:
- 2.6 corequisites:
- 2.7 course description:

Current: Study and review of current research in acoustics, speech production, and speech perception. Emphasis on physiological, acoustical and biomedical recording, measurement and interpretation of speech signals. Includes lab activities with various equipment.

Proposed: Study and review of current research in acoustics, speech production, and speech perception. Emphasis on physiological, acoustical and biomedical recording, measurement and interpretation of speech signals.

- 2.8 other:

3. Rationale for revision of course: The proposed changes reflect current practice and terminology in the profession.

4. Term of implementation: Summer 2016

5. Dates of committee approvals:

Department of Communication Sciences and Disorders	March 26, 2015
CHHS Graduate Curriculum Committee	Sept. 14, 2015
Graduate School Curriculum Committee	
Graduate Council	
University Senate	

Revise a Course
(Action)

Date: Feb 25, 2015

College, Department: CHHS, Department of Communication Sciences and Disorders

Contact Person: Richard Dressler

Email: Richard.dressler@wku.edu

Phone Number: 270-745-6280

1. Identification of course

- 1.1 Course prefix and number: SLP 511
- 1.2 Course title: Neurology Speech Language

2. Proposed change(s):

- 2.1 course number:
- 2.2 course title:
- 2.3 credit hours:
- 2.4 grade type:
- 2.5 prerequisites:
- 2.6 corequisites:
- 2.7 course description:

Current: Neuroanatomical and physiological development with emphasis on normal reflexes affecting motor and perceptual speech and language patterns. Stresses assessment and treatment procedures in neurologically impaired children and adults.

Proposed: Study of nervous system organization and how it affects speech, language, and swallowing. Areas of speech, language, and cognition that are affected by diseases, trauma, and disorders. Medical testing including CT scan, MRI, functional imaging and application in the profession are discussed.

- 2.8 other:

3. Rationale for revision of course: The proposed changes reflect current practice in neurologic imaging and terminology in the profession.

4. Term of implementation: Summer 2016

5. Dates of committee approvals:

Department of Communication Sciences and Disorders	March 26, 2015
CHHS Graduate Curriculum Committee	Sept. 14, 2015
Graduate School Curriculum Committee	
Graduate Council	
University Senate	

**Revise a Course
(Action)**

Date: Feb 25, 2015

College, Department: CHHS, Department of Communication Sciences and Disorders

Contact Person: Lauren Bland

Phone: 270-745-8860

Email: lauren.bland@wku.edu

1. Identification of course

- 1.1 Course prefix and number: SLP 512
- 1.2 Course title: Seminar in Phonology

2. Proposed change(s):

- 2.1 course number:
- 2.2 course title: Speech Sound Disorders
- 2.3 credit hours:
- 2.4 grade type:
- 2.5 prerequisites:
- 2.6 corequisites:
- 2.7 course description:
Current: Study of phonological process theory and therapy approaches for persons, preschool age through adult, with communication disabilities.
Proposed: Prevention, evaluation, diagnosis, and management of appropriate intervention strategies for persons presenting with articulation and/or phonological disorders as well as dialectal variations of speech sound production.
- 2.8 other:

3. Rationale for revision of course: The proposed changes reflect current practice and terminology in the profession.

4. Term of implementation: Summer 2016

5. Dates of committee approvals:

Department of Communication Sciences and Disorders
CHHS Graduate Curriculum Committee
Graduate School Curriculum Committee
Graduate Council
University Senate

March 26, 2015

Sept. 14, 2015

**Revise a Course
(Action)**

Date: Feb 25, 2015

College, Department: CHHS, Department of Communication Sciences and Disorders

Contact Person: Jo Shackelford

Phone: 270-745-4306

Email: jo.shackelford@wku.edu

1. Identification of course

- 1.1 Course prefix and number: SLP 513
- 1.2 Course title: Cognitive Linguistic Disorders

2. Proposed change(s):

- 2.1 course number:
- 2.2 course title:
- 2.3 credit hours:
- 2.4 grade type:
- 2.5 prerequisites:
- 2.6 corequisites:
- 2.7 course description:

Current: Designed to develop a working knowledge of neural based communicative linguistic disorders, with an emphasis on traumatic brain injury, dementia, and other etiologies that cause cognitive linguistic disorders. Students will gain knowledge in identification, assessment and therapeutic strategies of neuroanatomical bases and classification of cognitive linguistic disorders.

Proposed: Neural based communicative linguistic disorders, with an emphasis on traumatic brain injury, dementia, and other etiologies that cause cognitive linguistic disorders. Identification, assessment, therapeutic strategies and classification of cognitive linguistic disorders.

- 2.8 other:

3. Rationale for revision of course: The proposed changes reflect current practice and terminology in the profession.

4. Term of implementation: Summer 2016

5. Dates of committee approvals:

Department of Communication Sciences and Disorders

March 26, 2015

CHHS Graduate Curriculum Committee

Sept. 14, 2015

Graduate School Curriculum Committee

Graduate Council

University Senate

**Revise a Course
(Action)**

Date: Feb 25, 2015

College, Department: CHHS, Department of Communication Sciences and Disorders

Contact Person: Jo Shackelford

Phone: 270-745-4306

Email: jo.shackelford@wku.edu

1. Identification of course

- 1.1 Course prefix and number: SLP 514
- 1.2 Course title: Dysphagia

2. Proposed change(s):

- 2.1 course number:
- 2.2 course title:
- 2.3 credit hours:
- 2.4 grade type:
- 2.5 prerequisites:
- 2.6 corequisites:
- 2.7 course description:

Current: Characteristics, intervention protocols and treatment techniques for individuals with a diagnosis of dysphagia. Case studies and clinical observations of patients with dysphagia will prepare students for clinical placement.

Proposed: Etiology, characteristics, assessment, intervention protocols and treatment techniques for individuals with dysphagia.

- 2.8 other:

3. Rationale for revision of course: The proposed changes reflect current practice and terminology in the profession.

4. Term of implementation: Summer 2016

5. Dates of committee approvals:

Department of Communication Sciences and Disorders	March 26, 2015
CHHS Graduate Curriculum Committee	Sept. 14, 2015
Graduate School Curriculum Committee	
Graduate Council	
University Senate	

Ford College of Business
Revise a Course
(Action)

Date: August 27, 2015

College, Department: Ford College of Business; MBA Program – Information Systems

Contact Person: Kirk Atkinson, 5-8845, kirk.atkinson@wku.edu

1. Identification of course

- 1.1 Course prefix (subject area) and number: BA 513
- 1.2 Course title: Information Technology & Strategy

2. Proposed change(s):

- 2.1 course number: BA 513
- 2.2 course title: Information Technology & Data Analytics
- 2.3 credit hours: 3
- 2.4 grade type: Letter
- 2.5 prerequisites: BA 503 or equivalent
- 2.6 corequisites: none
- 2.7 course description: Critical thinking in strategic uses of business intelligence; resources (computers, software, data/information, and people); and innovations in effective data analysis techniques. Issues in ethical use of data, teamwork and leadership included.
- 2.8 other:

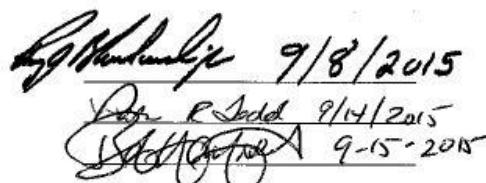
3. Rationale for revision of course:

The need for additional managerial-level personnel to understand and perform basic data analysis is driving many institutions to focus core skills on emerging tools, key competencies, an ability to interpret results, and to communicate meaning to other constituents. This course is appropriately positioned to afford MBA students exposure to emerging business intelligence techniques including data mining, analysis, and visualization software as well as insights on ethical uses of data, interpretation of and presentation of results. A team approach will be used to model applied organizational behaviors and systems.

4. Term of implementation: Spring 2016

5. Dates of committee approvals:

Department
MBA Committee
College Curriculum Committee
Graduate Council
University Senate

 9/8/2015
D. R. Seid 9/14/2015
K. Atkinson 9-15-2015

*Course revision proposals require a *Course Inventory Form* be submitted by the College Dean's office to the Office of the Registrar.

**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: EDFN 722
- 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	<u>September 1, 2015</u>
Professional Education Council (if applicable)	<u>September 9, 2015</u>
Graduate Council	_____
University Senate	_____

EDAD 734: School Accountability and Teacher Evaluation
Western Kentucky University
Fall 2016

General information

Instructor: Kimberlee Everson, Ph.D.
Office: Gary Ransdell Hall 3082
Office hours: By appointment
Email: kimberlee.everson@wku.edu
Phone: 270-745-2115

Catalog 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.

Course Objectives

Upon completion of this course, 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.

Corequisite Course

EDLD 722 or permission of instructor

Course Overview and Philosophy

This course will focus on policy and methods related to school accountability and teacher evaluation in the United States. The intent is that, by the end of the course, you will understand various approaches to accountability and evaluation as used in the United States.

Class Sessions

We will meet four Saturdays. You will need access to a laptop computer with software downloaded (see below) for each class session.

Required Texts

The following texts are required. They are available through the bookstore.

- 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.

Required Software

You should have a copy of SPSS version 19.0 or higher installed on your own computer. SPSS software is available for students to lease (free for WKU faculty and staff) from the WKU software center (www.wku.edu/it/sms/) or from estore.onthehub.com (\$59.99 for 6 months or you can lease for longer). SPSS standard Grad Pack (NOT just base) is recommended. Even though SPSS is available in most labs on campus (e.g., EdTech classrooms and MMTH labs), you will need to use this software to complete course assignments off campus. **Please come to the first class with SPSS already installed on your computer.**

Class Sessions

You are required to attend and participate in all class sessions. If there is a verifiable medical emergency that prevents attendance, it is your responsibility to arrange for another student to take notes and/or videotape the class session for you. Please be aware that some class sessions are working sessions (predominantly "lab" style). Thus, you are expected to have access to a laptop with SPSS and Stata installed. You are also expected to have completed all readings and homework assignments before class as this material will not necessarily be fully re-taught in the form of lecture. Questions from the readings and homework, however, will be addressed and the critical points of understanding may be reviewed in lecture.

Blackboard

All homework assignments will be available in Blackboard. There are four units of study corresponding to the four weekends of class and a review unit. The regular units of study will include readings, a study journal, and a quiz (due before class addressing that unit). In addition, each unit includes a project to be completed immediately after the class session addressing that unit. The review unit is intended to review a few basic statistical procedures that you may have forgotten since you took introductory statistics (a prerequisite). There will be a review unit test.

Grading

Study Journal	100 points
4 Unit Quizzes (50 each)	200 points
3 Unit Projects (50 each)	150 points
<u>Final Project</u>	<u>150 points</u>
Total	600 points

Standard grading scale: 100%-90% - A; 89%-80% - B; 79%-70% - C; 69%-60% - D; 59%-0% - F

Description of Major Assignments

Study Journal

The study journal entries will require you to respond to homework given in your textbook during the semester. The response journal will be graded once, at the end of the semester, but you are required to make the entries as required after each class session. The study journal will be graded as follows:

Criteria	Points
Timely: Journal entries are made during the timeframe assigned (not late).	0-20 points

Substantive: Journal entries are meaningful and non-trivial.	0-20 points
Reflect Reading: Responses made in the journal suggest careful and thoughtful reading of assigned texts.	0-20 points
Expression: Writing is clear, well-organized, and free from grammar or spelling errors.	0-20 points
Correct: Entries give correct and complete answers to the questions posed in the text.	0-20 points

Reading Quizzes

Online quizzes will be given for each unit and must be taken before the beginning of the Friday class session in which we discuss each unit. While quizzes will be open book, they will be timed (60 minutes) in order to encourage you to study before you take the quiz. You will be allowed to take the quiz twice, if you wish, and you will earn the average of the two attempts as your score.

