

Western Kentucky University  
Office of the Dean  
745-2446

REPORT TO THE UNIVERSITY SENATE

DATE: December 2010

FROM: Graduate Studies and Research

The Graduate Council submits the following items for consideration. Items marked with an asterisks [\*] are information items. All other items are consent items:

I. Create a New Course

EDFN 724 Leadership in Community and Technical Colleges  
EDFN 726 Postsecondary Change and Cultures  
EDFN 728 Postsecondary Economics and Finance

II. Revise Course Prerequisites/Corequisites

MATH 507 Math Concepts for Elementary Teachers  
MATH 508, Number Concepts Elem/Mid Teachers

III. Revise a Program

MS in Instructional Design, Ref. # 0428  
MAE in Geography Education, Ref.# 133  
MA in English, Ref. #067

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

Contact Person: Bud Schlinker, [bud.schlinker@wku.edu](mailto:bud.schlinker@wku.edu) 745-4890

**1. Identification of proposed course:**

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

**2. Rationale:**

- 2.1 Reason for developing the proposed course: The doctoral program includes a focus area in postsecondary leadership. This focus area is designed to provide two- and four-year personnel with knowledge and experiences to help them be more effective in their current roles or allow them to pursue more senior level roles in postsecondary administration. While each of the courses in this focus area will attend to the similarities and differences between these two types of settings, this particular course will provide the students with an in-depth understanding of two-year institutions and what makes them unique. Additionally, this course is necessary if administrators from these two types of settings are to understand each others' students and each others' institutions.
- 2.2 Projected enrollment in the proposed course: The estimated enrollment is 10 students per offering based on the number of current students in the Postsecondary doctoral strand.
- 2.3 Relationship of the proposed course to courses now offered by the department: The department offers three courses related to the proposed course: EDFN 612 (Seminar in Community College Teaching) – the focus here is on teaching in these settings and not leading from administrative positions; EDFN 675 (Higher Education in America) – the focus here is more broadly on higher education as a whole and only deals with community and technical colleges as part of that landscape; EDFN 685 (Academic Problems in Higher Education) – the focus of this course is on the larger scope of higher education and only part of the content centers on community and technical colleges. Only the EDFN 612 course is currently being taught in this department with any frequency.
- 2.4 Relationship of the proposed course to courses offered in other departments: The only courses that are related to this course are offered in the MAE Student Affairs program (CNS 572 – American College Student, CNS 574 – Student Develop/Higher Ed, and CNS 575 – Admin/Student Affairs). These courses, however, are generally taught from a four-year institutional perspective. The proposed course focuses on the unique aspects and contributions of community and technical colleges.
- 2.5 Relationship of the proposed course to courses offered in other institutions: Courses similar to this course are offered at other universities offering the doctoral degree. The following are examples:

### **University of Florida**

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

### **Old Dominion University**

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

### **Morgan State University**

#### **EDHE 601 – Leadership and Administration in Community Colleges.**

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

### **University of Miami**

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

### **Texas Tech University**

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

### **3. Discussion of proposed course:**

#### **3.1 Course objectives:**

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

- Discuss and explain the historical evolution of the Community and Technical College System (CTCS)
- Discuss and explain the role of CTCS as innovator
- List key pieces of legislation that impacted the CTCS
- Describe the evolving leadership, governance, and decision-making procedures in the CTCS

- Assess the philosophical alignment of the CTCS with four-year institutions
- Explain the emerging role and impact of CTCS on economic development

3.2 Content outline: Topics will include the following:

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

3.3 Student expectations and requirements: The course will be structured as a seminar. Students will read assigned sections of the text(s) and scholarly publications in the area of community and technical colleges. Tests and/or projects (individual or group) on community and technical college issues will contribute to the evaluation of students' performance in the course.

3.4 Tentative texts and course materials:

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

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

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

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

**4. Resources:**

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

**5. Budget implications:**

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

**6. Proposed term for implementation: Spring 2011**

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

Educational Administration, Leadership

and Research: September 8, 2010

CEBS Curriculum Committee October 5, 2010

Graduate Council 11/11/10

University Senate \_\_\_\_\_

**Attachment: Bibliography, Library Resources Form, Course Inventory Form**

## Bibliography

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Van Noy, M., Jacobs, J. Korey, S., Bailey, T. & Hughes, K. L. (2008, January). The landscape of noncredit workforce education: State policies and community college practices. Retrieved from: <http://ccrc.tc.columbia.edu/Collection.asp?cid=41>

Community College-Related Websites:

American Ed. Research Association	<a href="http://www.aera.net/Default.aspx?id=5522">http://www.aera.net/Default.aspx?id=5522</a>
AACRAO	<a href="http://www.aacrao.org/sem19/cct.htm">http://www.aacrao.org/sem19/cct.htm</a>
AASCU	<a href="http://www.aascu.org/">http://www.aascu.org/</a>
AACC	<a href="http://www.aacc.nche.edu/Pages/default.aspx">http://www.aacc.nche.edu/Pages/default.aspx</a>
AAWCC	<a href="http://www.aawccnatl.org">http://www.aawccnatl.org</a>
ACCT	<a href="http://www.acct.org/">http://www.acct.org/</a>
California CCA	<a href="http://www.cca4me.org/">http://www.cca4me.org/</a>
CC Baccalaureate Association	<a href="http://www.accbd.org/journal_rp.php">http://www.accbd.org/journal_rp.php</a>
CC Business Organization	<a href="http://www.ccbo.org">http://www.ccbo.org</a>
CC's Can!	<a href="http://www.communitycollegescan.org/">http://www.communitycollegescan.org/</a>
CC Directory	<a href="http://www.mcli.dist.maricopa.edu/cc/">http://www.mcli.dist.maricopa.edu/cc/</a>
CC Futures Assembly	<a href="http://www.coe.ufl.edu/futures/">http://www.coe.ufl.edu/futures/</a>
The Community College Enterprise: A Journal of Research and Practice	<a href="http://www.schoolcraft.edu/ccE">http://www.schoolcraft.edu/ccE</a>
CC Planning & Research Org.	<a href="http://www.ccpro.org/Conference/Confs.htm">http://www.ccpro.org/Conference/Confs.htm</a>
CC Research Center	<a href="http://ccrc.tc.columbia.edu/">http://ccrc.tc.columbia.edu/</a>
CC Trends and Statistics	<a href="http://www.aacc.nche.edu/AboutCC/Trends/Pages/default.aspx">http://www.aacc.nche.edu/AboutCC/Trends/Pages/default.aspx</a>
The Chronicle of Higher Education	<a href="http://chronicle.com/section/Home/5/">http://chronicle.com/section/Home/5/</a>
Community College Journal	<a href="http://www.aacc.nche.edu">http://www.aacc.nche.edu</a>
Community College Times	<a href="http://www.communitycollegetimes.org/">http://www.communitycollegetimes.org/</a>
Community College Week	<a href="http://www.ccweek.com/">http://www.ccweek.com/</a>
Federal OVAE	<a href="http://www.ed.gov/about/offices/list/ovae/pi/cclo/index.html">http://www.ed.gov/about/offices/list/ovae/pi/cclo/index.html</a>
Discounted Dreams	<a href="http://www.discounteddreams.org/resources.html">http://www.discounteddreams.org/resources.html</a>
Diverse Issues in Higher Education	<a href="http://diverseeducation.com/section/25/community-college.html">http://diverseeducation.com/section/25/community-college.html</a>
Florida Department of Education	<a href="http://www.fldoe.org/cc/">http://www.fldoe.org/cc/</a>
Higher Education Jobs in Education	<a href="http://education.academickeys.com/">http://education.academickeys.com/</a>
Inst. For CC Development	<a href="http://www.iccd.cornell.edu/iccd/">http://www.iccd.cornell.edu/iccd/</a>
Journal of Applied Res. in the CC	<a href="http://www.ncccrp.org/page.asp?page=981">http://www.ncccrp.org/page.asp?page=981</a>
KY Council on Postsecondary Ed	<a href="http://cpe.ky.gov/">http://cpe.ky.gov/</a>
KY CPE Data Portal	<a href="http://cpe.ky.gov/info/">http://cpe.ky.gov/info/</a>
Kentucky Dept. of Education	<a href="http://www.education.ky.gov/KDE/">http://www.education.ky.gov/KDE/</a>
League of Innovation	<a href="http://www.league.org/">http://www.league.org/</a>
Lumina Foundation	<a href="http://www.luminafoundation.org">http://www.luminafoundation.org</a>
NACCTEP (Teacher Prep)	<a href="http://www.nacctep.org/">http://www.nacctep.org/</a>
Nat. Assoc. for CC Entrepren.	<a href="http://www.nacce.com/?page=7thAnnual">http://www.nacce.com/?page=7thAnnual</a>
NCC Hispanic Council	<a href="http://www.ncchc.com">http://www.ncchc.com</a>
Nat. Council for Cont. Ed. & Trng	<a href="http://www.nccet.org">http://www.nccet.org</a>
NCWE	<a href="http://www.ncwe.org/">http://www.ncwe.org/</a>
NISOD	<a href="http://www.nisod.org/">http://www.nisod.org/</a>
Southern Reg. Ed. Board	<a href="http://www.sreb.org/">http://www.sreb.org/</a>
US DOE	<a href="http://www.ed.gov/">http://www.ed.gov/</a>
US Higher Ed	<a href="http://www.utexas.edu/world/univ/">http://www.utexas.edu/world/univ/</a>
US Office of Postsecondary ED	<a href="http://www2.ed.gov/about/offices/list/oep/index.html">http://www2.ed.gov/about/offices/list/oep/index.html</a>

Available in Academic Source Premier Database:

Community College Journal of Research and Practice  
Community College Review  
New Directions for Community Colleges



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

Contact Person: Bud Schlinker, [bud.schlinker@wku.edu](mailto:bud.schlinker@wku.edu) 745-4890

**1. Identification of proposed course:**

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

**2. Rationale:**

- 2.1 Reason for developing the proposed course: The course is being proposed for the Ed.D. in Educational Leadership and is intended to help doctoral students with a focus on postsecondary administration to develop knowledge of issues surrounding change in postsecondary environments and the strategies for effective leadership in public institutions. The postsecondary administration focus area of the Ed.D. is designed to equip administrators in 2-year and 4-year institutions with the knowledge, skills, and dispositions they will need to be effective leaders within their institutions, regardless of the level of leadership at which they serve. Issues commonly affected by change (diversity, impact of globalization, accountability, emerging delivery systems, etc.) will be used as lenses through which change will be examined. A thorough understanding and practical knowledge of effective change processes and the barriers that affect institutional change should be part of the preparation of any administrator in such settings.
- 2.2 Projected enrollment in the proposed course: The estimated enrollment is 10 students per offering based on the current number of students in the doctoral postsecondary strand.
- 2.3 Relationship of the proposed course to courses now offered by the department: The department offers two courses related to the proposed course: EDFN 675 (Higher Education in America) – the focus here is more broadly on higher education as a whole; EDFN 685 (Issues in Higher Education) – this course is also focused more broadly on higher education issues as a whole. The proposed course is specifically designed to cover change theory and processes in postsecondary education.
- 2.4 Relationship of the proposed course to courses offered in other departments: There are at least two related courses in the Ford College of Business: BA 500 (Management Dynamics – An introduction to organizational analysis and to the understanding and management of behavior in organizations), and BA 510 (Organizational Theory – Contemporary theory and research on organizational structure and design that has relevance for practical problems of designing and managing organizations). However, there will be content in the proposed course that specifically addresses the postsecondary context.

