Western Kentucky University
Office of the Dean
745-2446

REPORT TO THE UNIVERSITY SENATE

DATE: January 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. Temporary Course
　　　　ART 445G American Architectural History*
　　　　PE 506 Lab Methods in Exercise Physiology*

II. Create a New Course
　　　　SOCL 489G Sociology Study Abroad
　　　　NURS 492G Faith Community Nursing
　　　　GEOS 523 Urban GIS Applications
　　　　BIOL 405G Aquatic Insect Diversity
　　　　BIOL 505 Aquatic Insect Ecology
　　　　TCHL 500 Foundations of Teacher Leadership
　　　　TCHL 530 Curriculum Development
　　　　TCHL 540 Classroom Instruction: Instructional Strategies
　　　　TCHL 544 Classroom Instruction: Equitable School and Community
　　　　　　　　Partnerships
　　　　TCHL 548 Classroom Instruction: Managing the Learning Environment
　　　　TCHL 550 Student Assessment I: Fundamentals of Student Assessment
　　　　TCHL 554 Student Assessment II: Standardized Testing
　　　　TCHL 558 Student Assessment III: Classroom Tests and Instruments
　　　　TCHL 560 Action Research for Teacher Leaders

III. Delete a Course
　　　　ENG 455G American Drama
　　　　ENG 459G Modern Drama

IV. Revise a Prerequisite
　　　　ENG 566 Teaching and Testing ESL Grammar

V. Revise a Program
　　　　Master of Science in Nursing (MSN)- Nurse Administrator, Ref. #149
　　　　Master of Science in Nursing (MSN)- Nurse Educator, Ref. #149

VI. Revise a Program Policy
　　　　Teacher Admission Policy

Potter College of Arts and Letters
Department of Sociology
Proposal to Create a New Course
(Action Item)

Contact Person: Matt Pruitt, matt.pruitt@wku.edu, 745-2376

1. **Identification of proposed course:**
   1.1   Course prefix (subject area) and number: SOCL 489G
   1.2   Course title: Sociology Study Abroad
   1.3   Abbreviated course title: Sociology Study Abroad, for individual programs Stdy
           Abrd: for example: Stdy Abrd: Deviance- Amsterdam, or Stdy Abrd: Soc Prob
           of Ecuador, depending on individual emphasis, country, and location
   1.4   Credit hours and contact hours: 1 –3 credit hours (Assigned credit hours will
           conform to established college/university criteria.)
   1.5   Type of course: L -- Lecture
   1.6   Prerequisites/corequisites: Consent of instructor
   1.7   Course catalog listing: Sociological and cultural study in international locations.
           No more than three hours may be applied toward the M.A. in sociology.

2. **Rationale:**
   2.1   Reason for developing the proposed course: The department has offered and
           plans to continue to offer faculty-led, undergraduate study abroad courses using
           the SOCL 489 designation. This proposal will allow us to offer graduate students
           the opportunity to participate in these programs.
   2.2   Projected enrollment in the proposed course: Varies with program.
   2.3   Relationship of the proposed course to courses now offered by the department:
           The department currently has no dedicated course that would allow graduate
           students to participate in departmental study abroad programs.
   2.4   Relationship of the proposed course to courses offered in other departments: We
           have not identified similar courses in other departments at WKU.
   2.5   Relationship of the proposed course to courses offered in other institutions: We
           have not identified stand alone study abroad graduate courses at other
           institutions.

3. **Discussion of proposed course:**
   3.1   Course objectives: Provide students with the opportunity to experience and learn
           about sociological differences of world cultures. In addition to meeting the
           requirements of undergraduates enrolled in SOCL 489, students will have to meet
           additional expectations (e.g., write a paper, conduct a literature review of a
           relevant topic, conduct research that incorporates information gathered from
           coursework in the curriculum).
   3.2   Content outline: varies with program
   3.3   Student expectations and requirements: varies with program
   3.4   Tentative texts and course materials: varies with program

4. **Resources:**
   4.1   Library resources: Current library resources are sufficient. See attached Library
           Resources form.

4.2   Computer resources: Current resources are sufficient.

5.   Budget implications:
5.1   Proposed method of staffing: Current staffing levels are sufficient.
5.2   Special equipment needed: None
5.3   Expendable materials needed: No extra resources needed
5.4   Laboratory materials needed: none

6.   Proposed term for implementation: Summer 2010

7.   Dates of prior committee approvals:

Sociology Department   __October 20, 2009__

PCAL Curriculum Committee   __November 5, 2009_

Graduate Council   _December 10, 2009_

University Senate   _____

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

College of Health & Human Services
School of Nursing
Proposal to Create a New Course
(Action Item)

Beverly Siegrist   Beverly.Siegrist@wku.edu   745-3490 or
Dawn Garrett-Wright   Dawn.Garrett@wku.edu 745-3800

1. **Identification of proposed course:**
    1.1   Course prefix (subject area) and number: NURS 492G
    1.2   Course title: Faith Community Nursing
    1.3   Abbreviated course title: Faith Community Nursing
    1.4   Credit hours: 3
    1.5   Type of course: L
    1.6   Prerequisites: senior level BSN or permission of instructor
    1.7   Course catalog listing: Builds upon practice of community health nursing to develop skills needed to provide nursing care for individuals and groups in faith communities. RNs earn Faith Community Nurse Certificate upon completion.

2. **Rationale:**
    o   Reason for developing the proposed course: This course replaces previously approved courses NURS 490/490G Parish Nursing. The course title is changed to reflect current recommendations from the profession. Faith Community Nursing is more inclusive and reflects the professional standards by the American Nurses Association, *ANA Scope and Standards: Faith Community Nursing*. This course implements the core curriculum from the International Parish Nurse Resource Center (IPNRC). This curriculum has recently been revised resulting in significant changes in the course objectives and content.
    2.6   Projected enrollment in the proposed course: Based upon previous enrollment, 15-20 students per offering.
    2.7   Relationship of the proposed course to courses now offered by the department: Replaces current course NURS 490/490G Parish Nursing.
    2.8   Relationship of the proposed course to courses offered in other departments: None
    2.9   Relationship of the proposed course to courses offered in other institutions: No universities in Kentucky currently offer this course for college credit. Previously was offered by Bellarmine University but due to faculty retirement the course is no longer is available.

3. **Discussion of proposed course:**
    3.1   Course objectives: Upon completion of the course the student will:
- Discuss the history and philosophy of faith community nursing.
- Analyze the functions, roles and responsibilities of the faith community nurse.
- Explore the theology of health, healing and wholeness.
- Evaluate spirituality and belief systems as it impacts individual and faith community health, healing and wholeness.
- Apply ethical analysis and ethical decision-making to faith community nursing practice situations that involve ethical issues.

- Simulate the development of a health ministry program including needs assessment, program infrastructure, developing resources, building congregational assets, and collaborating with a ministerial team.
- Describe legal issues important to faith community nurse practice, e.g. *ANA Scope and Standards of Practice*, documentation, accountability and liability, and other legal issues.
- Apply health promotion strategies to create and sustain a healthy lifestyle and environment.
- Explore selected transforming life issues such as loss and grief and family violence.
- Discuss self-care and continuing education for parish nurse.

3.2　Content outline:
 I. Spirituality
  - History & Philosophy of Faith Community Nursing
  - Prayer
  - Self-Care
  - Healing & Wholeness
 II. Professionalism
  - Ethical Issues
  - Documenting Practice
  - Legal Aspects
  - Beginning the Practice
  - Communication and Collaboration
 III. Wholistic Health
  - Health Promotion
  - Transforming Life Issues
   o Family Violence
   o Suffering, grief & loss
 IV. Community
  - Assessment
  - Accessing Resources
  - Advocacy
  - Care Coordination

3.3　Student expectations and requirements: Course is taught online, requires completion of pre-class spiritual self-assessment and activity; undergrad students complete health promotion project, online discussion boards and related assignments, and simulation activity. Graduate students complete the activities identified above, lead online group discussions and case studies, and write an additional paper.

3.4　Tentative texts and course materials:
　Hickman, J.S. (2006*). Faith community nursing.* Philadelphia, PA: Lippincott Williams & Wilkins.
American Nurses Association & Health Ministries Association. (2005) *Faith community nursing: Scope and standards of practice.* Silver Spring, MD: ANA.

4.　Resources:
4.1　Library resources: Adequate
4.2　Computer resources: No additional resources needed.

5.　Budget implications:

5.1 Proposed method of staffing: current faculty approved by the IPNRC
5.2 Special equipment needed: n/a
5.3 Expendable materials needed: n/a
5.4 Laboratory materials needed: n/a

6.   Proposed term for implementation: Spring 2010

7.   Dates of prior committee approvals:

MSN Committee School of Nursing   _10-19-2009_____

CHHS Graduate Curriculum Committee   _11/23/2009_____

Graduate Council   _December 10, 2009_

University Senate   _____

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

Ogden College of Sciencce and Engineering
Department of Geography and Geology
Proposal to Create a New Course
(Action Item)

Contact Person: Jun Yan   e-mail: jun.yan@wku.edu   Phone: 5-8952

1. Identification of proposed course
1.1 Prefix and number: GEOS 523
1.2 Title: Urban GIS Applications
1.3 Abbreviated title: Urban GIS Applications.
1.4 Credit hours: 4
1.5 Type of course: L (Lecture)
1.6 Prerequisites: GEOG 417G & GEOG 419G; or special instruction of the instructor.
1.7 Catalog course listing:
> Applications of GIS and spatial methods to urban and regional analysis. Students develop analytical capabilities using a variety of GIS operations and spatial methods in urban and regional planning, transportation, location analysis, and business geographics. (Course fee required.)

2. Rationale
2.1 Reason for developing the proposed course:
> The job market for GIS professionals increasingly rewards individuals with **combined** skills in both GIS and specific application domains. For instance, over the past few years the U.S. planning community has moved toward GIS and computer-aided planning and design. The demand for planners with GIS skills is increasing. To meet these needs, it is very important to train our students in both areas. The proposed course is designed to help students develop analytical skills and a working knowledge of how to address accessibility and mobility challenges in an increasingly urbanized society. WKU's GIS program continues to grow and must continue to meet the changing demand of the GIS job market by providing our students opportunities to learn up-to-date GIS technology. Currently, the graduate program in the Department of Geography and Geology offers five main research concentrations. The proposed course will be one of the core courses required for graduate students with concentrations in Geospatial Analysis and in Planning, Culture, and Society.

2.2 Projected enrollment in the proposed course:
> 5-10 students per course offering, based on student enrollment history in our Master's degree program.

2.3 Relationship of the proposed course to courses now offered by the department:
> This course builds on the existing courses that provide general training in geographic information systems (*e.g.* GEOG 317), complements many other topical and technique courses (*e.g.* GEOG 417G, 419G, 423G, GEOG 474G), and supports advanced courses in planning, environment, and general geoscience (*e.g.* GEOS 520, 580, 584). Although existing GIS courses provide students with a broad level of GIS analytical skills, this course will further enhance the working knowledge of our students in applying GIS techniques to specific urban and regional issues in a more sophisticated analytical milieu. Students are expected on work on a number of real-world cases.

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

No other course at WKU blends GIS techniques with urban and regional planning.

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

Many universities across the U.S. offer a wide range of GIS courses. University of North Carolina-Greensboro offers GEO 622 GIS Applications in Urban Planning, the University of Montana offers GPHY 489 Transport, Planning, and GIS, while the State University of New York at Albany offers PLN 544 Urban and Metropolitan Transport Planing. Some of these courses focus more on the technical side of GIS and others focus more on planning issues. WKU will have the first course in the Commonwealth to combine GIS, transport, and urban planning.

3. Discussion of proposed course

3.1 Course objectives:

In this course, selected issues will be explored in urban and regional studies.

- Students will learn the importance of transportation systems and their close interrelationship with urban land-use dynamics.
- Students will understand the relationships between the spatial organization of the economy and transportation in urban areas, the spatial flow of people and commodities, and the mobility and accessibility issues of every-day life of urbanized areas.
- Students are expected to develop analytical capabilities, using a number of GIS operations and spatial methods for transportation, location analysis, and business geographics..

3.2 Content outline:

Transportation, urban land use, geocoding in urban areas, common data sources in urban & regional studies, Geodemographics, GIS for transportation, network analysis, location analysis, urban housing, urban commute, urban transit, urban transportation planning.

3.3 Student expectations and requirements:

Students' work will be evaluated via a combination of exams, individual projects, group projects, and successful completion of all assigned lab exercises and projects.

3.4 Tentative texts and course materials:

Miller, Harvey J. and Shih-Lung Shaw. *Geographic Information Systems for Transportation: Principles and Applications (Spatial Information Systems)*. Oxford University Press. 2001.

Wang, Fahui. *Quantitative Methods and Applications in GIS*. CRC, Taylor & Francis Group. 2006.

Chen Yupo and Said Easa. *Urban Planning and Development Applications of GIS*. ASCE Publications. 2000.

Additional materials will supplement the textbooks.

4. Resources

4.1 Library resources:

See attached library resource form and bibliography.

4.2 Computer resources:

The resources available in the WKU Department of Geography and Geology are adequate for the proposed course.

5. Budget implications

5.1 Proposed method of staffing:

Existing faculty will teach this course

5.2 Special equipment needed:
  The Geography and Geology Department is committed to securing and maintaining for this course necessary state-of-the-art GIS software, for which there is a campus-wide license available to students in GIS and other labs across campus.

5.3 Expendable materials needed:
  Course fee covers materials required for map printing and other GIS-related materials.

5.4 Laboratory supplies needed:
  Course fee covers any supplies needed.

6. Proposed catalog date: Fall 2010

Dates of prior committee approvals:

Geography and Geology Department	_____9/25/2009____
OCSE Graduate Curriculum Committee	_____11/06/09_____
Graduate Council	_December 10, 2009_
University Senate	_____

Attachments: Bibliography, Library Resources Form, Course Inventory Form

Bibliography, GEOS 523 – Urban GIS Applications

The following list contains reference texts available in the WKU library, which would be supplemental to course delivery.

General GIS and Spatial Analysis

Goodchild, Michael F. and Donald G. Janelle. *Spatially Integrated Social Science*. New York: Oxford University Press. 2004

Verbyla, David L. *Practical GIS analysis*. London ; New York: Taylor & Francis, 2002.

Haining, Robert. *Spatial data analysis: theory and practice*. New York: Cambridge University Press, 2003.

Bailey, Trevor C. and Anthony C. Gatrell. *Interactive spatial data analysis*. New York: Wiley, 1995.