Unit Projects

After each weekend in which we hold class, you will be assigned a project to complete based on the material covered that weekend. The projects will either consist of analytical papers or hands-on data analyses that require the use of SPSS. These projects are not tests. In other words, you are allowed to get assistance from me or others, provided the final work is completed by you independently. In other words, others can advise you but they cannot do the work for you.

Final Project

At the end of Unit 4, instead of the regular unit project, you will be required to complete a larger project. ***You will have a choice of several topic areas for your project and additional readings may be assigned relevant to your topic choice.*** This project will require you to create an approximately 2000 word research summary/proposal, as is often submitted to educational research conferences. In addition, you will create the electronic file for a poster as presented at conferences (I won't make you print it as that is expensive). You will be supported in submitting your project to AERA, MSERA, or a similar conference, if desired. However, this submission will not be required to get a good grade in this class. You will also be encouraged to submit your poster to CEBS REACH week next spring, but again, this is not required to get a good grade in this class.

Late Assignments - Late assignments will NOT be accepted ***unless*** a doctor's note or similar evidence of a verifiable emergency is submitted.

Make up policy – Note the quizzes will NOT be made up without written documentation of a medical emergency or other excused university absence.

Study Groups – Peers can often be an excellent resource when reviewing concepts, especially with complex material. Students will work in teams for class exercises to facilitate understanding of the

material presented in readings. Students are encouraged to review course material weekly with their peers outside the class and to study for quizzes in teams to facilitate understanding.

Plagiarism (Important)

It is expected that each student will do his/her own work. Academic dishonesty, including any form of plagiarism or cheating will not be tolerated. Be advised that student work may be checked using plagiarism detecting software. Our department (EALR) requires the following:

Before receiving a grade in this course students will be REQUIRED to verify in writing (send me an email certifying compliance) that they have completed the Harvard Graduate School of Education online tutorial: Principles of Paraphrasing: How to Avoid Plagiarism in Three Easy Modules:

<http://isites.harvard.edu/icb/icb.do?keyword=paraphrasing>

Or, Indiana University's Plagiarism and Academic Integrity tutorial:

<https://www.indiana.edu/~istd/>

Student Policies:

The following sections are taken from the 15th Edition of WKU's Faculty Handbook:

Plagiarism:

To represent ideas or interpretations taken from another source as one's own is plagiarism.

Plagiarism is a serious offense. The academic work of a student must be his or her own. One must give the author(s) credit for any source material used. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage after having changed a few words, even if the source is referenced, is also plagiarism.

Cheating:

No student shall receive or give assistance not authorized by the instructor in taking an examination or in the preparation of an essay, laboratory report, problem assignment, or other project, which is submitted for purposes of grade determination.

Disposition of Offenses:

Students who commit any act of academic dishonesty may receive from the instructor a failing grade in that portion of the course work in which the act is detected or a failing grade in the course without possibility of withdrawal. The faculty member may also present the case to the University Disciplinary Committee through the Office of the Dean of Student Life for disciplinary sanctions. A student who believes a faculty member has dealt unfairly with him/her in a course involving academic dishonesty may seek relief through the Student Complaint Procedure.

Other Types of Academic Dishonesty:

Other types of academic offenses, such as the theft or sale of tests, should be reported to the Office of the Dean of Student Life for disciplinary action.

Accommodation of Disabilities:

Students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services, Room 445, Potter Hall. The OFSDS telephone number is (270) 745-5004 V/TDD. Please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services.

Affirmative Action:

Western Kentucky University does not discriminate on the basis of race, sex, religion, color, national or ethnic origin, age, disability, sexual orientation or military service. Inquiries or comments regarding these issues should be directed to the Director of Equal Opportunity/504/ADA Compliance, Western Kentucky University, 1906 College Heights Blvd., Bowling Green, KY 42101, Telephone (270) 745-5121, TTY (270) 745-3030.

Extra Help:

The instructor will be available as need is indicated. Students are encouraged to discuss any questions or problems with the instructor.

Course Adjustments:

The instructor reserves the right to modify the course requirements, schedule, and syllabus. The syllabus and schedule for this course are subject to change in the event of extenuating circumstances. No change will occur, however, *unless* proper and prior notice is given to students.

Date Prepared and by Whom:

Course syllabus prepared August 20, 2015 by Kimberlee Everson

Course Timetable

Topic	Readings, and Quiz Due	Meeting Dates	Homework Journal Due	Project Due
Unit 1: Overview of accountability systems in the United States	TBD	TBD	TBD	TBD
Unit 2: In-depth study of accountability systems in your state	TBD	TBD	TBD	TBD
Unit 3: Value-added modeling	TBD	TBD	TBD	TBD
Unit 4: Student growth percentiles and other relevant statistical models	TBD	TBD	TBD	TBD

**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

April 28, 2015

College Curriculum Committee

September 1, 2015

Professional Education Council (if applicable)

September 9, 2015

Graduate Council

University Senate

EDFN 740: Applied Statistics and Design
Western Kentucky University
Summer 2016

General information

Instructor: Kimberlee Everson, Ph.D.
Office: Gary Ransdell Hall 3082
Office hours: By appointment
Email: kimberlee.everson@wku.edu
Phone: 270-745-2115

Catalog Description

Content will include multiple linear regression, generalized linear models, analysis of variance, and research design.

Course Objectives

Upon completion of this course, 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.

Prerequisite Courses

EDLD 722 and EDLD 732 or instructor permission.

Course Overview and Philosophy

This course will focus on intermediate statistical methodologies (e.g., multiple linear regression, ANOVA-based techniques, logistic regression, nonparametric statistics) that may be useful to you in conducting research either as part of a dissertation study or in your role as an educational or organizational leader. The intent is that, by the end of the course, you will know enough about each of these methodologies that you will not only know when each is appropriately used but also be capable of learning more about the topic, with the help of appropriate resources or methodological advisors, in order to conduct your own research. Hopefully, this course will open your eyes as to what can be done as well as to what you might most feel capable of undertaking.

Class Sessions

We will meet four Saturdays. You will need access to a laptop computer with software downloaded (see below) for each class session.

Required Texts

The following texts are required. They are available through the bookstore.

Pelham, B.W. (2013). *Intermediate Statistics: A Conceptual Course*. Thousand Oaks, CA: SAGE.
ISBN 978-1-4129-9498-9

Schroeder, L.D., Sjoquist, D.L., & Stephan, P.E. (1986). *Understanding Regression Analysis: An Introductory Guide*. Newberry Park, CA: SAGE. ISBN 0-8039-2758-4. (This book is easy to find used at online booksellers as well.)

Optional Texts: Some of these texts are more mathematically more intensive, but helpful if you want to understand more about underlying theory. Others are good references for software packages we will use, but are not required (unless you wish).

Leech, Nancy L. (2011). IBM Statistics for Intermediate Statistics: Use and Interpretation. This text gives more detail than Pelham about the use of SPSS.

Norpeth, H., & Iversen, G.R. (1987). Analysis of Variance. Newberry Park, CA: SAGE. ISBN 0-8039-3001-1. (This book is easy to find used at online booksellers as well.). This text gives you the interesting mathematics behind ANOVA-based techniques. It is not an “applied” book.

Luke, D. A. (2004). Multilevel Modeling. Thousand Oaks, CA: SAGE. ISBN 978-0-7619-2879-9. (This book is easy to find used at online booksellers as well.) This book outlines the general concepts and theory but no real applied examples using software we will use. It is fairly cheap.

Rabe-Hesketh, S. and Skrondal, A. (2008, 2nd edition OR 2012 3rd edition, Vol 1 only). Multilevel and Longitudinal Modeling Using Stata. College Station, TX: Stata Press. (Cheapest directly from Stata at <http://www.stata.com/bookstore/multilevel-longitudinal-modeling-stata/index.html>). This text is a very thorough applied text regarding HLM in Stata)

Acock, A.C. (2014). A Gentle Introduction to Stata. College Station, TX: Stata Press. (Cheapest directly from Stata at: <http://www.stata.com/bookstore/gentle-introduction-to-stata/index.html>). This is a good overall “how to use Stata” book that covers most of what we will do in the course.)

Required Software

You should have a copy of SPSS version 19.0 or higher installed on your own computer. SPSS software is available for students to lease (free for WKU faculty and staff) from the WKU software center (www.wku.edu/it/sms/) or from estore.onthehub.com (\$59.99 for 6 months or you can lease for longer). SPSS standard Grad Pack (NOT just base) is recommended. Even though SPSS is available in most labs on campus (e.g., EdTech classrooms and MMTH labs), you will need to use this software to complete course assignments off campus. **Please come to the first class with SPSS already installed on your computer.**

In addition to SPSS, you will need to install a version of Stata on your computer. You can install ANY of the options given here: <http://www.stata.com/order/new/edu/gradplans/student-pricing/> (\$38+). If you do not expect to do HLM on your dissertation or similar future research, and you don't intend to take other advanced stats courses with me, then the \$38 version (Small Stata 6 month license) will work for this class. Otherwise, I recommend Stata/IC for as long as you expect to use it. You are welcome to email me to discuss the best option for your situation.

Some SPSS vs Stata information:

- SPSS can do fairly well everything we do in this class, except Hierarchical Linear Modeling.

- SPSS is a little easier to use than Stata, and most education faculty at WKU do not know how to use Stata. They will likely expect you to use SPSS for any research you do with them or that requires their help, including your dissertation. Learning SPSS is a requirement of the doctoral program coursework. Also, Stata is not available in the WKU open computer labs.
- As far as I know, the required classes involving quantitative methods at WKU, including ELDL 732, all expect you to use SPSS.
- Stata can do everything SPSS can, and more, and is a little cheaper. Stata is used more often than SPSS in business fields, economics, etc. For some of you, that may be more appropriate. Once you get the hang of Stata, you might actually prefer it.
- I will teach you both Stata and SPSS in this class. It only helps you to learn more tools (and makes you more marketable).

Class Sessions

You are required to attend and participate in all class sessions. If there is a verifiable medical emergency that prevents attendance, it is your responsibility to arrange for another student to take notes and/or videotape the class session for you. Please be aware that class sessions are working sessions (predominantly “lab” style). Thus, you are expected to have access to a laptop with SPSS and Stata installed. You are also expected to have completed all readings and homework assignments before class as this material will not necessarily be fully re-taught in the form of lecture. Questions from the readings and homework, however, will be addressed and the critical points of understanding may be reviewed in lecture.

Blackboard

All homework assignments will be available in Blackboard. There are four units of study corresponding to the four weekends of class and a review unit. The regular units of study will include readings, a study journal, and a quiz (due before class addressing that unit). In addition, each unit includes a project to be completed immediately after the class session addressing that unit. The review unit is intended to review a few basic statistical procedures that you may have forgotten since you took introductory statistics (a prerequisite). There will be a review unit test.

Grading

Study Journal	100 points
4 Unit Quizzes (50 each)	200 points
3 Unit Projects (50 each)	150 points
<u>Final Project</u>	<u>150 points</u>
Total	600 points

Standard grading scale: 100%-90% - A; 89%-80% - B; 79%-70% - C; 69%-60% - D; 59%-0% - F

Description of Major Assignments

Study Journal

The study journal entries will require you to respond to homework given in your textbook during the semester. The response journal will be graded once, at the end of the semester, but you are required to make the entries as required after each class session. The study journal will be graded as follows:

Criteria	Points
Timely: Journal entries are made during the timeframe assigned (not late).	0-20 points
Substantive: Journal entries are meaningful and non-trivial.	0-20 points
Reflect Reading: Responses made in the journal suggest careful and thoughtful reading of assigned texts.	0-20 points
Expression: Writing is clear, well-organized, and free from grammar or spelling errors.	0-20 points
Correct: Entries give correct and complete answers to the questions posed in the text.	0-20 points

Reading Quizzes

Online quizzes will be given for each unit and must be taken before the beginning of the Friday class session in which we discuss each unit. While quizzes will be open book, they will be timed (60 minutes) in order to encourage you to study before you take the quiz. You will be allowed to take the quiz twice, if you wish, and you will earn the average of the two attempts as your score.