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

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

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

### 3. Discussion of proposed course:

#### 3.1 Course objectives:

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

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

#### 3.2 Content outline:

Topics will include the following within the postsecondary context:

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

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

- 3.4 Tentative texts and course materials:

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

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

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

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

**4. Resources:**

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

**5. Budget implications:**

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

**6. Proposed term for implementation:** Spring 2011

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

Educational Administration, Leadership  
and Research: September 8, 2010

CEBS Curriculum Committee October 5, 2010

Graduate Council 11/11/10

University Senate \_\_\_\_\_

**Attachment: Bibliography, Library Resources Form, Course Inventory Form**

## Bibliography

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Proposal Date: 8/20/2010

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

Contact Person: Bud Schlinker, [bud.schlinker@wku.edu](mailto:bud.schlinker@wku.edu) 745-4890

**1. Identification of proposed course:**

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

**2. Rationale:**

- 2.1 Reason for developing the proposed course: The proposed course is one of several new courses being proposed for the Ed.D. in Educational Leadership. This course is intended to help those students whose focus is postsecondary administration to develop knowledge related directly to the issues surrounding funding in postsecondary environments and the strategies for effective stewardship of public funds. This focus area of the Ed.D. is designed to equip administrators in 2-year and 4-year institutions with the knowledge, skills, and dispositions they will need to be effective leaders within their institutions, regardless of the level of leadership at which they serve. A thorough understanding and practical knowledge of the acquisition and the efficient use of funds should be part of the foundation of any administrator in such settings.
- 2.2 Projected enrollment in the proposed course: The estimated enrollment is 10 students per offering based on the number of current students in the Postsecondary doctoral strand
- 2.3 Relationship of the proposed course to courses now offered by the department: The department currently offers three related courses. The first is EDFN 675 (Higher Education in America); the focus in this course is on the broader context of postsecondary education and not the particular area of finance. A second related course, EDFN 685 (Academic Problems in Higher Education), does not focus on funding and the economic side of postsecondary education. The department's third related course is EDAD 588 (School Business Management); although some of the topics are similar to those in the proposed course, postsecondary education finance issues are vastly different from elementary and secondary education finance issues, which are the focus of EDAD 588.
- 2.4 Relationship of the proposed course to courses offered in other departments: While the proposed course will not duplicate courses offered in other departments, there is a related course in the Department of Economics. ECON 581 (Survey of Public Finance) deals generally with topics of taxes, government budgeting, regulation, and benefit-cost analysis, whereas the proposed course will look at these topics from strictly a postsecondary perspective. Additionally, the proposed course will examine topics not

included in ECON 581, such as the challenge of generating revenues in a postsecondary environment.

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

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

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

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

University of Kentucky – EPE 678 ([Economics of Higher Education](#)) – This course addresses issues of equity and efficiency by analyzing 1) how students, faculty and institutions are influenced by markets and incentives, 2) the economic impact of higher education on students and society, and 3) the financial management of institutions.

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

### **3. Discussion of proposed course:**

#### **3.1 Course objectives:**

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

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

- Demonstrate basic skills in environmental scanning and strategic planning for financial issues facing postsecondary institutions.

3.2 Content outline: Topics will include the following:

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

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

3.4 Tentative texts and course materials:

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

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

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

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

**4. Resources:**

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

**5. Budget implications:**

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

**6. Proposed term for implementation:** Spring 2011

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



Educational Administration, Leadership  
and Research:

September 8, 2010

CEBS Curriculum Committee

October 5, 2010

Graduate Council

11/11/10

University Senate

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**Attachment: Bibliography, Library Resources Form, Course Inventory Form**

## Bibliography

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- Leslie, L. & Brinkman, P. (1998). *The economic value of higher education*. New York, NY: ACE/Macmillan Series on Higher Education, Macmillan Publishing Company.
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- Slaughter, S. & Leslie, L. L. (1999). *Academic capitalism: Politics, policies, and the entrepreneurial University*, Washington, DC: Johns Hopkins University Press.
- St. John, E. P. (2003). *Refinancing the college dream*. Washington, DC: John Hopkins University Press.
- Smart, J. C. (2008). *Higher education: Handbook of theory and research*. New York, NY: Springer Science & Business Media B.V.
- Smith, F. W., & Bender, T. (2008). *American higher education transformed, 1940-2005: Documenting the national discourse*. Baltimore, MD: The John Hopkins University Press.

Proposal Date: September 1, 2010

**Ogden College of Science and Engineering  
Department of Mathematics and Computer Science  
Proposal to Revise Course Prerequisites/Corequisites  
(Consent Item)**

Contact Person: Hope Marchionda, [hope.marchionda@wku.edu](mailto:hope.marchionda@wku.edu), 745-2961

**1. Identification of course:**

- 1.1 Course prefix (subject area) and number: MATH 507
- 1.2 Course title: Math Concepts for Elementary Teachers
- 1.3 Credit hours: 3

**2. Current prerequisites/corequisites/special requirements:**

MATH 211 and MATH 212 or permission of instructor.

**3. Proposed prerequisites/corequisites/special requirements:**

MATH 205, MATH 206, and MATH 308 or permission of instructor.

**4. Rationale for the revision of prerequisites/corequisites/special requirements:**

A new course sequence has been approved to replace MATH 211 and MATH 212. MATH 211 will not be offered after Fall 2010 and MATH 212 will not be offered after Spring 2011. Instead, students majoring in elementary education will be required to take MATH 205, MATH 206, and MATH 308.

**5. Effect on completion of major/minor sequence:**

There is no effect on completion of major/minor sequence.

**6. Proposed term for implementation:**

Fall 2011

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

Mathematics & Computer Science Department  
Ogden Graduate Committee  
Professional Education Council  
Graduate Council  
University Senate

September 10, 2010

September 24, 2010

October 13, 2010

11/11/10

**Attachment: Course Inventory Form**

**Ogden College of Science and Engineering  
Department of Mathematics and Computer Science  
Proposal to Revise Course Prerequisites/Corequisites  
(Consent Item)**

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

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

**1. Identification of program:**

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

**2. Identification of the proposed program changes:**

Revise admission requirements.