Fotheringham, *A. Stewart and Michael Wegener. Spatial Models and GIS: new potential and new models*. Philadelphia: Taylor & Francis, 2000.

Stillwell, John and Graham Clarke. *Applied GIS and spatial analysis*. Hoboken, NJ: Wiley, 2004.

Database Management Systems and Database Design

Watson, Richard T. *Data management : databases and organizations*. 5th edition. Hoboken, NJ : J. Wiley, 2006.

Teorey, Tobey, Sam Lightstone, and Tom Nadeau. *Database modeling & design : logical design*. Boston: Morgan Kaufmann Publishers, 2006.

Hellerstein, Joseph M. and Michael Stonebraker. *Readings in database systems*. Cambridge, Mass. : MIT Press, 2005.

Bagui, Sikha and Richard Earp. *Database design using entity-relationship diagrams*. Boca Raton : Auerbach, 2003.

GIS Books in Various Application Domains

Cromley, Ellen K. and Sara L. McLafferty. *GIS and public health*. New York: Guilford Press, 2002.

Khan, Omar A. and Ric Skinner. *Geographic information systems and health applications*. Hershey, PA: Idea Group Pub., 2003

Maheswaran, Ravi and Massimo Craglia. *GIS in public health practice*. Boca Raton: CRC Press, 2004.

Melnick, Alan L. *Introduction to geographic information systems in public health*. Gaithersburg, MD: Aspen Publishers, 2002.

Miller, Harvey J. and Shih-Lung Shaw. *Geographic information systems for transportation: principles and applications*. New York: Oxford University Press, 2001.

DeMers, Michael N. *GIS modeling in raster*. New York: Wiley, 2002.

Goodchild, Michael et al. *GIS and environmental modeling: progress and research issues*. Fort Collins, CO: GIS World Books, 1996.

Goodchild, Michael F., Bradley O. Parks, and Louis T. Steyaert. *Environmental modeling with GIS*. New York: Oxford University Press, 1993.

Skidmore, Andrew. *Environmental modelling with GIS and remote sensing*. London ; New York: Taylor & Francis, 2002.

Brimicombe, Allan. *GIS, environmental modelling and engineering*. New York: Taylor & Francis, 2003.

Lyon, John G. *GIS for water resources and watershed management*. London: Taylor & Francis, 2003.

Wyatt, Peter and Martin Ralphs. *GIS in land and property management*. New York: Spon Press, 2003.

Leipnik, Mark R. and Donald P. Albert. *GIS in law enforcement: implementation issues and case studies*. New York: Taylor & Francis, 2003.

Hanna, Karen C. and R. Brian Culpepper. *GIS in site design: new tools for design professionals*. New York: Wiley, 1998.

Zhong-Ren Peng and Ming-hsiang Tsou. *Internet GIS: distributed geographic information services for the internet and wireless networks*. Hoboken, NJ: Wiley, 2003.

Journals

Cartography and Geographic Information Science
Cartography and Geographic Information Systems
International Journal of Geographic Information Science
Geographical Analysis
Journal of Regional Science
Environment and Planning A.
Environment and Planning B.

The following list contains reference texts that are currently unavailable in the WKU library, but would be useful for the course.

Wang, Fahui. *Quantitative Methods and Applications in GIS*. CRC, Taylor & Francis Group. 2006.

Church, Richard L. and Alan T. Murray. *Business Site Selection, Location Analysis and GIS*. Wiley. 2008.

Chen Yupo and Said Easa. *Urban Planning and Development Applications of GIS*. ASCE Publications. 2000.

Thill, Jean-Claude. *Geographic Information Systems in Transportation Research*. Emerald Group. 2001.

Ogden College of Science and Engineering
Department of Biology
Proposal to Create a New Course
(Action Item)

Contact Person: Scott Grubbs, scott.grubbs@wku.edu, 745-5048

1.   **Identification of proposed course:**
          1.1   Course prefix (subject area) and number: BIOL 405G
          1.2   Course title: Aquatic Insect Diversity
          1.3   Abbreviated course title: Aquatic Insect Diversity
          1.4   Credit hours and contact hours: 2/4
          1.5   Type of course: B
          1.6   Prerequisites: Graduate standing
          1.7   Course catalog listing: The taxonomy and biology of the insects commonly
                     encountered in freshwater habitats.

2.   **Rationale:**
          2.1   Reason for developing the proposed course: Aquatic insects are diverse
                     components of freshwater ecosystems globally, ranging from small seeps, cold
                     springs, and thermal pools to lowland rivers and large lakes. Aquatic insects are
                     likewise diverse both locally and regionally. The ability to identify aquatic
                     insects to the genus taxonomic level is an important skill for ecological research
                     in aquatic habitats. For several decades biologists have been using aquatic insects
                     as acute indicators of water quality conditions. The ability to identify individuals
                     properly is paramount to these studies.
          2.2   Projected enrollment in the proposed course: 4-8. This course was taught during
                     spring 2009 as a one-time course offering with an enrollment of 5 students. We
                     anticipate teaching this course during the spring semester in odd years only. This
                     provides the opportunity for a graduate student to enroll during each two-year
                     period.
          2.3   Relationship of the proposed course to courses now offered by the department:
                     BIOL 405G would complement BIOL 497G (Aquatic Field Ecology), which is
                     offered during fall semesters of even years and provides an opportunity for
                     students to take related courses in consecutive semesters. Due to the breadth of
                     topics included in BIOL 497, there is insufficient time to cover aquatic insects.
                     There will be minimal overlap in content between BIOL 405G and BIOL 505
                     (Aquatic Insect Ecology), intended only for a half lecture section on insect
                     evolution in general and outlining the taxa/orders that make up "Aquatic Insects".
                     BIOL 505 would rely heavily on current literature, including preparing a
                     substantial paper, whereas BIOL 405/405G is mainly a course where learning to
                     identify aquatic insects both in the field and in the lab is the main emphasis.
          2.4   Relationship of the proposed course to courses offered in other departments:
                     GEOL 420G (Geomorphology) is the main course that provides the opportunity
                     for students to examine the relationship between aquatic insect habitat (e.g.,
                     rocks) and the forces that underlie the formation of riverine systems. However,
                     the courses are not redundant in topics covered.
          2.5   Relationship of the proposed course to courses offered in other institutions: Four
                     of our benchmark institutions (Ball State University, Missouri State University,

Towson University and Wichita State University) offer courses in both general and aquatic entomology

3. **Discussion of proposed course:**
   3.1 Course objectives: To expose students to a broad variety of aquatic habitats and the insects that inhabit them, teach students to recognize common aquatic insects by field characteristics, emphasize the use of keys and literature to identify immature and adult specimens to a fine level, and to present information on the biology of aquatic insects, particularly those adaptations necessary to live in freshwater habitats. The main emphasis will be placed on identifying insects that are distributed broadly east of the Mississippi River and those that are particularly associated with the Appalachian Mountains and the adjacent Cumberland Plateau region. The secondary purpose for this course is to expose students to other aspects of aquatic insect biology, namely life cycles, habitat preferences, feeding habits, adaptations to environments, and ecological functions in ecosystems.

   3.2 Content outline:
   - Insect evolution
   - Insect morphology
   - Aquatic insect orders
        Collembola (springtails)
        Ephemeroptera (mayflies)
        Odonata (damselflies and dragonflies)
        Plecoptera (stoneflies)
        Hemiptera (true bugs)
        Coleoptera (beetles)
        Megaloptera (alderflies, dobsonflies)
        Neuroptera (spongillaflies)
        Hymenoptera (parasitic wasps)
        Lepidoptera (aquatic moths)
        Trichoptera (caddisflies)
        Diptera (true flies)

   3.3 Student expectations and requirements: Student performance will be based on a combination of the development of a museum quality collection of aquatic insect taxa, bi-weekly quizzes, both field and laboratory practical exams and maintaining a field and laboratory notebook. Attendance will be required.
   3.4 Tentative texts and course materials: R. W. Merritt, K. W. Cumming and M. B. Berg (Editors). 2008. An Introduction to the Aquatic Insects of North America, 4th Edition. ISBN13: 9780757541285, ISBN10: 0757541283, spiral bound, 1214 pages.

4. **Resources:**
   4.1 Library resources: Library resources are not required to offer such a course (see attachment).
   4.2 Computer resources: Departmental computer resources are sufficient to instruct students during lectures. Students will be expected to have computer and Internet access outside of class.

5. **Budget implications:**

5.1   Proposed method of staffing: Additional staff is not required.
5.2   Special equipment needed: None
5.3   Expendable materials needed: None
5.4   Laboratory materials needed: None

6.   Proposed term for implementation: Spring 2011

7.   Dates of prior committee approvals:

Department of Biology: ___30 Oct. 2009_____

OCSE Curriculum Committee   __06 Nov. 2009_____

Graduate Council   _December 10, 2009_

University Senate   _____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

Ogden College of Science and Engineering
Department of Biology
Proposal to Create a New Course
(Action Item)

Contact Person: Scott Grubbs, scott.grubbs@wku.edu, 745-5048

1.   Identification of proposed course:
       1.1   Course prefix (subject area) and number: BIOL 505
       1.2   Course title: Aquatic Insect Ecology
       1.3   Abbreviated course title: Aquatic Insect Ecology
       1.4   Credit hours and contact hours: 2/2
       1.5   Type of course: L
       1.6   Prerequisites/corequisites: Graduate standing or permission of instructor
       1.7   Course catalog listing: Ecological functions, evolutionary adaptations, and
               indicators of environmental quality of aquatic insects.

2.   Rationale:
       2.1   Reason for developing the proposed course: Aquatic insects are diverse
               components of freshwater ecosystems globally, ranging from small seeps, cold
               springs, and thermal pools to lowland rivers and large lakes. They are important
               intermediaries of energy flow through food webs and act as excellent indicators
               of water quality conditions in streams, river, and lakes.
       2.2   Projected enrollment in the proposed course: 4-8.
       2.3   Relationship of the proposed course to courses now offered by the department:
               BIOL 505 would complement BIOL 497G (Aquatic Field Ecology), BIOL 456G
               (Ichthyology), and the simultaneously-proposed BIOL 405G (Aquatic Insect
               Diversity). Due to the breadth of topics included in BIOL 497, there is
               insufficient time to cover aquatic insects. There will be minimal overlap in
               content between BIOL 405G and BIOL 505, intended only for a half lecture
               section on insect evolution in general and outlining the taxa/orders that make up
               "Aquatic Insects". BIOL 505 would rely heavily on current literature, including
               preparing substantial paper, whereas BIOL 405/405G is mainly a course where
               learning to identify aquatic insects both in the field and in the lab is the main
               emphasis.
       2.4   Relationship of the proposed course to courses offered in other departments:
               Meager. GEOL 420G (Geomorphology) is the main course that provides the
               opportunity for students to examine the relationship between aquatic insect
               habitat (e.g., rocks) and the forces that underline the formation of riverine
               systems. However, there is no redundancy in topics covered.
       2.5   Relationship of the proposed course to courses offered in other institutions: Four
               of our benchmark institutions (Ball State University, Missouri State University,
               Towson University and Wichita State University) offer courses in both general
               and aquatic entomology

3.   Discussion of proposed course:
       3.1   Course objectives: To expose students to aquatic insect biology, namely
               ecological functions in ecosystems, life cycles, habitat preferences, feeding

habits, evolutionary adaptations to environments, and their role as indicators of environmental quality.

    3.2   Content outline:
- Introduction to Aquatic Insects
- Phylogenetic Relationships
- Metamorphosis
- Respiration and Excretion
- Life Histories
- Habitat Utilization
- Feeding Habits and Functional Groups
- Trophic Organization and Function
- Ecosystems Attributes
- Aquatic Insects in Biomonitoring

    3.3   Student expectations and requirements: Student performance will be based on a combination of lecture exams, a significant term paper, and a short (ca. 20 min) presentation on a focused topic. Attendance will be required.

    3.4   Tentative texts and course materials: R. W. Merritt, K. W. Cumming and M. B. Berg (Editors). 2008. An Introduction to the Aquatic Insects of North America, 4th Edition. ISBN13: 9780757541285, ISBN10: 0757541283, spiral bound, 1214 pages.

4.   Resources:

    4.1   Library resources: Library resources are available for this course (see attachment). Materials not available in the library will be supplemented from the instructor's private holdings.

    4.2   Computer resources: Departmental computer resources are sufficient to instruct students during lectures. Students will be expected to have computer and Internet access outside of class.

5.   Budget implications:

    5.1   Proposed method of staffing: Additional staff is not required.
    5.2   Special equipment needed: None
    5.3   Expendable materials needed: None
    5.4   Laboratory materials needed: None

6.   Proposed term for implementation: Spring 2010

7.   Dates of prior committee approvals:

Department of Biology:	__30 Oct. 2009_____
OCSE Curriculum Committee	__06 Nov. 2009_____
Graduate Council	_December 10, 2009_
University Senate	_____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

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

Contact Person: Janet Applin, janet.applin@wku.edu, 745-6105
Ric Keaster, ric.keaster@wku.edu, 745-7088

1. **Identification of proposed course:**

    1.1   Course prefix (subject area) and number: TCHL 500
    1.2   Course title: Foundations of Teacher Leadership
    1.3   Abbreviated course title: Foundations Tchr Leadership
    1.4   Credit hours and contact hours: 3 hours
    1.5   Type of course: L
    1.6   Prerequisite: Admission to a master's or 5th year non-degree program that leads
            to advanced teacher preparation
    1.7   Course catalog listing:
            Survey course covering foundational concepts of leadership, especially as they
            relate to the role of teacher leaders in P-12 settings. Includes orientation
            assessments leading to individualized programs for students.

2. **Rationale:**

    2.1   Reason for developing the proposed course:
            At the direction of the Kentucky Education Professional Standards Board,
            colleges of teacher education throughout the state have been charged with the
            task of redesigning their master's and 5th year non-degree advanced teacher
            preparation programs. The purposes of the proposed course are to: (a) introduce
            all candidates to the fundamental concepts and skills related to performing
            leadership roles within schools; (b) orient the candidates to the field of study
            encompassing Teacher Leadership; and (c) facilitate intensive self-reflection and
            self-evaluation to determine strengths, weaknesses and areas of professional
            growth related to teacher leadership for graduate program candidates. Due to the
            nature of the course and its intent, topics will be approached in a "survey"
            manner and are intended to equip the candidates with the language and core skills
            of teacher leaders.