Unit Projects

After each weekend in which we hold class, you will be assigned a project to complete based on the material covered that weekend. The projects will be hands-on, real data analyses and require the use of SPSS and Stata. These projects are not tests. In other words, you are allowed to get assistance from me or others, provided the final work is completed by you independently. In other words, others can advise you but they cannot do the analysis for you.

Final Project

At the end of Unit 4, instead of the regular unit project, you will be required to complete a larger project. ***You will have a choice of several topic areas for your project and additional readings may be assigned relevant to your topic choice.*** This project will require you to create an approximately 2000 word research summary/proposal, as is often submitted to educational research conferences. In addition, you will create the electronic file for a poster as presented at conferences (I won't make you print it as that is expensive). You will be supported in submitting your project to AERA, MSERA, or a similar conference, if desired. However, this submission will not be required to get a good grade in this class. You will also be encouraged to submit your poster to CEBS REACH week next spring, but again, this is not required to get a good grade in this class.

Late Assignments - Late assignments will NOT be accepted ***unless*** a doctor's note or similar evidence of a verifiable emergency is submitted.

Make up policy – Note the quizzes will NOT be made up without written documentation of a medical emergency or other excused university absence.

Study Groups – Peers can often be an excellent resource when reviewing concepts, especially with complex material. Students will work in teams for class exercises to facilitate understanding of the material presented in readings. Students are encouraged to review course material weekly with their peers outside the class and to study for quizzes in teams to facilitate understanding.

Plagiarism (Important)

It is expected that each student will do his/her own work. Academic dishonesty, including any form of plagiarism or cheating will not be tolerated. Be advised that student work may be checked using plagiarism detecting software. Our department (EALR) requires the following:

Before receiving a grade in this course students will be REQUIRED to verify in writing (send me an email certifying compliance) that they have completed the Harvard Graduate School of Education online tutorial: Principles of Paraphrasing: How to Avoid Plagiarism in Three Easy Modules:

<http://isites.harvard.edu/icb/icb.do?keyword=paraphrasing>

Or, Indiana University's Plagiarism and Academic Integrity tutorial:

<https://www.indiana.edu/~istd/>

Student Policies:

The following sections are taken from the 15th Edition of WKU's Faculty Handbook:

Plagiarism:

To represent ideas or interpretations taken from another source as one's own is plagiarism.

Plagiarism is a serious offense. The academic work of a student must be his or her own. One must give the author(s) credit for any source material used. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage after having changed a few words, even if the source is referenced, is also plagiarism.

Cheating:

No student shall receive or give assistance not authorized by the instructor in taking an examination or in the preparation of an essay, laboratory report, problem assignment, or other project, which is submitted for purposes of grade determination.

Disposition of Offenses:

Students who commit any act of academic dishonesty may receive from the instructor a failing grade in that portion of the course work in which the act is detected or a failing grade in the course without possibility of withdrawal. The faculty member may also present the case to the University Disciplinary Committee through the Office of the Dean of Student Life for disciplinary sanctions. A student who believes a faculty member has dealt unfairly with him/her in a course involving academic dishonesty may seek relief through the Student Complaint Procedure.

Other Types of Academic Dishonesty:

Other types of academic offenses, such as the theft or sale of tests, should be reported to the Office of the Dean of Student Life for disciplinary action.

Accommodation of Disabilities:

Students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services, Room 445, Potter Hall. The OFSDS telephone number is (270) 745-5004 V/TDD. Please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services.

Affirmative Action:

Western Kentucky University does not discriminate on the basis of race, sex, religion, color, national or ethnic origin, age, disability, sexual orientation or military service. Inquiries or comments regarding these issues should be directed to the Director of Equal Opportunity/504/ADA Compliance, Western Kentucky University, 1906 College Heights Blvd., Bowling Green, KY 42101, Telephone (270) 745-5121, TTY (270) 745-3030.

Extra Help:

The instructor will be available as need is indicated. Students are encouraged to discuss any questions or problems with the instructor.

Course Adjustments:

The instructor reserves the right to modify the course requirements, schedule, and syllabus. The syllabus and schedule for this course are subject to change in the event of extenuating circumstances. No change will occur, however, *unless* proper and prior notice is given to students.

Date Prepared and by Whom:

Course syllabus prepared August 20, 2015 by Kimberlee Everson

Course Timetable

Topic	Readings, and Quiz Due	Meeting Dates	Homework Journal Due	Project Due
Unit 1: ANOVA-Based Methods	TBD	TBD	TBD	TBD
Unit 2: Multiple Regression; Moderation	TBD	TBD	TBD	TBD
Unit 3: HLM; Non-parametrics	TBD	TBD	TBD	TBD
Unit 4: Other topics (mediation, logistic regression, etc.)	TBD	TBD	TBD	TBD

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	<u>September 1, 2015</u>
Professional Education Council (if applicable)	<u>September 9, 2015</u>
Graduate Council	
University Senate	

EDFN 744: Seminar in Advanced Methods
Western Kentucky University
Spring 2016

General information

Instructor: Kimberlee Everson, Ph.D.
Office: Gary Ransdell Hall 3082
Office hours: By appointment
Email: kimberlee.everson@wku.edu
Phone: 270-745-2115

Catalog Description

Advanced topics in research, evaluation, statistics or measurement applied to educational or social and behavioral science problems.

Seminar Topic: Structural Equation Modeling.

Course Objectives

Upon completion of this course, students will be able to:

- Describe the purposes of structural equation models.
- Conduct confirmatory factor analyses, path model analyses, and structural equation model analyses in Stata.
- Interpret results of structural equation models.

Prerequisite Courses

EDFN 722 or equivalent or instructor permission.

Course Overview and Philosophy

This course will begin with confirmatory factor analysis and introduce path models and structural equation models. These approaches may be useful to you in conducting your own research either as part of a dissertation study or in your role as an educational leader or researcher. The intent is that, by the end of the course, you will know enough about each of these methodologies that you will not only know when each is appropriately used but also be capable of learning more about the topic, with the help of appropriate resources or methodological advisors, in order to conduct your own research. Hopefully, this course will open your eyes as to what can be done as well as to what you might most feel capable of undertaking.

Class Sessions

We will meet on five Saturdays during the semester. You will need access to a laptop computer with Stata software downloaded (see below) for each class session.

Required Text

The following text is required. It is available through the bookstore or at www.stat-press.com:
Acock, A. C. (2013). *Discovering Structural Equation Modeling Using Stata*, Revised Edition. Stat Press. ISBN 978-1-59718-139-6

Required Software

You should have a copy of Stata/IC version 13 or higher on your computer. **Please come to the first class with Stata/IC already installed on your computer.** Do not purchase "Small Stata." Stata/IC is available for six-month or longer licenses. Stata is available directly from stata.com.

Class Sessions

You are required to attend and participate in all class sessions. If there is a verifiable medical emergency that prevents attendance, it is your responsibility to arrange for another student to take notes and/or videotape the class session for you. Please be aware that class sessions are working sessions (predominantly "lab" style). Thus, you are expected to have access to a laptop with Stata installed. You are also expected to have completed all readings and homework assignments before class as this material will not necessarily be fully re-taught in the form of lecture. Questions from the readings and homework, however, will be addressed and the critical points of understanding may be reviewed in lecture.

Blackboard

All homework assignments will be available in Blackboard. There are five units of study corresponding to the five weekends of class. Each unit of study will include readings, a study journal, and a quiz (due before class addressing that unit). In addition, each unit includes a project to be completed immediately after the class session addressing that unit.

Grading

Study Journal	100 points
5 Unit Quizzes (50 each)	250 points
5 Unit Projects (50 each)	250 points
Total	600 points

Standard grading scale: 100%-90% - A; 89%-80% - B; 79%-70% - C; 69%-60% - D; 59%-0% - F

Description of Major Assignments

Study Journal

The study journal entries will require you to respond to homework given in your textbook during the semester. The response journal will be graded once, at the end of the semester, but you are required to make the entries as required after each class session. The study journal will be graded as follows:

Criteria	Points
Timely: Journal entries are made during the timeframe assigned (not late).	0-20 points
Substantive: Journal entries are meaningful and non-trivial.	0-20 points
Reflect Reading: Responses made in the journal suggest careful and thoughtful reading of assigned texts.	0-20 points
Expression: Writing is clear, well-organized, and free from grammar or spelling errors.	0-20 points
Correct: Entries give correct and complete answers to the questions posed in the text.	0-20 points

Reading Quizzes

Online quizzes will be given for each unit and must be taken before the beginning of the class session in which we discuss each unit. While quizzes will be open book, they will be timed (60 minutes) in order to encourage you to study before you take the quiz. You will be allowed to take the quiz twice, if you wish, and you will earn the average of the two attempts as your score.

Unit Projects

After each weekend in which we hold class, you will be assigned a project to complete based on the material covered that weekend. The projects will be hands-on, real data analyses and require the use of SPSS and Stata. These projects are not tests. In other words, you are allowed to get assistance from me or others, provided the final work is completed by you independently. In other words, others can advise you but they cannot do the analysis for you.

Late Assignments - Late assignments will NOT be accepted ***unless*** a doctor's note or similar evidence of a verifiable emergency is submitted.

Make up policy – Note the quizzes will NOT be made up without written documentation of a medical emergency or other excused university absence.

Study Groups – Peers can often be an excellent resource when reviewing concepts, especially with complex material. Students will work in teams for class exercises to facilitate understanding of the material presented in readings. Students are encouraged to review course material weekly with their peers outside the class and to study for quizzes in teams to facilitate understanding.

Plagiarism (Important)

It is expected that each student will do his/her own work. Academic dishonesty, including any form of plagiarism or cheating will not be tolerated. Be advised that student work may be checked using plagiarism detecting software. Our department (EALR) requires the following:

Before receiving a grade in this course students will be REQUIRED to verify in writing (send me an email certifying compliance) that they have completed the Harvard Graduate School of Education online tutorial: Principles of Paraphrasing: How to Avoid Plagiarism in Three Easy Modules:

<http://isites.harvard.edu/icb/icb.do?keyword=paraphrasing>

Or, Indiana University's Plagiarism and Academic Integrity tutorial:

<https://www.indiana.edu/~istd/>

Student Policies:

The following sections are taken from the 15th Edition of WKU's Faculty Handbook:

Plagiarism:

To represent ideas or interpretations taken from another source as one's own is plagiarism.

Plagiarism is a serious offense. The academic work of a student must be his or her own. One must give the author(s) credit for any source material used. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage after having changed a few words, even if the source is referenced, is also plagiarism.

Cheating:

No student shall receive or give assistance not authorized by the instructor in taking an examination or in the preparation of an essay, laboratory report, problem assignment, or other project, which is submitted for purposes of grade determination.

Disposition of Offenses:

Students who commit any act of academic dishonesty may receive from the instructor a failing grade in that portion of the course work in which the act is detected or a failing grade in the course without possibility of withdrawal. The faculty member may also present the case to the University Disciplinary Committee through the Office of the Dean of Student Life for disciplinary sanctions. A student who believes a faculty member has dealt unfairly with him/her in a course involving academic dishonesty may seek relief through the Student Complaint Procedure.

Other Types of Academic Dishonesty:

Other types of academic offenses, such as the theft or sale of tests, should be reported to the Office of the Dean of Student Life for disciplinary action.