**3. Detailed program description:**

<b>Current Program</b>	<b>Proposed Program</b>
<b>Admission requirements:</b>  Admission to the Master of Science in Instructional Design program requires a GAP score (undergraduate GPA X GRE score) of 2500 and a minimum GRE Analytical Writing score of 3.5.	<b>Admission Requirements:</b>  Applicants to the MS in ID program must qualify for admission through one of the following three admission options.  1. <u>Admission based on scores for the GRE or GMAT requires one of the following:</u> A. Admission with GRE- The required GAP score based on the GRE is 2200 (GAP= GRE-V plus GRE-Q multiplied by undergraduate GPA). An Analytical Writing score of 3.5 or higher is also required. Students who took the GRE General Test prior to October 1, 2002 must have a GAP score of 3500 or higher.  B. Admission with GMAT- The required GAP score based on the GMAT score is 1020 (GAP= Undergraduate grade point average times 200 plus GMAT score). An analytical writing score of 3.5 or higher is also required.  2. <u>Admission with a baccalaureate degree but without GRE or GMAT scores requires all of the following:</u> A. Applicants who hold a bachelor's degree from a regionally accredited college or university may apply for admission without a GRE or GMAT score if they achieved an overall undergraduate GPA of 2.75 or least a 2.75 GPA on their last 60 hours of appropriate undergraduate credit for the degree. B. The following materials must be

	<p>submitted as part of an admission portfolio with the application form for admission to Graduate Studies and the MS in Instructional Design degree program:</p> <ol style="list-style-type: none"> <li>A letter of application that explains why the applicant should be admitted without a GRE or GMAT score.</li> <li>A statement explaining the applicant's career goal(s) and purpose(s) for pursuing the master's program in Instructional Design.</li> <li>A current vita.</li> <li>At least two letters of recommendation: <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> </ol> </li> <li>At least a 3-page paper that indicates the applicant's analytical writing ability.</li> </ol> <p>The admission decision by program faculty under this option is based on a review of the full set of admission documents. Applicants should strive to provide evidence of potential for completion of the degree and success in the field of instructional design.</p> <p>3. <u>Admission based on a previously completed master's degree requires the following:</u>  Admission may be granted for applicants who hold a master's degree or higher with an overall graduate GPA of 3.0 or higher from a regionally-accredited institution.</p> <p>In making a decision to recommend admission, the faculty may consider factors such as the nature of the previous degree, the quality of coursework, the age of the previous graduate degree, standardized test scores, and other factors as deemed appropriate.</p>
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#### 4. Rationale for the proposed program change:

The proposed change in admission requirements is intended to make the MS in ID program more accessible and marketable to a variety of target audiences that need qualified instructional designers to effectively develop and deliver training for their workforces. These include military and civilian personnel

at military installations (particularly Ft. Knox Training Center and Ft. Campbell), the Army Corps of Engineers, hospitals/health care industries, medium-large manufacturing companies, and campuses of the Kentucky Community and Technical College System, and beyond. The proposed admission requirements also allow flexibility in judging the potential for successful completion of the degree for applicants who come from an expected wide range of work experiences and academic backgrounds.

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

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

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

School of Teacher Education:	09/17/2010
CEBS Curriculum Committee	10/5/2010
Graduate Council	__11/11/10__
University Senate	_____

**Attachment: Program Inventory Form**

Proposal Date: October 16, 2010

**Ogden College of Science and Engineering  
Department of Geography and Geology  
Proposal to Revise a Program  
(Action Item)**

Contact Person: David Keeling (david.keeling@wku.edu), 745-4555

**1. Identification of program:**

- 1.1 Current program reference number: Ref. # 133
- 1.2 Current program title: Master of Arts in Education – Geography Education
- 1.3 Credit hours: 30 hours

**2. Identification of the proposed program changes:**

- Revise program title to Master of Arts in Education – Geography Education for Teacher Leaders
- Replace core graduate education courses with new Teacher Leader (TCHL) courses.
- Develop two emphases (Cultural Geography Education and Earth Science Education) and propose a sequence of courses in each emphasis.
- Change program hours from 30 to 30-34 hours depending on courses selected.

**3. Detailed program description:**

<b>Old Program</b>	<b>New Program</b>
Students in this program must meet all the requirements for high school professional certification. The major requires a minimum of 18 hours (see advisor for course selection) with GEOG 500 required. The minor requires a minimum of 12 hours with GEOG 500 required. The remaining hours (within the required 30) are taken in professional education.	<p><b>The Master of Arts in Education - Geography Education for Teacher Leaders degree is designed for public school teachers who wish to specialize in the geosciences. Students may complete the major with content emphases in cultural geography or earth science.</b></p> <p><b>Professional education 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. During the first course in the professional education portion of the program, TCHL 500 <i>Foundations of Teacher Leadership</i>, students will complete an assessment process that</b></p>



will be used in determining which TCHL core courses they must take (see *Important Note* below). All students must either complete TCHL 540, 544, 548, 550, 554, and 558 or pass proficiency evaluations for these courses. TCHL 500, 530, and 560 (or an approved discipline specific action research course) are required for all students, and there are no proficiency evaluations that may be substituted for these courses. An Action Research Project for Teacher Leaders focusing on a classroom, school, or district issue is the capstone for the completion of the program.

**1. WKU Graduate:** No qualifying GAP\*\* score will be required for graduates of the WKU B.S. in Geology program (Earth and Space Science emphasis), the B.A. in Social Studies program, or any other baccalaureate degree program that led to initial certification for teaching geography, as long as applicants have or are eligible for a teaching certificate for Geography, Earth and Space Science, or Social Studies (Grades 8-12). A copy of the certificate or statement of eligibility must be submitted with the application.

**2. Graduate of a Kentucky Higher Education Institute other than WKU:**

Applicants with undergraduate degrees from Kentucky higher education accredited universities must have a 2.75 GPA for all previous undergraduate coursework or a qualifying GAP\*\* score and must have or be eligible for a teaching certificate\* for Geography, Earth and Space Science, or Social Studies (Grades 8-12). A copy of the certificate or statement of eligibility must be submitted with the application.

**3. Graduate of an Out-of-State Institution of Higher Education:**

Applicants with undergraduate degrees from all other higher education accredited universities must have a 2.75 GPA for all previous undergraduate coursework or a qualifying GRE/GAP\*\* scores and must have or be eligible for a teaching certificate\* for Geography, Earth and Space Science, or Social Studies (Grades 8-12). A copy of the certificate or statement of eligibility must be submitted with the application.