    2.2   Projected enrollment in the proposed course:
            It is estimated that approximately 50 students per term will enroll. All students
            admitted to the revised master's or 5th year non-degree programs for advanced
            teacher preparation will be required to enroll in this course or an approved
            equivalent.
    2.3   Relationship of the proposed course to courses now offered by the department:
            This course relates to others in the School of Teacher Education in that teacher
            leadership skills are introduced through a professional development framework.
            EDU 501 Professional Development Planning is a similar course that has a focus
            on professional development planning; however, it is not grounded in a teacher

leadership context as is the proposed course. Examples of other courses in the School of Teacher Education with similar content include EXED 515 Education of Exceptional Children, which orients graduate students seeking initial Exceptional Education certification to their graduate program specific to Exceptional Education; EDU 596 Seminar in Portfolio Development and Professional Growth, which requires candidates to present their graduate portfolio which is an authentic assessment of each candidate's competence with the Kentucky Teacher Standards; and EXED 620 Seminar in Administration of Special Education, which focuses on "Current trends and issues in the administration and supervision of special education programs" but is more specific to the unique aspects of leading programs in those particular environments. Likewise, LME 501 Program Organization and Administration focuses on the "Development and administration of the library media program to support the educational goals of the school. Includes school/community needs assessment, program design, implementation of evaluation, budget, and other management areas"; while there is some overlap with the proposed course, the emphasis in LME 501 is to provide an orientation for library media specialists rather than teacher leaders in classroom roles.

2.4   Relationship of the proposed course to courses offered in other departments: There are leadership courses offered in several departments across campus. In fact, there are programs/departments that deal entirely with leadership. The Department of Educational Administration, Leadership, and Research offers several courses on school leadership, and the Gordon Ford College of Business offers the MBA, which provides course work related to business leadership. Likewise, the Ed. D. in Educational Leadership focuses on various aspects of leadership as well. The majority of the 500 level EDAD courses as well as the 700 level EDLD courses have a framework of leadership embedded within the administrative course strands. However, those EDAD and EDLD courses are post-master's courses, unlike the proposed course that, if approved, will be the introductory course in all master's and 5th year non-degree programs leading to advanced teacher preparation.

While the EDAD and EDLD courses are within the CEBS, they are focused on teacher education and school leadership, which is similar to the proposed course. However, the EDAD and EDLD courses focus primarily on educational leadership as it pertains to school administrators. This proposed course will orient new graduate students to teacher leadership rather than leadership from an administration framework. Examples of orientation courses in other departments are CNS 550 Introduction to Counseling, PSY 541 Professional Issues and Ethics in Psychology, EDLD 700 Orientation to Doctoral Studies, and BIOL 501 Biological Perspectives. Many professional programs offer courses that address topics similar to the ones covered in this course but have a context-focused approach to these topics. Some of the content across all of these courses is likely to be similar, especially if the courses are "survey" in nature, hitting the highlights of leadership theory and strategies.

Another related course is LEAD 500 Effective Leadership Studies. LEAD 500 deals with "An in-depth investigation of the basics of effective leadership including current and historical leadership theories. Assessment of leadership styles will be a key component." The proposed course, however, is focused on

these topics as they relate to the role of the Teacher Leader in schools. Additionally, some of the other courses being developed for the new Teacher Leadership program will complement this course as part of the cohesive program being designed.

2.5 Relationship of the proposed course to courses offered in other institutions: Teacher Leader as a role in P-12 settings is a relatively new concept, and Teacher Leadership programs in universities are even rarer. To find a similar course offered at other institutions, one would need to look to other leadership departments (e.g., management departments in colleges of business or educational leadership departments in colleges of education). An example follows from Northern Kentucky University:

NKU - EDA 701 – A study of leadership with particular emphasis on understanding the nature, defining characteristics, responsibilities, contextual determinants, and importance of leadership within educational organizations.

The syllabus for the courses suggests a much more in-depth approach to these topics than the proposed course. The reason there are not more courses like the proposed course in Kentucky is that Teacher Leadership programs are new, and designing courses for these programs is still in the infant stage at many institutions.

All teacher education programs offering master's or 5th year non-degree programs for advanced teacher preparation in the state of Kentucky are undergoing program revisions to adhere to the guidelines set forth by the KY EPSB. WKU's master's/5th year non-degree program redesign team has taken a unique approach in that it has chosen to develop completely new courses that are individualized to student and constituent needs, such as the proposed course. While other institutions have similar orientation courses for education professionals in educational leadership programs, most are introductory courses for those seeking degrees and certification in educational administration. Benchmark institutions of WKU that have master's programs in Educational Leadership or Administration include Ball State; California State University – Chico; University of Central Missouri; Eastern Illinois University; Eastern Michigan University; Middle Tennessee State University; and Western Illinois University. Of the benchmark institutions mentioned, none has master's degree programs specifically addressing teacher leadership. However, universities in the state of Kentucky, due to the mandate from the EPSB have been creating master's and planned 5th year non-degree programs in Teacher Leadership. For example, Northern Kentucky University and Asbury College both have Teacher Leadership programs in progress, and both offer an orientation course for those seeking the "Teacher Leader" credential. Other universities in the state are in the process of developing their Teacher Leader programs, as is WKU.

3. **Discussion of proposed course:**

3.1 Course objectives:
Upon completion of this course, students will be able to:
- Demonstrate an understanding of the importance of quality leadership in schools

- Utilize self-reflection and self-assessment to determine strengths and weaknesses of professional skills related to Teacher Leadership
- Discuss how Teacher Leaders perform a variety of roles to help influence student learning
- Discuss relevant concepts for motivating faculty and students
- Demonstrate basic leadership skills (e.g., communication, conflict management, group processes, etc.) necessary to lead effectively in education environments
- Plan effective professional development for individuals and groups in school settings
- Help facilitate others in organizational improvement processes (i.e., effective change efforts)
- Demonstrate the ability to work effectively with others both inside and outside the school
- Demonstrate an understanding of ethical issues in teacher leadership.
- Demonstrate an awareness of legal issues in teacher leadership.
- Demonstrate an awareness of resource management in teacher leadership

3.2   Content outline:
<u>Introduction to Teacher Leadership</u>
       Definitions, Contexts, and Impact
       Self-assessments of Teaching and Leadership
<u>Framework for Teacher Leadership*</u>
       The "Lens" of Student Learning
       Domains of School Culture
              Communications and Community Relations
              Teaching and Learning
              School-wide Policies/Programs
       Contexts of Teacher Leadership
              Teacher's Department/Team
              Across the School
              Beyond the School
<u>Skills of Teacher Leadership</u>
       Interpersonal Effectiveness
       Motivating Others and Managing Conflict
       Group Processes and Teambuilding
       Problem Solving and Decision Making
       Facilitating Change and Dealing with Resistance
       School Culture and Professional Learning Communities
       Enhancing Student Learning through Collaboration with Others
       Effective Professional Development

* Danielson, C. (2006). *Teacher leadership that strengthens professional practice.* Alexandria, VA: ASCD

3.3   Student expectations and requirements:
Students will be required to read assigned materials and complete other assigned tasks within the course (e.g., communication samples, group projects, etc.). All assignments will be evaluated and will contribute to the final grade in the course. Assessments will primarily be performance-based and problem-based, allowing for the demonstration of the skills of focus within the course. A final exam will

allow the students to synthesize the content of the course through an analysis of a case study that will require them to use the information gained in the course to address the case from the perspective of a Teacher Leader.

3.4   Tentative texts and course materials:
Texts may be selected from the following:

American Psychological Association (2009). *Publication manual of the American Psychological Association (6th ed* Washington, DC: Author.
Danielson, C. (2006). *Teacher leadership that strengthens professional practice.* Alexandria, VA: ASCD
Educational Evaluation and Policy Analysis,*20*(1), 9–29.(Also available at http://nces.ed.gov/pubs98/dev97/98212e.asp)
Institute for Educational Leadership (2001). *Leadership for student learning: Redefining the teacher as leader* (Available at http://www.iel.org/programs/21st/reports/teachlearn.pdf.)
Maxey, S. (2002). *Ethical school leadership*. Lanham, MD: Scarecrow.
Miles, K., & Darling-Hammond, L. (1998). Rethinking the allocation of teaching resources: Some lessons from high-performing schools. *Educational Evaluation and Policy Analysis*, *20*(1), 9–29.(Also available at http://nces.ed.gov/pubs98/dev97/98212e.asp)
Nash, R. J. (2002). *Real world ethics: Frameworks for educators and human service professionals*. New York: Teachers College Press.
Reeves, D. (2006). *The learning leader*: *How to focus school improvement for better results.* Alexandria, VA: ASCD.
Schimmel, D., Fischer, L., & Stellman, L.R. (2008) *School law: What every educator should know*. Boston, MA: Allyn & Bacon.

Supplemental materials that focus on the Skills of Teacher Leadership

4.   Resources:

4.1   Library resources: Present resources are adequate.
4.2   Computer resources: Present resources are adequate.

5.   Budget implications:

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

6.   Proposed term for implementation: Summer, 2010

7.   Dates of prior committee approvals:

School of Teacher Education   :   10/26/09

CEBS Curriculum Committee   10/27/09

Professional Education Council   11/11/09

Graduate Council   _December 10, 2009_

University Senate   _____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

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

Contact Person: Jeanine M. Huss, Jeanine.huss@wku.edu, 745-2293

1.   Identification of proposed course:

1.1   Course prefix (subject area) and number: TCHL 530
1.2   Course title: Curriculum Development
1.3   Abbreviated course title: Curriculum Development
1.4   Credit hours and contact hours: 3 hours
1.5   Type of course: L
1.6   Prerequisite or Corequsite: TCHL 500
1.7   Course catalog listing: Study of curriculum design and evaluative techniques used by P-12 teachers. Covers research-based strategies for implementing integrated, differentiated curriculum. Students must have access to technology resources and/or equipment identified by instructor.

2.   Rationale:

2.1   Reason for developing the proposed course:
This course is designed to prepare P-12 classroom teachers to design and implement curriculum and instructional elements.
The proposed course is part of the proposed revisions to all master's/5th year non-degree programs leading to advanced teacher preparation. Kentucky policy makers recently adopted this path for traditional master's/5th year non-degree students (e.g., special education, elementary education). The proposed curriculum course is part of the master's/5th year non-degree *Integrated Core Focus* that requires students to complete 9-16 hours of content basic to the teaching and learning process. This advanced curriculum design course will enhance the teacher's ability to design appropriate curriculum based on students' needs, current research on student learning, and the Kentucky curriculum documents.

2.2   Course Enrollment:

It is anticipated that 50 students will enroll per semester. All students pursuing master's or 5th year non-degree programs for advanced teacher preparation will be required to complete this course or an approved equivalent.

2.3   Relationship of the proposed course to courses now offered by the department: The courses mentioned below focus on the theoretical views of curriculum with a small emphasis on practice of writing lessons/units. The proposed course will strengthen the theory and practice connection for students by having students reflect on theory to revise a unit. Students will develop a holistic understanding of curriculum through creation and reflection of units.

There are three courses now offered, ELED 503 - Organizing Elementary Curriculum, MGE 571 - Middle School Curriculum, and SEC 580 - Secondary School Curriculum, that have some aspects of the proposed course, but no course that currently exists with the same course emphasis. Presently, students take one of these courses based on their placement in the school system. The new course will incorporate K-12 teachers, which will allow for better collaboration amongst the professional learning community participants. Students enrolled in MGE 571 take an existing lesson plan and revise it to include a diversity component. ELED 503 teaches students the philosophies of teaching and has students look at their school's plan. SEC 580 students also revise an existing lesson plan to include a diversity piece. All three of the above courses focus on the theoretical framework of curriculum and focus less on the practical nature of curriculum.

EXED 523 Curriculum and Methods in Early Childhood Special Education is a course for designing curriculum for Birth-5 years students with disabilities but only offered for students admitted into the Interdisciplinary Early Childhood Education master's degree program.

EXED 533 Curriculum for Learning Behavioral Disorders and EXED 535 Curriculum for Moderate and Severe Disabilities are both courses offered for students admitted into the Exceptional Education master's degree programs.

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

EDAD 683 Seminar in Curriculum Development, offered in the Department of Educational Administration, Leadership and Research, is a similar course but only offered for students admitted into the Principalship program. It addresses curriculum development from the perspective of school administrators, whereas the proposed course is intended for classroom teachers.

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

- The University of Kentucky offers EDC 732, Principles of Curriculum Construction for three hours. It provides for studying the basic principles of curriculum development and the relationship of social and psychological factors to curriculum organization. It also considers the means of curriculum development in the school systems.
- Murray State University offers EDU 633 Curriculum Development for three hours. It provides a comprehensive analysis of the process of curriculum development, which includes the examination of the theoretical dimensions of curriculum development. The process includes consideration of the bases of curriculum, aims, and objectives of schools, planning instruction and curriculum evaluation.
- Murray State University also offers EDU 634 Problems in Curriculum Development in the Public School for one to three hours. It is designed for people desiring to work in specific curriculum areas, K-12 and can be taken up to six hours.
- Eastern Kentucky University offers EMS 850 Curriculum for Leaders in Education for three hours. A course focusing on definition, planning, implementation, and assessment of P-12 curricula. It is designed for students pursuing programs in Instructional Leadership.

- Eastern Kentucky also offers ESE 860 Curriculum Development in Family and Consumer Sciences for three hours which explains the educational trends and their implications, principles of curriculum construction applied to family and consumer sciences in middle and secondary school.
- Eastern Kentucky also offers ESE 882 Curriculum Development in Music Education for three hours. This provides students with the theory and process of curriculum development in music education, considers the instructional process, the importance of sequence, continuity, and articulation; strategies for change.
- Eastern Kentucky University also offers ELE 810 Elementary School Curriculum for three hours. It provides an in-depth study of the principles, materials, and procedures in current curriculum development and revision in the elementary school.

3.   **Discussion of proposed course:**

3.1   Course objectives:
At the conclusion of the course, the student will be able to:
- Organize curriculum for horizontal and vertical alignment.
- Understand the elements of a standards-based unit.
- Incorporate state curriculum guidelines.
- Develop standards-based instructional units incorporating Depth of Knowledge (DOK) and taxonomies.
- Develop, correlate, analyze, and provide appropriate assessment strategies for each unit of study developed.
- Reflect on personal growth with curriculum design within the unit(s).
- Integrate and sequence-appropriate content knowledge into the unit.
- Develop an awareness of instructional quality.