Accommodation of Disabilities:

Students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services, Room 445, Potter Hall. The OFSDS telephone number is (270) 745-5004 V/TDD. Please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services.

Affirmative Action:

Western Kentucky University does not discriminate on the basis of race, sex, religion, color, national or ethnic origin, age, disability, sexual orientation or military service. Inquiries or comments regarding these issues should be directed to the Director of Equal Opportunity/504/ADA Compliance, Western Kentucky University, 1906 College Heights Blvd., Bowling Green, KY 42101, Telephone (270) 745-5121, TTY (270) 745-3030.

Extra Help:

The instructor will be available as need is indicated. Students are encouraged to discuss any questions or problems with the instructor.

Course Adjustments:

The instructor reserves the right to modify the course requirements, schedule, and syllabus. The syllabus and schedule for this course are subject to change in the event of extenuating circumstances. No change will occur, however, *unless* proper and prior notice is given to students.

Date Prepared and by Whom:

Course syllabus prepared August 18, 2015 by Kimberlee Everson

Course Timetable

Topic	Readings, and Quiz Due	Meeting Dates	Homework Journal and Project Due
Unit 1: Confirmatory Factor Analysis	January 29	January 30	February 8
Unit 2: Path Models	February 19	February 20	February 29
Unit 3: Structural Equation Models	March 18	March 19	March 28
Unit 4: Latent Growth Curves	April 8	April 9	April 18
Unit 5: Group Comparisons	April 29	April 30	May 10

**Create a New Course
(Action)**

Date: 3/6/2015

College, Department: CHHS, Communication Sciences and Disorders

Contact Person: Lauren Bland, lauren.bland@wku.edu, 745-8860

1. Proposed course:

- 1.1 Course prefix and number: SLP 600
- 1.2 Course title: Maintaining Matriculation
- 1.3 Abbreviated course title: Maintaining Matriculation
- 1.4 Credit hours: 1-6
- 1.5 Variable credit (yes or no): yes
- 1.6 Repeatable (yes or no) – yes; for total of 6 hours
- 1.7 Grade type: no grade
- 1.8 Prerequisites: completion of all program requirements except thesis or comprehensive examination.
- 1.9 Corequisites: none
- 1.10 Course description: Maintaining matriculation while completing thesis or comprehensive examination.
- 1.11 Course equivalency: none

2. Rationale:

- 2.1 Reason for developing the proposed course: In the event that a student has enrolled in all six thesis hours but has not completed and defended the thesis, the proposed maintaining matriculation course will enable the student to be enrolled while completing program requirements. Students can also enroll if the comprehensive examination has not been successfully passed.
- 2.2 Relationship of the proposed course to other courses at WKU: Several departments offer a Maintaining Matriculating course, such as RELS 600, FLK 600, NURS 600, EDLD 600, and EDU 600.

3. Discussion of proposed course:

- 3.6 Schedule type: M
- 3.7 Learning Outcomes: Students will maintain matriculation while completing degree requirements.
- 3.8 Content outline: Not applicable
- 3.9 Student expectations and requirements: Not applicable
- 3.10 Tentative texts and course materials: Not applicable

4. Budget implications:

- 4.3 Proposed method of staffing: currently employed faculty can cover the course if it is needed
- 4.2 Special equipment, materials, or library resources needed: Not applicable

5. Term for implementation: Spring 2016

6. Dates of committee approvals:

Department of Communication Sciences and Disorders
CHHS Graduate Curriculum Committee
Graduate School Curriculum Committee
Graduate Council
University Senate

March 26, 2015

Sept. 14, 2015

College of Education and Behavioral Sciences
Department of Counseling and Student Affairs
Proposal to Revise a Program
(Action Item)

Contact Person: Imelda Bratton, Imelda.bratton@wku.edu, 270 745-4953

1. Identification of program:

- 1.1 Current program reference number: #046
- 1.2 Current program title: School Counseling
- 1.3 Credit hours: 48

2. Identification of the proposed program changes:

- Add CNS 569 Play Therapy as an option for CNS 568 Counseling Children and Adolescents.

3. Detailed program description:

<p>Master of Arts in Education: School Counseling, Ref. #046</p>	<p>Master of Arts in Education: School Counseling, Ref. #046</p>
<p>The most current program information (e.g., admission requirements, required curriculum, etc.) may be found at www.wku.edu/csa/sc/index.php. The School Counseling program reflects current Council for the Accreditation of Counseling and Related Educational Programs (CACREP) standards for the preparation of school counselors. Program graduates will develop identities as professional school counselors. This 48-hour program leads to the Master of Arts in Education degree and provisional certification for school counselors in all grade levels, primary through grade twelve.</p>	<p>The most current program information (e.g., admission requirements, required curriculum, etc.) may be found at www.wku.edu/csa/sc/index.php. The School Counseling program reflects current Council for the Accreditation of Counseling and Related Educational Programs (CACREP) standards for the preparation of school counselors. Program graduates will develop identities as professional school counselors. This 48-hour program leads to the Master of Arts in Education degree and provisional certification for school counselors in all grade levels, primary through grade twelve.</p>
<p>Admission Requirements Application deadline is March 15 each year for admission in the following fall semester. (Consult the Department website for the current application deadline). Application reviews use a holistic approach to evaluate applicants' potential to be successful as students and school counselors. This approach involves the submission of application portfolios that allows department faculty members to develop more complete assessments of applicants in terms of previous academic achievement, writing abilities, personal experience, and personal and interpersonal awareness. Faculty rate application materials and rank applications</p>	<p>Admission Requirements Application deadline is March 15 each year for admission in the following fall semester. (Consult the Department website for the current application deadline). Application reviews use a holistic approach to evaluate applicants' potential to be successful as students and school counselors. This approach involves the submission of application portfolios that allows department faculty members to develop more complete assessments of applicants in terms of previous academic achievement, writing abilities, personal experience, and personal and interpersonal awareness. Faculty rate application materials and rank applications</p>