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

\*\*Qualifying GAP Score: 2200 or higher (GRE score multiplied by the under-graduate GPA for a score) and a GRE Analytical Writing score of 3.5 or higher.

*Important Note:* While enrolled in TCHL 500, master's candidates will use several documents, including their KTIP assess-ments or in-kind examples, dispositions self-surveys, referrals from school personnel, and their respective School Improvement Plan, to develop with their respective

	<p>program advisors individual-ized programs of study of 30-34 hours related to Kentucky Teacher Standards and professional goals. Each student's program of study will include some or all of the TCHL courses, plus additional education-related or content courses.</p> <p>Courses underlined are required:  <u>Content Major: 18 hours</u>  Advisor-approved elective courses selected from the geosciences (cultural geography or earth science).</p> <p>CULTURAL GEOGRAPHY Emphasis:  <u>EDU or GEOS 507 Geographic Concepts and Skills for Teachers</u> (3)  Two regional geography courses (6)  Two topical geography courses (6)  Geography elective (3)</p> <p>EARTH SCIENCE Emphasis:  <u>GEOL 511 Dynamic Earth</u> (3)  Approved content courses (15)  * (Students may choose 6 hours of content courses from Agriculture, Biology, Chemistry, or Physics with approval of the program advisor.)</p> <p><u>Secondary Education Minor</u>  For the minor in Secondary Education students must complete a total of at least 12 hours in education course work, including the following:</p> <p><i>Professional Education Core: 9-16 hours:</i>  <u>TCHL 500 – Foundations of Teacher Leadership</u> (3)  <u>TCHL 530 – Curriculum Development</u> (3)  TCHL 540 – Classroom Instruction: Instructional Strategies (1)  TCHL 544 – Classroom Instruction: Equitable School and Community Partnerships (1)</p>
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	<p> <b>TCHL 548 – Classroom Instruction: Managing Learning Environment (1)</b>  <b>TCHL 550 – Student Assessment I: Fundamentals Student Assessment (1)</b>  <b>TCHL 554 – Student Assessment II: Standardized Testing (1)</b>  <b>TCHL 558 – Student Assessment III: Classroom Tests and Instruments (2)</b>  <b><u>TCHL 560 – Action Research for Teacher Leaders (3)</u></b> </p> <p> <b><i>Education Electives—0-3 hours:</i></b>  Students who successfully complete the proficiency examinations for TCHL 540, TCHL 544, TCHL 548, TCHL 550, TCHL 554, and/or TCHL 558 may substitute another education course with advisor approval.  <b>TCHL 520 <i>Principles of Action Research for Teacher Leaders</i> is strongly recommended</b> </p> <p> <b><i>Total Program Hours: 30-34</i></b>  <b>Secondary Education Mid-Point Assessment Requirements:</b>  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, <i>even if a candidate’s program of studies does not include the courses</i>. Candidates may only complete 6 hours in their specialized coursework before they have uploaded all Critical Performances and have achieved an average score of 3.0 on all performances and an average score of 3 on dispositions. Additional course work may be required based on the assessment results. </p> <p> <b>Program Completion Requirements:</b>  1. A minimum of 18 graduate credit hours in geoscience (cultural geography or earth science </p>
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	<p>emphases) is required.</p> <p><b>2. Successfully complete TCHL 560 (Course grade of C or higher) or approved discipline specific action research course.</b></p> <p><b>3. Give acceptable presentation of action research in approved venue.</b></p> <p><b>4. Achieve a minimum 3.0 GPA overall and in secondary education course work.</b></p>
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**4. Rationale for the proposed program change:**

- The program title is being revised to reflect the new “Teacher Leaders” approach to content-based programs.
- At the direction of the Kentucky Education Professional Standards Board (EPSB), colleges of teacher education throughout the state have been charged with redesigning their Master’s and 5<sup>th</sup> year non-degree advanced teacher preparation programs. The EPSB requires that the redesigned programs have available to students a core set of “teacher leader” courses, as well as newly designed courses based on input from teachers and administrators in the WKU service area.
- In the geosciences, students with career ambitions in P-12 teaching typically identify either cultural geography or earth science as their content focus. Accordingly, the program is revised to offer two emphases (Cultural Geography Education and Earth Science Education), with a structured sequence of courses in each emphasis.
- As a consequence of restructuring the program, the number of required hours will change from 30 to 30-34 hours, depending on courses selected.

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

- By state regulation students seeking advanced certification may not be admitted to the existing programs after December 31, 2010, and those admitted to the existing programs must complete them no later than January 31, 2013.

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

Geography and Geology Department: \_\_\_\_\_10/15/2010\_\_\_\_\_

Ogden College Curriculum Committee: \_\_\_\_\_10/22/2010\_\_\_\_\_

Professional Education Council: \_\_\_\_\_11/10/2010\_\_\_\_\_

Graduate Council: \_\_\_\_\_11/11/10\_\_\_\_\_

University Senate: \_\_\_\_\_

**Attachment: Program Inventory Form**

**Potter College of Arts and Letters  
Department of English  
Proposal to Revise A Program  
(Action Item)**

Contact Person: Karen Schneider, [karen.schneider@wku.edu](mailto:karen.schneider@wku.edu), 5-3046

**1. Identification of program:**

- 1.1 Current program reference number: 067
- 1.2 Current program title: M.A. English
- 1.3 Credit hours: 30 hrs plus research tool

**2. Identification of the proposed program changes:**

- Establish the M.A. in English degree options (literature, creative writing, composition and rhetoric, TESL [teaching of English as a second language], and teaching) as official concentrations.
- Add to the British literature requirement that students take at least 3 hours of courses with a primary focus on literature written before 1800 and at least 3 hours of courses with a primary focus on literature written after 1800.
- Change the writing elective to a creative writing elective for the creative writing concentration and to a rhetoric/composition elective for the rhetoric and composition concentration.
- For the creative writing and rhetoric/composition concentrations, restrict the electives for students counting 520 as the research tool to courses appropriate to their concentrations.
- For the literature concentration, require at least 3 hours each of British and American literature for the literature electives and require at least 6 hours poetry and 6 hours fiction in the literature courses.
- For the TESL concentration, require 471G TESL Practicum.
- Delete 462G Topics in Contemporary Literary Theory
- Suspend the following courses:
  - ENG 483G The English Renaissance
  - ENG 485G The Seventeenth Century
  - ENG 494G Kentucky Literature
  - ENG 496G Women's Poetry
  - ENG 498G Robert Penn Warren
- Revise the following courses:
  - Change description/title, ENG 457 Modern British Literature
  - Change title, ENG 484 Romantic Movement