3.2   Content outline:
Topics will include:
- Organizing curriculum for horizontal and vertical articulation through a holistic perspective and implementation utilizing contextual awareness, curriculum maps, and crosswalk documents.
- Connecting theory of curriculum with the created standards-based unit and reflection of design and implementation of the unit
- Understanding the elements of a standards-based unit, which include:
  o Contextual factors and student achievement data that affect classroom instruction and design (differentiated instruction);
  o Setting new high and worthwhile goals at the beginning of each curriculum sequence that are appropriate for the students;
  o Implementing instruction in alignment with the goals;
  o Evaluating student learning in light of the goals and the instruction and
  o Reflecting on student learning, the effectiveness of the instructional design, including particular concerns and issues.
- Utilizing state curriculum guidelines.
- Implementing the Depth of Knowledge (DOK) and taxonomies to guide the development of standards-based units of study
- Use appropriate assessment strategies to develop, correlate, analyze, and provide feedback.

- Understanding content in order to appropriately integrate and sequence developmentally appropriate practices within a unit.
- Understanding the tenets of instructional quality.

3.3   Student expectations and requirements:
Assessment of student learning will be based on a combination of assignments and exams, including some or all of the following:

- Participate in a Professional Learning Community
- Online reflection and discussion of selected journal articles
- Course content quizzes
- Participation in class discussion and activities
- Performance-based assessment which includes teaching of units in an actual classroom with follow up unit analysis and reflection papers

3.4   Tentative texts and course materials:
Texts may be selected from the following:

Ainsworth, L. (2003). **Unwrapping standards**. Denver, CO: Advanced Learning Press.

Jacobs, H. (1997). **Mapping the big picture**. Alexandria, VA: Association for Supervision and Curriculum Development.

Kentucky Department of Education. (2006). *Program of studies, core content for assessment & academic expectations*. Frankfort, KY: Kentucky Department of Education.

McTighe, J. & Wiggins, G. (2004). Understanding by design: Professional development workbook. Alexandria, VA: Association for Supervision and Curriculum Development.

Tomlinson, C. & Mctighe, J. (2006). **Integrating Differentiated Instruction and Understanding by Design**. Alexandria, VA: Association for Supervision and Curriculum Development.

Wiggins, G., & Mctighe, J. (2005). **Understanding by Design**. (2nd ed.). Upper Saddle River, NJ: Pearson/Merrill Prentice Hall.

4.   **Resources:**

4.1   Library resources: Present resources are adequate.
4.2   Computer resources: The College of Education and Behavioral Sciences has adequate computer resources for faculty and student support.

5.   **Budget implications:**

5.1 Proposed method of staffing: Present faculty will teach this course.
5.2 Special equipment needed: Each instructor will need a web camera. Funding for this will come from the School of Teacher Education.
5.3   Expendable materials needed: None
5.4 Laboratory supplies needed: None

6.   **Proposed term for implementation:** Summer, 2010

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

School of Teacher Education:	10/26/09
CEBS Curriculum Committee	10/27/09
Professional Education Council	11/11/09
Graduate Council	_December 10, 2009_
University Senate	_____

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

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

Contact Person: Dr. Pamela Jukes, pam.jukes@wku.edu, 270.745.4485

1.   Identification of proposed course:

1.1   Course prefix (subject area) and number: TCHL 540
1.2   Course title: Classroom Instruction: Instructional Strategies
1.3   Abbreviated course title: Instructional Strategies
1.4   Credit hours and contact hours: 1 hour
1.5   Type of course: L
1.6   Prerequisite or corequisite: TCHL 500
1.7   Course catalog listing:
Examination of research-based best practices for designing and implementing classroom instruction in diverse P-12 classroom settings.

2.   Rationale:

2.1   Reason for developing the proposed course:
The proposed course is part of the proposed revision of all master's and 5th year non-degree programs leading to advanced teacher preparation. Kentucky policy makers recently adopted this path for traditional master's and 5th year non-degree students (e.g., special education, elementary education). The proposed course is one of three one-hour courses focused on best practices of classroom instruction. The best practices concept is part of the Teacher Leader Integrated Core Focus that requires students to complete 9-16 hours of an integrated content approach to curriculum basic to the teaching and learning process. Teachers must possess a solid knowledge base regarding instructional strategies along with the related theoretical perspectives and results from research to effectively utilize strategies that meet the needs of a diverse student population.

2.2   Projected enrollment in the proposed course:
It is anticipated that 50 students will enroll per semester. All students pursuing advanced teacher preparation will be required to take this course or an approved equivalent.

2.3   Relationship of the proposed course to courses now offered by the department:
No courses in the department currently exist with the proposed approach to leadership content. Research-based best practice is currently addressed in Classroom Teaching Strategy (EDU 544), but EDU 544 does not require students to apply course content in the P-12 classroom. While EDU 522 Fundamentals of Differentiated Instruction requires the design of a plan to meet the needs of diverse learners in the regular classroom, the proposed course will require students to implement the plan and analyze the results of the differentiation. Exceptional Child: Perspectives/Issues (EXED 516) explores student characteristics, resources and techniques for special needs children. In the

proposed course, students will select and implement research-based best practices that meet the needs of diverse learners. Students are required to design curriculum for children with and without disabilities in Planning Curriculum and Instruction IECE (IECE 523); however, the focus is restricted to birth through kindergarten instead of P-12 as in the proposed course. Technology is also included in Integration of Educational Technology (LME 547). The proposed course is broader and does not go into the depth included in LME 547. Finally, while LTCY 518 Literacy Learning and Technology covers some topics included in the proposed course, the focus in the proposed course will be more general and not specific to literacy instruction.

2.4   Relationship of the proposed course to courses offered in other departments: Some of the content of the proposed course is addressed in Advanced Educational Psychology (PSY 510), but the proposed course will be more applied and practical, focused on specific techniques for use in P-12 classrooms.

2.5   Relationship of the proposed course to courses offered in other institutions: Western Kentucky University is one of eleven teacher preparation institutions in ten states participating in The Renaissance Partnership Project, which is focused on improving the quality of their graduates. One Renaissance Partnership institution, California State University at Fresno, offers Advanced Instructional Theories and Strategies (CI 275) that looks at theory as well as application of research-based strategies in the classroom. This is similar to the focus of the proposed course, but it does not include the implementation of lessons using best practice. The University of Florida **Teacher Leadership for School Improvement** Graduate Program offers a similar course with EDG 6931: Data Driven Instruction Practicum (1 hour). This supports the inclusion of such a course in the proposed revisions of WKU master's and 5th year non-degree programs leading to advanced teacher preparation. The proposed course differs from the UF course in that the WKU course offers an emphasis on diverse populations, best practice, and the use of data analysis and technology as a part of the course content. The elementary, middle, and secondary graduate programs at Western Kentucky University seek to offer students a rigorous and relevant curriculum. The proposed course will add a dimension to the program that is currently unavailable to our students.

3.   **Discussion of proposed course:**

3.1   Course objectives:
        At the conclusion of this course, the student will be able to:
        - Explore and analyze research-based best practices for classroom instruction, and discuss implications for use.
        - Evaluate the influence of individual differences on teaching and learning.
        - Identify ways in which best practices can enhance the learning of diverse students.
        - Demonstrate a working knowledge of the research-based best practices by developing lesson plans for these practices.
        - Implement lesson plans using selected best practices in a classroom and evaluate the success of the implementation.
        - Utilize technology to communicate knowledge, ideas, and information about the instructional strategies with other class members.

3.2   Content outline:
Some topics included in the proposed course include examining research-based instructional strategies, analyzing case studies and critiquing strategies modeled, and designing, revising, and implementing research-based strategies that meet the needs of all learners.
- Framework for Effective Instruction
- Case Studies of Effective Instructional Strategies
- Designing a Unit That Incorporates Research-Based Instructional Strategies

3.3   Student expectations and requirements:
Assessment of student learning will be based on a combination of field-based assignments and exams, including some or all of the following:

- Participate in a Professional Learning Community
- Complete assignments related to text materials
- Best Practice application through online discussion board
- Develop a lesson plan sequence that demonstrates working knowledge of best practices and follows the Kentucky Teacher Internship Program format.
- Implement one of the lessons in the sequence in a diverse classroom setting.
- Reflect on the lesson implemented that follows the Kentucky Teacher Internship Program guidelines.
- Final exam
- Regular class attendance
- Participation in class discussion and class activities

3.4   Tentative texts and course materials:
Text may be selected from the following:

Joyce, B. R. & Weil, M. (2009). *Models of teaching* (8th ed.). New York: Allyn & Bacon.

Marzano, R. (2007). *The art and science of teaching*. Alexandria, VA: ASCD.

Marzano, R., Norford, J., Paynter, D. Pickering, D. & Gaddy, D. (2001). *A handbook for classroom instruction that works*. Alexandria, VA: ASCD.

Silver, H., Strong, R. & Perini, M. (2007). *The strategic teacher*. Alexandria, VA: ASCD.

4.   Resources:

4.1   Library resources: Present resources are adequate.
4.2   Computer resources: Present resources are adequate.

5.   Budget implications:

5.1   Proposed method of staffing: Present faculty will teach the course.
5.2   Special equipment needed: None
5.3   Expendable materials needed: None
5.4   Laboratory materials needed: None

6.   Proposed term for implementation:
        Summer 2010

7.   Dates of prior committee approvals:

School of Teacher Education   10/26/09

CEBS Curriculum Committee   10/27/09

Professional Education Council   11/11/09

Graduate Council   _December 10, 2009_

University Senate   _____

Attachments: Bibliography, Library Resources Form, Course Inventory Form

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

Contact Person: Dr. Lisa Murley (lisa.murley@wku.edu; 745-8822)

1.   **Identification of proposed course:**
1.1   Course prefix (subject area) and number: TCHL 544
1.2   Course title:
Classroom Instruction: Equitable School and Community Partnerships
1.3   Abbreviated course title: Equitable Schools
1.4   Credit hours and contact hours: 1
1.5   Type of course: L
1.6   Prerequisite or corequisite: TCHL 500
1.7   Course catalog listing: Study of school and community partnerships designed to build equitable schools for students and families resulting in increased student achievement.

2.   **Rationale:**

2.1   Reason for developing the proposed course:
The proposed course is part of the proposed revision of all master's and 5th year non-degree programs leading to advanced teacher preparation. Kentucky policy makers recently adopted this path for master's and 5th year non-degree program students (e.g., special education, elementary education. The proposed course is one of three one-hour courses focused on best practices of classroom instruction. The best practices concept is part of the Teacher Leader Integrated Core Focus that requires students to complete individually determined coursework hours of an integrated content approach to curriculum basic to the teaching and learning process based on competency determined in TCHL 500 Introduction to Teacher Leadership. Teachers must possess a solid knowledge base about school and stakeholder partnerships along with the related theoretical perspectives and results from research to establish successful partnerships. Understanding the role of partnerships in school improvement efforts, gaining best practices and strategies for establishing successful partnerships, and acquiring evaluative skills to maintain and improve partnership efforts will improve teacher efficacy.

2.2   Projected enrollment in the proposed course:
It is anticipated that 50 students will enroll per semester. All students pursuing advanced teacher preparation will be required to take this course or an approved equivalent.

2.3   Relationship of the proposed course to courses now offered by the department:
No courses in the department currently exist with a main focus of school and stakeholder partnerships. Typically, this content is embedded in other courses and does not receive the targeted examination that can be offered in the proposed course.

EDU 544 Classroom Teaching Strategies; EDU 522 Foundations of Diversity; MGE 571 Middle School Curriculum; and SEC 580 Curriculum integrate the importance of stakeholder partnerships, but cannot devote the time needed for the examination of methods and applications, as is the intent of the proposed course content. IECE 523 Planning Curriculum and Instruction provides this content; however, the focus is restricted to birth through kindergarten instead of P-12 as in the proposed course.

2.4   Relationship of the proposed course to courses offered in other departments:
No course offered in other departments is similar to the proposed course with the focus of school and stakeholder partnerships that utilize research-based best practices with an emphasis on culturally diverse populations and increased student achievement. Existing courses in other departments address stakeholder partnership topics linked to that course's particular content. For example:

- CNS 553 Community Resources in Counseling targets surveying social agencies, both public and private, with which counselors and those in the helping field should be familiar along with an analysis of the referral process and the utilization of these resources with the clientele with which one works.
- EDAD 682 School-Community Relations is designed to establish a wholesome relationship with school-community stakeholders with an emphasis on their involvement in school programs.
- SOCL 551 Sociology of the Family focuses on the family institution and the impact of modern culture on the family.
- Courses in other departments about stakeholder partnerships include (but are not limited to): SWRK 436G Services to Children and PH 576 Education and Communication Techniques in Public Health Education.

The proposed course content, however, is unique in that it offers a focus on school and stakeholder partnerships designed for P-12 classroom teachers.

2.5   Relationship of the proposed course to courses offered in other institutions:
The University of Louisville and University of Kentucky graduate   programs do not offer courses focused on school and stakeholder partnerships. Johns Hopkins University Graduate School offers a 15-credit certification program focused on school and stakeholder partnerships entitled *Leadership for School, Family, and Community Collaboration*. Courses required in this program include 851.705 Effective Leadership; 882.524 Education of Culturally Diverse Students; 893.601 Evaluation and Research of Technology Supported Interventions and Programs; 851.630 School, Family, and Community Collaboration for School Improvement I; and 852.631 School, Family, and Community Collaboration for School Improvement II.

Western Kentucky University is one of eleven teacher preparation institutions in ten states participating in The Renaissance Partnership Project, which is focused on improving the quality of their graduates. A review of classroom school and stakeholder partnership course offerings for P-12 teacher education graduate programs at these institutions found that four universities offered courses similar

to this proposed course. California State University at Fresno offers CI 274 Social Interaction in Teaching; University of Northern Iowa offers 210:149G Child, Family, School and Community Relationships; Middle Tennessee University offers ELED 6870 Home-School Interaction; and Southeast Missouri University offers CE614 Parent/School Partnerships in ECE/Elementary.

Western Kentucky University's master's and 5th year non-degree advanced teacher preparation programs seek to offer students a rigorous and relevant curriculum. The proposed course will add a dimension to the programs that is currently unavailable to our students, and one in which the content is found valuable and useful for students at highly regarded institutions such as Johns Hopkins University and the Renaissance Partnership Universities.

3. **Discussion of proposed course:**

3.1 Course objectives:
At the conclusion of the course the students will be able to:
- Examine the role of school and stakeholder partnerships (both at the school and district level) in student achievement.
- Determine the components of successful school and stakeholder partnerships.
- Create a school and stakeholder partnership plan for a selected school that is designed to enhance student success.