<p>according to these ratings. The faculty will ask the most highly ranked applicants to campus for an interview. After the completion of the interviews, faculty will make admissions recommendations based on applicants' credentials and the interview assessment. The application process is competitive with a limited number of openings available.</p> <p>Application for admission requires three steps:</p> <ol style="list-style-type: none"> 1. Submit required materials to the Graduate School: <ol style="list-style-type: none"> (a) Complete the online graduate application at www.wku.edu/graduate. (b) Pay a non-refundable application-processing fee. Payment is required prior to submission of required materials and the online application form. (c) Submit official transcripts of all post-secondary academic work. (d) All applicants who hold a current valid teaching certificate in any state must submit an official copy of their teaching certificate. (e) Submit an official report of either the Graduate Record Examination (GRE) (including the analytic writing section) or the Miller Analogy Test directly to the Graduate School. Be sure to complete the GRE or Miller Analogy Test several months prior to the March 15 application deadline to allow sufficient time for the official test score reports to be received by the Graduate School. (f) Understand that submitting materials to the Graduate School is required and that it is the first step in the application process. Submission of materials to the Graduate School does not imply a guarantee of admission to the Department of Counseling and Student Affairs master's degree program in School Counseling. 2. Apply for admission to the School Counseling Program. The second step in applying for admission is to submit the following materials on or before March 15. These materials comprise an application portfolio. These portfolios allow department faculty members to evaluate applicants from a holistic perspective that includes academic achievement, writing skills, personal experience, and personal and interpersonal awareness. <p>Applicants submit the materials specified below directly to the Department of Counseling and</p>	<p>according to these ratings. The faculty will ask the most highly ranked applicants to campus for an interview. After the completion of the interviews, faculty will make admissions recommendations based on applicants' credentials and the interview assessment. The application process is competitive with a limited number of openings available.</p> <p>Application for admission requires three steps:</p> <ol style="list-style-type: none"> 1. Submit required materials to the Graduate School: <ol style="list-style-type: none"> (a) Complete the online graduate application at www.wku.edu/graduate. (b) Pay a non-refundable application-processing fee. Payment is required prior to submission of required materials and the online application form. (c) Submit official transcripts of all post-secondary academic work. (d) All applicants who hold a current valid teaching certificate in any state must submit an official copy of their teaching certificate. (e) Submit an official report of either the Graduate Record Examination (GRE) (including the analytic writing section) or the Miller Analogy Test directly to the Graduate School. Be sure to complete the GRE or Miller Analogy Test several months prior to the March 15 application deadline to allow sufficient time for the official test score reports to be received by the Graduate School. (f) Understand that submitting materials to the Graduate School is required and that it is the first step in the application process. Submission of materials to the Graduate School does not imply a guarantee of admission to the Department of Counseling and Student Affairs master's degree program in School Counseling. 2. Apply for admission to the School Counseling Program. The second step in applying for admission is to submit the following materials on or before March 15. These materials comprise an application portfolio. These portfolios allow department faculty members to evaluate applicants from a holistic perspective that includes academic achievement, writing skills, personal experience, and personal and interpersonal awareness. <p>Applicants submit the materials specified below directly to the Department of Counseling and</p>
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<p>Student Affairs. The faculty will use these materials to determine eligibility for Step 3, the on campus interview. A complete application includes the following materials:</p> <p>(a) A personal statement of at least 6 and not more than 10 pages in length. This statement should use APA format and style. The statement must include the following content.</p> <ul style="list-style-type: none"> i. Discuss what it would mean to you to become a school counselor. ii. Describe your personal characteristics that prepare you to become an effective school counselor. iii. Discuss how you deal with your emotional reactions to events in your life. iv. Describe your experiences with diverse persons and cultures. Discuss what you have learned from these experiences. v. Briefly discuss how you deal with stressful events. vi. Explain how your friends and family would describe the way you function in your relationships with them. vii. Present your career objectives and discuss how a master's degree in school counseling will prepare you to meet these objectives. <p>(b) A completed admission form (PDF or Word)</p> <ul style="list-style-type: none"> i. Signature required - Read the statement on the admission form carefully before signing it. You are attesting to the fact that you have never been convicted of a felony, and finally, you are attesting that you have never been charged with a crime involving abuse or personal harm. ii. If you have been charged or convicted of such felonies, attach a statement that explains the circumstances. (Understand that you must complete a criminal background check to be considered for admission.) Falsification of the information in this statement or another part of the application is grounds for immediate dismissal from the program. <p>(c) Three recommendations that use the Candidate Recommendation Form (PDF or Word)</p> <ul style="list-style-type: none"> i. Recommendations are required from people who are able to comment on your professional competence. Professors, adjuncts, and instructors of 	<p>Student Affairs. The faculty will use these materials to determine eligibility for Step 3, the on campus interview. A complete application includes the following materials:</p> <p>(a) A personal statement of at least 6 and not more than 10 pages in length. This statement should use APA format and style. The statement must include the following content.</p> <ul style="list-style-type: none"> i. Discuss what it would mean to you to become a school counselor. ii. Describe your personal characteristics that prepare you to become an effective school counselor. iii. Discuss how you deal with your emotional reactions to events in your life. iv. Describe your experiences with diverse persons and cultures. Discuss what you have learned from these experiences. v. Briefly discuss how you deal with stressful events. vi. Explain how your friends and family would describe the way you function in your relationships with them. vii. Present your career objectives and discuss how a master's degree in school counseling will prepare you to meet these objectives. <p>(b) A completed admission form (PDF or Word)</p> <ul style="list-style-type: none"> i. Signature required - Read the statement on the admission form carefully before signing it. You are attesting to the fact that you have never been convicted of a felony, and finally, you are attesting that you have never been charged with a crime involving abuse or personal harm. ii. If you have been charged or convicted of such felonies, attach a statement that explains the circumstances. (Understand that you must complete a criminal background check to be considered for admission.) Falsification of the information in this statement or another part of the application is grounds for immediate dismissal from the program. <p>(c) Three recommendations that use the Candidate Recommendation Form (PDF or Word)</p> <ul style="list-style-type: none"> i. Recommendations are required from people who are able to comment on your professional competence. Professors, adjuncts, and instructors of
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<p>the Department of Counseling and Student Affairs classes are NOT accepted as references.</p> <p>ii. AFTER you fill out the first side of the recommendation form with your name, program of study and signature, give the form to your reference. Also, give this person an envelope in which she or he will seal the recommendation.</p> <p>iii. Ask each reference to sign his or her name across the sealed flap, indicating a completed recommendation is inside the envelope. The reference returns this sealed, signed recommendation TO YOU. When you have these completed forms from three references, attach them to the rest of your application.</p> <p>(d) An unofficial copy of your transcripts and GRE or Miller Analogy Test scores.</p> <p>(e) A current vita.</p> <p>(f) Mail your complete application portfolio to: Department of Counseling and Student Affairs School Counseling Program Western Kentucky University Gary A. Ransdell Hall 2011 1906 College Heights Blvd. #51031 Bowling Green, KY 42101-1031</p> <p>The application requires attention to detail, thought and effort. You should allow approximately 6 weeks to complete the various parts of this application, including time to get recommendations to and from the individuals making the recommendations.</p> <p>3. If invited, participate in the on-campus interview process. Based on evaluation of the materials in the application portfolio submitted in Step 2, highly ranked applicants will receive notification of their eligibility for an interview. Applicants will receive this notification approximately 10 days to 2 weeks after the application deadline. Eligible applicants will be scheduled for interviews on campus with faculty and current students. Interviews will focus on the following:</p> <p>(a) Discussion of interests in school counseling and the selection of the Western Kentucky University Department of Counseling and Student Affairs.</p> <p>(b) Discussion of academic and professional goals.</p> <p>(c) Expectations of faculty.</p>	<p>the Department of Counseling and Student Affairs classes are NOT accepted as references.</p> <p>ii. AFTER you fill out the first side of the recommendation form with your name, program of study and signature, give the form to your reference. Also, give this person an envelope in which she or he will seal the recommendation.</p> <p>iii. Ask each reference to sign his or her name across the sealed flap, indicating a completed recommendation is inside the envelope. The reference returns this sealed, signed recommendation TO YOU. When you have these completed forms from three references, attach them to the rest of your application.</p> <p>(d) An unofficial copy of your transcripts and GRE or Miller Analogy Test scores.</p> <p>(e) A current vita.</p> <p>(f) Mail your complete application portfolio to: Department of Counseling and Student Affairs School Counseling Program Western Kentucky University Gary A. Ransdell Hall 2011 1906 College Heights Blvd. #51031 Bowling Green, KY 42101-1031</p> <p>The application requires attention to detail, thought and effort. You should allow approximately 6 weeks to complete the various parts of this application, including time to get recommendations to and from the individuals making the recommendations.</p> <p>3. If invited, participate in the on-campus interview process. Based on evaluation of the materials in the application portfolio submitted in Step 2, highly ranked applicants will receive notification of their eligibility for an interview. Applicants will receive this notification approximately 10 days to 2 weeks after the application deadline. Eligible applicants will be scheduled for interviews on campus with faculty and current students. Interviews will focus on the following:</p> <p>(a) Discussion of interests in school counseling and the selection of the Western Kentucky University Department of Counseling and Student Affairs.</p> <p>(b) Discussion of academic and professional goals.</p> <p>(c) Expectations of faculty.</p>
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<p>(d) Demonstration of interpersonal skills and insight into personal motivations.</p> <p>(e) Assessment of attitudes in the areas of diversity, interpersonal conflict, management of emotions, interpersonal risk taking, and self-care.</p> <p>Participation in the interview process does not guarantee admission but is a prerequisite for admission. Offers of admission will be extended to those applicants whose credentials qualify them for the interview assessment and who are most highly ranked following the interview assessment. The number of students admitted depends on the number of openings.</p> <p>After Step 2, applicants with lower rankings will receive letters indicating that they are not eligible for admission during the current admission cycle. Applicants with higher rankings who do not qualify for interviews will be placed on a waiting list with the possibility of an interview depending on the number of students admitted during the initial round of interviews.</p> <p>Degree Requirements</p> <p>The specific requirements for the MAE program in School Counseling are as follows: CNS 550 Introduction to Counseling</p> <p>CNS 551 Classroom Guidance</p> <p>CNS 598 Research and Program Evaluation in Counseling</p> <p>CNS 552 Testing and Assessment</p> <p>CNS 554 Group Counseling</p> <p>CNS 555 Social and Cultural Diversity CNS 556 Developmental Career Counseling CNS 557</p> <p>Human Development</p> <p>CNS 558 Counseling Theories CNS 559</p> <p>Techniques of Counseling</p> <p>CNS 660 Administration of Counseling Services</p> <p>CNS 568 Counseling Children and Adolescents</p> <p>CNS 658 Seminar Guidance/Counseling</p> <p>CNS 590 Practicum^</p> <p>CNS 595 Internship (6 hours)*</p> <p>[^]To enroll in practicum the student must have completed the appropriate practice preparation sequence and obtain departmental approval.</p>	<p>(d) Demonstration of interpersonal skills and insight into personal motivations.</p> <p>(e) Assessment of attitudes in the areas of diversity, interpersonal conflict, management of emotions, interpersonal risk taking, and self-care.</p> <p>Participation in the interview process does not guarantee admission but is a prerequisite for admission. Offers of admission will be extended to those applicants whose credentials qualify them for the interview assessment and who are most highly ranked following the interview assessment. The number of students admitted depends on the number of openings.</p> <p>After Step 2, applicants with lower rankings will receive letters indicating that they are not eligible for admission during the current admission cycle. Applicants with higher rankings who do not qualify for interviews will be placed on a waiting list with the possibility of an interview depending on the number of students admitted during the initial round of interviews.</p> <p>Degree Requirements</p> <p>The specific requirements for the MAE program in School Counseling are as follows: CNS 550 Introduction to Counseling</p> <p>CNS 551 Classroom Guidance</p> <p>CNS 598 Research and Program Evaluation in Counseling</p> <p>CNS 552 Testing and Assessment</p> <p>CNS 554 Group Counseling</p> <p>CNS 555 Social and Cultural Diversity CNS 556 Developmental Career Counseling CNS 557</p> <p>Human Development</p> <p>CNS 558 Counseling Theories CNS 559</p> <p>Techniques of Counseling</p> <p>CNS 660 Administration of Counseling Services</p> <p>CNS 568 Counseling Children and Adolescents</p> <p>OR</p> <p>CNS 569 Play Therapy</p> <p>CNS 658 Seminar Guidance/Counseling</p> <p>CNS 590 Practicum^</p> <p>CNS 595 Internship (6 hours)*</p> <p>[^]To enroll in practicum the student must have completed the appropriate practice preparation sequence and obtain departmental approval.</p>
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<p>*Internship must be taken over a period of two semesters.</p> <p>Note: All students must pass a final comprehensive examination. Comprehensive examinations are given in the fall, spring, and summer semesters. Students must meet the criteria established by the College of Education and Behavioral Sciences in order to be eligible to take the comprehensive examination. The comprehensive exam policy and application may be found at www.wku.edu/cebs/programs/graduate/comp_exams/index.php.</p>	<p>*Internship must be taken over a period of two semesters.</p> <p>Note: All students must pass a final comprehensive examination. Comprehensive examinations are given in the fall, spring, and summer semesters. Students must meet the criteria established by the College of Education and Behavioral Sciences in order to be eligible to take the comprehensive examination. The comprehensive exam policy and application may be found at www.wku.edu/cebs/programs/graduate/comp_exams/index.php.</p>
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4. Rationale for the proposed program change:

- Provides students an option to select either CNS 568 Counseling Children and Adolescents or CNS 569 Play Therapy.
 - The School Counseling program provides necessary training for working with P-12 children. During the advisory process, students who express interest or plan to work with elementary children can select CNS 569 to develop more focused knowledge for working with elementary students. Students who select CNS 568 choose to develop more generic skills for P-12 school counseling.
 - Because the school counseling program provides essential training for P-12 counseling, the selection of CNS 569 provides students an opportunity to develop skills specifically designed for working with elementary school children. Thus, this change does not erode the program's training for P-12 certification.
 - Students can use this class to meet some of the required courses required for certification as Registered Play Therapists.

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

Fall 2016

6. Dates of prior committee approvals:

Department of Counseling and Student Affairs	<u>01/24/2014</u>
CEBS Curriculum Committee	<u>02/04/2014</u>
Professional Education Council	<u>09/09/2015</u>
Graduate Council	_____
University Senate	_____

**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:

1.4 Reference number: 044
1.5 Program title: Literacy MAE

2. Proposed change(s):

2.1 title:
2.2 admission criteria: Change to allow applicants with teaching degrees from an accredited University 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

<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>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.</p> <p>Applicants with teaching degrees from an accredited university 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:</p> <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 or three work samples demonstrating your experience in education, which can include any of the following: Your critical performance piece from LTCY 420/LTCY 421 or an equivalent course 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. <ul style="list-style-type: none"> 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: This change will offer an alternative to the GRE, allowing graduates from an accredited university the opportunity to demonstrate their competence and ability through a qualitative portfolio. Graduates from an accredited university with a 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>8/19/15</u>
College Curriculum Committee	<u>9/1/15</u>
Professional Education Council (if applicable)	<u>9/9/15</u>
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 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 	<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 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

<p>performance issues in business, government, education, and home settings</p> <ul style="list-style-type: none"> – 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</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. 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 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>performance issues in business, government, education, and home settings</p> <ul style="list-style-type: none"> – 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</p> <p>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- Minimum verbal and quantitative scores of 380 and 540, respectively. An Analytical Writing score of 3.5 or higher is also required. 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
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<ul style="list-style-type: none"> ii. Scores after August 2011 - Minimum GAP score (undergraduate GPA \times 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. (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>3. Admission with a baccalaureate degree but without GRE or GMAT scores requires all of the following:</p> <ul style="list-style-type: none"> 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. 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: <ul style="list-style-type: none"> i. A letter of application that provides a rationale for admission without a GRE or GMAT score. ii. A statement explaining the applicant's career goal(s) and purpose(s) for pursuing the master's program in Instructional Design. iii. A current vita. iv. At least two letters of recommendation: <ul style="list-style-type: none"> 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. B. 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. v. At least a 3-page paper that 	<p>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> <ul style="list-style-type: none"> 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. 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: <ul style="list-style-type: none"> i. A letter of application that provides a rationale for admission without a GRE or GMAT score. ii. A statement explaining the applicant's career goal(s) and purpose(s) for pursuing the master's program in Instructional Design. iii. A current vita. iv. At least two letters of recommendation: <ul style="list-style-type: none"> 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. B. 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. v. At least a 3-page paper that
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<p>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.</p> <p>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</p> <p>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)</p> <p>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)</p> <p>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> <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) 	<p>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.</p> <p>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</p> <p>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)</p> <p>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)</p> <p>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> <ul style="list-style-type: none"> ID 575 Special Topics in Instructional Design (1-6 hours) ID 590 Practicum in Instructional Design
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<ul style="list-style-type: none"> • 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>(1-3 hours)</p> <ul style="list-style-type: none"> • 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) Students must meet one of the following Research Tool requirements:</p> <ol style="list-style-type: none"> 1. Transfer in a previous graduate research course with a grade of B or higher that meets the Graduate School's six year or less policy. If course is over six years old, student may take a Research Competency Exam to satisfy this requirement and replace the 3 hours with an elective. 2. Complete EDFN 500 or the equivalent if student has never completed a graduate research course.
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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: _____09/01/15_____