Change description/title, ENG 487 Dante  
 Change description/title, ENG 497 Women's Fiction  
 Change description/title ENG 460 Literary Criticism

- Add the following courses:  
 430G Nineteenth-Century American Literature  
 468G Early Modern British Literature  
 478G Visiting Writer Summer Workshop
- Replace current 12 hours of education courses in the teaching concentration with the Teacher Leader professional education core courses
- Add personal statement, with identification of selected concentration, to required application materials.

### 3. Detailed program description:

<u>Current</u>	<u>Proposed</u>
<p>The master's program prepares students for teaching in high school or college, for continuing graduate work toward a doctorate in English, or for many other careers that involve strong communication skills. The MA in English can be taken with a concentration in literature, creative writing, rhetoric and composition, teaching, or TESL (Teaching English as a Second Language). All five options may lead to Rank II/I for secondary teachers.</p> <p><b>Admission Requirements</b>        In addition to Graduate Studies requirements, admission to a concentration in literature or teaching requires 27 hours of undergraduate English with a GPA of 3.0 or better. Admission requirements for the creative writing, rhetoric and composition, and TESL concentrations include a minimum of four undergraduate English courses beyond general education requirements, at least two being upper-level literature courses, with a GPA of 3.0 or better. A satisfactory writing sample is required for the creative writing <b>option</b>. A thesis is mandatory in the creative writing <b>specialization</b> but optional in the others.</p>	<p>The master's program prepares students for teaching in high school or college, for continuing graduate work toward a doctorate in English, or for many other careers that involve strong communication skills. The MA in English can be taken with a concentration in literature, creative writing, rhetoric and composition, teaching, or TESL (Teaching English as a Second Language).</p> <p><b>Admission Requirements</b>        In addition to Graduate Studies requirements, admission to a concentration in literature or teaching requires 27 hours of undergraduate English with a GPA of 3.0 or better. Admission requirements for the creative writing, rhetoric and composition, and TESL concentrations include a minimum of four undergraduate English courses beyond general education requirements, at least two being upper-level literature courses, with a GPA of 3.0 or better.</p> <p><b>Candidates in the teaching concentration must satisfy admission standards for Teacher Leader. The teaching concentration is officially approved for rank change and teacher certification renewal.</b></p>

Those students seeking Rank II or Rank I certification for Grades 8-12 must possess a secondary school teaching certificate and must include a copy with the application for admission.

### **Degree requirements**

All students in the MA program take English 520 (which should be taken in the first semester of graduate study), 6 hours of American literature, and 6 hours of British literature. Literature **specialists** also **take** a non-literature elective and an additional 12 hours of literature or 6 hours of literature and 6 hours of thesis credit. TESL **specialists take** 565, 566, 407G, 408G, and an elective. Creative writing **specialists take** 501, a 3-hour writing elective, a 3-hour elective, and write a creative thesis. Rhetoric and Composition **specialists take** 412G and 12 hours of writing classes or 6 hours and a thesis. Teaching track **specialists take** 3 hours of English composition, SEC 580, EDU 544, PSY 510 or 511, and a 3-hour elective in the College of Education and Behavioral Sciences.

All **specializations** include a research tool requirement, which the student may satisfy by demonstrating reading proficiency in a foreign language or by completing English 520. If English 520 is designated as the research tool, it may not be included in the 30 credit hours required for the degree, and students must take an additional 3 hours for a total of 33 hours. An examination over the course work, related materials, and thesis (if there is one) must be completed. Rank II/I candidates also present a portfolio at the time of the examination. Early in the graduate program, the student should obtain from the English graduate advisor a copy of the Reading List for the MA oral examination.

**Those students seeking Rank II or Rank I certification for Grades 8-12 must have or be eligible for a secondary school teaching certificate and must include a copy with the application for admission. Kentucky candidates whose certificates have expired may be admitted, but they may enroll for only six hours before the must apply to the Kentucky Education Professional Standards Board for re-issued certificates. After completion of six hours, such students must submit a copy of the re-issued 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.**

A satisfactory writing sample is required for the creative writing **concentration**. A thesis is mandatory in the creative writing **concentration** but optional in the others.

**All candidates should include a personal statement, with identification of desired concentration, with application materials.**

### **Degree requirements**

All students in the MA program take English 520 (which should be taken in the first semester of graduate study), 6 hours of American literature, and 6 hours of British literature. **The literature concentration also requires** a non-literature elective and an additional 12 hours of literature or 6 hours of literature and 6 hours of thesis credit. The TESL **concentration requires** 565, 566, 407G, 408G, and an elective. **The creative writing concentration requires** 501, a 3-hour writing elective, a 3-hour elective, and a creative thesis. The rhetoric and composition **concentration requires**