3.2 Content outline:
Some topics included in the proposed course include defining stakeholders and partnerships, analyzing case studies and school and stakeholder partnerships, and designing a school and stakeholder partnership plan.

- Framework for School and Stakeholder Partnerships
    Definition of Stakeholders and Partnerships
    Need and Purpose of School and Stakeholder Partnerships
    Student Achievement and Partnerships
- Case Studies of School and Stakeholder Partnerships
    Examination of Successful and Unsuccessful Partnerships
- Designing a Partnership
    Planning and Developing a Partnership Plan

3.3 Student expectations and requirements:
Assessment of student learning will be based on a combination of assignments and exams, including some or all of the following:
- Evaluation of Sample Partnership Plans
- Development of School and Stakeholder Partnership Plan
- Course content quizzes
- Final exam
- Regular class attendance
- Participation in class discussion and class activities

3.4 Tentative texts and course materials:
Text may be selected from the following:

Epstein, J., Sanders, M., Simon, B., Salinas, K., Rodriguez-Janson, F., & Van Voorhis, F. (2008). *School, family, and community partnerships: Your handbook for action.* Thousand Oaks, CA: Corwin Press.

Epstein, J. (2001). *School, family, and community partnership.* Boulder, CO: Westview Press.

4.   Resources
   4.1   Library resources: Present resources are adequate.
   4.2   Computer resources: Present resources are adequate.

5.   Budget implications:
   5.1   Proposed method of staffing: Present faculty will teach this course.
   5.2   Special equipment needed: None
   5.3   Expendable materials needed: None
   5.5   Laboratory supplies needed: None

6.   Proposed term for implementation: Summer, 2010

7.   Dates of prior committee approvals:

School of Teacher Education   10/26/09

CEBS Curriculum Committee   10/27/09

Professional Education Council   11/11/09

Graduate Council   _December 10, 2009_

University Senate   _____

Attachments: Bibliography, Library Resources Form, Course Inventory Form

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

Contact Person: Dr. Lisa Murley, lisa.murley@wku.edu, 745-8822

1. **Identification of proposed course:**
   1.1   Course prefix (subject area) and number: TCHL 548
   1.2   Course title: Classroom Instruction: Managing the Learning Environment
   1.3   Abbreviated course title: Managing Lrng Environment
   1.4   Credit hours and contact hours: 1
   1.5   Type of course: L
   1.6   Prerequisite or corequisite: TCHL 500
   1.7   Course catalog listing:
         Study of classroom management principles and interventions.

2. **Rationale:**
   2.1   Reason for developing the proposed course:
         The proposed course is part of the proposed revision of all master's and 5th year
         non-degree programs leading to advanced teacher preparation. Kentucky policy
         makers recently adopted this path for traditional master's and 5th year non-degree
         program students (e.g., special education, elementary education). The proposed
         course is one of three one-hour courses focused on best practices of classroom
         instruction. The best practices concept is part of the Teacher Leader Integrated
         Core Focus that requires students to complete 6-12 hours of an integrated content
         approach to curriculum basic to the teaching and learning process. The proposed
         course will be one of three hours required for the Classroom Instruction
         sequence. The purpose of the proposed course will be to help students obtain
         skills in classroom management to improve student learning. Teachers must
         provide a safe and positive learning environment for optimal student
         achievement.

   2.2   Projected enrollment in the proposed course:
         It is anticipated that 50 students will enroll per semester. All students pursuing
         advanced teacher certification will be required to take this course or an approved
         equivalent.

   2.3   Relationship of the proposed course to courses now offered by the department: The
         proposed course will offer a more targeted study of classroom management than
         other courses presently offered in teacher education graduate programs. EDU 544
         Classroom Teaching Strategies; ELED 507 Advanced Materials and Methods in
         Social Studies; MGE 571 Middle School Curriculum; SEC 580 Curriculum; and
         EXED 531 Advanced Prescriptive Teaching integrate some classroom management
         concepts, but cannot devote the time needed for an exclusive, targeted approach to a
         classroom management curriculum, as is the intent of the proposed course content.

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

- EDAD 680 Removing Barriers to Learning is designed to assist students in planning, providing and coordinating support programs and services to prevent and remove barriers to learning for all students.
- PSY 510 Advanced Educational Psychology is designed to examine cognitive, social, and moral development, learner diversity, learning theories, motivation, effective classroom management, productive instructional practices, and assessment.
- PSY 511 Psychology of Learning is designed to examine theories of learning including conditioning, social learning, reinforcement, problem solving, motivation and structure of the learning situation.
- PSY 519 Perspectives in Classroom Behavior is designed for coping with problem behaviors in the classrooms covering both preventative and problem encounter measures. The proposed course differs from Psy 519 in that it encompasses managing the learning environment of a classroom that includes classroom behavior as one element of many.
- Other courses in other departments that target management practices specific to that particular field of study include (but are not limited to): SOCL 531, Deviant Behavior and CNS 551 Classroom Guidance.

The proposed course content, however, differs in that it offers a targeted focus on classroom management principles and interventions designed for P-12 classroom teachers.

2.5   Relationship of the proposed course to courses offered in other institutions:
The University of Kentucky MAE graduate program offers a similar course, EDC 610 Discipline and Classroom Management, which is designed to examine the causes and solutions to disruptive and noncompliant behavior and classroom management problems that are within the control of the classroom teacher. The proposed course is unique in that it offers an emphasis in the use of technology to analyze student behavior data as part of an intervention inventory and plan.

Western Kentucky University is one of eleven teacher preparation institutions in ten states participating in The Renaissance Partnership Project, which is focused on improving the quality of their graduates. A review of classroom management course offerings for P-12 teacher education graduate programs at these institutions found that seven of the eleven universities offered courses similar to the proposed course. Emporia State University offers ED 879 Classroom Management Through Positive Reinforcement; University of Northern Iowa offers 210:230 Advanced Techniques in Instructional Management; Eastern Michigan University offers CURR 560 School and Classroom Discipline; Virginia's Longwood University offers EDU 573 Inquiry into the Classroom Community; Middle Tennessee University offers LED 6090 Creating Learning Environments for Young Children; Pennsylvania's Millersville University offers ELED 502 Education in Today's Elementary School with a focus on classroom management issues; and Southeast Missouri University offers CE652 Advanced Studies in Classroom Management.

The WKU master's and 5th year non-degree programs seek to offer students a rigorous and relevant curriculum. The proposed course will add a dimension to these programs that is currently unavailable to our students.

3. **Discussion of proposed course:**
    3.1   Course objectives:
             At the conclusion of the course, the students will be able to:
- Evaluate classroom management principles including prescriptions of appropriate interventions for student behavior problems.
- Utilize technology to support classroom management initiatives to improve student achievement.

    3.2   Content outline:
             Some topics included in the proposed course include classroom management principles, interventions, and the use of technology to support classroom management.
- Classroom Management Approaches Including Interventions for Common and Chronic Behavior Problems
- Classroom Management and Technology Including Discipline Problem Behavior Inventory and Plan

    3.3   Student expectations and requirements:
             Assessment of student learning will be based on a combination of assignments and exams, including some or all of the following:
- Online discussion of selected journal articles
- Technology project relating to classroom management and use of student behavioral data
- Reflection on main ideas and implications from readings/case studies
- Research paper describing classroom management principles and interventions
- Quizzes
- Final exam
- Regular class attendance
- Participation in class discussion and class activities

    3.4   Tentative texts and course materials:

             Levin, J. & Nolan, J. (2009). *Principles of classroom management   (6th ed.)*. Boston, MA: Allyn & Bacon.

4. **Resources:**
    4.1   Library resources: Present resources are adequate.
    4.2   Computer resources: Present resources are adequate.

5. **Budget implications:**
    5.1   Proposed method of staffing: Present faculty will teach this course.
    5.2   Special equipment needed: None
    5.3   Expendable materials needed: None
    5.4   Laboratory supplies needed: None

6. **Proposed term for implementation:** Summer, 2010

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

School of Teacher Education   10/26/09

CEBS Curriculum Committee   10/27/09

Professional Education Council   11/11/09

Graduate Council   _December 10, 2009_

University Senate   _____

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

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

Contact Person: Stephen K. Miller, steve.miller@wku.edu, 745-6901

1.   **Identification of proposed course:**

    1.1   Course prefix (subject area) and number: TCHL 550
    1.2   Course title: Student Assessment I: Fundamentals of Student Assessment
    1.3   Abbreviated course title: Assess I: Fundamentals
    1.4   Credit hours and contact hours: 1
    1.5   Type of course: L
    1.6   Prerequisite/Corequisite: TCHL 500
    1.7   Course catalog listing:
         Develops an understanding of validity, reliability, descriptive statistics, and
         professional aspects of evaluating students to improve student learning.

2.   **Rationale:**

    2.1   Reason for developing the proposed course:
         The course is one of a proposed sequence of three new courses on student
         assessment. An understanding of test validity specifically and evaluation and
         measurement generally is essential to helping teacher leaders improve
         assessments for student learning. Collectively, the three proposed courses on
         student assessment --TCHL 550 Student Assessment I: Fundamentals of Student
         Assessment; TCHL 554 Student Assessment II: Standardized Testing; TCHL 558
         Student Assessment III: Classroom Tests/Instruments—will provide information
         on improving databased decision making through the analysis of student
         learning. Because teachers often have difficulty understanding validity and
         reliability of assessments and how these relate to the cognitively complex content
         articulated in state standards, an understanding of the underpinnings of
         evaluation and measurement is essential to helping teacher leaders improve
         student learning.

         Most teachers do not have a sophisticated sense of whether tests really measure
         the content for which they are intended. TCHL 550 Student Assessment I:
         Fundamentals of Student Assessment will emphasize validity and reliability.
         Similarly, most teachers have not considered the ethical principles that underlie
         the assessment of students, either in the classroom or via standardized tests.
         Understanding and utilizing this information to improve student assessment for
         learning constitutes the content of the proposed course.

         Assessment is central to current reform initiatives in education, including both
         KERA and No Child Left Behind, which are premised on accountability
         mandates, i.e., students are required to demonstrate continuing improvement over
         and above their current levels of performance. That demanding standard simply

cannot be achieved without being able to interpret and utilize classroom assessments and standardized tests as diagnostic information for short and long-term school improvement. Teacher leaders will be in the forefront of this effort. But with leadership comes responsibility: high levels of ethical standards require a firm grounding in the fundamentals of assessment theory and practice, included in TCHL 550 Student Assessment I: Fundamentals of Student Assessment.

2.2   Projected enrollment in the proposed course: It is anticipated that 50 students will enroll per semester. All students pursuing advanced teacher preparation will be required to take this course or an approved equivalent.

2.3   Relationship of the proposed course to courses now offered by the department: Some of the information in TCHL 550 Student Assessment I: Fundamentals of Student Assessment is currently covered in EDU 524, Educational Assessment, although that course may be discontinued after the program revisions for advanced certification programs are approved and implemented. TCHL 550 Student Assessment I: Fundamentals of Student Assessment will address only issues related to validity and professional practice. TCHL 554 Student Assessment II: Standardized Testing will focus on interpretation of state and national assessment measures. TCHL 558 Student Assessment III: Classroom Tests/Instruments will cover designing and creating classroom assessments. Collectively, the three proposed new assessment courses (4 credit hours) expand the treatment and content coverage on student assessment for learning compared to the old course, EDU 524 Educational Assessment (3 credit hours). Other classes in teacher education--ELED 505 Advanced Materials and Methods in Modern Mathematics for Elementary Teachers; ELED 506 Seminar in Elementary School Science; ELED 507 Advanced Materials and Methods in Social Studies; MGE 571 Middle School Curriculum; SEC 580 Curriculum; IECE 521 Assessment in Interdisciplinary Early Childhood Education; EXED 530 Advanced Assessment Techniques; and, EDU 544 Classroom Teaching Strategies--address assessment of specific content, do not focus on validity or ethical practices per se, and cover teachers' locally constructed disciplinary work rather than addressing assessment principles that underlie testing for the entire range of P-12.

2.4   Relationship of the proposed course to courses offered in other departments:
TCHL 550 Student Assessment I: Fundamentals of Student Assessment will one of three courses focused specifically on principles of assessment especially for teachers. EDFN 500 Research Methods is a general course on research methods and introductory statistics but does not address classroom assessment, although the larger issue of program evaluation is introduced there. Other courses focus on a specific type of assessment or fundamental principles of psychometrics rather than assessment for teachers and classroom or standardized tests in particular, e.g., PSY 563 Statistics and Psychometric Theory; PSY 643 Psychoeducational Assessment; CNS 552 Testing and Assessment in Counseling; PE 515 Assessment in Physical Education; SWRK 573 Assessment and Case Management of Child Sex Abuse; PSY 561 Advanced Assessment in Educational Settings; and PSY 560 Assessment of Cognitive and Intellectual Functioning. Among these, the CNS 552 course comes closest to the content of TCHL 550 Student Assessment I: Fundamentals of Student Assessment, but is

pitched toward counselors and their work in assessing individuals or groups rather than helping teachers understand assessment principles and interpret student assessments for learning.

2.5 Relationship of the proposed course to courses offered in other institutions: The content of TCHL 550 Student Assessment I: Fundamentals of Student Assessment is widely covered in teacher education, counselor education, and educational psychology departments across the country. With regard to evaluating tests and student learning, many universities, such as the University of Delaware, have educational assessment courses, e.g., EDUC 660 Educational Measurement and EDUC 605 Measurement Applications in Education. Content related to TCHL 550 is more likely to be covered in courses specifically focused on tests and measurement. For example, the University of Louisville offers ECPY 540 Evaluation & Measurement, an examination of testing generally, from principles of psychometrics to standardized assessment, although this is not required of teachers in master's programs.

Western Kentucky University is one of eleven teacher preparation institutions in ten states participating in The Renaissance Partnership Project, which is focused on improving the quality of their graduates. A review of assessment course offerings for P-12 teacher education graduate programs at these institutions found that six of the eleven universities offered courses similar to these three proposed new courses on student assessment. California State University at Fresno offers CI 260 Reflective Teaching; Eastern Michigan University offers CURR 650 Improving Instruction through Inquiry and Assessment; Idaho State University offers EDUC 622 Educational Assessment and Evaluation; Virginia's Longwood University offers EDUC 681 Foundations of Evaluation and Learning; Middle Tennessee University offers ELED 6620 Assessment of Teaching and Learning; and Pennsylvania's Millersville University offers EDSU 703 Curriculum and Supervision. Among these, the course at Idaho State University is most like the content of TCHL 550 Student Assessment I: Fundamentals of Student Assessment, but that course is really more parallel to the complete course at the University of Louisville, ECPY 540, than the proposed TCHL 550 Student Assessment I: Fundamentals of Student Assessment, which focuses only on psychometric principles related to validity and professional/ethical testing practices.