Graduate Council: _____

University Senate _____

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**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</p>

<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.</p> <p>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.</p> <p>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.</p> <p>Program graduates will possess the following competencies. They will:</p> <ul style="list-style-type: none"> • 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. 	<p>for Rank II and 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.</p> <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 or a Rank I if candidates already hold a Rank II certification and the gifted education endorsement.</p> <p>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.</p> <p>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.</p> <p>The research concentration is planned for those pursuing different pathways:</p> <ul style="list-style-type: none"> • 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
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<ul style="list-style-type: none"> ● demonstrate respect for children as unique individuals, including the characteristics of children with gifts and talents and concomitant needs. ● demonstrate understanding of the effects 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. 	<p style="text-align: center;">Ed.D.</p> <p>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.</p> <h2 style="text-align: center;">Program Admission</h2> <p>Criteria vary, depending on the student's undergraduate institution and GPA as well as the concentration the student is pursuing.</p> <p>The following criteria apply for students seeking admission to the Advanced Certification for Teacher Leaders concentration:</p> <p>A copy of the applicant's teaching certificate or statement of eligibility must be submitted with the</p>
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<p>Certification for Teacher Leaders concentration:</p> <p>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.</p> <p><u>WKU Graduate Admission</u></p> <p>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.</p> <p><u>Graduate of a Kentucky Higher Education Institute other than WKU</u></p> <p>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.</p> <p><u>Graduate of an Out-of-State Institution of Higher Education</u></p> <p>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.</p> <p>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</p>	<p>application for admission to the Advanced Certification for Teacher Leaders concentration.</p> <p><u>WKU Graduate Admission</u></p> <p>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.</p> <p><u>Graduate of a Kentucky Higher Education Institute other than WKU</u></p> <p>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.</p> <p><u>Graduate of an Out-of-State Institution of Higher Education</u></p> <p>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.</p> <p>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</p>
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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:

Submit a qualifying GAP score of 550 or higher [$GAP = (GRE V \text{ score} + GRE Q) \text{ added to } (Undergraduate GPA} \times 100)]$ 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 [$GAP = (GRE V + GRE Q) \times Undergraduate GPA$] 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 [$GAP = (GRE V + GRE Q + GRE A) \times Undergraduate GPA$], 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)

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:

- 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 3.0 on all graduate coursework
- Submit copies of all transcripts

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

Program Requirements (30-33 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

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

<u>GTE 536</u>	Nature and Needs of Gifted, Creative, and Talented Students	3
<u>GTE 537</u>	Curriculum, Strategies, and Materials for Gifted Students	3
<u>GTE 539</u>	Assessment and Identification of Gifted and Talented Children	3
<u>GTE 540</u>	Developing Creativity and Leadership in Gifted Youth	3
<u>PSY 432G</u>	Psychology of the Gifted and Creative	3

Professional Education Component

<u>TCHL 500</u>	Foundations of Teacher Leadership ⁺	3
<u>TCHL 540</u>	Classroom Instruction: Instructional Strategies ²	1
<u>TCHL 544</u>	Equitable School and Community Partnerships ²	1
<u>TCHL 548</u>	Classroom Instruction: Managing the Learning Environment ²	1
<u>TCHL 550</u>	Student Assessment I: Fundamentals of Student Assessment ²	1
<u>TCHL 554</u>	Student Assessment II: Standardized Testing ²	1
<u>TCHL 558</u>	Student Assessment III: Classroom Tests and Instruments ²	2

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 31 hours.

Advanced Certification Core Gifted Education Component

<u>GTE 536</u>	Nature and Needs of Gifted, Creative, and Talented Students	3
<u>GTE 537</u>	Curriculum, Strategies, and Materials for Gifted Students	3
<u>GTE 539</u>	Assessment and Identification of Gifted and Talented Children	3
<u>GTE 540</u>	Developing Creativity and Leadership in Gifted Youth	3
<u>PSY 432G</u>	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

<p>Action Research Capstone for <u>TCHL 560</u> Teacher Leaders 3</p> <p>Practicum</p> <p>Practicum for Teachers of Gifted <u>GTE 538</u> Students 3</p> <p>Electives</p> <p>Select 0-6 hours with advisor approval ³ 0-6</p> <p>Total Hours 30-37</p> <p>¹ While enrolled in <u>TCHL 500</u>, 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 study will include some of the TCHL courses, plus courses in gifted and talented education.</p> <p>² All students must either complete <u>TCHL 540</u>, <u>TCHL 544</u>, <u>TCHL 548</u>, <u>TCHL 550</u>, <u>TCHL 554</u>, and <u>TCHL 558</u>, or pass proficiency evaluations for these courses. <u>TCHL 500</u> and <u>TCHL 560</u> and the program core courses are required for all students, and there are no proficiency evaluations that may be substituted for these courses.</p> <p>³ Advisor approved courses selected from disciplines in which student is certified or related courses relevant to the student's professional needs and goals.</p>	<p>TCHL 545 Classroom Instruction Strategies 3</p> <p>TCHL 555 School and Classroom Assessment 3</p> <p>TCHL 559 Action Research Design for Teacher Leaders 1</p> <p>TCHL 560 Action Research Capstone for Teacher Leaders 3</p> <p>TCHL 545 and 555 are required for all students OR the student must pass proficiency evaluations for these courses.</p> <p>Electives (0-6 hours)</p> <p>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:</p> <p>The discipline in which the candidate is certified.</p> <p>Academic disciplines related to the P-12 Common Core Standards.</p> <p>CEBS Content courses in exceptional education, interdisciplinary early childhood education, library media education, literacy, or psychology; or</p> <p>Courses identified as prerequisites for Instructional Leader programs.</p> <p>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.</p> <p>Mid-Point Assessment Requirements</p>
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	<p>To ensure that all master's candidates are proficient on Advanced Level Kentucky Teacher Standards, all <i>Critical Performances</i> associated with the above TCHL courses must be completed by candidates for the Advanced Certification for Teacher Leaders concentration, <i>even if a candidate's program of studies does not include the courses</i>. 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.</p>															
<p>Mid-Point Assessment Requirements</p> <p>To ensure that all master's candidates are proficient on Advanced Level Kentucky Teacher Standards, all <i>Critical Performances</i> associated with the above TCHL courses must be completed by candidates for the Advanced Certification for Teacher Leaders concentration, <i>even if a candidate's program of studies does not include the courses</i>. 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.</p>	<p>Teacher Leader Concentration Program Completion Requirements</p> <ol style="list-style-type: none"> 1. Successfully complete TCHL 560 (course grade of B or higher) 2. Give acceptable presentation of action research in an approved venue 3. Complete the gifted education practicum demonstrating the knowledge and skills to teach children with gifts and talents <p>Informational Note: P-12 Gifted Endorsement requires passing score on the Praxis II in Gifted Education.</p>															
<p>Program Completion Requirements</p> <p>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.</p> <p>Candidates must have at least a 3.0 GPA overall and in program coursework.</p>	<p>Advanced Research Focus Concentration</p> <p>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.</p> <p>Core Gifted Education Component</p> <table> <tr> <td>GTE 536</td> <td>Nature and Needs of Gifted, Creative, and Talented Students</td> <td>3</td> </tr> <tr> <td>GTE 537</td> <td>Curriculum, Strategies, and Materials for Gifted Students</td> <td>3</td> </tr> <tr> <td>GTE 539</td> <td>Assessment and Identification of Gifted and Talented Children</td> <td>3</td> </tr> <tr> <td>GTE 540</td> <td>Developing Creativity and Leadership in Gifted Youth</td> <td>3</td> </tr> <tr> <td>PSY 432G</td> <td>Psychology of the Gifted and Creative</td> <td>3</td> </tr> </table>	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
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														
<p>Advanced Research Focus Concentration</p> <p>The program for the Advanced Research Focus concentration requires the Core Gifted Education courses (15 hours) and the specialization (15</p>																

<p>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.</p> <p>Core Gifted Education Component</p> <p><u>GTE 536</u> Nature and Needs of Gifted, Creative, and Talented Students 3</p> <p><u>GTE 537</u> Curriculum, Strategies, and Materials for Gifted Students 3</p> <p><u>GTE 539</u> Assessment and Identification of Gifted and Talented Children 3</p> <p><u>GTE 540</u> Developing Creativity and Leadership in Gifted Youth 3</p> <p><u>PSY 432G</u> Psychology of the Gifted and Creative 3</p> <p>Advanced Gifted Education, Research Methods, and Thesis</p> <p><u>EDFN 500</u> Research Methods 3</p> <p><u>GTE 636</u> Issues in Gifted Education and Talent Development 3</p> <p><u>GTE 637</u> Seminar in Gifted Education and Talent Development 3</p> <p><u>EDU 599</u> Thesis Research and Writing 6</p> <p>Electives</p> <p>Select 0-3 hours with advisor approval ¹ 0-3</p> <p>Total Hours 30-33</p> <p>¹ Advisor-approved courses selected from disciplines in which student is certified or related courses relevant to the student's professional needs and goals.</p> <p>Program Completion Requirements</p> <p>Candidates must successfully defend a thesis and have at least a 3.0 GPA overall and in program coursework.</p>	<p>Advanced Gifted Education, Research Methods, and Thesis</p> <p><u>EDFN 500</u> Research Methods 3</p> <p><u>GTE 636</u> Issues in Gifted Education and Talent Development 3</p> <p><u>GTE 637</u> Seminar in Gifted Education and Talent Development 3</p> <p><u>EDU 599</u> Thesis Research and Writing 6</p> <p>Electives</p> <p>Select 0-3 hours with advisor approval ¹ 0-3</p> <p>Total Hours 30-33</p> <p>¹ Advisor-approved courses selected from disciplines in which student is certified or related courses relevant to the student's professional needs and goals.</p> <p>Advanced Research Concentration Program Completion Requirements</p> <p>Candidates must successfully defend a thesis and have at least a 3.0 GPA overall and in program coursework.</p>
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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	<u>09/01/15</u>
Professional Education Council	<u>09/09/15</u>
Graduate Council	_____
University Senate	_____

Revise a Program
(Action)

Date: July 7, 2015

College: College of Health and Human Services

Department: Public Health

Contact Person: Grace Lartey, PhD; grace.lartey@wku.edu; 53941. Darlene Shearer, DrPH; darlene.shearer@wku.edu; 55868. Gary English, PhD; gary.english@wku.edu; 52678.

1. Identification of program:

- 1.1 Reference number: 152
- 1.2 Program title: Master of Public Health

2. Proposed change(s):

- 2.1 title:
- 2.2 X admission criteria:
- 2.3 curriculum:
- 2.4 other:

3. Detailed program description: The Master of Public Health degree is designed to meet the needs of a wide range of health professionals desiring a graduate education in public health. The MPH degree program is accredited by the Council on Education for Public Health (CEPH). The MPH program has three concentrations are offered: Environmental Health, Generalist, and Health Education.