<p><i>Required Core for All <b>Specialties</b> – 15 hours</i>  ENG 520 Introduction to Graduate Studies  6 hours of American Literature  6 hours of British Literature</p> <p><i><b>Literature Specialist</b></i>  Required Core  3 hours of non-literature English electives  12 hours of literature electives  <b>OR</b> 6 hours of literature electives and a thesis  Research tool</p> <p><i><b>Creative Writing Specialist</b></i>  Required Core  ENG 501 Graduate Writing Workshop  3 hours of writing electives  3 hours of English electives  Creative Thesis  Research Tool</p> <p><i><b>TESL Specialist</b></i>  Required Core  ENG 565 Integrated Teaching ESL  ENG 566 Teaching and Testing ESL  ENG 407G Linguistic Analysis  ENG 408G Psycholinguistics and Sociolinguistics  3 hours of electives  Research Tool</p>	<p>412G and 12 hours of writing classes or 6 hours and a thesis. <b>The teaching concentration requires</b> 3 hours of English composition and <b>12-16 hours of Teacher Leader (TCHL) courses in the School of Teacher Education.</b></p> <p>All <b>concentrations</b> include a research tool requirement, which the student may satisfy by demonstrating reading proficiency in a foreign language or by completing English 520. If English 520 is designated as the research tool, it may not be included in the 30 credit hours required for the degree, and students must take an additional 3 hours for a total of 33 hours. An examination over the course work, related materials, and thesis (if there is one) must be completed. Rank II/I candidates also present a portfolio at the time of the examination. Early in the graduate program, the student should obtain from the English graduate advisor a copy of the Reading List for the MA oral examination.</p> <p><i>Required Core for All <b>Concentrations</b>—15 hrs</i>  ENG 520 Introduction to Graduate Studies  6 hours of American Literature  6 hours of British Literature (<b>3 hours pre-1800 &amp; 3 hours post-1800</b>)</p> <p><i><b>Literature Concentration</b></i>  Required Core  3 hrs of non-literature English electives  12 hours of literature electives (<b>at least 3 hours British and at least 3 hours American</b>)  <b>OR</b> 6 hours of literature electives (<b>3 hours British &amp; 3 hours American</b>) and a thesis  Research tool  <b>The literature courses must include 6 hours of poetry and 6 hours of fiction courses.</b></p> <p><i>Creative Writing <b>Concentration</b> Required</i></p>
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<p><i>Rhetoric and Composition <b>Specialists</b></i>  Required Core  ENG 412G History of Rhetoric  12 hours of writing electives  <b>OR</b> 6 hours of writing electives  and a thesis  Research Tool</p> <p><i>Teaching Track Specialists</i>  Required Core  3 hours English composition  SEC 580 Curriculum  EDU 544 Classroom Teaching Strategy  PSY 510 Advanced Educational  Psychology  <b>OR</b> PSY 511 Psychology of Learning  3 hours of electives in College of  Education &amp; Behavioral Sciences  Research Tool</p> <p>Graduate Courses in English  <i>All courses worth 3 credit hours unless  otherwise noted.</i>  ENG 401G Advanced Composition  ENG 402G Editing and Publishing  ENG 403G Writing Memoir and  Autobiography  ENG 404G History of the English  Language  ENG 407G Linguistic Analysis  ENG 408G Psycholinguistics and  Sociolinguistics  ENG 410G Composition Theory and  Practice in Writing Instruction  ENG 412G Theory and Practice of</p>	<p>Core  ENG 501 Graduate Writing Workshop  3 hours of <b>creative</b> writing electives  3 hours of English electives  Creative Thesis  Research Tool (<b>Students using 520 as  the research tool should choose a  writing class for the additional 3  required hours.</b>)</p> <p><i>TESL <b>Concentration</b></i> Required Core  ENG 565 Integrated Teaching ESL  ENG 566 Teaching and Testing ESL  ENG 407G Linguistic Analysis  ENG 408G Psycholinguistics and  Sociolinguistics  <b>471G TESL Practicum</b>  Research Tool</p> <p><i>Rhetoric and Composition <b>Concentration</b></i>  Required Core  ENG 412G History of Rhetoric  12 hours of <b>rhetoric or composition</b>  electives  <b>OR</b> 6 hours of writing electives  and a thesis  Research Tool (<b>Students using 520 as  the research tool will need to take an  additional course and may choose from  the following: 402G Editing and  Publishing, 403G Writing Memoir and  Autobiography, 404G History of the  English Language, 407G Linguistic  Analysis, 408G  Psycho/Sociolinguistics, 501 Graduate  Writing Workshop, 502 Graduate  Directed Writing, 598 Advanced  Directed Study.</b>)</p> <p><i>Teaching Track <b>Concentration</b></i> Required  Core  3 hours English composition  Research Tool  <b>9-16 hrs in School of Teacher  Education</b>  <b>*TCHL 500 – Foundations of Teacher</b></p>
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<p>Rhetoric  ENG 415G Writing and Technology  ENG 457G <b>Modern</b> British Literature  ENG 460G Literary <b>Criticism: Historical Perspectives</b>  <b>ENG 462G Topics in Contemporary Literary Theory</b>  ENG 465G Film Genres  ENG 466G Film Theory  ENG 471G TESL Practicum  ENG 474G Advanced Poetry Writing  ENG 475G Advanced Fiction Writing  ENG 481G Chaucer  ENG 482G Shakespeare I  <b>ENG 483G The English Renaissance</b>  ENG 484G <b>The Romantic Movement</b>  <b>ENG 485G The Seventeenth Century</b>  ENG 486G The Eighteenth Century  ENG 487G <b>Dante</b>  ENG 488G Literature of the Victorian Age  ENG 489G The English Novel  ENG 490G The American Novel  ENG 493G American Poetry  ENG <b>494G</b> Kentucky Literature  ENG 495G Southern Literature  <b>ENG 496G Women's Poetry</b>  ENG 497G Women's <b>Fiction</b>  <b>ENG 498G Robert Penn Warren</b>  ENG 499G Directed Study English  ENG 501 Graduate Writing Workshop  ENG 502 Graduate Directed Writing  ENG 504 Studies in American Literature  ENG 509 Practicum in One-to-One Writing Instruction (1 hour)  ENG 510 Graduate Rhetoric and Writing  ENG 511 Writing Instruction Practicum (1 hour)  ENG 514 Studies in British Literature  ENG 520 Introduction to Graduate Studies  ENG 524 Studies in World Literature  ENG 534 Studies in Genre  ENG 565 Integrated Teaching ESL  ENG 566 Teaching &amp; Testing ESL Grammar  ENG 586 Seminar in British Writers  ENG 596 Seminar in American Writers</p>	<p><b>Leadership (3 hrs)</b>  <b>*TCHL 530 – Curriculum Development (3 hrs)</b>  <b>TCHL 540 – Classroom Instruction: Instructional Strategies (1 hr)</b>  <b>TCHL 544 – Classroom Instruction: Equitable School and Community Partnerships (1 hr)</b>  <b>TCHL 548 – Classroom Instruction: Managing the Learning Environment (1 hr)</b>  <b>TCHL 550 – Student Assessment I: Fundamentals of Student Assessment (1 hr)</b>  <b>TCHL 554 – Student Assessment II: Standardized Testing (1 hr)</b>  <b>TCHL 558 – Student Assessment III: Classroom Tests and Instruments (2 hrs)</b>  <b>*TCHL 560 – Action Research Capstone for Teacher Leaders (3 hrs)</b></p> <p><b>This concentration is designed to develop Teacher Leaders who can positively impact student learning in their classrooms and schools. Courses and experiences include Professional Learning Communities in which students interact with other graduate students from various content areas and grade levels to discuss and work on real world challenges and promising practices they encounter in schools.</b></p> <p><b>While in TCHL 500 Foundations of Teacher Leadership, students will complete an assessment process that will be used to determine which TCHL core courses they must take. All students must complete TCHL 540, 544, 548, 550, 554, and 558 OR satisfactorily complete proficiency evaluations for those courses.</b>  <b>*No proficiency exam is offered for TCHL 500, 530, or 560; these are required.</b></p>
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ENG 597 Special Topics in English ENG 598 Advanced Directed Study ENG 599 Thesis Research and Writing (6 hours) ENG 600 Maintaining Matriculation (1- 6 hours)	Graduate Courses in English <i>All courses worth 3 credit hours unless otherwise noted.</i> ENG 401G Advanced Composition ENG 402G Editing and Publishing ENG 403G Writing Memoir and Autobiography ENG 404G History of the English Language ENG 407G Linguistic Analysis ENG 408G Psycholinguistics and Sociolinguistics ENG 410G Composition Theory and Practice in Writing Instruction ENG 412G Theory and Practice of Rhetoric ENG 415G Writing and Technology <b>ENG 430G Nineteenth-Century American Literature</b> <b>ENG 457G British Literature since 1900</b> <b>ENG 460G Literary Theory and Criticism</b> ENG 465G Film Genres ENG 466G Film Theory <b>ENG468G Early Modern English Literature</b> ENG 471G TESL Practicum ENG 474G Advanced Poetry Writing ENG 475G Advanced Fiction Writing <b>ENG 478G Visiting Writer Summer Workshop</b> ENG 481G Chaucer <b>ENG 482G Shakespeare I</b> <b>ENG 484G British Romanticism</b> ENG 486G The Eighteenth Century <b>ENG 487G Dante's <i>The Divine Comedy</i> and Its Influences</b> ENG 488G Literature of the Victorian Age ENG 489G The English Novel ENG 490G The American Novel ENG 493G American Poetry ENG 495G Southern Literature <b>ENG 497G Women's Literature</b> ENG 499G Directed Study English ENG 501 Graduate Writing Workshop
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	ENG 502 Graduate Directed Writing ENG 504 Studies in American Literature ENG 509 Practicum in One-to-One Writing Instruction (1 hour) ENG 510 Graduate Rhetoric and Writing ENG 511 Writing Instruction Practicum (1 hour) ENG 514 Studies in British Literature ENG 520 Introduction to Graduate Studies ENG 524 Studies in World Literature ENG 534 Studies in Genre ENG 565 Integrated Teaching ESL ENG 566 Teaching & Testing ESL Grammar ENG 586 Seminar in British Writers ENG 596 Seminar in American Writers ENG 597 Special Topics in English ENG 598 Advanced Directed Study ENG 599 Thesis Research and Writing (6 hours) ENG 600 Maintaining Matriculation (1- 6 hours)