The specific content of TCHL 550 (as well as TCHL 554 and TCHL 558) is consistent with the EPSB Guidelines for the redesign of Teacher Leader programs in the Commonwealth. It is presumed that other institutions in Kentucky will address the evaluation of assessments in their master's and planned 5th year non-degree redesign programs, but specifically how is unknown at this juncture.

3. Discussion of proposed course:

3.1 Course objectives:
At the conclusion of the course, the students will be able to:
- Compute simple descriptive statistics for assessment data
- Demonstrate understanding of inferential statistics
- Explain the forms of validity evidence and the types of reliability evidence.

3.2   Content outline:
- Calculating descriptive statistics
- Understanding inferential statistics
- Validity and Reliability
  - Types of validity evidence
  - Measures of reliability

3.3   Student expectations and requirements:
Participants are expected to have access to a field setting during the course. A number of the assignments will be based on actual school/classroom settings. Evaluating the assessment of student learning will be based on a combination of assignments and exams, including some or all of the following:

- Participation in a Professional Learning Community
- Discussion of selected journal articles on assessment
- Evaluating student progress plan
- Data analysis project
- Course content quizzes
- Final exam
- Regular class attendance
- Participation in class discussion and class activities

3.4   Tentative texts and course materials:
Texts may be selected from the following:

Nitko, A. J., & Brookhart, S. M. (2007). *Educational assessment of students* (5th ed). Upper Saddle River, NJ: Pearson Merrill/Prentice Hall.
Association for Supervision and Curriculum Development. (2005). Assessment to promote learning [Special section]. *Educational Leadership, 63*(3), 10-80.

Recommended Texts:

Kentucky Department of Education. (2006). *Program of studies, core content for assessment, & academic expectations*. Frankfort, KY: Author.
Kentucky Department of Education. (2006). *Core content for assessment 4.1.* Frankfort, KY: Author.

4.   Resources:

4.1   Library resources: The library has resources that are adequate to support this course.
4.2   Computer resources: Present resources are adequate.

5. Budget implications:

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

6. Proposed term for implementation:

Summer, 2010

7. Dates of prior committee approvals:

School of Teacher Education:	1/26/09
CEBS Curriculum Committee	10/27/09
Professional Education Council	11/11/09
Graduate Council	_December 10, 2009_
University Senate	_____

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

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

Contact Person: Stephen K. Miller, steve.miller@wku.edu, 745-6901

1.   **Identification of proposed course:**

      1.1   Course prefix (subject area) and number: TCHL 554
      1.2   Course title: Student Assessment II: Standardized Testing
      1.3   Abbreviated course title: Assess II: Standardized Tstng
      1.4   Credit hours and contact hours: 1
      1.5   Type of course: L
      1.6   Prerequisite/Corequisite: TCHL 550
      1.7   Course catalog listing:
            Examination of both national norm-referenced and state criterion-referenced tests
            and utilization of accountability data in planning for school improvement.

2.   **Rationale:**

      2.1   Reason for developing the proposed course:
            Understanding, interpreting, and utilizing the results of standardized testing for
            the purpose of school improvement are essential to helping teacher leaders
            increase student learning. Collectively, the three proposed courses on student
            assessment--TCHL 550 Student Assessment I: Fundamentals of Student
            Assessment; TCHL 554 Student Assessment II: Standardized Testing; TCHL 558
            Student Assessment III: Classroom Tests/Instruments—will provide information
            on improving databased decision making through the analysis of student
            assessments. Teachers often have difficulty interpreting standardized
            assessments, relating this information to the cognitively complex content
            articulated in state standards, and recognizing the connection between local
            school improvement efforts and statewide standards.

            According to the WKU Assessment Report for Initial Preparation Programs, 74%
            of pre-service teachers "passed" the assessment standard. The assessment
            standard had the lowest "pass" percentage of all the standards. In addition,
            according to the student teaching evaluation proficiency rates noted in the same
            report, the "proficient" percentage on the assessment standard was one of the
            lowest at 92%. In the WKU College of Education and Behavioral Sciences
            Practitioner Survey, the average rating for "utilizing varied types of assessments"
            was 3.6 on a scale of one to five. Again, this ranked as one of the lowest items
            marked.

            In the proposed course, TCHL 554 Student Assessment II: Standardized Testing,
            understanding how to interpret and utilize both national and statewide
            standardized testing for instructional improvement is central to the course
            content. Feedback from student testing is necessary to maximize the quality of

interactions between the teacher and the student as they engage the curriculum. Furthermore, standardized testing constitutes the primary criterion upon which the standards-based accountability movement is judged, and assessment is the hallmark of both KERA and No Child Left Behind. Both of these school reform packages are premised on accountability mandates, i.e., students are required to demonstrate continuing increases over and above their current levels of performance. That demanding standard simply cannot be achieved without being able to interpret and utilize standardized assessments, i.e., diagnostic information for long-term school improvement. Thus, TCHL 554 Student Assessment II: Standardized Testing will provide a key component of the knowledge necessary for teacher leaders to become more effective in their work.

2.2   Projected enrollment in the proposed course: It is anticipated that 50 students will enroll per semester. All students pursuing advanced teacher preparation will be required to take this course or an approved equivalent.

2.3   Relationship of the proposed course to courses now offered by the department: Some of the information in TCHL 554 Student Assessment II: Standardized Testing is currently covered in EDU 524 Educational Assessment, although that course may be discontinued after the program revisions for advanced certification programs are approved and implemented. TCHL 554 will focus on interpretation of standardized assessments at state and national levels. TCHL 550 Student Assessment I: Fundamentals of Student Assessment will cover issues related to validity and professional practice. TCHL 558, Student Assessment III: Classroom Tests/Instruments will address only the creation of teacher-made testing instruments. Collectively, these three proposed new assessment courses (4 credit hours) expand the treatment and content coverage on student assessment for learning compared to the old course, EDU 524 Educational Assessment (3 credit hours). Other courses in teacher education--ELED 505 Advanced Materials and Methods in Modern Mathematics for Elementary Teachers; ELED 506 Seminar in Elementary School Science; ELED 507 Advanced Materials and Methods in Social Studies; MGE 571 Middle School Curriculum; SEC 580 Curriculum; and EDU 544 Classroom Teaching Strategies; IECE 521 Assessment in Interdisciplinary Early Childhood Education --address assessment of specific content but do not focus on standardized assessments for the entire range of P-12.

2.4   Relationship of the proposed course to courses offered in other departments: TCHL 554 Student Assessment II: Standardized Testing is the only course focused specifically on helping teachers interpret standardized tests for school improvement. EDFN 500 Research Methods is a general course on research methods and introductory statistics but does not address standardized assessment in any depth, although the larger issue of program evaluation is introduced there. Other classes focus on a specific type of assessment rather than standardized tests in particular, e.g., PSY 643 Psychoeducational Assessment; PSY 563 Statistics and Psychometric Theory; EXED 530 Advanced Assessment Techniques; CNS 552 Testing and Assessment in Counseling; PE 515 Assessment in Physical Education; SWRK 573 Assessment and Case Management of Child Sex Abuse; PSY 561 Advanced Assessment in Educational Settings; and PSY 560 Assessment of Cognitive and Intellectual Functioning. Among these, the PSY 560 course comes closest to the content of TCHL 554 (Student Assessment II:

Standardized Testing) but has more general focus on assessment across a variety of purposes and contexts rather than helping teachers interpret standardized assessments.

2.5   Relationship of the proposed course to courses offered in other institutions:
The content of TCHL 554 Student Assessment II: Standardized Testing is widely covered in teacher education, counselor education, and educational psychology departments across the country. With regard to standardized testing, for example, the University of Delaware has two related courses on educational assessment--EDUC 660 Educational Measurement and EDUC 605 Measurement Applications in Education. Content related to TCHL 554 Student Assessment II: Standardized Testing is often covered in courses about tests and measurement. The University of Louisville offers ECPY 540 Evaluation & Measurement, an examination of testing generally, from principles of psychometrics to standardized assessment.

Western Kentucky University is one of eleven teacher preparation institutions in ten states participating in The Renaissance Partnership Project, which is focused on improving the quality of their graduates. A review of assessment course offerings for P-12 teacher education graduate programs at these institutions found that six of the eleven universities offered coursework similar to the content in the three proposed new courses on student assessment. California State University at Fresno offers CI 260 Reflective Teaching; Eastern Michigan University offers CURR 650 Improving Instruction through Inquiry and Assessment; Idaho State University offers EDUC 622 Educational Assessment and Evaluation; Virginia's Longwood University offers EDUC 681 Foundations of Evaluation and Learning; Middle Tennessee University offers ELED 6620 Assessment of Teaching and Learning; and Pennsylvania's Millersville University offers EDSU 703 Curriculum and Supervision. Among these, the course at Idaho State University is most like the content of this one-hour course, but is really more parallel to the complete course at the University of Louisville, ECPY 540, than the proposed TCHL 554, which will focus only on interpreting and using standardized assessments for school improvement planning.

The specific content of TCHL 554 Student Assessment II: Standardized Testing (as well as TCHL 550 Student Assessment I: Fundamentals of Student Assessment and TCHL 558 Student Assessment III: Classroom Tests/Instruments) is consistent with the EPSB Guidelines for the redesign of Teacher Leader programs in the Commonwealth. TCHL 554 Student Assessment II: Standardized Testing is also consistent with Standard 2 of Kentucky's Standards and Indicators for School Improvement. It is presumed that other institutions in Kentucky will address standardized assessments in their master's and planned 5th year non-degree redesign programs, but specifically how is unknown at this juncture.

3.   Discussion of proposed course:

3.1   Course objectives:
At the conclusion of the course, the students will be able to:

- Explain the construction of standardized assessment instruments.
- Distinguish between and interpret norm-referenced and criterion-referenced assessments.

- Analyze and use school and classroom data from standardized tests to inform school improvement efforts.
- Understand legal/ethical issues involved in the assessment of students.

3.2 Content outline:
- Standardized Assessments
    - Criterion- and norm-referenced tests
    - Local, state, and national assessments
    - Principles of analysis
    - Interpretation of standardized tests
    - Ethical and Legal Aspects of Student Assessment
- Evidence-based School Improvement
    - Disaggregation of data
    - Connecting data to school improvement
    - Utilizing school and classroom data in goal setting
    - Utilizing teacher tests and standardized assessments
- Improving Assessment Results
    - Strategies for test taking
    - Using standardized test results to inform teacher-made tests
    - Using results to articulate alignment of curriculum, instruction, and assessment

3.3 Student expectations and requirements:
Participants are expected to have access to a field setting during the course. A number of the assignments will be based on actual school/classroom settings. Assessment of student learning will be based on a combination of assignments and exams, including some or all of the following:

- Participation in a Professional Learning Community
- Discussion of selected journal articles on assessment
- Data analysis project, e.g., disaggregation of data
- Development of a school and/or classroom improvement plan based on data
- Course content quizzes
- Final exam
- Regular class attendance
- Participation in class discussion and class activities

3.4 Tentative texts and course materials:
Texts may be selected from the following:

Nitko, A. J., & Brookhart, S. M. (2007). *Educational assessment of students* (5th ed). Upper Saddle River, NJ: Pearson Merrill/Prentice Hall.
Association for Supervision and Curriculum Development. (2005). Assessment to promote learning [Special section]. *Educational Leadership, 63*(3), 10-80.

Recommended Texts:

Kentucky Department of Education. (2006). *Program of studies, core content for assessment, & academic expectations*. Frankfort, KY: Author.

Kentucky Department of Education. (2006). *Core content for assessment
4.1*. Frankfort, KY: Author.

4.   **Resources:**

4.1   Library resources: The library has resources that are adequate to support this course.
4.2   Computer resources: Present resources are adequate.

5.   **Budget implications:**

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

6.   **Proposed term for implementation:**

Summer, 2010

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

School of Teacher Education	10/26/09
CEBS Curriculum Committee	10/27/09
Professional Education Council	11/11/09
Graduate Council	_December 10, 2009_
University Senate	_____

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

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

Contact Person: Stephen K. Miller, steve.miller@wku.edu, 745-6901

1.   Identification of proposed course:

1.1   Course prefix (subject area) and number: TCHL 558
1.2   Course title: Student Assessment III: Classroom Tests and Instruments
1.3   Abbreviated course title: Assess III: Classroom Tests
1.4   Credit hours and contact hours: 2
1.5   Type of course: L
1.6   Prerequisite/Corequisite: TCHL 550
1.7   Course catalog listing:
         Development of advanced skills for designing and creating classroom assessment
         instruments.

2.   Rationale:

2.1   Reason for developing the proposed course:
         Effective classroom assessment is essential to helping teacher leaders improve
         student learning. Collectively, the three proposed courses on student assessment--
         TCHL 550 Student Assessment I: Fundamentals of Student Assessment; TCHL
         554 Student Assessment II: Standardized Testing; TCHL 558 Student
         Assessment III: Classroom Tests/Instruments—will provide information on
         improving data-based decision making through the analysis of student
         assessments. Teachers need these skills because they often have difficulty
         aligning classroom assessments to the cognitively complex content articulated in
         state standards.

         According to the WKU Assessment Report for Initial Preparation Programs, 74%
         of pre-service teachers "passed" the assessment standard. The assessment
         standard had the lowest "pass" percentage of all the standards. In addition,
         according to the student teaching evaluation proficiency rates noted in the same
         report, the "proficient" percentage on the assessment standard was one of the
         lowest at 92%. In the WKU College of Education and Behavioral Sciences
         Practitioner Survey, the average rating for "utilizing varied types of assessments"
         was 3.6 on a scale of one to five. Again, this ranked as one of the lowest items
         marked. These results suggest that more time in the MAE program needs to be
         devoted to helping teachers develop skills necessary to construct high quality
         assessments.

         In TCHL 558 Student Assessment III, Classroom Tests/Instruments, students will
         analyze and create classroom assessments, a central facet of instructional
         improvement, i.e., maximizing the quality of interactions between the teacher and
         the student as they engage the curriculum. Furthermore, classroom assessment is

a central theme in the standards of NCATE, EPSB, and the Standards and Indicators for School Improvement (SISI). Finally, both KERA and No Child Left Behind constitute value-added accountability mandates: students are required to demonstrate continuing improvement over and above their current levels of performance. That demanding standard simply cannot be achieved without high quality formative assessment of the instruction that is being utilized in the classroom. That is the essence of improving classroom instruction. Because practitioners cannot function effectively in their own classrooms without this knowledge base and skill set, the content of the proposed new course is crucial to teachers' leading responsibly.