Existing Program	Revised Program
<p>Admission Requirements:</p> <p>1. Completion of a baccalaureate degree from an accredited institution or its equivalent.</p> <p>2. A minimum GAP score of 593 [GAP = (GRE V + GRE Q) + (Undergraduate GPA x 100)].</p> <p>Students who took the GRE between 2002 and August 2011 must submit a minimum GAP score of 2200 [GAP = (GRE V + GRE Q) * Undergraduate GPA].</p> <p>Students who took the GRE prior to 2002 must submit a minimum GAP score of 3500 [GAP = (GRE V + GRE Q + GRE A) * Undergraduate GPA].</p> <p>3. A recommended GPA of 3.0 on a 4.0 scale.</p> <p>4. If applicable, test of English as a foreign language (TOEFL) exam: minimum score of 550 on the written TOEFL; or minimum of 79 on the internet-based TOEFL (iBT).</p> <p>5.-All applicants are encouraged to take the GRE. However, full admission will be granted to applicants who fulfill one of the following conditions:</p>	<p>Admission Criteria</p> <p>1. Completion of a baccalaureate degree from an accredited institution or its equivalent.</p> <p>2. Evidence of ability to perform at the graduate level</p> <ul style="list-style-type: none">a. Cumulative GPA of at least 3.2 on 4.0 scale from a US accredited university <p>OR</p> <ul style="list-style-type: none">b. Cumulative GPA of at least 3.0 on 4.0 scale from a US accredited university AND GRE minimums of 145 for the verbal score, 148 for the quantitative score and 3.5 for the analytical writing score <p>OR</p> <ul style="list-style-type: none">c. admission into a US Medical School (for MPH Generalist Concentration only) <p>3. Written statement of purpose</p> <p>4. Resume</p> <p>5. Two letters of academic or professional reference</p>

<p>a) GRE minimums of 145 for the verbal score, 148 for the quantitative score and 3.5 for the analytical writing score;</p> <p>b) or cumulative GPA of at least 3.2 on 4.0 scale from a US accredited university.</p> <p>c) admission into a US Medical School (option for MPH Generalist Concentration only)</p> <p>6. Submission of:</p> <p>a) a written statement of purpose</p> <p>b) a resume</p> <p>c) 2 letters of academic reference</p> <p>Admission Requirements For International Students Who Enroll through a Pre-Master's Program</p> <p>1. Completion of a baccalaureate degree from an accredited institution or its equivalent</p> <p>2. A recommended GPA of 3.0 on a 4.0 scale.</p> <p>3. English language assessments waived provided candidate earns a "B" or higher in each of the graduate (500 level) courses taken in the Navitas Pre-Master's program.</p> <p>4. GRE waived provided candidate earns a "B" or higher in each of the graduate (500 level) courses taken in the Navitas Pre-Master's program.</p> <p>5. Submission of:</p> <p>a) a written statement of purpose</p> <p>b) a resume</p> <p>c) 2 letters of academic reference</p> <p>6. Two letters of academic or professional reference</p>	<p>6. If applicable, test of English as a foreign language (TOEFL) exam: minimum score of 550 on the written TOEFL; or minimum of 79 on the internet-based TOEFL (iBT) or a minimum of 6.5 on the IELTS.</p> <p>Applicants who do not meet the criteria set forth for regular admission may be admitted conditionally. Additional materials may be requested.</p> <p>Admission Requirements For International Students Who Enroll in the Pre-Master's Program</p> <p>1. Completion of a baccalaureate degree from an accredited institution or its equivalent</p> <p>2. A recommended GPA of 3.0 on a 4.0 scale.</p> <p>3. English language assessments waived provided candidate earns a "B" or higher in each of the graduate (500 level) courses taken in the Navitas Pre-Master's program.</p> <p>4. GRE waived provided candidate earns a "B" or higher in each of the graduate (500 level) courses taken in the Navitas Pre-Master's program.</p> <p>5. Written statement of purpose</p> <p>6. Resume</p> <p>7. Two letters of academic or professional reference</p>
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4. Rationale: GAP scores are no longer being calculated for admission.

5. Proposed term for implementation: Spring 2016

6. Dates of committee approvals:

Department of Public Health

April 6, 2015

CHHS Graduate Curriculum Committee

Sept. 14, 2015

Graduate School Curriculum Committee

Graduate Council

University Senate

**Revise a Program
(Action)**

Date: 08/20/2015

College: CHHS

Department: School of Nursing

Contact Person: Dr. Beverly Siegrist Beverly.Siegrist@wku.edu 53490

1. Identification of program:

- 1.1 Reference number: 172
- 1.2 Program title: Post MSN Certificate: Nursing Education

2. Proposed change(s):

- 2.1 title:
- 2.2 admission criteria:
- 2.3 curriculum:
- 2.4 other:

3. Detailed program description:

Existing Program	Revised Program
<p>This certificate is for students who have completed a master's degree in nursing and desire to pursue non-degree educational preparation to teach in schools of nursing in university and community college settings. The required courses focus on theories and strategies that guide instructional process, teaching and evaluation strategies and faculty role development. Students may transfer up to 6 credit hours of the requirements listed below.</p> <p>Admission Requirements</p> <p>Admission to the Post MSN Certificate is competitive and limited to available space, clinical sites, and clinical preceptors. Following initial review, if applicant meets minimum admission standards, consideration is given to the applicant's professional work experience, statement of professional and personal goals, and professional references. An interview may be requested following a review of admission materials but does not assure acceptance into the program.</p> <p>Minimum admission standards:</p> <ol style="list-style-type: none">1. Earned MSN degree from nationally accredited nursing program	<p>This certificate is for students who have completed a master's degree in nursing and desire to pursue non-degree educational preparation to teach in schools of nursing in university and community college settings. The required courses focus on theories and strategies that guide instructional process, teaching and evaluation strategies and faculty role development. Students may transfer up to 6 credit hours of the requirements listed below.</p> <p>Admission Requirements</p> <p>Admission to the Post MSN Certificate is competitive and limited to available space, clinical sites, and clinical preceptors. Following initial review, if applicant meets minimum admission standards, consideration is given to the applicant's professional work experience, statement of professional and personal goals, and professional references. An interview may be requested following a review of admission materials but does not assure acceptance into the program.</p> <p>Minimum admission standards:</p> <ol style="list-style-type: none">1. Earned MSN degree from nationally accredited nursing program

<p>2. Hold unencumbered or have applied for RN licensure in Kentucky or compact state</p> <p>3. Submission of official transcripts that document a cumulative MSN GPA of at least 3.0 on 4.0 scale</p> <p>4. One year of full-time clinical experience as a registered nurse in a setting supporting primary care practice such as acute care, long term care, home health, etc. Additional Required Application Materials:</p> <p>5. A written goal statement (500-700 words in length, 12 pt. font, in Microsoft Word or RTF) describing your personal and professional career goals; your academic strengths and weaknesses; planned location of clinical practicum experiences and potential clinical preceptors; and role change anticipated following completion of certification</p> <p>6. Three professional references (on form provided) to include current nurse manager or nurse administrator and nurse faculty if a recent (<3 yrs.) MSN graduate.</p> <p>7. Professional resume</p> <p>All program admission materials must be received prior to the due date noted on the program web page. An interview may be offered following a review of admission materials. Completion of an interview and acceptance by the Graduate School does not assure acceptance into the certificate program. Incomplete applications will not be considered for admission. Applicants must reapply to be considered for the next admission cycle by updating the Graduate School application, and submitting all required program materials.</p> <p>Certificate Requirements (12 hours)</p> <p><i>Required Courses</i></p> <p>NURS 508 Advanced Issues in Professional Nursing (1 hour)</p> <p>NURS 517 Applied Advanced Pharmacology</p> <p>NURS 518 Clinical Teaching in Nursing</p> <p>NURS 520 Teaching in Schools of Nursing</p> <p>NURS 522 Teaching in Schools of Nursing Internship (2 hours)</p>	<p>2. Hold unencumbered or have applied for RN licensure in Kentucky or compact state</p> <p>3. Submission of official transcripts that document a cumulative MSN GPA of at least 3.0 on 4.0 scale</p> <p>4. One year of full-time clinical experience as a registered nurse in a setting supporting primary care practice such as acute care, long term care, home health, etc.</p> <p>Additional Required Application Materials:</p> <p>5. A written goal statement (500-700 words in length, 12 pt. font, in Microsoft Word or RTF) describing your personal and professional career goals; your academic strengths and weaknesses; planned location of clinical practicum experiences and potential clinical preceptors; and role change anticipated following completion of certification</p> <p>6. Three professional references (on form provided) to include current nurse manager or nurse administrator and nurse faculty if a recent (<3 yrs.) MSN graduate.</p> <p>7. Professional resume</p> <p>All program admission materials must be received prior to the due date noted on the program web page. An interview may be offered following a review of admission materials. Completion of an interview and acceptance by the Graduate School does not assure acceptance into the certificate program. Incomplete applications will not be considered for admission. Applicants must reapply to be considered for the next admission cycle by updating the Graduate School application, and submitting all required program materials.</p> <p>Certificate Requirements (15-16 hours)</p> <p><i>Required Courses</i></p> <p>NURS 531 Clinical Teaching in Nursing Education (2)</p> <p>NURS 532 Teaching in Nursing: Roles and Professional Issues (2)</p> <p>NURS 560 Curriculum Development in Nursing Education (2)</p> <p>NURS 561 Distance Education & Technology in Nursing (2)</p> <p>NURS 563 Teaching in Health Care Organizations (2)</p>
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	NURS 565 Teaching Strategies in Nursing Education (2) NURS 662 Assessment & Evaluation in Nursing Education (2) NURS 591 Special Topics in Nursing (1-2)
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4. **Rationale:** The proposed Post MSN Certificate in Nursing Education is being aligned with the MSN – Nurse Educator concentration. Program revisions reflect current scope of practice for academic nurse educators and courses to meet goals for those pursuing a career in staff development or hospital/organization education departments. This increases the course requirements from 12 to 15-16 credit hours.

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

6. **Dates of committee approvals:**

SON Graduate Committee	9/4/2015
CHHS Graduate Curriculum Committee	Sept. 14, 2015
Graduate School Curriculum Committee	
Graduate Council	
University Senate	

Revise a Program (Action)

Date: August 14, 2015

College: Health and Human Services

Department: School of Kinesiology, Recreation and Sport

Contact Person: Dr. Mark Schafer, mark.schafer@wku.edu , (270)745-5857

1. Identification of program:

- 1.1 Reference number: 0454
- 1.2 Program title: Master of Science in Kinesiology

2. Proposed change(s):

- 2.1 title:
- 2.2 admission criteria: clarifying admission language for Exercise Physiology Concentration
- 2.3 curriculum (changes indicated are NOT for the PE Teacher Leader Concentration):
- 2.4 other:

3. Detailed program description:

Existing Program	Revised Program
Catalog Description	Catalog Description
<p>The M.S. in Kinesiology program has three concentrations: Physical Education Teacher Leader, Exercise Physiology, and Fitness Management. The Physical Education Teacher Leader concentration focuses on teaching and meeting the Kentucky Teacher Requirements for Advanced Teaching Standards. The Exercise Physiology and Fitness Management concentrations do not lead to rank change for Kentucky teachers.</p>	<p>The M.S. in Kinesiology program has two concentrations: Physical Education Teacher Leader and Exercise Physiology. The Physical Education Teacher Leader concentration focuses on teaching and meeting the Kentucky Teacher Requirements for Advanced Teaching Standards. The Exercise Physiology concentration does not lead to rank change for Kentucky teachers.</p>
Admission Requirements	Admission Requirements
<p>Exercise Physiology and Fitness Management Concentrations (Note: The changes indicated are NOT for the Physical Education teacher leader program)</p> <p>Bachelor's Degree from a college or university of recognized standing with at least a 2.75 overall GPA</p> <p>-Current Resume</p> <p>-Statement of Professional Intent</p> <p>The Statement of Professional Intent should provide a sample of the applicant's writing style and ability. It should be 2-3 pages, double-spaced, and is expected to be well-organized, clearly written, and error free. It</p>	<p>Exercise Physiology (Note: The changes indicated are NOT for the Physical Education teacher leader program)</p> <p>-Current Resume</p> <p>-Statement of Professional Intent</p> <p>The Statement of Professional Intent should provide a sample of the applicant's writing style and ability. Please refer to the program website (http://www.wku.edu/krs/graduate_programs.php) for additional information regarding the Statement of Professional Intent.</p>