**4. Rationale for the proposed program change:**

- Students pursuing an M.A. in English can choose from five areas of focus: literature, creative writing, composition and rhetoric, TESL (teaching of English as a second language), and teaching. These different plans have been informally and inconsistently called specializations, tracks, and concentrations. They meet the definition of concentration (at least 30% and no more than 50% of the major, and all share a common core). We want to establish these formally as concentrations so that they can be listed on students' applications and degrees.
- Requiring students to take at least one pre-1800 and one post-1800 British literature class helps ensure a broad historical focus and helps better prepare them for the comprehensive exam. Requiring at least 3 hours each of British and American literature for the literature electives in the literature concentration serves a similar purpose of broadening the focus and preparing students for the comprehensive exam, as does setting a minimum requirement of 6 hours in both poetry and fiction.
- Adding the 471G Practicum as a requirement to the TESL concentration gives students experience and also aligns the M.A. requirements with those for the TESL endorsement and the TESL certification.
- Students who use ENG 520 Introduction to Graduate Studies as their research tool must take an additional 3 hours. Restricting the choices for those additional hours for the creative writing and Rhetoric/Composition concentrations to writing courses furthers students' education in their chosen concentration.
- The course changes reflect the department's effort to update course titles with more current terminology, reduce redundancy, and establish more consistency in the British and American courses.
- At the direction of the Kentucky Education Professional Standards Board (EPSB), colleges of teacher education throughout the state have been charged with redesigning their master's and non-degree planned fifth-year advanced teacher preparation programs. The EPSB requires that the redesigned programs have available to students a core set of "teacher leader" courses. We have chosen to make the teaching concentration in our English M.A. meet the EPSB requirement so it will be approved for rank change and teacher certificate renewal.
- Some students in the teaching concentration may have to complete up to 16 hours of education course work in order to meet all professional education core requirements. In this case, students may have a program total of up to 34 hours (plus the research tool).
- The personal statement will allow us to make appropriate G. A. assignments.

**5. Proposed term for implementation and special provisions (if applicable): 201110**

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

English Department/Division: \_\_\_\_\_9/17/10\_\_\_\_\_

PCAL Curriculum Committee \_\_\_\_\_10/4/10\_\_\_\_\_

Professional Education Council (if applicable)   \_\_11/10/10\_\_\_\_\_

Graduate Committee                                   \_\_11/11/10\_\_\_\_\_

University Senate                                   \_\_\_\_\_

**Attachment: Program Inventory Form**