2.2   Projected enrollment in the proposed course: It is anticipated that 50 students will enroll per semester. All students pursuing advanced teacher preparation will be required to take this course or an approved equivalent.

2.3   Relationship of the proposed course to courses now offered by the department: Some of the information in TCHL 558 Student Assessment III: Classroom Tests/Instruments is currently covered in EDU 524 Educational Assessment, although that course may be discontinued after the program revisions for advanced certification programs are approved and implemented. TCHL 558 Student Assessment III: Classroom Tests/Instruments will address only designing and creating classroom instruments for assessment. TCHL 550 Student Assessment I: Fundamentals of Student Assessment will cover issues related to validity and professional practice. TCHL 554 Student Assessment II: Standardized Testing will focus on interpretation of state and national assessment measures. Collectively, the three proposed new assessment courses (4 credit hours) expand the treatment and content coverage on student assessment for learning compared to the old course, EDU 524 Educational Assessment (3 credit hours). Other courses in teacher education--ELED 505 Advanced Materials and Methods in Modern Mathematics for Elementary Teachers; ELED 506 Seminar in Elementary School Science; ELED 507 Advanced Materials and Methods in Social Studies; MGE 571 Middle School Curriculum; SEC 580 Curriculum; EXED 530 Advanced Assessment Techniques; IECE 521 Assessment in Interdisciplinary Early Childhood Education; and, EDU 544 Classroom Teaching Strategies--address assessment of specific content but do not focus on classroom assessment practices per se for the entire range of P-12.

2.4   Relationship of the proposed course to courses offered in other departments: This is the only course focused specifically on classroom assessment. EDFN 500 Research Methods is a general course on research methods and introductory statistics   but does not address classroom assessment, although the larger issue of program evaluation is introduced there. Other courses focus on a specific type of assessment rather than assessment generally and classroom assessment in particular, e.g., PSY 643 Psychoeducational Assessment; CNS 552 Testing and Assessment in Counseling; PE 515 Assessment in Physical Education; SWRK 573 Assessment and Case Management of Child Sex Abuse; PSY 561 Advanced Assessment in Educational Settings; and PSY 560 Assessment of Cognitive and Intellectual Functioning.

2.5   Relationship of the proposed course to courses offered in other institutions: Classroom assessment is widely covered in teacher education curricula across the

country, although the approach varies. For example, the University of Delaware has two related courses on educational assessment--EDUC 660 Educational Measurement and EDUC 605 Measurement Applications in Education. Northern Kentucky University opts for subject specific assessment courses that are part of specialized requirements for different tracks within the Master of Arts in Education, e.g., EDG 658 Assessment Techniques for P-12 Mathematics or EDU 566 Assessment in Early Childhood Education.

The University of Louisville takes a different approach for its Master of Arts in Teaching and Master of Education programs. For the MAT degrees, classroom assessment is embedded within methods courses; the MAT in Early Elementary Education, for example, requires EDTP 603 Language Arts Methods, EDTP 604 Math Methods, EDTP 605 Science Methods, and EDTP 606 Social Studies Methods. In contrast, the Master of Education in Early Elementary Education requires a general course in research, ELFH 600 Introduction to Research and Statistics in which validity and reliability are covered, in addition to a separate course that addresses social and ethical issues, EDAP 625 Social and Ethical Development of Teaching. A separate course, ECPY 540 Evaluation & Measurement is available from the Educational Counseling and Psychology Department but is not required for teachers.

Whichever route is taken, classroom assessment is generally considered a vital part of master's level teacher preparation. The specific content of the proposed new course, TCHL 558 Student Assessment III: Classroom Tests/Instruments (as well as TCHL 550 Student Assessment I: Fundamentals of Student Assessment and TCHL 554 Student Assessment II: Standardized Testing) is consistent with the EPSB Guidelines for the redesign of Teacher Leader programs. The proposed TCHL 558 is also consistent with Standard 2 of Kentucky's Standards and Indicators for School Improvement. It is presumed that other institutions in Kentucky will address classroom assessment in their master's and planned 5th year non-degree redesign programs, but specifically how is unknown at this juncture.

3.   **Discussion of proposed course:**

3.1   Course objectives:
        At the conclusion of the course, the students will be able to:

- Explain the principles that guide educators in the process of selecting, developing, and using educationally meaningful assessments.
- Create assessments that align with the cognitive complexity and content articulated in state standards.
- Analyze the variety of assessments within a practitioner's classroom.
- Craft a formative and summative assessment plan for a unit of instruction.
- Articulate a philosophy for evaluating student progress.

3.2   Content outline:
        - Designing Effective Assessments
            o Relation of assessment to instruction
            o Relation of assessment to the curriculum

- o Purpose and forms of classroom assessment
- o Process of planning a classroom assessment
- o Advantages and limitations of different types of questions and tests
- o Strategies for constructing effective test items
- o Scoring and post-evaluation of assessments
- Formative and Summative Assessment
  - o Distinction between formative and summative assessment
  - o Incorporating formative assessment into ongoing instructional improvement
  - o Utilizing formative assessment to provide feedback and instructional supplements to students, both remedial "correctives" and accelerated "enrichments"
  - o Utilizing summative assessments to monitor overall quality of outcomes
- Evaluating and Grading Student Progress

3.3   Student expectations and requirements:
Participants are expected to have access to a field setting during the course. A number of the assignments will be based on actual school/classroom settings. Assessment of student learning will be based on a combination of assignments and exams, including some or all of the following:

- Participation in a Professional Learning Community
- Discussion of selected journal articles on assessment
- Data analysis project
- Development of a written unit-test blueprint
- Development of an assessment plan
- Development of test items
- Development of scoring rubrics, rating scales, or other authentic assessment tools
- Course content quizzes
- Final exam
- Regular class attendance
- Participation in class discussion and class activities

3.4   Tentative texts and course materials:
Texts may be selected from the following:

Nitko, A. J., & Brookhart, S. M. (2007). *Educational assessment of students* (5th ed). Upper Saddle River, NJ: Pearson Merrill/Prentice Hall.
Association for Supervision and Curriculum Development. (2005). Assessment to promote learning [Special section]. *Educational Leadership, 63*(3), 10-80.

Recommended Texts:

Kentucky Department of Education. (2006). *Program of studies, core content for assessment, & academic expectations*. Frankfort, KY: Author.
Kentucky Department of Education. (2006). *Core content for assessment 4.1*. Frankfort, KY: Author.

4.   Resources:

    4.1   Library resources: The library has resources that are adequate to support this course.
    4.2   Computer resources: Present resources are adequate

5.   Budget implications:

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

6.   Proposed term for implementation:

    Summer, 2010

7.   Dates of prior committee approvals:

    School of Teacher Education   10/26/09

    CEBS Curriculum Committee   10/27/09

    Professional Education Council   11/11/09

    Graduate Council   _December 10, 2009_

    University Senate   _____

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

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

Contact Person: Rebecca Stobaugh, rebecca.stobaugh@wku.edu, 745-4497

1.   **Identification of proposed course:**

1.1   Course prefix (subject area) and number: TCHL 560
1.2   Course title: Action Research for Teacher Leaders
1.3   Abbreviated course title: Action Research Tch Leaders
1.4   Credit hours and contact hours: 3
1.5   Type of course: L
1.6   Prerequisite: TCHL 550
1.7   Course catalog listing:
          Fundamental principles of action research in educational settings. Students will
          conduct an action research project in their work settings. Course should be taken
          after completing first 9 hours of TCHL courses.

2.   **Rationale:**

2.1   Reason for developing the proposed course:
          Based on a 2007 WKU College of Education and Behavioral Sciences
          Practitioner Survey, with a majority of the respondents being classroom
          practitioners (54.7%), respondents noted that it was important to make content
          knowledge relevant to the real world (34%), differentiate classroom instruction to
          address individual learners' needs (34%), and manage classrooms effectively
          (27%). These were the three key concerns. The teaching of action research
          methods as part of this proposed course is intended to effectively address all
          these areas. NCATE standards include the expectation that graduates be
          prepared to assume leadership roles and collaborate with colleagues for school
          improvement (1.d), which is one purpose of action research. **This course
          connects to the mission statement of the university, as** students will be more
          "productive, engaged, and socially responsible citizen-leaders" by improving
          schools as well as "provid[ing] research, service and lifelong learning
          opportunities" for the students. WKU's strategic plan calls for the university to
          "increase relevant sponsored research" and to promote student learning by
          "developing and empowering future leaders." The last decade has seen the
          emergence of action research as an approach to producing innovative solutions
          for school improvement. This experience-based approach to developing teacher
          leaders uses meaningful problems as a way to learn. Students will be on the
          cutting edge of applied research as they address critical, real problems while
          explicitly seeking effective solutions.

2.2   Projected enrollment in the proposed course: It is anticipated that 50 students will
          enroll per semester. All students pursuing advanced teacher preparation will be
          required to take this course or an approved equivalent.

2.3   Relationship of the proposed course to courses now offered by the department: Students will take the proposed course relatively early in the revised master's programs. This will help students both to acquire/improve skills in reading research findings and to develop tentative plans to conduct an action research project; each student will be required to complete a satisfactory action research project to pass the course. There are several current courses dealing with the foundations of research and applied research. The courses listed below, however, do not address conducting action research within K-12 schools.

- ELED 545 Investigations in Classroom Teaching
- MGE 545 Investigations in Classroom Teaching
- EXED 534 Seminar: Research in Exceptional Child Education
- LME 509 Investigations in Educational Technology
- EDU 604 Management of the Learning Environment

2.4   Relationship of the proposed course to courses offered in other departments: There are research-related courses available in programs focused on pure research, statistical analysis, and applied research. While the courses below do address research, their focus is not on implementing action research in K-12 schools.

- EDAD 697 Research in Administration and Supervision
- PSY 512 Experimental Design
- NURS 512 Research Application
- SOCL 513 Quantitative Research Methods
- SOCL 510 Qualitative Research Methods
- EDFN 601 Applied Statistical Techniques and Research
- EDFN 501 Educational Statistics Designs in Education
- EDFN 548 Research in Curriculum and Instruction
- EDFN 500 Research Methods – While this course met the objective of developing students' understanding of the conventions of education research, TCHL 560 will include the application of the research methods to promote solutions within their classroom, school, and/or district.

2.5   Relationship of the proposed course to courses offered in other institutions: There are comparable action research courses available at the master's level at several universities in the United States. The University of Kentucky has an EDL 669 Leadership for School Problem Solving course focusing on action research with data-driven solutions for the improvement of practice in school settings. The University of Louisville has an EDSP 687 Practicum/Action Research course. George Mason University also has an EDCI 626 action research course.

3.   Discussion of proposed course:

3.1   Course objectives:
At the conclusion of this course, the students will be able to

- Explore the use of action research as part of a school improvement strategy germane to the student's school or classroom.
- Analyze and explore current topics in education research.
- Integrate theoretical and experiential knowledge into instruction.
- Frame questions appropriate for classroom and school inquiry.

- Gain skills in selected research methods.
- Develop, pursue, document, and report on an action research inquiry.
- Present their findings to a broader audience.

3.2 Content outline:
Foundations of Action Research:
- Definition and understanding of the tenets of action research
- Exploring the various approaches to research
- Understanding the similarities and differences between action research and other educational research
- Exploring the historical and philosophical roots of action research
- Exploring how action research is a part of a school improvement strategy
- Review of current literature and development of a research question related to the student's action research topic
- Defining what makes a researchable issue

Planning and Implementation:
- Research ethics
- The Human Subjects Review Board process
- The strategies, procedures, and tools for effective action research
- Examining data and their appropriate interpretations
- Communicating the results of action research
- The uses of reflection for educational practitioners
- Determining how action research impacts teaching and learning regarding instructional effectiveness
- Development and implementation of an action research project

3.3 Student expectations and requirements:
Students will be required to have access to a field setting during the course and to complete an action research project. For those outside of these experiences, opportunities for collaboration or for alternative projects may be approved.

Assessment of student learning will be based on a combination of assignments and exams, including some or all of the following:
- Course content quizzes
- Final exam
- Regular class attendance
- Participation in class discussion and class activities

Students will be required to develop and conduct an action research   project and present the results to an appropriate audience.

3.4 Tentative texts and course materials:
Texts may be selected from the following:

Sagor, R. (2000). *Guiding school improvement with action research*.
    Alexandria,VA: ASCD.
Mills, G. E. (2006). *Action research: A guide for the teacher researcher*. Saddle
    River, NJ: Prentice Hall.

4.   **Resources:**

4.1   Library resources: Present resources are adequate.
4.2   Computer resources: None needed

5.   Budget implications:

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

6.   Proposed term for implementation: Summer, 2010

7.   Dates of prior committee approvals:

School of Teacher Education:	10/26/09
CEBS Curriculum Committee	10/27/09
Professional Education Council	11/11/09
Graduate Council	_December 10, 2009_
University Senate	_____

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

Potter College of Arts and Letters
Department of English
Proposal to Delete a Course
(Consent Item)

Contact Person: karen.schneider@wku.edu 5-3046

1.   **Identification of course:**
        1.1   Current course prefix (subject area) and number: ENG 455G
        1.2   Course title: American Drama
        1.3   Credit hours: 3

2.   **Rationale for the course deletion:** We have not offered this course in a number of years; it has been suspended for several years, and we have no plans to offer it again.

3.   **Effect of course deletion on programs or other departments, if known:** none

4.   **Proposed term for implementation: 201030**

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

        English Department/Division: 10/21/09

        PCAL Curriculum Committee   11/5/09

        Graduate Council   _December 10, 2009_

        University Senate   _____

Attachment: Course Inventory Form

Potter College of Arts and Letters
Department of English
Proposal to Delete a Course
(Consent Item)

Contact Person: karen.schneider@wku.edu 5-3046

1.   **Identification of course:**
        1.1   Current course prefix (subject area) and number: ENG 459G
        1.2   Course title: Modern Drama
        1.3   Credit hours: 3

2.   **Rationale for the course deletion:** We have not offered this course in a number of years; it has been suspended for several years, and we have no plans to offer it again.