<p>should include an introduction, responses to the three questions below, and a conclusion:</p> <ol style="list-style-type: none"> a. Why do you want to pursue this degree? b. What related qualifications and/or experiences do you bring to the program? c. What are your career goals after completing the program <p>-Students with undergraduate GPA lower than 3.0 are required to submit 2 letters of recommendation from professors in their major and/or their academic advisor</p> <p>Resumes, Statements, and Letters of Recommendation (if below a 3.0) should be emailed to graduate.school@wku.edu and should include the full name of the applicant along with their WKU Student ID (if known)</p> <p>The GRE will no longer be required for the Kinesiology Graduate program (Exercise Physiology or Fitness Management)</p>	<p>-Students with undergraduate GPA lower than 3.0 are required to submit 2 letters of recommendation from professors in their major and/or their academic advisor</p>
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Prefix	#	Course Title	Hrs.	Prefix	#	Course Title	Hrs.
<i>Core Requirements</i>				<i>Core Requirements</i>			
KIN	501	Research Methods	3	KIN	501	Research Methods	3
KIN	503	Adv Motor Learn & Con	3	KIN	503	Adv Motor Learn & Con	3
KIN	504	Adv Ex Phys	3	KIN	504	Adv Ex Phys	3
KIN	515	Adv Meas & Eval	3	KIN	515	Adv. Meas & Eval	3
		Total	12			Total	12
<i>Restricted Electives</i>				<i>Restricted Electives</i>			
KIN	505 or	Foundations of Curriculum Instruction	3	KIN	505 or	Foundations of Curriculum Instruction	3
KIN	518	Adv Stats in Kinesiology	3	KIN	518	Adv Stats in Kinesiology	3
KIN	520 or	Teaching Strategies in Physical Education	3	KIN	520 or	Teaching Strategies in Physical Education	3
KIN	522	Adv Ex Test & Prescription	3	KIN	522	Adv Ex Test & Prescription	3
		Total	6			Total	6
<i>Exercise Physiology Concentration</i>				<i>Exercise Physiology Concentration</i>			
KIN	514	Lab Methods	3	KIN	514	Lab Methods	3
KIN	523	Seminar in Ex Phys	3	KIN	523	Seminar in Ex Phys	3
KIN	524	Applied Biomechanics	3	KIN	524	Applied Biomechanics	3
KIN	598 or	Capstone Research Experience	6	KIN	598 or	Capstone Research Experience	6
KIN	599	Thesis Research	6	KIN	599	Thesis Research	6

		Total	15			Total	15
		<i>Fitness Management Concentration</i>					
RSA	515	Rec/Sport Facility Develop	3				
RSA	517	Legal Issues in Rec/Sport	3				
RSA	519	Fiscal Practic in Rec/Sport	3				
KIN	525	Fitness Management	3				
KIN	596	Practicum	3				
		Total	15				
Total		Credit Hours	33	Total		Credit Hours	33

4. Rationale:

- The wording of admission requirements is being revised to remove unnecessary restatement of Graduate School requirements and to direct applicants to the program website for details regarding the Statement of Professional Intent.
- We would like to remove the concentration Fitness Management from the Graduate catalogue. This decision was made due to low enrollment.
- Our graduate faculty are currently making an assessment of the field and considering launching a revised curriculum at a later date that will better accommodate the needs of the field.
- We would like to ensure that the Fitness Management concentration is removed from all print and web sources, i.e. Admission requirements, programs offered, etc.

5. Proposed term for implementation: Fall 2016

6. Dates of committee approvals:

School of Kinesiology, Recreation and Sport	<u>August 20, 2015</u>
CHHS Graduate Curriculum Committee	<u>Sept. 14, 2015</u>
Graduate School Curriculum Committee	<u>Sept. 30, 2015</u>
Graduate Council	_____
University Senate	_____

**Revise a Program
(Action)**

Date: 9/8/2015

College: Gordon Ford College of Business

Department: MBA

Contact Person: Dr. Bob Hatfield, bob.hatfield@wku.edu, 745-6581

1. Identification of program:

- 1.1 Reference number: (057)
- 1.2 Program title: Master of Business Administration

2. Proposed change(s):

- 2.1 title:
- 2.2 admission criteria:
- 2.3 curriculum: Change program requirements from 33 to 30 hours deleting BA 512
- 2.4 other:

3. Detailed program description:

Existing Program	Revised Program
(Insert existing program language)	(Identify deletions by strike-through and highlight additions.)
Program Requirements (33 hours)	Program Requirements (33 30 hours)
<u>BA 510</u> Advanced Organizational Behavior 3	<u>BA 510</u> Advanced Organizational Behavior 3
<u>BA 511</u> Applied Micro Economic Theory 3	<u>BA 511</u> Applied Micro Economic Theory 3
<u>BA 512</u> Business Analysis and Research 3	<u>BA 512</u> Business Analysis and Research 3
<u>BA 512</u> Methods	<u>BA 512</u> Methods
<u>BA 513</u> Information Technology and 3	<u>BA 513</u> Information Technology and 3
<u>BA 513</u> Strategy	<u>BA 513</u> Strategy Data Analytics
<u>BA 515</u> Managerial Accounting 3	<u>BA 515</u> Managerial Accounting 3
<u>BA 517</u> Advanced Marketing 3	<u>BA 517</u> Advanced Marketing 3
<u>BA 519</u> Advanced Managerial Finance 3	<u>BA 519</u> Advanced Managerial Finance 3
<u>BA 580</u> Contemporary Issues in Business ¹ 3	<u>BA 580</u> Contemporary Issues in Business 3
<u>BA 590</u> Strategic Business Concepts and 3	<u>BA 590</u> Strategic Business Concepts and 3
Applications	Applications
Electives	Electives
Select 6 hours ² 6	Select 6 hours ² 6
Total Hours 33	Total Hours 30

July 2014

4. **Rationale:** BA 513 is revised to now include the core of the analysis and methods material that had been covered in BA 512. This allows the MBA to return to the 30 credit hour program it was for many years.

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

6. **Dates of committee approvals:**

Department

Perry Todd 9/14/2015

College Curriculum Committee

B. Z. Johnson 9-15-15

Professional Education Council (if applicable)

Graduate Council

University Senate

Revise a Program

(Action)

Date: April 27, 2015

College: Ogden

Department: AMS

Contact Person: Mark Doggett, mark.doggett@wku.edu, 270-745-6951

1. Identification of program:

- 1.1 Reference number: 0447
- 1.2 Program title: Engineering Technology Management

2. Proposed change(s):

- 2.1 title:
- 2.2 admission criteria:
- 2.3 curriculum:
- 2.4 other:

3. Detailed program description:

Existing Program	Revised Program
Admission Requirements	Admission Requirements
<ul style="list-style-type: none">1. Bachelor's degree from an accredited college or university (undergraduates may apply one semester prior to graduation).2. Submission of official transcripts.3. Completion the Graduate Record Exam (GRE), GMAT or equivalent.4. A one or two page statement of purpose	<ul style="list-style-type: none">1. Bachelor's degree from an accredited college or university (undergraduates may apply one semester prior to graduation).2. Submission of official transcripts.3. Completion the Graduate Record Exam (GRE), GMAT or equivalent.4. A minimum GRE score of 140 on the verbal (V) is required and a

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: **Measurement, Evaluation, and Research, Certificate**
- 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): 13.0699

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)

EDLD 722: Survey Methods in Education

EDLD 732: Program Evaluation in Education

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

Prerequisites: EDFN 722 & 732

Note: EDLD 740 will replace the suspended EDFN 601: Applied Statistics and Design. Students who have taken EDFN 601 prior to Fall 2016 are eligible to substitute it for 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	<u>September 1, 2015</u>
Office of Academic Affairs (if ≥18 hour program)	
Professional Education Council (if applicable)	<u>September 9, 2015</u>
Graduate Council	
University Senate	
Board of Regents	

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: Elementary Math Specialization, P-5, Certificate
- 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 be earned for the certificate only (stand-alone) or up to 12 hours may be 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:

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

This certificate program is designed for those applicants who do not hold, or are not eligible for, a teaching certificate for Elementary Education, Grades P-5 as is required for the Endorsement for Elementary Mathematics Specialist program.

For this Elementary Mathematics Specialist certificate, applicants may meet one the following criteria:

- Hold teacher certification/licensure for elementary teachers from out-of-state
- Hold teacher certification/licensure for middle grades or secondary mathematics or special education.

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 which is the best fit.

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	<u>9/1/15</u>
Office of Academic Affairs (if ≥ 18 hour program)	<u>NA</u>
Professional Education Council (if applicable)	<u>9/9/15</u>
Graduate Council	_____
University Senate	_____
Board of Regents	_____

Graduate Council Policy Committee Report

Members: Kristin Bailey Wilson, Steve Wells, Angie Jerome, and Carl Dick.

Meeting Date: Thursday, September 10, 2015

Location: WAB 208

RE: Two policies were brought to the committee by Graduate School staff: Graduate Faculty Status and Undergraduates Enrolled in Graduate Courses

Overview: For each of the issues, there were questions related to the issue itself and to the purview of Graduate Council in deciding the issue. The committee conferred with Provost Lee on the issues and the process. The committee felt and the Provost agreed that changes to the Graduate Handbook and changes to the Graduate Catalog were the purview of Graduate Council and should be voted on by the Council, and that changes to operating procedures are “information only” or “input only” items.

Graduate Faculty Status

Issue

Currently the Graduate Council votes on members of the graduate faculty and on their placement in one of four categories (regular, associate, temporary, and adjunct). The process is laborious and duplicitous. The policy committee discussed simplifying the process.

Background

- a. Last year, Graduate Council voted to separate operating procedures of the Graduate School from the operating procedures of the Council. New operating guidelines for the Council were vetted and passed. They do not address Graduate Faculty Status. There are processes in the old operating procedures that are still being followed by the Graduate School.
- b. The Faculty Handbook policy says that the Graduate Council will vote on Graduate Faculty Status.

“IX.B...Recommendation of a faculty member for membership in the graduate faculty is initiated by the department head with the concurrences of the graduate faculty of the department. The recommendation must then be reviewed by the College Dean and forwarded to Graduate Studies. The Graduate Council reviews the applications and decides whether to appoint the applicant to the graduate faculty.”

Recommendations and Discussion

- a. The Policy Committee recommends starting the process of seeking to revise the Faculty Handbook to remove the language requiring a vote of Graduate Council for graduate status. Recommended changes would make it possible to confer graduate faculty status through hiring procedures and through the Dean’s offices of each College. We request that the Graduate Council discuss this issue before we begin the process.

- b. The Policy Committee views changes in the operating procedures as an information only item for Graduate Council; however, the committee agreed that eliminating the four graduate faculty appointment types will appropriately simplify the process.

Undergraduates taking Graduate Classes:

Issue

Faculty members teaching graduate classes have requested the ability to deny enrollment of undergraduates in their graduate classes, and the process for vetting undergraduates seeking enrollment in graduate classes is cumbersome.

Background

- a. The Graduate Catalog includes a policy on undergraduates taking graduate courses. It says that there's an approval form; that the student needs to be taking classes in a related area; that the student needs a 3.0 gpa; and, it's restricted to 15 grad hours per term.
- b. The approval form mentioned in the catalog does not include a signatory line for the faculty member teaching the course.

Recommendations and Discussion

- a. Change Graduate Catalog language to restrict graduate classes to undergraduates having earned at least 60 undergraduate credits; (Provost Lee recommended 75, but said he could agree to 60)
- b. Eliminate the statement about having to take the course in a related field (interdisciplinary work...);
- c. Lower the gpa restriction to 2.75 to match the admissions gpa for the Grad School; (Provost Lee prefers the higher gpa, but said he could agree to lowering it to 2.75)

In addition, the committee agreed that it would be a good idea to add the graduate instructor as a signatory to the form.