3.   **Effect of course deletion on programs or other departments, if known:** none

4.   **Proposed term for implementation: 201030**

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

        English Department/Division: 10/21/09

        PCAL Curriculum Committee   11/5/09

        Graduate Council   _December 10, 2009_

        University Senate   _____

Attachment: Course Inventory Form

Potter College of Arts and Letters
Department of English
Proposal to Revise Course Prerequisites/Corequisites
(Consent Item)

Contact Person: Alex Poole, alex.poole@wku.edu,5-5780

1. **Identification of course:**
    1.1   Course prefix (subject area) and number: English 566
    1.2   Course title: Teaching and Testing ESL Grammar
    1.3   Credit hours: 3

2. **Current prerequisites/corequisites/special requirements:** none

3. **Proposed prerequisite:** English 407G Linguistic Analysis

4. **Rationale for the revision of prerequisite:** English 566 requires students to understand complex issues related to the teaching and learning of English grammar. We have found that students without a background in syntax and morphology struggle with such issues. English 407/G offers students a solid background in syntax and morphology.

5. **Effect on completion of major/minor sequence:** ENG 407G is required already, so we are not adding a new requirement; we are merely establishing a specific sequence. Since we offer ENG 407/G every year and every other summer, this change should not slow completion of any applicable TESL program.

6. **Proposed term for implementation:** Fall 2010

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

    English Department/Division: 10/25/09

    PCAL Curriculum Committee   11/5/09

    Professional Education Council   11/11/09

    Graduate Council   _December 10, 2009_

    University Senate   _____

Attachment: Course Inventory Form

College of Health & Human Services
School of Nursing
Proposal to Revise a Program
(Action Item)

Contact Person: Donna Blackburn (donna.blackburn@wku.edu) 745-3579

1. **Identification of program**
   1.1   Reference number: 149
   1.2   Current program title: Master of Science in Nursing (MSN)
   1.3   Credit hours: 36

2. **Identification of the proposed changes:**
   •   Modification of the curriculum requirements for the Nurse Administrator
   concentration of the MSN program by deleting the unrestricted elective.
   •   Decrease the total program credit hours for the Nurse Administrator concentration
   from 36 to 33 hours.

3. **Detailed program description:**

Current Program   Proposed Program

Program Description (page 86 of current WKU catalog)			New Program Description			

Current Program   **Proposed Program**

Prefix	#	Course Title	Hrs.	Prefix	#	Course Title	Hrs.
NURS	501	Nsg, Politics & Hlth Policy	2	NURS	501	Nsg, Politics & Hlth Policy	2
NURS	504	Theoretical Found of Prof Nsg.	3	NURS	504	Theoretical Found of Prof Nsg.	3
NURS	506	Transition to Adv. Nsg. Practice	1	NURS	506	Transition to Adv. Nsg. Practice	1
NURS	508	Adv. Issues in Professional Nsg	1	NURS	508	Adv. Issues in Professional Nsg	1
NURS	510	Graduate Nursing Research	3	NURS	510	Graduate Nursing Research	3
NURS	512	Research Applications	2	NURS	512	Research Applications	2
NURS	528	Leadership &Mgmt Nurs Ad	3	NURS	528	Leadership &Mgmt Nurs Ad	3
NURS	530	Nursing Admin Practicum	3	NURS	530	Nursing Admin Practicum	3
		Graduate Statistics	3			Graduate Statistics	3
		Finance support course	3			Finance support course	3
		Organizational theory support course	3			Organizational theory support course	3
		Human Resource support course	3			Human Resource support course	3
		Leadership/management support course	3			Leadership/management support course	3
		Unrestricted Elective	**3**				
Total		**Credit Hours**	**36**	**Total**		**Credit Hours**	**33**

4. **Rationale for proposed program revisions:** The unrestricted nursing elective was initially designed to allow flexibility in meeting MSN program requirements. Nurse administrator students also take 4 support courses (12 hours) that enhance their program of study. However, a review of unrestricted electives taken by former Nurse Administrator students reveals coursework unrelated to their concentration. In addition, the unrestricted elective has been dropped from our other MSN concentrations and is not required by our accrediting agency. Deletion of this course does not negatively impact the nurse administrator student but rather facilitates his/her educational mobility by decreasing the total program hours. This change is supported and requested by the nurse administrator MSN students.

5. **Proposed term for implementation and special provisions:** Spring 2010

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

   MSN Committee/ School of Nursing   10-19-09

   CHHS Graduate Curriculum Committee   11/23/2009

   Graduate Council   _December 10, 2009_

   University Senate

Attachment: Program Inventory Form

College of Health & Human Services
School of Nursing
Proposal to Revise a Program – MSN Nurse Educator Concentration
(Action Item)

Contact Person: Beverly Siegrist Beverly.Siegrist@wku.edu 745-3490

1. Identification of program
    1.1   Reference number: 149
    1.2   Current program title: Masters of Science in Nursing (MSN) – Nurse Educator
    1.3   Credit hours: 33 hrs.

2. Identification of the proposed changes:
    • Add NURS 500 to Nurse Educator concentration of MSN program
3. Detailed program description:

		Current Program					Proposed Program	
Prefix	#	Course Title	Hrs		Prefix	#	Course Title	Hrs.
					NURS	**500**	**Advanced Pathophysiology**	**4**
NURS	501	Nsg, Politics & Health Policy	2		NURS	501	Nsg, Politics & Health Policy	2
NURS	503	Adv. Health Assess.	2		NURS	503	Adv. Health Assess.	2
NURS	504	Theoretical Found of Prof Nursing	3		NURS	504	Theoretical Found of Prof Nursing	3
NURS	506	Transition to Adv. Pract.	1		NURS	506	Transition to Adv. Pract.	1
NURS	508	Adv Prof. Issues	1		NURS	508	Adv Prof. Issues	1
NURS	510	Adv. Nursing Research	3		NURS	510	Adv. Nursing Research	3
NURS	512	Research Applications	2		NURS	512	Research Applications	2
NURS	518	Clinical Teach. in Nsg.	3		NURS	518	Clinical Teach. in Nsg.	3
NURS	520	Teach. in Schools Nsg.	3		NURS	520	Teach. in Schools of Nsg.	3
NURS	522	Teaching in Schools of Nsg. Internship	4		NURS	522	Teaching in Schools of Nsg. Internship	4
CNS	552	Test & Assessment	3		CNS	552	Test & Assessment	3
PSY	510 or 511	Adv Educational Psy Psy of Learning	3		PSY	510 or 511	Adv Educational Psy Psy of Learning	3
		Graduate Stats	3				Graduate Stats	3
Totals		**Credit Hours**	**33**		**Totals**		**Credit Hours**	**37**

4. Rationale for proposed program revisions:
    The Nurse Educator concentration of the MSN program was revised in spring of 2009.
    NURS 500 is a required course for this program and was mistakenly omitted from the initial proposal.

5. Proposed term for implementation and special provisions: Spring 2010

6.   Dates of prior committee approvals:

MSN Committee/ School of Nursing   11/12/2009

CHHS College Graduate Curriculum Committee   11/23/2009

Graduate Council   _December 10, 2009_

University Senate

Attachment: Program Inventory Form

Attachments: Bibliography, Library Resources Form, Course Inventory Form

Bibliography

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Bewley, Truman F. *General Equilibrium, Overlapping Generations Models, and Optimal Growth Theory*. Cambridge, Harvard University Press, 2007.

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Dowling, Edward T. *Introduction to Mathematical Economics: Schaum's Outline Series*. New York: Mc-Graw Hill, 1980.

Ljunqvuist, Lars and Sargent, Thomas J. *Recursive Macroeconomic Theory*. Cambridge, MIT Press, 2004.

Research Center of Mathematical Economics. *Advances in Mathematical Economics*. New York, Springer, 1999.

Library Resources Form (Attached)

Course Inventory Form (Attached)

College of Education and Behavioral Sciences
School of Teacher Education
Proposal to Revise Program Policy
(Action Item)
Contact Person: Retta Poe, retta.poe@wku.edu, 745-4662

1.   **Identification of programs:**
    1.1   Current program reference number: (various); the revised policy will apply to students in all undergraduate and graduate programs leading to initial teacher certification.
    1.2   Current program title: (various); the revised policy will apply to students in all undergraduate and graduate programs leading to initial teacher certification.
    1.3   Credit hours: varies by program.

2.   **Identification of proposed policy revision:**
- Modifies requirements for admission to professional education. All individuals seeking initial teacher certification, though admitted to their respective academic programs, must be separately admitted to the professional education unit.

3.   **Detailed program description:**

Existing policy: Formal application for admission to professional education must be made while students are enrolled in EDU 250 or MGE 275 or IECE 321, generally during the second semester sophomore year. Transfer students with junior standing must apply during the first semester of enrollment. To be eligible for admission to professional education, the student must:
- attend a Teacher Admissions Orientation;
- achieve and maintain a minimum overall GPA of 2.5;
- complete 30 semester hours of course work outside of teacher education;
- demonstrate writing proficiency by attaining a GPA of 2.5 in ENG 100 and ENG 300 or equivalent courses, with neither grade lower than a "C" (English credit earned with an Advanced Placement score of 3 or higher, ACT English score of 29, SAT Verbal score of 620, or CLEP proficiency will be accepted as equivalent to a "B");
- demonstrate proficiency in the use of oral language by attaining a grade of "C" or higher in an approved general education speech course for education majors or by attaining an overall GPA of at least 2.5 (4.0 scale) on an undergraduate degree from an accredited institution;
- submit documentation of a completed physical exam, TB screening, and thumb print criminal background check, none of which can be more than one year old at the time of submission;
- receive a passing score on a specified standardized instrument (Enhanced ACT with a minimum composite score of 21; the SAT with a minimum composite score of 1500; or the PreProfessional Skills Test with minimums of 173 in Mathematics, 173 in Reading, and 172 in Writing; or the GRE with a minimum score of 800 overall and writing assessment of 3.5 or a **2000** GAP score (undergraduate GPA x GRE) for a completed baccalaureate degree);
- submit all required forms, including application for admission, statement indicating no conviction or pending charges on a felony or sexual misconduct misdemeanor, statement of commitment to uphold the Professional Code of Ethics for Kentucky

School Personnel, commitment to abide by teacher education policies and procedures, and other forms provided by the Office of Teacher Services;
- arrange for recommendations to be completed by three faculty members; and
- submit an appropriate photo.

Proposed policy:
The following are required of all students seeking admission to professional education:
1. File an application for admission to professional education.
2. File a statement indicating no convictions or pending charges on a felony or a sexual misconduct misdemeanor.
3. Submit documentation of a completed physical exam, TB test, and thumbprint criminal background check, all dated within one year prior to admission to teacher education.
4. Submit an appropriate photograph for the teacher admission file.
5. File a statement indicating a commitment to uphold the Professional Code of Ethics for Kentucky School Personnel.
6. Complete teacher admission standardized testing requirement for demonstration of basic skills by satisfying the indicated cut-off score(s) for one of the following:
   - The Enhanced American College Test (ACT) with a minimum composite score of 21
   - The Scholastic Aptitude Test (SAT) with a minimum composite score of 1500
   - The Pre-Professional Skills Test (PPST) with minimums of 173 in Mathematics, 173 in Reading, and 172 in Writing
   - The Graduate Record Exam (GRE) with a minimum Verbal + Quantitative total of 800 and an Analytical Writing score of at least 3.5, or a minimum GAP score (undergraduate GPA multiplied by GRE V+Q) of **2200 and an Analytical Writing score of at least 3.5**

Required of undergraduate students *(in addition to the requirements for all students)*:
1. Attend a Teacher Education Admissions Orientation session.
2. Achieve the required minimum GPA of 2.5 overall.
3. Demonstrate proficiency in oral communication by attaining a minimum grade of "C" in COMM 145 or 161 (or approved equivalent course).
4. Demonstrate proficiency in written communication by attaining a GPA of at least 2.5 in ENG 100 and ENG 300 (or approved equivalent courses), with neither grade lower than a C " (English credit earned with an Advanced Placement score of 3 or higher, ACT English score of 29, SAT Verbal score of 620, or CLEP proficiency will be accepted as equivalent to a "B").
5. Obtain three favorable faculty recommendations.
6. If not on iCAP, submit a copy of an approved written degree program for a program leading to initial certification.

Required of applicants seeking a second baccalaureate degree or certification-only for initial certification *(in addition to the requirements for all students)*:
1. Document a minimum overall GPA of at least 2.5 (counting all course work completed at the time of admission to teacher education), or a minimum GPA of at least 3.0 in the last 60 hours.

2. Demonstrate proficiency in oral communication, either by attaining a minimum grade of "C" in COMM 145 or 161 (or approved equivalent course); OR by documenting a minimum undergraduate degree GPA of at least 2.5.
3. Demonstrate proficiency in written communication, either by attaining a GPA of at least 2.5 in ENG 100 and ENG 300 (or approved equivalent courses), with neither grade lower than a C " (English credit earned with an Advanced Placement score of 3 or higher, ACT English score of 29, SAT Verbal score of 620, or CLEP proficiency will be accepted as equivalent to a "B"); OR by documenting a minimum undergraduate degree GPA of at least 2.5.
4. Obtain three favorable faculty recommendations.
5. Submit a copy of an approved written degree program or certification-only program for a program leading to initial certification.

Required of graduate students seeking initial certification (*in addition to the requirements for all students*):
1. Document a minimum overall GPA of at least 2.5 (counting all course work completed at the time of admission to professional education), or a minimum GPA of at least 3.0 in the last 60 hours.
2. Submit a copy of an approved program of studies (Form B/C) for a program leading to initial certification.

4. **Rationale for proposed program policy revision:** The reason for revising the policy is to provide clarity regarding admission to professional education for students seeking a second baccalaureate degree, certification-only at the baccalaureate level, or initial certification at the graduate level. The original policy was written to apply to undergraduate students seeking a first baccalaureate degree. Over the past few years, as   more students have sought admission to professional education in second baccalaureate programs, baccalaureate-level certification-only programs, and graduate programs,   various pieces of the policy have been tweaked, but a thorough review and revision had not occurred. The proposed policy revision is an effort to remedy the lack of clarity in how the professional education admission policy applies to the other groups of students.

As this policy applies only to students seeking formal admission to professional education, it will not affect other policies related to students' academic programs. The proposed policy is expected to facilitate the professional education admission process for students in the various categories.

5. **Proposed term for implementation:** The policy will be effective upon approval.

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

School of Teacher Education ____10/02/09_____

CEBS Curriculum Committee ____11/03/09_____

Professional Education Council _____11/11/09_____

Undergraduate Curriculum Committee ____12/8/09_____

Graduate Council _December 10, 2009_

University Senate _____